
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 0091 - Bob Graham Education Center

FeederPattern: Barbara Goleman Senior

Region: Regional Center I

District: 13 - Miami-Dade

Principal: Dawn Hurns

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Bob Graham Education Center

Bob Graham Education Center (BGEC) is located in a middle class community in the northwest section of Miami-Dade County in the town of Miami Lakes. Our current school population of 2,193 students enrolled in kindergarten through eighth grades consists of 1.4 percent Asian students, 3.9 percent Black students, 82.4 percent Hispanic students, 11.1 percent White students, and 1.1 percent Multi-racial students. One thousand ninety-seven of these students are female, and 1,095 of these students are male. The percentage of students on free lunch is 26.5 percent.

Our school houses a resource Gifted program, which consists of 158 students and an Exceptional Student Education program which currently services 106 students. Thirty-six students are serviced for Speech and Language. The 391 Limited English Proficient (LEP) students are serviced by two self-contained ESOL teachers and 45 ESOL endorsed general classroom teachers.

Bob Graham Education Center is committed to delivering the best education to all of our students by focusing on the following objectives:

Given instruction using the Sunshine State Standards, students in grades 3-8, as well as all subgroups identified by the Adequate Yearly Progress report, will score at or above grade level in order to attain the requirement of a three (3) percent increase on the 2006 administration of FCAT-Reading as compared to the 2005 administration.

Given instruction using the Sunshine State Standards, students in grades three through eight, as well as all subgroups identified by the Adequate Yearly Progress report, will score at or above grade level in order to attain the requirement of an increase of three (3) percent on the 2006 administration of FCAT-Mathematics as compared to the 2005 administration.

Given instruction using the Sunshine State Standards, students will increase their writing skills as evidenced by 92 percent of students meeting the state required mastery level of 3.5 or above as documented by scores on the 2006 FCAT-Writing.

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase in the mean scale score to 305 as documented by the 2006 FCAT-Science.

Given the school wide emphasis on parental and community involvement, the school will demonstrate a five percent increase in parental and community interaction as evidenced by comparing the activity sign-in logs for the 2004-2005 and 2005-2006 school years.

Given the emphasis on a safe and orderly environment, the number of student referrals will improve as evidenced by a 10% decrease in the number of referred incidents for bullying and fighting during the 2005-2006 school year as compared to the 2004-2005 school year. This will be indicated on the Referral Reason and SPAR Incident Breakdown for All Students report.

Given reading instruction utilizing the Fast ForWord Computer Assisted Reading Intervention Program, the percent of students in grades two and three scoring at or above the 70th percentile will increase by ten percent on the post test as compared to pretest.

Given instruction based on the Sunshine State Standards, students will improve their physical fitness level as evidenced by an increase of three percent of overall fitness award winners on the 2006 administration of the FITNESSGRAM as compared to the 2005 administration.

Based on grade point average and outstanding accomplishments in the areas of character, leadership, citizenship and service, the number of students who qualify for the National Junior Honor Society will increase by twelve percent for the 2005-2006 school year as compared to the 2004-2005 school year, as evidenced by the members delineated on the respective years' induction lists.

Bob Graham Education Center will retain or improve its 2003 ranking on the State of Florida ROI index publication at the 97th percentile on the next publication of the index.

According to the results of the Organizational Performance Improvement Snapshot survey tool, the two areas needing the most improvement fall under the categories of Customer and Market Focus and Business Results. Specifically, the lowest score averages came under the items dealing with asking customers if they are satisfied or dissatisfied with the work being done and the knowledge of how well the organization is doing financially. Although the average scores fell at the upper end of the point spectrum, these two items were perceived as the least successful areas addressed at the school site. Therefore, these two items will be targeted for improvement throughout the school year. Employees will be given an orientation on how to address client satisfaction and/or dissatisfaction with their work. Formative and summative assessments will be conducted on a continual basis. Faculty and staff members will be given periodic updates as to the financial status of the school in relationship to the specific accounts that directly affect them.

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.

Bob Graham Education Center

VISION

We pledge to provide the best education possible to our students.

MISSION

The entire Bob Graham Education Center family will empower its students to become lifelong learners and contributors to a global society through teamwork and united vision.

CORE VALUES

We value honesty, integrity, and respect as the foundation of our interpersonal and professional relationships.

We are committed to building positive relationships through equity and compassion which enhance the self-esteem, safety, and well-being of our students, families, and staff.

We honor and foster the diversity of our community by working collaboratively for the educational success of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

We pursue the highest standards in all we do.

