
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 0361 - Biscayne Gardens Elementary School

FeederPattern: North Miami Senior

Region: Regional Center II

District: 13 - Miami-Dade

Principal: Valerie Ward

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Biscayne Gardens Elementary School

Biscayne Gardens Elementary School is a Title I funded school located at 560 NW 151 Street, Miami, Florida, in an urban, diverse community. Biscayne Gardens Elementary School coordinates with the district, region, and school resources to implement research-based programs and methods that support the district's curriculum driven by the Sunshine State Standards. The research-based programs Miami-Dade Comprehensive Reading Program, Houghton Mifflin Mathematics, Accelerated Reader, FCAT Explorer, Compasslearning Tomorrow's Promise, Breakthrough to Literacy, and Waterford are incorporated in the curriculum as a part of whole school reform. In addition, our school implements the Gifted Program, Academic Excellence, and the inclusion model. We develop goals and objectives for targeted areas to provide our students with the needed skills to improve academic achievement, as well as social and emotional development.

Biscayne Gardens Elementary School team of students, parents, and staff provide the essential energy necessary to cultivate young minds and harvest excellence. Through quality education and nurturing, students will evolve into productive life-long learners.

READING OBJECTIVES

Given instruction based on the Sunshine State Standards, students in grades 3-6 will increase their reading skills from 49% to 54% as evidenced by an increase of 5% of students scoring at or above grade level on the FCAT Reading 2005-2006 Test.

Given instruction based on the Sunshine State Standards, Limited English Proficient students in grades 3-6 will increase their reading skills of 29% on 2005-2006 FCAT Reading as evidenced by 44% of Limited English Proficient students scoring at or above grade level on the FCAT 2005-2006 Reading Test.

MATHEMATICS OBJECTIVES

Given instruction using the Sunshine State Standards and following the suggested district mathematics scope and sequence, students in grades 3-6 will increase their mathematical skills as evidenced by an increase of 5% of students from 42% (2004-2005) to 47% scoring at or above grade level on the FCAT 2005-2006 Mathematics Test.

Given instruction using the Sunshine State Standards, students classified as being in the African American subgroup, in grades 3-6 will increase their mathematics skills from 41% (2004-2005) as evidenced by 50% of students scoring at or above grade level on the FCAT 2005-2006 Mathematics Test.

Given instruction using the Sunshine State Standards, students that are economically disadvantaged in grades 3-6 will increase their mathematics skills from 42% (2004-2005) as evidenced by 50% of students scoring at or above grade level on the FCAT 2005-2006 Mathematics Test.

Given instruction using the Sunshine State Standards, Limited English Proficient (LEP) students in grades 3-6 will increase their mathematics skills from 25% (2004-2005) as evidenced by 50% of students scoring at or above grade level on the FCAT 2005-2006 Mathematics Test.

Given instruction using the Sunshine State Standards Students with Disabilities (SWD's) in grades 3-6 will increase their mathematics skills from 41% (2004-2005) as evidenced by 50% of students scoring at or

above grade level on the FCAT 2005-2006 Mathematics Test.

WRITING OBJECTIVE

Given instruction using the Sunshine State Standards, students in grade four will increase their writing from 2004 FCAT Writing of 79% to 84% in 2005 as evidenced by an increase of five percent of students scoring at or above the state's required level on the FCAT 2005-2006 Writing Test.

SCIENCE OBJECTIVE

Given instruction using the Sunshine State Standards, students in fifth grade will increase their science skills from 275 to 286 as evidenced by an increase of eleven percentage points on the FCAT 2005-2006 Science Test.

PARENTAL INVOLVEMENT OBJECTIVE

Given school wide emphasis on parental involvement, the school will demonstrate a 5% increase in parent workshop participation as evidenced by an increase in parent sign-in logs for the 2005-2006 from 309 contacts to 371 contacts.

DISCIPLINE & SAFETY OBJECTIVE

Given instruction in the Character Education Program, students behavior will improve as evidenced by a decrease in the number of critical incidences and as evidenced by a decrease in the outdoor suspension rate from three percent to one percent indicated by the end of year MDCPS ITS Report on suspensions.

TECHNOLOGY OBJECTIVE

Given instruction in the use of research-based instructional software, all students will enhance their effective use of technology to support classroom instruction as evidenced by the STaR School Profile Report 2005-2006 showing to least an increase of five percentage points in the area of Students Use of Technology from 2.3 (2004-2005) to 2.8.

HEALTH & PHYSICAL FITNESS OBJECTIVE

Given the correlation between a healthy mind and a healthy body Biscayne Gardens Elementary School will promote and increase our award recipients from 61% by 3% as measured by the 2005-2006 FITNESSGRAM.

ELECTIVES & SPECIAL AREAS

Given instruction based on in-house data reports, general education will increase student involvement in extracurricular activities from 3% to 5% by tapping into various resources that will widen cultural awareness as evidenced by the yearly field trip calendar.

RETURN ON INVESTMENT

Biscayne Gardens Elementary School will improve its ranking on the State of Florida ROI index publication from the 20 percentile in 2003 to the 25 percentile on the next publication of the index.

AREAS TARGETED FOR IMPROVEMENT

Biscayne Gardens Elementary has identified two areas of priority based on the Organizational Performance Improvement Snapshot Survey, Strategic Planning, Category 2 and Business Results, Category 7.

Based on the scale score of 5.0 TO 1.0, and 5.0 being the highest score, the school received a score of 3.9 in the area of Strategic Planning and a score of 4.0 in the Business Results, Category 7. Within the Strategic Planning Category, employees expressed a need for the organization to recognize their work and ask for input about the future direction of the school. Within the Business Results Category, employees expressed a desire to know how well our organization is doing financially and a need to help employees remove things that get in the way of progress.

Employee satisfaction impacts student performance. Therefore, to specifically address these items in these categories, the school will (1) implement the Plan-Do-Check-Act as a component of the school's Strategic Planning process; (2) provide all employees professional development opportunities that promote continuous improvement, (3) use available resources i.e., the electronic mail system, grade level meetings, and staff meetings to improve and maintain communication about the welfare of the school (i.e., return on investment and budgetary needs), (4) utilize and implement the in-house computerized survey to gather employee input and feedback during the school year to monitor improvement; and (5) promote school activities that target all employee participation, i.e., holiday celebrations, "Biscayne Gardens Family Day," and the "What Do You Think Box?"

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.

Biscayne Gardens Elementary School

VISION

The orchestra of Biscayne Gardens Elementary School is the voice of all students, staff and parents. In its presence, we are one.

Our vision for Biscayne Gardens Elementary School, "The Intelligent School" is a team of students, parents, staff, community leaders and other stakeholders working cooperatively to utilize a high standard of excellence in order to; develop each student's unique potential intellectually, physically, and emotionally; provide self-esteem and confidence; prepare our students to be responsible citizens and effective problem solvers; provide a safe learning environment; and increase parental involvement in all facets of their children's development. At the same time we will eliminate the signs that say, "We can't" and plant thoughts that say "WE CAN."

