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# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

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*School Name:* 3241 - Miami Gardens Elementary School

*FeederPattern:* Miami Carol City Senior

*Region:* Regional Center I

*District:* 13 - Miami-Dade

*Principal:* JOHNNIE BROWN

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



# SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

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## *Miami Gardens Elementary School*

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Miami Gardens Elementary School is located on thirteen acres in the City of Miami Gardens. The current enrollment is 393 students who have been identified in the following ethnic groups: 56 percent Hispanic, 40 percent Black/Non-Hispanic, 2 percent White/Non-Hispanic and 2 percent Asian/Indian/Multiracial. Eighty-five percent of our students qualify for free or reduced price meals. The families in our community live in single family homes, townhouses and federally subsidized housing units. Program offerings at our school include: Academic Excellence Program; Reverse Mainstream Pre-Kindergarten ESE Program; School Choice Options; Teaching Enrichment Activities to Minorities (TEAM); and the Title I Schoolwide Program. It is our firm belief that if our vision is truly "shared"; all program offerings and schoolwide initiatives must be understood, supported and celebrated by all stakeholders.

The following School Improvement Plan objectives have been identified for the 2005 - 2006 School Year:

Given instruction using the Sunshine State Standards, standard curriculum students will meet high standards as evidenced by 69 percent scoring Level 3 or higher on the 2006 administration of the FCAT-Reading.

Given instruction using the Sunshine State Standards, students scoring at the lowest 25 percent will demonstrate improvement as evidenced by 50 percent making a year's progress on the 2006 administration of the FCAT-Reading.

Given instruction using the Sunshine State Standards, standard curriculum students will meet high standards as evidenced by 56 percent scoring Level 3 or higher on the 2006 administration of the FCAT-Mathematics.

Given instruction using the Sunshine State Standards, the African-American students will improve their mathematics skills as evidenced by 50 percent scoring Level 3 or higher on the 2006 administration of the FCAT-Mathematics.

Given instruction using the Sunshine State Standards, the economically disadvantaged students will improve their mathematics skills as evidenced by 50 percent scoring Level 3 or higher on the 2006 administration of the FCAT-Mathematics.

Given instruction using the Sunshine State Standards, the limited English proficient students will improve their mathematics skills as evidenced by 50 percent scoring Level 3 or higher on the 2006 administration of the FCAT-Mathematics.

Given instruction using the Sunshine State Standards, at least 65 percent of the fourth grade students will score 3.5 or higher on the 2006 administration of the FCAT-Writing.

Given instruction using the Sunshine State Standards, fifth grade students will improve their science skills as evidenced by an increase in the mean scale score from 267 to 286 to meet the District mean scale score on the 2006 administration of the FCAT-Science.

Given schoolwide attention to increasing parental understanding of curriculum related issues, parent participation in workshops will increase by ten percent when compared to the 2004 – 2005 Parent Participation Log.

Given schoolwide attention to promoting a safe learning environment; students will comply with the "Code of Student Conduct" as evidenced by a ten percent decrease in referrals for "General Disruptive Conduct" during the 2005 - 2006 School Year when compared to the 2004 – 2005 School Year.

Given schoolwide attention to expanded technology usage, teachers will increase their comfort level with computers as evidenced by 80 percent of teachers attending a minimum of three workshops documented by sign-in sheets.

Given instruction based on the M-DCPS mandated Fitness Gram standards, fourth and fifth grade students will improve their overall fitness levels as evidenced by 57 percent being recognized as gold and/or silver award recipients.

Given the need for students to gain a greater appreciation of the Arts, students will be exposed to an increased number of cultural events and activities as evidenced by a minimum of four schoolwide performances being presented during the 2005-2006 School Year.

Miami Gardens Elementary School will improve its ranking on the State of Florida ROI index publication from the 18th percentile in 2003 to the 21st percentile on the next publication of the index.

An analysis of the results of the "Organizational Performance Self-Assessment Survey" revealed that priority focus must be directed in the areas of "Human Resource Focus" and "Process Management." Based on this data, there is a defined need for faculty and staff members to feel appreciated and receive encouragement and recognition for their work. Additionally, there is a need to promote teacher efficacy and implement a system that allows them to assess the effectiveness, efficiency and quality of their work process and product. In order to address these areas: the development of Professional Learning Communities and Study Groups, and the implementation of the "Plan-Do-Study-Act" Instructional Cycle have become integral parts of our School Improvement Plan. As a result of this, we feel confident that we will accomplish the mission of Miami Gardens Elementary School of: "Achieving educational excellence within a safe learning environment that is staffed by highly motivated and qualified teachers."

