
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 3181 - Melrose Elementary School

FeederPattern: Miami Northwestern Senior

Region: Regional Center III

District: 13 - Miami-Dade

Principal: Sergio Muñoz

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Melrose Elementary School

Melrose Elementary School, located at 3050 N. W. 35th Street, Miami, Florida, is an I Choose! School under the Office of Parental Options consisting of pre-kindergarten through fifth grade with an enrollment of 567 students, and is located in an industrial inner city area of Miami, Florida. The school is designated as a Title I School wide Program based on 98 percent of the students' receiving free or reduced lunch. Our school's population is 78 percent Hispanic, 21 percent Black, and 1 percent White and Multiracial. Melrose Elementary School offers programs to provide for the specific needs of its 230 Limited English Proficient Students (LEP), 26 Exceptional Students (ESE), as identified by the district's Student Assistance Profile.

Given instruction based on the Sunshine State Standards, students in grades three through five will increase by five percent their reading skills on the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their mathematics skills a evidenced by 50 percent scoring at a level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, black students in grades three through five will improve their mathematics skills a evidenced by 50 percent scoring at a level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, limited English proficient (LEP) students in grades three through five will improve their mathematics skills a evidenced by 50 percent scoring at a level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grades three through five will improve their mathematics skills a evidenced by 50 percent scoring at a level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities in grades three through five will improve their mathematics skills a evidenced by 50 percent scoring at a level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by scoring with 90 percent of the students achieving high standards on the 2006 administration of the FCAT Writing+ Test.

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills evidenced by an increase in the mean scale score to 292 as documented by the 2006 FCAT Science Test.

Given increased attention to communication with all stakeholders at Melrose Elementary School, there will be a 5 percent increase in parent communication and parents attending "Parent Involvement" activities as evidenced by attendance rosters from the 2005-2006 school year as compared to those in the 2004-2005 school year.

Given an emphasis on a safe and orderly environment, student attendance will improve as evidenced by at a two percent increase in student attendance during the 2005-2006 school year as compared to the 2004-2005 school year.

Given an emphasis on the use of technology in education, students in grades three through five will increase by five percent as evidenced by a comparison of the 2005-2006 end of the year usage report.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades four through five will improve their running skills as evidenced by 75 percent of the students meeting high standards in running the one mile test on the 2005-2006 administration of the FITNESSGRAM Test.

Given an emphasis on the benefits of participating in advanced academic programs, the number of students attending the AEP Art Appreciation program who will attend throughout the school year increase by 10 percent during the 2005-2006 school year as compared to the 2004-2005 school year.

Melrose Elementary School will improve its ranking on the State of Florida ROI index publication from the 17th percentile in 2003 to, at least, the 22nd percentile on the next publication of the index.

After careful review and evaluation of pertinent data such as the School's Demographic and Academic Profiles, student report cards, Florida Comprehensive Assessment Test (FCAT) results, and the results from the 2004-2005 School Improvement Plan, the faculty and staff of Melrose Elementary School, in conjunction with the Educational Excellence School Advisory Council (EESAC), have developed the above objectives as school wide priorities for all stakeholders for the 2005-2006 school year. In order to achieve the objectives, appropriate strategies and activities to be implemented will include, but will not be limited to, collaborative planning, staff development, parental involvement, reading incentive programs, classroom libraries and computer centers, writing journals across the curriculum, the use of manipulatives during mathematics lessons, the Melrose Science Lab, Comprehensive Research Reading Plan (CRRP), Pearson Digital Learning SuccessMaker® Enterprise Software Program, Teaching Enrichment Activities to Minorities (TEAM), Academic Excellence Program (AEP), Melrose After-School Tutorial program and Saturday tutoring provided by Platform Learning. With confidence and commitment, we believe that our students will experience achievement in reading, writing, mathematics, and science, as outlined by the Sunshine State Standards (SSS), Grade Level Expectations (GLE), and Miami-Dade County Competency-Based Curriculum (CBC), thus creating an increase in FCAT scores. Through the I Choose! Initiative Melrose Elementary will provide global awareness education through a multiple intelligence approach.

Based on the results of the Organizational Performance Improvement Snapshot areas for improvement can be found under the subheading of Business Results. The weaknesses consist of a lack of providing information on the management and the organization of the school's finances and removing obstacles that get in the way of progress. In order to address these weakness the administration will meet with stakeholders bi-annually to provide information regarding finances and any pertinent obstacles that are currently hindering their progress.

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.

Melrose Elementary School

VISION

The vision of Melrose Elementary School is to provide all stakeholders with a nurturing atmosphere, which will produce a multi-learning state-of-the-art environment that will enhance student accountability and achievement with an emphasis on global awareness through a multiple intelligence approach.

MISSION

The mission of Melrose Elementary School is to enable all stakeholders to realize their potential by utilizing effective communication, adapting to students' individual needs, and fostering an open response line between all stakeholders. We believe that instruction and accountability are the keys that will unlock our youngsters' personal and academic potential; we will continue to exude enthusiasm in the delivery of instruction and make education our first priority. Our staff will be master instructional leaders and our parents and community will be active participants in the educational process.

CORE VALUES

Respect

We value the need to recognize people for the goodness in them and in ourselves; and regard everyone with high esteem.

Integrity

We encourage our faculty, staff and students to value honesty in themselves as well as others.

Caring

We are committed to care for ourselves and others, our education, our school and the world around us.

Commitment

We recognize that our obligations go beyond our professional responsibilities and we view our faculty, staff and students as part of our extended family.

