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# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

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*School Name:* 2581 - Madie Ives Elementary School

*FeederPattern:* Dr. Michael M. Krop Senior

*Region:* Regional Center II

*District:* 13 - Miami-Dade

*Principal:* Dr. Tanya Brown-Major

*Superintendent:* Rudolph F. Crew, Ed.D.



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

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### *Madie Ives Elementary School*

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During the 2004-2005 school year, the staff at Madie Ives Elementary School implemented teaching strategies and programs to meet the varying needs of our students. Significant progress in our students scoring in the lowest twenty-five percentile in reading as well as learning gains in our sub groups was evidenced by Madie Ives Elementary's administration and staff. While we recognize a great need for further growth and continued development we are extremely satisfied with the direction we are heading and with the progress we have made. Our goal for the 2005-2006 school year is to identify children who were on the cusp of not achieving well or on the edge of exceeding on the state assessments and to further employ effective strategies to improve their achievement as well as continue to rigorously challenge students who were already achieving at a high level.

The goals set forth in our School Improvement Plan are derived from the District's Strategic Plan and the Florida Sunshine State Standards. The content of this year's School Improvement Plan will focus upon the implementation of the following identified objectives:

#### Reading

Given instruction using the Sunshine State Standards, students in grades three, four, and five will improve their reading skills as evidenced by 74 percent (as compared to 71 percent in 2005) of the students reaching the state required mastery level as documented by scores on the 2006 FCAT Reading Test.

#### Mathematics

Given instruction using the Sunshine State Standards, students in grades three, four, and five will improve their math skills as evidenced by 65 percent (as compared to 62 percent in 2005) of students reaching the state required mastery level as documented by scores on the 2006 FCAT Mathematics Test.

#### Writing

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 86 percent of students reaching the state required mastery level (3.5) as documented by the scores of the 2006 FCAT Writing Test.

#### Science

Given instruction using the Sunshine State Standards, students in grade 5 will improve their science skills as evidenced by an increase in the mean scale score (263 in 2005) to 286 as documented by the 2006 FCAT Science Test.

#### Parental Involvement

Given the correlation between parental involvement and student achievement, attendance at school activities ( 1st quarter–fifteen percent, 2nd quarter- five percent, 3rd quarter – six percent, and 4th quarter- five percent in the 2004-2005 school year) will increase by 3 percent during the 2005- 2006 school year as documented by the results of attendance rosters from school events.

#### Discipline & Safety

Given increased attention to the percentage of student suspended in 2004-2005 outdoor suspensions will decrease from 4.2 percent (48 students) to 3.2 percent (37 students) as documented by Student Case Management reports.

#### Technology

Given instruction using the Sunshine State Standards, students in grades three, four, and five will improve their technology and informational retrieval skills (grade three - 60 percent; grade four -50 percent; grade five- 75 percent in 2005) as evidenced by a three percent increase in the Reference and Research Reading Cluster as documented by scores of the 2006 FCAT Reading Test.

#### Health & Physical Fitness

Given instruction using the Sunshine State Standards, in conjunction with the FitnessGram components, 72 percent of students in grades four and five will meet the specified award level(as compared to 69 percent in 2004-2005)on the Miami-Dade County Public Schools 2005-2006 Physical Education FitnessGram Test.

#### Electives & Special Areas

Given instruction using the Sunshine State Standards, students in grades three, four, and five enrolled in the arts program will attend four field trips in the 2005-2006 school year (as compared to two field trips in the 2004-2005 school year).

#### Return On Investment

Given increased attention to the ranking on the State of Florida Return On Investment index publication Madie Ives Elementary will improve its ranking from the 79th percentile in 2003 to the 84th percentile on the next publication of the index.

In order to achieve these objectives, appropriate strategies have been suggested and planned by all of the school's stakeholders. Strategies to be implemented include use of technology, development of critical thinking skills, use of technology across the curriculum, in-service for staff and parents in reading, writing, mathematics, and science, increased focus on the writing process, emphasis on mathematics skills related to science data collection and analysis, and the continuous monitoring of the School Improvement Plan. The objectives and strategies are designed to achieve our mission in preparing our students for the future by emphasizing the importance of being functional, literate, and global thinkers.

After analyzing the results of the Organizational Performance Improvement Snapshot Assessment, the school had the highest marks in the areas of Measurement, Analysis, and Knowledge Management, the average score was 4.3 on a scale of 5.0. The following areas received the second highest area, they were Leadership, Customer and Market Focus, and Business Results, the average score was a 4.1 on a scale of 5.0. The three areas which produced the lowest scores fell into the areas of Process Management, Strategic Planning, and Human Resource Focus.

When the staff was asked question 2a, "As it plans for the future, my organization asks for my (staff member)ideas." The average score was a 3.6 on a scale of 5.0. Similarly, when staff members were asked question 6a, "I can get all of the resources I need to do my job," the average score was a 3.7 on a scale of 5.0. Lastly, when staff members were asked question 5d, "I am recognized for my work," the average score was a 3.7 on a scale of 5.0.

In order to improve the staff's perception in these two areas and understanding the employee satisfaction impacts student performance, Madie Ives Elementary will implement the Plan-Do-Study Act as a component of the school's strategic planning process. Available resources including the electronic mail system, weekly collaborative planning meetings, monthly curriculum committee meetings, and staff meetings to improve and maintain communication throughout the school will be utilized. This will ensure that all staff have the resources needed to meet all students' needs.

