

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Myrtle Grove Elementary School (3581)

Feeder Pattern - Miami Norland Senior

Regional Center II

District 13 - Miami-Dade

Principal - Barbara Johnson

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Myrtle Grove Elementary is a Pre-Kindergarten through fifth grade, Title I, school in Miami Gardens, Florida. The school was built in 1956. The school is located in a lower socio-economic community with an ethnic breakdown of 92.3 % Black Non-Hispanic, 0.7 % White Non-Hispanic, and 0.6 % Asian/Indian/Multi racial and 6.4 % Hispanic. There are approximately 443 students, 81 % of whom receive free or reduced price lunches. The SPED student population consists of gifted students and students with learning disabilities and speech impairments. In addition, approximately 60 male students in grades 3 through 5 are given the opportunity to participate in the 5000 Role Model Program, which is overseen by the Community Involvement Specialist (CIS). In order to cultivate the changes necessary to advance high achievement while eliminating low performance, Myrtle Grove Elementary School will institute an instructional program with a strong focus on literacy from Pre-Kindergarten to fifth grade. Instructional reading materials with demonstrated success will be utilized at the school as well as supplemental materials and literacy interventions across grade levels. A structured curriculum will be delivered through data driven instruction. Emphasis will be placed on using the improvement model, which will include assessments to assist teachers in data driven instruction. Student achievement will be monitored through a variety of measures including bi-weekly, monthly and interim assessments. Student performance data will be carefully analyzed and used to focus instruction accordingly. The administration of the 2007 FCAT Reading Test indicated that 43% of students in grade 3, 27% of students in grade 4 and 31% in grade 5 scored at Level 1 and 20 % of students in grade 3, 29 % in grade 4 and 27% in grade 5 scored at Level 2. The administration of the 2007 FCAT Mathematics Test indicated that 28% of students in grade 3, 15% of students in grade 4 and 26% in grade 5 scored at Level 1 and 38% of students in grade 3, 27% in grade 4 and 38% in grade 5 scored at Level 2. The NCLB subgroups represented at Myrtle Grove are economically disadvantaged, black and SWD. There are 35 teachers including homeroom and special area teachers. The teacher population is 48 % Black, 24% White, 28% Hispanic. We are currently meeting class size reduction with an average of 18 students in the primary grades and 22 students in the intermediate grades. Our attendance rate average is at 97% daily or higher. Myrtle Grove is a member of the Miami Norland Sr. High Feeder Pattern which consists of 8 elementary schools, 2 middle schools and 1 senior high school. This feeder pattern meets monthly to collaborate and share community interests. Myrtle Grove Elementary has much strength as well as some areas of concern. One major area of strength is the school-wide discipline plan we use called Conscious Discipline. This program is a brain based, research based program which helps to develop emotional intelligence. Implementing this program has caused the school to see a 85 % decrease of serious fights and assaults and very few minor altercations with the use of effective techniques and strategies to dissolve differences. We have also continued to see an increase in student achievement; however, as the bar continues to be raised we fell short of our desired goal in 2007. Our Leadership Team meets weekly to plan strategies to use for effective use of data driven instruction to close this gap. We are proud to say that we have been awarded 8 grants by the Education Fund at a maximum level of \$1,250 each, totaling \$9,650 awarded from this fund alone. We have also received \$5100 grant fund from Q-ZAB and additional funds from E-rate to upgrade our technology program and increase the speed of access and enhance our technological advances. As a Title I school, Myrtle Grove Elementary received \$94,050 in federal funds to support the upgrade of educational enhancements. We have 4 VPK programs which are all at capacity annually. This program allows us to receive more students at age 4, thereby, empowering us to begin the formal educational process earlier to meet student achievement needs. We have 88% of our students receiving free or reduced lunch and many of them take advantage of healthy choice breakfast and lunch options. Our faculty continues to collaborate with Dr. Erskine Dottin, FIU, who is helping us develop our conceptual framework so that we may become a unified school family.

Given instruction using the Sunshine State Standards, students in grades 3-5 will improve their reading skills as evidenced by 58 % of students scoring FCAT level 3 or higher on the 2008 FCAT administration of the Reading Test.

Given instruction using the Sunshine State Standards, black students in grades 3-5, will improve their reading skills as evidenced by 58 % of students scoring FCAT level 3 or higher on the 2008 FCAT administration of the Reading Test.

Given instruction using the Sunshine State Standards, students in grades 3-5, who are economically disadvantaged, will improve their reading skills as evidenced by 58 % of students scoring FCAT level 3 or higher on the 2008 FCAT administration of the Reading Test.

Given instruction using the Sunshine State Standards, Students With Disabilities (SWD) in grades 3-5 will improve their reading skills as evidenced by 58 % of students scoring FCAT level 3 or higher on the 2008 FCAT administration of the Reading Test.

Given instruction using the Sunshine State Standards, students in grades 3-5 will improve their mathematics skills as evidenced by 62 % of students scoring FCAT level 3 or higher on the 2008 FCAT administration of the Mathematics Test.

Given instruction using the Sunshine State Standards, Black students in grades 3-5 will improve their mathematics skills as evidenced by 62 % of students scoring FCAT level 3 or higher on the 2008 FCAT administration of the Mathematics Test.

Given instruction using the Sunshine State Standards, Students With Disabilities (SWD) in grades 3-5 will improve their mathematics skills as evidenced by 62 % of students scoring FCAT level 3 or higher on the 2008 FCAT administration of the Mathematics Test.

Given instruction using the Sunshine State Standards, Students with Free and Reduced Lunch status in grades 3-5 will improve their mathematics skills as evidenced by 62 % of students scoring FCAT level 3 or higher on the 2008 FCAT administration of the Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 71 % reaching the state required high standards as documented by scores on the 2008 FCAT Writing+ Test.

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by 32 % reaching Level 3 or higher on the 2008 FCAT Science Test.

Given school-wide focus on increasing parental involvement in order to facilitate academic achievement, parental involvement will increase by five % in the 2007-2008 school year as documented by attendance rosters of various school functions as compared to the 2006-2007 school year.

Students will improve their problem-solving and positive choice-making skills by utilizing the Conscious Discipline Program to manage their emotions and stress level as evidenced by a 5% reduction in the number of Student Case Management Systems referrals reported from the 2006-2007 school year to the 2007-2008 school year.

Increase log-on time for students using Reading Plus as evidenced by Reading Plus Usage Reports from 2007-2008 as compared to 2006-2007. Usage will be monitored on a monthly basis.

