
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 3581 - Myrtle Grove Elementary School

FeederPattern: Miami Norland Senior

Region: Regional Center II

District: 13 - Miami-Dade

Principal: Barbara Johnson

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Myrtle Grove Elementary School

Myrtle Grove Elementary is a Pre-Kindergarten through fifth grade, Title I, school in Miami Gardens, Florida. The school is located in a lower socio-economic community with an ethnic breakdown of 92 percent Black Non-Hispanic, 1 percent White Non-Hispanic, and 1 percent Asian/Indian/Multi-racial and 6 percent Hispanic. There are approximately 527 students, 87 percent of whom receive free or reduced price lunches. The exceptional student population consists of gifted students and students with learning disabilities and speech impairments. In addition, approximately 30 male students in grades 3 through 5 are given the opportunity to participate in the 5000 Role Model Program, which is overseen by the Community Involvement Specialist. In order to cultivate the changes necessary to advance high achievement while eliminating low performance, Myrtle Grove Elementary School will institute an instructional program with a strong focus on literacy from Pre-Kindergarten to fifth grade. Instructional reading materials with demonstrated success will be utilized at the school as well as supplemental materials and literacy interventions across grade levels. A structured curriculum will be delivered through data driven instruction. A strong emphasis will be placed on continuous assessment which monitors student achievement through a variety of measures including weekly, monthly and quarterly assessments. Student performance data will be carefully analyzed and used to focus instruction accordingly.

Given instruction using the Sunshine State Standards. The percentage of tested students scoring FCAT Achievement Level 3 or above at Myrtle Grove Elementary School will increase to 54 percent on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, 50 percent of students in grades three through five will improve their mathematics performance as evidenced by an increase in the number of students scoring Level 3 or higher on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 50 percent of Free and Reduced Lunch status students will score Level 3 or higher on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 90 percent of fourth grade students will improve their writing skills by attaining a score of 4.0 or higher on the 2006 FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards, students in grade five will increase their mean scale score in science to meet or exceed the mean scale score as evidenced by the 2006 administration of the FCAT Science Test.

Given school-wide focus on increasing parental involvement in order to facilitate academic achievement, parental involvement will increase by 5% in the 2005-2006 school year as documented by attendance rosters as compared to the 2004-2005 school year.

Given instruction based on the Code of Student Conduct, students will improve their behavior as evidenced by a five percent reduction in the number of Student Case Management System incidents being reported in the 2005-2006 school year as compared to the 2004-2005 school year.

Given an emphasis on the use of technology in education, all students will augment their usage of the FCAT Explorer Program, Riverdeep, Reading Plus and Classworks Gold by a 10% increase as evidenced on the STaR School Profile during the 2005-2006 school year.

Given instruction based on the M-DCPS mandated FITNESSGRAM Standards students in grades four and five will increase the awards received as evidenced by 3% of the students participating in the eight skills on the 2005-2006 as compared to 2004-2005.

Given emphasis on appreciation of the arts, performances by students in art and music classes will increase by 5% in the 2005-2006 school year.

Myrtle Grove Elementary School will improve its ranking on the State of Florida ROI index publication from the 4th percentile in 2003 to the 14th percentile on the next publication of the index.

Based on the self-assessment that all employees completed, the two areas for improvement at Myrtle Grove Elementary are 1.) soliciting ideas from the faculty and 2.) informing staff on how the school is doing financially. These two concerns were expressed in the Organizational Performance Improvement Snapshot. To improve these two targeted areas, the principal will invite faculty participation in providing ideas and will discuss budgetary restrictions and allowances at scheduled EESAC meetings.

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.

Myrtle Grove Elementary School

VISION

Myrtle Grove Elementary creates a safe and positive learning environment where every child will experience total educational opportunities and achieve academic success. We foster a learning environment where technology is readily accessible to teachers and students and is an intricate part of daily classroom instruction. Ultimately, our goal is to produce a community of lifelong learners, where we teach all students to soar beyond limitations and succeed in an ever changing society.

MISSION

Myrtle Grove Elementary makes every effort to effectively implement a comprehensive curriculum, which will prepare students to successfully meet academic, social and emotional challenges.

CORE VALUES

Excellence

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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.

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School Demographics

Myrtle Grove Elementary is a Pre-K through fifth grade, Title I, school located in Miami Gardens, Florida, constructed in 1956. The school is located in a lower socio-economic community with an ethnic breakdown of 92% Black, Non-Hispanic, 1% White, Non-Hispanic, 1% Asian/Indian/Multi-Racial and 6% Hispanic. There are approximately 527 students, 87% of whom receive free or reduced meals. The exceptional student population consists of students with learning disabilities, speech impairments and gifted students. Myrtle Grove Elementary has a mobility rate index of 29%. Myrtle Grove Elementary is surrounded by the following elementary schools: Brentwood Elementary, Golden Glades Elementary, Carol City Elementary and Barbara Hawkins Elementary. Myrtle Grove Elementary School is a participant in the School Improvement Zone, headed by Dr. Rudy Crew. Challenges that face Myrtle Grove Elementary School are; lack of parental involvement and a decrease in third grade Mathematic scores. The faculty consists of 31% White, Non-Hispanic, 44% Black, Non-Hispanic, 21% Hispanic, 2% Asian American and 2% Asian Indian. Thirty-nine faculty members have earned a Bachalors Degree, 14 faculty members have earned a Masters Degree and 2 faculty members have earned Doctorate Degrees.

