
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 3861 - North Glade Elementary School

FeederPattern: American Senior

Region: Regional Center I

District: 13 - Miami-Dade

Principal: Tom Frederick

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

North Glade Elementary School

North Glade Elementary is a small PK-6 grade elementary school in the northwest area of Miami-Dade County. 543 students attend this school. North Glade has a schoolwide Title I program, and 90% of its students are on free or reduced lunch. School grades have increased from D in 2002, to C in 2003, to B in 2004, then A in 2005. We are proud to be an "A" school, and we have communicated to all stakeholders that they are champions. Our motto this year is "We Are Champions", and it is our intent to defend our championship by earning another "A" in 2006.

Our school improvement plan goals are as follows:

Given instruction based on the Sunshine State Standards, students in grades 3 through 6 will increase by 5% their reading skills on the 2006 administration of the FCAT Reading Test as compared to the 2005 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in grades 3-6 will increase by 5 percent their mathematics skills on the 2006 administration of the FCAT Mathematics as compared to the 2005 administration of the FCAT Mathematics.

Given instruction based on the Sunshine State Standards, students in grade 4 will improve their writing skills as evidenced by ninety-seven percent of the students achieving high standards on the 2006 administration of the FCAT Writing.

Given instruction based on the Sunshine State Standards, students in grade 5 will improve their science skills as evidenced by an increase in the mean scale score to meet the District mean scale score on the 2006 administration of the FCAT Science.

Given the school wide emphasis on parental and community involvement, the school will demonstrate a 5 percent increase in parental and community interaction as evidenced by comparing logs for the 2004-2005 and 2005-2006 school years.

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a ten percent decrease in the number of referrals during the 2005-2006 school year as compared to the 2004-2005 school year.

Given a pre-post teacher survey in October and May, teacher comfort level in school computer applications will increase twenty percent when comparing pre- and post-test results.

Given instruction based upon approved fitness standards, the percentage of students earning awards in physical fitness testing will increase from forty percent to sixty percent.

Given emphasis on the benefits of participating in extracurricular activities, the number of students enrolled in extracurricular activities will increase by ten percent during the 2005-2006 school year as compared to the 2004-2005 school year.

North Glade Elementary will improve its ranking on the State of Florida Return on Investment (ROI) Index from the twelfth percentile to the fifteenth percentile when comparing the 2003 Index to the most recent one.

In order to remain champions, we must maintain our effectiveness as an organization. We must remain stakeholder friendly, encouraging input and participation from all members and all learning communities. We must use our collective talents and intelligence for the betterment of organizational goals.

The district survey of employees indicates category mean scores ranging from 4.0 to 4.3. These scores are encouraging because they indicate a general satisfaction in all areas surveyed. The two weakest areas with 4.0 scores are Strategic Planning and Process Management. These will be analyzed and studied. Of most considerable use are the specific indicators which scored a mean of less than 4.0. These are: (3d) I ask my customers if they are satisfied or dissatisfied with my work, (6a) I can get all of the resources I need to do my job, (7d) My organization uses my time and talents well, (7e) My organization removes things that get in the way of progress, and (7c) I know how well my organization is doing financially. These will be addressed during the 2005-2006 school year.

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.

North Glade Elementary School

VISION

North Glade is a harbor for learners-teachers, students, and parents who explore the world around them in harmonious interconnected learning communities, questioning and seeking answers, and continuously working toward a common goal of bringing passion and joy into every classroom by seeing the world of possibilities within each learner.

North Glade will be a nurturing, safe place that assists children to reach the potential they never knew they had; a place where teachers encourage independence, passion, and pride; a place where every member brings valued resources to the school and is recognized by all other members; a place where academic performance is just as important as the skills gained through life experiences.

MISSION

To continually improve student academic performance and to ensure that all students demonstrate mastery of grade level material, making a minimum of one year's academic growth annually.

CORE VALUES

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School Demographics

The Florida Department of Education grades North Glade Elementary as a "A" school. Significant progress in the number of students making learning gains, the percentage of students scoring high achievement levels, and the writing progress scores had a significant impact on these scores.

North Glade Elementary School is located in a predominantly Hispanic Community. Its student population for the 2005-2006 school year is approximately 543 students in grades pre-kindergarten through grade six, with an ethnic breakdown of 64 percent Hispanic, 30 percent African American, 3 percent White and 3 percent other.

The number of student qualifying for free and reduced priced lunch is approximately 90 percent each year. Our exceptional student population constitutes 13 percent of the enrollment. Limited English Proficiency students constitute 20 percent of the enrollment. The average daily attendance of the school is 95 percent.