## **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.

## **Miami Gardens Elementary School**

### **VISION**

We enrich our community of learners by conveying an atmosphere of high academic standards, respect for cultural diversity and tolerance for individual differences.

### **MISSION**

We will achieve educational excellence within a safe learning environment that is staffed by highly motivated and qualified teachers.

## CORE VALUES

We believe that educational excellence will be achieved by promoting and providing:

\*Wide range of professional development opportunities for teachers \*Immediate intervention instruction \*Notable research based programs \*Nurturing home-school partnerships \*Effective school characteristics \*Respect and tolerance for all ethnic groups \*Safe learning environment

Our “community of learners” are all WINNERS at Miami Gardens Elementary!

## *School Demographics*

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Miami Gardens Elementary School is located on thirteen acres in the City of Miami Gardens. The current enrollment is 393 students who have been identified in the following ethnic groups: 56 percent Hispanic, 40 percent Black/Non-Hispanic, 2 percent White/Non-Hispanic and 2 percent Asian/Indian/Multiracial. Eighty-five percent of our students qualify for free or reduced price meals. The families in our community live in single family homes, townhouses and federally subsidized housing units. Single parents and grandparents assume the parental responsibilities of many of our students. Employment opportunities are limited within the boundaries of the neighborhood; therefore, the majority of our working parents must travel outside of the community and in many instances, the county.

The limited economic resources of most families inhibit our students' academic experiences and social exposure, thus resulting in a gap in their abilities and achievement levels. Additionally, last year's daily attendance average of 95.45 percent suggests that we must continue to help our parents recognize the correlation between regular school attendance and student achievement. It should also be noted that there is a tendency for families that experience economic growth and seek housing investments to relocate to Broward County which is less than six miles from this school location.

The 393 students attending our school include: 62 percent standard curriculum students, 12 percent ESE students and 27 percent ESOL students. Six of our Pre-Kindergarten ESE students are transported from areas that are outside of the school boundaries. A variety of instructional strategies designed to increase student achievement and address individual learning styles are implemented at this school. They include: extended day tutorial and enrichment programs; Teaching Enrichment Activities to Minorities (TEAM); and the integration of ESOL strategies into the standard curriculum program. Cultural diversity and civic responsibility and self-esteem building are also addressed through the participation in schoolwide projects and programs and the provision of opportunities for students to join clubs such as: Future Educators' of America, Safety Patrol, Student Council, Art Club and the Cheerleading Squad.

The school employs a total of 45 full-time and 11 part-time staff members. Of this group, two are administrators, 24 classroom teachers, three exceptional student education teachers, one reading coach, one mathematics/science facilitator, one media specialist, one guidance counselor, one community involvement specialist, one shared micro-systems technician, seven classroom paraprofessionals, five office staff employees, three hourly security monitors, one cafeteria monitor, three full-time custodians and one hourly custodian. Fifty-five percent of our teachers have been on this school's teaching staff for less than three years. The instructional staff's average length of time teaching in Florida is 7.4 years. Forty-one percent of our teachers have advanced degrees.

A great deal of emphasis is being placed on creating Professional Learning Communities and providing teacher mentoring activities to more appropriately support the needs of the vast number of new teachers at Miami Gardens Elementary. Administrators and veteran teachers will also be provided more appropriately targeted Professional Development opportunities to enhance their professional competencies.

# *School Foundation*

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## ***Leadership:***

The mission of the school is clearly communicated by the supervisor and shared among the members of the organization. The supervisor provides a work environment that facilitates improved job performance and encourages participation in activities/projects that will be useful for career advancement.

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

A more defined system for understanding how this organization's plan is aligned with the District is needed to strengthen the overall vision. It is viewed that a process for the sharing of ideas between all organizational levels is needed.

## ***Stakeholder Engagement:***

The needs of the customers are addressed and viewed as important. However, more objective forms of customer satisfaction assessments would provide greater validity in this area.

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

This will be a priority focus area. Survey results indicate that there is a defined need for faculty and staff members to feel appreciated and receive encouragement and recognition for their work. It cannot be determined if the issue of salary impacts survey response. The need for increased team building was conveyed based on survey responses.

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

The members of the organization are able to measure and analyze the quality of their work performance. Survey results also indicate that the members are capable of making changes and adaptations for improvement as needed.

## ***Education Design:***

This will be a priority focus area. Survey results indicate that there is a need to promote teacher efficacy and to implement a system that will allow them to assess the effectiveness, efficiency and quality of their process and product.

