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# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

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*School Name: 2761 - Martin Luther King Elementary School*

*FeederPattern: Miami Northwestern Senior*

*Region: Regional Center III*

*District: 13 - Miami-Dade*

*Principal: Elisa Perez*

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



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

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### *Martin Luther King Elementary School*

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Martin Luther King Elementary School is located at 7124 NW 12 Avenue in Miami. Built in 1969, the school services students in Pre-Kindergarten through Second Grade. With almost all of its 262 students eligible for free or reduced lunch, Martin Luther King Elementary qualifies for participation in the Title I Program. As a part of Miami-Dade County's School Improvement Zone, many of the school's educational and student services programs are designed to meet the needs of academically at-risk students. To adequately provide academic intervention and enrichment services, the school operates on an extended school day model, with all students participating in an additional hour of school each day. To meet the affective and behavioral needs of its students and families, Martin Luther King Elementary utilizes the services of a full-time social worker and offers parents access to a state-of-the-art Parent Resource Center. Staff members participate in regular home visits to monitor student attendance, encourage positive student behaviors, and provide families with additional support when needed. By and large, results from the Organizational Performance Improvement Snapshot Survey (OPIS) indicate that the faculty and staff at Martin Luther King Elementary are generally well-informed about school policies, procedures and operations. Upon review of survey results, it was determined that many faculty and staff members were unclear as to the school's financial operations and that the administration at Martin Luther King Elementary must make the school's pertinent financial information more readily available to faculty and staff members. Based on the number of participants who disagreed with or neither agreed or disagreed with a statement regarding faculty input into decision making, the need for more staff input will be addressed by the administration, as well.

Given instruction based on the Sunshine State Standards, the number of students scoring in the 3rd and 4th Quartiles will increase by three percent on the 2006 administration of the reading portion of the SAT-10.

Given instruction based on the Sunshine State Standards, 36 percent of the second grade students will score in the 3rd and 4th Quartiles as evidenced by the 2006 administration of the mathematics portion of the SAT-10.

Given instruction based on the Sunshine State Standards, the percent of students scoring a medium or high will increase by three percent as evidenced by the 2006 administration of the District's Writing Post-Test.

Given instruction based on the Sunshine State Standards, the number of students achieving a score of 60% or above on the District's Science Post-Test will increase by three percent.

Given the schoolwide emphasis on parental and community involvement, the school will demonstrate a five percent increase in parental and community interaction as evidenced by comparing the 2004-2005 and 2005

Given our goal to promote and maintain a safe learning environment, Martin Luther King Elementary School will decrease the amount of discipline related student case management referrals by three percent during the 2005-2006 school year as compared to 2004-2005 student case management discipline related referral data.

Given the emphasis on the use of technology in education, all teachers and students will increase their usage of technology, as evidence by a Stage 2 to Stage 3 on the STaR Survey Profile and a 10% increase in all other computer reports during 2005-2006 as compared to 2004-2005.

Given instruction based on the Miami-Dade County Public Schools mandatory FITNESSGRAM standards, at least 50 percent of the second grade students will improve their running skills based on individual goals for completing the one-mile test during the administration of the 2005-2006 FITNESSGRAM Test.

Given an emphasis on the benefits in participating in special area classes and instruction based on the Sunshine State Standards, the number of showcased music, art and physical education products and performances will increase by 10 percent during the 2005-2006 school year as compared to the 2004-2005 school year.

Given an emphasis on the benefits of learning a second language and instruction based on the Sunshine State Standards, the number of students participating in a foreign language course will increase by 1 percent during the 2005-2006 school year as compared to the 2004-2005 school year.

During the 2004-2005 school year, Martin Luther King Elementary, in an effort to bolster students' reading skills and in conjunction with the school district's I Choose! Program, began incorporating the Waterford Early Reading Program, a technology based program, into its daily literacy program. All Martin Luther King Elementary students participate in this program and the program's strong home learning component encourages family support and participation, as well.

Martin Luther King Elementary faces the challenges shared by many urban elementary schools. Schoolwide scores on the reading and mathematics portions of the 2005 administration of the SAT-10 were lower than the District average. There is a high rate of student absenteeism. It is difficult to sustain high levels of parental involvement in school functions. Martin Luther King Elementary has developed a comprehensive plan to overcome these obstacles. The school adheres to the District's Comprehensive Research-Based Reading Plan and utilizes the research-based, state-adopted Houghton Mifflin Reading Program during its two and one-half hour literacy block. Houghton Mifflin's Early Success (first and second grade) and Voyager Passport A (kindergarten) and Reading Plus (second grade) provide students with additional support during the afternoon intervention block. Enrichment activities including art and drama are provided for high achieving students. For the 2005-2006 school year, the school entered

into a contract with the Easter Seals Society to provide before school tutoring and afterschool enrichment programs for select students. These services are provided in addition to the extended school day. Student participation in the Accelerated Reader Program and the schoolwide "Get Caught Reading" initiative provide students with incentives for becoming actively involved in reading.

The Scott Foresman Mathematics Program is utilized during mathematics instruction. This program is augmented by hands-on activities from the District's manual, "Putting the Pieces Together With the Sunshine State Standards: A Mathematics Resource for K-2 Teachers."

To ensure that students are mastering appropriate reading and mathematics benchmarks, schoolwide bi-weekly reading and mathematics assessments are administered to all students in first and second grades. Results from these assessments are used when reteaching reading and mathematics concepts as well as in small group tutorial settings. In addition to these bi-weekly assessments, students' writing progress is measured through the completion of monthly writing prompts in kindergarten through second grade. The acquisition of science concepts is measured by a schoolwide pre- and post-test in the second Grade.