North Glade Elementary is a school wide Title I school utilizing allocated funds to defray expenditures for differentiated programs to address the specific needs of students. In order to address the needs of all students, the following programs are provided: exceptional student education includes emotionally handicapped, varying exceptionalities resource, varying exceptionalities/communication disorder self contained program and pre-kindergarten varying exceptionalities, English as a Second Language, (ESOL), Academic Excellence Program (AEP) and Curriculum Content in Home Language (CCHL).

North Glade Elementary has 2 administrators, 43 teachers, 8 paraprofessionals, 15 support staff, and 11 part-time staff. All instructional staff members are highly qualified and certified with an average of 10 or more years of experience as educators. Both administrators hold educational doctorate degrees. Over half of the instructional staff members hold advanced degrees.

School Foundation

Leadership:

The Leadership category was the highest ranking section on the staff survey administered as part of the school improvement process. It scored a rating of 4.3.

Highest rated areas in this section were (1) "I know my organization's mission" (4.4) and (2) "My organization's supervisor shares information about the organization." (4.4)

Lowest rated areas were (1) "My organization asks me what I think" (4.0) and (2) "My organization lets me know what it thinks is most important." (4.2)

District Strategic Planning Alignment:

Strategic Planning received a rating of 4.0. This was the second lowest category on the staff survey administered as part of the school improvement planning process.

All four of the questions listed in this area received identical 4.0 mean responses. These questions were : (1) "As it plans for the future, my organization asks for my ideas," (4.0) (2) "I know the parts of my organization's plans that will affect me and my work," (4.0) and (3) "I know how to tell if we are making progress on my work group's part of the plan." (4.0)

Stakeholder Engagement:

The Staff Survey component of the school improvement plan indicates a general satisfaction among staff. Category ratings ranged from a high of 4.3 to a low of 4.0. This range seems to indicate a genuine satisfaction.

However, five individual questions fell below the 4.0 mean range. These questions need to be considered in the planning process.

(1) "I know how well my organization is doing financially" (3.4), (2) "My organization removes things that get in the way of progress," (3.8), "My organization uses my time and talents well," (3.9), (4) "I can get all of the resources needed to do my job." (3.9), and (5) "I ask my customers if they are satisfied or dissatisfied with my work." (3.9)

Faculty & Staff:

The Human Resource Focus category was the third highest ranking section on the staff survey administered as part of the school improvement process. It scored a rating of 4.2.

Highest rated areas in this section were (1) "My supervisor encourages me to develop my job skills so that I can advance in my career" (4.3) and (2) "I have a safe workplace." (4.3)

Lowest rated areas were (1) "I am recognized for my work" (4.0) and (2) "My supervisor and my organization care about me." (4.2)

Data/Information/Knowledge Management:

The Measurement, Analysis, and Knowledge Management category was the second highest ranking section on the staff survey . It scored a rating of 4.3.

Highest rated areas in this section were (1) "I know how to measure the quality of my work" (4.5) and (2) "I know how to analyze (review) the quality of my work to see if changes are needed." (4.5)

Lowest rated areas were (1)"I get the information I need to know about how my organization is doing" (4.2) and (2) "I get all of the important information I need to do my work." (4.2)

Education Design:

The process management category was the lowest ranking section on the staff survey . It scored a rating of 4.0.

Highest rated areas in this section were (1) "I collect information about the quality of my work" (4.1) and (2) "We have good processes for doing our work." (4.1)

Lowest rated areas were (1)"I can get all of the resources I need to do my job" (3.9)and (2) "I have control over my work processes." (4.0)

Performance Results:

Past school improvement plans have focused entirely on academic performnace in reading, writing, math, and science and on the influence of parental involvement for the purpose of academic goal attainment. This School Improvement Plan expands that focus to include a committment to reducing the discipline referral rate, to increasing performance on the district's physical fitness test, to expanding the computer expertise of our staff and students, and to involving parents in developmental programs that have the potential of assisting them in both their parental and their personal lives. We also focus on the expansion of the extracurricular program with the purpose of making our students feel more capable, connected, and contributing.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

All students will read at or above grade level.

Needs Assessment

Sixty-four percent of the 3-6 grade students are reading at high achievement levels and sixty-eight percent made annual gains. However, work is required with the lower quartile students of whom only fifty-two percent made annual gains.

