

# SCHOOL IMPROVEMENT PLAN 2007 - 2008

## Ernest R Graham Elementary School (5051)

Feeder Pattern - Barbara Goleman Senior

Regional Center I

District 13 - Miami-Dade

Principal - Mayra Alfaro

Superintendent - Rudolph F. Crew, Ed.D.



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## EXECUTIVE SUMMARY

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Ernest R Graham Elementary School is an "A" school and has been for the last five years. It is located in the city of Hialeah and serves a multi-ethnic population. The community's expanding residential and commercial population has resulted in the school having a mobility index of 19. Currently, the school has an enrollment of 1,796 students, consisting of 91 percent Hispanic, 7 percent White, 1 percent Asian, and 1 percent Black. The school lunch program provides free or reduced lunch to 1,431 of the students (80%). The school has 699 students receiving services from the English Language Learners Program (ELL). There are 259 students that participate in the Extended Foreign Language (EFL) Program. This quality program provides bilingual, bi-literate instructional delivery. The school offers a full time gifted program with enrichment academic activities to meet the needs of these gifted students. Our after school Academic Excellence Program services 20 students in grades three and four. These students participate in enrichment activities that allow them to apply critical thinking skills. The school provides an aftercare program for the community servicing 339 students. In addition, we provide before/after and Saturday School tutorial programs for targeted students. According to 2006-2007 FCAT data, 34% of students in grades three through six scored at either Level 1 or 2 on the FCAT Reading Test. The FCAT Mathematics Test results indicate 35% of students tested scored at Level 1 or 2. The faculty, staff, and Educational Excellence School Advisory Council (EESAC) of Ernest R Graham Elementary School have reviewed and analyzed pertinent data such as Stanford Achievement Test (SAT) results, Florida Comprehensive Assessment Test (FCAT) results, School Demographic and Academic Profile, School Report Card, Climate Survey, and other pertinent data. As a result, Ernest R Graham Elementary School will address the following objectives as priorities for the 2007-2008 school year:

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through six will increase by 5 percentage points on the 2008 administration of the FCAT Reading Test as compared to the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the Students With Disabilities (SWD) subgroup will increase their reading skills as evidenced by 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through six will increase by 5 percentage points on the 2008 administration of the FCAT Mathematics Test as compared to the 2007 administration of the FCAT Mathematics Test.

Given instruction based on Sunshine State Standards, students in the SWD subgroup, will increase their mathematics skills as evidenced by 62% meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State standards, students in grade four will demonstrate their proficiency in writing, as evidenced by 92% or more of the students maintaining high standards on the 2008 FCAT Writing+.

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

Given a schoolwide emphasis on parental and community involvement, the school will demonstrate an increase of 5 percentage points in the number of parental and community contacts as evidenced by comparing the Title I contact logs for the 2006-2007 to the 2007-2008 school year.

Given an emphasis on the importance of attendance for maintaining a safe and orderly learning environment, student attendance will improve as evidenced by a 97% attendance rate on the final Percentage of Attendance Report for the 2007-2008 school year.

Given an emphasis on the importance of communication and information within the school and community, stakeholders will visit the school website an average of 200 times per month as measured by recording the monthly site visits by the school's webmaster.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grade six will improve their running skills as evidenced by 55% meeting high standards in running the one mile test on the 2007-2008 administration of the FITNESSGRAM Test.

Given an emphasis on the benefits of education in the fine arts, students in grade five will participate in eight science based art activities and lessons which correlate with fifth grade science benchmarks as evidenced by lesson plans, grade book, and teacher logs during the 2007-2008 school year.

Ernest R Graham Elementary School will improve its ranking on the State of Florida ROI Index publication from the 87th percentile in 2004/2005 by at least one percentage point on the next publication of the Index.



# School Improvement Plan 2007-2008



Based on information gathered from the Organizational Performance Improvement Snapshot, two areas were identified as in need of improvement. Item 1g "My work location asks me what I think." and item 2a "As it plans for the future, my work location asks for my ideas."

Teacher input is vital and will allow the staff to share best practices and provide innovative ideas that will impact student achievement. In order to increase staff involvement in the decision making process, surveys will be utilized to collect ideas from across the faculty. During the weekly grade level meetings and curriculum committee meetings, time will also be allocated for teachers to contribute ideas and submit them to the administrative team. Furthermore, a bulletin board titled "Bright Ideas" will be designated for the purpose of posting information generated by the teachers that will serve as another method of expanding communication. Lastly, during faculty meetings teachers will have the opportunity to express ideas as we add a Teacher Talk section to the agenda. Ernest R Graham Elementary is committed to providing teachers with an environment that allows for teacher empowerment and collaboration.



# 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.

## 5051 - ERNEST R GRAHAM ELEMENTARY SCHOOL

### VISION

At Ernest R Graham Elementary, our vision is to inspire all students to a life-long love of learning, excellence and success.

### MISSION

In our quest for excellence, the administration, faculty and staff of Ernest R Graham Elementary School, along with the community and the parents, are committed to providing all students with the knowledge, skills, attitudes and opportunities to succeed. It is our goal to enhance the students' self-esteem and their desire for excellence in order to achieve their potential as responsible citizens in a multicultural society.