To facilitate effective teaching and learning, students are encouraged to come to school each day. Incentives are provided to classes that maintain perfect attendance throughout the school week. To monitor the causes of student absenteeism and facilitate assistance, where needed, the school social worker calls the homes of all students who are absent and provides follow-up to promote regular school attendance. Martin Luther King Elementary participates in the State Attorney's Truancy Intervention Program. Currently our daily attendance averages 92%.

Because active parent involvement is a critical component of an effective educational program, Martin Luther King Elementary offers a variety of opportunities for families to become involved in the educational process. A variety of topics are covered in workshops presented in the Parent Resource Center. Families are encouraged to take advantage of the District's Parent Academy. Computers and other educational tools are made available to parents and family members in the Parent Resource Center and adult family members are strongly encouraged to become approved volunteers and assist at the school.

By hiring highly trained teachers and utilizing research-based educational programs, Martin Luther King Elementary School seeks to create an environment where all students are encouraged to attain an enriching, well-rounded education. The school attempts to capitalize on its small size to ensure that, when students leave Martin Luther King Elementary School, they have been fully prepared for success.

## 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.

## Martin Luther King Elementary School

### VISION

The vision of Martin Luther King Elementary is to develop the educational and personal opportunities of students through an ongoing use of effective methods and strategies; thus, empowering them with the tools to meet the challenges of the twenty-first century. This will allow students to become successful participants in family and civic life.

### MISSION

It is our mission at Martin Luther King Elementary to have our students become productive, literate and contributing members of our society. Our goal can be accomplished when parents, teachers, staff and students work together in a safe, learning environment.

## CORE VALUES

**EXCELLENCE** – We pursue the highest standards in academic achievement and organizational performance. We seek to impart upon our students the skills and attitudes that will facilitate success in the rapidly expanding and technologically advanced global community.

**INTEGRITY** – We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety and well-being of our students, family and staff. We model these traits when dealing with all facets of our learning community and encourage families and community members to perpetuate these qualities throughout our students' lives.

**EQUITY** – We foster an environment that serves all students and aspires to eliminate the achievement gap. We take into account individual learning modalities when planning and implementing instruction. We address each child's cognitive, physical, and emotional needs so that all children have the opportunity to maximize their educational potential.

**CITIZENSHIP** – We honor the diversity of our community by working as a team to ensure the educational success of all our students and recognize that our obligation to go beyond our professional responsibilities to promote democratic principles. We model these behaviors in the school environment so that our students will be able to model these behaviors as they grow to be productive citizens of our local, national and global communities.

## *School Demographics*

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Martin Luther King Elementary School, located at 7124 NW 12th Avenue, was founded in 1969. The school is centrally located and sits on 3 acres in northwest Miami-Dade County, Florida. Martin Luther King Elementary School, which consists of approximately 262 students, is a primary school serving students in pre-kindergarten through second grade, Martin Luther King is an I Choose! School featuring the research based Waterford Early Reading Program, a technology-based early reading intervention program designed to ensure that all children gain and maintain grade level reading proficiency.

When students at Martin Luther King complete the second grade, they do not attend a specific elementary school but are dispersed throughout the different elementary schools in our county. We are dedicated to providing students with experiences that will foster a love for learning and promote student achievement that will be reflected in the results of the 2006 administration of the SAT-10. Working hard with parents and community members will enable and empower our students with the tools they need to become literate and productive citizens. Above all, our school is committed to becoming the ultimate learning community.

Martin Luther King's student population is 91 percent Black and 7 percent Hispanic. Six of these students receive instruction in English as a Second Language. 97 percent of the students are eligible for free or reduced priced lunch.

Martin Luther King's teacher population is 32 percent White, 47 percent Black, and 21 percent Hispanic. 50 percent of the instructional staff has achieved a Bachelor's Degree. 30 percent of the staff has achieved a Master's Degree. 20 percent of the staff has achieved an Educational Specialist Degree.

# *School Foundation*

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## ***Leadership:***

Upon examination of the Organizational Performance Improvement Snapshot Survey (OPIS), it was determined that, overall, the Martin Luther King Elementary faculty and staff feel that their supervisor supports them by creating an environment that is conducive to teaching and learning by encouraging continued growth for all staff members. They feel that their supervisor uses the school's values to guide the working environment and that she shares information about the school with staff members. Four out of the 35 staff members who completed the OPIS, however, strongly disagreed with the statement, "My organization asks me what I think."

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

OPIS results indicate that most of the school's faculty and staff agreed that they are aware of parts of the school's plans that will affect them and their work. These plans are shared with faculty and staff at faculty meetings, EESAC meetings and through written communication. Only two of the 37 respondents felt that they were unaware of parts of the plan that affected them. All faculty and staff members are encouraged to participate in grade-level and schoolwide planning initiatives and most OPIS participants felt that their ideas about plans for the school's future were sought out and that they could tell if the school was making progress on their groups' part(s) of the plan.

## ***Stakeholder Engagement:***

Teachers are encouraged to keep in contact with their students' families on a regular basis. Telephone calls, notes home and face-to-face communication are a daily occurrence. All but two OPIS participants agreed or strongly agreed that they know who their most important customers are and that their customers tell them what they want. All but three of the participants agreed or strongly agreed that they kept in touch with their customers and that they are allowed to make decisions and solve problems for their customers. Most OPIS participants agreed or strongly agreed with the statement, "I ask my customers if they are satisfied or dissatisfied with my work." Ten participants, however, neither agreed or disagreed with this statement. Teachers will continue to be encouraged to listen to parents' feedback as it relates to their performance and to their students' progress.