School Demographics

Bob Graham Education Center (BGEC) is located in a middle class community in the northwest section of Miami-Dade County in the town of Miami Lakes. Our current school population of 2,193 students enrolled in kindergarten through eighth grades consists of 1.4 percent Asian students, 3.9 percent Black students, 82.4 percent Hispanic students, 11.1 percent White students, and 1.1 percent Multi-racial students. One thousand ninety-seven of these students are female, and 1,095 of these students are male. The percentage of students on free lunch is 36.9 percent.

Our school houses a resource Gifted program, which consists of 158 students and an Exceptional Student Education program which currently services 106 students. Thirty-six students are serviced for Speech and Language. The 391 Limited English Proficient (LEP) students are serviced by two self-contained ESOL teachers and 45 ESOL endorsed general classroom teachers.

The Instructional Leadership Team at Bob Graham Education Center consists of one principal and four assistant principals. Two of the administrators hold Doctoral Degrees and three hold Masters Degrees. The instructional staff consists of 118 females and 20 males. Bob Graham Education Center is made up of an instructional staff that includes 21 percent white members, 21 percent black members, 57 percent Hispanic members, and 1 percent other members. Forty percent of the instructional staff members have Masters Degrees and 13 percent hold Specialist Degrees.

Our school is a successful model of the inclusion philosophy for servicing Exceptional Student Education students.

We offer many opportunities for students to expand their knowledge base at all levels. Our Library Media Center is open for periods beyond the school day. Students achieving on a high level may enroll in the Academic Excellence Program. Numerous other interest-based academic groups and clubs such as the book club, health and fitness, jump rope, French, drama, chorus, band, keyboard, and guitar satisfy our students' various quests for additional knowledge.

Bob Graham Education Center has a record setting number of 983 parents joining its Parent Teacher Association. The leadership of this group is exceptionally dedicated and has made contributions in all areas of the school; especially notable are those contributions in the areas of technology and the Library Media Center.

Our school is a K-8 center. We began the 2002-2003 school year with students up to the fifth grade. Each year we have kept those fifth grade students, and we currently have students enrolled in grades K-8. The main building of our school was completed for occupancy in February 2003. In August 2004, a modular building containing of 11 classrooms was added to our campus, which currently houses sixth grade students. The Middle School building is completed and currently houses seventh and eighth grades. In addition to these buildings, we also have a Primary Learning Center which houses eight kindergarten and seven first grade classes. This building is located about two miles away from the main campus.

We are in a rapidly developing suburban area. The infrastructure of roads has not been able to keep pace with development, and traffic patterns, especially at dismissal times around the school, are especially challenging.

School Foundation

Leadership:

This portion of the Organizational Performance Self Assessment Survey was viewed to be the greatest area of strength by the staff members who completed the survey. Respondents indicated that they were well aware of the school's mission, that the supervisors use the school's values to guide the staff, and that the administration has created an environment that assists the staff to do their jobs. The weakest area of this section was viewed to be the indicator which stated that the organization asks staff members what they think. Even though this area was the weakest, it still had an average score of 4.3.

District Strategic Planning Alignment:

The category of Strategic Planning was ranked as the weakest area by staff members who completed the survey. The average overall score for this area was 4.2. Respondents indicated that they know the parts of the school's plans that directly affect them and what they do and are also aware of how to tell if their specific group is making progress toward the overall goals of the school. On the other hand, it was indicated that the school needs to do a better job of asking for input from staff members as future plans are developed.

Stakeholder Engagement:

Customer and Market Focus ranked in the middle according to survey results. The average overall score for this area was 4.4. Respondents indicated that they were well aware of who their most important customers were and that communication between school stakeholders was a definite strength. The item that was the weakest in this section was that those at the school site did not elicit from stakeholders whether or not they were satisfied with the work being done at the school.

Faculty & Staff:

The focus on human resources was viewed as a strength by those responding to the survey. Faculty and staff members feel that they work in a safe environment and that there is cooperation and team efforts taking place. Respondents also indicated that they believe the school administration encourages advancement and cares for those working at the school.

As an example of the existence and impact of a team approach to the overall function of the school, the administration at Bob Graham Education Center is committed to having new staff members feel welcomed and supported. The teacher mentoring program includes annual contract teachers as well as newly transferred staff members. The annual contract teachers are mentored according to procedures outlined in the district's Performance Assessment and Comprehensive Evaluation System (PACES) manual. Each annual contract teacher has a Professional Growth Team (PGT) comprised of fellow teachers who have been mutually selected by the teachers as well as the administration. The PGT assists new instructional staff in the areas of grade-level lesson planning, successful methodology, and completion of general teacher requirements. The team provides feedback in order to facilitate growth. The administration also provides assistance and comments to new teachers by observing them formally and informally.

Staff members that have transferred from another school and are Professional Contract educators have also been

paired with a senior staff member. These mentors are a source of support for new staff needing to learn procedures specific to our school. Some examples of the methods might be grade-level lesson planning and team teaching.

