
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 0841 - Coconut Grove Elementary School

FeederPattern: Coral Gables Senior

Region: Regional Center IV

District: 13 - Miami-Dade

Principal: Avis Bembry

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

Coconut Grove Elementary School

Coconut Grove Elementary School, Miami-Dade County's first public school, was established in 1887. It is located at 3351 Matilda Street in the heart of the Coconut Grove business district. The school services approximately 330 neighborhood students. Despite its small size, its population is extremely diverse. Approximately forty percent of the student population is Hispanic, thirty-four percent is African American, twenty percent is Caucasian, five percent is Multiracial and one percent is Asian American. This diversity creates an environment which leads itself to the school's vision and mission to create lifelong learners and contributing citizens in a multicultural and changing world.

Coconut Grove Elementary School, in conjunction with the Educational Excellence School Advisory Council (EESAC), has identified the following objectives as school-wide priorities for the 2005-2006 school year:

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by a three point increase in the percentage of students scoring Florida Comprehensive Assessment Test (FCAT) Achievement Level 3 or higher on the 2006 administration of the FCAT Reading Test as compared to the 2005 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, Students with Disabilities(SWD)in grades three through five will improve their reading skills as evidenced by a thirteen percentage point increase to attain the No Child Left Behind (NCLB) requirements of forty-four percent of students scoring FCAT Achievement Level 3 or higher on the 2006 FCAT reading administration.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by a three point increase in the percentage of students scoring FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT Mathematics Test as compared to the 2005 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, African American students in grades three through five will increase their mathematics skills as evidenced by a seven percentage point increase to attain the NCLB requirement of fifty percent of students scoring FCAT Achievement Level 3 or higher on the 2006 FCAT Mathematics administration.

Given instruction using the Sunshine State Standards, SWD in grades three through five will increase their mathematics skills as evidenced by a twenty-seven percentage point increase to attain the NCLB requirement of fifty percent of students scoring FCAT Achievement Level 3 or higher on the 2006 FCAT Mathematics administration.

Given instruction using Sunshine State Standards, students in grade four will improve their writing skills as evidenced by a one point increase in the percentage of students scoring 4.0 or higher on the 2006 administration of the FCAT Writing Test as compared to the 2005 administration of the FCAT Writing Test.

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 meet or exceed the State's mean scale score on the 2006 administration of the Science FCAT.

Given a school-wide focus on parental involvement, parental role in assisting student learning will be integrated into the school program as evidenced by an increase of five percentage point in the number of parents attending related school-sponsored events during the 2005 - 2006 school year documented in attendance logs of related activities offered as compared to the 2004 – 2005 school year.

Given school-wide focus on a discipline plan, student behavior will improve as evidenced by a decrease of one percentage point in the number of outdoor suspensions during the 2005-2006 school as compared to the number suspensions during the 2004-2005 school.

Given a school-wide focus on developing and implementing a comprehensive technology plan, our school will score at the intermediate level of technology planning, as evidenced by the results of the 2005-2006 STaR School Profile

Given instruction dedicated to fitness related activities on a daily basis, students in grades two through five should improve fitness performance as evidenced by a three percentage point increase on the 2006 FITNESSGRAM as compared to the 2005 results.

Given a school-wide focus on promoting the French program, students in grades one and two will increase participation in the after school French program by an increase of one percentage point when comparing September 2005 attendance to May 2006 attendance.

Given a focus on proper utilization of funding resources, Coconut Grove Elementary will rank at or above the ninetieth percentile on the State of Florida ROI index publication during the 2005 – 2006 school year.

The Organizational Performance Self-Assessment Survey showed that staff members are generally satisfied with the total school program. Staff members identified the categories of business results and strategic planning as areas that the school needs to address.

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.

Coconut Grove Elementary School

VISION

Our vision is for Coconut Grove Elementary School to become a multicultural learning environment where everyone is respected and valued. We are committed to developing literate students who can communicate effectively, think critically, and function as lifelong learners and productive, caring citizens.