School Foundation

Leadership:

According to findings of the Organizational Performance Improvement Snapshot Survey, the leadership of Myrtle Grove Elementary is strong in setting direction for the school and in sharing the mission and vision (4.2). The principal creates a positive work environment and appreciates staff members' contributions to the organization. The principal encourages learning that helps faculty members advance in their careers.

District Strategic Planning Alignment:

Myrtle Grove employees are involved in the development of the goals and objectives of the school. The OPIS Survey reveals that the staff feels the need to be more involved in the future planning segments (3.8).

Stakeholder Engagement:

Myrtle Grove employees are involved in the development of the goals and objectives of the school. The OPIS Survey reveals that the staff feels the need to be more involved in the future planning segments (4.2).

Faculty & Staff:

Myrtle Grove takes a team approach to the overall function of the school. Employees collaborate to accomplish Myrtle Grove's strategic objectives. The OPIS Survey reveals that the work location promotes a work environment that supports professional growth, safety, satisfaction, and motivation for all of its employees (4.2).

Data/Information/Knowledge Management:

Myrtle Grove utilizes data to monitor the progress of its employees and school functions. Data-driven decision making is stressed in training provided at grade meetings. Test results and comparison data determine the appropriateness of the educational materials and the technology that is used (4.0).

Education Design:

Myrtle Grove manages the key processes of the school to reach maximum growth and achievement. Some specific opportunities are provided through tutoring programs during the Saturday Academy, computer lab, mentoring and paraprofessional assistance (3.9).

Performance Results:

The OPIS Survey indicates that staff members at Myrtle Grove are highly satisfied with their job. The survey also indicates that work products frequently meet requirements for high quality and excellence. These findings go hand in hand with the survey's results regarding effective and encouraging leadership(3.9).

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

The principal encourages staff development both on site as well as off campus. As examples, a ten week series of Conscious Discipline Workshops is offered in the school's Media Center, while registration fees for district and out of county conferences are paid. Collaboration and cohesiveness are encouraged among the faculty and staff since common planning time has been scheduled for all grade levels. Furthermore, national board certified teachers on staff are encouraged to mentor faculty members who are beginning the three year process toward national board certification. The principal supports this mentor /mentee relationship by contributing professional leave days as needed.

• Highly Qualified, Certified Administrators:

Barbara L. Johnson Ed.D, Ed.S, MA, Ed, BS

Dr. Barbara L. Johnson was appointed as the Principal of Myrtle Grove Elementary School, April of 2003. Dr. Johnson has been a professional educator for the past 18 years. She has six and a half years experience as an Assistant Principal and ten years experience, as a classroom teacher. As a classroom teacher, she has positively affected the lives of students in her class in grades kindergarten, first, second, third and seventh (Music). She instilled in her students invaluable knowledge and experiences through her love of teaching and hands-on approach to instruction.

As the Principal of Myrtle Grove, Dr. Johnson's leadership and administration resulted in curriculum alignment in all grade levels and all subject areas. As a direct result of her vision, commitment, dedication and leadership, Dr. Johnson implemented a school-wide tutorial program which also included a Saturday Academy component to assist students performing in the lowest 25th percentile in grades 3-5 and tutorial services during the day for students in grades kindergarten through second. Subsequently, this program was critical in increasing student achievement both in Reading, Mathematics and Writing. The 2004 FCAT results yielded a 10% increase in Mathematics and the Writing score improved from 90 percent of students scoring at level 3 and above to 97 percent of the students in grade 4 scoring at level 3 and above. Student Achievement Levels indicated that Myrtle Grove Elementary met adequate yearly progress but was denied the recognition by the State of Florida due to the assigned letter grade.

Dr. Johnson holds two graduated degrees from Nova Southeastern University, a Doctorate Degree in Educational Leadership and an Educational Specialist degree in Educational Leadership. Additionally, Dr. Johnson received two degrees from East Carolina University, a Master of Science and a Bachelor of Science in Education. She also has a minor in Music Education from Mississippi Valley State University. Dr. Johnson serves as a member of the Nova Southeastern University Black Heritage Council, M-DCPS Charter School Review Committee, Office Employee Comprehensive Training Committee, Ad Hoc Calendar Committee and has completed the district's Executive Training Program for Principals.

Dr. Johnson attended the "Sounds of the Principalship" Conference representing M-DCPS. She was also the only Assistant Principal in the M-DCPS selected to present at the "Council of Great City Schools", a national conference for Superintendents from around the country. She also trained newly appointed Assistant Principals through M-DCPS Management Academy. Dr. Johnson has many other leadership experiences acquired in Greenville, North Carolina as well as Miami-Dade County Public Schools.