MISSION

Our mission at Biscayne Gardens Elementary School is to provide the essential energy necessary to cultivate young minds and harvest excellence. Biscayne Gardens Elementary School strives to maintain high expectations of excellence for all students, teachers, and through quality instruction, fostering a lifelong love of learning and developing responsible and productive citizens for the twenty-first century.

CORE VALUES

Integrity, Teamwork, Equity and Democracy through Excellence

The orchestra of Biscayne Gardens Elementary School is the voice of all students, staff, parents, and stakeholders in our pursuit of "Excellence Everywhere" through integrity, teamwork, equity, and democracy. In its presence, we are one!

School Demographics

Biscayne Gardens Elementary School is located in an urban, economically disadvantaged, diverse community. As a diverse community of learners, we face challenges to meet the needs of all students. The school serves an economically disadvantaged population; 83% of the students are on free/reduced price lunch. More than 80% of our students are children of Limited English Proficient (LEP) parents. In our community, Creole is the first language. More than 80% of our students speak English as a second language. The ethnic make-up of our student population is 83% Black-Non-Hispanic, 13% Hispanic, 3% White-Non-Hispanic, and 2% Asian/Indian Multiracial. Our student population of 967 consists of students in pre-kindergarten through sixth grade. Our Exceptional Student Education Center (ESE) serves students in several programs: Educable Mentally Handicapped, (EMH) Gifted, Physically Impaired (PI), Specific Learning Disabilities (SLD), and Trainable Mentally Handicapped (TMH). In addition, the school serves Limited English Proficient (LEP) students and special needs students through self-contained, inclusion, and pullout classes. The student attendance rate is 95.2%.

The most recent supplied by the Miami Dade Public School Statistical profile reflects that our school staff ethnic make-up consists of 54 % Black-Non-Hispanic, 15% Hispanic, and 29% White-Non-Hispanic, and 2% Asian/Indian Multiracial. The level of education for the instructional staff is: approximately 62% have Bachelors Degree; 34% of our staff have a Masters Degree, 4% have a Specialist Degree or Doctorate Degree. There are 38 general education teachers, 12 special education teachers, two elementary guidance counselors, one speech therapist, one media specialist, one full time media paraprofessional, 19 special area teachers, and 14 full time paraprofessionals.

Our school has received a number of rewards and recognition. They include the Gold Achievement Award 2002; MDCPS Performance Excellence Recognition 2002; MDCPS Gold Award 2002, and the MDCPS Silver Award 2002. We have also been the recipients of several grants to support and enhance student achievement: Title III 2003, Council of Educational Change (CEC 2000-2003, 2004-2007), Family Literacy Grant 2000-2003; Technology Loan Grant 2004, Universal Library and Media Grant (known as E-Rate, 1998-2004), Teacher Technology Mentor 2003 and 2004, Arts for Learning 2003, 2004 and 2005, and the Comprehensive School Improvement Grant 2004 and 2005. Several classroom teachers have acquired mini-grants through MDCPS Education Fund.

Biscayne Gardens Elementary School has identified variables in relation to the district's challenges in student literacy. One issue is student mobility; student mobility at Biscayne Gardens Elementary School is 33%. Many of these students enter our school without appropriate assessment records. Another issue that presents an ongoing challenge is that of parent/guardian contact. Students' contact numbers are constantly changing or disconnected making it difficult for teacher communication. To assist the school, the Community Involvement Specialist (CIS) must continually try to make parent contacts through home visits that are often difficult due to parent/guardian work hours. When contact is made, many times it is hampered by the inability of the parent/guardian to speak English. Dialogue with the teacher, Community Involvement Specialist, and parent/guardian often times require the support of additional school or district personnel.

Our school recognizes that there are numerous opportunities for improvement. In 2003-2004, the school made adequately yearly progress, which meant that all subgroups made learning gains. However, in 2004-2005, the school did not make adequate yearly progress (AYP); only 49% of our students scored at or above grade level. The targeted subgroups were: African American, Economically Disadvantaged, Limited English Proficiency, and Students with Disabilities. All subgroups in Reading, with the exception of LEP, made AYP. No subgroups made AYP in Mathematics. FCAT Science 2004-2005 indicates that our students in grade five averaged a mean scale score of 275, which was 23 points higher than the 2003-2004 FCAT Science Test. However, the scores were nine points below the State mean score and 11 points below the district. Our scores on the FCAT Combined Writing 2003-2004 averaged 3.9; FCAT Writing 2004-2005 averaged 3.6, a 3 points decrease. When compared to the national mean scores, students in grade three, five, and six showed an increase; while fourth grade students mean score, that included students in

the inclusion model and first time counted in the general score, decreased by 18 points.

Our challenge is that every student will make adequate yearly progress and show an increase in his/her developmental scale score.

School Foundation

Leadership:

The vision and mission sets the direction of the school. The school administration consists of a Principal and one Assistant Principal who serve as the instructional leaders of the school. The school consists of several leadership communities whose purpose is assist administration and staff in enhancing student achievement. These leadership communities are identified as: Educational Excellence School Advisory Council (EESAC), Core Leadership Team (A-Team), and Grade Chairs/Department Heads. Leadership teams meet monthly to analyze goals and objectives.

EESAC, as a representative board of students, parents, staff, and community leaders have regularly scheduled monthly meetings to analyze data from district, progress reports, and State assessments to (1) identify strengths and opportunities to improve, (2) plan, develop and monitor the School Improvement Plan (SIP), and (3) recognize and celebrate student and school accomplishments.

The school's core leadership (A-Team) consists of one Reading Coach, one Mathematics/Science Facilitator, one Technology Facilitator, ESE Program Specialist, two Guidance Counselors, and one Project Coordinator (who is funded by the Comprehensive School Reform Grant) and six grade chairs. There are six grade chairpersons who represent grades pre-kindergarten through six; one grade chair who represents ESE; and one special area teacher who represents Special Area teachers. The grade levels meet monthly with an administrator to strategize and formulate plans.

Employees are involved in the daily operation of the school. Classroom visitations are made by the leadership teams to help create a supportive, informative environment. The school's mission and vision statement is posted in every classroom. Daily students reiterate that focus by their recitation of the school's pledge " Biscayne Gardens Elementary School, the road we seek is intelligence where every one can learn; to burn the seeds that says "We can't and plant the seeds that says, We can...We will excel."

Communication to employees is enhanced through the electronic mail system implemented by the district and school intranet. A school-web is maintained to keep stakeholders informed about current resources and grade level expectations. Administrators hold monthly faculty meetings that are focused on professional growth to strengthen building capacity. Every employee is essential to the daily operation of the school. That need is expressed through recognition, celebrations, team building strategies, and promotions.

In summary, according to the findings of the Organizational Performance Improvement Snapshot self-assessment survey, Biscayne Gardens Elementary School is moving in the right direction as an innovative, learning community that supports it customers.