MISSION

In order to reach our vision, the Coconut Grove Elementary School community will: 1) create an enriched learning environment for all students; 2) set high standards and prepare our students to reach their potential; 3) promote professional development and collaboration; 4) create a productive working relationship with parents and the business community; and 5) recognize and celebrate global awareness.

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School Demographics

Coconut Grove Elementary School serves approximately 330 students in pre-kindergarten through fifth grade. The school is in the Coral Gables Feeder Pattern and is an example of a successfully integrated school with students from a wide range of cultures and socioeconomic backgrounds: Forty percent Hispanic, thirty-four percent African American, twenty percent Caucasian, five percent Multi-Racial, and one percent Asian American. Fifty-three percent of the population is on free or reduced lunch. Eight percent of student population is limited English proficient (LEP). Sixteen percent of the students receives Special Education/Varying Exceptionalities (SE/VE) services and eighteen percent of students receives gifted services. Twenty-one percent of our Special Education students spend eighty percent or more time with non-disabled students. The demographics of our staff are as follows: twenty-eight full-time instructional personnel, and twenty-three non-instructional personnel, including one Reading Coach and two administrator. The ethnic make-up of the staff is thirty percent White non-Hispanic, forty percent African American, non-Hispanic, and thirty percent Hispanic. Nineteen percent of the staff is male and eighty-one percent is female.

At Coconut Grove Elementary School we strive to meet the individual needs of students in pre-kindergarten through grade five utilizing the Sunshine State Standards. Students in kindergarten through grade five meet for two hours of reading and language arts integrated with social studies curriculum. The students also meet during a second block for science and mathematics. Additionally, our school offers special programs for students needing enrichment and/or extra support and remediation. We offer SE/VE classes, and use an inclusion model in our pre-kindergarten, third and fifth grade classes. We also offer a home-based gifted program and an Extended Foreign Language (French) program for students in kindergarten, first and second grade. Our students participate in regularly scheduled computer-assisted learning using Accelerated Reader, Fast ForWord, FCAT Explorer and SuccessMaker Enterprise Reading and Mathematics. Coconut Grove Elementary School provides an organized counseling program and individual guidance services to meet the social and emotional needs of our students. We also support the mentoring of our students and make connection with our business community through the Kids and the Power of Work (KAPOW) program and the Big Brothers/Big Sisters program. In addition, our teachers and staff provide before school and after school tutoring as well as individual interest clubs throughout the school year.

School Foundation

Leadership:

The results of the Organizational Performance Self-Assessment Survey revealed that the school staff is generally satisfied with the leadership of the school. They frequently agreed that the school leadership has created a working environment that is safe and productive. Consensus among the staff denoted the school leader shares information about the school. Most of the members of the staff are aware of the school's vision and mission.

District Strategic Planning Alignment:

The School Improvement Plan provides the goals and objectives that the school develops and follows throughout the school year. The Organizational Performance Self-Assessment Survey revealed that most of the school staff is generally satisfied with how stakeholders are involved with developing the school plan.

Stakeholder Engagement:

The Organizational Performance Self-Assessment Survey revealed that the staff overwhelmingly agreed that they know who their most important customers (students and parents) are and they keep in touch with the customers frequently. The staff members generally agree that they are frequently able to ask customers if they are pleased with staff performance.

Faculty & Staff:

Teacher Mentoring Programs: Coconut Grove Elementary School's Teacher Mentoring Program ascribes to the policies and procedures set forth in the District's Professional Assessment and Comprehensive Evaluation System (PACES) program. At the beginning of the school year, new teachers are identified and scheduled to participate in both the District and school-site sponsored orientations to familiarize them with the Miami-Dade County Public Schools' policies and procedures and facilitate their success in their new environment. Each new teacher is provided with a Professional Growth Team to support professional growth and classroom instruction.

Data/Information/Knowledge Management:

The staff members of Coconut Grove Elementary revealed via the Organizational Performance Self-Assessment Survey that they know how to measure the quality of their work; how to review the quality of their work to see if changes are needed; and can use the analyses for making decisions about their work.