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 based on the Sunshine State Standards, students in grades 3 through 6 will increase by 5% their reading skills on the 2006 administration of the FCAT Reading Test as compared to the 2005 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize computer assisted instruction to supplement reading instruction, particularly, Riverdeep, FCAT Explorer, and Brainchild Achiever.	Teachers, Students	08/04/2005	05/24/2006
Implement the Houghton-Mifflin Reading program as described by the district.	All Teachers, Reading Coach	08/08/2005	05/24/2006
Implement the Accelerated Reader Program rewarding students monthly when they achieve their goal.	Media Specialist, Teachers	08/04/2005	05/24/2006
Monitor the completion of reading log documents.	All teachers, Reading Coach	08/04/2005	05/24/2006
Provide before/after school opportunities for student tutoring.	Administration, Reading Coach	08/04/2005	05/24/2006
Monitor student progress by implementing quarterly testing.	Teachers, Reading Coach, Administrator	08/04/2005	05/24/2006
Adjust curriculum for all AIP and level 2 students so that in school tutoring can be offered to these students.	Administration, Selected Teachers	08/04/2005	05/24/2006
Use the Continuous Improvement Model to create, implement, assess, and revise all reading programs	Administration Leadership Team	8/4/2005	5/26/2006

Research-Based Programs

Houghton-Mifflin Reading Program, America Reads, Voyager, FCAT Explorer

Professional Development

1. Project CRISS
2. Best Practices
3. Guided Reading
4. Houghton Mifflin
5. Brainchild Online Assessment

Evaluation

Quarterly tests will indicate a twenty-five percent gain when comparing first quarter tests to fourth quarter results.

FCAT results will indicate a five percent gain when comparing results of 2005 with 2006.

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.)

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

GOAL 2 STATEMENT:

All students will perform on or above grade level in mathematics.

Needs Assessment

Seventy-nine percent of the grade 3-6 students made annual gains. This figure is impressive, however, only fifty-seven percent of the students are at above grade level. This can be improved. While provisional adequate progress was made, special emphasis needs to be given to the ESE, LEP, and African-American subgroups.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades 3-6 will increase by 5 percent their mathematics skills on the 2006 administration of the FCAT Mathematics as compared to the 2005 administration of the FCAT Mathematics.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the District's scope and sequence and a benchmark calendar based on the mathematics series that will align with Sunshine State Standards in grades K-6	Teachers	08/08/2005	05/24/2006
Utilize on-line computer programs to enrich and remediate students' mathematical skills in grades K-6.	Administration/Teachers	08/08/2005	05/24/2006
Provide the teaching staff with professional development activities that include successful research-based mathematics instructional programs, strategies, and hands-on activities.	Administrators/District Staff	08/08/2005	05/24/2006
Inform parents of strategies that can be used at home to support students' achievement in mathematics.	Teachers/Parent Academy Staff	08/08/2005	05/24/2006
Identify students in all subgroups not meeting grade level standards in mathematics and offer tutoring services to these students in grades 1-6.	Teachers/Administrators	08/08/2005	05/24/2006
Develop a "problem-of-the-day" activity for grades K-6 called Math Desserts in which students solve a mathematical problem in the cafeteria at lunch time.	Selected Teachers/ Administration	08/08/2005	05/24/2006
Use Brainchild Online Assessment to chart the monthly progress of EH students.	BMT EH Teachers (Grades 3-5)	10/28/2005	4/28/2006
Administer monthly comprehensive assessments encompassing the Sunshine State Standards in grades 3-6.	Teachers/Administrators	10/03/2005	05/24/2006
Introduce a musical fact-drill which includes multiplication and division facts, and mathematics vocabulary over the P.A. system in the morning before the morning announcements.	Selected Teachers/ Administration Music Teacher	08/08/2005	05/24/2006

Research-Based Programs

Harcourt Brace Mathematics
Brainchild Achiever Plus

Professional Development

Brainchild Training
Edusoft Training
Training in data assisted instruction

Evaluation

Monthly progress tests will indicate progressive gains and the 2006 FCAT – Mathematics scores for high level achievement will increase from fifty-seven percent in 2005 to sixty-two percent in 2006.

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.)

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

GOAL 3 STATEMENT:

All grade 4 students will perform on or at grade level in writing.

Needs Assessment

Ninety-six percent of 2005's fourth grade students scored 3.5 or better on FCAT – Writing. We will work hard to increase this score.