## ***Performance Results:***

Survey results indicate that it is believed that the organization is generally representative of high standards of quality and ethics. However, the time and talents of these stakeholders should be utilized more efficiently so as not to impede optimal performance. The members of this organization also need to be better informed about the budget and school finance.

# ***Additional Requirements***

Only for schools under state sanction

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

The critical shortage of certified teachers is a great challenge for this school as well as most schools throughout the District. The school site Interview Committee meets with selected applicants to assess their level of competence and commitment based on oral and written interview responses. The overall warm school climate appeals to many candidates. All new teachers are involved in school site orientation activities and immediately assigned to teacher mentors for ongoing guidance and support.

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

Johnnie P. Brown, Principal

Mrs. Brown worked for the public school system for thirty-one years. She received her Educational Specialist degree in Administration and Supervision and has also earned some of the credit requirements towards a Doctoral degree in Educational Leadership. Her areas of certification include Elementary Education and Exceptional Student Education. Mrs. Brown strongly believes that all children must be afforded the opportunity of receiving a quality education in a positive and productive learning climate. She strives to promote learning as a life-long experience for the “community of learners” of teachers, staff and parents. Mrs. Brown views her role of child advocate, instructional leader and building administrator as one to be taken very seriously. As such, several innovative program initiatives have been implemented at Miami Gardens Elementary that have had a positive impact on student achievement.

Mrs. Alicia Costa-DeVito, Assistant Principal

Mrs. Costa-DeVito has worked in the educational arena for the past thirteen years as both a classroom teacher and assistant principal. Mrs. DeVito holds a Masters degree in Elementary Education. She is also certified in Educational Leadership and English for Speakers of Other Languages (ESOL). She actively supports the belief that all children can learn and works with the principal to facilitate the School Improvement Plan process. Mrs. DeVito coordinates parent workshops that address best practices for academic success. She has made a marked difference in increasing the role of parents as school volunteers and soliciting the support of community resource agencies to support the personal, emotional and social needs of families within the school community.

## **• Teacher Mentoring:**

All beginning teachers and teachers in need of support are assigned to Professional Growth Teams at the school site. This team of highly qualified and experienced teachers provide support in the forms of collaboration, consultation, classroom visits and class demonstrations. The reading coach, mathematics/science facilitator and grade level chairpersons serve as additional mentors for teachers. Professional Learning Communities are also being established to facilitate the mentoring process. Beginning teachers are also strongly encouraged to participate in the Beginning Teacher Orientation Meetings and Saturday workshops provided by the District.

## **• School Advisory Council:**

The School Advisory Council (SAC) identifies and suggests areas that need to be addressed in support of school improvement. They review, analyze and discuss the school based budget. During the last school year, the SAC supported and directed the



allocation of funds in the areas of enhancing media circulation, expanding technology based instructional programs and supporting parental involvement activities.

### **• Extended Learning Opportunities**

Before and After-School Tutorial Programs and Enrichment Programs are provided for our students. Saturday School for parents and students in need of academic assistance is also offered during the school year. The Family Christian Association of America (FCAA) also provides an After-School Program for students.

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

The “Continuous Improvement Model” as described in the book “Closing the Achievement Gap: No Excuses” is being implemented at our school. The PDSA - Plan-Do-Study-Act Instructional Cycle is being followed specifically in the area of reading. This academic area was selected in that it was determined to be the school’s priority area of focus.

## 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 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:**

Miami Gardens Elementary School students will make annual learning gains sufficient to acquire the knowledge, skills and competencies needed to master State standards in the area of reading.

### **Needs Assessment**

An analysis of the 2005 FCAT-Reading results revealed an increase in students scoring Level 3 and above for fourth and fifth grade students of nine and seventeen percentage points respectively. However, there was a decrease of ten percentage points for third grade students which resulted in the school not meeting the State requirement of 50 percent of the lowest twenty-five percent meeting high standards.

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

## Measurable Objective

Given instruction using the Sunshine State Standards, standard curriculum students will meet high standards as evidenced by 69 percent scoring Level 3 or higher on the 2006 administration of the FCAT-Reading.