Data/Information/Knowledge Management:

The management of data, information, and knowledge at Bob Graham Education Center is viewed as one of the school's key strengths, as indicated by an average score of 4.6 on the survey. At the beginning of each school year, the staff is presented with student achievement results in order to plan for the most efficient and effective instruction. Also, information covering additional areas such as discipline, is disseminated to the staff. The staff believes that they know how to review their respective work to assess its quality and to analyze the quality to see if changes are necessary.

Education Design:

The staff at Bob Graham Education Center believes that the school has good processes in place for educating children. This is indicated by an average score of 4.5 on this specific indicator on the survey.

In order to facilitate these educational processes, Bob Graham Education Center uses the Continuous Improvement Model (CIM). This model is comprised of an eight (8) step process, which includes the following: test score disaggregation, time line development, instructional focus, assessment, tutorials, enrichment, maintenance and monitoring. In addition, Bob Graham Education Center offers various tutorials and extra learning experiences for its students. Small group tutoring is provided in the morning and afternoons for selected students. The computer lab is used to facilitate Fast ForWord to students identified as needing reading remediation. The media center is open extended hours during the week to enable students to use Accelerated Reader or check out books. The administration at Bob Graham Education Center aims to provide extended learning opportunities to all of its students and their parents.

Performance Results:

Faculty and staff members at Bob Graham Education Center believe that the school has set the bar for high standards and ethics, as indicated by an average score of 4.7 on the Organizational Snapshot. An indicator of this perception is the consistent drive to decrease the number of conflicts between students. A "Bully Free" Program has been set up at the school along with a system of peer mediation. This assists in reducing the number of referrals to administration, and thus produces less suspensions.

GOAL 1: READING

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

All Bob Graham Education Center students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master State standards in the area of reading.

Needs Assessment

Scores indicate that 23 percent of our students did not meet the high standards requirement on the administration of FCAT-Reading. After accumulating data, an analysis of students in grade three showed evidence that scores will need to increase in the area of words and phrases along with reference and research. Scores indicate that fourth grade students require increased instruction in reference and research as well as comparisons. The main idea/purpose cluster indicates the area of greatest need for instruction in grade five. Sixth grade students' greatest area for improvement is reference and research, as well as main idea/purpose. Comparisons, together with reference and research, are the target content area for needed instruction in seventh grade.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades 3-8, as well as all subgroups identified by the Adequate Yearly Progress report, will score at or above grade level in order to attain the requirement of a three (3) percent increase on the 2006 administration of FCAT-Reading as compared to the 2005 administration.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the Continuous Improvement Model (CIM) utilizing the eight step process.	Administration, Reading Coaches	8/8/2005	5/19/2006
Inform parents of strategies that can be used at home to support reading achievement through information handed out at open house and parent nights.	Assistant Principal, Reading Coaches, Classroom Teachers	9/21/2005	4/28/2006
Utilize intervention strategies for identified students, including students with disabilities and Limited English Proficient students through before/during/after school tutorial programs and remedial reading classes. Effectiveness will be evaluated by 90 percent of tutored students showing an increase in their FCAT Developmental Scale Score as compared to the previous year.	Assistant Principal, Tutors, Reading Coaches	9/19/2005	2/24/2006
Provide whole group instruction using the scientifically research-based core reading programs Houghton Mifflin Reading and Prentice Hall Literature.	Administration, Classroom Teachers	8/8/2005	5/24/2006
Utilize the Accelerated Reader, Riverdeep, FCAT Explorer, and Fast ForWord computer-assisted resources to reinforce and enhance reading skills.	Administration, Classroom Teachers, Computer Teacher	8/8/2005	5/24/2006
Provide immediate intensive intervention using Early Success, Soar to Success, Voyager Passport, and Scholastic Read XL.	Administration, Classroom Teachers	9/6/2005	5/19/2006
Implement the Comprehensive Reading Plan with an uninterrupted daily two-hour block in reading for grades kindergarten through eight. Intensive focus will be on guided reading and vocabulary development.	Administration, Classroom Teachers, Reading Coaches	8/8/2005	5/24/2006

Research-Based Programs

Houghton Mifflin Reading, Prentice Hall Literature, Soar to Success, Read XL, Voyager Passport, Continuous Improvement Model

Professional Development

Professional development for all teachers will include training on the Continuous Improvement Model (CIM), the five essential components of reading, the Comprehensive Reading Plan, and using assessment and analysis of data along with differentiated instruction to ensure student achievement. In addition, we will provide all teaching staff professional development activities that include information about successful research-based reading instructional strategies and good reading practices. Further development will be given on aligned diagnostic and assessment data with curriculum instruction in order to ensure that professional development addresses instructional strategies and practices.