### CORE VALUES



# School Improvement Plan 2007-2008



## 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.

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## School Demographics

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### Facility/Community

Ernest R Graham Elementary is located on 21 acres at 7330 West 32nd Avenue in Hialeah, Florida. The school was founded in 1991. In addition to the main building, a new building with 26 classrooms and a computer lab opened for the 2006-2007 school year. A new cafeteria was completed for the opening of school this year. There are 18 portables remaining from the original school site. There are 1,431 students participating in the free/reduced lunch program.

### Student Demographics

The school has an enrollment of 1,796 students, consisting of 91 percent Hispanic, 7 percent White, 1 percent Asian, and 1 percent Black. State subgroups for our school include, free/reduced lunch, students with disabilities (SWD), and English Language Learners (ELL). Ernest R Graham houses one pre-K class, the full time gifted model in grades three through six.

According to 2006-2007 FCAT data, 34% of students in grades three through six scored at either Level 1 or 2 on the FCAT Reading Test. The FCAT Mathematics Test results indicate 35% of students tested scored at Level 1 or 2.

### Unique Aspects: Advantages

Ernest Graham offers many special programs for students. During the day, pull-out tutoring is provided for all Level 1 FCAT students. Using researched-based materials, hourly teachers spend an additional 2 hours with each student in lieu of special area classes. The SECME (Science Engineering Communications Mathematics Enhancement) 21st Century Community Learning Center is an after school program that focuses on math, science and related subjects for students in 2nd through 5th grade. This year we expanded our ESE inclusion program from one to five classes. The Extended Foreign Language program offers dual language instruction for approximately 40 students in each grade from K to 6th. The Academic Excellence program operates after school and focuses on scientific based activities for approximately 20 to 25 students from 2nd to 5th grade. The Ernest Graham news team is made of students from 4th, 5th and 6th grade. The entire morning news show is produced solely by students, exposing them to careers in the field of television and journalism. Numerous musical groups are also offered as after school programs including bells, chorus, strings and recorder.

### Unique Aspects: Areas of Concern

Recruiting qualified teachers with proficient English skills  
Need for more Parent Involvement

### Teacher Demographics

Ernest R Graham Elementary employs 122 full-time staff members and 17 part-time para professionals. The full time staff is made up of 11% white, 17% black, and 72% hispanic. Eleven percent of the staff are beginning teachers. Forty-three percent hold Master's Degrees, one percent have Specialists Degrees and one percent hold Doctoral Degrees.

The leadership team is composed of the principal, 3 assistant principals, a reading leader, a technology leader and a math/science leader. In addition there are 3 counselors, 4 full time paraprofessionals and 19 part time paraprofessionals. 5 part-time teachers, 2 community involvement specialists, 1 computer specialist, 1 psychologist, 1 full time speech pathologists, 1 school nurse, 1 nurse's assistant, and 1 social worker.

### Class Size/Teacher-to-Student Ratio

The student-to-teacher ratio in primary grades is 18:1 and 22:1 in the upper grades. SPED classes average a 10:1 student-to-teacher ratio.

### Attendance Rate

The student attendance rate for the last three years has fluctuated slightly. In 2004-2005 the rate was 95.48%. In 2005-2006 the rate decreased to 95.36%. In 2006-2007 we saw an increase to 96.10%. The district's attendance policy is mirrored in the school attendance policy for the 2007-2008 school year.

### Promotion/Graduation/Retention Rates

The attendance rate for third grade mandatory retention is 7.30 for the 2006-2007 school year.

### Feeder Pattern

Ernest R Graham is a member of the Barbara Goleman Feeder Pattern. Sixth grade students feed into Jose Marti Middle School and then to Barbara Goleman Senior High.

### Special Programs

\*Extended Foreign Language (EFL) program offers dual language curriculum in grades K through 6th.

\*SECME program is an after school academic program for students in 2nd through 5th grade.

\*Gifted - A full time advanced academic program offered to qualifying students.

\*Teaching Enrichment Activities to Minorities (TEAM) program offers enrichment activities for minority students in 1st through 5th grade.

\*After School Tutorial is offered to targeted students who would benefit from remedial instruction and interventions.

\*Music Ensembles are offered after school to interested students in grades three through six.



# School Improvement Plan 2007-2008



\*Academic Excellence after school program is offered for students in 2nd through 5th grade and focuses on scientific based activities.

## School Community Relations/Partners

Ernest R Graham receives continuous community support from our Dade Partners. Publix Supermarket supports our PTA with fund raising events. They invite our students to perform an annual holiday concert at the store and they showcase student art work at their location. Cici's Pizza and Papa John are also valued partners as they support PTA fund raising which in turn supports various programs within the school.

## Grants

Ernest R Graham is a Title I school and receives additional funding for numerous support services such as hourly teachers, para professionals, math/science leader, technology leader, software, hardware, and supplemental materials. The school also participates in the SECME 21st Century Stars of Miami Grant. The program operates as an after school academic program for students in 2nd through 5th grade.

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## ***School Foundation***

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### **Leadership:**

The leadership team at Ernest R Graham Elementary is committed to creating and maintaining a positive working environment for all faculty and staff members. Historically, the Organizational Performance Improvement Snapshot (OPIS) has indicated that 89% of the faculty and staff agree or strongly agree that the school mission is the driving force of the school and that school leaders use the values from the mission to guide the every day functions and programs of the school. Communication and the sharing of information is the key with such a large school. The active EESAC committee helps with this important task. Representatives from every stakeholder group attend regularly to bring and take information to their constituents regarding school activities and functions. All staff members are aware of our vision, mission, and school goals. Input is collected from every group on our objectives and the strategies that will be used to attain these goals. Working together on a regular basis helps us keep the focus and monitors progress towards objectives. Needs are brought to the table and addressed as they arise. Every effort is made to provide teachers with the support they need to deliver effective teaching strategies. The teamwork philosophy helps to preserve a happy and productive staff.