School Demographics

The faculty and staff at Melrose Elementary believe that quality education is the right of every child, therefore the vision and mission provide a blueprint for high expectations in student achievement. Melrose Elementary School is located in an industrial inner-city section of Miami-Dade County near the Miami International Airport at 3050 N.W. 35th Street, Miami, Florida. The school, situated on eight acres, was built in 1947 with a Roman architectural style. Throughout the years, as the school population increased, the construction of additional classrooms became necessary, causing grade configuration changes. Melrose has had a variety of grade configurations: K-6; Pre-K and Grades 4-6 with a gifted center; and Grades Pre-K-5 with Educable Mentally Handicapped. In the mid 1970's, Melrose and Earlington Heights Elementary Schools were paired until the 1997-1998 school year when they were again separated under the Controlled School of Choice Plan; thus, reverting the grade configuration to Pre-K-5. The Melrose community is surrounded by auto, body, and mechanical repair shops; discount stores; small corner grocery stores/cafeteria; scrap metal processing center; vacant lots; abandoned buildings, churches, flea markets, Department of Juvenile Justice Detention Center and Miami Jai-Alai. The school has not been able to obtain any partnership from the neighboring businesses since they are mainly family owned and not able to provide financial contributions to other entities. However, Melrose has been able to build a partnership with the community TEAM Metro Office, Regis House and Florida International University, which provides occasional incentives and monetary donations for the students as well as resources for the parents such as paint and plants for home beautification, medical resources for uninsured families, training for teachers and many more community services. In the 2003-2004 school year, the school was awarded the I Choose! Grant under the Office of Parental Options, awarded by the Federal Voluntary Public School Choice Program geared towards increasing enrollment by providing parental choices to a broad array of educational opportunities. I Choose! is a five-year initiative designed to significantly expand the availability of high quality school options. In 2004-2005, as a result of the grant, Melrose launched the International Ambassadors of Multiple Intelligences academy model. This model infuses global studies and multiple intelligences into the areas of reading/language arts, mathematics, science, social studies, music, art and physical education. Melrose is also designated a Title I school due to 98% of the students' eligibility for free or reduced lunch. Title I funds are utilized to provide resource teachers, paraprofessionals, educational materials, professional development for teachers and parents, transportation for after school tutoring and parent/student incentives.

The Melrose Community consists of primarily low-socioeconomic Hispanic immigrants. Children coming from these homes require extended participation in the English for Speakers of Other Languages (ESOL) Program. The Black students bused to our school from the neighboring Earlington, Floral Heights and Bethune communities, mostly live in tenements and run-down trailers. The majority of the families' from all four communities receive some form of government assistance. Many of our students live in single parent households and are being reared by grandparents or other members of the extended family. In both communities, the absence of the actual parent as head of the household is brought about because one or both parents relinquished parental rights due to abandonment, court order, child abuse, possible health conditions, HIV/AIDS, Hepatitis, Cancer, Mental Illness, alcohol/drug addiction, incarceration or death. The schools population is compiled of 78% Hispanic, 21% Black and 1% White/Multiracial. In January 2004, Floral Heights Elementary School, a double F school under the Governor's A+ Plan, was closed, and the students were transferred to other neighborhood schools, as well Heritage House Charter School. Melrose received approximately 100 of these students. The students at Melrose Elementary School continue their middle school education at Brownsville, Ponce de Leon Middle or Miami Springs Middle.

Student attendance ranking at Melrose for the 2004-2005 school year was 143 out of a total 183 schools. This is an improvement from the 2003-2004 attendance; however, the major cause of the low attendance is the lack of parental supervision as well as consistent transportation. The 2004-2005 school's mobility rate was 39 percent. In order to address the high absenteeism rate, Melrose has implemented various motivational programs such as a weekly classroom bulletin honoring those with perfect attendance, movie and popcorn day, ice cream parties and awards. The Community Involvement Specialist at Melrose has developed a bond between the school and homes in order to assist parents with free uniforms, after school, Saturday, and during-school tutorial service information, home visits to provide information on school academics and recreational activities, gatherings at the school such as pot-luck luncheons and Second Cup of Coffee to provide the parents an opportunity to gather information for

assisting their children with Home Learning and Testing Taking Tips. Teachers attending on a daily basis are also given verbal recognition and occasional motivational incentives provided by business partners.

The Melrose Elementary School faculty consists of 26 regular classroom teachers, kindergarten through fifth grades: one pre-kindergarten teacher; one English for speakers of other languages (ESOL) pull-out teacher; one counselor; two Spanish S teachers; one Spanish SL teacher; one Reading Coach; one Technology Facilitator; one Exceptional Education Teacher; one Media Specialist; one and a half Physical Education teachers; one Art Teacher; and one Lead Teacher. Collectively the Melrose faculty has 9 years of teaching experience ranging from 2 months to 28 years. The educational degrees held by the Melrose staff are: 30 Bachelor of Science/Arts; 10 Master of Science/Arts; and 2 post-graduate degrees. In order to address the challenge of 10 beginning teachers, the Melrose Mentoring Program (MMP) has been established where highly qualified experienced teachers are paired with new teachers to offer support, demonstration lessons, lesson designing and data analysis. The curriculum/leadership team is made up of Lead Teacher, Reading Coach, Counselor, Media Specialist, and Technology Facilitator. The ultimate goal of MMP is to establish a reciprocating bond between the veteran teachers and the new teachers so that the veteran teachers can provide positive and beneficial experiences while learning new invigorating ideas from the newly hired teachers.