Education Design:

Extended Learning Opportunities: Coconut Grove Elementary School provides before, during and after school tutorial weekly from September to April to provide students with additional assistance in reading, mathematics, writing and science. Each day of the week any student can receive help with home learning, FCAT preparation in one particular strand or cluster and/or mathematics enrichment. Also, an Extended Foreign Language program is provided in French for students in grades kindergarten through two. Plans are to expand the program to fifth grade by the 2008-2009 school year.

School-wide Improvement Model: The Eight-Step Continuous Improvement Model is the research-based school improvement model that is used at Coconut Grove Elementary School.

Performance Results:

This process has allowed the organization to analyze additional areas of concern. The analysis revealed that stakeholders agree that all efforts should be made to increase the inclusion rate among the Special Education student population.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

Coconut Grove Elementary School will increase the number of students meeting high standards and making learning gains in the area of reading.

Needs Assessment

An assessment of the 2004 – 2005 test data reveals that twenty-four percent of the students in grades three through five did not score at or above FCAT Achievement Level 3. Thirty-four percent of students in grades three through five did not demonstrate learning gains in reading on the FCAT Reading Test. Forty-seven percent of students in grades three through five scoring in the lowest 25th percentile have not demonstrated acceptable levels of learning gains in reading. Sixty-nine percent of third through fifth grade Students with Disabilities (SWD) have not demonstrated mastery according to the FCAT Reading Test. Students in grade three demonstrated strengths in the reading content areas of comparisons and reference/research. Fourth grade students demonstrated strengths in the areas of word/phrases and reference/research. Fifth grade students demonstrated strengths in the areas of word/phrase and comparisons. The third grade students' greatest areas of reading need are word/phrase and main idea/purpose. The fourth grade students' greatest areas of reading need are main idea/purpose and comparisons. The fifth grade students' greatest areas of reading are main idea/purpose and reference/research. The assessment revealed needs which include, but are not limited to, the following: 1) provide tutorial program with instructional emphasis on identified areas of greatest needs; 2) address the need for a fresher training for CReating Independence through Student-Owned Strategies (CRISS) trained staff on those learning strategies which maximize reading comprehension; and 3) develop a program to increase parental involvement among parents of students within the subgroup population.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 five will improve their reading skills as evidenced by a three point increase in the percentage of students scoring Florida Comprehensive Assessment Test (FCAT) Achievement Level 3 or higher on the 2006 administration of the FCAT Reading Test as compared to the 2005 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, Students with Disabilities(SWD)in grades three through five will improve their reading skills as evidenced by a thirteen percentage point increase to attain the No Child Left Behind (NCLB) requirements of forty-four percent of students scoring FCAT Achievement Level 3 or higher on the 2006 FCAT reading administration.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide students in grades kindergarten through five with daily computer-assisted instruction.	Principal, Assistant Principal, Homeroom teachers, Resource teachers and Technology Mentor	08/08/2005	05/24/2006
Implement and monitor Reading/Language Arts/Social Studies timeline.	Principal, Assistant Principal, Department Chairpersons and Reading Coach	08/08/2005	05/24/2006
Promote parental involvement in the child's academic development by providing workshops related to literacy assistance.	Principal, Assistant Principal and Reading Coach	10/24/2005	02/28/2006
Identify students in grades three through five scoring at Achievement Levels 1 and 2 on the FCAT Reading Test and implement an intensive tutorial program.	Principal, Hourly Teacher, Teachers, Reading Coach	09/26/2005	05/24/2006
Encourage reading across the curriculum to develop projects for Career Day.	Principal, Teachers, Reading Coach and Counselor	08/08/2005	04/21/2006

Research-Based Programs

Research-based programs include: CORE PROGRAMS: Houghton-Mifflin Reading and 2) Harcourt Social Studies, and INTERVENTION PROGRAMS:1) Fast ForWord and 2) SuccessMaker Enterprise.

