
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 5051 - Ernest R Graham Elementary School

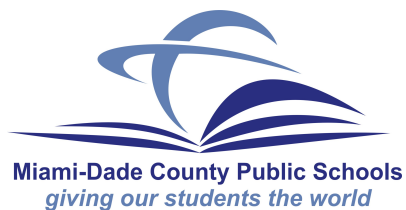
FeederPattern: Barbara Goleman Senior

Region: Regional Center I

District: 13 - Miami-Dade

Principal: Mayra Alfaro

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Ernest R Graham Elementary School

Ernest R Graham Elementary School, located in the city of Hialeah, serves a multi-ethnic population, representing approximately 35 different countries. The community's expanding residential and commercial population has resulted in the school having a mobility index of 24. Currently, the school has an enrollment of 2231 students, consisting of 90 percent Hispanic, 8 percent White, and 1 percent Black. The school lunch program provides free or reduced lunch to 1,738 of the students. The school has 724 students receiving services from the English for Speakers of Other Languages (ESOL) Program. There are 337 students that participate in the Extended Foreign Language (EFL) Program. This quality program provides bilingual, bi-literate instructional delivery. The school offers a resource gifted program that supplements with enrichment academic activities to meet the needs of these gifted students. Our after school Academic Excellence Program services 40 students in grades three through six. These students are taught to apply critical thinking skills through chess and geography projects. The school provides an aftercare program for the community servicing 348 students. In addition, we provide before/after and Saturday School tutorial programs for targeted students. The faculty, staff, and Educational Excellence School Advisory Council (EESAC) of Ernest R Graham Elementary School have reviewed and analyzed pertinent data such as Stanford Achievement Test (SAT) results, Florida Comprehensive Assessment Test (FCAT) results, School Demographic and Academic Profile, School Report Card, Climate Survey, and other pertinent data. As a result, Ernest R Graham Elementary School will address the following objectives as priorities for the 2005-2006 school year:

Given instruction using Sunshine State Standards, students in grades three through six will improve their reading skills as evidenced by 75% meeting high standards on the 2006 administration of the FCAT Reading Test.

Given instruction using Sunshine State Standards, students in grades three through six will improve their mathematics skills as evidenced by 70% meeting high standards on the 2006 administration of the FCAT Mathematics.

Given instruction using Sunshine State Standards, students with disabilities in grades three through six will improve their mathematics skills as evidenced by 50% meeting high standards on the 2006 administration of the FCAT Mathematics.

Given instruction using the Sunshine State standards, students in grade four will increase their writing skills as evidenced by a 1 percentage point increase in the number of students scoring a 3.5 or higher on the 2006 FCAT Writing Test.

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced an increase in the mean scale score in order to meet or exceed the District's average mean scale score on the 2006 FCAT Science.

Given a schoolwide emphasis on parent involvement, 90% of the parents of retained kindergarten, first and third grade students will participate in at least one parent workshop or information meeting during the 2005-2006 school year as evidenced by teacher logs and sign-in sheets.

Given an emphasis on the importance of attendance for maintaining a safe and orderly learning environment, student attendance will improve as evidenced by a 1.42 percentage point increase (or 95%) on the final Percentage of Attendance Report for the 2005-2006 school year.

Given professional development on the use of the electronic gradebook, homeroom teachers will increase their use of technology as evidenced by 50 percent utilizing some form of electronic gradebook, measured by a comparison of a staff survey administered in October of 2005 and again in March 2006.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades 4, 5 and 6 will improve their physical fitness as evidenced by a minimum of 25% meeting the requirements to receive the Gold and/or Silver Fitness Award.

Given an emphasis on the benefits of education in the fine arts, students in grades two through six will demonstrate their talents as evidenced by teacher logs and records of participation indicating 27% of them participating in district sponsored and community events in the visual arts.

Ernest R Graham Elementary School will improve its ranking on the State of Florida ROI index publication from the 65th percentile in 2003 to the 70th percentile on the next publication of the index.