District Strategic Planning Alignment:

Biscayne Gardens Elementary School has a focus to support a school and district strategic plan that engages its stakeholders in the systematic process of specifying the goals of the school system, determining the present attainment of those goals, and then selecting strategies to reduce the discrepancies. To do this, Biscayne Gardens Elementary School engages in a school-based management system that analyzes its goals and objectives with its learning communities: Educational Excellence School Advisory Council, core leadership teams, and staff.

Strategically, Biscayne Gardens Elementary School incorporates the Continuous Improvement Model (CIM) funded by a Comprehensive School Improvement Grant. Through CIM, an eight-step process is strategically employed to regularly assess students for intervention, remediation, and enrichment. These steps include: data desegregation, timeline development, instructional focus, assessment, tutorials, enrichment, maintenance, and monitoring. Professional development will provide faculty with the necessary skills to implement CIM as a tool in an integrated total quality management system.

Stakeholder Engagement:

According to the 2005-2006 Organizational Performance Improvement Snapshot Survey, the level of customer satisfaction on a scale of 5.0 to 1.0 and 5.0 being the highest, the school received a score of 4.5 in the category of Customer Satisfaction. Staff frequently understands who are their customers and communicate to those customers. They feel that they are frequently allowed to make decisions about their customers and are allowed to solve problems for their customers. However, in analyzing the survey, our school can further assist the staff with additional tools to seek and gather feedback from their customers about their work. Currently, staff feedback is in the form of employee assessments, school climate surveys, and parent conferences. To facilitate ongoing feedback about customer and market focus, feedback from classroom visitations will be made available to teachers and communicated to grade chairpersons for grade level portfolios; grade levels will be encouraged to implement and utilize the Parent Communication Logs as a means of a quick assessment of their customer satisfaction. Teachers will be encouraged to use student portfolios as a means to receive feedback from their key customers.

As a school, our staff will analyze the results of school climate surveys, student service reports, and the monthly Title I Parent Outreach School Reports in staff meetings to generate discussions about customer satisfaction and help make decisions to solve problems for our customers. In addition, grade level teacher-created surveys can be implemented through the web-based school purchased survey software. The Community Involvement Specialist (CIS), Parent Teacher Association (PTA), student services, and the EESAC will continue to be key partners in communicating, identifying and addressing our customers' concerns.

Faculty & Staff:

There is a collaborative partnership that involves students, parents, teachers, administrators and all stakeholders to monitor the progress of school functions to ensure that no child is left behind.

Biscayne Gardens Elementary School learning communities impact the overall function of the school. Department heads and grade levels plan collaboratively with their teams to accomplish tasks. This is evident by the strong support for measurement, analysis, and knowledge management of the Organizational Performance Improvement Snapshot self-assessment survey. The core values Integrity, Teamwork, Equity and Democracy through Excellence energizes the way that the staff performs daily operations. The result is a collective group of team-oriented learning communities optimizing resources to create an environment where everyone can learn and excel.

Data/Information/Knowledge Management:

Teacher Mentoring Programs:

(1) Professional Growth Team

Biscayne Gardens Elementary School implements a Professional Growth Team pairing new teachers to the school and beginning teachers as defined in the PACES Program. The school is devoted to giving all students an exemplary education, and as such fosters leadership professional development mentoring among all teachers through horizontal

and vertical articulation and planning. This is done for each subject to try to eradicate variances and promote uniformity in daily and long range planning and assessment. Teachers meet weekly on grade levels to discuss teaching strategies, alignment of sunshine state standards, curriculum, and resources, and to make data driven decisions as applicable to their classes and individual students.

(2) Leadership Teams

The Principal is the curriculum leader and is the main contact relative to budgetary needs and overall business of the school. An Assistant Principal, Region II, and MDCPS district supports principle leadership. The Principal oversees and monitor the instructional programs through benchmarking, formative, and summative evaluations. School leadership and Support Personnel assist administration with the gathering of data and sharing of information for decision-making purposes with the aid of a district networked computerized system.

Ongoing, the core team of school leaders (Reading Coach, Math/Science, Technology Facilitator, CSR Project Coordinator, and Grade Chairpersons) along with administrators analyzes data and monitor classroom progress to ensure that all components of the school reform model, i.e., the MDPCS Comprehensive Reading Plan are being implemented.

Teachers plan in the Principal's office. At weekly grade level meetings, teachers use both formative and summative evaluations, benchmarks and progress reports for reviewing school reform components, monitoring student understanding and identify re-teaching methods.

Education Design:

Extended Learning Opportunities

Biscayne Gardens Elementary School offer an array of learning opportunities for the broad spectra of student learning styles in exceptionalities, environmental awareness, language barriers, and social behaviors. The Retired Teachers Tutorial Pullout Program, afforded by Title I, target learners in the student category falling in the lowest twenty-five-percentile rank, retained students, and level two on the FCAT. Limited English Learners receive additional academic tutoring in Reading, Writing, and Mathematics through Saturday Academy, before and after school classes. Intensive reading technological researched based programs (i.e., Accelerated Reader, Breakthrough to Literacy, Compass Learning Tomorrow's Promise, and Waterford) are integrated into the curriculum to enable the school to customize lessons/activities for all students deficient in reading.

School-Wide Improvement Model

As previously stated, the CIM model, funded by a Comprehensive School Improvement Grant, involves an eight-step process that regularly assesses students for intervention, remediation, and enrichment. These steps include: data desegregation, timeline development, instructional focus, assessment, tutorials, enrichment, maintenance, and monitoring. In this model, all teachers will enhance their planning skills by implementing the Plan-Do-Check-Act cycle and the FOCUS process. The FOCUS process is strongly aligned to the Plan-Do-Check-Act cycle. The components of FOCUS are:(1) formulate a plan;(2) optimize the timeline;(3) concentrate and collaborate on teaching FCAT standards; 4) utilize assessments, maintenance, and monitoring; and (5)sustain learning with tutorials and enrichment. All grade levels throughout the school will learn how to implement the Plan-Do-Check-Act cycle in planning, problem solving, and decision making to promote continuous student achievement.

THE PLANNING CYCLE - PDCA

PLAN a change aimed at improvement, collect data and establish a timeline

DO implement the change or strategy

CHECK the results of your actions and identify lessons learned

ACT to apply, abandon or modify the strategy as needed to achieve the desired improvement

To start, students will be given a pre-test in Reading, Writing, Mathematics, and Science at the beginning of the school year. The results will quickly assess students for remediation and enrichment based on data driven decision-making. Working in teams, an instructional focus will be created to define benchmarking, scope and sequencing, monitoring, tutorial programs, timeline development, and define district and web based, researched based assessments in Reading, Mathematics, Writing, and Science. FOCUS strategies will also enhance the effective use of researched based programs: Breakthrough to Literacy, School Renaissance Accelerated Reader, Compass Learning Tomorrow's Promise, and High Scope to help meet the needs of all of students. Tests scores will be continually analyzed to identify areas of strength and weaknesses, identify instructional groups, target students for remediation, and to monitor the Sunshine State Standards in each core subject area.