Professional Development

Professional development will be provided in the following: 1) Eight-Step Continuous Improvement Model, 2) Data Analysis: Linking Data to Instruction, 3) Differentiated Instruction for Struggling Readers, 4) CRISS, 5) Curriculum Mapping, 6) Planning for Effective Instruction in the Two-Hour Block, 7) Technology-Curriculum Integration, and 8) Edusoft.

Evaluation

Methods of evaluation that will be utilized include: 1) 2006 FCAT results, 2) DIBELS results, 3) 2006 Stanford Achievement Test-Tenth Edition test results, and 4) Benchmark tests utilizing the Edusoft program.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

Coconut Grove Elementary School will increase the number of students meeting high standards and making learning gains in the area of mathematics.

Needs Assessment

An assessment of the 2004 – 2005 test data reveals that twenty-six percent of students in grades three through five did not score at or above FCAT Achievement Level 3. Twenty-seven percent of students in grades three through five did not demonstrate learning gains in mathematics on the FCAT Mathematics Test. Fifty-seven percent of third through fifth grade African American students have not demonstrated mastery according to the FCAT Mathematics Test. Seventy-seven percent of third through fifth grade SWD have not demonstrated mastery according to the FCAT Mathematics Test. Students in grade three demonstrated strengths in the mathematics content areas of geometry and data analysis. Fourth grade students demonstrated strengths in areas of measurement, geometry, algebraic thinking and data analysis. Fifth grade students demonstrated strengths in areas of measurement, algebraic thinking and data analysis. The third grade students' greatest areas of mathematics need are number sense, measurement and algebraic thinking. The fourth grade students' greatest area of need is number sense. The fifth grade students' greatest areas of mathematics needs are number sense and geometry. The assessment also revealed needs which include, but are not limited to, the following: 1) additional inservice training focusing on instructional strategies that provide enrichment for high achieving students, 2) targeting SWD and African American students to remediate areas of weakness, and 3) develop a program to increase parental involvement among parents of students within the targeted subgroup population.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<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"/>	<input checked="" type="checkbox"/>	<input checked="" 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 five will improve their mathematics skills as evidenced by a three point increase in the percentage of students scoring FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT Mathematics Test as compared to the 2005 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, African American students in grades three through five will increase their mathematics skills as evidenced by a seven percentage point increase to attain the NCLB requirement of fifty percent of students scoring FCAT Achievement Level 3 or higher on the 2006 FCAT Mathematics administration.

Given instruction using the Sunshine State Standards, SWD in grades three through five will increase their mathematics skills as evidenced by a twenty-seven percentage point increase to attain the NCLB requirement of fifty percent of students scoring FCAT Achievement Level 3 or higher on the 2006 FCAT Mathematics administration.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement and monitor school-wide scope and sequence.	Principal, Department Chairpersons, Teachers, and Reading Coach	08/08/2005	05/24/2006
Promote and increase parental involvement in their child's academic development by providing parent workshops.	Assistant Principal and Reading Coach	10/24/2005	02/28/2006
Provide before, during and after school tutorial program for students scoring Achievement Levels 1 and 2 on the FCAT Mathematics Test.	Principal, Hourly Teacher, Teachers, Reading Coach	09/26/2005	05/24/2006
Provide learning opportunities through the implementation of technology to utilize online resources which will facilitate computer-assisted instruction.	Principal, Technology Mentor and Teachers	08/08/2005	05/24/2006
Develop and implement daily mathematics word problems.	Principal, Academic Department Chairperson, Reading Coach, and Teachers	08/08/2005	05/24/2006

Research-Based Programs

Research-based programs include: CORE PROGRAM: Harcourt Mathematics/Core Manipulative Kits and INTERVENTION PROGRAMS: SuccessMaker Enterprise.

Professional Development

Professional Development will be provided in the following: 1) Eight-Step Continuous Improvement Model, 2) Data Analysis: Linking Data to Instruction, 3) Differentiated Instruction for Struggling Readers, 4) CRISS, 5) Curriculum Mapping, 6) Planning for Effective Instruction in the Two-Hour Block, 7) Technology-Curriculum Instruction and 8) Edusoft Program.