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

The EESAC committee develops the school goals and objectives in alignment with district goals. Historically, the OPIS survey indicated 80% of faculty and staff agree or strongly agree that they have input with school goals and know how to tell if they are making progress towards these goals. All stakeholder groups have input as the plan is being written. Representatives of each group must meet with their constituents to share information, bring back ideas and voice concerns. EESAC members meet regularly to review data and monitor progress on the implementation of strategies. Changes are made as necessary and extra support is provided when needed.

### **Stakeholder Engagement:**

The faculty and staff are aware of how important parental and community involvement are in the success of their children. Historically, the OPIS survey indicated 88% of faculty and staff agree or strongly agree that they know who our customers are, how to keep in touch with them, and feel comfortable making decisions to solve problems for customers. That is why communication is so important. Every effort will be made to provide parents with the support, resources and training they need to help themselves and their children. Local businesses are also involved with our EESAC committee. Their input is vital to meet the needs of the community and to make sure that our students are prepared to compete in the global economy.

### **Faculty & Staff:**

Ernest R Graham Elementary has implemented a system where all staff and faculty members partake in the decision making process. Historically, the OPIS survey indicated 84% of faculty and staff agree or strongly agree that our school works as a team and is a safe environment for all stakeholders. Our EESAC meetings and Leadership Team meetings serve as open forums for all to attend and provide valuable input that affect the overall success of our organization. In addition, each grade level and special subject area group share common planning time and meet weekly to collect data, evaluate goals, and focus on future progress. All new teachers to our school are also assigned a mentor teacher and a peer teacher to provide additional support, training, and feedback to ensure a solid support system.

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

Historically the OPIS Survey indicated 87% of faculty and staff agree that they are using data to drive instruction and feel they have access to all the information they need to do their work. In our effort to implement the Continuous Improvement Model the need to constantly update and review data is imperative. Leadership team members meet regularly with grade levels to determine areas of strength and weakness and to align our goals with the school's mission. Furthermore, our resource teachers collect data from tests mandated by the district and present their findings to each grade group who use the information to implement data driven instruction. Resource team members also use the findings to provide professional development. Quarterly meetings are conducted to monitor the academic progress of all students.

### **Education Design:**





# School Improvement Plan

## 2007-2008



Historically, the OPIS Survey indicated 87% of faculty and staff agree or strongly agree that established processes for doing work are efficient and effective for our school. Our staff is utilizing a systematic process in order to improve the effectiveness of our organization. By using the Plan, Do, Study, Act (PDSA) Cycle, our stakeholders collect and analyze information in order to evaluate the success of our educational programs. This process enables our institution to make informed decisions on how to restructure and develop a strategic plan that will continue to promote school improvement and increase student achievement.

Ernest R. Graham Elementary also encourages and offers extended learning opportunities to a large portion of our student body through the use of various programs such as: School Tutorial Programs, the Saturday Academy, Advanced Academic Group, the Music and Instrumental Ensemble Group, and the Extended Foreign Language Program.

### **Performance Results:**

Historically, the OPIS Survey indicated 85% of faculty and staff members agree or strongly agree that our school strives to achieve performance excellence by upholding the highest ethical standards, and by incorporating strategic planning and data analysis that correlate with the School Improvement Plan. The implementation of the Plan, Do, Study, Act Cycle process has been used while focusing on student improvement for targeted sub groups. These identified students have shown academic growth. This school year the process is being utilized to continue to improve other identified areas.



# School Improvement Plan 2007-2008



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

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**Professional Development:**

**Disaggregated Data :**

**Informal and Formal Assessments:**

**Alternative Instructional Delivery Methods :**

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

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

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



# School Improvement Plan 2007-2008



Different Innovative Approaches to Instruction  
See School Demographics - Unique Aspects pg. 5  
See strategies listed on pgs. 9, 12, and 15

Responsibility of Teaching Reading for Every Teacher  
A reading pacing guide calendar was developed and distributed to all teachers, including special area teachers, so that reading and writing skills are integrated across the curriculum.

Quality Professional Development for Teachers and Leaders  
See professional development on pgs. 9, 10, 12, 15, 17, 21, 23, and 25

Small Learning Communities  
Sixth grade teachers departmentalize to provide students with differentiated approaches to instruction. A team of two teachers plan and deliver instruction to the same students. One teacher gives the Language arts and social studies class and the other teaches the math and science class.

Intensive Intervention in Reading and Mathematics  
See strategies pg. 9 and 12

Parental Access and Support  
See strategies pgs. 19 and 23

Applied and Integrated Courses  
See objective and strategies pgs. 15, 17 and 27

Course Choice Based on Student Goals/Interests/Talent  
The Extended Foreign Language Program is offered for all students in grades K through 6. After school music programs in the areas of chorus, bells, recorder and strings for interested students. The SECME program is also available for interested students.

Master Schedules Based on Student Needs  
See school demographics pg. 5 (ESOL, ESE, Inclusion, Gifted, EFL, TEAM)

Academic and Career Planning  
See School Demographics - Unique Aspects pg. 5  
See objective and strategies pg. 15, 17 and 27

## 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**

Ernest R Graham Elementary students will acquire the knowledge and competencies needed to meet state standards in reading.