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

Most OPIS participants agreed or strongly agreed that they know how to analyze the quality of their work and that they know how the measures they use in their work fit into the school's overall measures of improvement. Teachers are encouraged to analyze student performance data on a regular basis. Grade-level data study groups are conducted to assist teachers in this endeavor. Overall, OPIS participants agreed or strongly agreed that they know how to analyze the quality of their work and utilize these analyses when making decisions about their work. While most of the survey participants agreed or strongly agreed that they get all of the important information that they need to do their work, four participants neither agreed nor disagreed with this statement. One staff member disagreed with the statement, "I get the information I need to know about how my organization is doing." The administration makes every effort to share schoolwide, District and State data as it pertains to the school in a timely and easy-to-understand manner.



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

All but one OPIS participant agreed or strongly agreed that their supervisor encourages them to develop their job skills so that they can advance in their careers and all but two participants agreed or strongly agreed that they can make changes that will improve their work. Professional development activities including opportunities to pursue national board certification and educational leadership positions are regularly shared with teachers. Teachers and staff are encouraged to take advantage of the professional growth activities provided throughout the county. Most participants agreed or strongly agreed with the statement, "I am recognized for my work." Four participants neither agreed nor disagreed with this statement. Two participants disagreed with the statement, "I have a safe workplace." One participant strongly disagreed with the statement, "My supervisor and organization care about me."

***Education Design:***

All but two OPIS respondents agreed or strongly agreed that the school has good processes for doing work. Most OPIS respondents agreed or strongly agreed that they can get all of the resources that they need to do their jobs. Two participants, however, disagreed. Faculty and staff are encouraged to express material and equipment needs. The principal initiated a procedure for sharing information about available monies with faculty members so that they will be aware of how these items are funded. Grant writing teams are strongly encouraged to seek additional funding for supplemental materials and activities. While most participants agreed or strongly agreed that they collect data about the quality of their work, four participants neither agreed or disagreed with the corresponding survey statement. Although one participant disagreed with the statement, "I have control over my work process," most OPIS respondents agreed or strongly agreed with this statement.

***Performance Results:***

State and District policies are shared with faculty, staff, parents and community members at faculty meetings, EESAC meetings and other school-sponsored events. Upon examination of OPIS results, 35 of 37 participants agreed or strongly agreed that the school obeys laws and regulations and 36 of 37 participants stated that they were satisfied with their jobs. Three participants, however, neither agreed or disagreed that their customers were satisfied with the school staff's work. While most OPIS participants agreed or strongly agreed that their work products meet all requirements for high quality and excellence, five participants neither agreed or disagreed with the corresponding statement. To encourage follow-through and excellence in the workplace, faculty members maintain professional development portfolios that illustrate the implementation of their Individual Professional Development Plans. Grade-level data study groups are conducted to analyze student assessment results and to ensure that adequate planning and instruction is occurring. Two participants disagreed with the statement, "My organization uses my time and talent well." To encourage a feeling of self-efficacy, faculty and staff members are encouraged to participate in schoolwide committees and learning groups that showcase and expand upon their individual talents. Four OPIS participants were unsure as to whether the school removed obstacles to progress. Awareness of the school's financial status received the lowest ranking on the OPIS. Four participants either disagreed or strongly disagreed that they knew how the school was doing financially and 11 participants neither agreed or disagreed with the corresponding statement. To make the school's budget more accessible to faculty and staff, the principal is now summarizing current budgetary allotments and expenditures at all faculty meetings.

# ***Additional Requirements***

Only for schools under state sanction

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## **• High Quality, Highly Qualified Teachers:**

In order to attract and retain highly qualified teachers, a Professional Growth Team is assigned to each new teacher. The Teacher Recruitment and Retention Collaboration Committee comprised of M-DCPS staff, community leaders and representatives from local colleges and universities are working to recruit and retain highly qualified educators for the students of M-DCPS. Also, the Leadership Team actively recruits at local colleges and universities and works with Teach for America staff to ensure the hiring of highly qualified educators. Furthermore, all new teachers attend the beginning teacher orientation and receive ongoing mentoring and support at the school site. Coaching and professional development activities are offered based on individual teachers' needs.

## **• Highly Qualified, Certified Administrators:**

The school's administration consists of the principal, Mrs. Elisa Pérez, and an assistant principal, Ms. Michele Zakis. Mrs. Pérez is a second year principal whose positive attitude and love of children is reflected in her thirty years of service to the Miami-Dade County Public Schools. She has served as an elementary teacher, educational specialist and assistant principal, displaying the competence and creativity that have marked her professional life. She is certified in Early Childhood Education, Elementary Education, ESOL, and Educational Leadership. As an assistant principal, she was instrumental in increasing the school's performance from a D to a C. In addition, she successfully guided teachers and students at Hialeah Elementary towards meeting the criteria required to make Adequate Yearly Progress. She is committed to turning students on to learning and effectively uses her interpersonal skills to engage parents and all stakeholders in the learning process. She is always willing to provide a helping hand, by mentoring small groups of students and/or coaching teachers in professional growth activities. Mrs. Pérez sets high standards for herself, her staff, and the students. She had been recognized as an Assistant Principal of the Year by her Feeder Pattern and serves on the board of AHEAD, the Association of Hispanic Educators. Ms. Zakis is a third year assistant principal who has served students in the Miami-Dade County Public Schools for thirteen years. Certified in Elementary Education, Primary Education, and Educational Leadership and possessing an endorsement in Gifted Education, Ms. Zakis was a curriculum support specialist, a Title I Reading Leader, and a classroom teacher before becoming an administrator. While Reading Leader at South Miami Heights Elementary, Ms. Zakis assisted in increasing the school's performance grade from a D to a C. While serving as a curriculum support specialist with the Division of Language Arts/Reading, she provided guidance and assistance to struggling schools throughout the District. Before coming to Martin Luther King Elementary, Ms. Zakis served as Assistant Principal at Jack D. Gordon Elementary and assisted that school in maintaining its performance grade for two years. Ms. Zakis has served as a board member with the Dade Reading Council and has served as an adjunct instructor at Barry University.