Evaluation

Methods of evaluation that will be utilized include: 1) 2006 FCAT results, 2) 2006 Stanford Achievement Test-Tenth Edition test results, 3) SuccessMaker Enterprise results, 4) Harcourt Mathematics Series Assessment and 5) Benchmark assessments utilizing Edusoft program.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

Coconut Grove Elementary School’s students will demonstrate improvement in their writing skills.

Needs Assessment

Results of the 2005 FCAT Writing Test indicate that thirty-six percent of the students in grade four did not score 3.5 or higher. Forty percent of the students in grade four did not score 3.5 or higher on the FCAT Expository Writing Test. Thirty-two percent of the students in grade four did not score 3.5 or higher on the FCAT Narrative Writing Test. The results of the test indicate that students’ greatest area of need is practice in narrative writing. The 2005 report indicates that our total population did not improve performance in writing when compared to the 2004 administration.

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 Sunshine State Standards, students in grade four will improve their writing skills as evidenced by a one point increase in the percentage of students scoring 4.0 or higher on the 2006 administration of the FCAT Writing Test as compared to the 2005 administration of the FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Develop and implement a school-wide scope and sequence and writing plan.	Principal, Department Chairperson, and Reading Coach	08/08/2005	05/24/2006
Publish student work via school website, school newspaper, morning announcements, etc.	Principal, Department Chairperson, Reading Coach, Media Specialist, and Technology Mentor	10/11/2005	05/24/2006
Promote parental involvement in their child's academic development by providing parent workshops related to home learning, writing process strategies, etc.	Assistant Principal and Reading Coach	10/24/2005	05/24/2006
Develop and implement a weekly Writing Academy for fourth grade students.	Principal, Fourth Grade Teachers, Resource Teachers, Reading Coach	10/17/2005	02/28/2006
Provide tutorial interventions for students scoring 3.0 or lower on the District FCAT Writing Pre-Test.	Principal, Teachers and Reading Coach	09/26/2005	05/24/2006
Utilize multimedia technology and instructional software.	Principal, Assistant Principal, Technology Mentor and Teachers	08/08/2005	05/24/2006

Research-Based Programs

Research-based programs include: 1) Houghton Mifflin reading program and 2) Great Source Education Group Writing Program

Professional Development

Professional development will be provided in the following: 1) Eight-Step Continuous Improvement Model, 2) CRISS, 3) Analysis: Linking Data to Instruction, 4) Technology-Curriculum Integration and 5) Implementing School-Wide Writing Program.

Evaluation

Methods of evaluations that will be utilized include: 1) 2005 FCAT Writing results and 2) District pre- and post-writing test results.

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

GOAL 4 STATEMENT:

Coconut Grove Elementary School's students will improve their science skills.

Needs Assessment

Results of the 2005 FCAT Science Test indicate that students in grade five had a mean score of 286, which is ten percentage points lower than the State's mean scale score. Fifth grade students demonstrated strengths in the content areas of earth and space, life and environment and scientific thinking. The students' greatest area of need is physical and chemical.

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 meet or exceed the State's mean scale score on the 2006 administration of the Science FCAT.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement and monitor a school wide scope and sequence curriculum map.	Principal, Mathematics/Science Department Chairperson and Teachers	08/08/2005	05/24/2006
Conduct parent workshops to provide assistance in the development of science fair projects as well as science activities involving critical thinking and problem solving skills.	Assistant Principal and Mathematics/Science Department Chairperson	10/24/2005	03/10/2006
Provide opportunities for students in grades one through five to conduct scientific inquires using the Full Options Science System (FOSS) kits and Harcourt Science kits.	Principal, Mathematics/Science Department Chairperson, and Teachers	08/08/2005	05/24/2006
Provide learning opportunities through the implementation of technology to utilize online resources which will facilitate computer-assisted instruction to reinforce science skills.	Principal and Technology Mentor	08/08/2005	05/24/2006
Promote an interdisciplinary approach stressing writing across the science curriculum.	Principal, Assistant Principal, Mathematics/Science Department Chairperson, Reading Coach, and Teachers	08/08/2005	05/24/2006

Research-Based Programs

Research-based programs include: CORE PROGRAM: Harcourt Science Series and Science kits and INTERVENTION PROGRAMS: FOSS Kits and Riverdeep.