Given instruction using the Sunshine State Standards, students scoring at the lowest 25 percent will demonstrate improvement as evidenced by 50 percent making a year's progress on the 2006 administration of the FCAT-Reading.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct classroom walk-through observations on a consistent basis.	Administrators	8/8/2005	5/24/2006
Establish professional learning communities and study groups for the purpose of investigating, studying, learning, reflecting and testing new ideas in the learning environment.	Administrators	10/3/2005	5/24/2006
Insure that the differentiated instructional approach is implemented in every classroom.	Administrators	8/8/2005	5/24/2006
Implement "Reading First" Grant in accordance with procedures and timelines.	Administrators; Reading Coach	8/8/2005	5/24/2006
Provide parent-student workshops designed to promote parental involvement and understanding of students' academic needs.	Administrators; Highly Qualified Teachers	10/3/2005	5/24/2006
Utilize content cluster analysis to develop an instructional focus calendar.	Administrators; Leadership Team	8/8/2005	8/31/2005
Provide a variety of schoolwide reading incentive programs.	Administrators; Reading Coach; Leadership Team; Media Specialist	8/8/2005	5/24/2006
Provide Before and After-School supplemental educational services two times per week for the lowest performing students using research-based intervention programs. Interim assessments will be used to evaluate student progress.	Administrators; Highly Qualified Teachers	8/8/2005	5/24/2006

## **Research-Based Programs**

Houghton-Mifflin Reading  
Early Success  
Earobics  
Quick Reads  
Read 180  
Soar to Success  
Voyager Passport  
Continuous Improvement Model

## **Professional Development**

Houghton-Mifflin Reading  
Edusoft Training  
PACES Professional Growth Team  
Kindergarten Program Implementation for Teachers New to the Kindergarten Program

## **Evaluation**

Sixty-nine percent of the standard curriculum students will meet high standards on the 2006 administration of the FCAT-Reading. The District-provided Interim Reading Tests and school site developed mini-assessments will also be used as progress monitoring tools.

Fifty percent of the students scoring at the lowest 25 percent will demonstrate improvement by making a year's progress on the 2006 administration of the FCAT-Reading. The District-provided Interim Reading Tests and school site developed mini-assessments will also be used as progress monitoring tools.

## 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 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:**

Miami Gardens Elementary School students will make annual learning gains sufficient to acquire the knowledge, skills and competencies needed to master State standards in the area of mathematics.

**Needs Assessment**

An analysis of the 2005 FCAT-Mathematics results revealed that there was a decrease in the number of standard curriculum scoring at and above Level 3. Forty-nine percent scored below Level 3. Additionally, African-American, Economically Disadvantaged and Limited English Proficient students did not meet Adequate Yearly Progress criteria.

**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 checked="" 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, standard curriculum students will meet high standards as evidenced by 56 percent scoring Level 3 or higher on the 2006 administration of the FCAT-Mathematics.

Given instruction using the Sunshine State Standards, the African-American students will improve their mathematics skills as evidenced by 50 percent scoring Level 3 or higher on the 2006 administration of the FCAT-Mathematics.

Given instruction using the Sunshine State Standards, the economically disadvantaged students will improve their mathematics skills as evidenced by 50 percent scoring Level 3 or higher on the 2006 administration of the FCAT-Mathematics.

Given instruction using the Sunshine State Standards, the limited English proficient students will improve their mathematics skills as evidenced by 50 percent scoring Level 3 or higher on the 2006 administration of the FCAT-Mathematics.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Develop a curriculum map based on benchmark analysis.	Administrators; Mathematics Leader; Classroom Teachers	8/8/2005	8/31/2005
Provide teaching staff with professional development activities that will deepen their knowledge of mathematics, as well as information about successful research-based mathematics instructional strategies. Mathematics strands: Number Sense, Measurement, Algebraic Thinking will be addressed.	Administrators; District Mathematics Specialist; School Level Mathematics Leader	8/8/2005	5/24/2006
Inform parents of strategies and website activities that can be used at home to support mathematics achievement through Parent Workshops.	Administrators; Mathematics Leader; Classroom Teachers	8/8/2005	5/24/2006
Employ differentiated instruction to accommodate diverse student needs.	Administrators; Mathematics Leader; Classroom Teachers	8/8/2005	5/24/2006
Establish learning centered classrooms which allow students to extract information from multiple resources.	Administrators; Classroom Teachers	8/8/2005	5/24/2006

Utilize Curriculum Pacing Guides to plan the pace of classroom instruction of all tested benchmarks prior to FCAT.	Administrators; Classroom Teachers	8/8/2005	2/28/2006
Promote the use of manipulatives, technology, extended discussions, and group collaborative work.	Administrators; Mathematics Leader; Classroom Teachers	8/8/2005	5/24/2006
Provide Instructional Enrichment Programs and mathematics related competitions.	Administrators; Mathematics Leader	8/8/2005	5/24/2006
Provide activities where students will think, talk, write, model or draw mathematical expressions.	Administrators; Classroom Teachers; Mathematics Leader	8/8/2005	5/24/2006
Provide After-School Tutorial Programs two times per week for African-American, economically disadvantaged and limited English proficient students not scoring mastery level on the 2005 FCAT-Mathematics. Interim assessments will be used to evaluate students' progress.	Administrators; Highly Qualified Teachers;	8/8/2005	5/24/2006