Evaluation

This objective will be evaluated by scores on the 2006 administration of the Reading FCAT indicating that there will be a three (3) percent of the students at or above grade level, as compared to the 2005 administration. Also, Dynamic Indicators of Basic Early Literacy Skills (DIBELS) will be used to monitor progress toward the objective.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

All Bob Graham Education Center students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master State standards in the area of mathematics.

Needs Assessment

Scores indicate that 29 percent of our students did not meet the high standards requirement on the 2004-2005 administration of the FCAT-Mathematics. After completing an analysis of the Spring 2005 FCAT Sunshine State Standards Mathematics results, it was ascertained that the school's overall strength is in the geometry strand. Approximately 71 percent of all students in the school mastered the subject matter in this area. However, the analysis shows evidence that increased instruction is required in the measurement and algebraic thinking strands. Approximately 50 percent of the students had gained the appropriate knowledge in these two particular strands.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through eight, as well as all subgroups identified by the Adequate Yearly Progress report, will score at or above grade level in order to attain the requirement of an increase of three (3) percent on the 2006 administration of FCAT-Mathematics as compared to the 2005 administration.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the Continuous Improvement Model (CIM) utilizing the eight-step process.	Administration, Math Leader	8/8/2005	5/24/2006
Disaggregate and analyze data from the 2005 FCAT Mathematics Test to identify strengths and weaknesses and develop an instructional focus for the Scope and Sequence. Analyze data for the Level 1 students in the entire school, for each subgroup identified on the Report of Annual Yearly Progress, and students enrolled in Advanced Academics.	Assistant Principal, Math Leader	8/2/2005	3/10/2006
Conduct weekly grade level meetings to assess and evaluate student performance pertaining to the Sunshine State Standards (benchmarks), develop lessons in mathematics which address these needs, and ensure the Scope and Sequence for mathematics is followed.	Classroom Teachers, Math Leader, Assistant Principal	8/8/2005	5/19/2006
Provide parents with strategies to help their children develop his/her mathematics skills by conducting parent workshops.	Math Leader, Assistant Principal	11/7/2005	4/28/2006
Identify the students in all subgroups at Achievement Level 1 or 2 on the FCAT-Mathematics, as delineated in Adequate Yearly Progress disaggregated data. Implement before/during/after/Saturday tutorial programs to address the mathematics deficiencies of students using a diagnostic/prescriptive approach. Effectiveness will be evaluated by 90 percent of tutored students showing an increase in their FCAT Developmental Scale Score as compared to the previous year.	Assistant Principal, Math Leader, Tutors	8/8/2005	2/24/2006
Implement data-driven instruction according to quarterly assessment results.	Administration, Classroom Teachers	8/8/2005	5/24/2006
Utilize Riverdeep, Assess2learn, and FCAT	Administration, Classroom Teachers	8/8/2005	5/24/2006

Explorer computer-assisted resources to reinforce and enhance mathematics skills.	
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Research-Based Programs

Harcourt Mathematics (K-5), Glencoe Mathematics (Grade 6 – Course 1, Grade 7 - Course 2, Grade 8 - Course 3, Pre Algebra, Algebra 1, and Geometry, Continuous Improvement Model

Professional Development

Professional development for all teachers will include training on the Continuous Improvement Model (CIM), the five essential components of mathematics (number sense, measurement, data analysis, algebraic thinking, and geometry), assessment and analysis of assessment data, and differentiated instruction for all students. Inservices will include training on the resources required for the implementation of the School Improvement Plan such as Innovative Teaching Strategies, Riverdeep, and Using Manipulatives. Other inservices will be scheduled based on teacher surveys, data driven analysis, and district initiatives. Delivery of inservices will include model lessons and mentoring of teachers by the mathematics leader and curriculum support personnel. In addition, mathematics teachers will participate in professional development activities that include successful research-based mathematical instructional strategies. Successful instructional strategies on number sense and measurement strands of the Florida Sunshine State Standards will be emphasized.

Evaluation

This objective will be evaluated by scores on the 2006 administration of the Mathematics FCAT as evidenced by a three (3) percent increase in the number of students scoring at or above grade level as compared to the 2005 administration. Also, Mathematics Quarterly Assessments will provide quarterly reports which will be used to monitor progress toward the objective. Data will be shared with classroom teachers, and adjustments will be made throughout the year to ensure adequate progress.

GOAL 3: WRITING

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

All Bob Graham Education Center students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master state standards in the area of writing.

Needs Assessment

Scores indicate that 89 percent of students in grade four scored a 3.5 or higher on the 2005 FCAT-Writing/Expository. Scores indicate that 93 percent of students in grade four scored 3.5 or higher on the 2005 FCAT-Writing/Narrative. A combined score of 91 percent of the students tested met the state standard of 3.5 or above in writing. Students will need to show a 1 percent gain on the combined score of the 2006 FCAT-Writing. The data revealed that improvement is needed in expository writing. The data dictate that the strength is in narrative writing. Continuous instruction is required as we seek to raise student achievement levels.