Given instruction based on the Sunshine State Standards and the Miami-Dade County Public Schools mandated FITNESSGRAM standards, the number of students receiving medals in grades four and five will increase from 60 students for the 2006-2007 to 65 in the 2007-2008 school year.

Given emphasis on art appreciation, the number of students participating in art related clubs or activities will increase from twenty students in the 2006-2007 school year to forty students during the 2007-2008 school year.

Myrtle Grove Elementary School will increase its ranking on the State of Florida ROI index publication from the 11th percentile in 2004-2005 to the 12th percentile on the next publication of the index.

Based on the Organizational Performance Improvement Snapshot (OPIS) survey results, the two areas for improvement at Myrtle Grove Elementary are in the areas of Strategic Planning(2) and Business Results(7). The faculty and staff feel there is a need to have their ideas considered in future planning,(2a /3.6). Another area in which the faculty and staff feel there is a need to improve, according to the OPIS survey, is informing faculty and staff of the financial report of the school(7c /3.0). In the area of strategic planning, the administration will address these needs in grade level, faculty and curriculum leadership team meetings. In the area of financial disclosure, the budget will be discussed at EESAC meetings, and will be reflected in the minutes for faculty and staff to review. In addition, items will be shared with the entire staff at faculty meetings, as needed.



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.

3581 - MYRTLE GROVE ELEMENTARY SCHOOL

VISION

Myrtle Grove Elementary will be a life-long learning community for Pre-K through 5th grade students, parents, school faculty and staff where all students are taught to soar beyond limitations in order to succeed as productive citizens in an ever-changing democratic society and world.

It is envisioned that Myrtle Grove Elementary will be a safe and connected environment that enhances students' desire to learn while fostering emotional wholeness, where joy in the job to be done enables students, faculty and staff to go beyond the call of duty and a community where love is shared and where dispositions of sharing, caring, and celebrating the success of all community members is a norm.

Myrtle Grove Elementary, therefore, will become a continuous learning environment (a) where students succeed, (b) where faculty, staff, parents, and students see value in working together to solve problems for the benefit of the learning community, (c) where community members work and think together to discover and share knowledge and self, and (d) where faculty, staff and parents model the kind of self-discipline conducive to enhancing students' self-discipline and motivation. This environment will be analogous to a school family where there is respect for each individual in the family.

MISSION

Myrtle Grove Elementary exists to serve public goals, that is, to promote the collective good of a democratic society. Consequently, Myrtle Grove Elementary is charged to prepare students at the Pre-K-5 level with participation in a democratic society. More specifically, the mission at Myrtle Grove Elementary is to improve student academic performance to ensure that all students demonstrate mastery of grade level material and become responsible citizens.



School Improvement Plan 2007-2008



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School Demographics

Myrtle Grove Elementary, constructed in 1956, is a Pre-K through fifth grade Title I school located in Miami Gardens, Florida. The school is located in a lower socio-economic community with an ethnic breakdown of 92.3 % Black, Non-Hispanic, 0.7 % White, Non-Hispanic, 0.6 % Asian/Indian/Multi-Racial and 6.4 % Hispanic. There are approximately 443 students, 81 % of whom receive free or reduced price meals. The special education population consists of students with learning disabilities, speech impairments and gifted students. Myrtle Grove Elementary has a mobility rate index of 29 %. Myrtle Grove Elementary is surrounded by the following elementary schools: Brentwood, Golden Glades, Carol City and Barbara Hawkins. Myrtle Grove Elementary School is included in the School Improvement Zone. Challenges that face Myrtle Grove Elementary School are lack of parental involvement and a decrease in third grade reading scores as evidenced by the state high stakes test (2007). The administration of the 2007 FCAT Reading Test indicated that 43% of students in grade 3, 27% of students in grade 4 and 31% in grade 5 scored at Level 1 and 20 % of students in grade 3, 29 % in grade 4 and 27% in grade 5 scored at Level 2. The administration of the 2007 FCAT Mathematics Test indicated that 28% of students in grade 3, 15% of students in grade 4 and 26% in grade 5 scored at Level 1 and 38% of students in grade 3, 27% in grade 4 and 38% in grade 5 scored at Level 2. The NCLB subgroups represented at Myrtle Grove are economically disadvantaged, black and SWD. There are 35 teachers including homeroom and special area teachers. The teacher population is 48 % Black, 24% White, 28% Hispanic. We are currently meeting class size reduction with an average of 18 students in the primary grades and 22 students in the intermediate grades. Our attendance rate average is at 97% daily or higher. Myrtle Grove is a member of the Miami Norland Sr. High Feeder Pattern which consists of 8 elementary schools, 2 middle schools and 1 senior high school. This feeder pattern meets monthly to collaborate and share community interests. Myrtle Grove Elementary has much strength as well as some areas of concern. One major area of strength is the school-wide discipline plan we use called Conscious Discipline. This program is a brain based, researched based program which helps to develop emotional intelligence. Implementing this program has caused the school to see a 85 % decrease of serious fights and assaults and very few minor altercations with the use of effective techniques and strategies to dissolve differences. We have also continued to see an increase in student achievement; however, as the bar continues to be raised we fell short of our desired goal in 2007. Our Leadership Team meets weekly to plan strategies to use for effective use of data driven instruction to close this gap. We are proud to say that we have been awarded 8 grants by the Education Fund at a maximum level of \$1,250 each, totaling \$9,600 awarded from this fund alone. We have also received \$5100 grant fund from Q-ZAB and additional funds from E-rate to upgrade our technology program and increase the speed of access and enhance our technological advances. As a Title I school, Myrtle Grove Elementary received \$94,050 in federal funds to support the upgrade of educational enhancements. We have 4 VPK programs which are all at capacity annually. This program allows us to receive more students at age 4, thereby, empowering us to begin the formal educational process earlier to meet student achievement needs. We have 82% of our students receiving free or reduced lunch and many of them take advantage of healthy choice breakfast and lunch options.

School Foundation

Leadership:

According to the findings of the Organizational Performance Improvement Snapshot (OPIS) survey, the leadership at Myrtle Grove Elementary is strong in setting the direction for the school and in sharing the mission and vision (1a/4.5). The principal creates a positive work environment and appreciates staff members' contributions. The OPIS survey also indicates a need in soliciting ideas from staff members (1g/3.7). This area will be addressed through grade level, faculty and curriculum leadership meetings.