## **Research-Based Programs**

Harcourt Math

After-School Achievers: Math Club

Every Day Counts Calendar Math

Continuous Improvement Model

## **Professional Development**

Elementary Mathematics Resource Leaders: Raising the Bar to Build Capacity

Edusoft Training

PACES Professional Growth Team

Kindergarten Program Implementation for Teachers New to the Kindergarten Program

## **Evaluation**

Fifty-six percent of the standard curriculum students will meet high standards on the 2006 administration of the FCAT-Mathematics. The District-provided Interim Mathematics Tests and school site developed mini-assessments will also be used as progress monitoring tools.

Fifty percent of the African-American students will meet high standards on the 2006 administration of the FCAT-Mathematics. The District-provided Interim Mathematics Tests and school site developed mini-assessments will also be used as progress monitoring tools.

Fifty percent of the economically disadvantaged students will meet high standards on the 2006 administration of the FCAT-Mathematics. The District-provided Interim Mathematics Tests and school site developed mini-assessments will also be used as progress monitoring tools.

Fifty percent of the limited English proficient students will meet high standards on the 2006 administration of the FCAT-Mathematics. The District-provided Interim Mathematics Tests and school site developed mini-assessments will also be used as progress monitoring tools.



## 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:**

Miami Gardens Elementary School students will master the skills and competencies needed to become proficient and meet the State standards in the area of writing.

**Needs Assessment**

An analysis of the 2005 FCAT-Writing results revealed that only 64 percent of the fourth grade students scored at 3.5 or above and that there is a defined need to place greater emphasis on the four components of the "Writer's Workshop."

**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, at least 65 percent of the fourth grade students will score 3.5 or higher on the 2006 administration of the FCAT-Writing.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize the action research process as a means to identify problems, study possible solutions and actively find resolutions.	Administrators; Leadership Team; Faculty/Staff; Reading Coach	8/8/2005	5/24/2006
Conduct parent/student workshops to promote the understanding of the writing process.	Administrators; Classroom Teachers; Reading Coach	10/3/2005	5/24/2006
Implement the school site developed "Parents Doing the Write Thing" program to encourage parental involvement in the writing process.	Administrators; Reading Coach	8/8/2005	5/24/2006
Provide opportunities for students to engage in writing competitions throughout the school year.	Administrators; Classroom Teachers; Reading Coach	8/8/2005	5/24/2006
Provide opportunities for students to conference with each other as well as with the teacher.	Administrators; Classroom Teachers; Reading Coach	8/8/2005	5/24/2006
Incorporate technology into the Language Arts Program to enhance effective writing instruction as well as provide enrichment opportunities for students.	Administrators; Media Specialist; Classroom Teachers; Reading Coach	8/8/2005	5/24/2006
Implement the four components of the Writers' Workshop in the classroom (Writing Aloud; Shared Writing; Guided Writing and Independent Writing).	Administrators; Classroom Teachers; Reading Coach	8/8/2005	5/24/2006

### Research-Based Programs

Houghton-Mifflin Reading

Continuous Improvement Model

## **Professional Development**

Houghton-Mifflin Reading Series Professional Development

Training in the area of “Best Practices for Teaching Writing” pending District approval.

## **Evaluation**

Sixty-five percent of the fourth grade students will score 3.5 or higher on the 2006 administration of the FCAT-Writing. The District-provided Writing Tests will also be used as a progress monitoring tool.

## GOAL 4: SCIENCE

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *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 4 STATEMENT:***

Miami Gardens Elementary School students will make annual learning gains sufficient to acquire the knowledge, skills and competencies needed to master State standards in the area of science.

### ***Needs Assessment***

An analysis of the 2005 FCAT-Science results revealed a 31 point increase in the mean scale score when compared to the 2004-FCAT Science results; however, the mean score of 267 was below the District's mean score of 286. It is also noted that the science content cluster areas of concern include: Earth/Science, Life/Environment and Scientific Thinking.