## **• Teacher Mentoring:**

The Teacher Mentoring Program at Martin Luther King Elementary School is composed of the administration and teachers. Both the principal and assistant principal serve as role models to teachers by actively being involved in the fostering of student learning and achievement. In addition, the administration is responsible for assigning grade level chairpersons who serve as liaison between administration and the grade level. As per PACES, the professional growth team will provide new teachers with assistance in lesson planning, classroom management, and the execution of all areas of the curriculum. In addition, the Reading Coach provides teachers with classroom resources, classroom demonstration lessons, data analysis, and on-site professional development in the areas of reading and language arts. To further provide mentoring assistance to teachers, the Lead Teacher for the Waterford Early Reading Program, a computer based intervention program, works with all teachers throughout the school year. It is her duty to ensure that all teachers use weekly reading data as a tool to guide their instruction. As a member of the "I Choose!" initiative, Martin Luther King Elementary is provided with a Choice Academic Support Team (CAST). The CAST

theme specialist will offer workshops, professional development programs, and individualized assistance on choice related issues. They will also train and provide support to the Lead Teacher.

### **• School Advisory Council:**

The purpose of Martin Luther King Educational Excellence School Advisory Council (EESAC) is to work together to ensure improved student achievement. In order to accomplish this task, the EESAC will assist in preparing and evaluating the School Improvement Plan. Furthermore, they are also responsible for the final decision-making relating to the implementation of the components of the School Improvement Plan. The EESAC brings together all stakeholders and involves them in an authentic role in decisions that affect instruction and the delivery of programs. In addition, EESAC assists the principal in the development of the annual budget helps make decisions regarding the use of funds allocated by the Florida Legislature to the School Advisory Council. During the 2004-2005 school year, EESAC impacted academic achievement by using their funds to purchase overhead projectors and screens for all classrooms. To enhance our reading curriculum, EESAC purchased books and magazines for the new and improved Media Center. Throughout the year, EESAC will make recommendations on technology, budget, instructional resources, and other student support services in an effort to improve academic achievement.

### **• Extended Learning Opportunities**

Martin Luther King Elementary is in Miami-Dade County Public School's School Improvement Zone, which uses an extended day and extended school year. Under this plan, students participate in an extended day literacy program. It engages students with reading deficiencies in a structured tutorial that addresses their areas of weakness. The program being used with the extended day students is Houghton's Mifflin's Early Success Intervention Program and Voyager Passport A. Students that are not in need of intervention during the extended day participate in Enrichment activities. Martin Luther King has a before and after school program sponsored by Easter Seals Miami-Dade, Inc., and coordinated on-site by the school's counselor. The program incorporates tutoring, enrichment activities, and social services for first grade students. Also, FCAT Enhancement tutoring is being offered to Tier 2 and targeted first and second grade students who are less proficient in reading. In addition, the Waterford Early Reading Program is used in all grade levels. The intervention program individually tutors each student daily in 15 to 30 minute instructional periods. It teaches children how to read, write, and keyboard. The computer tracks the progress of each student, adapts to individual ability, and keeps records of oral readings so that teachers are better able to prepare directed classroom lessons and activities. In addition to working on the Waterford Early Reading Program, students in second grade have the opportunity to work on Reading Plus, a comprehensive, evidence-based software solution for reading assessment and improvement that develops fluency skills. Our resource teachers and paraprofessionals also tutor those students in need of intensive intervention during school hours.

### **• School Wide Improvement Model**

Martin Luther King uses the Continuous Improvement Model (CIM) to ensure that quality instruction takes place in every classroom. This research-based School Improvement Model adheres to an eight step instructional process. It includes Disaggregation of Test Scores; Development of Instructional Time Line; Delivery of Instructional Focus; Assessment; Tutorials; Enrichment; Maintenance and Monitoring. The school will continue to participate in Action Research, a process which, during the 2004-2005 instructional year, provided data which indicated that working with sight words increases students' fluency, reading and decoding skills. The school will continue to use action research to guide, correct and evaluate decisions that affect the quality of instruction and impact student achievement.

## GOAL 1: READING

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

*Florida Education Priorities*

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

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 1 STATEMENT:**

The students at Martin Luther King Elementary School will improve their reading skills and become proficient with grade level text.

**Needs Assessment**

Based on results from the reading portion of the 2005 administration of the SAT-10, 66% of second grade students scored in the 1st and 2nd Quartiles. The data reflects a need to increase student achievement in the 3rd and 4th Quartiles during the 2006 administration of the SAT-10.