Advanced Initiatives

Biscayne Gardens Elementary School enhances its instructional program through Specialty Programs as part of our school's advanced initiatives to leave no child behind. Specialty programs include Exceptional Student Education (ESE) Program with an inclusion model for students with diagnosed Exceptionalities; Limited English Proficient Programs provides instruction in English for Students of Other Languages; High Scope Pre-Kindergarten provides early learning strategies for four-year old students; Academic Excellence Program (AEP) benefits students by promoting high order challenging enrichment activities; Saturday Academy provides remediation in mathematics, reading, and writing; Reading Opens All Roads (ROAR), an intensive remediation reading program, supports students after the regular school day; Math Requires Only Enthusiasm (MORE) addresses small group tutoring in the five math strands of the Sunshine State Standards after school; and the Retired Teachers Tutorial Pullout Program focuses on reading remediation for increasing reading fluency and comprehension during the school day.

Our school integrates Reading First strategies and assessments in reading. Technology is incorporated throughout the curriculum to assure that skills learned can be infused and practiced. The Mathematics program utilizes the Houghton Mifflin resources and all the support materials to ensure students have access to a variety of Mathematical experiences. Sixth grade utilizes the McDougal Littell resources for intensive and intensive plus students. Science benchmarks are practiced and enforced among all grade-levels in order to enhance students' scientific skills and comprehension. Teachers follow the Sunshine State Standards to ensure that students are meeting district guidelines. Through technology, lab experiences, field trips, direct instruction, and evaluations the school aim to maximize opportunities to achieve in Science.

Biscayne Gardens Elementary School uses the district's computerized Student Performance Indicators (SPI) system to assess student achievement and drive instruction. Teachers also make use of the school purchased program, SNAPSHOT, to identify special care students and target and build instructional groups.

Performance Results:

Biscayne Gardens Elementary School anticipates that these strategies and methods will be the catalyst to support students emotionally, academically, and socially. It is anticipated that the Character Education Program will also build self-esteem in all our students coupled with the new school-wide discipline plan, "Excellence Everywhere. " It is anticipate that the impact of this plan that celebrates and reinforces students' positive behaviors will decrease the number of suspensions and critical incidences.

In summary, it is anticipated that these strategies and methods will enable the school to improve its identified targeted areas Strategic Planning, Category 2 and Business Results, Category 7, as evidenced by the 2006-2007

Organizational Performance Improvement Snapshot Survey, thereby increasing student achievement.

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

GOAL 1 STATEMENT:

All students in grades 3-6 at Biscayne Gardens Elementary School will read on grade level.

Needs Assessment

Scores on the FCAT Reading 2004-2005 indicate that 51 percent of students in grades 3-6 scored at or above level three. Fifty-seven percent made annual learning gains. Reading standards of Word Study/Phrases and Main Idea/Purpose indicate that grade level 3, 4, 5, and 6 need to improve in these benchmarks.

FCAT Reading data for 2004-2005 indicates that the subgroup Limited English Proficient (LEP) students have not made the required progress as outlined by the State and identified by the No Child Left Behind (NCLB) requirements. Only 29% scored at or above grade level. There is a need to improve reading as documented by the scores on FCAT Reading 2004-2005.

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

Measurable Objective

READING OBJECTIVES

Given instruction based on the Sunshine State Standards, students in grades 3-6 will increase their reading skills from 49% to 54% as evidenced by an increase of 5% of students scoring at or above grade level on the FCAT Reading 2005-2006 Test.

Given instruction based on the Sunshine State Standards, Limited English Proficient students in grades 3-6 will increase their reading skills of 29% on 2005-2006 FCAT Reading as evidenced by 44% of Limited English Proficient students scoring at or above grade level on the FCAT 2005-2006 Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement, monitor and adjust a school wide weekly focus calendar that will address the school's weakest reading benchmarks	Reading Coach	08/3/05	05/01/06
Provide training and support for inclusion of LEP students into classroom inclusion model	Reading Coach Bilingual Teachers CCHL Teacher Administration	08/03/05	05/22/06
Analyze detailed scores of FCAT Reading 2004-2005 which will be completed using the Snapshot program in order to meet individual students' needs	Reading Coach and Classroom Teachers	07/27/05	08/20/05
Monitor support systems and progress given to LEP and SWD's through classroom visitations to assist teachers and students with transition	Core Leadership Teams	08/23/05	05/15/06
Offer additional after school tutoring opportunities through the Reading Opens All Roads (ROAR) Tutoring Program two times a week for one hour each	Principal and Reading Coach	8/23/05	05/01/06
Offer Saturday Academy to all LEP students from September 2005 through February 2006 from 9:00am-12:00noon	Principal and Reading Coach	08/17/05	03/03/06
Implement a Retired Teacher Pullout Tutorial program for identified students during the school day three times a week for one hour	Principal	08/17/05	05/01/06
Provide opportunities for teachers to observe the implementation of the reading plan and strategies in other classrooms	Reading Coach	08/05/06	05/01/06
Implement a plan of action for teachers new to a grade level and beginning teachers who will be	Principal and Reading Coach	08/03/05	5/16/06

coached, mentored and given additional in-house professional development			
Implement research-based software into the language arts curriculum to enhance literacy skills and promote skills for life	Reading Coach and Technology Facilitator	08/05/05	05/01/06
Utilize Special Area Teachers to daily assist in tutoring Intensive and Intensive Plus students in sixth grade for one hour five days a week	Assistant Principal and Reading Coach	08/17/05	04/28/06
Provide training on the Plan-DO-Check-Act (PDCA) process to teachers in Prek-kindergarten to grade six teachers	CSR Project Coordinator and Principal	08/03/2005	05/20/06

Research-Based Programs

Advantage Learning Accelerated Reader, state adopted textbook Houghton Mifflin, Voyager, Early Success, and CompassLearning Tomorrow's Promise

Professional Development

(1) The Reading Coach will conduct workshops to teachers and administrators to support the District's Comprehensive Reading Program (2) Professional Development workshops in Dibels screening assessment (3) Provide Professional Development training to include: workshops on computer assisted programs such as Waterford, Brainchild, FCAT Explorer, School Renaissance Accelerated Reader and STAR, Breakthrough to Literacy, High Scope, , SNAPSHOT, CompassLearning (4) Training on Edusoft Performance, Edusoft Achievement Series and Snapshot (5) Train teachers in data analysis and computer instructional programs by the technology facilitator (6) Provide professional development Guided Reading workshop for teachers new to the Miami Dade County Public Schools System (7) Provide Academic Improvement Plan workshop to new teachers to the school (8) Attend monthly Reading Coach's professional development in reading through the District's Language Arts Department and in turn, conduct grade level workshops to increase classroom teachers' best reading practices (9) Give annual vertical planning workshop for kindergarten through sixth grade by Council for Educational Change Coach (10) Provide mentoring to beginning teachers or teachers new to the grade level on developing and organizing instructional practices in the Comprehensive Reading Plan (11) Attend at least three professional development workshops in LEP reading by ESOL Teachers

Evaluation

- (1) Pre and Post Reading Assessments will reflect at least 5 percentage points gain
- (2) Scores on the 2005-2006 FCAT Reading assessments by 5% of students in grades 3-6 scoring at or above grade level (from 42% to 49%)
- (3) Limited English Proficient (LEP) students (Grades 3-6 will increase their reading skills as evidenced by 51 percent of students scoring at or above grade level on the FCAT 2005-2006 FCAT Reading Test from 29% to 44%)

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

GOAL 2 STATEMENT:

All students at Biscayne Gardens Elementary School will demonstrate increased performance in mathematics.