Ernest R Graham Elementary is committed to providing teachers with all the resources necessary for them to deliver effective teaching strategies. In order to achieve this goal, all staff members will be surveyed so that we can determine the resources needed for each grade level and subject area. Our lead teacher will provide an inventory list of all materials and educational resources available in the school's professional development center. In addition, we will facilitate training for use of these materials. If materials requested are not available in the school, every effort will be made to attain the requested items. These resources will be easily accessible to all teachers upon request.

Recognizing staff members for their hard work and contributions is a priority. Providing a positive environment where teachers are recognized by their peers and supervisors is essential for maintaining high morale. To accomplish this goal, we will initiate various activities such as a staff attendance incentive program and by highlighting best practices on public bulletin boards and in faculty calendar. Moreover, the implementation of a "Colleagues Recognizing Colleagues" program will invite teachers to share best practices with each other.

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.

Ernest R Graham Elementary School

VISION

At Ernest R Graham Elementary, our vision is to inspire all students to a life-long love of learning excellence and success.

MISSION

In our quest for excellence, the administration, faculty and staff of Ernest R Graham Elementary School, along with the community and the parents, are committed to providing all students with the knowledge, skills, attitudes and opportunities to succeed. It is our goal to enhance the students' self-esteem and their desire for excellence in order to achieve their potential as responsible citizens in a multicultural society.

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.

School Demographics

Ernest R Graham Elementary School is an "A" School in the state mandated "A+ Plan." It is located in the city of Hialeah, and serves a multi-ethnic population. The community's expanding residential and commercial population has resulted in the school having a mobility index of 24. Currently, the school has an enrollment of 2,231 students, consisting of 92 percent Hispanic, 6 percent White, and one percent Black, one percent Asian, other and multiracial. The school lunch program provides free or reduced lunch to 78 percent of the students. The school has 724 students receiving services from the English for Speaker of Other Languages (ESOL) Program, and 239 receiving Exceptional Education Student services. The school also has the Extended Foreign Language Program from grades K-6. It has an Academic Excellence program after school and a Gifted Resource program

Ernest R Graham Elementary employs 131 full-time teachers. The leadership team is composed of the principal, 4 assistant principals, a lead teacher, a reading leader and a reading coordinator. In addition we have 3 counselors, 4 full time paraprofessionals and 16 part time paraprofessionals. 8 hourly part-time teachers, 2 community involvement specialists, 1 computer specialist, 1 psychologist, 1 and a half speech pathologists and 2 media specialists.

School Foundation

Leadership:

The leadership team at Ernest R Graham Elementary is committed to creating and maintaining a positive working environment for all faculty and staff members. According to the School Snapshot Survey, 88% of the faculty and staff agree or strongly agree that the school mission is the driving force of the school and that school leaders use the values from the mission to guide the every day functions and programs of the school. Communication and the sharing of information is the key with such a large school. The active EESAC committee helps with this important task. Representatives from every stakeholder group attend regularly to bring and take information to their constituents regarding school activities and functions. All staff members are aware of our vision, mission, and school goals. Input is collected from every group on our objectives and the strategies that will be used to attain these goals. Working together on a regular basis helps us keep the focus and monitors progress towards objectives. Needs are brought to the table and addressed as they arise. Every effort is made to provide teachers with the support they need to deliver effective teaching strategies. The teamwork philosophy helps to preserve a happy and productive staff.

District Strategic Planning Alignment:

The EESAC committee develops the school goals and objectives in alignment with district goals. According to the School Snapshot Survey, 82% of faculty and staff agree or strongly agree that they have input with school goals and know how to tell if they are making progress towards these goals. All stakeholder groups have input as the plan is being written. Representatives of each group must meet with their constituents to share information, bring back ideas and voice concerns. EESAC members meet regularly to review data and monitor progress on the implementation of strategies. Changes are made as necessary and extra support is provided when needed.