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 based on the Sunshine State Standards, students in grade 4 will improve their writing skills as evidenced by ninety-seven percent of the students achieving high standards on the 2006 administration of the FCAT Writing.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Plan, implement, and monitor a schedule for writing which includes daily instruction and weekly practice opportunities across the curriculum.	Teachers, Reading Coach, Administration	08/08/2005	05/24/2006
Utilize age appropriate writing exercises from the Houghton Mifflin Reading program in order to improve quality of writing through the use of strategies such as magnified moments, vivid verbs, sentence variety, writing pictures, and magic words.	Teachers	08/08/2005	05/24/2006
Create a "Roaring Writers" program honoring the best writer in each K-6 classroom on a monthly basis.	Teachers, Reading Coach, Academic Club Sponsor	10/03/2005	05/24/2006
Provide staff inservices for grades K-5 teachers on instructional strategies to improve writing performance.	Administration	11/01/2005	05/24/2006
Administer monthly prompts to fourth grade students as practice for FCAT-Writing.	Reading Leader Fourth grade Teachers	10/1/2005	1/31/2006

Research-Based Programs

Houghton-Mifflin Core Reading Program

Professional Development

K-6 Writing Curriculum inservice
Best Practices

Evaluation

All fourth grade students will score a 3.5 or better on the 2006 FCAT-Writing. Monthly progress checks will indicate continuous progress for all fourth graders and drive remediation efforts for students not meeting established standards.

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.)

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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"/>

Miami-Dade County Public Schools

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

GOAL 4 STATEMENT:

All fifth grade students will score at or above the state's mean scale score.

Needs Assessment

FCAT- Science scores are far below the district and state average. All strands, especially Earth and Life Science are below the average.

School Mean...243

District Mean...266

State Mean...286

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade 5 will improve their science skills as evidenced by an increase in the mean scale score 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
Administer cumulative tests based on standards taught per nine weeks.	Administration/5th Grade Teachers	08/08/2005	05/24/2006
Implement district designed science scope and sequence, aligned to the Florida Sunshine State Standards.	Teachers	08/08/2005	05/24/2006
Reinforce grade appropriate science content within the language arts curriculum through the use of non-fiction text during shared or guided reading.	Teachers	08/08/2005	05/24/2006
Utilize FOSS kits and associated student text material to implement a hands-on scientific approach to curriculum delivery and provide in-service training on the use of FOSS kits.	Teachers	08/08/2005	05/24/2006
Provide staff development for administrators and faculty in the areas of instructional strategies in science, Best Practices assessment, and the analysis of assessment data and science content.	Administration/District Staff	08/08/2005	05/24/2006
Plan and implement a school-wide Science Fair utilizing the scientific method.	Science Fair Committee/ Assistant Principal	08/08/2005	05/24/2006

Research-Based Programs

FOSS Kits

Scott Foresman Science Core Program

Professional Development

Best Practices Science
FOSS Kits
Data driven instruction
CRISS

Evaluation

Improve science skills as evidenced by a minimum of a three point gain in the mean scale score of the 2006 FCAT Science and show constant improvement on district quarterly assessments.

Fifth grade students will raise their mean score on the 2005 FCAT-Science from 243 to 253 on the 2006 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.)

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GOAL 5 STATEMENT:

Parental involvement will increase in all school activities.

Needs Assessment

School Climate Survey results indicate the parent satisfaction is slightly below district averages in certain key areas. Parents need to be engaged and more involved in the school progress.

Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate a 5 percent increase in parental and community interaction as evidenced by comparing logs for the 2004-2005 and 2005-2006 school years.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Keep parents notified of school related events, parent academy schedules, and available community resources.	Community Involvement Specialist	08/08/2005	05/24/2006
Open the school on Tuesday evenings to give the community access to computers and to implement adult education classes.	Principal/Selected Teachers/CIS	08/08/2005	05/24/2006
Encourage parents to check out materials from our parent resource center.	CIS	08/08/2005	05/24/2006
Honor parents for their involvement by nominating them as parents of the month.	CIS	08/08/2005	05/24/2006
Host Book Fair and Science Fair at night so that parents can have access to these functions.	Science Fair Committee/ Media Specialist	08/08/2005	05/24/2006
Implement a Grandparents Day to honor grandparents and to seek volunteer assistance from this group.	CIS/Selected Teachers	08/08/2005	05/24/2006
Begin procedures to reinstate the North Glade Elementary PTSA.	Principal	08/08/2005	05/24/2006

Research-Based Programs

PTSA

Professional Development

Utilize school and community resources.