Needs Assessment

Scores on the 2004-2005 FCAT indicate that 43% of students in grades 3-6 scored at or above grade level. Fifty-seven percent made annual learning gains; none of the four sub-groups (African American, Economically Disadvantaged, and Limited English Proficiency) identified in the NCLB requirements scored 44% percent or higher as documented by the scores on FCAT Mathematics 2004-2005. Fifty nine percent of African American students did not score at or above grade level on the 2004-2005 FCAT Mathematics Test. Fifty eight percent of the Economically Disadvantaged students did not score at or above grade level on the 2004-2005 FCAT Mathematics Test. Seventy five percent of the Limited English Proficiency students scored at or above grade. Fifty nine percent of Students with Disabilities did not score at or above grade level.

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

Measurable Objective

MATHEMATICS OBJECTIVES

Given instruction using the Sunshine State Standards and following the suggested district mathematics scope and sequence, students in grades 3-6 will increase their mathematical skills as evidenced by an increase of 5% of students from 42% (2004-2005) to 47% scoring at or above grade level on the FCAT 2005-2006 Mathematics Test.

Given instruction using the Sunshine State Standards, students classified as being in the African American subgroup, in grades 3-6 will increase their mathematics skills from 41% (2004-2005) as evidenced by 50% of students scoring at or above grade level on the FCAT 2005-2006 Mathematics Test.

Given instruction using the Sunshine State Standards, students that are economically disadvantaged in grades 3-6 will increase their mathematics skills from 42% (2004-2005) as evidenced by 50% of students scoring at or above grade level on the FCAT 2005-2006 Mathematics Test.

Given instruction using the Sunshine State Standards, Limited English Proficient (LEP) students in grades 3-6 will increase their mathematics skills from 25% (2004-2005) as evidenced by 50% of students scoring at or above grade level on the FCAT 2005-2006 Mathematics Test.

Given instruction using the Sunshine State Standards Students with Disabilities (SWD's) in grades 3-6 will increase their mathematics skills from 41% (2004-2005) as evidenced by 50% of students scoring at or above grade level on the FCAT 2005-2006 Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Analyze data with learning communities to assess, reteach, and drive instruction to meet targeted objectives specified in SIP during the school day	Math/Science Facilitator	08/17/2005	05/30/2006
Provide additional tutoring opportunities to Level I, Level II students, and students who decreased an achievement level through the after-school Mathematics Only Requires Enthusiasm (MORE) program two times a week for one hour each	Math/Science Facilitator	09/13/2005	05/17/2006
Provide teachers in Pre-Kindergarten support with materials and available resources to enhance daily math skills	Math/Science Facilitator	08/17/2005	05/17/2006
Provide support to bilingual teachers with available materials and resources for math enhancement for all students	Math/Science Facilitator	08/17/05	05/17/06
Use current resources to assist in analyzing data to drive instruction, i.e., Edusoft, SPI, and Snapshot	Math/Science Facilitator	08/14/2005	05/10/2006
Promote and monitor participation of LEP and SWD students in the inclusion program	Math/Science Facilitator	08/03/2005	05/17/2006

Provide teachers new to a grade level and beginning teachers with in-house professional development and mentoring services in data analysis, AIP training, SIP training, etc.	Math/Science Facilitator	08/03/2005	05/20/2006
Provide access to training on the Plan-Do-Check-Act process to Special Area teachers as a focus in the Arts and bilingual curriculum	CSR Project Coordinator	08/03/2005	05/20/2006
Provide Retired Teachers Pullout Program to students whose developmental scores decreased three times a week for one hour each day	Principal	08/17/2005	05/17/2005
Offer Saturday Academy to Level I and Level II students from 9:00am to 12:00noon	Math/Science Facilitator	09/17/2005	03/01/2005

Research-Based Programs

State-adopted text Houghton-Mifflin; Researched-based software CompassLearning Tomorrow's Promise

Professional Development

(1) The Mathematics/Science Resource Teacher will provide/organize in-services to teachers on the Edusoft Achievement Series and Edusoft Performance Series training, and Science and Mathematics Integrated with Literary Interventions (SMILE). (2) The Technology Facilitator will provide to teachers technology in-services on the use of web-based software and CompassLearning. (3) The principal will provide opportunities for Professional Growth Teams to observe highly, effective classroom teachers. (4) The CSR Project Coordinator will organize/provide CIM/FOCUS inservices to teachers.

Evaluation

(1) Pre and Post Mathematics Assessment scores will improve by at least 10 percentage points. (2) Scores on the FCAT Mathematics 2005-2006 assessment will improve as evidenced by an increase of 10% of students in grades 3 through 6 scoring at or above grade level. (3) African American students in grades 3-6 will increase their mathematics skills as evidenced by 50% of students scoring at or above grade level on the FCAT 2005-2006 Mathematics Test. (4) Students with Disabilities will increase their mathematical skills as evidenced by 50% of students scoring at or above grade level on the FCAT 2005-2006 Mathematics Test. (5) Limited English Proficient (LEP) students in grades 3-6 will increase their mathematics skills as evidenced by 50% of students scoring at or above grade level on the FCAT 2005-2006 Mathematics Test. (6) Students with Disabilities (SWD's) in grades 3-6 will increase their mathematics skills as evidenced by 50% of students scoring at or above grade level on the FCAT 2005-2006 Mathematics Test.

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.)

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

GOAL 3 STATEMENT:

All students in grade four at Biscayne Gardens Elementary School will be able to incorporate the following elements in their writing focus, organization, support, and conventions.

Needs Assessment

Scores on the 2004-2005 FCAT Writing Assessment Test indicate that 79% of students in grade four scored a combined mean score of 3.6. Scores on the 2003-2004 FCAT Writing Assessment Test indicates 95 percent of students in grade four scored a combined mean score 3.9. This is an eight percent decline from the 2003-2004 FCAT Writing Test. FCAT Writing data for 2004-2005 indicates that the school needs improvement in writing as outlined by the No Child Left Behind Act.