Rolando Pedraza-Cruz, Assistant Principal

Rolando Pedraza-Cruz, 195660, B.S. Computer Science, M.S. Educational Leadership

Mr. Pedraza-Cruz started his career as a Computer Science and Mathematics teacher at G. Holmes Braddock Senior High School. Prior to joining G. Holmes Braddock Senior High School, Mr. Pedraza-Cruz worked as a computer programmer for Eastern Airlines. This business experience allowed him to relate his teachings in Mathematics and Computer Science to the world of work, making the educational experience of his students more meaningful and career oriented. During his career as a classroom teacher, Mr. Pedraza-Cruz worked as a teacher trainer in the area of technology. He also headed the Instructional Technology Team. Later Mr. Pedraza-Cruz became a Technology Coordinator for Region II before becoming an administrator. Mr. Pedraza-Cruz has been an administrator for the past eight years. He is a newly appointed administrator in an elementary school setting, having spent the last four years at Booker T. Washington Senior High School where he was an instructional leader. He also served as an Assistant Principal at New World School of the Arts High School and Horace Mann Middle Community School. During his tenure as an administrator, Mr. Pedraza-Cruz has been responsible for supervising the Mathematics, Science, ESOL, ESE, Foreign Language, and Fine Arts departments. He has provided training for teachers and staff on data collection and analysis. He has also facilitated numerous staff development opportunities for teachers. His leadership resulted in a sustained increase in students' performance gains in Mathematics over the past three years as indicated by the overall school's mean scale scores.

• Teacher Mentoring:

The school's Teacher Mentoring Program consists of assigning colleague teachers to assist annual contract teachers – thus forming a “Professional Growth Team (PGT)” during their first three years in the school system. Each new teacher selects a colleague teacher for his/her PGT, while the principal selects another mentor. During the 2005-2006 school year, three annual contract teachers will participate in PGT's.

These individuals work closely with the new teacher to assist in all aspects of school responsibilities. The mentor teachers observe the new teacher, minimally two times per year, to provide feedback in a collegial setting. The team continues to work together throughout the three-year period of time, which is the length of the annual contract. This mentoring program is closely aligned with our Professional Assessment and Comprehensive Evaluation System(PACES).

• School Advisory Council:

The Educational Excellence School Advisory Council (EESAC) of Myrtle Grove Elementary School has a purpose to define a vision and establish goals for the improvement of student achievement. The EESAC works together with the principal in the preparation and evaluation of the School Improvement Plan and of the overall school budget, fostering an environment of professional collaboration among the educational stakeholders of the school. The principal and the elected members of the EESAC use consensus management to improve student achievement in a collaborative manner. Specific activities include, but are not limited to: making decisions regarding school goals and strategies, expenditure of school advisory funds, planning schoolwide activities and programs that support student achievement, and monitoring all aspects of the School Improvement Plan to ensure compliance with State and District mandates.

• Extended Learning Opportunities

The school offers several programs that extend learning opportunities for students. Students in grade three who are in the lowest quartile in reading and/or mathematics are given the opportunity to work in the computer lab on the Classworks Gold Program, Riverdeep, and FCAT Explorer, a minimum of one hour every week, with the assistance of a Technology Facilitator. A Parent Resource Center and a Community Involvement Specialist (CIS) assist parents by providing materials and parent workshops designed to help parents help their children in all subject areas. During school, after-school tutoring, and Saturday Academy are provided to students in the lowest quartile in reading four days a week and in mathematics two days per week, and through Saturday Academy. Students in grade two who are performing in the lowest quartile in reading are provided with tutorial services during the day, as well as, given the opportunity to attend and participate in summer intersession. Students in grade three who are retained are also given the opportunity to attend a summer school program. All retained students are also required to participate in an in-school tutoring program designed to give these additional small-group instruction in reading, writing, or mathematics, as well as test-taking strategies directly from their classroom teacher and/or paraprofessional. Additional tutoring is also provided during the school day whereby the reading, writing, and mathematics leaders, respectively, work with low-performing students in small group settings. Highly qualified paraprofessionals and highly trained and qualified volunteers work with students who are in need of additional help in the areas of reading, mathematics, and writing during the school day. An Academic Excellence Program (AEP) is being implemented at the school site in an after school resource model. The curriculum components are Journalism and Utilizing Chess to Stimulate Critical Thinking Skills. The curriculum components promote logical and critical thinking, and develop decision making skills to reinforce problem solving and research writing.

Targeted students will participate in an extended day literacy program. A structured tutorial will address each student's identified reading deficiencies. The programs to be used are Houghton Mifflin's Early Success and SOAR TO SUCCESS.

• School Wide Improvement Model

Myrtle Grove Elementary School will participate in Action Research, a process by which the school assessments and data will be studied, in order to guide, correct, and evaluate decisions that will improve the quality of instruction and impact student achievement. Myrtle Grove Elementary School will implement the 8-Step Continuous Improvement Model (CIM). Students are given a pre-test in Reading, Mathematics, and Science. The CIM model involves an eight-step process that regularly assesses students for intervention, remediation, and enrichment. The steps include: disaggregating of data, instructional focus, assessment, tutorials, enrichment, maintenance, and monitoring the process. All grade levels throughout the school are implementing this model. Scores are analyzed and the data are used to identify the areas of strength and weakness for individual students and the grade level as a whole. Miami-Dade County Public Schools (M-DCPS) will provided interim assessments, which will be given to students and the data will be gathered and analyzed using the EDUSOFT assessment piece.