District Strategic Planning Alignment:

The OPIS survey reveals that the staff feels they are kept well informed of how their contributions to progress in planning are evolving. The employees are involved in the development of goals and objectives of the school (2c/4.1). Input into the development of the Continuous Improvement Model (CIM) Focus Calendar was given across all grade levels, Pre-K – 5th. The OPIS survey indicates that employees feel a need for greater input into future planning (2a/3.6). This will be accomplished through grade level, faculty and curriculum leadership team meetings.

Stakeholder Engagement:

The OPIS survey indicates the staff knows how important the stakeholders are to the school (3a/4.6). Communication with parents and guardians is done through conferences and/or written correspondences. There is a need, according to the OPIS, to ensure that parents and guardians are satisfied with the education their children are receiving and that all needs of the students are being met (3d/4.0). This area of concern will be addressed through the utilization of the Community Involvement Specialist (CIS) and the PTSA. Communications sent home in the form of monthly calendars and phone messages.

Faculty & Staff:

Myrtle Grove takes a team approach to the overall function of the school. Employees collaborate to accomplish Myrtle Grove's strategic objectives. The OPIS Survey reveals that the work location promotes a work environment that supports professional growth, safety, satisfaction, and motivation for all of its employees and that employees are able to make changes that will improve their work quality (4b/4.2 & 5a/4.3). The survey also indicates a need to get information on how the school is performing (4f/3.8). This need will be addressed through grade level and faculty meetings.

Data/Information/Knowledge Management:

Myrtle Grove empowers its employees to analyze their work. Staff members are able to make changes in order to improve work quality (4b/4.5). Communication of information on how the work location is doing needs to be ongoing (4f/3.6). This need will be addressed through grade level and faculty meetings.

Education Design:

Myrtle Grove examines the Strategic Planning, Process Management, and Customer and Market Focus items to determine a trend in Education Design. Customer and Market Focus Category 3 shows a high approval of how we treat and deal with our clientele with an average score of 4.2. The Process Management average score is 4.0 with a strong emphasis on employees being able to control their work process. However, the staff indicates that more resources are needed in order to do an optimal job. Strategic Planning or Category 2 indicates an average score of 3.9.; Overall, staff members know what is required and how to adapt to change but there is an indication that their ideas are not being solicited at times. Therefore, each faculty meeting agenda will include time to share teacher input.

Performance Results:

The OPIS Survey indicates that staff members at Myrtle Grove are extremely satisfied with their job (7i/4.4). An area in which the faculty and staff feels there is a need to improve, according to the OPIS survey, is informing faculty and staff of the financial report of the school(7c/3.0). In the area of financial disclosure, the budget will be discussed at EESAC meetings, as needed, and will be reflected in the minutes for faculty and staff to review.

Schools Graded 'C' or Below

Professional Development:

The Zone requires teachers to have 56 hours of professional development yearly. Myrtle Grove teachers have received professional development both on and off campus. 10 out of 13 teachers, Kindergarten- 2nd, attended the Reading First Academy during Summer Heat. In-services were also provided at the school in the areas of reading (best practices), writing (Demand Writing), mathematics (hands-on), science (hands-on), technology(gradebook, edusoft and SMART board) and discipline (conscious discipline). Professional Development will be on-going throughout the 2007-2008 school year.

Disaggregated Data :

Objectives will be evaluated by scores of the 2008 FCAT Reading Test. District Reading Interim and bi-weekly assessments will provide formative assessment, which will be used to monitor student's progress towards the objective. DIBELS will be administered three times a year; which will provide data for monitoring student achievement. The Peabody PPVT-III will be administered at the end of the 2007-2008 school year to measure student's oral vocabulary levels. The Diagnostics Assessment of Reading (DAR) is administered on a student need only basis. Objectives in mathematics will be evaluated by scores of the 2008 FCAT Mathematics Test. Interim and bi-weekly assessments will provide formative assessments, which will be used to monitor student's progress towards the objectives. Scores on the 2008 FCAT Writing+ Test will be utilized to evaluate student's performance in writing. In addition, School Improvement Zone monthly prompts and on-going assessments will be used to monitor progress and drive instruction. Scores on the 2008 FCAT Writing+ Test will be utilized to evaluate this objective. In addition, School Improvement Zone monthly prompts and on-going assessments will be used to monitor progress and drive instruction. In order to cultivate the changes necessary to advance high achievement while eliminating low performance, Myrtle Grove Elementary School will institute an instructional program with a strong focus on literacy from Pre-Kindergarten to fifth grade. Instructional reading materials with demonstrated success will be utilized at the school as well as supplemental materials and literacy interventions across grade levels. A structured curriculum will be delivered through data driven instruction. Emphasis will be placed on using the improvement model, which will include assessments to assist teachers in data driven instruction. Student achievement will be monitored through a variety of measures including bi-weekly, monthly and interim assessments. Student performance data will be carefully analyzed and used to focus instruction accordingly.

Informal and Formal Assessments:

District Reading, Mathematics and Science Interims and bi-weekly assessments will provide formative assessments, which will be used to monitor student's progress towards the objectives. DIBELS will be administered three times a year; which will provide data for monitoring student achievement. The Peabody PPVT-III will be administered at the end of the 2007-2008 school year to measure student's oral vocabulary levels. The Diagnostics Assessment of Reading (DAR) is administered on a student need only basis. School Improvement Zone monthly prompts and on-going assessments will be used to monitor progress and drive instruction.

Alternative Instructional Delivery Methods :

Myrtle Grove Elementary School will institute an instructional program with a strong focus on literacy from Pre-Kindergarten to fifth grade. Instructional reading materials with demonstrated success will be utilized at the school as well as supplemental materials and literacy interventions across grade levels. A structured curriculum will be delivered through data driven instruction. Emphasis will be placed on using the improvement model, which will include assessments to assist teachers in data driven instruction. An intensive supplemental reading and mathematics program will be provided for 10 days to eligible students in Grades 3-5. Enrollment criteria will be as follows: Grade 3: Incoming third grade students who demonstrated performance at or below the first quartile on the 2007 Stanford Achievement Test, Tenth Edition; The Intensive Instructional Routine will consist of multiple opportunities for engagement in reading:

- Fluency practice utilizing Quick Reads print material;
- Teacher-Directed grade level selected literature and non-fiction passages; and
- Differentiated instruction in small groups utilizing Voyager Passport.

Additional tutoring is provided during the school day whereby the reading, writing, and mathematics leaders, respectively, work with low-performing students in small group settings. Highly qualified paraprofessionals and highly trained and qualified volunteers work with students who are in need of additional help in the areas of reading, mathematics, and writing during the school day. The programs to be used are Voyager Passport, Houghton Mifflin's Early Success, Reading Plus, Fastt Math and FCAT Explorer. All retained students are required to participate in an in-school tutoring program designed to give additional small-group instruction in reading, writing, mathematics, or test-taking strategies directly from their classroom teacher and/or paraprofessional.