Stakeholder Engagement:

The faculty and staff are aware of how important parental and community involvement are in the success of their children. According to the School Snapshot Survey, 90% of faculty and staff agree or strongly agree that they know who our customers are, how to keep in touch with them, and feel comfortable making decisions to solve problems for customers. That is why communication is so important. Parents were surveyed at the beginning of the year to see what their needs were. Community Involvement Specialists are working with the information we received to disaggregate the data so that we can meet the needs of the most people. Every effort will be made to provide parents with the support, resources and training they need to help themselves and their children. Local businesses are also involved with our EESAC committee. Their input is vital to meet the needs of the community and to make sure that our students are prepared to compete in the global economy.

Faculty & Staff:

Ernest R Graham Elementary has implemented a system where all staff and faculty members partake in the decision making process. According to the School Snapshot Survey, 88% of faculty and staff agree or strongly agree that our school works as a team and is a safe environment for all stakeholders. Our EESAC meetings and Leadership Team meetings serve as open forums for all to attend and provide valuable input that affect the overall success of our organization. In addition, each grade level and special subject area group share common planning time and meet weekly to collect data, evaluate goals, and focus on future progress. All new teachers to our school are also assigned a mentor teacher and a peer teacher to provide additional support, training, and feedback to ensure a solid support

system.

Data/Information/Knowledge Management:

According to the School Snapshot Survey, 96% of faculty and staff agree that they are using data to drive instruction and feel they have access to all the information they need to do their work. In our effort to implement the Continuous Improvement Model the need to constantly update and review data is imperative. Leadership team members meet regularly with grade levels to determine areas of strength and weakness and to align our goals with the school's mission. Furthermore, our resource teachers collect data from tests mandated by the district and present their findings to each grade group who use the information to implement data driven instruction. Quarterly meetings are conducted to monitor the academic progress of all students.

Education Design:

According to the School Snapshot Survey, 86% of faculty and staff agree or strongly agree that established processes for doing work are efficient and effective for our school. Our staff is utilizing a systematic process in order to improve the effectiveness of our organization. By using the Plan, Do, Study, Act (PDSA) Cycle, our stakeholders collect and analyze information in order to evaluate the success of our educational programs. This process enables our institution to make informed decisions on how to restructure and develop a strategic plan that will continue to promote school improvement and increase student achievement.

Ernest R Graham Elementary also encourages and offers extended learning opportunities to a large portion of our student body through the use of various programs such as: School Tutorial Programs, the Saturday Academy, Advanced Academic Group, the Music and Instrumental Ensemble Group, and the Extended Foreign Language Program.

Performance Results:

According to the School Snapshot Survey, 86% of faculty and staff members agree or strongly agree that our school strives to achieve performance excellence by upholding the highest ethical standards, and by incorporating strategic planning and data analysis that correlate with the School Improvement Plan. The implementation of the Plan, Do, Study, Act Cycle process has been used while focusing on student improvement for targeted sub groups. These identified students have shown academic growth. This school year the process is being utilized to continue to improve other identified areas.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

In order to attract high quality teachers, we work closely with local universities. Each year we place student interns with our most qualified and exemplary teachers to provide mentoring and guidance for upcoming teachers. They are provided the latest researched based instructional techniques with opportunities to apply them in the classroom. This gives us a chance to see the strengths and weaknesses of potential future teachers.

In order to retain teachers, we strive to provide a supportive and positive environment for all faculty and staff members. Staff members work as grade level and curriculum teams to accomplish school goals. We also have support personnel such as a Reading Leader, a Reading Coach, and a Lead Teacher to provide assistance to classroom teachers with testing, small groups, resources, professional development on site and classroom demonstrations. In addition we have a staff of paraprofessionals and hourly teachers who support homeroom teachers by working with small groups of targeted students. As a Title I school, we are fortunate to be able to provide an abundance of supplementary materials and technology with software for every student.

• Highly Qualified, Certified Administrators:

The administrative team consists of one principal and four assistant principals.