### **Needs Assessment**

Based on the 2007 FCAT Reading Test 75% of students in grades three through six scored at proficiency level or above.

The SWD subgroup did not meet the required 51% proficiency level on the FCAT Reading Test. However, they did demonstrate improvement by increasing from 42% to 44% when compared to the previous year.

FCAT Released Items were used as an in-house pre test for grades three through five. The average score was 46%. Students showed the greatest weakness in the area of research and reference materials and cause and effect.

### **NCLB Subgroup Target**

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

### Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through six will increase by 5 percentage points on the 2008 administration of the FCAT Reading Test as compared to the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the Students With Disabilities (SWD) subgroup will increase their reading skills as evidenced by 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Increase the amount of SWD students participating in the inclusion model.	Administrators, ESE Teachers, HR Inclusion Teachers	8/20/2007	6/5/2008	Inclusion of SWD	0
Provide parents with strategies that can be used at home to support reading achievement through information handed out at open house and parent outreach workshops.	Administrators, Community Involvement Specialists, Classroom Teachers	9/5/2007	6/5/2008	Exchange Meaningful Information	0
Provide all instructional staff with professional development activities that include information about successful research-based reading strategies.	Reading Coach, Administrators	8/20/2007	6/5/2008	Continuous Improvement Model	0
Identify Level 1 students from the 2007 FCAT Reading Test and provide additional small group tutoring two times per week for one hour utilizing Early Success, Voyager and Soar to Success.	Assistant Principal, Hourly Teachers	9/4/2007	6/5/2008	Continuous Improvement Model	100000
Implement a full time gifted model for qualified students.	Principal Assistant Principals	8/20/2007	6/5/2008	Advanced Academics	0
Provide an uninterrupted daily 90 minute block in reading for the implementation of the Comprehensive Reading Plan in grades kindergarten through 6.	Administrators, Classroom Teachers	8/20/2007	6/5/2008	Education Innovation	0
Provide after-school tutorial with a focus on students in FCAT Levels 1 and 2.	Assistant Principal	10/10/2007	3/7/2008	Continuous Improvement Model	29000
Utilize STAR Reading Test as pre/post and monitoring tool for all tutorial programs.	Technology Leader, Math and Reading Leaders	9/19/2007	5/30/2008	Continuous Improvement Model	0
Provide students FCAT Levels 1 through 5 with lessons which target identified areas of deficiency (Comparisons), including specific activities/strategies such as graphic organizers, designed to improve the student achievement and that are in alignment with district pacing guides.	Administrators, Reading Leader, Classroom Teachers	8/20/2007	5/30/2007	Continuous Improvement Model	0
Utilize disaggregated data to plan and guide instruction.	Assistant Principals, Reading/Math Leaders, Grade Level Chairpersons	9/5/2007	6/5/2008	Continuous Improvement Model	0
Implement differentiated instruction delivered through small flexible groups	Administrators, Reading Coach Classroom Teachers	8/20/2007	6/5/2008	Education Innovation	0
Implement the Continuous Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Administrators	8/20/07	6/05/2008	Continuous Improvement Model	0
Use the Regional Center Data Debriefing Protocols to conduct debriefing sessions.	Administrators	9/05/2007	6/05/2008	Continuous Improvement Model	0

### Research-Based Programs



# School Improvement Plan 2007-2008



Read 180  
STAR Reading  
FCAT Explorer  
Houghton-Mifflin  
Buckle Down Blast Off  
Curriculum Associates Reading CARS/STARS  
Success Maker  
Voyager

## **Professional Development**

Houghton Mifflin Training for all new teachers  
CRISS training for new teachers  
Guided reading  
Voyager Passport  
Success Maker  
DIBELS and DAR Training  
Early Success  
Soar to Success

## **Evaluation**

This objective will be evaluated by scores from the 2008 FCAT Reading Test.

Dynamic Indicators of Basic Literacy Skills (DIBELS) for grades kindergarten through third will be used to monitor progress and guide instruction.

District's Interim Assessment in Reading for students in grades three through six will be used to monitor progress.

STAR Reading pre/post tests will be administered to all students in grades 2 through 6 to monitor progress.

FORF will be administered to 6th grade Level 1 and 2 students.

Released items will also be used as assessments to monitor progress towards this objective.

## Mathematics Goal

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

#### *Florida Education Priorities*

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

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

#### *District Strategic Plan*

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

### Mathematics Statement

Ernest R Graham Elementary students will acquire the knowledge and competencies needed to meet state standards in mathematics.

### Needs Assessment

Based on the 2007 FCAT Mathematics results, 73% of students in grades three through six scored at proficiency level or above.

The SWD subgroup did not meet the required 56% of students scoring at proficiency level. However, they showed remarkable increase from 37% to 47% when compared to the previous year.

FCAT Released Items were used as an in-house pretest for grades three through five. The average score was 40%. Third and fourth graders had particular difficulty with number sense, estimation in problem solving and estimation in measurement. Fifth graders had the most difficulty with solving real world problems related to measurement.

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



### Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through six will increase by 5 percentage points on the 2008 administration of the FCAT Mathematics Test as compared to the 2007 administration of the FCAT Mathematics Test.