**NCLB SUBGROUP TARGET**

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

## Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students scoring in the 3rd and 4th Quartiles will increase by three percent on the 2006 administration of the reading portion of the SAT-10.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize Houghton Mifflin's "Legacy of Literacy" Series and the Supplemental Teacher Resource Handbooks.	Principal, Assistant Principal, Classroom Teachers, Reading Coach, Curriculum Specialist	8/1/2005	5/26/2006
Monitor student progress through the use of school-wide bi-weekly reading assessments in grades 1 and 2.	Principal, Assistant Principal, Classroom Teacher, Reading Coach	8/1/2005	5/26/2006
Implement Houghton Mifflin's Early Success (1,2) and Voyager Passport A (K) and Reading Plus Intervention Programs.	Principal, Assistant Principal, Classroom Teachers, Resource Teacher, Reading Coach, Lead Teacher, Curriculum Specialist	8/1/2005	5/26/2006
Utilize the CRRP K-12 Guide for best practices strategies and activities to support the Houghton Mifflin "A Legacy of Literacy" Series.	Principal, Assistant Principal, Classroom Teachers, Reading Coach, Curriculum Specialist	8/1/2005	5/26/2006
Use the Waterford Early Reading Program to support literacy instruction.	Principal, Assistant, Lead Teacher	8/8/2005	5/26/2006
Continue school-home compacts to ensure each child and parent participates in family mathematics activities.	Principal, Assistant Principal, Community Involvement Specialist	8/1/2005	5/26/2006
Monitor student progress through the use of school-wide bi-weekly reading assessments in first and second grades.	Principal, Assistant Principal, Facilitator, Paraprofessionals, Selected Teachers	09/08/2005	5/15/2006
Utilize CRISS strategies during reading, language arts, and content area instruction to promote reading across the curriculum.	Principal, Assistant Principal, Reading Coach, Classroom Teachers	8/1/2005	5/26/2006

## **Research-Based Programs**

Houghton Mifflin's "Legacy of Literacy"

Waterford Early Reading Program

Houghton Mifflin's Early Success

Comprehensive Research-Based Reading Plan

## **Professional Development**

Teachers will participate in CRISS training provided by the District as well as training in fluency instruction and monitoring. Acquisition of course objectives will be monitored through the maintenance of individual professional development binders and classroom instruction. Teachers will increase their familiarity with the Waterford Early Reading Program as evidenced through classroom implementation. Teachers will receive training in and implement strategies from the "Literacy Diet."

## **Evaluation**

The attainment of this goal will be measured based upon the number of students achieving the 3rd and 4th Quartiles during the 2006 administration of the reading portion of the SAT-10.

## GOAL 2: MATHEMATICS

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 2 STATEMENT:***

The students at Martin Luther King Elementary School will increase their mathematics skills and become proficient with application and computation.

### ***Needs Assessment***

Based on results from the mathematics portion of the 2005 administration of the SAT-10, 67% of second grade students scored in the 1st and 2nd Quartiles. The data reflects a need to increase the percent of students scoring in the 3rd and 4th Quartiles during the 2006 administration of the SAT-10

### NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction based on the Sunshine State Standards, 36 percent of the second grade students will score in the 3rd and 4th Quartiles as evidenced by the 2006 administration of the mathematics portion of the SAT-10.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the Scott Foresman Researched-Based Mathematics Program	Principal, Assistant Principal, Classroom Teachers	8/1/2005	5/26/2006
Provide teachers with professional development activities that support effective mathematics instruction.	Principal Assistant Principal Classroom Teachers, District	8/1/2005	5/26/2006
Utilize the District's "Putting the Pieces Together With the Sunshine State Standards: A Mathematics Resource for K-2 Teachers."	Principal Assistant Principal Classroom Teacher,	8/1/2005	5/26/2006
	Principal, Assistant Principal, Classroom Teacher,	8/1/2005	5/26/2006
Continue school-home compacts to ensure each child and parent participates in family mathematics activities.	Principal, Assistant Principal, Community Involvement Specialist	8/15/2005	5/26/2006
Monitor student progress through the use of school-wide bi-weekly mathematics assessment in grade 1 and 2.	Principal, Assistant Principal, Community Involvement Specialist	8/1/2005	5/26/2006

### Research-Based Programs

Scott Foresman Researched-Based Mathematics Program "Putting the Pieces Together With the Sunshine State Standards: A Mathematics Resource for K-2 Teachers." Riverdeep



## **Professional Development**

Teachers will participate in CRISS training provided by the District. They will also receive instruction in the use of hands-on mathematics activities. Acquisition of course objectives will be monitored through the maintenance of individual professional development notebooks and classroom instruction. Teachers will participate in Riverdeep training. Participation will be monitored based on student participation in the Riverdeep Program.

## **Evaluation**

The attainment of this goal will be measured based upon the percent of students achieving the 3rd and 4th Quartiles during the 2006 administration of the mathematics portion of the SAT-10.

## GOAL 3: WRITING

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 3 STATEMENT:**

The students at Martin Luther King Elementary School will improve their writing and become proficient with grade level skills including grammar, spelling and composition.

### **Needs Assessment**

Based on the results of the District's 2004-2005 Writing Post Test, 44% of the students in first grade and 21% of the students in second grade students received a low score on the writing post-test. The need to increase the number of students scoring medium or above during the 2005-2006 school year.

### NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction based on the Sunshine State Standards, the percent of students scoring a medium or high will increase by three percent as evidenced by the 2006 administration of the District's Writing Post-Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Align writing instruction with topics, genres, and activities presented in the Houghton Mifflin Program.	Principal, Assistant Principal, Classroom Teacher, Reading Coach	8/1/2005	5/26/2006
Administer monthly writing prompts (expository, narrative) in grades K-2.	Principal Assistant Principal, Reading Coach, Classroom Teacher,	8/1/2005	5/26/2006
Provide professional development activities in effective strategies for writing instruction.	Principal, Assistant Principal, Classroom Teacher, Reading Coach, District	8/1/2005	5/26/2006
Continue school-home compacts to ensure each child and parent participates in family writing activities.	Community Involvement Specialist	8/1/2005	5/26/2006

### Research-Based Programs

Houghton Mifflin "Legacy of Literacy"

### Professional Development

Teachers will participate in District and school-based training in effective writing strategies. Acquisition of course objectives will be monitored through the maintenance of individual professional development notebooks and classroom instruction. Teachers who have not yet done so will be encouraged to participate in the annual University of Miami/Miami-Dade County Public Schools Zelda Glazer Writing Institute.

### Evaluation

The attainment of this goal will be measured based on the number of students achieving a score of medium or high on the 2006 District Writing Post-Test.

## GOAL 4: SCIENCE

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

#### *Florida Education Priorities*

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

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

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

### ***GOAL 4 STATEMENT:***

The students at Martin Luther King Elementary School will improve their science skills and become proficient in grade level appropriate application of the scientific method.

### ***Needs Assessment***

Based on results of the 2005 District Science Post-Test, 30% of second grade students did not receive a passing score of 60% or above. The data reflects a need to increase second grade students' performance on the 2006 science post-test.

## Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students achieving a score of 60% or above on the District's Science Post-Test will increase by three percent.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Design and implement science experiment logs.	Principal, Assistant Principal, Classroom Teacher	10/10/2005	5/26/2006
Utilize the Harcourt Brace Science Program to promote science learning.	Principal, Assistant Principal, Classroom Teacher	08/01/05	05/26/06
Provide professional development activities in effective strategies for science instruction.	Principal, Assistant Principal, District Classroom Teacher,	10/17/2005	05/26/06
Increase the number of second grade students participating in the school and District Science Fair. Increase the number of pre-k – first grade students participating in classroom projects.	Principal, Assistant Principal, Classroom Teacher	03/20/06	05/26/06
Implement the District's "Soaring to New Heights: A Resource Guide for K-2 Teachers."	Principal, Assistant Principal, Classroom Teacher	8/8/2005	5/26/2006

### Research-Based Programs

Harcourt Brace Science Program  
Riverdeep

### Professional Development

Teachers will participate in School Improvement Zone generated professional development activities. The implementation of these activities will be monitored through the maintenance of individual professional development notebooks and classroom instruction.

## **Evaluation**

The achievement of this goal will be measured based on the number of students achieving a score of 60% or above on the District's Science Post-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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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

### ***GOAL 5 STATEMENT:***

The parents/guardians of Martin Luther King Elementary School will improve their participation as parent/guardian volunteers and become more involved with school-based programs/workshops.

### ***Needs Assessment***

Given the need to establish stronger bonds between school, home and community and in an effort to support student achievement, the number of school volunteers will increase.

## Measurable Objective

Given the schoolwide emphasis on parental and community involvement, the school will demonstrate a five percent increase in parental and community interaction as evidenced by comparing the 2004-2005 and 2005

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize the Title I Parent Resource Center to provide need-based opportunities for on-site parental involvement activities as indicated by the Title I Parent Surveys.	Principal, Assistant Principal, Community Involvement Specialist, Regional Center III Personnel, District Personnel	8/1/2005	5/26/2006
Provide home visitations and other services utilizing the Community Involvement Specialist as a liaison between home, school and community.	Principal, Assistant Principal, Community Involvement	8/1/2005	5/26/2006
Increase positive parent-school communication through the use of student progress reports, flyers, report cards, newsletters, parent-teacher conferences, monthly calendars, telephone communication, and the distribution of District information.	Principal, Assistant Principal, Community Involvement, Social Worker, Counselor	8/1/2005	5/26/2006
Incorporate the use of incentive programs to increase parental involvement and participation in groups including PTA, EESAC, Title I PAC/DAC, IEP committees, and AIP teams.	Principal,Assistant PrincipalCommunity Involvement Specialist, Reading Coach, Lead Teacher, Classroom Teachers Resource Teachers	8/1/2005	05/26/06
Provide information and encourage participation relative to the District Parent Academy and other literacy initiatives that promote personal growth for parents.	Principal,Assistant Principal,Community Involvement Specialist, Counselor, Social WorkerDistrict Personnel	8/1/2005	05/26/06
Encourage and promote increased community involvement through collaboration with Dade Partners and the School Volunteer Program.	Principal, Assistant Principal Community Involvement Specialist, Counselor, Social Worker, District	8/1/2005	5/26/2006



## **Research-Based Programs**

Passport to Success

Florida Center for Reading Research (FCRR)

Parents-as-Partners-as-Learners (PaPaL)

## **Professional Development**

Provide monthly and/or quarterly parent school-based workshops with at least 25 percent parent participation over the course of the school year. Community Involvement Specialist and other key staff members will attend appropriate training related to parental involvement and parent workshops.

## **Evaluation**

Based on the results of the 2004-2005 approved school volunteers, the number of approved parent volunteers will increase by five percent during the 2005-2006 school year.

## GOAL 6: DISCIPLINE & SAFETY

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

#### *Florida Education Priorities*

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

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

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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:***

Martin Luther King Elementary School will reduce the number of discipline related student case management referrals.