MAYRA ALFARO, PRINCIPAL

Mrs. Mayra Alfaro holds a Florida Certification in Educational Leadership and Elementary Education. Mrs. Alfaro attained a Bachelor of Science degree in Elementary Education from Florida International University and a Master of Science degree in Educational Leadership also from Florida International University. Mrs. Alfaro has served Miami Dade County Public Schools as a third, fourth and fifth grade teacher. She has eleven years of administrative experience. She served as assistant principal at Twin Lakes Elementary which was designated an "A" school for three subsequent years. As principal at Mae M. Walters Elementary, Mrs. Alfaro worked closely with teachers and parents to enhance student achievement and moving the school from a "C" to an "A" for three consecutive years. Mrs. Alfaro was assigned to Ernest R Graham Elementary in July of 2004. Under her leadership, Ernest R Graham Elementary was able to maintain its high "A" ranking and was once again recognized as a Five Star School.

KAREN BELUSIC, ASSISTANT PRINCIPAL

Ms. Belusic has been an educator for seventeen years in the Miami Dade County Public School system. Ms. Belusic holds a Bachelor of Science degree in Elementary Education as well as a Master of Science degree in Elementary Education with certification in Educational Leadership. Ms. Belusic began her career as an assistant principal at Ernest R Graham Elementary six years ago. She assists the principal with the daily operations of the school with a strong emphasis on curriculum, data analyses, and exceptional student education. Ms. Belusic works closely with the EESAC analyzing data, disaggregating scores, disseminating curriculum information, developing curriculum plans, monitoring student achievement, providing professional development to assist instructional staff in maintaining the school's high academic achievements.

MERCY VALERA, ASSISTANT PRINCIPAL

For the past seventeen years, Ms. Valera has worked for the Miami-Dade County School System. Ms. Valera holds a Bachelor of Science degree in Elementary Education and Master of Science degree in Teaching English as a Second Language with certification in Educational Leadership. Ms. Valera began her teaching career in 1991. She was a grade level chairperson who

participated in several committees representing the school and the district. For the past three years, Ms. Valera has worked as a school administrator assisting the principal in the daily operations of the school. Ms. Valera assists the principal with all aspects of the school curriculum and staff development in order to increase student achievement.

GLORIA YOUNG, ASSISTANT PRINCIPAL

Mrs. Gloria M. Young holds a Bachelor of Science in Elementary Education, a Master of Science in Early Childhood Education and Specialist Certification in Educational Leadership. Mrs. Young has been an educator for thirty-two years serving as a teacher of grades kindergarten, 3, 4, 5 and Adult Education. Mrs. Young has performed as an Assistant Principal for eight years completing assigned tasks in the areas of Curriculum, Student Services, Discipline, School Operations, Community Involvement, Special Programs and Budget. She continues to work cooperatively with stakeholders to improve student learning.

JULIO FONG, ASSISTANT PRINCIPAL

Mr. Fong has worked in the Miami Dade County school system for 10 years. He has a Bachelor of Science degree in Elementary Education from Florida International University, a Master of Science degree in Computer Science in Education from Barry University, and Educational Specialist degree in Educational Leadership from Nova Southeastern University. Mr. Fong has been with Ernest Graham for two years. Currently Mr. Fong assists the principal with curriculum, school safety, maintenance, security, transportation, student services, discipline, attendance, and property control.

• Teacher Mentoring:

During the opening of school and as needed throughout the year, new teachers attend an orientation meeting with school administrators. Teachers are familiarized with the school handbook, policies and emergency procedures. In addition, all annual contract teachers are part of a professional growth team. The purpose of the team is to provide support and assistance to new teachers in the areas of lesson planning, classroom management, data analysis and instructional delivery. The team consists of two to three experienced colleague teachers who mentor teach model lessons and provide constructive feedback for the new teacher. A teacher from the same grade level, usually the grade level chairperson, and one of our support staff such as the Lead Teacher, Reading Leader, or Reading Coach is assigned and must first agree to provide assistance. They work together during common planning time. Experienced teachers who join the faculty are assisted by their grade level or department chairpersons.