Given instruction based on Sunshine State Standards, students in the SWD subgroup, will increase their mathematics skills as evidenced by 62% meeting high standards on the 2008 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide additional math instruction during the day in place of special area classes for identified Level 1 students.	Administrators, Hourly Teachers, Para Professionals	9/19/2007	6/5/2008	Continuous Improvement Model	0
Create a Math Leader position to support the math program, mentor new teachers, implement and monitor assessment programs, work with identified students and provide professional development.	Administration, Math Leader	8/20/2007	6/5/2008	Seamless PreK-12 Curriculum	58127
Utilize technology (Math Lab) to access Success Maker, FCAT Explorer, Harcourt Math Center to reinforce and enhance mathematics skills.	Administrators Homeroom Teachers Technology Coordinator, Math Leader	9/5/2007	5/30/2008	Education Innovation	0
Provide students with performance based activities incorporating the use of manipulatives, problem solving, critical thinking and communication.	Homeroom Teachers Administrators Math Leader	8/20/2007	6/5/2008	Education Innovation	0
Disaggregate and analyze data from the 2007 FCAT Mathematics Test to identify strengths (Measurement & Geometry) and weaknesses Number Sense & Algebraic Thinking) and to develop instructional focus in alignment with district's pacing guide.	Administrators, Homeroom Teachers Math Leader	8/13/2007	6/5/2008	Continuous Improvement Model	0
Utilize Interim Assessments to modify instruction.	Administrators, Math Leader, Classroom Teachers	11/14/2007	5/12/2008	Continuous Improvement Model	0
Utilize FCAT Released Items as pre/post data for benchmarking purposes.	Administrators, Technology Leader	9/4/2007	5/12/2008	Continuous Improvement Model	0
Provide after school tutorial with an emphasis on targeted Level 1 & 2 students. STAR Math PRE/POST Testing will be used to monitor progress.	Administrators, Math Leader	10/10/2007	3/7/2008	Continuous Improvement Model	0
Hold annual Measurement Fair.	Administrators, Math Leader	2/28/2008	2/29/2008	Education Innovation	0
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Administrators	9/05/2007	6/05/2008	Continuous Improvement Model	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Administrators	9/05/2007	6/05/2008	Continuous Improvement Model	0

### Research-Based Programs

FCAT Explorer  
Harcourt Math Center  
Harcourt Math  
Success Maker

### Professional Development



# School Improvement Plan 2007-2008



SECME 21st Century Spectrum Lab  
Comprehensive Mathematics Plan  
Harcourt Technology Component

## **Evaluation**

This objective will be evaluated by scores from the 2008 FCAT Mathematics Test.

District Interim Assessments, STAR Math Test and Released Items Assessments will be used to monitor progress towards this 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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

#### **District Strategic Plan**

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

### **Writing Statement**

Ernest R Graham Elementary students will acquire the knowledge and competencies needed to meet state standards in writing.

### **Needs Assessment**

Based on the 2007 FCAT Writing+, 92% of fourth grade students scored at proficiency level in writing. All subgroups including SWD, LEP and Economically Disadvantaged, have met standards as it relates to AYP.

The district writing pretest was administered to all students in grades 3 through 6. The average score was 1.7. Instruction will be geared towards vocabulary development, focus, organization and elaboration.

### **NCLB Subgroup Target**

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

### Measurable Objective

Given instruction based on the Sunshine State standards, students in grade four will demonstrate their proficiency in writing, as evidenced by 92% or more of the students maintaining high standards on the 2008 FCAT Writing+.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide after school and Saturday writing workshops for targeted students.	Administrators Fourth Grade Teachers	1/12/2008	2/2/2008	Education Innovation	0
Provide on-going staff development in the writing process.	Administrators Reading Coach	9/26/2007	4/16/2008	Continuous Improvement Model	0
Implement school wide writing plan.	Reading Leader	8/20/2007	5/30/2008	Seamless PreK-12 Curriculum	0
Utilize monthly writing prompts to identify areas of strength and weakness and to plan instruction.	Administrators, Reading Leader, Classroom teachers	8/28/2007	5/30/2008	Continuous Improvement Model	0
Utilize motivational activities such as Author's Tea and Author-Author to recognize outstanding writing pieces.	Administrators Reading Coach Lead Teacher	10/17/2007	5/30/2008	Improve Public Perception	0
Provide parents with strategies that can be used at home to support writing achievement through information handed out at Open House and Parent Academy Workshops.	Classroom Teachers Administrators	9/5/2007	5/30/2008	Exchange Meaningful Information	0

### Research-Based Programs

Houghton-Mifflin reading series writing component

### Professional Development

Summer Heat  
Writing Institute  
Houghton-Mifflin reading series training  
Rubric Scoring Training (in-house)  
Writing Plan Training K-6  
Monthly Prompts - Narrative and Expository

### Evaluation

Evaluation of this objective will be based on results of the 2008 FCAT Writing+ Assessment.

The district writing pre/mid/post tests will be used as a benchmark to monitor progress towards this objective.

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

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

#### **District Strategic Plan**

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

### **Science Statement**

Ernest R Graham Elementary students will acquire the knowledge and competencies needed to meet state standards in science.

### **Needs Assessment**

Based on the 2007 FCAT Science Test, 37% of fifth grade students scored at proficiency level.

The FCAT Review Test from the new Scott Foresman Science series was administered to students in grades 3 and 4. The average score was 22%. Several areas of weakness stand out and will be used to guide instruction including matter and energy, energy in changing forms, and properties of matter.

The 5th Grade Science Survey Test was administered to all 5th grade students as a pre-test. The average score was 36%. The greatest opportunity for improvement is in processes that change the earth and using the scientific process to solve problems.