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

WRITING OBJECTIVE

Given instruction using the Sunshine State Standards, students in grade four will increase their writing from 2004 FCAT Writing of 79% to 84% in 2005 as evidenced by an increase of five percent of students scoring at or above the state's required level on the FCAT 2005-2006 Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement professional develop to assist teachers new to a grade level and for Special Area teachers	Reading Coach	08/05/2005	05/17/2005
Offer additional after school writing tutoring opportunities through the Reading Opens All Roads (ROAR) to students who scored level three or below level three on the district pretest two times a week for one hour each	Reading Coach	09/13/2005	03/02/2006
Implement the writing process for grades K-6 which will be instructed across the curriculum during the school day preparing students to "write for life"	Reading Coach	08/03/2005	05/17/2006
Promote writing competitions among pre-kindergarten classes to develop students' desire to write	Reading Coach and Classroom Teachers	08/03/05	05/01/06
Assign monthly writing essays, which will be analyzed by a team for students' placement in ability groups	Reading Coach	09/01/2005	03/01/2006
Offer Saturday Academy to all LEP, ESE, and Standard students who scored a level three or below on the districts pretest from 9:00am-12:00N	Reading Coach	09/13/2005	03/02/2006
Mentor and provide Writing professional workshops for teachers new to grade levels and new to the school	Reading Coach	09/17/2005	04/26/2006
Analyze the 2004-2005 detailed score of the FCAT Writing 2005-2006 levels that will be completed using Snapshot and SPI for planning 2005-2006	Reading Coach	08/22/2005	05/20/2006
Provide professional development for teachers by business partners to learn how to use software tools for data analysis ie., SNAPSHOT and SPI	Principal	09/13/05	10/17/06
Promote writing poetry in the Arts and Music	Music and Art Teachers	08/03/05	05/01/06

Programs	
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Research-Based Programs

State-adopted text Houghton Mifflin

Professional Development

(1) The Reading Coach, District Reading Specialist, and the fourth grade chairperson will provide mentoring to beginning teachers or teachers new to the grade level on developing and organizing instructional practices in the Comprehensive Reading. (2) Continuous Improvement Model (CIM)/FOCUS Training will be provided by the District and organized by the Principal and/or CSR Program Coordinator.

Evaluation

- (1) District's Pre and Post Writing Assessment scores will reflect a gain for each student tested
- (2) FCAT Writing 2005-2006 (evidenced by an increase of five percent of students scoring at or above the state's required level on the FCAT 2005-2006 Writing Test)

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

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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 4 STATEMENT:

Students at Biscayne Gardens Elementary School will be able to apply the scientific method and increase their annual performance.

Needs Assessment

The 2004-2005 FCAT Science mean score for the district was 286; the mean score for the State was 285. Scores on the 2004-2005 FCAT Science indicate our Biscayne Gardens Elementary School students in grade five averaged a mean scale score of 275, which was 23 points higher than the 2003-2004 FCAT Science Test; nine points below the district mean score and 11 points below the district. Our students scored higher on the benchmarks Physical and Chemical and Life and Environment with a mean score of seven. After reviewing last year's scores, it was determined that although fifth grade did improve when compared to the previous, students were still below the expected levels of the state and district.

Measurable Objective

SCIENCE OBJECTIVE

Given instruction using the Sunshine State Standards, students in fifth grade will increase their science skills from 275 to 286 as evidenced by an increase of eleven percentage points on the FCAT 2005-2006 Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Administer a district in-house pre/post assessment to fifth grade students to help monitor progress	Math/Science Facilitator	08/08/2005	08/10/2005
Implement school-wide participation in the annual Science Fair and encourage stakeholders' participation	Math/Science Facilitator	08/03/2005	05/20/2006
Use Sunshine State Standards for students in grades 3-6 in the Science Lab, giving students explorative hands-on experiences	Math/Science Facilitator	09/01/2005	05/13/2006
Offer workshops to parents to increase their knowledge on the content area and the use of the Scientific Method	Math/Science Facilitator	09/17/2005	04/28/2006
Offer professional development activities for teachers in pre-kindergarten through sixth grade	Math/Science Facilitator	08/11/2005	05/01/2006
Integrate the use of FOSS Kit lessons into the curriculum for all students beginning in Pre-kindergarten to increase students' interest in science	Math/Science Facilitator Classroom Teachers	08/11/2005	05/20/2006
Provide support and monitor appropriate training for teachers new to the grade level and/or new to MDCPS	Principal	08/03/2005	06/01/2006
Guide teachers with the use of multi-media resources to enhance science instruction	Math/Science Facilitator and Technology Facilitator	08/11/2005	05/01/2006
Implement Weathernet Achieve Series into the Science curriculum which has a community component for grades 1-6 that includes all collaboration among stakeholders	Math/Science Facilitator Technology and Facilitator	09/01/2005	05/12/2006
Setup and maintain in-house science lab for student and classroom use	Math/Science Facilitator	08/03/05	06/01/06

Research-Based Programs

State-adopted text Houghton-Mifflin; FOSS Kits

Professional Development

(1) The Region II Educational Specialist and Biscayne Gardens Elementary School Math/Science Facilitator will provide support and in-services to classroom teachers to improve student performance on the 2005-2006 FCAT Science. (2) Training for teachers on how to implement the Weathernet Achieve Series will be coordinated and provided by the Mathematics/Science, Technology Facilitator and Weathernet.

Evaluation

- (1) 2005-2006 FCAT Science for students in fifth grade
- (2) Quarterly Science Lab logs quarterly to assure increased usage
- (3) Quarterly workshop sign in logs would be reviewed quarterly
- (4) District-in house pre/post test assessments for fifth grade students

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.)

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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 5 STATEMENT:

Biscayne Gardens Elementary school will provide opportunities for families to increase their involvement in their children's education.

Needs Assessment

Although there was an increase in the number of parent participation in workshop, only approximately 11% of our parents were involved in literacy and mathematical activities to improve student achievement. Based on the Title I Parent Outreach School Report 2005, 6,400 school-wide parent contacts were made; 2,063 were telephone contacts; 563 parents attended Open House Orientation; 160 parents participated in workshops during the school year; 223 contacts were made through computer home loans/technology/computer use. Only 309 contacts were family literacy activities from November 2004-May 2005.

Measurable Objective

PARENTAL INVOLVEMENT OBJECTIVE

Given school wide emphasis on parental involvement, the school will demonstrate a 5% increase in parent workshop participation as evidenced by an increase in parent sign-in logs for the 2005-2006 from 309 contacts to 371 contacts.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Use Sunshine State Standards for students in grades 3-6 in the Science Lab, giving students explorative hands-on science experiences	Math/Science Facilitator	10/01/05	05/01/06
Utilize the newspaper, school website, radio, school marquee, and flyers in order to keep parents and community informed of school functions	Assistant Prinicipal	08/17/05	05/30/06
Provide home-learning tutorial assistance after school to LEP students and their parents in their home language, if necessary, as evidenced by student sign-in-logs	Reading Coach; Math/Science Facilitator; Technology Facilitator	08/16/05	05/01/06
Provide monthly grade level parental workshops to address the FCAT Reading, Writing, Mathematics, and Science Sunshine State Standards	Classroom Teachers;Special Area Teachers	08/16/05	05/01/06
Monitor students thirty-minutes reading benchmark by parent signature logs on a monthly basis for studens in Pre-kindergarten through sixth	Reading Coach Classroom teachers	08/30/05	05/01/06
Conduct student parent/teacher conferences every nine weeks to collaboratively set the student's achievement goals, and inform parents of the student's strengths/weaknesses to increase readiness and student performance	Classroom and Special Area teachers	08/21/05	05/1/06
Seek the assistance of parents from multicultural backgrounds to attend to the needs of the diverse student body and to remove the barriers to learning through cultural understanding	PTA President Guidance Counselors and Bilingual Teachers	09/17/05	05/20/06
Provide teachers in Pre-kindergarten with multi-media resources to increase technological skills as instructional tools	Technology Facilitator	10/19/06	05/06/06
Incorporate "The Arts" into the basic subject areas	Music, Art and Bilingual Teachers	08/03/05	05/16/06

Research-Based Programs

None applicable

Professional Development

- (1) Monthly parent grade level workshops to parents by classroom teachers
- (2) The Community Involvement Specialist will participate in educational programs and training to enhance parental support.