School Improvement Plan
2007-2008



Schools Offering Primarily Grades 6 through 12

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

Reading Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Reading Statement

All students in grades three through five will be able to read on or above grade level.

Needs Assessment



School Improvement Plan 2007-2008



A review of the 2007 FCAT Reading test indicated that an average of 44 % of the students scored Level 3 or above on the 2007 FCAT Sunshine State Standards Reading Component.

In third grade, 37 % of the students scored at Level 3 or above. In fourth grade, 44 % of the students scored at Level 3 or above. In fifth grade, 37 % of the students scored Level 3 or above.

The percentage of items the students answered correctly in the 2007 Reading Cluster of Words/Phrases were 56 % for third grade, 40 % for fourth grade, and 44 % for fifth grade.

The percentage of items the students answered correctly in the 2007 Reading Cluster of Main Idea/Purpose were 47 % for third grade, 56 % for fourth grade, and 48 % for fifth grade.

The percentage of items the students answered correctly in the 2007 Reading cluster of Comparisons were 53 % for third grade, 53 % for fourth grade, and 56 % for fifth grade.

The percentage of items the students answered correctly in the 2007 Reading Cluster of Reference/Research were 50 % for third grade, 50 % for fourth grade, and 50 % for fifth grade.

The main areas of concern are the fourth and fifth grade scores on the 2007 FCAT Sunshine State Standards Reading Component and the Words / Phrases Reading Cluster for grades 3-5. The third grade area of concern is Main Idea / Authors Purpose Reading Cluster for grades 3-5.

NCLB Subgroup Target

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



School Improvement Plan 2007-2008



Measurable Objective

Given instruction using the Sunshine State Standards, students in grades 3-5 will improve their reading skills as evidenced by 58 % of students scoring FCAT level 3 or higher on the 2008 FCAT administration of the Reading Test.

Given instruction using the Sunshine State Standards, black students in grades 3-5, will improve their reading skills as evidenced by 58 % of students scoring FCAT level 3 or higher on the 2008 FCAT administration of the Reading Test.

Given instruction using the Sunshine State Standards, students in grades 3-5, who are economically disadvantaged, will improve their reading skills as evidenced by 58 % of students scoring FCAT level 3 or higher on the 2008 FCAT administration of the Reading Test.

Given instruction using the Sunshine State Standards, Students With Disabilities (SWD) in grades 3-5 will improve their reading skills as evidenced by 58 % of students scoring FCAT level 3 or higher on the 2008 FCAT administration of the Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Continuous Improvement Model to analyze data and develop a Reading Instructional Focus Calendar.	Principal, Assistant Principal, Reading Coaches, Reading Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Use school-site reading resource personnel to monitor the fidelity of Houghton Mifflin, Early Success, Soar to Success, and Voyager Passport during classroom visits to grades K-5.	Principal, Assistant Principal, Reading Coaches, Reading Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Complete Progress Monitoring Action Plan for identified students of FCAT Levels 1 & 2 in grades 3-5.	Principal, Assistant Principal, Reading Teachers, Reading Coaches	8/20/2007	6/5/2008	Other/ Not Applicable	0
Implement CRISS strategies to compliment and enhance reading in the content areas in grades K-5.	Principal, Principal, Assistant Principal, Reading Coaches, Reading Teachers Principal, Assistant Principal, Reading Coaches, Reading Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Generate disaggregated data reports to redirect classroom instruction and to place students in flexible tutorial groups in grades K-5.	Principal, Assistant Principal, Reading Coaches, Reading Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Administer and analyze bi-weekly EduSoft assessments aligned to the Sunshine State Standards tested benchmarks for grades K-5 and the Language Arts/Reading Curriculum Pacing Guides.	Principal, Assistant Principal, Reading Coaches, Reading Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Maintain a consistent focus on the reading cluster of Reference/Research Reading and instruct the remaining clusters of Main Idea/Purpose, Word/Phrases, and Comparisons according to the timeline identified in the Reading Instructional Focus and the Language Arts/Reading Curriculum Pacing Guides.	Principal, Assistant Principal, Reading Coaches, Reading Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide the teaching staff of grades K-5 with professional development activities that are aligned with the Comprehensive Research-Based Reading Plan.	Principal, Assistant Principal, Reading Coaches	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide remedial reading instruction for Students With Disabilities and students scoring in the lowest 25 percentile in grades 3-5 during pull-out tutorials, and the Saturday Academy.	Principal Assistant Principal Reading Coaches Reading Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide computer-assisted reading instruction with Accelerated Reader, FCAT Explorer, and ReadingPlus to students in grades 3-5 who scored at FCAT Levels 1 or 2 on the 2006 FCAT Sunshine State Standards Reading Component.	Principal, Assistant Principal, Reading Coaches, Media Specialist, Technology Coordinator, Reading Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0

Research-Based Programs

Comprehensive Core Reading Program
 Voyager (K & 3)
 Early Success (1-2)
 Soar to Success (3-5)

Professional Development



School Improvement Plan 2007-2008



Houghton Mifflin Core Reading program
Early Success
Soar to Success
Voyager Passport
CRISS by the District
Accelerated Reader
Reading First Academy

a. Individual Professional Development Plans (IPDP) need to address reading strategies. These strategies need to be constantly updated based on progress monitoring in reading.

Individual Professional Development Plans and Miami-Dade County Public Schools' Performance Planning and Assessment System documents will address reading strategies that have been developed based on students' reading test data and will be updated based on progress monitoring results. School Choice and Parental Options/Charter School Operations will work cooperatively with charter schools' governing boards to ensure that student assessment results are considered in principals' performance evaluations.

b. Evaluations need to reflect goals on IPDP. If goals are not met, a plan of action needs to be created.

If the goals identified on a teacher's IPDP are not met, the teacher, school administrator and Reading Coach will work together to provide further support and assistance to the teacher. This collaborative process will ensure that appropriate professional development opportunities are made available, and that the teacher is able to implement appropriate instructional strategies in reading to meet their students' needs.

a. Describe how the coaches' role will be explained to school level administrators.

Principals will attend the Just Read, Florida! Leadership Conference. In addition, District/Region/Zone staff will ensure that all principals are provided with information regarding the role of the Reading Coach during their opening of school activities. This information will include a copy of the Reading Coach job description, a sample of daily activities, and a list of those duties that may not be assigned to the Reading Coach.

b. Describe how the coaches' role will be explained to the teachers at the school level.