Professional Development

Professional Development will be provided in the following: 1) Eight-Step Continuous Improvement, 2) FCAT items specifications, 3) Data Analysis: Linking Data to Instruction, 4) Instructional Strategies for Hands on Science, 5) Technology-Curriculum Integration and 6) Edusoft.

Evaluation

Methods of evaluation that will be utilized include: 1) 2005 FCAT results, 2) Florida Department of Education FCAT Science Tests results, 3) School site Science Fair participation, 4) District Science Fair participation and 5) Benchmark assessment utilizing the Edusoft program.

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 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 5 STATEMENT:

Coconut Grove Elementary will promote activities aimed toward increasing parental involvement.

Needs Assessment

An informal analysis of parental involvement trends at Coconut Grove Elementary School reveals that parents of students demonstrating academic success attend more academically-related activities and events (e.g., home learning, parent workshops, EESAC, etc.) than parents of students needing to increase academic achievement. In an effort to increase parental involvement, the following needs have been identified: 1) the need to develop a leadership team that will develop and coordinate activities to promote increased parental involvement and 2) the need for more school - sponsored events which are designed to assist parents in promoting literacy at home.

Measurable Objective

Given a school-wide focus on parental involvement, parental role in assisting student learning will be integrated into the school program as evidenced by an increase of five percentage point in the number of parents attending related school-sponsored events during the 2005 - 2006 school year documented in attendance logs of related activities offered as compared to the 2004 – 2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Coordinate Family Literacy Nights to showcase student projects, disseminate information pertaining to FCAT administration and provide strategies for parents to use at home in support of all academic areas.	Principal, Assistant Principal, Reading Coach, Media Specialist and PTA (Parent Teacher Association) Executive Board Members	11/16/2005	3/22/2006
Disseminate academically-related information at monthly PTA meetings.	Principal, Assistant Principal, Reading Coach and Department Chairpersons	9/14/2005	5/24/2006
Utilize the Parent Resource Center to provide information and ideas to families about how to help students at home with home learning and other curriculum-related activities.	Principal, Assistant Principal, Reading Coach, Counselor, Media Specialist and PTA Executive Board Members	08/08/2005	05/24/2006
Develop and disseminate a monthly newsletter (via paper copies and school website) that provides school-related news and parenting tips.	Principal, Assistant Principal and Fourth Grade Teachers	10/11/2005	05/24/2006
Disseminate information about Miami-Dade County Public Schools Parent Academy classes via flyers home to parents, marquee, parent newsletter, etc.	Principal and Assistant Principal	08/08/2005	05/24/2006

Research-Based Programs

National Standards for Parents /Family Involvement Program and Eight-Step Continuous Improvement Model

Professional Development

Professional development will be conducted through the following forums: 1) PTA meetings, 2) EESAC meetings and 3) new parent orientations on an at need basis.

Evaluation

Methods of evaluation that will be utilized include: 1) Workshop attendance logs, 2) PTA membership roster, 3) Parent Resource Center sign-in roster and 4) sign-in sheets from Family Literacy Nights.

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 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 6 STATEMENT:

Coconut Grove Elementary School will develop and implement a school-wide discipline plan to promote a safe learning environment for all students.

Needs Assessment

Results of the 2004-2005 Student Case Management System Executive Summary indicated that twenty-two outdoor suspensions were issued.