## 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.

## Madie Ives Elementary School

### VISION

Working as partners, Madie Ives Elementary stakeholders are dedicated to challenging and motivating all students to reach the highest possible levels of academic, personal, social, technological, and career development. By Madie Ives Staff providing a variety of teaching strategies and methods, and the latest advances in technology, Madie Ives students will become productive, literate, and responsible citizens in our multicultural society.

### MISSION

The focus of Madie Ives Elementary is to prepare students for the future by emphasizing the importance of being functional, literate, and global thinkers. Our goal is to create productive, competent members of a diverse society. Utilizing resources that integrate effective telecommunication strategies, advances in technology, and programs that heighten student achievement and cultural sensitivity, Madie Ives students will become functioning members of an ever-evolving society.

## CORE VALUES

### Achievement

We ensure that all students will acquire the knowledge, skills, and competencies needed for excellence in education.

### Partnership

We value parents and community partners in the involvement of the learning pathways of our students.

### Respect

We honor the diversity of our school by providing an environment that promotes mutual respect, honesty, and personal responsibility.

### Safe Environment

We believe that all students are entitled to a safe environment that is conducive to learning.

## *School Demographics*

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Madie Ives Elementary School is located on seven (7) acres in north Miami-Dade County at 20770 NE 14th Avenue. Madie Ives' Primary Learning Center, 1351 Ives Dairy Road, is located on the main campus on an additional two acres. The main campus has twenty-seven (27) classrooms, a media center, and thirteen (13) portables. The Primary Learning Center has eleven (11) classrooms. This forty-eight (48) year-old school has been wired to provide Internet access to all classrooms.

Madie Ives Elementary is a Title I funded school that services pre-kindergarten through fifth grade students. The school has been identified as making Adequate Yearly Progress, which allows for an open door enrollment from schools not meeting the No Child Left Behind criteria. This will likely present a challenge to Madie Ives growing population as more instructional staff and classroom space will be needed to service incoming students. Madie Ives Elementary consists of a student population of approximately 1132 pre-kindergarten through fifth grade which includes: forty-six (46) gifted, fifty-three (53) students with disabilities, and one hundred nineteen (117) Limited English Proficient students. This school serves a growing community comprised mostly of single family homes, rental apartments and condominium complexes. Most students live within walking distance of the school. The student population is ethnically made up of six point nine (6.9) percent White Non-Hispanic, sixty-seven (67) percent Black Non-Hispanic, twenty-one point one (21.1) percent Hispanic and five (5) percent Asian/Indian/Multi-racial. sixty-nine (69) percent of the students are eligible for free/reduced lunch.

Madie Ives Elementary employs a total of ninety-eight (98) full-time staff members and nineteen (19) part-time staff members. Associated with the full-time personnel are three (3) administrators, fifty (50) classroom teachers, eight (8) Exceptional Student Education teachers, twelve (12) special area teachers, one (1) reading coach, two (2) guidance counselors, four(4) paraprofessionals, six (6) clerical employees, four (4) school support personnel employees, two (2) cafeteria managers, and six (6) custodial service employees. The percentage of teachers new to the school is 6 percent. Teachers at Madie Ives Elementary average thirteen (13) years of teaching experience. Thirty-three (33) teachers have graduate degrees. The instructional staff is ethnically comprised of thirty-eight (38) percent White Non-Hispanic, thirty (30) percent Black Non-Hispanic, thirty (30) percent Hispanic and two (2) percent Asian/Indian/Multi-racial.

Madie Ives Elementary provides educational services in correlation with the Sunshine State Standards, the Competency-Based Curriculum, and the Comprehensive Reading, Mathematics, and Science Plans to students in grades kindergarten through five. Madie Ives has several Exceptional Student Education service models which includes a pre-kindergarten varying exceptionalities (V. E.) class, a pre-kindergarten co-teaching class, two (2) self contained emotionally handicapped classes, V.E. resource classes, and three (3) V.E. inclusion model classes. The Gifted and Academic Excellence programs are offered to students who meet the necessary qualifications for each program. FCAT Levels 1 and 2, and Exceptional Educational students are serviced through the Fast ForWord reading labs.

# *School Foundation*

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## ***Leadership:***

The average score on the District Strategic Planning Component of the Organizational Performance Improvement Snapshot Self-Assessment Survey reflects an average score of 4.1 out of a perfect score of 5 points. Staff members know what the organization's mission is, but felt that they should be consulted more often for ideas and suggestions. An open-door policy exists between staff members and all members of the leadership team as we look for solutions to this challenge.

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

The average score on the District Strategic Planning component of the Organizational Performance Improvement Snapshot Self-Assessment Survey reflects an average score of 3.8 out of a perfect score of 5 points. Staff members know the school's plans and how the school is making progress, but felt that they need to be consulted as far as future plans for the organization were concerned. The school's solution to this challenge is to increase the opportunities to align our school and district's goals in faculty and team planning meetings.

## ***Stakeholder Engagement:***

The average score on the Stakeholder Engagement component of the Organizational Performance Improvement Snapshot Self-Assessment Survey reflects an average score of 4.1 out of a perfect score of 5 points. Staff members emphatically know who their most important customers are and know how to keep in touch with them. Staff felt that they are unable to make decisions and solve problems for their customers. The school's solution to this problem is to conduct meaningful parent involvement activities.