Principals will attend the Just Read, Florida! Leadership Conference. In addition, principals will ensure that all teachers at the school site are provided with information regarding the role of the Reading Coach during their opening of school activities. This information will include a copy of the Reading Coach job description, a sample of daily activities, and a list of those duties that may not be assigned to the Reading Coach. Teachers will sign for receipt of this information.

c. A coach must be provided opportunities to assist teachers in the area of reading. Describe how administrators will ensure accessibility to teachers for ongoing professional development opportunities.

Principals will establish time for the Reading Coach to collaborate and share information with teachers. Implementation of the coaching model (plan, demonstrate, debrief, co-teach, and follow up) will include, but not be limited to: methods of scientifically-based reading research, including comprehensive knowledge of the essential reading components, the reading process, and the framework for monitoring student learning. Also, training will be provided on the three types of classroom assessments: screening, diagnosis, and progress monitoring, in addition to immediate intensive intervention (iii).

Coaches will be given the opportunity to:

- Deepen their content knowledge
- Become aware of new professional development resources and materials
- Collaborate with mentor teachers and other coaches
- Objectively reflect on their own coaching work

Evaluation

Objectives will be evaluated by scores of the 2008 FCAT Reading Test. District Reading Interim and bi-weekly assessments will provide formative assessment, which will be used to monitor student's progress towards the objective. DIBELS will be administered three times a year; which will provide data for monitoring student achievement. The Peabody PPVT-III will be administered at the year of the 2007-2008 school year to measure student's oral vocabulary levels. The Diagnostics Assessment of Reading (DAR) is administered on a student need only basis.

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

Mathematics Statement

Students in grades three through five will increase their mathematics performance skills to meet the state's required high standards.

Needs Assessment



School Improvement Plan 2007-2008



AA review of the 2007 FCAT Mathematics test indicated that an average of 45 % of third through fifth grade students scored Level 3 or above on the 2007 FCAT Sunshine State Standards Mathematics Test.

In third grade, 34 % of the students scored at Level 3 or above. In fourth grade, 57 % of the students scored at Level 3 or above. In fifth grade, 25 % of the students scored Level 3 or above.

The percentage of items the students answered correctly in the 2007 Mathematics Strands of Number Sense were 42 % for third grade, 55 % for fourth grade, and 38 % for fifth grade.

The percentage of items the students answered correctly in the 2007 Mathematics Strand of Measurement were 50 % for third grade, 50 % for fourth grade, and 36 % for fifth grade.

The percentage of items the students answered correctly in the 2007 Mathematics Strand of Geometry were 43 % for third grade, 71 % for fourth grade, and 46 % for fifth grade.

The percentage of items the students answered correctly in the 2007 Mathematics Strand of Algebraic Thinking were 33 % for third grade, 43 % for fourth grade, and 36 % for fifth grade.

The percentage of items the students answered correctly in the 2007 Mathematics Strand of Data Analysis were 43 % for third grade, 57 % for fourth grade, and 42 % for fifth grade.

From these statistics, it can be concluded that the fourth grade exceeded the third and fifth grades in their scores for the 2007 FCAT Mathematics Test. Specific strengths of the 2007 Mathematics Strands were Measurement in third grade, Geometry in fourth grade and Geometry in fifth grade.

The main areas of concern are data analysis, algebraic thinking and number sense as evidenced on the 2007 FCAT Mathematics Test for grades 3-5.

NCLB Subgroup Target

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades 3-5 will improve their mathematics skills as evidenced by 62 % of students scoring FCAT level 3 or higher on the 2008 FCAT administration of the Mathematics Test.

Given instruction using the Sunshine State Standards, Black students in grades 3-5 will improve their mathematics skills as evidenced by 62 % of students scoring FCAT level 3 or higher on the 2008 FCAT administration of the Mathematics Test.

Given instruction using the Sunshine State Standards, Students With Disabilities (SWD) in grades 3-5 will improve their mathematics skills as evidenced by 62 % of students scoring FCAT level 3 or higher on the 2008 FCAT administration of the Mathematics Test.

Given instruction using the Sunshine State Standards, Students with Free and Reduced Lunch status in grades 3-5 will improve their mathematics skills as evidenced by 62 % of students scoring FCAT level 3 or higher on the 2008 FCAT administration of the Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement Riverdeep technology program for students scoring at achievement levels 1 and 2 on the 2007 FCAT Mathematics Test.	Principal Assistant Principal Mathematics Teachers Mathematics Coach	8/20/2007	6/5/2008	Other/ Not Applicable	0
Include consistent focus on the strands of number sense and data analysis and instruct the remaining content strands of measurement, geometry, and algebraic thinking according to the timeline identified in the F-CIM Instructional Focus Calendar and Pacing Guide from the Division of Mathematics and Science.	Principal Assistant Principal Mathematics Teachers Mathematics Coach	8/20/2007	6/5/2008	Other/ Not Applicable	0
Utilize Edusoft as a data management system to score assessments, generate disaggregated data reports to drive classroom instruction, place students in flexible tutorial groups and redirect instructional calendar.	Principal Assistant Principal Mathematics Teachers Mathematics Coach	8/20/2007	6/5/2008	Other/ Not Applicable	0
Administer and analyze bi-weekly, and interim assessments aligned to the Sunshine State Standards tested benchmarks for grades three through five.	Principal Assistant Principal Mathematics Teachers Mathematics Coach	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide tutorial services to all third grade retainees, and students in grades three through five identified as Students with Disabilities, scoring in the lowest 25 percent on the 2007 FCAT Mathematics Test and economically disadvantaged.	Principal Assistant Principal Mathematics Teachers Mathematics Coach	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide SPED students in grades three through five with a variety of mathematical techniques that emphasize the development and implementation of critical thinking skills that can be applied to real-life situations through inclusion and small groups.	Principal Assistant Principal Mathematics Teachers Mathematics Coach	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide opportunities for professional development grades K-2 hands-on mathematics and grades 3-5 mathematics item specs at district and region levels.	Principal Assistant Principal Mathematics Teachers Mathematics Coach	8/20/2007	6/5/2008	Other/ Not Applicable	0
Schedule and monitor students use of technology through visits to the technology lab and use of FCAT Explorer and Fastt Math in Mathematics.	Principal Assistant Principal Technology Coordinator Mathematics Teachers Mathematics Coach	8/20/2007	6/5/2008	Other/ Not Applicable	0

Research-Based Programs

Harcourt-Brace Textbook Series
Riverdeep Destination Math



School Improvement Plan 2007-2008



Professional Development

District-wide training sessions
CRISS Training
Best Practices
Riverdeep Destination Math
Hands-On Mathematics
Interpreting Item Specs

Evaluation

Objectives will be evaluated by scores of the 2008 FCAT Mathematics Test. Interim and bi-weekly assessments will provide formative assessment, which will be used to monitor student's progress towards the objective.