NCLB SUBGROUP TARGET

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Measurable Objective

Given instruction using the Sunshine State Standards, students will increase their writing skills as evidenced by 92 percent of students meeting the state required mastery level of 3.5 or above as documented by scores on the 2006 FCAT-Writing.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Administer writing pre and post tests to monitor instruction and identify students' strengths and weaknesses.	Administration, Classroom Teachers	8/15/2005	5/12/2006
Utilize writing prompts for kindergarten through eighth grade to ensure that students learn effective narrative, expository and persuasive writing techniques.	Administration, Classroom Teachers	8/15/2005	5/19/2006
Incorporate classroom journal writing to provide additional writing opportunities.	Administration, Classroom Teachers	8/8/2005	5/19/2006
Improve the quality of writing through the use of strategies in The Revision Toolbox, Teaching Techniques that Work.	Administration, Reading Leaders, Classroom Teachers	8/8/2005	5/19/2006
Provide small group instruction to students making inadequate progress in writing as diagnosed by monthly writing samples.	Administration, Classroom Teachers	8/22/2005	5/19/2006
Provide teacher training with a focus on rubric assessment and holistic scoring.	Administration, Reading Coaches	11/7/2005	4/28/2006
Model instructional lessons for teachers that incorporate the writing components and provide students with the level of critical thinking needed to perform at an optimal level on the FCAT-Writing.	Administration, Reading Coaches	8/22/2005	4/28/2006
Showcase students' writing samples through the "Author's Tea" in which students are recognized at a tea to which parents and a guest author are invited.	Classroom Teachers, Media Specialists, Assistant Principal	11/7/2005	4/28/2006

Research-Based Programs

Houghton-Mifflin Reading Series in grades K-5, Glencoe Writer's Choice in grades 6-8, Continuous Improvement Model.

Professional Development

Professional development training for teachers will be provided to include techniques to improve the delivery of instruction along with strategies to enhance students' writing. Model lessons will be given to teachers needing specific areas of improvement based on data from pre/post test and monthly writing samples.

Evaluation

This objective will be evaluated by scores on the 2006 FCAT- Writing and evidenced by 92 percent of the students meeting the state required mastery of 3.5. Reports on writing practice tests as well as biweekly writing prompts will provide formative information which will be used to monitor progress toward the objective.

GOAL 4: SCIENCE

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

All Bob Graham Education Center students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master State standards in the area of Science.

Needs Assessment

Scores indicate that students in grade five received a mean scale score of 300 on the 2005 Science subtest of FCAT. The score reflects a four point mean scale score difference from the state's mean scale score of 296. Scores also indicate that Bob Graham Education Center students are performing 14 points above the district's mean score of 286. Scores indicate that grade five students' mean score by content for the 2005 FCAT Science Administration were Physical and Chemical - 8, Earth and Space Science - 7, Life and Environmental - 8 and Scientific Thinking - 7.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase in the mean scale score to 305 as documented by the 2006 FCAT-Science.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Analyze data from 2005 FCAT Science test to identify strengths and weaknesses.	Assistant Principal, Science Department Chairperson	8/2/2005	10/14/2005
Follow the school's Science Scope and Sequence, which correlates with the District's Science Scope and Sequence, in order to meet Sunshine State Standards.	Administration, Classroom Teachers	8/8/2005	5/24/2006
Implement the appropriate FOSS kits in each grade level in order to provide hands-on activities, which help meet the Sunshine State Standards.	Administration, Classroom Teachers	8/8/2005	5/19/2006
Incorporate nationally researched-based websites to supplement lessons in the area of science.	Administration, Classroom Teachers	8/8/2005	5/19/2006
Enhance student achievement with hands-on activities provided by the District Science Office that correlate with the Sunshine State Standards.	Administration, Classroom Teachers	8/8/2005	5/19/2006
Provide Harcourt and Glencoe McGraw-Hill textbooks to help supplement lessons and to assist students in understanding Sunshine State Science Standards.	Administration, Classroom Teachers	8/8/2005	5/19/2006

Research-Based Programs

Harcourt Science Grades K-5; Glencoe Science Grades 6-8, Continuous Improvement Model

Professional Development

Teachers will be given instruction on the utilization of the Full Option Science System (FOSS) kits. In addition, teachers will be provided workshops covering necessary requirements for science fair projects and utilizing science process skills in the classroom.

Evaluation

This objective will be evaluated by the results of the mean scale scores on the 2006 FCAT-Science and will be evidenced by an average mean scale score of 305.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 5 STATEMENT:

Bob Graham Education Center will continuously strive to build positive parent relationships by offering a variety of workshops and other activities in order to enhance student achievement.