## ***Faculty & Staff:***

The average score on the Faculty and Staff component of the Organizational Performance Improvement Snapshot Self-Assessment Survey reflects an average score of 4.3 out of a perfect score of 5 points. The school had the highest score on measurement analysis and indicated that they almost always know how to measure and analyze the quality of their work. Staff felt that they frequently get all the important information they need to do their work and know how my organization is doing. Team work will continue to be promoted between grade levels, and across grade level curriculum committees.

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

The average score on the Data/Information/Knowledge Management of the Organizational Performance Improvement Snapshot Self-Assessment Survey reflects an average score of 4.0 out of a perfect score of 5 points. Staff members feel that they can make changes that will improve their work and that the people they work with cooperate and work as a team. Staff members indicate that their supervisor frequently encourages them to develop their job skills in order to advance in their career. Administration will continue to meet with staff on a weekly basis to measure, analyze, and manage student assessment.

## ***Education Design:***



The average score on the Educational Design of the Organizational Performance Improvement Snapshot Self-Assessment Survey reflects an average score of 4.0 out of a perfect score of 5 points. Staff members indicate that they have control of their work processes and frequently work together to assess, remediate and enrich the student's learning experience. All grade levels will continue to engage in the continuous improvement model to disaggregate student data and develop an instructional focus.

***Performance Results:***

The average score on the Performance Results of the Organizational Performance Improvement snapshot Self-Assessment Survey reflects an average score of 4.1 out of a perfect score of 5 points. Staff members indicate that their work almost always reflects high quality, excellence, and that their customers are satisfied with their work. The teachers feel that they do not know how well the organization was doing financially. The school's solution to this problem is to have budget training at an EESAC meeting.

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

### ***GOAL 1 STATEMENT:***

Madie Ives Elementary School students will accomplish high academic achievement in reading by acquiring the knowledge, skills, and competencies needed to master District and State standards.

### ***Needs Assessment***

FCAT 2005 Reading data (71 percent) indicates an overall increase in the number of students scoring at Level 3 and above in grades three through five from the 2004 administration (68 percent). These gains can be attributed to guided reading instruction, implementation of Fast ForWord, school-wide benchmarking using Classworks (an integrated management learning system), and intensive remediation. Although gains were made, longitudinal data trends indicate that minimal gains were made in grade five. This may be attributed to limited pull-out programs that provided individualized instruction and a lack of focus on vocabulary strategies. Providing an intensive focus on word origins and etymology, a strong emphasis on literary elements, and additional services to struggling as well as advanced students may contribute to higher gains.

FCAT (2003-2005) longitudinal Reading data indicates minimal percentage gains across grade levels (three through five) in the Words and Phrases and Comparison Reading Clusters. This may be attributed to students' limited ability to construct inferences from reading material. Offering activities and instruction at higher levels of Bloom's Taxonomy, implementing specific interventions and strategies, mind-mapping, and differentiating information in written text materials may contribute to more consistent learning gains in these areas.

The 2005 School Accountability Report indicates that 63 percent of students in the lowest 25 percent made adequate progress as compared to 56 percent in the FCAT 2004 administration. The increase in the percentage points may be attributed to an increase in services and differentiated instruction provided to students in grades three and four. This population will continue to benefit from formative and summative evaluations of ongoing progress, strengthened intervention strategies, and an increase in parental involvement.

NCLB SUBGROUP TARGET

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

## Measurable Objective

### Reading

Given instruction using the Sunshine State Standards, students in grades three, four, and five will improve their reading skills as evidenced by 74 percent (as compared to 71 percent in 2005) of the students reaching the state required mastery level as documented by scores on the 2006 FCAT Reading Test.

### Action Steps

| STRATEGIES   | PERSONS RESPONSIBLE<br>(Identify by titles)     | TIMELINE   |            |
|--|---|------------|------------|
|  |   | START      | END        |
| Utilize Classworks to benchmark and assess skills using the item specifications from the Department Of Education.  | Technology Coordinator                          | 10/10/2005 | 4/28/2006  |
| Provide intervention strategies for students in word/phrases, and comparisons.   | Teachers  | 08/22/2005 | 05/05/2006 |
| Utilize the Five Step Process for teaching vocabulary acquisition: explanation/description, visualization, generate own explanation, word mapping, and review. | Teachers  | 08/22/2005 | 05/05/2006 |
| Provide daily enrichment activities for students who demonstrate proficiency in reading skills.  | Teachers  | 08/22/2005 | 05/05/2006 |
| Provide Fast ForWord for targeted Level 1 and Level 2 students in grade four during after school tutorial three times a week.                                  | Paraprofessional, Classroom Teacher             | 10/3/2005  | 5/5/2006   |
| Provide intensified small group reading instruction for students who did not make sufficient learning gains in grade three five times a week.                  | Teachers, Reading Tutors                        | 8/22/2005  | 3/28/2006  |
| Monitor students' independent reading through the Accelerated Reader Program.  | Assistant Principal, Reading Coach,<br>Teachers | 08/22/2005 | 05/05/2006 |
| Provide remedial assistance addressing the Sunshine State Standards for Level 1, Level 2, LEP, and ESE students.   | Teachers, Reading Tutors                        | 8/22/2005  | 3/28/2006  |

### Research-Based Programs

Houghton-Mifflin State adopted reading series, Classworks, Fast ForWord, and Voyager.

## **Professional Development**

The Title I Reading Coach and Teacher Leaders will provide professional development for teachers and administrators, FCAT Benchmark Training, CRISS, Classworks, and DIBELS.