Evaluation

- (1) Monitor progress of Parent Sign-in Logs
- (2) Monitor progress of Monthly Community Involvement Specialist Logs

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

GOAL 6 STATEMENT:

Biscayne Gardens Elementary School will provide a safe and discipline environment for all students.

Needs Assessment

Data provided from the 2004-2005 ITS report indicates that three percent of our student population was in or out of school due to suspension and those suspensions were the result of critical incidences. Ten percent of the student body received a written referral. The most recent data from the Department of Florida reflects that students absent 21 or more days totaled 6.7% (2003-2004).

Biscayne Gardens Elementary School has continually improved in student and employee attendance. There is a need to continue to address the emotional and social needs to increase students' performance by giving students effective problem solving tools.

Measurable Objective

DISCIPLINE & SAFETY OBJECTIVE

Given instruction in the Character Education Program, students behavior will improve as evidenced by a decrease in the number of critical incidences and as evidenced by a decrease in the outdoor suspension rate from three percent to one percent indicated by the end of year MDCPS ITS Report on suspensions.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement effective strategies for problem solving as early as Pre-Kindergarten in the life of school age students	Guidance Counselor	10/19/05	05/01/06
Utilize the School Discipline/ Safety Committee to assist in the identification and reporting of any unsafe health and safety issues	Discipline/Safety Committee	08/17/05	05/01/06
Contact parents and establish rapport early on before problems arise	Community Involvement Specialist	08/17/05	05/27/06
Utilize the peer mediation program to resolve issues	Guidance Counselors	08/17/05	05/20/06
Identify students with special needs, monitor, and conduct Child Study Conferences to ensure students' individual needs are met	ESE Program Specialist	08/01/05	05/30/06
Provide professional development in classroom management skills	Principal	08/03/05	06/01/06
Utilize and maintain the Excellence Everywhere School-wide Behavioral Program to promote and reward positive student behaviors and monitor school-wide progress	Classroom Teachers; Discipline/Safety Committee	08/17/05	05/01/06
Provide parents with parenting skills information through available resources and media to promote school readiness and career development	Guidance Counselors	08/05/05	05/15/06
Emphasize the character education program as an effective tool in teaching appropriate behaviors for lifetime success	Guidance Counselors	08/17/05	05/20/06
Promote basic literacy strategies by parents in the home to support early childhood education	Pre-Kindergarten Classroom Teachers and Guidance Counselors	08/01/05	06/01/06
Develop, implement, and use grade level detention halls to reinforce character building by promoting character education in afternoon detention classes	Assistant Principal	08/17/05	05/01/06

Research-Based Programs

Not Applicable

Professional Development

- (1) The two School Guidance Counselors, ESE Program Specialist, Discipline/Safety Chairperson, and administrators will provide in-services and materials to the faculty about safety and discipline.
- (2) The Principal will provide workshops and inservices in classroom management.

Evaluation

The ITS End of Year Report will show a decrease in the suspension rate from 3% to 1%.

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 checked="" type="checkbox"/>

GOAL 7 STATEMENT:

Biscayne Gardens Elementary School will improve the effective use of technology as a tool of learning.

Needs Assessment

Based on the 2004 STaR School Profile Report, the school received a score of 2.3 percentage points on a 4.0 scale in the area of how students use technology (Students Use of Technology). This report reflected that our students most often use computers as a part of direct class instruction. For example, our students often do not use technology as a presentation tool in the curriculum for various reasons. Although Biscayne Gardens Elementary School score was higher than the district and State, there is a need to give students more opportunities to use technology as a productional tool to promote learning in the classroom.

Measurable Objective

TECHNOLOGY OBJECTIVE

Given instruction in the use of research-based instructional software, all students will enhance their effective use of technology to support classroom instruction as evidenced by the STaR School Profile Report 2005-2006 showing to least an increase of five percentage points in the area of Students Use of Technology from 2.3 (2004-2005) to 2.8.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Use the Plan-Do-Check-Act model to integrate technology into the curriculum to increase time on task for students and increase learning	Technology Facilitator	10/01/05	05/10/06
Monitor students time-on-task using the Sunshine State Standards through data management reports on a daily basis to enhance instruction and student performance	Technology Facilitator	10/01/05	05/10/06
Initiate appropriate learning opportunities to allow students to use different types of hardware and software that address diverse physical and academics needs of students from Pre-kindergarten to grade six	Technology Facilitator	10/01/05	05/10/05
Provide parents with access to technology as evidenced by sign-in-logs through workshops, Parent Center, and Media Center	Technology Facilitator and Media Specialist	09/17/05	05/10/06
Maintain school web-based to provide students, parents, and faculty with links to educational resources to promote learning in reading, math, and content areas	Technology Facilitator	08/03/05	05/23/06
Provide inservices to teachers for integrating technology into the curriculum based on the Sunshine State Standards	Technology Facilitator	08/03/05	05/20/06
Maintain access to researched software in reading and mathematics to students in after school tutorial programs targeted twice a week for one hour each	Technology Facilitator	08/29/05	05/20/06
Promote technological enhance literacy with ESOL students	Technology Facilitator	10/05/05	05/06/06
Promote the integration of devices, ie., digial cameras, scanners, etc. by LEP students to enhance	Technology Facilitator	10/05/05	05/01/06

literacy			
Provide home-learning tutorial assistance after school to students and parents through web-based software purchased through the district and Florida Department of Education from September 2005 - May 2006	Technology Facilitator	09/18/05	05/10/05

Research-Based Programs

Not Applicable

Professional Development

The Technology Facilitator and business partners will offer inservices to assist teachers in integrating researched-based software into the curriculum as an instructional and productional tool.

Evaluation

The STaR School Profile 2005-2006 will reflect at least a five points percentage increase from 2.3 (2004-2005) to a 2.8 score in Student's Use of Technology.

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 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 8 STATEMENT:

Biscayne Gardens Elementary School will promote overall health and fitness of students.

Needs Assessment

Based on the score of the FITNESSGRAM Report 2005, 61% of our students in grades 2-6 received a fitness award as compared to 51% in 2004. Research conducted by the Department of Health and Services support that there is a positive correlation between a healthy mind and student achievement. There is a need to assess student fitness performance and programmatic success to determine student baseline measures, monitor progress, and promote overall health and fitness.