Measurable Objective

Given school-wide focus on a discipline plan, student behavior will improve as evidenced by a decrease of one percentage point in the number of outdoor suspensions during the 2005-2006 school as compared to the number suspensions during the 2004-2005 school.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Develop and implement Students On Success (SOS) Club.	Principal, Assistant Principal and Counselor	08/08/2005	05/24/2006
Develop and implement a mentoring program for students identified as needing to increase positive self esteem.	Principal, Assistant Principal and Counselor	08/08/2005	05/24/2006
Develop and implement a school-wide discipline plan.	Principal, Assistant Principal, Counselor and Teachers	10/19/2005	05/24/2006
Conduct parent workshops to provide assistance in utilizing positive disciplining strategies.	Principal, Assistant Principal, Counselor and Teachers	10/26/2005	05/24/2006
Provide teachers with an opportunity to attend behavior management workshops.	Principal, Assistant Principal and Counselor	10/19/2005	05/24/2006

Research-Based Programs

Not Applicable

Professional Development

Professional development will be conducted in the following: 1) Assertive Discipline and 2) Alternative Strategies for Discipline.

Evaluation

Method of evaluation utilized will be recording the number of outdoor suspensions at the end of the 2005-2006 school year.

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

Miami-Dade County Public Schools

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

GOAL 7 STATEMENT:

Coconut Grove Elementary School will develop and implement a school-wide technology plan that will support the total instructional program and enhance student performance.

Needs Assessment

Results of the 2004-2005 STaR (School Technology and Readiness) survey indicate that the stakeholders at Coconut Grove Elementary School scored at the entry level of technology planning. The results of this survey indicate that the stakeholders need to develop and implement a comprehensive technology plan in order to impact student achievement.

Measurable Objective

Given a school-wide focus on developing and implementing a comprehensive technology plan, our school will score at the intermediate level of technology planning, as evidenced by the results of the 2005-2006 STaR School Profile

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Write, review and implement school-wide technology plan.	Principal, Technology Mentor and Technology Cohort	10/24/2005	05/24/2006
Monitor Riverdeep, FCAT Explorer, and SuccessMaker Enterprise.	Principal and Technology Mentor	09/26/2005	05/24/2006
Conduct parent workshops that will provide strategies for parents to use at home in support of technology.	Principal and Technology Mentor	10/24/2005	05/24/2006
Provide Enhancing Education Through Technology (EETT) training.	Principal and Technology Mentor	10/19/2005	05/24/2006
Establish and implement a school-wide Accelerated Reader Contest.	Assistant Principal and Media Specialist	10/03/2005	05/24/2006
Prepare technology newsletter to disseminate to staff members.	Principal and Technology Mentor	10/24/2005	05/24/2006

Research-Based Programs

Research-based programs include: 1) Destination Success (Riverdeep), 2) SuccessMaker Enterprise and 3) FCAT Explorer

Professional Development

Professional development will be provided in the following: 1) Technology-Curriculum Integration, 2) Riverdeep, 3) Technology Toolkit, 4) Atomic Learning and 5) Project-Based Learning.

Evaluation

Method of evaluation that will be utilized includes the results of the 2005-2006 STaR Survey.

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

Miami-Dade County Public Schools

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

GOAL 8 STATEMENT:

Coconut Grove Elementary School's physical education program will provide students with the opportunity to attain their optimal level of fitness while participating in a continuous carefully planned program of developmentally age-appropriate physical activities.

Needs Assessment

The 2004-2005 FITNESSGRAM Assessment data indicated that ninety-three percent of our students met the minimum health-related standards.

Measurable Objective

Given instruction dedicated to fitness related activities on a daily basis, students in grades two through five should improve fitness performance as evidenced by a three percentage point increase on the 2006 FITNESSGRAM as compared to the 2005 results.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide appropriate amount of instructional fitness time.	Principal and PE Teacher	08/08/2005	05/24/2006
Provide parents with information via workshops and parent newsletters, about ways to promote proper health and fitness.	Principal and PE Teacher	10/11/2005	05/24/2006
Administer FITNESSGRAM Pre-test.	Principal and Physical Education (PE) Teacher	11/28/2005	12/15/2005
Provide students with selected activities specifically related to assessment component items.	Principal, Assistant Principal and PE Teacher	3/1/2006	3/31/2006

Research-Based Programs

Not Applicable

Professional Development

1) Attend workshops related to physical education and specifically physical fitness activities and 2) Participate in collaborative planning with other physical education teachers.