Evaluation

Meet or exceed district averages on the parent satisfaction sections of the School Climate Survey.

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

GOAL 6 STATEMENT:

North Glade Elementary will provide a safe and effective learning environment for all stakeholders.

Needs Assessment

There were 704 referral incidents for the 2004-2005 school year. This included 45 fights, 6 episodes of bullying, 65 disruptions on school buses, 112 defiance of school personnel authorities, and 64 general disruptive behavior. Improvement is needed in the number of said incidents.

Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a ten percent decrease in the number of referrals during the 2005-2006 school year as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Establish school climate by emphasizing positive reinforcement more than negative reinforcement.	Administration/Teachers/ Counselor	08/08/2005	05/24/2006
Involve students in activities like student council, students mediators, safety patrol.	FEA and Club Sponsors/Teachers	08/08/2005	05/24/2006
Restructure the EH program to include limited class sizes, a positive reinforcement program, and emotional support for students.	Administration/EH Teachers	08/08/2005	05/24/2006
Implement a counseling program focusing on student needs with groups such as anger management, peer pressure, and self-esteem.	Counselor	08/08/2005	05/24/2006
Honor students of the month, Do The Right Thing, and the other self-esteem building categories.	Activity Sponsor Counselor	08/08/2005	05/24/2006

Research-Based Programs

Peer mediation
Cooperative Discipline

Professional Development

Student Mediation
Cooperative Discipline

Evaluation

North Glade Elementary will be evaluated by a ten percent decrease in the number of student case management referrals during the 2005-2006 school year as compared to the 2004-2005 school year.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 7 STATEMENT:

Teacher comfort level with using application software to enhance and monitor instruction will be maximized.

Needs Assessment

The school is paperless in respect to staff communication. Teachers are computer literate and effective users of technology for email and research. Additional training is needed for staff into various areas of technology use. Trainings need to occur in software applications, databases, and creating data for instructional purposes. Presentation software needs to be utilized by staff and students. Sixth grade wing, (and PE shelter) need to be wired so that technology can be utilized in these programs.

Measurable Objective

Given a pre-post teacher survey in October and May, teacher comfort level in school computer applications will increase twenty percent when comparing pre- and post-test results.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Create a teacher technology team in order to train 3-5 interested teachers as mentors for other teachers.	Computer Technician/Selected Teachers	10/03/2005	05/24/2006
Implement the electronic grade book.	Administration/Computer Technology Team	10/03/2005	05/24/2006
Replace old computer technology and increase the number of computers available in classrooms.	Administration	10/03/2005	05/24/2006
Provide basic computer application training in various programs available in our school to teachers.	Computer Specialist	10/03/2005	05/24/2006
Establish a student computer club to train students in basic computer troubleshooting in order to provide assistance to classes.	Computer Specialist	10/03/2005	05/24/2006

Research-Based Programs

Accelerated Reading
 FCAT Explorer
 Riverdeep
 Brainchild Achievers

Professional Development

School training in available software: AR, Brainchild, Grade Book, Excel, Powerpoint
 Training for teacher mentors
 Electronic grade book

Evaluation

Teacher computer comfort level as demonstrated on the teacher survey will be evaluated. Teacher use of software applications and presentation software will increase as evidenced by a twenty percent gain in teacher comfort level.

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.)

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

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

GOAL 8 STATEMENT:

Motivate all students to earn awards on the districts Physical Fitness Test.

Needs Assessment

While one hundred percent of North Glade’s students participated in the district's physical fitness testing, only forty percent received gold or silver awards. This figure is in the bottom twenty percent of the district. Improvement is indicated.

Measurable Objective

Given instruction based upon approved fitness standards, the percentage of students earning awards in physical fitness testing will increase from forty percent to sixty percent.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement a plan to develop in all students a level of personal fitness commensurate with individual capabilities through the improvement or maintenance of such areas as cardio-respiratory fitness, general endurance, flexibility, and muscular strength.	PE Teachers	08/08/2005	05/24/2006
Implement all physical fitness testing	PE Teachers	08/08/2005	05/24/2006
Conduct a school field day.	PE Teachers	04/07/2006	04/07/2006
Implement an after-school intramural program.	Intramural Teachers	10/03/2005	05/24/2006
Continue efforts to provide a physical education shelter.	Principal	08/08/2005	05/24/2006
Implement DARE, TRUST, AID/HIV curricular.	Teachers	08/08/2005	05/24/2006
Encourage good nutrition by increasing student participation in breakfast.	Administration/Teachers	08/08/2005	05/24/2006

Research-Based Programs

Physical Fitness testing

Professional Development

District directed training

Evaluation

Given instruction based on the M-DCPS mandated Fitness Gram standards, students in grades 2-6 will improve their scores on the Physical Fitness Test to the point the sixty percent earn silver or gold certificates.