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

GOAL 1 STATEMENT:

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

Needs Assessment

Results of the 2005 FCAT Reading Test indicate that 51 percent of students in grades 3 through 5 scored Level 3 or higher on the FCAT Reading Test. Third grade had an increase of 5 percent from 2004 with 45 percent of the students scoring at Level 3 or above; fourth grade had an increase of 15 percent, with 57 percent of students scoring Level 3 or above; fifth grade had a 19 percent increase, with 51 percent of the students scoring Level 3 or above.

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 using the Sunshine State Standards. The percentage of tested students scoring FCAT Achievement Level 3 or above at Myrtle Grove Elementary School will increase to 54 percent on the 2006 FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Administer site generated weekly, monthly, and quarterly assessments aligned to the Sunshine State Standards tested benchmarks.	Principal Assistant Principal Reading Coach Classroom Teachers Reading Resource Teacher	8/1/2005	5/26/2006
Implement the Continuous Improvement Model(CIM)to enhance student achievement.	Principal Assistant Principal Reading Coach Reading Resource Teacher Classroom Teachers	8/1/2005	5/26/2006
Complete Academic Improvement Plan for identified students, in order to remediate weaknesses and communicate with parents.	Principal Assistant Principal Classroom Teachers	8/1/2005	5/26/2006
Monitor use of resources such as the Internet, and other media to enhance awareness of a wide variety of career options.	Principal Assistant Principal Reading Coach Reading Resource Teacher Media Specialist Technology Coordinator Classroom Teachers	8/1/2005	5/26/2006
Include a consistent focus on the cluster of Main Idea/Purpose and instruct the remaining clusters of Comparisons, Word/Phrases, and Reference/Research according to the timeline identified in the Instructional Focus Calendar in reading as well as in content areas.	Principal Assistant Principal Classroom Teachers Reading Resource Teacher Reading Coach	8/1/2005	5/26/2006
Provide remedial instruction in reading comprehension for retained students and those scoring in the lowest 25th percentile.	Principal Assistant Principal Reading Resource Teacher Classroom Teachers Reading Coach	8/1/2005	5/26/2006
Remediate students in grades three through five with an emphasis on those scoring in the lowest	Principal Assistant Principal	8/1/2005	5/26/2006

25th percentile during Saturday Academy and Extended Day.	Reading Coach Reading Resource Teacher Classroom Teachers		
Implement professional development, using school-site reading resource personnel who will visit classrooms.	Principal Assistant Principal Reading Coach Reading Resource Teacher Assistant Principal	8/1/2005	5/26/2006
Schedule workshops and tutorials to provide assistance for students and parents.	Principal Assistant Principal Reading Coach Reading Resource Teacher Community Involvement Specialist	8/1/2005	5/26/2006
Implement CRISS Strategies in order to improve reading comprehension and student achievement.	Principal Assistant Principal Reading Coach Reading Resource Teacher Classroom Teachers	8/1/2005	5/26/2006
Use available computer assisted reading instruction in order to improve students' reading achievement.	Principal Assistant Principal Technology Coordinator Reading Coach Reading Resource Teacher Classroom Teacher Media Specialist	8/1/2005	5/26/2006
Implement a data management system to score assessments, generate disaggregated data reports to redirect classroom instruction, and place students in flexible tutorial groups.	Principal Reading Coach Reading Resource Teacher Classroom Teachers Assistant Principal	8/1/2005	5/26/2006

Research-Based Programs

- Comprehensive Core Reading Program (Houghton Mifflin)
- Voyager (K-3)
- Soar to Success (3-5)
- Early Success (1-2)
- CRISS

Professional Development

In-services provided by the district and Reading Coach to meet the requirements of Pre-Kindergarten-12 Comprehensive Research-Based Reading Plan. CRISS Training.

Evaluation

Quarterly evaluation including DIBELS
CCRP Assessments by Houghton Mifflin
2006 FCAT Reading Test

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

GOAL 2 STATEMENT:

All NCLB students will demonstrate increased performance in mathematics.

Needs Assessment

A decrease in the percentage of third grade students achieving Level 3 or higher from an average of 50 percent over three years to 37 percent, indicates a need for intensive instruction in fourth grade in number sense, measurement, geometry, algebraic thinking and data analysis.

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 checked="" 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, 50 percent of students in grades three through five will improve their mathematics performance as evidenced by an increase in the number of students scoring Level 3 or higher on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 50 percent of Free and Reduced Lunch status students will score Level 3 or higher on the 2006 FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement Riverdeep technology program for students scoring at Achievement Levels 1 and 2 on the 2005 FCAT administration.	Principal Assistant Principal Mathematics Coach Classroom Teachers Assistant Principal Technology Coordinator	8/1/2005	5/26/2006
Implement weekly, and interim assessments that are aligned to the Sunshine State Standards tested benchmarks.	Principal Assistant Principal Mathematics Coach Classroom Teachers	8/1/2005	5/26/2006
Schedule and monitor students use of technology through visit to technology lab.	Principal Assistant Principal Technology Coordinator Mathematics Coach Classroom Teachers	8/1/2005	5/26/2006
Utilize the scope and sequence of the mathematics curriculum provided by the Division of Mathematics and Sciences Education.	Principal Assistant Principal Mathematics Coach Classroom Teachers	8/1/2005	5/26/2006
Provide students, across all grade levels, with a variety of mathematical techniques that emphasize the development and implementation of critical thinking skills that can be applied to real-life situations.	Principal Assistant Principal Mathematics Coach Classroom Teachers	8/1/2005	5/26/2006
Maintain a consistent focus on the strand of Number Sense and instruct the remaining content strands of Measurement, Geometry, Algebraic Thinking, and Data Analysis/Probability according to the timeline identified in the Instructional Focus Calendar in Mathematics.	Principal Assistant Principal Mathematics Coach Classroom Teachers	8/1/2005	5/26/2006
Implement a data management system to score assessments, generate disaggregated data reports to	Principal Assistant Principal	8/1/2005	5/26/2006