## Measurable Objective

Given instruction using the Sunshine State Standards, fifth grade students will improve their science skills as evidenced by an increase in the mean scale score from 267 to 286 to meet the District mean scale score on the 2006 administration of the FCAT-Science.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide Professional Development activities that focus on conceptual understanding with an emphasis on teaching process skills and scientific inquiry. Content clusters; Earth/Space, Life/Environment and Scientific Thinking will be addressed.	Administrators; Mathematics/Science Leader; District Curriculum Specialist	8/8/2005	5/24/2006
Employ assessment instruments that include hands-on activities (performance tasks) and informal observations rather than separate test situations.	Administrators; Classroom Teachers	8/8/2005	5/24/2006
Provide extended day instructional enrichment programs and science related competitions (Academic Excellence Program and Science, Engineering, Communication, Mathematics Enhancement Programs).	Administrators; Classroom Teachers	9/1/2005	5/24/2006
Inform parents of science activities and websites to be used at home to support student achievement in science through parent workshops.	Administrators; Mathematics/Science Leader; Classroom Teachers	11/1/2005	4/28/2006
Utilize Curriculum Pacing Guides to plan the pace of classroom instruction of all tested benchmarks prior to FCAT.	Administrators; Classroom Teachers	8/8/2005	5/24/2006
Utilize inquiry based activities that link the mathematics and science Sunshine State Standards.	Administrators; Classroom Teachers	8/8/2005	5/24/2006

### Research-Based Programs

Harcourt Science

Continuous Improvement Model

## **Professional Development**

Elementary Science Inquiry Workshop

Edusoft Training

PACES Professional Growth Team

## **Evaluation**

Fifth grade students will increase their mean scale score from 267 to 286 on the 2006 administration of the FCAT-Science.

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

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

Miami Gardens Elementary School parents will increase their awareness of student academic requirements by participating in curriculum related workshops, meetings and activities.

### ***Needs Assessment***

A review of the 2004 – 2005 Title I Parent Participation logs reveal that there is a direct correlation between parents who attend the least amount of trainings and curriculum related activities and the students who make the least amount of academic progress.

## Measurable Objective

Given schoolwide attention to increasing parental understanding of curriculum related issues, parent participation in workshops will increase by ten percent when compared to the 2004 – 2005 Parent Participation Log.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Promote and utilize the Parent Academy as a resource for parents.	Administrators; Community Involvement Specialist	8/8/2005	5/24/2006
Promote the Media Center Computer Lab as a resource for both students and parents.	Administrators; Media Specialist; Community Involvement Specialist	8/8/2005	5/24/2006
Develop an incentive system to recognize parents for their continued participation in workshops and the Volunteer Program, particularly parents of the low performing students.	Administrators; Community Involvement Specialist	8/8/2005	5/24/2006
Analyze parent needs assessment survey indicating areas of interest. The data gathered from this instrument will be utilized to plan future workshops. Workshops will be presented in both English and Spanish.	Administrators; Community Involvement Specialist	10/3/2005	10/31/2005
Continue to provide monthly calendars and newsletters for parents in their primary language, which will include pertinent school information as well as tips for assisting students at home.	Administrators	8/8/2005	5/24/2006
Host "Muffins for Moms"/Doughnuts for Dads" days throughout the year to inform parents of school events/ "best practices" in all curriculum areas and/or showcase of students "giftedness" in art, music and physical fitness.	Administrators; Community Involvement Specialist	11/1/2005	5/24/2006

## Research-Based Programs

National PTA Standards



## **Professional Development**

Parent Academy

Bilingual Parent Outreach Program

### **Evaluation**

Parent participation in workshops will increase by ten percent when compared to the 2004 – 2005 Parent Participation Log.

## 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.)

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

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

**GOAL 6 STATEMENT:**

Miami Gardens Elementary School students will acquire and demonstrate the positive behaviors needed to promote a safe learning environment.

**Needs Assessment**

A review of the 2004 – 2005 “Executive Summary” indicated that there were 56 referrals for “General Disruptive Conduct.” A more in depth analysis will be made to determine the actual number of students who were referred for these "Code of Student Conduct" violations.

## Measurable Objective

Given schoolwide attention to promoting a safe learning environment; students will comply with the "Code of Student Conduct" as evidenced by a ten percent decrease in referrals for "General Disruptive Conduct" during the 2005 - 2006 School Year when compared to the 2004 – 2005 School Year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Create study groups to explore areas of concern and address safety-to-life issues.	Administrators; Study Groups	10/3/2005	5/24/2006
Promote pedestrian safety through the implementation of the Walk Safe Program.	Administrators; Physical Education Teacher	10/3/2005	10/31/2005
Promote school and community awareness of existing Crime Watch programs.	Administrators; Youth Crime Watch Sponsor	9/1/2005	5/24/2006
Provide training for the school site Critical Incident Response Team.	Administrators	10/3/2005	10/31/2005
Conduct monthly safety inspection checks at the school site.	Administrators	8/8/2005	5/26/2006
Utilize conflict resolution and peer mediation techniques to curtail student aggression and foster a positive learning environment.	Administrators; School Counselor; Classroom Teachers	10/3/2005	5/24/2006

## Research-Based Programs

Continuous Improvement Model

## Professional Development

Safe Crisis Management

Peer Mediation and Conflict Resolution

"Walk Safe Program Training"

## Evaluation

Student referrals for "General Disruptive Conduct" will decrease by ten percent when 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.)