School Foundation

Leadership:

Melrose Elementary School enjoys a collaborative system of leadership that includes representation from all stakeholder groups in its primary decision-making group, the Educational Excellence School Advisory Council. Leaders in the school provide the technical support, and professional and personal growth opportunities that stakeholders need in order to make informed decisions. Innovation is encouraged, and new ideas are given every opportunity to succeed. Melrose Elementary School provides an eclectic approach to guarantee quality educational experiences for its students. In facilitating this approach, input from all stakeholders is considered an essential part of the decision-making process. This ongoing communication between the school leadership team and the stakeholders enables us to provide educational services that are tailored to students' needs. Offering support to the parents and students of Melrose Elementary School, beyond the basic three R's, is crucial to the success of the school. Students need access to a strong system of mentoring to address academic deficits and behavioral issues. Parents are in need of basic literacy skills, computer skills, parenting skills, and access to social services and governmental resources. In order to provide for these needs, Melrose has instituted an extended school day, a parent outreach center, and a series of ongoing parent informational services in cooperation with Team Metro, the Melrose Community Advisory Committee, and the school's Community Involvement Specialist, by utilizing various agencies. Through the school's leadership a positive working environment is created to in order to realize the vision and mission of the school.

Based on the data from the Organizational Snapshot the survey reflects that 4.4 out of 7 need to encourage employees to continue professional development and post secondary education in order to advance in their careers. Participants also expressed a desire to be given the opportunity to provide input and share what they think.

District Strategic Planning Alignment:

Alignment to District Strategic Plan and Regional Center III Strategic Plan: Melrose Elementary School has developed a strategic plan that is aligned to the 2005-2006 District Strategic Plan. The Strategic Planning process is intended to create a school-wide mission and vision that directs, motivates and inspires all stakeholders to work together for the one common goal of student achievement. Through the identification of external and internal critical issues and challenges, the formulation and implementation of a Strategic Plan will provide a school- and community-based partnership that will establish a bridge to the future and help meet the educational needs of the students at Melrose Elementary School.

The strategic planning portion of the survey reflects 4.2 out of 3 participants feel a need to be included in the decision-making process as the organization plans for the future.

Stakeholder Engagement:

The administration and staff work with parents and students in providing an atmosphere of trust. The safety and well being of the students remains our top priority at all times. The school grounds are maintained year round with cooperation of the Beautification Committee and the support of the Melrose PTA to make our school a desirable place for learning. The data from the 2004 – 2005 School Climate Survey indicates a high level of customer satisfaction. The Customer and Market Focus portion of the survey revealed that 4.5 out of 5 participants feel the need to receive feedback from the customers, to ask customers if they are satisfied or dissatisfied with the work produced.

Faculty & Staff:

Melrose Mentoring Program (MMP) was initiated in the 2004-2005 school year, because of the high number of beginning teachers and acquisition of district surplus teachers. The MMP supplements the Education Fund New Teacher Mentoring Program (NTMP) by pairing beginning teachers with veteran school-site teachers as mentors for the entire school year. The purpose of the mentors will be to provide support, assistance and demonstration lessons as necessary or upon request of the beginning teacher or the administration. The mentors consist of the school's leadership team and the beginning teacher growth team. The results of the survey show that 4.5 out of 6 participants feel that they know how the measures used in their work fit into the organization's overall measures of improvement.

Data/Information/Knowledge Management:

Melrose Elementary uses a number of evaluation and assessment strategies to continuously monitor the progress of its faculty and staff. The PACES evaluation tool was developed to raise expectations for teaching and learning and to enable higher levels of student learning. The continuous improvement model is implemented school-wide to provide overall knowledge of school functions. The results of the survey reveal that 4.4 out of 6 participants feel there is not an interest in their effort to develop job skills so that participants can advance in their careers.

Education Design:

Melrose Elementary School provides in-house tutoring and after-school tutoring services for students in grades two, three, four and five. Students in the lowest 25 percent quartile have been identified as needing additional instruction and will attend an extended day tutorial service provided by hourly certified in-field teachers. In addition, students in grades two through five are offered an opportunity to attend Positive Options Program (POP) tutorial service provided by Regis House After-school Program and Platform Learning Tutoring Program for reading on Saturdays for K- 5th.

Melrose Elementary School implemented the Comprehensive Research Reading Plan (CRRP), a model which emphasizes the five major components of early reading instruction.

Melrose Elementary School will continue to implement the Plan-Do-Study-Act (PDSA) Instructional Cycle as the school-wide improvement model to support improved student achievement. The PDSA Instructional Cycle is a four step analysis approach for continuous improvement. The four-step process includes the following: (1) Plan- for change aimed at improvement, collect data, and establish a timeline, (2) Do- implement the plan, (3) Study- analyze data. To what extent did the plan give the desired result? and (4) Act- incorporate the improvement.

Melrose Elementary School will examine desegregated test data and use the findings to develop and implement an instructional plan that incorporates formative assessments and maintenance teaching for identified benchmarks in all appropriate content areas. Students will participate in quarterly assessments, tutorials and enrichment activities to ensure the school meets adequate progress.

Melrose Elementary School will infuse character education throughout the curriculum by providing classroom lessons monthly on each character value. The lessons will focus on the nine character core values, which are: Pursuit of Excellence, Responsibility, Citizenship, Kindness, Honesty, Integrity, Respect, Cooperation and Fairness. In order to connect character core values to the home, the students will be provided with character value information to take home. Implementation of this program will facilitate for all children in all grade levels to appreciate their responsibility for themselves, each other, their school, and their community as required by District guidelines. The results indicate, by an average of 4.2 out of 9, that they did not have the resources available to do their job as

effectively as possible.

Performance Results:

The results of the data revealed from the survey indicate that 4.3 out of 9 participants did not feel that they were informed of the organization's position regarding finances.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

In order to attract and retain teachers, Melrose Elementary has participated in the teacher recruitment fair sponsored by the district and by Florida International University. Mentoring teachers has helped with retaining highly qualified individuals by providing assistance with lesson planning and classroom management. At Melrose Elementary School we ensure that teachers work in an environment which facilitates success by positive recognition and professional growth.