Needs Assessment

According to the 2004-2005 sign-in logs related to parental activities, only eleven percent of all eligible parents attended activities throughout the school year. During the first quarter, 35 percent of all eligible parents attended scheduled activities. The number dropped to six percent during the second quarter and fell below one percent for the third and fourth quarters.

Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate a five percent increase in parental and community interaction as evidenced by comparing the activity sign-in logs for the 2004-2005 and 2005-2006 school years.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Survey parents' needs and prioritize the areas of greatest concern in order to plan activities to address these issues.	Assistant Principal	8/8/2005	5/19/2006
Provide and maintain a Parent Resource Center with instructional materials.	Assistant Principal	8/2/2005	5/24/2006
Include active participation by parents in decision making groups such as the PTA and the EESAC.	Principal, Assistant Principals	8/8/2005	5/24/2006
Provide workshops covering parenting skills and psycho-educational development in conjunction with outside agencies.	Administration, Counselors	10/24/2005	4/28/2006
Plan and deliver writing, math, reading, and science workshops to empower parents with the skills needed to assist students.	Administration, Reading Coaches, Math Leader, Science Department Chairperson	11/7/2005	4/28/2006

Research-Based Programs

National PTA Standards for Parental Involvement, Continuous Improvement Model

Professional Development

Parents will be encouraged to actively participate in the following activities:

Involvement Workshops that address the needs of parents in helping their child achieve academically.

- *Parenting Skills Workshop - provided by the Children's Psychiatric Center

- *Working with Your ADHD Child - provided by The Children's Psychiatric Center

Technology Workshops to assist their child with programs such as FCAT Explorer.

- *AOL Latino

FCAT Informational Sessions that address strategies that can be used at home to assist students in the areas of reading, writing, mathematics, and science.

- *Strategies to Improve Reading and Writing Skills

- *Strategies to Improve Mathematics Skills

- *Strategies to Improve Science Skills

Evaluation

Success of this objective will be evaluated by analyzing parent sign-in logs indicating a five percent increase in participation during the 2005-2006 school year as compared to the 2004-2005 school year.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

GOAL 6 STATEMENT:

Bob Graham Education Center will foster an environment that promotes the safety and well being of our students, families and staff.

Needs Assessment

According to the Referral Reason and SPAR Incident Breakdown for All Students involving bullying and fighting, the number of reported incidents for the 2004-2005 school year was twenty-five. There were two reported incidents of bullying under violations in Group II. Additionally, there were 23 reported incidents of fighting under violations in Group II.

Measurable Objective

Given the emphasis on a safe and orderly environment, the number of student referrals will improve as evidenced by a 10% decrease in the number of referred incidents for bullying and fighting during the 2005-2006 school year as compared to the 2004-2005 school year. This will be indicated on the Referral Reason and SPAR Incident Breakdown for All Students report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Initiate a positive behavior support program to reinforce and reward appropriate and desired behavior for the at-risk population.	Classroom Teachers, Counselors, Administrators	9/12/2005	5/24/2006
Plan and deliver "Bully-Free" trainings for parents, teachers, and students through staff development, parent workshops, and classroom guidance.	Administration, Counselors, Safe School Facilitator	8/8/2005	5/24/2006
Provide intervention activities that address a safe school environment through small group meetings with the TRUST Counselor.	Administration, TRUST Counselor	8/8/2005	5/24/2006
Implement the P.R.O.U.D. Curriculum in grades K, 2, 4, and 6 via classroom instruction.	Administration, Counselors, Classroom Teachers	10/11/2005	5/24/2006
Implement a Peer Mediation Program.	Administration, Counselors	9/19/2005	5/24/2006

Research-Based Programs

Steps to Success Bullying Prevention Program

Peer Mediation

P.R.O.U.D. Curriculum

Professional Development

Teachers will be given instruction on various research-based programs to avert bullying and fighting including:

*P.R.O.U.D. curriculum training

*Steps to Success Bullying Prevention training

Evaluation

Success of this objective will be indicated by a ten percent decrease of referrals for bullying and fighting during the 2005-2006 school year as compared to the 2004-2005 school year. This will be indicated on the Referral Reason and SPAR Incident Breakdown for All Students report.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

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

GOAL 7 STATEMENT:

Bob Graham Education Center students will utilize technology in order to improve upon academic achievement and computer skills.

Needs Assessment

On the Fast ForWord pretest, 29 out of 39 second grade students scored below the 70th percentile. In addition, 34 out of 43 third grade students scored below the 70th percentile.