redirect classroom instruction, place students in flexible tutorial groups, and develop Instructional Focus Calendar.	Technology Coordinator Mathematics Coach Classroom Teachers		
Provide tutorial services to all third grade retainees, those identified in the NCLB subgroups, and students scoring in the lowest 25 percent on the 2005 FCAT.	Principal Assistant Principal Mathematics Coach Classroom Teachers	8/1/2005	5/26/2006

Research-Based Programs

Harcourt-Brace Textbook Series

Riverdeep Destination Math

Professional Development

District –wide training sessions, CRISS Training, Best Practices and Riverdeep Destination Math.

Evaluation

Objectives will be evaluated by scores of the 2006 FCAT Mathematics Test. District provided pre and post tests will provide formative assessments which will be used for monitoring progress towards the objectives. Interim and weekly assessments will provide formative assessment, which will be used to monitor progress towards the objective.

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

GOAL 3 STATEMENT:

Increase the writing performance of all NCLB populations.

Needs Assessment

The results of the 2005 FCAT Writing Plus Test indicate that 89 percent of grade four students have met the state mastery level of 3.5 or above. This indicates a need for an increase in student performance in writing.

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 using the Sunshine State Standards, 90 percent of fourth grade students will improve their writing skills by attaining a score of 4.0 or higher on the 2006 FCAT Writing Plus Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Introduce students to opportunities in the world of work through presentations on various careers. Students will then respond to narrative and expository prompts based on the presentations of various careers which they observed.	Principal Assistant Principal Writing Coach Reading Coach Classroom Teachers	8/1/2005	5/26/2006
Provide monthly writing prompts to all students, Kindergarten through Fifth grade and analyze data to establish differentiated instruction.	Principal Assistant Principal Writing Coach Counselor Classroom Teachers Reading Coach	8/1/2005	5/26/2006
Provide in-services on interpreting student performance data to identify, analyze, and reflect on trends in student performance.	Principal Assistant Principal Writing Coach Reading Coach	8/1/2005	5/26/2006
Facilitate writing articulation for teachers in grades Kindergarten through Fifth grade.	Principal Assistant Principal Writing Coach Reading Coach Classroom Teachers	8/1/2005	5/26/2006
Use flexible grouping with fourth grade students.	Principal Assistant Principal Writing Coach Reading Coach Classroom Teachers	8/1/2005	5/26/2006
Implement a journalism elective for selected students during the Extended Day in order to provide students with writing techniques/strategies.	Principal Assistant Principal Media Specialist	8/1/2005	5/26/2006
Implement the technology programs: Learning Express and Classworks Gold.	Principal Assistant Principal Technology Coordinator Writing Coach Classroom Teachers	8/1/2005	5/26/2006
Invite staff members to "adopt" a struggling or	Administration	8/1/2005	5/26/2006

reluctant writer in order to provide additional instruction or support.	All staff members		
Continue to infuse technology into Writing Across the Curriculum Program including strategies specific to each subgroup.	Principal Assistant Principal Technology Coordinator Writing Coach Classroom Teachers	8/1/2005	5/26/2006
Integrate CRISS strategies throughout writing instruction.	Principal Assistant Principal Writing Coach Classroom Teachers Special Area Teachers	8/1/2005	5/26/2006

Research-Based Programs

CRISS

Professional Development

Learning Express
Effective Writing
Best Practices
Holistic Scoring
FCAT Writing Strategies
CIM
Reciprocal Teaching

Evaluation

Scores on the 2006 FCAT Writing Plus Test will evaluate this objective. Interim assessments will provide formative assessment, which will be used to monitor progress towards this objective. Monthly prompts will provide a review of the students' progress.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

All NCLB students will be able to apply the scientific method and increase their scientific knowledge.