### Measurable 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	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Hold annual School Science Fair to foster scientific thinking in grades two through six..	Administrators, Math/Science Leader	10/15/2007	12/7/2007	Academic Enrichment Opportunities	0
Implement hands on science activities and experiments during science inquiry lessons.	Classroom TeachersAdministrators Math/Science Leader	8/20/2007	6/5/2008	Education Innovation	0
Utilize technology as an instructional tool including Success Maker and Super Science Show.	Technology CoordinatorClassroom TeachersMath/Science LeaderAdministrators	8/20/2007	6/5/2008	Education Innovation	0
Provide parent workshops related to science and Science Fair.	Science CommitteeMath/Science Leader	10/1/2007	10/12/2007	Exchange Meaningful Information	0
Integrate science concepts into the art curriculum for fifth grade students	Art Teachers	10/1/2007	3/31/2008	Education Innovation	0
Implement the district's SECME Stars of Miami 21st Century Community Learning Center as an after school program.	SECME CoordinatorsAdministrators	9/10/2007	6/5/2008	Education Innovation	0
Participate in district's SECME Elementary Olympics.	SECME CoordinatorsAdmimistrators	4/8/2008	4/18/2008	Academic Enrichment Opportunities	0
Purchase a Math/Science Leader position to focus resources in these areas.	Principal	8/20/2007	6/5/2008	Continuous Improvement Model	0
Utilize Interim Assessments to identify opportunities for improvement and plan instruction.	Administrators,Math/Science Leader	11/12/2007	5/16/2008	Continuous Improvement Model	0
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Administrators	9/05/2007	6/05/2008	Continuous Improvement Model	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Administrators	9/05/2007	6/05/2008	Continuous Improvement Model	0

### Research-Based Programs

Scott Foresman Science Series

### Professional Development

SECME 21st Century Spectrum Science Lab training  
 Scott Foresman Science Series training

### Evaluation

The objective will be evaluated by the scores on the 2008 FCAT Science Test.

The 5th Grade Science Survey Pre/Mid/Post Test will be utilized to monitor student progress towards this objective.

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

### **Parental Involvement Statement**

Ernest R Graham Elementary will increase parental involvement to support students as they acquire knowledge and competencies needed to meet state standards.

### **Needs Assessment**

Parental involvement is a vital component of every child's academic development. Title I Parent Contact Logs from 2006-2007 indicate 1,190 parent contacts via phone and home visits, by our Community Involvement Specialists. According to our enrollment at that time (2,136), that comes to an average of 56% of parents contacted.

### Measurable Objective

Given a schoolwide emphasis on parental and community involvement, the school will demonstrate an increase of 5 percentage points in the number of parental and community contacts as evidenced by comparing the Title I contact logs for the 2006-2007 to the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Participate in the Bilingual Parent Outreach Program by holding parent workshops at our school.	Administrators, Community Involvement Specialists	10/1/2007	4/30/2008	Improve Public Perception	0
Support a strong and active Parent Teacher Organization	Administrators, PTA President	8/20/2007	6/5/2008	Improve Public Perception	0
Utilize school website to assist parents with activities and information.	Technology Specialist, Administrators	9/10/2007	6/5/2008	Exchange Meaningful Information	0
Provide a Parent Resource Center in our school.	Community Involvement Specialists, Administrators	8/20/2007	6/5/2008	Exchange Meaningful Information	0
Utilize monthly parent news letters to communicate with parents in English and Spanish.	Reading Leader, Administrators	9/4/2007	5/30/2008	Exchange Meaningful Information	0
Utilize Community Involvement Specialists for home visits and parent contact assistance.	Community Involvement Specialist, Administrators	8/20/2007	6/5/2008	Improve Public Perception	62146

### Research-Based Programs

PTSA

### Professional Development

Community Involvement Specialists attend regular District Advisory Council/Parent Advisory Council meetings.

Title I Information Meetings

### Evaluation

The 2008 Title I contact logs will be compared to the 2007 contact logs to evaluate this objective. Data will be calculated periodically to monitor progress towards this objective.



## Discipline & Safety Goal

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

#### *Florida Education Priorities*

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

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

#### *District Strategic Plan*

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

### **Discipline & Safety Statement**

Ernest R Graham Elementary will improve student attendance which will increase student achievement.

### **Needs Assessment**

Based on the final Percentage of Attendance Report for the 2006-2007 school year, Ernest R Graham Elementary had an average attendance rate of 96.10%

### Measurable Objective

Given an emphasis on the importance of attendance for maintaining a safe and orderly learning environment, student attendance will improve as evidenced by a 97% attendance rate on the final Percentage of Attendance Report for the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement individual classroom incentive programs.	Classroom Teachers, Administrators	8/20/2007	6/5/2008	Truancy Prevention	0
Utilize data from Cognos Truancy Reports to target students and provide resources.	Attendance Review Committee, Community Involvement Specialists, Administrators	9/4/2007	6/5/2008	Truancy Prevention	0
Utilize the Connect-ED System to call parents when students are absent.	Administrators	8/20/2007	6/5/2008	Truancy Prevention	0
Convene the Attendance Review Committee to develop strategies and interventions for habitual truancy cases.	Administrators, CIS, Counselors	10/17/2007	5/14/2008	Truancy Prevention	0
Utilize Community Involvement Specialist for home visits and parent contact as needed.	Administrators, Community Involvement Specialists	8/20/2007	6/5/2008	Truancy Prevention	0
Inform parents of district's attendance plan at Open House and continuously throughout the year as opportunities arise.	Administrators, Classroom Teachers	8/20/2007	6/5/2008	Truancy Prevention	0
Implement a school-wide attendance incentive program.	Administrators, Classroom Teachers	8/20/2007	6/5/2008	Truancy Prevention	0

### Research-Based Programs

Not Applicable

### Professional Development

Administrative team was trained on the use of the Attendance Review Committee (Opening of Schools Mtg. Reg. I).