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

### *Miami-Dade County Public Schools*

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

### ***GOAL 7 STATEMENT:***

Miami Gardens Elementary School teachers will increase their access and use of technology in order to enhance teaching and learning opportunities.

### ***Needs Assessment***

A review of the 2004 STaR School Profile results revealed that our teachers remained at the Stage 1 Entry Level in the categories of “Teacher Access to Technology” and Teacher Use of Technology.”

## Measurable Objective

Given schoolwide attention to expanded technology usage, teachers will increase their comfort level with computers as evidenced by 80 percent of teachers attending a minimum of three workshops documented by sign-in sheets.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide the opportunity for teachers to participate in District/State Technology Conferences.	Administrators	10/3/2005	10/31/2005
Conduct a needs assessment and provide training/support in areas identified.	Administrators; Micro-Systems Technician	10/3/2005	10/31/2005
Pursue the QZAB application process to secure additional funds to purchase hardware.	Administrators; Media Specialist	8/8/2005	5/24/2006
Utilize technology as a viable option for accessing professional development.	Administrators	8/8/2005	5/24/2006
Develop a technology plan correlated to the District's technology plan.	Administrators; Micro-Systems Technician; Media Specialist	10/3/2005	11/30/2005
Increase teachers' ability to access and manipulate data available on-line by providing on-site training.	Administrators; Media Specialist	8/8/2005	5/24/2006

### Research-Based Programs

Read 180

Continuous Improvement Model

### Professional Development

Edusoft Training

Atomic Learning Courses

Accelerated Reader Training

Read 180 Training

## **Evaluation**

Eighty percent of teachers will attend a minimum of three workshops documented by sign-in sheets.

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

### *Miami-Dade County Public Schools*

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

### **GOAL 8 STATEMENT:**

Miami Gardens Elementary School students will develop interests and skills that promote and encourage life-time fitness for daily living and overall wellness as identified by the National Standards for Physical Education.

### **Needs Assessment**

The Fitness Gram Standards Report indicated that only 54 percent of our fourth and fifth grade students received gold and/or silver Presidential Fitness Awards. Additionally, there is a need to promote student fitness/wellness by increasing breakfast participation to at least 55 percent.

## Measurable Objective

Given instruction based on the M-DCPS mandated Fitness Gram standards, fourth and fifth grade students will improve their overall fitness levels as evidenced by 57 percent being recognized as gold and/or silver award recipients.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Monitor the Physical Education Program to insure that teachers select activities specifically related to assessment component items.	Administrators	8/8/2005	5/24/2006
Encourage participation in the Breakfast Program to promote healthy living.	Administrators; Physical Education Teacher	8/8/2005	5/24/2006
Insure that an appropriate amount of instructional time is dedicated to fitness related activities on a daily basis.	Administrators; Physical Education Teacher;	8/8/2005	5/24/2006
Institute schoolwide field days on a quarterly basis to promote enjoyment, challenge, self-expression and social interaction.	Administrators; Physical Education Teacher	10/3/2005	5/24/2006
Provide Parent Workshops in the area of nutrition.	Administrators; Community Involvement Specialist	9/1/2005	10/31/2005
Administer the Fitness Gram as a pre-test to determine baseline measures and develop an appropriate instructional program.	Administrators; Physical Education Teacher	10/3/2005	11/30/2005

### Research-Based Programs

National Standards for Physical Education

### Professional Development

District-provided staff development for Physical Education teachers to include Physical Fitness Testing Program training.



## **Evaluation**

Fifty-seven percent of the fourth and fifth grade students will receive gold and/or silver awards based on the M-DCPS Fitness Gram standards.

## 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.)

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<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*

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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:***

Miami Gardens Elementary School students will gain an appreciation of the Arts in order to become well-rounded individuals.

***Needs Assessment***

There was a limited amount of exposure to Cultural Arts events and activities during the 2004-2005 School Year.