• Highly Qualified, Certified Administrators:

Mr. Sergio A. Muñoz, Melrose Elementary School's Principal, holds a Master's degree and is certified in Educational Leadership and Physical Education/Driver and Traffic Education. He began his tenure in the Miami-Dade County Public School System in 1990 where he taught at Miami Edison Senior High School for one year. Mr. Muñoz taught high school at Miami Senior and Miami Central for one year respectively and at William H. Turner Tech Arts High School for five years. At William H. Turner Tech Arts High School, he coordinated and sponsored a gamut of clubs and programs such as the Youth Crime Watch and Students Against Drunk Driving. He became an administrator in 1998, serving as an Assistant Principal at Madison Middle School from 1998 to 2001, Orchard Villa Elementary School 2001 and John I. Smith Elementary School from 2001-2005, which was a recipient of the Governors A+ Plan for five consecutive years. In July 2005, Mr. Muñoz joined the staff of Melrose Elementary as principal.

Ms. Kathy Jones, Melrose Elementary School's Assistant principal, holds a Specialist and Masters degree in Elementary Education and Leadership. She began her tenure in the Miami-Dade County Public School System in 1979. She taught at Orchard Villa Elementary School for 8 years, where she was also the coordinator of the After School Tutoring Program. She then taught at Gragny Elementary School for 10 years. Ms. Jones then became an assistant principal at Olinda Elementary School in 1998 and finally joined the Melrose family in 2003 as the assistant principal. Since joining the staff, Ms. Jones has been responsible for the states' Truancy Intervention Program. She has demonstrated high proficiency in all stakeholder communication issues. Ms. Jones also oversees the Melrose Mentoring Program, which utilizes veteran teachers to mentor new teachers at Melrose; and the Title I program Parental Involvement.

• Teacher Mentoring:

Melrose Mentoring Program (MMP) was initiated in the 2004-2005 school year, because of the high number of beginning teachers and acquisition of district surplus teachers. The MMP supplements the Education Fund New Teacher Mentoring Program (NTMP) by pairing beginning teachers with veteran school-site teachers as mentors for the entire school year. The purpose of the mentors will be to provide support, assistance and demonstration lessons as necessary or upon request of the beginning teacher or the administration. The mentors consist of the school's leadership team and the beginning teacher growth team.

• School Advisory Council:

The purpose of the School Advisory Council is to ensure improved student achievement. One of the ways the council will do this is by preparing and evaluating the school improvement plan as required by Section 229. 591, F.S., comprehensive revision of Florida's system of School Improvement and Education Accountability. Our School Advisory Council is responsible for budget preparation which has provided the funding for student and parent FCAT incentives, transportation for after-school tutoring three days per week, educational field studies related to grade level curriculum to support the Sunshine State Standards, and technology enhancements to provide classroom integration for NETS Standards. The council provided recommendations as they relate to

staffing and staff development, instructional and technology materials needed, student support services, school safety and discipline.

• Extended Learning Opportunities

Melrose Elementary School provides in-house tutoring and after-school tutoring services for students in grades two, three, four and five. Students in the lowest 25 percent quartile have been identified as needing additional instruction and will attend an extended day tutorial service provided by hourly certified in-field teachers. In addition, students in grades two through five are offered an opportunity to attend Positive Options Program (POP) tutorial service provided by Regis House After-school Program. In conjunction with Platform Learning, Saturday tutoring will be offered to students in kindergarten through fifth grade.

• School Wide Improvement Model

Melrose Elementary School implemented the Comprehensive Research Reading Plan (CRRP), a model which emphasizes the five major components of early reading instruction. Melrose Elementary School will continue to implement the Plan-Do-Study-Act (PDSA) Instructional Cycle as the school-wide improvement model to support improved student achievement. The PDSA Instructional Cycle is a four step analysis approach for continuous improvement. The four-step process includes the following: (1) Plan- for change aimed at improvement, collect data, and establish a timeline, (2) Do- implement the plan, (3) Study- analyze data. To see if the desired result was met (4) Act- incorporates the improvement. Melrose Elementary School will examine desegregated test data and use the findings to develop and implement an instructional plan that incorporates formative assessments and maintenance teaching for identified benchmarks in all appropriate content areas. Students will participate in quarterly assessments, tutorials and enrichment activities to ensure that the school meets adequate yearly progress. Melrose Elementary School will infuse character education throughout the curriculum by providing classroom lessons on the character values. The lessons will focus on the nine character core values, which are: Pursuit of Excellence, Responsibility, Citizenship, Kindness, Honesty, Integrity, Respect, Cooperation and Fairness. In order to connect character core values to the home, the students will be provided with character value information to take home. Implementation of this program will facilitate an appreciation by all children of their responsibility for themselves, each other, their school, and their community as required by District guidelines.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

All students will be able to read on or above grade level.

Needs Assessment

The results attained from the School Performance Accountability Report indicate that 57 percent of the students tested in grades 3-5 achieved Level 3 and above in the FCAT Reading Test. At the current level of performance the school is faced with the challenge of increasing student achievement in order to meet the NCLB mastery level of performance for each group in order to determine Adequate Yearly Progress. After compiling and analyzing the data across the grade levels, students in grades 3-5 demonstrate a weakness in the main idea/author's purpose and reference/research content clusters. Melrose Elementary School hired 7 beginning teachers for the 2005-2006 school year; therefore, intensive professional development is necessary in the areas of Comprehensive Research-Based Reading Plan incorporating the five essential reading components: phonemic awareness, phonics, vocabulary, comprehension and fluency; (FCAT Reading Rubric Scoring; CRISS; Reciprocal Teaching; and Best Practices.)