• School Advisory Council:

Ernest R Graham Elementary's Educational Excellence School Advisory Council (EESAC) is made up of teachers, students, parents, administrators, educational support personnel and community business representatives. Each member of the council is elected by its own group of constituents. Less than 51% of the council is made up of school board employees. The purpose of the EESAC is to define a vision and establish goals for the improvement of student achievement. The council meets regularly to monitor the attainment of the school's objectives and implementation of developed strategies. The EESAC has budgeted \$24,000. to support the achievement of these goals. The principal and the elected members of the EESAC use consensus management to improve student achievement in a collaborative manner.

• Extended Learning Opportunities

Ernest R Graham Elementary is a Title I school which affords us the ability to provide various extended learning opportunities. An afternoon tutorial program allows targeted students to receive additional instruction and practice in basic subject areas such as reading, writing and math. Saturday School is another valuable tool used to help students who need remediation and extra practice to master Sunshine State Standards. Hourly teachers meet with targeted groups of students in place of special area subjects to give

additional reading tutoring during the school day.

• School Wide Improvement Model

Ernest R Graham Elementary will use the Continuous Improvement Model (CIM). This model is comprised of an eight (8) step data-driven process that assesses students on a regular basis for enrichment and remediation. These steps include: data desegregation, time line development, implementing a change or strategy, regular assessment, analyze data, tutorials, enrichment, maintenance, and monitoring of the process.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

Ernest R Graham Elementary School students make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master state standards in the area of reading.

Needs Assessment

Based on the 2005 FCAT Sunshine State Standards Reading Test 73% of standard curriculum students in grades three through six scored Level 3 or above. All subgroups including SWD, LEP, and the lowest 25% have met requirements for reading as it relates to AYP.

NCLB SUBGROUP TARGET

| TOTAL | WHITE | BLACK | HISPANIC | ASIAN | NATIVE AMERICAN | F/R LUNCH | LEP | SWD | LEVEL I | LOWEST 25% | OTHER | GRADUATION RATE |
|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
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Measurable Objective

Given instruction using Sunshine State Standards, students in grades three through six will improve their reading skills as evidenced by 75% meeting high standards on the 2006 administration of the FCAT Reading Test.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
|--|---|------------|------------|
| | | START | END |
| Provide an uninterrupted daily 2 hour block in reading for grades kindergarten through 6. | Administrators, Classroom Teachers | 08/08/2006 | 05/24/2006 |
| Implement the Inclusion model for service delivery to identified SWD students in fourth grade. | Administrators ESE Teacher | 08/08/2005 | 05/24/2006 |
| Provide parents with strategies that can be used at home to support reading achievement through information handed out at open house and parent orientation night. | Administrators, Community Involvement Specialists, Grade Level chairpersons | 09/14/2005 | 02/10/2006 |
| Identify level 1 students from the 2005 FCAT Sunshine State Standards Test and provide small group tutoring two times per week for one hour. Use STAR Reading Test as pre/post data. | Assistant Principal, Hourly Teachers | 08/10/2008 | 05/24/2006 |
| Provide students with lessons which target identified areas of deficiency, including specific activities/strategies designed to improve the students learning needs (data driven instruction). | Administrators Classroom Teachers | 08/08/2005 | 08/24/2006 |
| Provide all instructional staff with professional development activities that include information about successful research-based reading strategies. | Lead Teacher, Reading Coach, Administrators | 08/01/2005 | 05/12/06 |
| Provide after-school tutorial to FCAT level 1 & 2 students two times per week for one hour. Curriculum Associates materials will be used for pre/post data. | Assistant Principal, Tutors | 09/12/2005 | 04/06/2006 |

Research-Based Programs

Read 180
STAR Reading
FCAT Explorer
Destination Success
Easy Tech
Houghton-Mifflin
Buckle Down Blast Off
Curriculum Associates Reading CARS/STARS

Professional Development

Houghton Mifflin Training for all teachers
CRISS training for new teachers
Guided reading
Voyager Passport

Evaluation

This objective will be evaluated by scores from the 2006 Florida Comprehensive Assessment Test (FCAT) Reading component indicating 75% are meeting high standards. Progress will be monitored quarterly utilizing:

Dynamic Indicators of Basic Literacy Skills (DIBELS) grades kindergarten through third including FCAT reading level 1 and 2 fourth and fifth grade students.