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 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 type="checkbox"/>

GOAL 9 STATEMENT:

Increase student participation in extracurricular activities.

Needs Assessment

North Glade has a very active enrichment program. Extracurricular activities include chess/art academic excellence programs. However, beyond that, this is little extracurricular activity. This year we need to foster a chorus, student council, and intramural program.

Measurable Objective

Given emphasis on the benefits of participating in extracurricular activities, the number of students enrolled in extracurricular activities will increase by ten percent during the 2005-2006 school year as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase involvement in Chorus, Academic Excellence Chess, Digital Camera class, Intramurals, and Spanish contests.	Selected Teachers	08/08/2005	05/24/2006
Promote-Self esteem by entering contests, by sponsoring contests, by displaying student work, and by rewarding student participants.	Teachers	08/08/2005	05/24/2006
Support school-wide thematic events like Hispanic/Black History, with elective projects and support.	Administration/Teachers	08/08/2005	05/24/2006
Collaborate and plan with classroom teacher in order to enrich curriculum.	Administration/Teachers	08/08/2005	05/24/2006
Increase student participation in the Dade County youth Fair.	Teachers Special Area Teachers Administration	10/1/2005	3/31/2006

Research-Based Programs

Chess as Critical Thinking
Cooperative Discipline's Three C's

Professional Development

Critical Thinking training

Evaluation

Participation in enrichment activities will increase by ten percent when comparing the 2004-2005 school year with the 2005-2006 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 checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 10 STATEMENT:

North Glade Elementary will rank at or above the nintieth Percentile statewide in the Return on Investment (ROI) Index of value and cost effectiveness of its program.

Needs Assessment

Data from the 2003 Department of Education Return on Investment (ROI) Index indicates a low percentile ran of 12. The Percent of Highest ROI Value is 39 percent. The Total Program Cost per WFTE is \$7,278.

Measurable Objective

North Glade Elementary will improve its ranking on the State of Florida Return on Investment (ROI) Index from the twelfth percentile to the fifteenth percentile when comparing the 2003 Index to the most recent one.

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.	Administration	08/08/2005	05/24/2006
Collaborate with the district on resource allocation.	Administration	08/08/2005	05/24/2006
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administration	08/08/2005	05/24/2006
Consider shared use of facilities, partnering with community agencies.	Administration	08/08/2005	05/24/2006
Evaluate the cost effectiveness of each tutorial program in relation to results versus cost.	Administration	08/08/2005	05/24/2006

Research-Based Programs

Houghton Mifflin Reading and Math
Soaring to Success/Early Success
Voyager

Professional Development

Houghton Mifflin Reading
Guided Reading
Using Data to Drive Instruction

Evaluation

On the next State of Florida ROI index publication, North Glade Elementary will show progress towards meeting the ninetieth percentile goal.

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 discussed their budget in relation to their commitment to the School Improvement Plan. Expenditure proposals have been placed on the agenda for the October 18, 2005 meeting.

Training:

Professional development suggestions have been included in the School Improvement Plan as recommended by the EESAC.

Instructional Materials:

Instructional materials are vital to the education process. Teacher needs in relation to the delivery of instruction have been addressed.

Technology:

A technology plan is in place which involves teacher training, a student computer club, and the updating of the school infrastructure. Updated computers and a wireless network in the sixth grade classes are priorities.

Staffing:

EESAC has been kept apprised of staffing needs. Suggestions for filling positions have been sought from staff.

Student Support Services:

An active Child Study Team is in operation. The school includes many exceptional service programs. Good support is provided from outside agencies.

Other Matters of Resource Allocation:

The EESAC will be trained in school budgeting during the month of November. The 2005-2006 school budget will be shared with the committee when it is finalized.

Benchmarking:

Data driven instruction is essential to the operation of a successful academic program. Benchmarking based on last year's FCAT scores and on quarterly testing is in place. Investigations into ways to obtain monthly data are in progress.

School Safety & Discipline:

Academic achievement increases with the security of a safe and orderly learning environment. The EESAC developed strategies to accentuate positive reinforcement. Monthly award assemblies and positive feedback to students is imperative to establishing an atmosphere where students feel capable, connected, and contributing.

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