Measurable Objective

Given reading instruction utilizing the Fast ForWord Computer Assisted Reading Intervention Program, the percent of students in grades two and three scoring at or above the 70th percentile will increase by ten percent on the post test as compared to pretest.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Select low performing students through data analysis to be able to access reading intervention strategies.	Assistant Principal, Reading Coach	8/4/2005	10/13/2005
Provide selected second and third grade students with one hour per day of reading intervention utilizing the Fast ForWord Computer Reading Program.	Administration, Computer Teacher	8/8/2005	5/24/2006
Utilize a token system to encourage students to complete progressive levels of Fast ForWord reading instruction.	Administration, Computer Teacher	8/8/2005	5/24/2006
Utilize data from Fast ForWord to identify students' areas of weakness and provide appropriate classroom instruction.	Administration, Classroom Teachers, Computer Teacher	8/15/2005	5/19/2006
Administer a progress test to ascertain improved student achievement in reading.	Administration, Computer Teacher	11/1/2005	11/30/2005

Research-Based Programs

Fast ForWord Computer-Assisted Reading Intervention Program, Continuous Improvement Model

Professional Development

Computer teacher and paraprofessionals working with identified second and third grade students will be given periodic updates on the Fast ForWord software.

Evaluation

A minimum of 36 percent of identified second grade students and 31 percent of identified third grade students will score at or above the 70th percentile on the Fast ForWord post test in the spring of 2006.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

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

GOAL 8 STATEMENT:

Students at Bob Graham Education Center will be provided with the opportunity to attain their optimal level of fitness while participating in a continuous carefully planned program of developmentally age-appropriate physical activities.

Needs Assessment

During the 2004-2005 school year, thirty-five percent of the students tested on the FITNESSGRAM were award recipients. Out of the 382 students that were tested, 61 received Gold Awards and 73 received Silver Awards.

Measurable Objective

Given instruction based on the Sunshine State Standards, students will improve their physical fitness level as evidenced by an increase of three percent of overall fitness award winners on the 2006 administration of the FITNESSGRAM as compared to the 2005 administration.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide all physical education staff with professional development activities that include implementing the physical fitness tests.	District Supervisor of Physical Education, Administration	9/12/2005	4/28/2006
Inform parents of strategies that can be used at home to support increased fitness levels through information sent home with learners.	Administration, Physical Education Teachers	9/12/2005	4/28/2006
Remediate students on each area of the FITNESSGRAM. A physical education teacher will be available one day after school for those students requiring remediation.	Administration, Physical Education Teachers	9/12/2005	4/28/2006
Present a lesson pertaining to nutrition and how it impacts physical performance once each month.	Administration, Physical Education Teachers	9/12/2005	4/28/2006
Add static and ballistic stretching exercises to pre-class warm ups in order to increase flexibility.	Administration, Physical Education Teachers	9/12/2005	4/28/2006

Research-Based Programs

FITNESSGRAM - National Standards of Physical Education

Professional Development

Physical education teachers will attend district workshops pertaining to the improvement of students' physical fitness skills.

Evaluation

After the administration of the 2006 FITNESSGRAM, success will be evident with at least thirty-eight percent of the students tested having become award winners.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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 type="checkbox"/>

GOAL 9 STATEMENT:

Bob Graham Education Center's goal is to provide motivation and encouragement for all students to achieve high academic scores and to perform individual service, demonstrate leadership, and to develop character and citizenship.

Needs Assessment

Out of 494 students in grades six and seven, twenty-six students qualified for the National Junior Honor Society during the 2004-2005 school year. The initial criterion for eligibility is a grade point average of 3.5 for the cumulative grading periods beginning at grade six. Approximately five percent of all students achieved this criteria.

Measurable Objective

Based on grade point average and outstanding accomplishments in the areas of character, leadership, citizenship and service, the number of students who qualify for the National Junior Honor Society will increase by twelve percent for the 2005-2006 school year as compared to the 2004-2005 school year, as evidenced by the members delineated on the respective years' induction lists.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Encourage all students to put forth maximum effort in all subject areas.	Classroom Teachers, Administration	9/12/2005	5/19/2006
Provide opportunities for students to participate in before and after school tutorials in order to improve academic achievement.	Assistant Principal, Classroom Teachers, Tutors	11/28/2005	2/24/2006
Promote community service by contributing to school-wide fundraising efforts.	Administration, Classroom Teachers, Counselors	8/8/2005	4/28/2006
Allow participation of students in student council to develop leadership skills.	Administration, Classroom Teachers, Student Council Sponsor	9/12/2005	4/28/2006
Provide opportunities for students to offer before and after school tutorials in order to gain character and provide service to other students.	Administration, Counselors, Club Sponsors	11/7/2005	5/19/2006
Develop citizenship by involvement in peer counseling and mediation while maintaining high grades in classroom conduct.	Administration, Counselors, Classroom Teachers	9/12/2005	5/24/2006