Oral Reading Fluency Probe (ORFP) grade six FCAT reading level 1 and 2 students.

Interim Assessment in Reading all students in grades three through six.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

| | | | | |
|--|---|--|---|--|
| Ensure achievement of high academic standards by all students. | Develop our students so that they are able to successfully compete in the global economy. | Actively engage family and community members to become our partners in raising and maintaining high student achievement. | Reform business practices to ensure efficiency, effectiveness and high ethical standards. | Recruit, develop and retain high-performing, diverse, and motivated faculty and staff. |
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GOAL 2 STATEMENT:

Ernest R Graham Elementary School students make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master state standards in the area of mathematics.

Needs Assessment

Based on the 2005 FCAT Mathematics results, 68% of students in grades three through six scored Level 3 or above. Results indicate that 24% of the students with disabilities subgroup scored level 3 or better. The SWD subgroup is 20 percentage points below the requirements for NCLB. Therefore, these students will be a targeted subgroup for the 2005-2006 school year.

NCLB SUBGROUP TARGET

| TOTAL | WHITE | BLACK | HISPANIC | ASIAN | NATIVE AMERICAN | F/R LUNCH | LEP | SWD | LEVEL 1 | LOWEST 25% | OTHER | GRADUATION RATE |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
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Measurable Objective

Given instruction using Sunshine State Standards, students in grades three through six will improve their mathematics skills as evidenced by 70% meeting high standards on the 2006 administration of the FCAT Mathematics.

Given instruction using Sunshine State Standards, students with disabilities in grades three through six will improve their mathematics skills as evidenced by 50% meeting high standards on the 2006 administration of the FCAT Mathematics.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
|---|---|------------|------------|
| | | START | END |
| Disaggregate and analyze data from the 2005 FCAT mathematics test to identify strengths and weaknesses to develop instructional focus. | Administrators, Homeroom Teachers | 08/08/2005 | 05/24/06 |
| Provide hourly teacher to work with identified SWD students during Mathematics instruction. | Administrators | 08/10/2005 | 05/24/2006 |
| Provide students with performance based activities incorporating the use of manipulative, problem solving, critical thinking and communication. | Homeroom Teachers Administrators | 08/08/2005 | 05/24/2006 |
| Provide additional math instruction during the day in place of special area classes for identified SWD students. | Administrators Hourly Teachers | 10/17/2005 | 3/10/2006 |
| Provide before/after school tutorial for targeted level 1 & 2 students two times per week for one hour. Pre/Post math test will be utilized for comparative data. | Administrators | 09/26/2005 | 05/01/2006 |
| Utilize technology to access Destination Success, FCAT Explorer, Harcourt Math Center to reinforce and enhance mathematics skills. | Administrators Homeroom Teachers Technology Coordinator | 08/08/2005 | 05/24/2006 |

Research-Based Programs

FCAT Explorer
Harcourt Math Center
Harcourt Math

Professional Development

SMILE (Science and Math Integrated with Literary Experiences) Workshops
Comprehensive Mathematics Plan

Evaluation

This objective will be evaluated by scores from the 2006 Florida Comprehensive Assessment Test (FCAT) Mathematics component indicating 70% are meeting meeting high standards and 50% of SWD meeting high standards.

District Interim Assessments will be utilized to monitor progress towards this 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 checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

Miami-Dade County Public Schools

District Strategic Plan

| | | | | |
|--|---|--|---|--|
| 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 3 STATEMENT:

Ernest R Graham Elementary School fourth grade students make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master state standards in the area of writing.

Needs Assessment

Based on the 2005 FCAT Sunshine State Standards writing component, 91% of fourth grade students are meeting state standards in writing. Eighty-five percent of these students are scoring 3.5 or higher. All subgroups including SWD, LEP and Economically Disadvantaged, have met standards as it relates to AYP.