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will increase by five percent their reading skills on the 2006 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Develop a Plan-Do-Study-Act (PDSA) model scope and sequence calendar for grades K-5 to improve the delivery of reading instruction.	Administration	08/08/2005	05/24/2006
2. Identify the students who scored in Levels 1 and 2 on the FCAT Reading Test and implement an extended day tutoring services to address the reading deficiencies of the targeted lowest 25 percent students in each subgroup.	Reading Coach	08/08/2005	05/24/2006
3. Utilizing the Plan-Do-Study-Act (PDSA) model, teachers will monitor each subgroup through a comparison of the interim assessment item analysis and the weekly assessed benchmarks to ensure mastery of all assessed benchmarks.	Administration	08/08/2005	05/24/2006
4. Implement the third grade retention instructional Model I and Model II of intensive remediation to address the reading deficiencies of all Tier 2 and Tier 3 third grade students.	Reading Coach / Administration	08/08/2005	05/24/2006
5. Develop grade level thematic units on Global Awareness using the PDSA model for grades Pre-K-5, whereby students will demonstrate a clear understanding of the connection between their lives and worldly issues.	Lead Teacher / Media Specialist	08/08/2005	05/24/2006
6. Utilizing Pearson SuccessMaker Instructional Software, students in grades 3-5 will receive reading remediation and enrichment skill practice.	Technology Facilitator	08/08/2005	05/24/2006

Research-Based Programs

Houghton-Mifflin M-DCPS Reading Series, SuccessMaker® Software Program, Soar to Success, Voyager, and Early Success.

Professional Development

Professional Development will be provided for teachers and will include: • Plan-Do-Study-Act (PDSA) training for all teachers in August 2005. • The five essential components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension for all classroom teachers ongoing from August 2005 through February 2006. • Classroom assessment for screening, diagnostic and progress monitoring initial instruction, immediate, intensive, and intervention for all classroom teachers ongoing August 2005 through June 2006. • The Comprehensive Research-Based Reading Plan and the use of assessments, data analysis and differentiated instruction will be used to ensure student achievement for all classroom teachers ongoing August 2005 through June 2006. • Best Practices inservices. • FCAT Explorer for all classroom teachers in October 2005 • Voyager Passport Program in October 2005. • Houghton Mifflin M-DCPS Reading Series in August 2005. • Reading First Academy Training in October 2005 • SuccessMaker Instructional Software for all classroom teachers on a quarterly basis. • Riverdeep Instructional Software for all classroom teachers in October 2005. • Training for D.I.B.E.L.S. (K-5) in October 2005, DAR in October 2005, SRUSS for kindergarten in August 2005. • Technology integration ongoing from August 2005 through May 2006.

Evaluation

This objective will be evaluated by comparing the scores of the 2005 and 2006 Reading FCAT. The strategies will be evaluated utilizing the following methods: Research and grade level project log, and culminating in a Global Awareness Fair and Exposition, SuccessMaker weekly reports and progress monitoring of after school tutoring by a connection to the D.I.B.E.L.S. results.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

All students will demonstrate increased performance in mathematics.

Needs Assessment

The results attained from the School Performance Accountability Report indicate that 66 percent of the students tested in grades 3-5 made learning gains and 40 percent achieved high standards in mathematics. The scores reflected a two percent decrease in students achieving learning gains and a 13 percent increase in students achieving high standards. After compiling and analyzing the data across the grade levels, 57 percent of the third graders did not master the number sense, measurement and algebraic thinking clusters; 57 percent of the fourth graders did not master the data analysis cluster; and 71 percent of the fifth graders did not master the number sense, algebraic thinking and data analysis clusters. Overall 3-5 graders showed serious weakness in the number sense, algebraic thinking and data analysis clusters.

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 50 percent scoring at a level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, black students in grades three through five will improve their mathematics skills as evidenced by 50 percent scoring at a level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, limited English proficient (LEP) students in grades three through five will improve their mathematics skills as evidenced by 50 percent scoring at a level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grades three through five will improve their mathematics skills as evidenced by 50 percent scoring at a level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities in grades three through five will improve their mathematics skills as evidenced by 50 percent scoring at a level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Utilize the district's mathematics scope and sequence calendar in grades K-5 to monitor each subgroup.	Administration	08/08/2005	05/24/2006
2. Identify the students in all subgroups scoring at Levels 1 and 2 on the FCAT Mathematics Test, as delineated in Adequate Yearly Progress (AYP) desegregated data, and implement an extended day tutoring services to address the mathematics deficiencies of each student.	Grade Level Chairs/ Administration	08/08/2005	05/24/2006
3. Provide staff development for teachers for math strategies facilitated by District, Regional Center III and school personnel.	Administration	08/08/2005	05/24/2006
4. Integrate grades Pre-K -5 thematic units on a pre-selected continent whereby, students will demonstrate a clear understanding of the connection between their lives and worldly issues.	Lead Teacher/Media Specialist	08/08/2005	05/24/2006
5. Utilizing the Pearson SuccessMaker Instructional Software, students in grades 3-5 will	Technology Facilitator	08/08/2005	05/24/2006

receive remediation and enrichment skill practice.	
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Research-Based Programs

Harcourt Brace Math Series, Houghton-Mifflin FCAT Series and SuccessMaker Software Program.