Research-Based Programs

Prentice Hall Literature

Glencoe Writer's Choice

Glencoe Mathematics - Courses I, II, III, Pre-Algebra, Algebra, and Geometry

Glencoe World Geography, Civics, and American History

Glencoe Science Grades 6-8

Professional Development

Best Practices in Language Arts, Mathematics, and Science

C.R.I.S.S. Strategies

Curriculum Workshop for Before/After and Saturday Tutors

Evaluation

The objective will be evaluated by the amount of students meeting the criteria in order to qualify for the National Junior Honor Society during the second semester of the 2005-2006 school year. This will be evidenced by a minimum of 29 students meeting the requirements to be inducted into the organization as compared to the the number of students delineated on the previous year's induction list.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

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

GOAL 10 STATEMENT:

Bob Graham Education Center will rank at or above the 90th percentile statewide in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2003, Bob Graham Education Center ranked at the 97th percentile on the State of Florida ROI index.

Measurable Objective

Bob Graham Education Center will retain or improve its 2003 ranking on the State of Florida ROI index publication at the 97th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become more informed about the use of financial resources in relation to school programs.	Administrators	8/1/2005	6/2/2006
Collaborate with the district on resource allocation.	Principal	7/1/2005	6/30/2006
Review reconfiguration of existing resources or the possibility of taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administrators	7/1/2005	6/30/2006
Review the policy on the shared use of facilities.	Principal	7/1/2005	6/30/2006
Develop additional partnerships with community agencies.	Administration, Dade Partner Liaison	8/8/2005	5/26/2006

Research-Based Programs

Houghton Mifflin Reading

Prentice Hall Literature

Glencoe Writer's Choice

Harcourt Mathematics K-5

Glencoe Mathematics Courses I, II, III, Pre-Algebra, Algebra, and Geometry

Harcourt Science K-5

Glencoe Science 6-8

Harcourt Social Studies K-5

Glencoe World Geography, Civics, and American History

Continuous Improvement Model

Professional Development

Continuous Improvement Model

Comprehensive Reading Plan

Successful Research-Based Reading Instructional Strategies

Implementation of Innovative Teaching Strategies

Full Option Science System (FOSS) Kits

Evaluation

On the next State of Florida ROI index publication, Bob Graham Education Center will maintain or improve its 97th percentile ranking.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<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>

Budget:

The EESAC has met and has recommended that Student Achievement Enhancement Program money be used to provide tutoring to selected students to increase achievement in the areas of Reading, Writing, Mathematics, and Science. This tutoring will be provide before and after school and on Saturdays.

Training:

The EESAC has met and recommended that training be scheduled for teachers in the areas of Reading, Writing, Mathematics and Science in order to further student achievement in these areas. In addition, the EESAC has recommended that workshops be offered to parents in these areas. Teachers will be receiving instruction on the Comprehensive Reading Plan, Best Practices in Reading and Mathematics, utilizing a rubric to score student writing, and science process skills. Parent will be offered workshops in the eveng and on Saturday mornings covering topics indicated on a parent survey that was distributed at the end of the last school year.

Instructional Materials:

The EESAC has met and recommended that instructional materials be purchased and implemented in the areas of Reading, Mathematics, Science and Technology in order to further student achievement in these areas. Instructional materials to enhance tutoring have been purchased.

Technology:

The EESAC has met and recommended that resources be purchased and implemented to further student achievement in the areas of Reading, Writing, Mathematics and Science integrating the use of instructional technology. The school's Technology Tree Campaign is being continued in order to provide additional computers in the classroom

Staffing:

The EESAC has met and recommended that resources from the Student Achievement Enhancement Program be used to purchase tutors to work with students in the areas of Reading, Writing, and Mathematics during before and after school hours and on Saturdays. Before and after school tutoring is already in progress, and the Saturday Academy will begin in November.

Student Support Services:

The EESAC has met and recommended that student support services work with staff to facilitate the Student Support Team (SST) model of providing intervention strategies to students who are in need of assistance. School Support Team meetings are ongoing at this time.

Other Matters of Resource Allocation:

The EESAC has met and recommended that grade levels and departments meet to develop and recommend a process for the distribution of money received by the school as a result of being graded as an A by the State of Florida. A proposal for distribution of this money will be presented to the EESAC at the end of October.

Benchmarking:

Benchmarking activities will be conducted in accordance with timelines for district and school assessment in order to ascertain improvement in student achievement. Formative assessments have begun and will be ongoing throughout the school year.

School Safety & Discipline:

The EESAC has met and recommend that staff continue to implement a zero-tolerance for bullies program. Also, staff will continue to implement a peer mediation program in grades three through eight. Classroom guidance lessons are currently focusing on a "Bully-Free" environment.

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

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