Administration will review process with school site Administrative Review Committee, CIS, and counselors.

Schoolwide Attendance Plan was reviewed at Opening of School Meeting with faculty and staff.

### Evaluation

This objective will be evaluated by the final Percentage of Attendance Reports for the 2007-2008 school year indicating an average daily attendance of 97%.

Quarterly attendance reports and Cognos reports will be used to monitor progress towards this objective.

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

**Miami-Dade County Public Schools**

**District Strategic Plan**

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

**Technology Statement**

Ernest R Graham Elementary will increase the stakeholders use of technology through the utilization of the school's website.

**Needs Assessment**

In order to better communicate with and inform our stakeholders, the use of a website is imperative in a technological society. By maintaining and updating our school's website, we can provide information and communication to stakeholders in another medium. The website will utilize a counter on the home page in order to record the amount of visits to the webpages each month.

### Measurable Objective

Given an emphasis on the importance of communication and information within the school and community, stakeholders will visit the school website an average of 200 times per month as measured by recording the monthly site visits by the school's webmaster.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide parents with informational flyer indicating how they can access the school's website.	Technology Leader, Administrators	9/5/07	6/05/08	Exchange Meaningful Information	0
Provide staff development on the use of school's website, and creating their own individual web page for student resource.	Technology Leader, Administrators	9/26/07	5/30/08	Education Innovation	0
Meet monthly with team leaders to discuss website content and/or revision(s).	Technology Leader, Administration	9/5/07	5/30/08	Improve Public Perception	0
Print out the log of monthly website visits at the end of each month.	Technology Leader, Administration	9/5/07	5/30/08	Improve Public Perception	0

### Research-Based Programs

Not Applicable

### Professional Development

Provide teachers training on how to create and maintain their own web page.

### Evaluation

Evaluation of this objective will be determined by logs and recording monthly web counts. Printouts of counters will be completed on a monthly basis by the school's webmaster.

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

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

#### *District Strategic Plan*

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

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

Ernest R Graham Elementary students will improve their level of physical fitness.

### ***Needs Assessment***

Based on the Miami-Dade County Public Schools 2006-2007 Physical Fitness Elementary School Report, 50% of 6th grade students met high standards on running the one mile test. An increased level of physical fitness correlates with higher academic achievement; good health is a prerequisite for higher-level thinking.

### Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grade six will improve their running skills as evidenced by 55% meeting high standards in running the one mile test on the 2007-2008 administration of the FITNESSGRAM Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide 30 minute daily physical education for all students.	Administrators, Physical Education Teachers	8/20/07	6/5/2008	Healthcare & Healthy Choices	0
Provide recess for 15 minutes three times per week or 20 minutes twice a week for all students..	Homeroom Teachers, Administrators	8/20/2007	6/05/2008	Healthcare & Healthy Choices	0
Feature physical fitness tips in monthly parent newsletter.	Physical Education Teachers, Reading Coach, Administrators	9/7/2007	6/05/2008	Healthcare & Healthy Choices	0
Infuse regular research assignments related to health and physical fitness.	Physical Education Teachers, Administrators	8/20/2007	6/05/2008	Healthcare & Healthy Choices	0
Organize field day for all students.	Physical Education Teachers Administrators	4/9/2008	4/30/2008	Healthcare & Healthy Choices	0
Incorporate conditioning activities from the beginning of the year.	Physical Education Teachers, Administrators	9/05/2007	6/05/2008	Healthcare & Healthy Choices	

### Research-Based Programs

FITNESSGRAM

### Professional Development

Physical Education teachers will attend monthly district provided workshops related to their subject area.

### Evaluation

Evaluation of this objective will be determined by the results of the 2007-2008 mile run subtest of the FITNESSGRAM indicating a minimum of 55% of students in 6th grade meeting high standards.

## Electives & Special Areas Goal

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

#### **Florida Education Priorities**

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

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

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

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

Ernest R Graham Elementary students will acquire skills and knowledge in order to meet state standards in the area of visual arts and science.

### **Needs Assessment**

Based on data collected from the 2006-2007 administration of the FCAT Science Test, 37% of students in fifth grade met high standards.

The 5th grade Science Survey Test was administered to all 5th grade students as a pre-test. The average score was 36%. The greatest opportunity for improvement came under the benchmark of Processes that Shape the Earth.

Infusing science through the arts would be another way of reinforcing science benchmarks through a medium other than science class. Benchmarks such as force and motion, processes that shape the earth, and how living things interact with their environment could all be reviewed and emphasized through this strategy.