### ***Needs Assessment***

Based on student case management referral data from the 2004-2005 school year, there was an average of 75 discipline related referrals. The data reflects a need to decrease the amount of disruptive student behavior during the current 2005-2006 school year.

## Measurable Objective

Given our goal to promote and maintain a safe learning environment, Martin Luther King Elementary School will decrease the amount of discipline related student case management referrals by three percent during the 2005-2006 school year as compared to 2004-2005 student case management discipline related referral data.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement a school wide discipline program with key components that focus on positive feedback and reinforcement of appropriate behavior for all students.	Principal, Assistant Principal, Counselor, Social Worker	8/15/2005	5/26/2006
Develop student conflict resolution skills through the incorporation of preventative educational components of the Youth Crime Watch program.	Principal,Assistant Principal,Counselor,Social Worker,Teachers,	8/1/2005	5/26/2006
Train selected second grade students as peer mediators to lower the number of disciplinary referrals and simultaneously increase student competency and comfort with the utilization of conflict resolution skills.	Principal,Assistant Principal,Counselor,Social Worker,Teachers,	8/8/2005	5/26/2006
Implement the district wide PIN (Proudly Infusing Nonviolence) curriculum to assist in lowering the number of discipline related referrals via the curriculum's focus on the incorporation of conflict resolution and anger management training for district specified grade levels.	Principal,Assistant Principal,Counselor,Social Worker,Teachers,	8/15/2005	5/26/2006
Provide students and teachers with demonstration lessons on district mandated Character Education Core Values, presented by Student Services personnel, to increase student knowledge of conflict-resolution skills which will in turn help to reduce the number of student case management discipline related referrals.	Principal, Assistant Principal, Counselor, Social Worker	8/15/2005	05/26/06

## **Research-Based Programs**

District's PIN (Proudly Infusing Nonviolence) Curriculum  
District's Character Education Lesson Plans  
District's TRUST Substance Education Curriculum  
Youth Crime Watch Prevention Program Components  
Houghton Mifflin's Classroom Management Handbook

## **Professional Development**

Martin Luther King Elementary staff members will attend appropriate training related to classroom management and effective discipline strategies.

## **Evaluation**

As recorded in the student case management records, the number of discipline related referrals during the 2005-2006 school year will decrease by three percent as compared to the 2004-2005 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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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:***

Our primary goal at Martin Luther King is to increase the number of staff members and students effectively utilizing technology for instructional and managerial purposes.

### ***Needs Assessment***

Based on the 2004 STaR Survey Profile, access to technology needs to be increased for teachers and students in all classrooms. The data reflects a need to increase our benchmark score from Stage 2 to Stage 3 advanced on the 2005 STaR Survey Profile.

## Measurable Objective

Given the emphasis on the use of technology in education, all teachers and students will increase their usage of technology, as evidence by a Stage 2 to Stage 3 on the STaR Survey Profile and a 10% increase in all other computer reports during 2005-2006 as compared to 2004-2005.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide Training for Electronic Grade book to all classroom and special area teachers.	Principal, Assistant Principal, Gradebook Managers	8/15/2005	5/26/2006
Implement and monitor the PMRN (Progress Monitoring and Reporting Network), to guide planning and instruction based on DIBELS assessment.	Principal, Assistant Principal, Reading Coach Lead Teacher, All Teachers, Data Input Specialist	8/1/2005	5/26/2006
Monitor use of the mainframe application.	Principal, Assistant Principal, Lead Teacher Micro-System Technician	8/1/2005	5/26/2006
Provide training in advanced email use to decrease the amount of paper memos and increase the use technology as the primary source of communication.	Principal, Assistant Principal, Lead Teacher, Micro-System Technician	10/3/2005	5/26/2006

### Research-Based Programs

National Education Technology Standards (NETS)

Waterford Early Reading Program

Houghton Mifflin "A Legacy of Literacy" Software

### Professional Development

Our faculty will receive appropriate professional development in the use of software, technology, and equipment

## **Evaluation**

The attainment of this goal will be measured by the STaR Survey 2005-2006 results, and by the growth in student participation in the use of technology as evidenced by the computer reports from the educational software.

## GOAL 8: HEALTH & PHYSICAL FITNESS

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

#### *Florida Education Priorities*

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

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

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

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

Martin Luther King Elementary will maintain or increase second grade students' running skills, with an emphasis on becoming more proficient in health-related fitness, physical competence, and cognitive understanding about physical activity so they can adopt healthy and physically active lifestyles.

### ***Needs Assessment***

Based on the 2005 FITNESSGRAM data, 41 percent of the students in second grade were recipients of gold and silver awards. A need to increase the number of students receiving awards by three percent.



## Measurable Objective

Given instruction based on the Miami-Dade County Public Schools mandatory FITNESSGRAM standards, at least 50 percent of the second grade students will improve their running skills based on individual goals for completing the one-mile test during the administration of the 2005-2006 FITNESSGRAM Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Monitor and coordinate the "Walk Safe" Program in conjunction with the school site "Walk Safe" Committee.	Principal, Assistant Principal, Physical Education Teacher, Walk Safe Committee	10/3/2005	10/7/2005
Coordinate and monitor the "Jump Rope for Heart" Program and encourage participation from all second grade students.	Principal,Assistant PrincipalPhysical Education Teacher	3/20/2006	3/24/2006
Coordinate "Field Day" activities for all grade levels.	Principal, Assistant Principal, Field Day Committee, Classroom Teachers	4/3/2006	5/15/2006
Conduct the American Red Cross' "WHALE TALES" Program to encourage water safety.	Principal,Assistant Principal,Physical Education Teacher,Classroom Teachers	11/01/05	11/30/05
Utilize District-created FCAT reading passages to enhance reading and course content skills.	Principal,Assistant Principal,Physical Education Teacher	10/1/05	5/26/06
Utilize the FITNESSGRAM and administer a pretest to determine students' baseline measures.	Principal, Assistant Principal, Physical Education Teacher	10/3/2005	04/01/2006
Utilize Competency Based Program to map curriculum objectives and ensure that time is spent on developmentally appropriate tasks and fitness programs.	Principal, Assistant Principal, Physical Education Teacher	8/15/2005	5/26/2006