Professional Development

Professional Development will be provided for all teachers and will include: • Plan-Do-Study-Act (PDSA) model training. • Classroom assessment for screening, diagnostics and progress monitoring, initial instruction, immediate, intensive, and intervention. • Innovative Teaching Strategies inservices. • Best Practices inservices. • FCAT Explorer • SuccessMaker Instructional Software. • Riverdeep Instructional Software. • Ongoing inservices by the Division of Math and Science.

Evaluation

This objective will be evaluated by scores of the 2006 FCAT mathematics assessment. Quarterly site administered assessments will provide comparison scores which will be used to determine student progress toward the objective. Each strategy will be evaluated utilizing the following method: research and project based log. To be monitored by technology facilitator, through weekly report. After-school tutoring program will be evaluated by the use of pre- and post test.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

All students will be able to communicate effectively through writing.

Needs Assessment

The results attained from the School Performance Accountability Results indicate that 70 percent of the students tested met the state standard of 3.5 or above in writing. The score reflects a combined mean score decrease of thirteen percent when compared to the 2003-2004 test results. Students will need to show a 20 percent gain on the combined score of the 2005-2006 FCAT Writing+ Test. The needs assessment reveals that students require further development in mastering the writing benchmarks. The data revealed that improvement is needed in narrative writing with 69 percent of the students tested scoring at 3.5 or above. Though data dictates the strength is expository writing with 71 percent of the students tested scoring at 3.5 or above. Continuous instruction is required as we seek to raise student achievement levels. On-going data collection and analysis regarding progress on monthly assessments will drive instruction. Additionally, Melrose Elementary hired 7 beginning teachers and three transfer teachers for the 2005-2006 school year, which 4 are in accountability grade levels (3-5) and require professional development in the areas of FCAT Writing+ techniques, the Writing Process, such as pre-writing skills, vocabulary development, editing, and using the rubric to score student writings will be required.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by scoring with 90 percent of the students achieving high standards on the 2006 administration of the FCAT Writing+ Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Develop a Plan-Do-Study-Act (PDSA) model scope and sequence calendar in grades K-5 in order to increase student achievement.	Administration	08/08/2006	05/24/2006
2. Monitor students through a writing process analysis and progress check meeting every nine weeks.	Administration	08/08/2005	05/24/2006
3. Provide writing intervention tutorial service to students identified as needing additional writing practice.	Grade Level Chairpersons	08/08/2005	05/24/2006
4. Participate in a total of 3 national and or county wide writing contests for students in grades K-5.	Reading Coach	08/08/2005	05/24/2006
5. Integrate grades Pre-K-5 thematic units based on a pre-selected continent whereby students will demonstrate a clear understanding of the connection between their lives and worldly issues.	Lead Teacher / Media Specialist	08/08/2005	05/24/2006

Research-Based Programs

Houghton Mifflin Miami-Dade County Schools Reading Series Writing Component.

Professional Development

Professional development will be provided for all teachers and will include: Techniques for writing. Rubric Scoring. Pre-writing skills. Vocabulary development. Editing and drafting.

Evaluation

This objective will be evaluated by the 2006 FCAT Writing+ Test, writing pre- and post- tests, grade level portfolios and project based learning will be used to monitor the writing objective. Each strategy will be evaluated utilizing the following method: Monitored by classroom teachers using pre- and post- test assessment data. Monitored by classroom teachers and reading coach using participation entry guidelines. Monitored by lead teacher/media specialist using a research and project based log.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

All students will increase their scientific knowledge.

Needs Assessment

The results of the FCAT Science test administration reflect scoring a mean scale score of 286. The scores indicate that we are performing below the district's and state's mastery level. The needs assessment reveals that students require continued instruction in all the benchmarks, with special areas of concentration to occur in Earth & Space Science and Scientific Thinking in order to increase the mean scale score on the 2006 FCAT Science Test. On-going data and conversations amongst grade group members and the leadership team regarding progress on monthly assessments will drive instruction. Additionally, professional development needs such as experimental demonstrations, concept development, and scientific thinking will be required.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills evidenced by an increase in the mean scale score to 292 as documented by the 2006 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Develop a scope and sequence calendar in grades K through five to demonstrate a clear understanding of the connection between academic performance and career employment.	Administration	08/08/2005	05/24/2006
2. Incorporate science activities into grade level "Family Nights" to encourage parent involvement in the learning of the scientific process.	Administration	08/08/2005	05/24/2006
3. Complete an average of three hands-on FOSS kit experiments in each classroom in grades K through five.	Science Lab Teacher	08/08/2005	05/24/2006
4. Continue a grade five science lab to enhance science instruction and familiarize students with the various aspects of the field of science careers by providing science inquiry hands on project based research.	Science Lab Teacher	08/08/2005	05/24/2006
5. Enter students from grades two through five in a national/county science exposition to showcase their scientific skills.	Science Fair Chairperson	08/08/2005	05/24/2006

Research-Based Programs

Harcourt Brace Science Series

Professional Development

Professional development will be provided for all teachers and will include: ·Harcout Brace Science Series staff development. ·Mathematics and Science integration inservice. ·Implementing the Sunshine State Standards in Science. ·Effective teaching of Earth/Space Science.

Evaluation

This objective will be evaluated by a comparison of the mean scale score on the 2005-2006 Science FCAT test. Each strategy will be evaluated utilizing the following method: Title I attendance roster and agenda and experiment activity log.

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

GOAL 5 STATEMENT:

The school will provide increased opportunities for parents to be involved in their children's education.

Needs Assessment

An analysis of the data from the 2004-2005 Title I Parent Logs indicates that the number of parents attending school-wide events and activities must increase by 5 percent. Title I Parent Outreach monthly school reports reflect a 30 percent deficiency in parental involvement in relation to identified subgroups not meeting Adequate Yearly Progress as compared to those students making Adequate Yearly Progress.