### Measurable Objective

Given an emphasis on the benefits of education in the fine arts, students in grade five will participate in eight science based art activities and lessons which correlate with fifth grade science benchmarks as evidenced by lesson plans, grade book, and teacher logs during the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Feature science based art lesson pieces in "Artist of the Week" program to reinforce science concepts.	Administrators, Art Teachers	9/05/2007	5/30/2008	Education Innovation	0
Provide students with performance based science related activities incorporating FCAT strategies.	Art Teachers, Administrators	9/05/2007	5/30/2008	Education Innovation	0
Provide mentoring between science teachers and art teachers so that specific needs can be targeted.	Administrators, Art Teachers, Science Leader	9/05/2007	5/30/2008	Education Innovation	0
Display student art work within the school to reinforce science concepts.	Administrators, Art Teachers	10/10/2007	5/14/2008	Education Innovation	0
Utilize science manipulatives/resources as an instructional tool in art classes.	Art Teachers, Science Leader	9/26/2007	5/30/2008	Education Innovation	0

### Research-Based Programs

Scott Foresman Science Series

### Professional Development

Ongoing workshops provided by the Division of Life Skills  
Art teachers can participate in 5th grade planning meetings

### Evaluation

Evaluation will be determined by teacher logs, lesson plans and grade books indicating that 5th grade students have participated in a minimum of eight science based art lessons.



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

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

### **Return On Investment Statement**

Ernest R Graham Elementary will rank above the 87th percentile statewide in the ROI Index of value and cost effectiveness of its programs.

### **Needs Assessment**

The most recent data supplied from the FLDOE indicates that in 2004/2005, Ernest R Graham Elementary ranked at the 87th percentile on the State of Florida ROI index.

### Measurable Objective

Ernest R Graham Elementary School will improve its ranking on the State of Florida ROI Index publication from the 87th percentile in 2004/2005 by at least one percentage point 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.	Administrators	8/20/2007	6/5/2008	Business Process Redesign	0
Research shared use of facilities, partnering with community agencies.	Administrators, Dade Partner Liason	8/20/2007	6/5/2008	Business Process Redesign	0
Collaborate with the district on resource allocation.	Administrators	8/20/2007	6/5/2008	Business Process Redesign	0
Research reconfiguration of existing resources or taking advantage of a broader resource base.	Administrators	8/20/2007	6/5/2008	Business Process Redesign	0

### Research-Based Programs

Houghton Mifflin Reading K-6  
 Harcourt Mathematics K-5  
 Glenco Mathematics 6th Grade  
 Harcourt Social Studies K-5  
 Glenco Social Studies 6th Grade  
 Scott Foresman Science K-5  
 Glenco Science 6th Grade

### Professional Development

Houghton Mifflin Training  
 CRISS  
 Guided Reading  
 Voyager Passport  
 SECME 21st Century Spectrum Lab  
 Comprehensive Mathematics Plan  
 Using Writing Rubric

### Evaluation

On the next State of Florida ROI index publication, Ernest R Graham Elementary will show progress toward reaching the 88th 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 recommended the allocation of funds to purchase additional library books to enhance our Accelerated Reader Program and any other supplemental materials that teachers may request.

**Training:**

The EESAC recommended allocating funds for teacher professional development days. This time is set aside for planning and the development of long term goals to promote student achievement.

**Instructional Materials:**

The EESAC recommended additional instructional materials to enhance curriculum and has allocated funds for the purchase of researched based tutorial materials.

**Technology:**

The EESAC recommended the continued use of technology throughout the curriculum. Students in 1st through 6th grade will participate in the Accelerated Reader Program and will be tested with STAR. Selected second, third and fourth grade students will also participate in intensive reading software programs such as Academy of Reading, Read 180, and Harcourt Math. Our EESAC has impacted this area by supporting our school with funding for software and hardware purchases.

**Staffing:**

The EESAC has recommended before and after school tutoring to identified students to promote student achievement, use of hourly teachers for classroom support and pull-out tutoring during the school day, and the use of paraprofessionals for small group tutoring.

**Student Support Services:**

Ernest R Graham Elementary will continue to implement the SST Program. Our student service department consists of three counselors, five ESE teachers, three full-time paraprofessionals, one school psychologist, and one speech pathologist. Students, parents and teachers will receive assistance through the School Support Team to improve student achievement.

**Other Matters of Resource Allocation:**

The EESAC committee met to determine the use of Florida Recognition Award monies. Members met with constituents to include input from all stakeholder groups. Final decisions will be made by the end of September. The majority of the funds will be allocated for staff incentives.

**Benchmarking:**



# School Improvement Plan 2007-2008



District interim assessments, teacher logs, and attendance reports and the released items assessments will be utilized for benchmarking progress towards SIP objectives. The EESAC will meet regularly to monitor implementation of strategies for each objective.

## **School Safety & Discipline:**

The School Climate Committee met regularly to discuss issues and ideas related to school safety. The EESAC recommends the continued implementation of beneficial programs such as Do The Right Thing, Safety Patrols, and DARE.

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***Budget Summary***

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Reading	129000
Mathematics	58127
Writing	0
Science	0
Parental Involvement	62146
Discipline & Safety	0
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
<b>Total</b>	<b>249273</b>



# School Improvement Plan 2007-2008



Date of Review: \_\_\_\_\_

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

\_\_\_\_\_  
\_\_\_\_\_

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

*Required Signatures:*

\_\_\_\_\_  
*Principal*

\_\_\_\_\_  
*EESAC Chair*

\_\_\_\_\_  
*UTD Steward*

\_\_\_\_\_  
*EESAC Parent Representative*

\_\_\_\_\_  
*EESAC Business/Community Representative*

\_\_\_\_\_  
*EESAC Student Representative, as applicable*

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

\_\_\_\_\_  
*Region Superintendent*