Needs Assessment

The results of the 2005 FCAT Science Test indicate that the fifth grade students scored 260 which is below the District's mean scale score 286. Students will increase their performance to meet or exceed the mean scale score on the 2006 FCAT Science Test.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will increase their mean scale score in science to meet or exceed the mean scale score as evidenced by the 2006 administration of the FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Facilitate school wide math and science days.	Principal Assistant Principal Science Lab Instructor Mathematics Coach Classroom Teachers	8/1/2005	5/26/2006
Increase students' learning through science related field trips.	Principal Assistant Principal Science Lab Instructor Classroom Teachers	8/1/2005	5/26/2006
Plan, develop, and maintain several types of gardens.	Principal Assistant Principal Science Lab Instructor Classroom Teachers	10/17/2005	5/26/2006
Conduct weekly science investigations to assist students in mastering the scientific process.	Principal Assistant Principal Science Lab Instructor Classroom Teacher	8/1/2005	5/26/2006
Conduct weekly and interim assessments to ensure mastery of Sunhine State Standards benchmarks in science.	Principal Assistant Principal Science Lab Instructor Classroom Teachers	8/1/2005	5/26/2006
Engage students by participating in science lab investigations three times a week.	Principal Assistant Principal Science Lab Instructor Classroom Teachers Assistant Principal	8/1/2005	5/26/2006
Infuse technology in science learning.	Principal Assistant Principal Science Lab Instructor Technology Coordinator Classroom Teachers	8/1/2005	5/26/2006
Align instruction through collaboration of science lab instructor with classroom teachers to ensure coverage of all Sunshine State Standard	Principal Assistant Principal Science Lab Instructor	8/1/2005	5/26/2006

benchmarks in science	Classroom Teachers	
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Research-Based Programs

The state adopted Harcourt Science Series is utilized as a resource for science instruction. Supplemental materials include FOSS Kits, Classroom Performance System, Riverdeep and AIMS activities.

Professional Development

Teachers will participate in professional development that addresses brain-based learning, inquiry-based learning and CRISS strategies.

Evaluation

The objective will be evaluated by scores of the 2006 FCAT Science Test. Quarterly science tests will be utilized as formative assessments. Ongoing performance assessments will be implemented to monitor progress and shape subsequent instruction.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

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

GOAL 5 STATEMENT:

The school will provide an environment that allows parents and educators to work collaboratively to foster academic excellence.

Needs Assessment

An analysis of the 2004-2005 Parental Involvement attendance rosters indicated that 10% of the parents were involved in the school's parenting classes and academic in-services that provided strategies which assisted parents in helping their children with Home Learning activities. In order to support academic excellence in student achievement, an increase in parental involvement is needed.

Measurable Objective

Given school-wide focus on increasing parental involvement in order to facilitate academic achievement, parental involvement will increase by 5% in the 2005-2006 school year as documented by attendance rosters as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize the Parent Compact (Title I Parent Contract), which identifies parents' and families' roles within the school.	Principal Assistant Principal Community Involvement Specialist Parent Teacher Student Association Social Worker	8/1/2005	5/26/2006
Distribute the District's Code of Student Conduct for Elementary Students to all families of Myrtle Grove Elementary School.	Principal Assistant Principal Social Worker Community Involvement Specialist Classroom Teachers	8/1/2005	5/26/2006
Increase communication and participation by sending home written notification to parents in their home language of meetings and monthly parent workshops promoting active parent participation in their child(ren)'s education and; a.) school-wide writing projects and writing process; b.) school-home reading projects to increase literacy; c.) school-wide mathematics projects to increase mathematical skills; d.) at home, hands on science activities designed to increase their child(ren)'s scientific inquiry skills.	Principal Assistant Principal Reading Coach Reading Resource Teacher Mathematics Coach Writing Coach Media Specialist Science Lab Instructor	8/1/2005	5/26/2006
Provide and maintain a Parent Resource Center with instructional materials and activities that support student learning.	Principal Assistant Principal Community Involvement Specialist	8/1/2005	5/26/2006
Implement a Parent Calendar to help ensure parental involvement in the child(ren)'s educational process.	Principal Assistant Principal Reading/Mathematics Coach Grade Level Chairs Community Involvement Specialist Parent Teacher Association Classroom Teacher EESAC	8/1/2005	5/26/2006
Provide workshops/in-services/activities to empower parents with the skills needed to assist students with Home Learning activities.	Principal Assistant Principal Social Worker	8/1/2005	5/26/2006

	Community Involvement Specialist Reading Coach Mathematics Coach Writing Coach Science Lab Instructor Technology Coordinator		
Encourage parent participation in decision making groups such as the Parent Teacher Student Association (PTSA) and Educational Excellence School Advisory Council (EESAC).	Principal Assistant Principal Community Involvement Specialist PTSA EESAC	8/1/2005	5/26/2006
Provide information and encourage participation relative to the District Parent Academy and other literacy initiatives that promote personal growth for parents.	Principal Assistant Principal Community Involvement Specialist	8/1/2005	5/26/2006
Encourage and promote increased community involvement through collaboration with Dade Partners and the School Volunteer Program and other local family-oriented initiatives.	Principal Assistant Principal Community Involvement Specialist	8/1/2005	5/26/2006

Research-Based Programs

Passport to Success

Professional Development

The Community Involvement Specialist(CIS) will participate in the 2005-2006 M-DCPS Parental Involvement Conference. Parent/Family Workshops specifically designed to help parents help their child(ren) to better prepare for the FCAT will be provided by classroom teachers, reading coach, reading resource teacher, writing coach, mathematics coach, science lab instructor, media specialist technology coordinator and counselor. Professional development for staff members will include Conscious Discipline Support Project.