## Measurable Objective

Given the need for students to gain a greater appreciation of the Arts, students will be exposed to an increased number of cultural events and activities as evidenced by a minimum of four schoolwide performances being presented during the 2005-2006 School Year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Access the resources provided by the Division of Life Skills in an effort to provide on-site professional performances.	Administrators; Classroom Teachers	8/8/2005	5/24/2006
Encourage student participation in the Art Club.	Administrators; Classroom Teachers	8/8/2005	5/24/2006
Identify potential candidates for placement into the Arts Magnet Program.	Administrators; Classroom Teachers; School Counselor	8/8/2005	5/24/2006
Coordinate schoolwide student performances.	Administrators; Classroom Teachers	8/8/2005	5/24/2006
Promote participation in districtwide Arts competitions.	Administrators; Classroom Teachers	8/8/2005	5/24/2006
Participate in the "A Page at a Time" project sponsored by The Wolfsonian-Florida International University.	Administrators; Classroom Teachers	8/8/2005	5/24/2006

## Research-Based Programs

Continuous Improvement Model

## Professional Development

"A Page at a Time" Training provided by The Wolfsonian-Florida International University

## Evaluation

All students will be exposed to an increased number of cultural events and activities as evidenced by a minimum of four schoolwide performances being presented during the 2005-2006 School Year.

## GOAL 10: RETURN ON INVESTMENT

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

*Florida Education Priorities*

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

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

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

***GOAL 10 STATEMENT:***

Miami Gardens Elementary School will rank at or above the 50th percentile on the State of Florida’s ROI index.

***Needs Assessment***

The most recent data supplied from the FLDOE indicate that in 2003, Miami Gardens Elementary School ranked at the 18th percentile on the State of Florida’s ROI index.

## Measurable Objective

Miami Gardens Elementary School will improve its ranking on the State of Florida ROI index publication from the 18th percentile in 2003 to the 21st percentile on the next publication of the index.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administrators	8/8/2005	5/24/2006
Become more informed about the use of financial resources in relation to school programs.	Administrators; Faculty and Staff	8/8/2005	5/24/2006
Collaborate with the District on resource allocation.	Administrators	8/8/2005	5/24/2006
Consider shared use of facilities, partnering with community agencies.	Administrators	8/8/2005	5/24/2006

### Research-Based Programs

Houghton-Mifflin Reading

Harcourt Math

Harcourt Science

### Professional Development

Grant Writing Workshops provided by the District

Business and Finance Trainings provided by the District

### Evaluation

The percentile ranking of Miami Gardens Elementary School will show progress toward reaching the 21st percentile on the next publication of the State of Florida's ROI index.

## *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:***

The EESAC has reviewed the school budget and determined that the allocations to various programs are appropriate. The EESAC supports the allocation of funds for the continuation of the Extended Day Programs and the enhancement of technology infusion in all areas.

### ***Training:***

Several EESAC members were involved in the selection and organization of appropriate professional development activities. While the greatest focus was placed on language arts, mathematics and test preparation, several EESAC members were instrumental in supporting teacher training activities relative to science instruction.

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

The EESAC suggested that the school utilize materials that support improved student performance and higher order thinking skills. The EESAC also supported the purchase of materials for expanded media circulation and parent involvement activities. It was also recommended that approved educational websites be accessed to determine the availability of free instructional materials.

### ***Technology:***

The EESAC continues to recommend the upgrade of existing computer hardware whenever economically feasible. The development of the schoolwide Technology Plan was also supported by the EESAC.

### ***Staffing:***

The EESAC supports the utilization of funds to employ teachers and paraprofessionals for the purpose of instructional support and class size reduction. The EESAC supports the continuation of the AEP and implementation of the TEAM Program.

***Student Support Services:***

The EESAC supports and encourages the utilization of school site counseling as well as community mental health agencies that work with families and students from the school. The EESAC is also aware of, and supports the implementation of the State Attorney's Truancy Intervention Program.

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

The EESAC supports the formation of partnerships with business organizations that assist with preparing students from the school-to-work transition. The EESAC recommends the pursuit of additional funds through available grant opportunities as a possible resource.

***Benchmarking:***

Members of the EESAC have been actively involved in the curriculum planning and implementation of School Improvement Plan strategies. The EESAC recommends the expanded use of needs assessment information, data analysis and collaboration with high performing schools.

***School Safety & Discipline:***

Members of the EESAC have played a major role in the development of a schoolwide plan to increase student safety. The plan has effectively minimized safety concerns at arrival and dismissal times. The EESAC continues to pursue the construction of a Pick-up and Drop-off area. The EESAC supports the establishment of the Youth Crime Watch Program at the school.

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*