## **Evaluation**

The objective will be evaluated by analyzing assessment data from District tests, assessment of monthly benchmarks in Classworks, DIBELS, and results of the 2006 FCAT.

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

### **GOAL 2 STATEMENT:**

Madie Ives Elementary School students will accomplish high academic achievement in mathematics by acquiring the knowledge, skills, and competencies needed to master District and State standards.

### **Needs Assessment**

FCAT 2005 Mathematics data (62 percent) indicates an overall increase in the number of students scoring at Level 3 and above in grades three through five from the 2004 administration (61 percent). Likewise, data retrieved from the 2005 Annual Report Card denotes that 69 percent of students in grades three through five made learning gains in mathematics. The decline in learning gains (86 percent from the 2004 Annual Report Card) can be attributed to an overall percentage decrease in the scores of the Geometry and Number Sense Content Clusters. Additionally, a tendency to teach the content clusters in isolation rather than in an infused spiral curriculum may have impacted students' scores.

FCAT 2005 Mathematics data trends indicate inconsistencies in percentage gains in geometry and number sense in grades three through five. The percentage decrease in learning gains may be attributed to a limited knowledge of mathematics vocabulary, a lack of sequence in instruction of math strands, an insufficient amount of practice in extended and short responses, and a lack of application skills to real-world information. The deficiencies noted in geometry and number sense will be addressed by ensuring that grade levels collaborate in providing spiraling mathematic terminology, and by relating the collection of data to real-world application activities. Also, weekly drills to increase accuracy and fluency of basic skills will be provided. In addition, Every Day Counts Calendar Math (an interactive program designed to capitalize on daily discussions and foster students' mathematical

confidence and competency) will address all of the content clusters.

NCLB SUBGROUP TARGET

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

## Measurable Objective

### Mathematics

Given instruction using the Sunshine State Standards, students in grades three, four, and five will improve their math skills as evidenced by 65 percent (as compared to 62 percent in 2005) of students reaching the state required mastery level as documented by scores on the 2006 FCAT Mathematics Test.

### Action Steps

| STRATEGIES  | PERSONS RESPONSIBLE<br>(Identify by titles) | TIMELINE   |            |
|---|---|------------|------------|
|   |   | START      | END        |
| Emphasize spatial concepts of geometric thinking: visualize, manipulate, build, and explore.  | Teachers                                    | 08/22/2005 | 05/05/2006 |
| Increase competency and fluency of the basic math facts, awareness of number patterns, and emphasize procedural steps in computation.                                 | Teachers                                    | 08/22/2005 | 05/05/2006 |
| Incorporate Every Day Counts Calendar Math in all grade levels in daily mathematics instruction.  | Teachers                                    | 08/22/2005 | 05/05/2006 |
| Incorporate short and extended responses within the monthly tested benchmarks.  | Teachers                                    | 08/22/2005 | 05/05/2006 |
| Provide daily remedial assistance that addresses the Sunshine State Standards for Level I, Level 2, LEP, and ESE students.  | Teachers                                    | 08/22/2005 | 05/05/2006 |
| Utilize Classworks monthly to benchmark and assess skills using the item specification from the Department of Education.  | Teachers, Technology Coordinator            | 10/10/2005 | 04/28/2006 |
| Provide before and after school tutoring three days a week for students who scored in the Level 1 and Level 2 and the low Level 3 range in grades three through five. | Teachers                                    | 10/03/2005 | 03/28/2006 |

### Research-Based Programs

Harcourt Brace State adopted mathematics series and Classworks.

### Professional Development

Classworks, Eisenhower Math and Science Initiative, Math and Science Leaders Professional Development Workshop, and CRISS.



## **Evaluation**

The objective will be evaluated by analyzing assessment data from District tests, assessment of monthly benchmarks in Classworks, and results of the 2006 FCAT.

## 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*

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

### **GOAL 3 STATEMENT:**

Madie Ives Elementary School students will accomplish high academic achievement in writing by acquiring the knowledge, skills, and competencies needed to master District and State standards.

### ***Needs Assessment***

FCAT 2005 Writing data from the School Performance Accountability Report indicates that 85 percent of students met high standards. This decline (95 percent of students met high standards in FCAT 2004) may be attributed to an insufficient amount of writing practice to low achieving students and a decline in the scores of narrative writing.

The decline in the score of narrative writing may be attributed to a lack of understanding of basic literary elements that are encompassed in narrative writing. To address this deficiency students should focus on the elements of writing through exposure to quality literature (folk tales, poetry, plays). The modeling of “magnified moments” and “writing pictures” should be incorporated into weekly writing assignments.

In order to maintain the modest increase noted in expository writing, a continuous effort to infuse content-area subjects into the writing process should be maintained. Additionally, students will continue to read non-fiction books on their independent reading level.

FCAT 2005 Writing indicates that a minimal percentage of students scored in the 4.5 and above range. This may be attributed to insufficient opportunities for proficient writers to advance their writing skills. These students will be

provided with opportunities to comprehensively explore the revision process by collaborating in small group settings.

NCLB SUBGROUP TARGET

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

## Measurable Objective

### Writing

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 86 percent of students reaching the state required mastery level (3.5) as documented by the scores of the 2006 FCAT Writing Test.