Measurable Objective

Given increased attention to communication with all stakeholders at Melrose Elementary School, there will be a 5 percent increase in parent communication and parents attending "Parent Involvement" activities as evidenced by attendance rosters from the 2005-2006 school year as compared to those in the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Facilitate "Parent Involvement" activities that will provide current information on academic strategies to promote student achievement by communicating activities through calendars/flyers/newsletters.	Community Involvement Specialist / Administration	08/08/2005	05/24/2006
2. Conduct parent workshops based on the needs of each subgroup, which will promote home learning, test taking strategies and parental issues.	Community Involvement Specialist / Administration	08/08/2005	05/24/2006
3. Maintain an effective parent compact whereby they agree to be actively involved in their child's education and attend school activities.	Community Involvement Specialist / Administration	08/08/2005	05/24/2006
4. Monitor telephone communication between the school and the home using Title I telephone logs in order to inform and promote student achievement and/or activities.	Community Involvement Specialist / Administration	08/08/2005	05/24/2006
5. Conduct and analyze a needs assessment survey followed by quarterly parent surveys to determine parent needs and satisfaction with the school.	Community Involvement Specialist / Administration	08/08/2005	05/24/2006
6. Conduct home visits to target subgroups in order to involve and inform parents of their child's needs/concerns.	Community Involvement Specialist / Administration	08/08/2005	05/24/2006

Research-Based Programs

Not Applicable

Professional Development

Professional development will be provided for parents: Community Involvement Specialist (CIS) monthly training to promote parental involvement and community resources. Monthly "Second Cup of Coffee" workshop with the administration focusing on issues of curriculum and instruction. Quarterly Parent "Family Nights" and monthly parent "Arts and Crafts" workshops which present various topics related to curriculum and instruction.

Evaluation

This objective will be evaluated by Title I parental involvement documentation reflecting data obtained from all school activities attendance rosters and Title I Parent Outreach monthly school reports. To be monitored by the counselor and Community Involvement Specialist (CIS) through attendance rosters.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

GOAL 6 STATEMENT:

The school will promote programs and practices that facilitate a safe and disciplined environment for students.

Needs Assessment

An analysis of the data from the 2004-2005 final attendance report indicates that the percentage of students attending school must increase by 5 percentage points. Data from the final attendance report indicates that 93.99 percent of students attended Melrose Elementary School daily and ranked 143 out of 183 schools district wide. The data also indicates a progressive decrease in student attendance from the first nine weeks to the fourth nine weeks. The data indicates that there was a 4.14 percent decrease in attendance throughout the year.

Measurable Objective

Given an emphasis on a safe and orderly environment, student attendance will improve as evidenced by at a two percent increase in student attendance 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
1. Provide encouragement, through classroom teachers, to address the importance of student attendance on a daily basis.	Administration	08/08/2005	05/24/2006
2. Provide incentives for students who obtain and/or maintain perfect attendance per grading period.	Administration	08/08/2005	05/24/2006
3. Maintain and promote attendance awareness through Parent Resource Center.	Community Involvement Specialist / Administration	08/08/2005	05/24/2006
5. Report chronically absent students to proper school authorities for further evaluations.	Administration	08/08/2005	05/24/2006
6. Distribute periodic flyers congratulating students with perfect and near perfect attendance and promoting student attendance in general.	Administration	08/08/2005	05/24/2006
7. Notify parents of student absences through the L&R electronic telephone system.	Administration	08/08/2005	05/24/2006
4. Contact parents of students who are chronically absent from school.	Administration	08/08/2005	05/24/2006

Research-Based Programs

Not Applicable

Professional Development

Professional development will be provided: Title I Community involvement Specialist (CIS) monthly training to promote student attendance through parental involvement and community resources. Open House / Resource Fair. Parent Academy.

Evaluation

This objective will be evaluated by progress monitoring of quarterly attendance report reflecting data obtained from daily school attendance and the final attendance report provided by the district.

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

Miami-Dade County Public Schools

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

GOAL 7 STATEMENT:

The school will integrate technology in all curriculum areas.

Needs Assessment

An analysis of the data from the 2004-2005 SuccessMaker Enterprise’s student usage report indicates that the percentage of students time on the system must increase by five percent.

Measurable Objective

Given an emphasis on the use of technology in education, students in grades three through five will increase by five percent as evidenced by a comparison of the 2005-2006 end of the year usage report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Provide students with access to SuccessMaker Enterprise program for monitoring purposes.	Technology Facilitator	08/08/2005	05/24/2006
2. Provide incentives for students who show gains in reading and math on SuccessMaker Enterprise per grading period.	Technology Facilitator	08/08/2005	05/24/2006
3. Analyze and interpret printed reports during student conferences.	Technology Facilitator	08/08/2005	05/24/2006
4. Chart student progress through the used of the Prescriptive Level Report.	Technology Facilitator	08/08/2005	05/24/2006
5. Celebrate student accomplishments throughout the year emphasizing student achievement on computer based programs.	Technology Facilitator	08/08/2005	05/24/2006
6. Monitor Prescriptive Scheduling Reports monthly to track student achievement throughout the year.	Technology Facilitator	08/08/2005	05/24/2006

Research-Based Programs

SuccessMaker Enterprise

Professional Development

Provide Professional Development for staff on SuccessMaker Enterprise Computer program emphasizing FCAT forecasting in grades three through five.·SuccessMaker Enterprise Training by Pearson Educational Consultants.·Technology Integration in the curriculum training ongoing August 2005 through May 2006.·District technology training.

Evaluation

This objective will be evaluated by SuccessMaker weekly/monthly usage reports.