Evaluation

Method of evaluation that will be utilized includes the results of the 2005-2006 FITNESSGRAM.

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

GOAL 9 STATEMENT:

Coconut Grove Elementary School will provide students with an opportunity to participate in a French International Studies program.

Needs Assessment

Eighty percent of grades one and two students who participate in the French program attend the after school portion of the program. There are plans to eventually turn it into an International Studies Program, and all participants will have to attend an additional hour after school to receive the French humanities instruction.

Measurable Objective

Given a school-wide focus on promoting the French program, students in grades one and two will increase participation in the after school French program by an increase of one percentage point when comparing September 2005 attendance to May 2006 attendance.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Coordinate student events with monthly PTA meetings.	Principal, Assistant Principal, French teacher, and PTA	10/24/2005	05/24/2006
Coordinate quarterly student events with the French consulate.	Principal, Assistant Principal, French teacher, and PTA	10/24/2005	05/24/2006
Develop and disseminate a French newsletter involving parental involvement and student activities.	Principal, Assistant Principal, French teacher, and PTA	10/24/2005	05/24/2006

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

The evaluation component will include recording the number of students attending the after school French program in April 2006 as compared to September 2005 attendance.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 10 STATEMENT:

Coconut Grove Elementary School will remain at or above the highest level on the 2005-2006 State of Florida Return on Investment (ROI) index.

Needs Assessment

The most recent data from the FLDOE indicate that in 2003, Coconut Grove Elementary School ranked at ninetieth percentile on the State of Florida ROI index.

Measurable Objective

Given a focus on proper utilization of funding resources, Coconut Grove Elementary will rank at or above the ninetieth percentile on the State of Florida ROI index publication during the 2005 – 2006 school year.

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, Faculty, Staff, and EESAC	08/08/2005	05/24/2006
Collaborate with the district on resource allocation.	Principal	08/08/2005	05/24/2006
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal, Faculty, Staff, and EESAC	08/08/2005	05/24/2006
Consider shared use of facilities, partnering with community agencies.	Principal, Faculty, Staff, and EESAC	08/24/2005	05/24/2006
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal, Faculty, Staff, and EESAC	08/08/2005	05/24/2006

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

On the next State of Florida ROI index publication, Coconut Grove Elementary will remind at or above the ninetieth percentile.

EESAC Compliance

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

Budget:

The EESAC recommended the use of EESAC funds be used to purchase electronic instructional tools to enrich classroom content curriculum.

Training:

The EESAC recommended staff development activities in the areas of reading, writing, mathematics, and science. These include Riverdeep training, FCAT writing workshops, problem-solving and scientific inquiry workshops. Additionally, the EESAC recommended parent involvement workshops as a strategy in the 2005-2006 School Improvement Plan.

Instructional Materials:

The EESAC recommended the purchase of instructional materials that enable students to improve their writing skills and to participate in hands-on scientific inquiry and problem-solving activities.

Technology:

The EESAC recommended the computer lab be used to enhance reading, writing, mathematics, and science instruction for all students. The EESAC also recommended that teachers participate in professional development related to technology topics, including website development.

Staffing:

The EESAC recommended that school funds be used to hire part-time certified teachers to work with small groups of students who need additional instructional support.

Student Support Services:

The EESAC recommended PTA and school funds be used to support the SOS Club and character education program.

Other Matters of Resource Allocation:

The EESAC recommended use of SuccessMaker, Accelerated Reader, Reader-of-the-Month, Science Days, Science Fair, Math Superstars, school-wide writing program, our school website and the school newsletter.

Benchmarking:

The EESAC recommended that the use of timelines and Curriculum Maps should be supported and monitored throughout the year.

School Safety & Discipline:

The EESAC recommended that the parent workshops on reinforcing positive student behavior and proper parenting skills should be offered during the school year. Also, the EESAC recommended that teachers be provided opportunities to participate in a classroom management inservice.

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