### Action Steps

| STRATEGIES   | PERSONS RESPONSIBLE<br>(Identify by titles) | TIMELINE   |            |
|--|---|------------|------------|
|  |   | START      | END        |
| Encourage writing across the curriculum and integrate writing skills into all content areas.   | Teachers                                    | 08/22/2005 | 05/05/2006 |
| Analyze results of monthly school-site writing prompts with a pretest administered in August 2005, and a posttest administered in April 2006.                  | Teachers, Administration                    | 08/22/2005 | 05/05/2006 |
| Utilize the revision process in which students edit and revise their own graded writing prompts in order to increase rubric scores.                            | Teachers                                    | 08/22/2005 | 05/05/2006 |
| Provide more teacher/student conference time to assess students' writing strengths and weaknesses.   | Teachers                                    | 08/22/2005 | 05/05/2006 |
| Utilize the Five Step Process for teaching vocabulary acquisition: explanation/description, visualization, generate own explanation, word mapping, and review. | Teachers                                    | 08/22/2005 | 05/05/2006 |
| Monitor students' daily independent reading to ensure that they are alternating reading between fiction and nonfiction books.                                  | Teachers                                    | 08/22/2005 | 05/05/2006 |
| Implement grade level reflective practices to plan instruction in writing.   | Teachers                                    | 08/22/2005 | 05/05/2006 |

### Research-Based Programs

Houghton Mifflin State adopted reading series (Student Writing Mode), Harcourt Brace State adopted science and social studies texts.

## **Professional Development**

The Title I Reading Coach will provide professional development for teachers and administrators.

## **Evaluation**

The objective will be evaluated by District mandated prompts, administering and monitoring school-site monthly writing prompts, and results of the 2006 FCAT.

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 4 STATEMENT:**

Madie Ives Elementary School students will accomplish high academic achievement in science by acquiring the knowledge, skills, and competencies needed to master District and State standards.

### ***Needs Assessment***

Scores on the FCAT 2005 Science Test indicate an increase of 9 points (272 mean scale score) as compared to the FCAT 2004 (263 mean scale score) administration. These gains can be directly attributed to the increase of points in the Scientific Thinking Content Cluster, which were supported by the implementation of science log journals and an emphasis on the procedures of the scientific process. Although gains were made in the overall mean scale score, a slight decrease was noted in each of the clusters when compared to the state's average.

Scores on the FCAT 2005 Science Test indicate notable deficiencies in the Life/Environmental Science Cluster (54 percent in 2005 as compared to 62 percent in 2004). The Life/Environmental science cluster deficiencies may be due to lack of simulated environments that mirror real-life issues and a lack of problem-based projects which encompass students solving real-word problems in environmental issues as well as students' physical interaction with the environment.

The Earth and Space Science Cluster scores (46 percent in 2005 as compared to 45 percent in 2004) show a slight increase and a plan of intervention is needed. Approaches to improving the Earth and Space Science deficiencies may be enhanced through utilizing graphic organizers, incorporating multimedia to reenact earth's processes, and providing students with expository prompts to explain Earth's changes.



## Measurable Objective

Science

Given instruction using the Sunshine State Standards, students in grade 5 will improve their science skills as evidenced by an increase in the mean scale score (263 in 2005) to 286 as documented by the 2006 FCAT Science Test.

### Action Steps

| STRATEGIES   | PERSONS RESPONSIBLE<br>(Identify by titles) | TIMELINE   |            |
|--|---|------------|------------|
|  |   | START      | END        |
| Focus on producing an outcome product to validate students' understanding of the skills for each science cluster.                          | Teachers                                    | 08/22/2005 | 05/05/2006 |
| Apply a hands-on scientific methodology approach into science assessment through lab logs.   | Teachers                                    | 08/22/2005 | 05/05/2006 |
| Explore science topics in multiple media forms: multimedia, movies, simulations, Internet access tools/sites, and laser discs/video discs. | Teachers                                    | 08/22/2005 | 05/05/2006 |
| Maintain student science journals focusing on vocabulary development, scientific exploration, and results of investigations.               | Teachers                                    | 08/22/2005 | 05/05/2006 |
| Focus on students extending the response format when documenting the scientific process.   | Teachers                                    | 08/22/2005 | 05/05/2006 |
| Implement grade level projects.  | Teachers                                    | 08/22/2005 | 05/05/2006 |
| Integrate FCAT questioning (open-ended) and assessment techniques (authentic assessment, performance based) into the science curriculum.   | Teachers                                    | 08/22/2005 | 05/05/2006 |

### Research-Based Programs

Houghton-Mifflin State adopted science series, Harcourt-Brace State adopted mathematics series, FOSS, and AIMS.

### Professional Development

Math and Science Leadership Program and Eisenhower Science and Math Initiative.



## **Evaluation**

This objective will be evaluated by documented science experiments using the scientific process, unit evaluation tests given by teachers, administration of a formative and summative evaluation using the FCAT Simulation assessment, and the results of the 2006 FCAT Science Test.

## GOAL 5: PARENTAL INVOLVEMENT

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

#### *Florida Education Priorities*

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

|   |                                     |                                      |                          |                          |   |
|---|-------------------------------------|--------------------------------------|--------------------------|--------------------------|---|
| Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education | Student Performance                 | Alignment of Standards and Resources | Educational Leadership   | Workforce Education      | Parental, Student, Family, Educational Institution, and Community Involvement |
| <input checked="" type="checkbox"/>   | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/>  | <input 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 5 STATEMENT:***

Parents, families, and community members will be collaborative partners with Madie Ives Elementary School students and staff to successfully raise and maintain high student achievement.