## Research-Based Programs

FITNESSGRAM

## **Professional Development**

The physical education teacher will participate in District-sponsored trainings related to health, safety and physical fitness. Acquisition of course goals will be monitored through classroom instruction.

## **Evaluation**

Martin Luther King will administer a pre and post test of the FITNESSGRAM to all second grade students.

## GOAL 9: ELECTIVES & SPECIAL AREAS

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

#### *Florida Education Priorities*

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

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

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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:***

At Martin Luther King Elementary, students in kindergarten through second grade will participate in special area classes, showcase their creativity and feel secure about their creative abilities.

### ***Needs Assessment***

Based on last years' events, there is a need to increase the number of participants in student work displays in all special areas.

## Measurable Objective

Given an emphasis on the benefits in participating in special area classes and instruction based on the Sunshine State Standards, the number of showcased music, art and physical education products and performances will increase by 10 percent during the 2005-2006 school year as compared to the 2004-2005 school year.

Given an emphasis on the benefits of learning a second language and instruction based on the Sunshine State Standards, the number of students participating in a foreign language course will increase by 1 percent during the 2005-2006 school year as compared to the 2004-2005 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase student participation in contests, oratorical, school-wide and district wide projects.	Principal, Assistant Principal, Reading Coach Teachers,	10/10/2005	5/26/2006
Increase the amount of in-county fieldtrips to promote cultural awareness in grades K-2.	Principal, Assistant Principal, Teachers, Special Area Teachers	10/10/05	5/26/2006
Display monthly projects in the library, cafeteria, and parent center.	Principal, Assistant Principal, Special Area Teachers, Teachers	10/10/05	5/26/2006
Create special area clubs that will perform throughout the school year.	Principal, Assistant Principal, Special Area Teachers, Paraprofessionals Selected Teachers	10/10/2005	5/15/2006
Continue utilizing the before and after school services provided by Easter Seals, Inc., to enhance reading skills as well as provide culturally enriching activities for first and second grade students.	Principal, Assistant Principal, Teachers, Facilitators, Paraprofessionals Selected Teachers	09/08/2005	5/26/2006

## Research-Based Programs

N/A

## **Professional Development**

Special area teachers will attend inservice activities related to the implementation of their area of specialization. Acquisition of course objectives will be monitored through the maintenance of classroom instruction.

## **Evaluation**

All special area teachers will increase student participation, foster student creativity and encourage self-motivation.

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

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

**GOAL 10 STATEMENT:**

***Needs Assessment***

**Measurable Objective**

**Action Steps**

**Research-Based Programs**

**Professional Development**

**Evaluation**

## *EESAC Compliance*

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

### ***Budget:***

Currently the balance of the EESAC buget is \$1,770.

### ***Training:***

The EESAC team will participate in budget trainings related to EESAC and other workshops related to the School Improvement Plan.

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

At the monthly EESAC meeting, EESAC is made aware of all curriculum activities throughout the school. Also, the Media Specialist would like for EESAC to renew subscription of magazines currently being used for parental and students' services in the Media Center. The committee has agreed to use portions of the budget to help support school wide initiatives.

### ***Technology:***

We are an I Choose! School that uses the Waterford early Reading Program in all grade levels. Currently, 90% of our staff and students use technology on a daily consistent basis. We are part of the Electronic grade book 1st wave schools and currently have a variety of computer-based reading and math programs that are being utilized throughout the school. Computers are in every classroom and are connected by a common server that operates on a common network.

### ***Staffing:***

All teachers at Martin Luther King Elementary School are required to take fifty-eight (58) hours of professional development as part of the School Improvement Zone initiative. Teachers are required to maintain appropriate certification through professional development classes. Also, they are encouraged to attend professional development classes that will keep them current on educational research, strategies, and practices.

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

Student Services updates are provided at each scheduled meeting. Currently, Martin Luther King Elementary has the following programs: Varying Exceptionalities, Speech and Language, Student Development Team. Many outside agencies service students at our school.



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

EESAC funds the purchases of books that are utilized for students as incentives for Perfect Attendance, "Caught Reading", and testing preparation materials.

***Benchmarking:***

EESAC meets on a monthly basis to make sure the School Improvement Plan strategies and evaluation is discussed and implemented throughout the school. For example, EESAC fully supports Martin Luther King's efforts and initiatives to collaborate with the Melissa Institute and The Literacy Diet Program. EESAC supports our participation in the district's Action Research initiative. It also, supports our nomination for the "Best Practices Award" for effective continuous use of the Waterford Early Reading Program given by the Waterford Institute.

***School Safety & Discipline:***

Martin Luther King Elementary School has currently implemented a school-wide discipline and behavior management plan. This plan is utilized throughout PreK-2 grade. Students and parents have received copies of the "Code of Student Conduct" book.

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:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*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*