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 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 8 STATEMENT:

The school will promote the overall health and fitness of students.

Needs Assessment

An analysis of the data from the 2004-2005 health and fitness report indicates that 65 percent of the students tested in the one mile run met high standards in running.

Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades four through five will improve their running skills as evidenced by 75 percent of the students meeting high standards in running the one mile test on the 2005-2006 administration of the FITNESSGRAM Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Provide instruction to students on the proper form when running long distances.	Physical Education Teacher	08/08/2005	05/24/2006
2. Instruct students on building stamina utilizing proper running and breathing techniques.	Physical Education Teacher	08/08/2005	05/24/2006
3. Discuss proper nutrition to achieve optimal performances when running.	Physical Education Teacher	08/08/2005	05/24/2006
4. Chart student progress and achievements throughout the year.	Physical Education Teacher	08/08/2005	05/24/2006
5. Celebrate student accomplishments when running goals are achieved.	Physical Education Teacher	08/08/2005	05/24/2006

Research-Based Programs

Not Applicable.

Professional Development

District Professional Development Physical Education Workshop on FITNESSGRAM standards.

Evaluation

This objective will be evaluated by students' performance on the one mile run/walk test reflecting data obtained at the conclusion of the FITNESSGRAM program. Each strategy will be evaluated by the following methods: Weekly student evaluation on running progress. Informal oral evaluations on nutrition and running form.

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 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 9 STATEMENT:

All students will be given the opportunity to pursue areas of interest and special talents.

Needs Assessment

An analysis of the data from the 2004-2005 AEP Art Appreciation attendance records indicate that 30 percent of students enrolled in the AEP Art Appreciation after school program attended the class throughout its entirety. Data indicates that attendance in the AEP Art Appreciation program must increase by 10 percentage points.

Measurable Objective

Given an emphasis on the benefits of participating in advanced academic programs, the number of students attending the AEP Art Appreciation program who will attend throughout the school year increase by 10 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
1. Discuss and clarify attendance goals and responsibilities with students on attendance.	Art Teacher	08/08/2005	05/24/2006
2. Provide incentives for students who attend the AEP Art Appreciation program on a regular basis.	Art Teacher	08/08/2005	05/24/2006
3. Contact parents of students who do not attend AEP sessions to maintain open a line of communication for attendance purposes.	Art Teacher	08/08/2005	05/24/2006
4. Participate in culminating activities to celebrate the end of the year.	Art Teacher	08/08/2005	05/24/2006
5. Monitor student portfolios, focusing on completed projects required throughout the year.	Art Teacher	08/08/2005	05/24/2006

Research-Based Programs

Not Applicable

Professional Development

Academic Excellence Program professional development district-wide workshops. Art workshops will infuse higher order thinking skills.

Evaluation

This objective will be evaluated by final attendance records submitted at the end of the year. Each strategy will be evaluated by the following methods: To monitor the number of students who participate in the culminating art activity to close out the program at the end of the year through the use of weekly attendance roster.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 10 STATEMENT:

Melrose Elementary School will rank at or above the 90th percentile statewide in the Return on Investment (ROI) index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied by the FLDOE indicates that in 2003, Melrose Elementary School ranked at the 17th percentile on the State of Florida ROI index.

Measurable Objective

Melrose Elementary School will improve its ranking on the State of Florida ROI index publication from the 17th percentile in 2003 to, at least, the 22nd percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Become more informed about the use of financial resources in relation to school programs.	Administration	08/08/2005	05/24/2006
2. Collaborate with the district on resource allocation.	Administration	08/08/2005	05/24/2006
3. Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administration	08/08/2005	05/24/2006
4. Consider shared use of facilities, partnering with community agencies.	Administration	08/08/2005	05/24/2006

Research-Based Programs

Not Applicable

Professional Development

Administration will provide in-house training for the staff on State of Florida ROI from the DOE website.

Evaluation

On the next State of Florida Return on Investment (ROI) index publication, Melrose Elementary school will show progress toward reaching the 90th percentile.

EESAC Compliance

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

Budget:

Educational Excellence School Advisory Council (EESAC) prepared its budget to provide funding for student and parent incentives, transportation for tutoring, transportation for educational field studies, and technology enhancements.

Training:

EESAC supported training that should continue in the areas of reading, writing, mathematics, CRRP and Technology Integration training for faculty, staff, and parents in order to assist in achieving set objectives.

Instructional Materials:

EESAC surveyed classrooms in conjunction with teachers to determine the instructional materials needed to achieve set objectives.

Technology:

EESAC surveyed the staff to determine technology needs. Through the I Choose! Initiative, each grade level received an LCD projector in order to integrate technology in their curriculum. In addition, technology training will be provided for teachers to enhance and extend technology literacy.

Staffing:

EESAC recommended the number of staff members necessary to provide after school tutoring and parental workshops.

Student Support Services:

EESAC recommended Melrose after-school tutoring services, clubs and supplemental academic instruction trainings in mathematics, reading, writing and science.

Other Matters of Resource Allocation:

EESAC budgeted for professional development for teachers.

Benchmarking:

EESAC monitored student growth by reviewing mastery in progress of weekly benchmarks.

School Safety & Discipline:

EESAC reviewed the data of the most current School Climate Survey and found that 84 percent of the parents at Melrose Elementary feel that their child's school is safe and secure and that school and law enforcement authorities work together to keep their child's school free of violence and gang activity. Eighty-eight percent feel that the school is free of substance abuse. Melrose Elementary students abide by the Miami-Dade County Public Schools Student Code of Conduct, which they review sign at the beginning of the school year. Melrose also has a school wide discipline plan for maintaining a safe and orderly environment for our 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.

Region Superintendent