### ***Needs Assessment***

Data acquired from the School Climate Survey from the 2004-2005 school year indicates that 64.3 percent of parents attended one to three school related activities. The overall percentages in the report indicate that parents, staff, and students need to develop a stronger collaborative community of learners through active participation.

In addition, formative data collected ( 1st quarter–fifteen percent, 2nd quarter- five percent, 3rd quarter – six percent, and 4th quarter- five percent) from attendance rosters further validates that providing meaningful activities for parents and students will likely increase their involvement and participation in school activities. Addressing these needs can be done by providing additional opportunities for parents to help their child academically through workshops, training, family events, and community outreach programs. These vital communications will increase mutual understanding as it relates to school and parent needs in order to create positive attitudes of respect and clarity of purpose.

## Measurable Objective

### Parental Involvement

Given the correlation between parental involvement and student achievement, attendance at school activities ( 1st quarter–fifteen percent, 2nd quarter- five percent, 3rd quarter – six percent, and 4th quarter- five percent in the 2004-2005 school year) will increase by 3 percent during the 2005- 2006 school year as documented by the results of attendance rosters from school events.

### Action Steps

| STRATEGIES  | PERSONS RESPONSIBLE<br>(Identify by titles)   | TIMELINE   |            |
|---|---|------------|------------|
|   |   | START      | END        |
| Increase and improve communication between parents, faculty, and staff.   | Teachers, Administration, Faculty,<br>Parents | 08/22/2005 | 05/05/2006 |
| Provide FCAT strategies for parents to be used at home that support reading, mathematics, writing, and science achievement through workshops and printed information. | Teachers                                      | 08/22/2005 | 05/05/2006 |
| Facilitate community outreach programs that assist families to meet the academic and social needs of our learning community.  | Community Involvement Specialist              | 08/22/2005 | 05/05/2006 |
| Provide parents with websites that enhance student learning on a monthly basis.   | Technology Coordinator                        | 08/22/2005 | 05/05/2006 |
| Provide communication with parents in their primary language.   | Selected Staff Members                        | 08/22/2005 | 05/05/2006 |
| Initiate a Families Can Achieve Reading Excellence (C.A.R.E.) Project for third grade retained students monthly.  | Assistant Principal                           | 08/22/2005 | 05/05/2006 |
| Disseminate Parent Academy information on a bi-weekly basis in grades pre-kindergarten through five.  | Teachers                                      | 08/22/2005 | 05/05/2006 |

### Research-Based Programs

Just Read Families! Families Building Better Readers, National PTA Standards for Parents, and Families Involvement Program.

## **Professional Development**

Professional development will be provided for faculty and staff through training programs that address communication between home and school. This vital information will increase mutual understanding as it relates to school and parent needs in order to create positive attitudes of respect and clarity of purpose.

## **Evaluation**

The objective will be evaluated by workshop attendance rosters, family involvement meeting records, evening functions, documentation of attendance from PTA meetings, and EESAC attendance sheets.

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

### **GOAL 6 STATEMENT:**

Madie Ives Elementary School students will adhere to the policies stated in the Code of Student Conduct, learn about rights and responsibilities, and be assured of a safe learning environment.

### **Needs Assessment**

Data from Student Case Management reports indicates a need to decrease indoor and outdoor suspensions. The Code of Student Conduct lists students' rules, responsibilities, and rights. Students must familiarize themselves with violations that cause suspensions in order to address this need. Providing open doors of communication between students, parents, teachers, and administration may help decrease students' inappropriate behavior, reduce absenteeism, and improve overall conduct.

## Measurable Objective

### Discipline & Safety

Given increased attention to the percentage of student suspended in 2004-2005 outdoor suspensions will decrease from 4.2 percent (48 students) to 3.2 percent (37 students) as documented by Student Case Management reports.

### Action Steps

| STRATEGIES  | PERSONS RESPONSIBLE<br>(Identify by titles)    | TIMELINE   |            |
|---|--|------------|------------|
|   |  | START      | END        |
| Increase student and parent awareness of what causes and constitutes a suspension.  | Administration                                 | 08/22/2005 | 05/05/2006 |
| Provide opportunities for students to participate in anger management counseling for the purpose of addressing and evaluating strategies to reduce number of suspensions. | Counselors                                     | 08/22/2005 | 05/05/2006 |
| Periodically review Student Code of Conduct with students.  | Teachers                                       | 08/22/2005 | 05/05/2006 |
| Communicate daily to students that they are accountable for their actions.  | Teachers, Counselors, Administration           | 08/22/2005 | 05/05/2006 |
| Expose at-risk students bi-monthly in grade five to various career opportunities in order to modify their behavior.   | Counselors                                     | 08/22/2005 | 05/05/2006 |
| Analyze the reasons for each suspension.  | Principal, Assistant Principals,<br>Counselors | 08/22/2005 | 05/05/2006 |

### Research-Based Programs

Not Applicable

### Professional Development

Student Code of Conduct, Student Case Management, "It Did Not Have to Happen".

## **Evaluation**

This objective will be evaluated by the results of the number of suspensions for the 2005-2006 school year as reflected in the Student Case Management Reports.

## 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*

#### *District Strategic Plan*

|  |   |  |   |  |
|--|---|--|---|--|
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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:**

Madie Ives Elementary School students will increase their computer/technology proficiency through integrated challenging learning opportunities that will prepare them to compete in the technology world of an ever-evolving society.