Evaluation

This objective will be evaluated by the number of parents/guardians who sign the Parental Involvement Attendance Rosters for 2005-2006 school year, to include: Monthly Grade Level Workshops; Targeted Parent Workshops, Technology Workshops, and signed and returned compacts and contracts.

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

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

GOAL 6 STATEMENT:

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

Needs Assessment

The results from the Florida Department of Education 2004-2005 report card indicate that fewer than 1% of students served in school suspensions (3/627) and 3% of students served outdoor suspensions (20/627).

Measurable Objective

Given instruction based on the Code of Student Conduct, students will improve their behavior as evidenced by a five percent reduction in the number of Student Case Management System incidents being reported in the 2005-2006 school year as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase parental involvement by having parents become more informed.	Principal Assistant Principal Counselor Classroom Teachers Community Involvement Specialist	8/1/2005	5/26/2006
Implement the Conscious Discipline Program to create a safe and caring school family which celebrates children for their unique contributions to the community of learners.	Counselor Administration All Faculty All Staff	7/29/2005	5/26/2006
Selected students will participate in Peer Mediation to promote understanding of unsettled differences.	Principal Assistant Principal Counselor Classroom Teachers	8/1/2005	5/26/2006
Participate in the 5000 Role Model Program for selected third, fourth, and fifth grade male students.	Principal Assistant Principals Community Involvement Specialist Third, fourth and fifth grade teachers. Male staff members	8/1/2005	5/26/2006
Engage in individual and small group counseling for selected students.	Principal Assistant Principal Counselor	8/1/2005	5/26/2006

Research-Based Programs

Conscious Discipline

Brain Gym

Safe-Drug Free Schools

Project Proud (Peacefully Resolving Our Unsettled Differences)

Character Education

Professional Development

In-service in Conscious Discipline

In-service in Brain Gym

Evaluation

The number of disciplinary referrals as evidenced by Student Case Management Systems will decrease by five percent.

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

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

GOAL 7 STATEMENT:

The school will integrate technology in all curricular areas.

Needs Assessment

According to the 2004 STaR School Profile an increase in the amount of technology integrated in the classroom within all curricular areas is needed. The school will promote equitable and universal access to technology. Involving teachers in the Enhancing Education Through Technology Grant (EETT), teachers will increase usage of technology in their classrooms as evidenced on the STaR School Profile.

Measurable Objective

Given an emphasis on the use of technology in education, all students will augment their usage of the FCAT Explorer Program, Riverdeep, Reading Plus and Classworks Gold by a 10% increase as evidenced on the STaR School Profile during the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide scheduled computer lab time for students in grades second through fifth.	Principal Assistant Principal Technology Coordinator	8/1/2005	5/26/2006
Provide scheduled computer lab time for students in grades second through fifth.	Principal Assistant Principal Technology Coordinator	8/1/2005	5/26/2006
Implement the Electronic Gradebook.	Principal Assistant Principal Classroom Teachers Technology Coordinator	8/1/2005	5/26/2006
Utilize Reading Plus in both in both the computer lab and classroom.	Principal Assitant Principal Technology Coordinator Classroom Teachers Reading Coach Reading Resource Teacher	8/1/2005	5/26/2006
Use Learning Express to increase and/or maintain writing scores in fourth grade.	Principal Assistant Principal Technology Coordinator Fourth Grade Teachers	8/1/2005	5/26/2006
Provide in-service for faculty in five areas of technology: Riverdeep, Toolkit and Atomic Learning, Marco Polo, Best Practices, Brainstorming, and Project-Based Learning, through the Enhancing Education Through Technology Grant.	Principal Assistant Principal Technology Coordinator Selected Classroom Teachers	8/1/2005	5/26/2006

Research-Based Programs

ReadingPlus

National Education Technology Standards (NETS)

Riverdeep

Excelsior Electronic Gradebook

Professional Development

Enhancing Education Through Education Grant -Cohort Group

Electronic Gradebook

ReadingPlus

Riverdeep

Evaluation

Objective will be evaluated by an increase of usage in technology as evidenced by the 2006 STaR School Profile.

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"/>

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

GOAL 8 STATEMENT:

The school will align its physical fitness program with the National Standards for Physical Education.

Needs Assessment

Physical Education provides students with the opportunity to attain their optimal level of fitness while participating in a continuous carefully planned program of developmentally age-appropriate physical activities. It is the unique role of quality physical education programs to develop the health-related fitness, physical competence, and cognitive understanding about physical activity for all students so that they can adopt healthy and physically active lifestyles. Through participation, students develop interest and skills that promote and encourage lifetime fitness for daily living and overall wellness.

To properly assess students' fitness performance and programmatic success, it is recommended that all schools administer a pretest and a post-test to determine student baseline measures. Student health-related fitness is assessed through the implementation of the FITNESSGRAM test program.

Use of the 2004-2005 FITNESSGRAM assessment data determined that 28 percent of students met the minimum health-related standards. Six percent of the students received the gold award and 22 percent received the silver award.

Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM Standards students in grades four and five will increase the awards received as evidenced by 3% of the students participating in the eight skills on the 2005-2006 as compared to 2004-2005.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Achieve and maintain a health-enhancing level of physical/health related fitness.	Principal Assistant Principal Physical Education Teachers	8/1/2005	5/26/2006
Exhibit responsible personal and social behavior that respects self and other physical activity.	Principal Assistant Principal Physical Education Teachers	8/1/2005	5/26/2006
Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Principal Assistant Principal Physical Education Teachers	8/1/2005	5/26/2006
Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performance of physical activities.	Principal Assistant Principal Physical Education Teachers	8/1/2005	5/26/2006
Participate regularly in physical activity to ensure time on task and usage of fitness program.	Principal Assistant Principal Physical Education Teachers	8/1/2005	5/26/2006
Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	Principal Assistant Principal Physical Education Teachers	8/1/2005	5/26/2006

Research-Based Programs

FITNESSGRAM

Professional Development

District-wide In-Services

Evaluation

Objective will be evaluated by an annual increase of 3% award recipients as measured by the FITNESSGRAM, based on the previous year's percent award.

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

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

GOAL 9 STATEMENT:

Students will develop an appreciation for the arts through expanded curricular and extra curricular offerings.

Needs Assessment

All children have gifts and talents in different areas. Nourishing students' gifts and talents in the arts will enhance students self esteem and the likelihood of children developing their full potential. A need exists to increase student awareness of art and music appreciation. Art and music will provide the students with the opportunity to attain knowledge in the areas of art and music appreciation and an exposure to string instruments. Along with these areas the students will also have an opportunity to participate in the art club and chorus. This need is determined by a lack of a fine arts program.

Measurable Objective

Given emphasis on appreciation of the arts, performances by students in art and music classes will increase by 5% in the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Introduce students to areas dealing with music appreciation.	Music Teacher	8/1/2005	5/26/2006
Introduce students to areas dealing with art appreciation.	Art Teacher	8/1/2005	5/26/2006
Participate in Extended Day activities, studying the string instruments, e.g. violin.	Music Teacher Science Lab Instructor	8/1/2005	5/26/2006
Participate in school chorus and assorted performances.	Music Teacher	8/1/2005	5/26/2006
Participate in school chorus and assorted performances.	Music Teacher	8/1/2005	5/26/2006
Participate in chess club to extend thinking skills.	Chess Club Coordinator	8/1/2005	5/26/2006

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

Students will participate in seasonal concerts and field trips. Participation logs will be used to document students' involvement in these activities.

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

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

GOAL 10 STATEMENT:

Myrtle Grove 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 from the Florida Department of Education indicate that in 2003, Myrtle Grove Elementary School ranked in the 4th percentile on the State of Florida ROI index.

Measurable Objective

Myrtle Grove Elementary School will improve its ranking on the State of Florida ROI index publication from the 4th percentile in 2003 to the 14th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become more informed about the use of financial resources in relation to school programs.	Principal EESAC Members Faculty and Staff	8/1/2005	5/26/2006
Collaborate with the district on resource allocations.	Principal	8/1/2005	5/26/2006
Consider shared use of facilities, partnering with community agencies.	Administration EESAC Counselor Community Involvement Specialist	8/1/2005	5/26/2006
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administration EESAC	8/1/2005	5/26/2006

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

On the next State of Florida ROI index publication, Myrtle Grove Elementary School will progress towards reaching the 14th percentile.

EESAC Compliance

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

Budget:

The EESAC made recommendations on the instructional purchases that were going to be made with the funds allocated by the state. After EESAC reviewed the data of Myrtle Grove Elementary School and assessed the needs of the school, it was the consensus of the committee to purchase library books for the media center that correlated to the Accelerated Reader Program.

Training:

After EESAC reviewed the Professional Development Survey administered by the school's principal, they made recommendations to provide professional development to teachers in the areas of Reading, Technology, Hands-on instruction in mathematics and science, and most importantly, in classroom management.

Instructional Materials:

The EESAC reviewed a sample of the new reading core series published by Houghton Mifflin. They recommended that the transition be smooth and that teachers had enough training prior to usage and incorporation into the curriculum. EESAC was also responsible for selecting materials that support the tutorial Saturday Academy.

Technology:

The EESAC reviewed the technology needs assessment conducted by the technology committee and made recommendations as to a plan of action to increase hardware and software within the next three years. The EESAC reviewed the Title I Budget and recommended that at least two additional computers be purchased for the classrooms that only have two computers.

Staffing:

The EESAC recommended that we continue to use funds to hire paraprofessionals, when possible, in order to continue to provide a low pupil/teacher ratio. Paraprofessionals will be used in the classrooms to work directly with the low performing students.

Student Support Services:

The EESAC recommended that we continue to implement the district's Character Education Curriculum. Futhermore, they recommended that the school continue to use the school's Social Worker to make home visits and to build a bridge of communication between the school and the home.

Other Matters of Resource Allocation:

After the principal presented the school budget to the EESAC, the committee recommended that available resources continue to be used to increase technology and provide intervention for at-risk students.

Benchmarking:

The EESAC will review data gathered from ongoing assessments and will be kept abreast of student progress throughout the school year.

School Safety & Discipline:

The EESAC was provided with information on our schoolwide attendance program, which rewards students for good attendance. Ideas were discussed in order to formulate a plan that will curtail negative behavior.

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