Writing Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Writing Statement

Fourth grade students will increase their writing performance skills to meet the state required high standards.

Needs Assessment

The results of the 2007 FCAT Writing+ Test indicate that 70 % fourth grade students met high standards of 3.5 or above.

Results further indicate that 73 % of students tested on the expository prompt met high standards of 3.5 or above and 67% of students tested on the narrative prompt scored high standards of 3.5 or above. This year concerted effort in expository and narrative writing should result in an increase in student achievement in writing.

NCLB Subgroup Target

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 71 % reaching the state required high standards as documented by scores on the 2008 FCAT Writing+ Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Use flexible grouping with fourth grade students. Establish a Writing Lab operated by the Writing Coach, scheduling small groups of fourth graders for intense instruction.	Principal, Assistant Principal, Writing Coach, Reading Coaches, Classroom Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Implement a journalism elective for selected students during the Extended Day in order to provide students with writing techniques/strategies.	Principal, Assistant Principal, Media Specialist	8/20/2007	6/5/2008	Other/ Not Applicable	0
Continue to infuse technology into Writing Across the Curriculum Program including strategies specific to each subgroup.	Principal, Assistant Principal, Technology Coordinator, Writing Coach, Classroom Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Encourage staff members to "adopt" a struggling or reluctant writer in order to provide additional instruction or support.	Principal, Assistant Principal All staff members	1/8/2008	2/12/2008	Other/ Not Applicable	0
Provide monthly writing prompts to all students, Kindergarten through Fifth grade and analyze data to establish differentiated instruction.	Principal, Assistant Principal, Writing Coach, Counselor, Classroom Teachers, Reading Coach	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide in-services on interpreting student performance data using the U-6 Rubric and other measures to identify, analyze, and reflect on trends in student performance.	Principal, Assistant Principal, Writing Coach, Reading Coaches, District Writing Specialist	8/9/2007	8/9/2007	Other/ Not Applicable	0

Research-Based Programs

Houghton Mifflin Writing Component

Professional Development

Best Practices
Holistic Scoring
FCAT Writing Strategies
FCIM
Reciprocal Teaching
Demand Writing

Evaluation

Scores on the 2008 FCAT Writing+ Test will be utilized to evaluate this objective. In addition, School Improvement Zone monthly prompts and on-going assessments will be used to monitor progress and drive instruction.

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"/>

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

Science Statement

Students will increase their science performance skills to meet high standards.

Needs Assessment

The results of the 2007 FCAT Science Test administrations of the FCAT reflect that 7 % of students have met high standards. Therefore, fifth grade students need improvement in the areas of Earth and Space (40 %), Life and Environmental (42 %), Physical and Chemical (50 %), and Scientific Thinking (42 %), as evidenced by the FCAT Science Test. This year's concerted effort in these areas should result in an increase in student achievement in Science.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by 32 % reaching Level 3 or higher on the 2008 FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Increase students' learning through science related field trips.	Principal, Assistant Principal, Curriculum Support Specialist, Science Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Conduct monthly assessments to ensure mastery of Sunhine State Standards benchmarks in science.	Principal, Assistant Principal, Curriculum Support Specialist, Science Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Utilize the District developed science pacing guide to enhance the delivery of instruction in science and ensure that all science benchmarks are taught in grades kindergarten through five.	Principal Assistant Principal Curriculum Support Specialist K-2 Classroom Teachers Science Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Disaggregate and analyze data to indentify strengths and weaknesses of students in grade five.	Principal, Assistant Principal, Curriculum Support Specialist, Science Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Incorporate effective teaching strategies to develop students' understanding of scientific concepts through classroom activities, and project based learning such as: cooperative groups, hands-on activities and problem solving/critical thinking strategies.	Principal, Assistant Principal, Curriculum Support Specialist, Science Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Conduct a school-wide Science Celebrations for students to demonstrate their science skills/knowledge.	Principal, Assistant Principal, Curriculum Support specialist, Science Teachers	10/25/2007	1/31/2008	Other/ Not Applicable	0

Research-Based Programs

The state adopted Scott Foresman Science Series is utilized as textbook series for science instruction. Supplemental materials include Science Lab Kits, Classroom Performance System, Riverdeep and AIMS activities.

Professional Development

Brain-based Learning
 Inquiry-based Learning
 CRISS Strategies
 Zone Related Professional Development
 Zone Science Scope and Sequence

Evaluation

The scores of the 2008 FCAT Science test will be used to evaluate the objective. In addition, School Improvement Zone monthly assessments and on-going performance assessments will be utilized to monitor progress and drive instruction.

Parental Involvement Goal

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

Florida Education Priorities

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

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

Parental Involvement Statement

The school will provide an opportunity for parents and educators to work collaboratively to foster academic excellence using a conceptual framework.

Needs Assessment

An analysis of the 2006-2007 Parental Involvement Attendance Rosters indicate that 368 parents were involved in the school's academic activities that provided strategies which assisted parents in helping their children with mathematics, reading, writing, science and home learning activities. In order to support academic excellence in student achievement, an increase in parental involvement is always needed.