### ***Needs Assessment***

Scores on the FCAT 2005 Reference and Research Reading Content Cluster indicate a 15 percent decrease in grade three (60 percent in 2005 and 75 percent in 2004). Grade four remained the same (50 percent in 2005 and 50 percent in 2004) from the 2004 test administration, while grade five showed a 25 percentage increase (75 percent in 2005 and 50 percent in 2004). These significant gains in grade five can be contributed to the number of possible points being increased in the 2005 administration. Although grades three through five mean content cluster percentages are in accordance with the State and District averages, an intervention plan should be in place to address this informational cluster in order to bring higher results on the 2006 FCAT Reading scores.

The deficiencies in this cluster might be a direct result of students' lack of exposure to a variety of print and electronic resources. Academic instruction using technology resources in analyzing, synthesizing, retrieving information, and producing products that involve the summarization of materials should be on-going during the course of the school year for all grade levels.

Approaches to enhancing the content cluster scores in Reference and Research Reading Content Cluster should include infusing an informational literacy model (Big 6) across the curriculum, providing time in the media center to



locate specific information on class projects, and utilizing the National Educational Technology Standards for students (NETS) in order to produce technology-based projects.

## Measurable Objective

### Technology

Given instruction using the Sunshine State Standards, students in grades three, four, and five will improve their technology and informational retrieval skills (grade three - 60 percent; grade four -50 percent; grade five- 75 percent in 2005) as evidenced by a three percent increase in the Reference and Research Reading Cluster as documented by scores of the 2006 FCAT Reading Test.

### Action Steps

| STRATEGIES  | PERSONS RESPONSIBLE<br>(Identify by titles)           | TIMELINE   |            |
|---|---|------------|------------|
|   |   | START      | END        |
| Design classroom lessons that enable students to use online reference resources (Discover SIRS, Grolier, Gale, and NewsBank), Electronic Software and traditional sources (Atlas, telephone book, Thesaurus, and World Fact Book).                                  | Teachers, Media Specialist,<br>Technology Coordinator | 08/22/2005 | 05/05/2006 |
| Create one grade level project (project-based learning) by incorporating technology into an existing teaching thematic unit/lesson in science, social studies or language arts that will require using a research tool, productivity tool, or a form of multimedia. | Teachers  | 08/22/2005 | 05/05/2006 |
| Provide students in grades three through five with structured weekly media time to orient students to reference materials.  | Media Specialist                                      | 08/22/2005 | 05/05/2006 |
| Develop quarterly lessons that utilize technology to solve real-world problems (problem-based learning).  | Teachers  | 08/22/2005 | 05/05/2006 |
| Utilize the mobile lab unit and computer labs weekly to provide equal access to available software and Internet resources.  | Teachers, Media Specialist,<br>Technology Coordinator | 08/22/2005 | 05/05/2006 |
| Incorporate daily the problem-solving steps across the curriculum (Big 6-Six Thinking Hats).  | Teachers  | 08/22/2005 | 05/05/2006 |

## **Research-Based Programs**

Houghton-Mifflin State adopted reading series, Harcourt Brace State adopted mathematics, social studies, and science texts. National Educational Technology Standards (NETS) and International Society for Technology Education (ISTE).

## **Professional Development**

Online tutorials with Atomic Learning, Course offerings at Office of Instructional Technology (Teacher 6-pack), and in-house training conducted by school site technology coordinator.

## **Evaluation**

This objective will be evaluated by documented lessons in teachers' lesson plans and the results of the 2006 FCAT Reading Reference and Research Cluster.

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 8 STATEMENT:***

Madie Ives Elementary School students will enhance their wellness by acquiring the knowledge and skills needed to promote endurance and fitness potential in physical education activities.

### ***Needs Assessment***

The 2004-2005 Physical Education FitnessGram indicates that 69 percent of students tested in grades four and five were awarded the District Gold and Silver awards. While 97 percent of the students (386 total) were assessed in grades four and five, only ninety-nine (99) students were awarded the gold and one hundred sixty (160) students were awarded the silver award.

Only twenty-six percent of the tested population was awarded the gold award. This minimal attained percentage was due to students failing to meet the requirements on the mile walk/run from the Aerobic Capacity component. In order to improve this deficiency in grades four and five, a monitored personal plan of fitness will be implemented in order to increase students' knowledge of health and physical fitness. In addition, Madie Ives will plan ongoing events that will foster and promote proper nutrition, fitness awareness, and the maintaining of physical endurance.

## Measurable Objective

Health & Physical Fitness

Given instruction using the Sunshine State Standards, in conjunction with the FitnessGram components, 72 percent of students in grades four and five will meet the specified award level(as compared to 69 percent in 2004-2005)on the Miami-Dade County Public Schools 2005-2006 Physical Education FitnessGram Test.

### Action Steps

| STRATEGIES  | PERSONS RESPONSIBLE<br>(Identify by titles) | TIMELINE   |            |
|---|---|------------|------------|
|   |   | START      | END        |
| Initiate and implement the Hoops for Heart program.   | Physical Education Teachers                 | 08/22/2005 | 05/05/2006 |
| Implement an Olympic Day that will encompass aerobic capacity and endurance activities.   | Physical Education Teachers                 | 04/22/2005 | 05/05/2006 |
| Develop an individualized goal setting contract with students to assist them in meeting their fitness potential.  | Physical Education Teachers                 | 08/22/2005 | 05/05/2006 |
| Assist students weekly in understanding the correlation between physical fitness, proper nutrition, and maintaining physical endurance.                   | Physical Education Teachers                 | 08/22/2005 | 05/05/2006 |
| Monitor and record weekly physical activities away from school with parental assistance.  | Physical Education Teachers                 | 08/22/2005 | 05/05/2006 |
| Monitor the fitness level of each student in grades four and five at the beginning and end of the academic year as baseline information to compare gains. | Physical Education Teachers                 | 08/22/2005 | 05/05/2006 |
| Continue the Jump Rope for Heart program.   | Physical Education Teachers                 | 08/22/2005 | 05/05/2006 |

### Research-Based Programs

Not Applicable

### Professional Development

Walk Safe Program, Jump Rope for Heart, President's Physical Fitness Award

## **Evaluation**

This objective will be evaluated by the results of the 2005-2006 Physical Education FitnessGram Report.