Measurable Objective

HEALTH & PHYSICAL FITNESS OBJECTIVE

Given the correlation between a healthy mind and a healthy body Biscayne Gardens Elementary School will promote and increase our award recipients from 61% by 3% as measured by the 2005-2006 FITNESSGRAM.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Assess student achievement and programmatic success in meeting the goals and objectives of physical education utilizing the FITNESSGRAM pre and posttests to determine baseline measures and progress	Physical Education Teachers	08/20/05	05/10/05
Monitor and assess the physical education program to ensure that activities related to the FITNESSGRAM are implemented and are appropriate to grade levels (i.e., sit-ups, modified pull-ups, aerobic capacity, mile run, etc.)	Principal and Assistant Principal	04/01/05	05/10/06
Compare pre and post-test data to determine valid measures of student/school improvement	Physical Education Teachers	08/15/05	05/10/06
Promote physical activity and sports in the lives of girls and special needs children especially in areas of under-representation (i.e., swimming and tennis)	Physical Education Teachers	08/15/05	05/10/06
Promote participation in Special Olympics and in the school wide Field Day	ESE Program Specialist and Physical Education Teachers	04/01/05	5/10/06
Implement student research activities that support the Sunshine State Standards in reading, writing, and mathematics as a part of the overall fitness program	ESE Program Specialist and Physical Education Teachers	11/01/05	05/01/06
Promote National Health Week, International Walk to School Week, National School Week, and The President's Council on Physical Fitness and Sports to increase students' awareness of a healthy mind and body	Physical Education Teachers	08/15/05	05/10/06
Offer physical activities in certain sports like basketball, track and field to stimulate interest and promote healthy competition	Physical Education Teachers	08/15/05	05/10/06

Research-Based Programs

Not applicable

Professional Development

Physical Education teachers will attend in-services related to fitness programs provided by district.

Evaluation

The 2005-2006 FITNESSGRAM Report will show an increase in the fitness score from 61% to 64%.

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 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 checked="" type="checkbox"/>

GOAL 9 STATEMENT:

Biscayne Gardens Elementary School students will be given the opportunities to pursue areas of interest and participate in multicultural activities.

Needs Assessment

Based on in-house data reports, approximately 95% of our students who participated in field trips in 2004-2005 were special need students. There is a need to develop a stronger cultural awareness through educationally, enriched field trips for all students and extracurricular activities.

Measurable Objective

ELECTIVES & SPECIAL AREAS

Given instruction based on in-house data reports, general education will increase student involvement in extracurricular activities from 3% to 5% by tapping into various resources that will widen cultural awareness as evidenced by the yearly field trip calendar.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement teacher in-services to familiarize teachers with available resources in the community i.e., within MDCPS Resources	Guidance Counselor	09/03/05	05/01/06
Provide teachers with the resources to plan culturally, educational field trips to enrich competency based curriculum for all students	Media Specialist	08/21/05	05/01/06
Increase student participation in grades 3-6 in the strings/orchestra program	Music Teachers	8/21/05	05/05/06
Implement the annual schoolwide Arts Extravaganza to showcase all students' musical and/or artistic talents in the spring school year	Art and Music Teachers	04/01/05	04/23/06
Implement extracurricular challenging activities as a part of the Gifted Resource Program for students in grades 1-6 two days a week for primary and two days for grades 3-6	Gifted Resource Teacher and Principal	09/03/05	05/10/06
Implement extra curricular activities as a part of challenging activities in the after school program Science Engineering, Communication, Mathematics Enhancement and Academic Excellence (SECMEA) one and half hours one day a week	Math/Science Facilitator	08/16/05	05/06/06
Implement extra curricular challenging activities as a part of the grant program, Arts for Learning, to engage students from ESE and the selected third grade promoting appreciation of cultural differences	Art Teacher	08/16/05	05/05/06

Research-Based Programs

Not applicable

Professional Development

The two School Guidance Counselors, Gifted Resource Teacher, ESE Program Specialist, and Media Specialist will provide in-services and materials to the faculty about cultural awareness and multifaceted needs.

Evaluation

In-house Field Trip Report 2005-2006/Yearly Calendar

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.)

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"/>

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 10 STATEMENT:

Biscayne Gardens Elementary School will rank at or above the 90th percentile statewide in the ROI index of value and cost effectiveness of its program.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2003, Biscayne Gardens Elementary School ranked at the 20th percentile on the State of Florida ROI index.

Measurable Objective

RETURN ON INVESTMENT

Biscayne Gardens Elementary School will improve its ranking on the State of Florida ROI index publication from the 20 percentile in 2003 to the 25 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	Principal	08/01/05	06/01/06
Collaborate with the district on resource allocation	Principal	08/01/05	06/01/06
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g., private foundations, volunteer networks	Principal	08/01/05	06/01/06
Consider shared use of facilities, partnering with community agencies	Principal	08/01/05	06/01/06

Research-Based Programs

Not applicable

Professional Development

Not applicable

Evaluation

On the next State of Florida index publication, Biscayne Gardens Elementary will show progress toward reaching the 25 percentile.

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:

EESAC recommends that the available funds will be allocated to enhance classroom instruction focusing on the Sunshine State Standards in reading and mathematics.

Training:

EESAC recommends that there be a focus on teachers, new to Biscayne Gardens Elementary School in the last two years, receive additional professional development in reading, mathematics, writing, science, and technology to address student achievement. EESAC also recommends that all teachers receive professional development in data analysis, especially in resources as the MDCPS School Performance Improvement (SPI) program and SNAPSHOT.

Instructional Materials:

EESAC recommends that grade levels and department heads carefully evaluate instructional and business needs with an Administrator to determine resources that are needed to enhance student performance in the classroom.

Technology:

EESAC recommends that technology(1)be used by EESAC members and staff to analyze and monitoring overall school performance in the areas of reading, mathematics, writing, and content areas, (2) be used as a tool to survey its stakeholders and improve the school climate, and (3)be used as a tool in developing and monitoring action plans for EESAC, i.e., members and faculty use technology to access EESAC minutes to save paper.

Staffing:

EESAC recommends that (1) Administration be given the support from its members in addressing the business functions of the school to meet student achievement, (2) school leaders conduct timely classroom visitations guided by schoolcheck list and teachers receive feedback for instructional improvement as recommended by the Council of Educational Change (CEC).

Student Support Services:

EESAC recommends that the (1) school implement the volunteer teacher mentor for male students, (2) teacher mentors receive a "Student Mentor Day," (3) Retired Tutorial Pullout Program support Level I, Level II, and students who decreased in developmental score.

Other Matters of Resource Allocation:

EESAC recommends that resources be strategically planned for and allocated to increase the Return of Investment score for 2005-2006.

Benchmarking:

EESAC recommends analyzing data assessments from pre and post tests, and progress assessments to determine students' progress during the school year for allocating resources.

School Safety & Discipline:

EESAC recommends analyzing reports generated from ITS and the in-house school discipline plan, "Excellence Everywhere" to promote student excellence everywhere.

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