School Improvement Plan 2007-2008



Measurable Objective

Given school-wide focus on increasing parental involvement in order to facilitate academic achievement, parental involvement will increase by five % in the 2007-2008 school year as documented by attendance rosters of various school functions as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement Title I Parent Contract, which identifies parents' and families' roles within the school.	Principal Assistant Principal Community Involvement Specialist Parent Teacher Student Association Social Worker	8/20/2007	6/5/2008	Other/ Not Applicable	0
Enhance communication and participation by sending home written notification to parents in their home language of meetings and monthly parent workshops promoting active parent participation in their child(ren)'s education.	Principal Assistant Principal Reading Coach Reading Resource Teacher Mathematics Coach Writing Coach Media Specialist Science Lab Instructor	8/20/2007	6/5/2008	Other/ Not Applicable	0
Implement school-wide writing projects and writing process; b.) school-home reading projects to increase literacy; c.) school-wide mathematics projects to increase mathematical skills; d.) at home, hands on science activities designed to increase their child(ren)'s scientific inquiry skills.	Principal Assistant Principal Writing Coach Reading Coach Mathematics Coach Media Specialist Science Lab Coordinator	8/20/2007	6/5/2008	Other/ Not Applicable	0
Develop and distribute a Parent Calendar to help ensure parental involvement in the child(ren)'s educational process.	Principal Assistant Principal Reading/Mathematics Coaches Grade Level Chairs Community Involvement Specialist Parent Teacher Association Classroom Teachers EESAC	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide information and encourage participation relative to the District Parent Academy and other literacy initiatives that promote personal growth for parents.	Principal Assistant Principal Community Involvement Specialist	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide workshops/in-services/activities to empower parents with the skills needed to assist students with Home Learning activities.	Principal Assistant Principal Social Worker Community Involvement Specialist Reading Coach Mathematics Coach Writing Coach Science Lab Instructor Technology Coordinator	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide and maintain a Parent Resource Center with instructional materials and activities that support student learning.	Principal Assistant Principal Community Involvement Specialist	8/20/2007	6/5/2008	Other/ Not Applicable	500
Encourage parent participation in decision making groups such as the Parent Teacher Student Association (PTSA) and Educational Excellence School Advisory Council (EESAC).	Principal Assistant Principal Community Involvement Specialist PTSA EESAC	8/20/2007	6/5/2008	Other/ Not Applicable	400
Encourage and promote increased community involvement through collaboration with Dade Partners and the School Volunteer Program and other local family-oriented initiatives.	Principal Assistant Principal Community Involvement Specialist	8/20/2007	6/5/2008	Other/ Not Applicable	0

Research-Based Programs

Passport to Success
National PTA Standards



School Improvement Plan 2007-2008



Professional Development

The Community Involvement Specialist (CIS) will participate in the 2007-2008 M-DCPS Parental Involvement Conference. Parent/Family Workshops specifically designed to help parents help their child(ren) to better prepare for the FCAT will be provided by classroom teachers, reading coach, reading resource teacher, writing coach, mathematics coach, science lab instructor, media specialist technology coordinator and counselor. Professional development for parents and staff members will include Conscious Discipline Support Project.

Evaluation

This objective will be evaluated by the number of parents/guardians who sign the Parental Involvement Attendance Rosters for 2007-2008 school year, to include Monthly Grade Level Workshops, Targeted Parent Workshops, Technology Workshops, and signed and returned compacts and contracts.

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

Discipline & Safety Statement

The school will provide a safe, connected, bully-free environment for all students. The school will continue to implement programs and practices that further reinforce a safe, disciplined atmosphere.

Needs Assessment

An analysis of the 2007 case management data indicates that 63 student were referred using the student case management system. This number will be reduced by 10 in the 2007-2008 school year.

Measurable Objective

Students will improve their problem-solving and positive choice-making skills by utilizing the Conscious Discipline Program to manage their emotions and stress level as evidenced by a 5% reduction in the number of Student Case Management Systems referrals reported from the 2006-2007 school year to the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize the Conscious Program, which creates a "School Family" based on safety, connection, and problem solving. "The School Family" creates safe, caring classrooms that improve brain function.	Principal Assistant Principal Counselor Classroom Teachers Community Involvement Specialist Social Worker	8/20/2007	6/5/2008	Other/ Not Applicable	0
Compose socio-emotional centers in every classroom to enhance problem-solving and positive-choice making skills as well as prevent bullying behaviors.	Principal Assistant Principals Community Involvement Specialist Third, fourth and fifth grade teachers. Male staff members	8/20/2007	6/5/2008	Other/ Not Applicable	0
Utilize the Conscious Program, which creates a "School Family" based on safety, connection, and problem solving. "The School Family" creates safe, caring classrooms that improve brain function.	Principal Assistant Principal Counselor Classroom Teachers Community Involvement Specialist Social Worker	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide Conscious Discipline parent trainings and workshops; thereby increasing parental involvement and knowledge basis regarding the socio-emotional program.	PrincipalAssistant PrincipalCounselorAll FacultyAll Staff	8/20/2007	6/5/2008	Other/ Not Applicable	600
Engage in the daily morning announcement activities, such as the Brain-Smart Start, which aligns the brain hemispheres there by reducing stress, increasing students connection, safety, and discipline.	Principal Assistant Principal Counselor Classroom Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Partake in individual and small group counseling as well as Conscious Discipline classroom guidance lessons.	Principal Assistant Principal Counselor Faculty	8/20/2007	6/5/2008	Other/ Not Applicable	0
Participate in the 5000 Role Model Program for selected third, fourth, and fifth grade male students.	PrincipalAssistant Principal5000 Role Model MentorsCounselorCISC lassroom Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0

Research-Based Programs

Conscious Discipline
Brain Gym

Professional Development

Conscious Discipline
Brain Gym
Conscious Discipline Book Club

Evaluation

The number of disciplinary referrals as evidenced by Student Case Management Systems will decrease by 5 %.

Technology Goal

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

Florida Education Priorities

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

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

Technology Statement

Continue to implement the Reading Plus Program with fidelity retrieving the data and analyzing the reports.

Needs Assessment

According to the 2004 Florida STaR School Profile Report teachers at Myrtle Grove Elementary are at the Entry or Stage 1 of Teacher Use of Technology compared to all elementary schools in Miami-Dade County which are at the Intermediate or Stage 2 in Teacher Use of Technology. Teacher's usage of Reading Plus reports indicates that 10% of Language Arts teachers in 2006-2007 effectively monitored data from Reading Plus. Reading Plus reports obtained from the 2007-2008 school year will indicate an increase to 25% of Language Reading teachers actively monitoring students' progress on a monthly basis.

Measurable Objective

Increase log-on time for students using Reading Plus as evidenced by Reading Plus Usage Reports from 2007-2008 as compared to 2006-2007. Usage will be monitored on a monthly basis.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide professional development to classroom teachers for the purpose of retrieving assessment results.	PrincipalAssistant PrincipalReading CoachesClassroom TeachersTechnology Coorindator	8/14/2007	8/15/2007	Other/ Not Applicable	0
Utilize Reading Plus in both the computer lab and classroom totalling 90 minutes weekly minimally .	Principal Assitant Principal Technology Coordinator Classroom Teachers Reading Coach Reading Resource Teacher	8/20/2007	6/5/2008	Other/ Not Applicable	0

Research-Based Programs

ReadingPlus
Fastt Math

Professional Development

ReadingPlus
Fastt Math
Riverdeep: Destination Reading & Mathematics

Evaluation

Objective will be evaluated by an increase of usage in technology as evidenced by the 2008 Usage Report from Reading Plus.