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

### ***GOAL 9 STATEMENT:***

Madie Ives Elementary School students in grades three, four and five will participate in cultural enhancement experiences through field trips that will expose students to a variety of musical genres of orchestral works and artists' works in museum exhibitions.

### ***Needs Assessment***

Although students are exposed to a variety of artists, visuals, and recorded musical works in the classroom, they are unable to experience the interaction they would get from seeing original works of art as well as musical performances. Madie Ives Elementary students attended two field trips in the arts program in the 2004-2005 school year. Through an increase of at least four field trips in the 2005-2006 school year students will learn museum and concert etiquette as well as increase their knowledge and appreciation about styles, artistic mediums, and time periods in the arts.

## Measurable Objective

Electives & Special Areas

Given instruction using the Sunshine State Standards, students in grades three, four, and five enrolled in the arts program will attend four field trips in the 2005-2006 school year (as compared to two field trips in the 2004-2005 school year).

### Action Steps

| STRATEGIES  | PERSONS RESPONSIBLE<br>(Identify by titles) | TIMELINE   |            |
|---|---|------------|------------|
|   |   | START      | END        |
| Use artists' visuals and recorded music selections to compare and contrast works.                                   | Art Teachers, Music Teachers                | 08/22/2005 | 05/05/2006 |
| Participate in musical performances by performing and also by being in the audience to reinforce concert etiquette. | Music Teachers                              | 12/01/2005 | 5/05/2006  |
| Discuss and learn about famous works of art through art slide presentations.  | Art Teachers                                | 10/04/2005 | 05/05/2006 |
| Utilize class critiques with constructive criticism to evaluate students' works of art.                             | Art Teacher                                 | 08/22/2005 | 05/05/2006 |
| Learn to read music and play musical instruments.   | Music Teachers                              | 08/22/2005 | 05/05/2006 |
| Create weekly works of art using various mediums in order to encourage students' creative expressions.              | Art Teacher                                 | 08/22/2005 | 05/05/2006 |

### Research-Based Programs

Not Applicable

### Professional Development

Strings Workshops



## **Evaluation**

This objective will be evaluated by an increase in the number of fieldtrips for the 2005-2006 school year.

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 10 STATEMENT:**

Madie Ives Elementary School will rank at or above the 84th percentile statewide in the Return On Investment index of value and cost effectiveness of its programs.

**Needs Assessment**

The most recent data supplied from the FLDOE indicate that in 2003, Madie Ives Elementary School ranked at the 79th percentile on the State of Florida Return On Investment index.

## Measurable Objective

Return On Investment

Given increased attention to the ranking on the State of Florida Return On Investment index publication Madie Ives Elementary will improve its ranking from the 79th percentile in 2003 to the 84th percentile on the next publication of the index.

### Action Steps

| STRATEGIES   | PERSONS RESPONSIBLE<br>(Identify by titles) | TIMELINE   |            |
|--|---|------------|------------|
|  |   | START      | END        |
| Become more informed about the use of financial resources in relation to school programs.  | Stakeholders                                | 08/22/2005 | 05/05/2006 |
| Consider the reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks. | Stakeholders                                | 08/22/2005 | 05/05/2006 |
| Collaborate with the district on resource allocations.   | Administration                              | 08/22/2005 | 05/05/2006 |

### Research-Based Programs

Not Applicable

### Professional Development

Not Applicable

### Evaluation

On the next State of Florida Return On Investment index publication, Madie Ives Elementary School will show progress toward reaching the 84th percentile.

## *EESAC Compliance*

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| 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:***

EESAC agreed to utilize 2004-2005 EESAC funds to purchase Accelerated Reading books and quizzes, art education books, educational classroom supplies and student recognition awards.

### ***Training:***

EESAC received school budget training that was provided by the principal.

### ***Instructional Materials:***

EESAC recognized the importance of teachers selecting instructional materials for students that would be utilized for curriculum programs.

### ***Technology:***

EESAC recognized the importance of maintaining technology-based programs as reflected in the 2004-2005 School Improvement Plan.

### ***Staffing:***

EESAC budget funds were used to honor staff requests for instructional materials and school supplies.

### ***Student Support Services:***

EESAC supported students through the Comprehensive Reading Plan by approving expenditures for supplementary reading materials to enhance student learning.

### ***Other Matters of Resource Allocation:***

EESAC suggested twenty percent of the 2003-2004 Florida School Recognition Award monies be used for Madie Ives Elementary students.

***Benchmarking:***

EESAC monitored the implementation of the 2004-2005 School Improvement Plan at monthly EESAC meetings.

***School Safety & Discipline:***

EESAC supported procedures outlined in the Student Code of Conduct as well as the importance of providing a safe learning environment for all Madie Ives Elementary School students.

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.

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*Region Superintendent*