Health & Physical Fitness Goal

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

Florida Education Priorities

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

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

Health & Physical Fitness Statement

Students will increase their physical fitness skills.

Needs Assessment

Physical Education provides students with the opportunity to attain their optimal level of fitness while participating in a continuous carefully planned program of developmentally age-appropriate physical activities. It is the unique role of quality physical education programs to develop the health-related fitness, physical competence, and cognitive understanding about physical activity for all students so that they can adopt healthy and physically active lifestyles. Through participation, students develop interest and skills that promote and encourage lifetime fitness for daily living and overall wellness.

To properly assess students' fitness performance and programmatic success, it is recommended that all schools administer a pretest and a post-test to determine student baseline measures. Student health-related fitness is assessed through the implementation of the FITNESSGRAM test program.

Use of the 2006-2007 FITNESSGRAM assessment data determined that 56 students met the minimum health-related standards. This year a concerted effort in this area should result in an increase in the number of students meeting the minimum health-related standards.

Increase the number of students eating breakfast daily, improving student wellness/fitness.

Measurable Objective

Given instruction based on the Sunshine State Standards and the Miami-Dade County Public Schools mandated FITNESSGRAM standards, the number of students receiving medals in grades four and five will increase from 60 students for the 2006-2007 to 65 in the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Participate regularly in physical activity to ensure time on task and usage of fitness program.	Principal Assistant Principal Physical Education Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	Principal Assistant Principal Physical Education Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performance of physical activities.	Principal Assistant Principal Physical Education Teachers	8/20/2007	6/1/2008	Other/ Not Applicable	0

Research-Based Programs

FITNESSGRAM

Professional Development

District-wide In-Services

Evaluation

Objective will be evaluated by an annual increase in the number of students receiving medals in grades four and five from 60 students during the 2006-2007 to 65 in the 2007-2008 school year.

Electives & Special Areas Goal

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

Florida Education Priorities

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

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

Electives & Special Areas Statement

Students will develop an appreciation for the arts through expanded curricular and extra curricular offerings.

Needs Assessment

All children have gifts and talents in different areas. Nourishing students' gifts and talents in the arts will enhance students self esteem and the likelihood of children developing their full potential. A need exists to increase student awareness of art. Exposure to Art Club and Art classes will provide the students with the opportunity to attain knowledge in the area of art. Through participation in art related activities, students will develop an interest and skills that promote and encourage a lifetime of appreciation for art. The number of art courses offered during the 2006-2007 school year will increase from 2 classes offered in 2007-2008 to four classes.

Measurable Objective

Given emphasis on art appreciation, the number of students participating in art related clubs or activities will increase from twenty students in the 2006-2007 school year to forty students during the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Participate in school photography club	Art Teacher	8/20/2007	6/5/2008	Other/ Not Applicable	0
Participate in District Art Contests	Art Teacher	8/20/2007	6/5/2008	Other/ Not Applicable	0
Introduce students to areas dealing with art appreciation.	Art Teacher	8/20/2007	6/5/2008	Other/ Not Applicable	0
Participate in art exploration through art field trips.	Art Teacher	8/20/2007	6/5/2008	Other/ Not Applicable	0

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

To assess student participation in the arts programs, the data from 2006-2007 indicated that twenty students participated in art related clubs and activities during the school year. Attendance data obtained from art related activities will indicate an increase of student participation during the 2007-2008 school year to 40 students.

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

Return On Investment Statement

Myrtle Grove Elementary School will rank at or above the 90th percentile statewide in the Return on Investment (ROI) index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the Florida Department of Education indicate that in 2004-2005, Myrtle Grove Elementary School ranked in the 11th percentile on the State of Florida ROI index.

Measurable Objective

Myrtle Grove Elementary School will increase its ranking on the State of Florida ROI index publication from the 11th percentile in 2004-2005 to the 12th percentile on the next publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Become more informed about the use of financial resources in relation to school programs.	Principal Assistant Principal EESAC Members Faculty and Staff	8/20/2007	6/5/2008	Other/ Not Applicable	0
Consider shared use of facilities, partnering with community agencies.	Principal Assistant Principal EESAC Members Faculty and Staff Counselor Community Involvement Specialist	8/20/2007	6/5/2008	Other/ Not Applicable	0
Collaborate with the district on resource allocations.	Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal Assistant Principal EESAC Members Faculty and Staff	8/20/2007	6/5/2008	Other/ Not Applicable	0

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

On the next State of Florida ROI index publication, Myrtle Grove Elementary School will progress towards reaching the 12th percentile.

EESAC Compliance

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

Budget:

The EESAC made recommendations on the instructional purchases that were going to be made with the funds allocated by the state. After EESAC reviewed the data of Myrtle Grove Elementary School and assessed the needs of the school, it was the consensus of the committee to purchase library books for the media center that correlated to the Accelerated Reader Program.

Training:

After EESAC reviewed the Professional Development Survey administered by the school's principal, they made recommendations to provide professional development to teachers in the areas of Reading, Technology, Hands-on instruction in mathematics and science, and most importantly, in classroom management.

Instructional Materials:

EESAC will be responsible for selecting materials that support the tutorial programs.

Technology:

The EESAC reviewed the technology needs assessment conducted by the technology committee and made recommendations as to a plan of action to increase hardware and software within the next two years.

Staffing:

The EESAC recommended that we continue to use funds to hire paraprofessionals, when possible, in order to continue to provide a low pupil/teacher ratio. Paraprofessionals will be used in the classrooms to work directly with the low performing students.

Student Support Services:

The EESAC recommended that we continue to implement the district's Character Education Curriculum. Furthermore, they recommended that the school continue to use the school's Social Worker to make home visits and to build a bridge of communication between the school and the home. The social worker will also work closely with the attendance committee.

Other Matters of Resource Allocation:

After the principal presented the school budget to the EESAC, the committee recommended that available resources continue to be provided for the intervention of at-risk students.

Benchmarking:

The EESAC will review data gathered from bi-weekly reading and mathematics and monthly science assessments which will keep EESAC abreast of student progress throughout the school year.



School Improvement Plan 2007-2008



School Safety & Discipline:

The EESAC committee agreed that Myrtle Grove Elementary will continue with the Conscious Discipline Plan implemented in 2007-2008 school year.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	0
Mathematics	0
Writing	0
Science	0
Parental Involvement	900
Discipline & Safety	600
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Total	1500



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