NCLB SUBGROUP TARGET

| TOTAL | WHITE | BLACK | HISPANIC | ASIAN | NATIVE AMERICAN | F/R LUNCH | LEP | SWD | LEVEL I | LOWEST 25% | OTHER | GRADUATION RATE |
|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
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Measurable Objective

Given instruction using the Sunshine State standards, students in grade four will increase their writing skills as evidenced by a 1 percentage point increase in the number of students scoring a 3.5 or higher on the 2006 FCAT Writing Test.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
|--|--|------------|------------|
| | | START | END |
| Provide Saturday writing workshops for targeted students. | Administrators Fourth Grade Teachers | 01/07/2006 | 02/04/2006 |
| Provide parents with strategies that can be used at home to support writing achievement through information handed out at open house and parent night. | Classroom Teachers Administrators | 09/15/2005 | 10/26/2005 |
| Provide on-going staff development in the writing process. | Administrators Reading Coach | 09/06/2005 | 10/28/2006 |
| Utilize Authors Tea activities to recognize outstanding writing pieces. | Administrators Reading Coach Lead Teacher | 11/01/2005 | 05/05/2006 |
| Implement a monthly school wide writing prompt. | Administrators Reading Coach Homeroom Teachers | 09/06/2005 | 05/24/2006 |

Research-Based Programs

Houghton-Mifflin Reading Series

Professional Development

Summer Heat

Writing Institute

Houghton-Mifflin Reading Series Training

Rubric Scoring Training (in-house)

Evaluation

Evaluation of this objective will be based on results of the 2006 FCAT Writing Test indicating a 1% increase in the number of students scoring 3.5 or higher. The district writing test will be used as a benchmark to monitor progress towards this objective.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

| | | | | | |
|---|-------------------------------------|--------------------------------------|-------------------------------------|--------------------------|---|
| Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education | Student Performance | Alignment of Standards and Resources | Educational Leadership | Workforce Education | Parental, Student, Family, Educational Institution, and Community Involvement |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input 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 4 STATEMENT:

Ernest R Graham Elementary School students make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master State Standards in the area of science.

Needs Assessment

Based on the 2005 FCAT Sunshine State Standards science component, fifth grade students had a mean scale score of 284. These scores show an increase of 18 points over the previous year. However, it also reflects a two point deficit when compared to the District's mean scale score of 286.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced an increase in the mean scale score in order to meet or exceed the District's average mean scale score on the 2006 FCAT Science.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
|--|--|------------|------------|
| | | START | END |
| Hold annual School Science Fair with all students participating. | Administrators | 03/01/2006 | 04/28/2006 |
| Utilize FOSS Kits for hands on science activities and experiments. | Classroom Teachers Administrators | 10/17/2005 | 05/19/2006 |
| Utilize technology as an instructional tool. | Technology Coordinator Classroom Teachers Administrators | 08/08/2005 | 05/24/2006 |
| Provide parent workshops related to science and how they can work with their children | SECME Coordinators Administrators | 02/01/2006 | 04/28/2006 |
| Participate in district's SECME Elementary Olympics. | SECME Coordinators Administrators | 04/03/2006 | 04/28/2006 |
| Implement the district SECME grant by housing the Stars of Miami 21st Century Community Learning Center at our location. | SECME Coordinators Administrators | 10/03/2005 | 04/28/2006 |

Research-Based Programs

Glencoe Science
Foss Kits

Professional Development

Foss Kit Training
SMILE workshop

Evaluation

The objective will be evaluated by the scores on the 5th Grade FCAT Science Test, indicating an increase in the school's mean scale score. The 5th Grade Science Survey Test will be utilized to monitor progress towards this objective.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 5 STATEMENT:

Ernest R Graham Elementary School students, with the support of their parents, make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master state standards and be promoted to the next grade level.

Needs Assessment

In the 2004-2005 school year 10 percent of our third grade students were retained due to level 1 FCAT scores. This indicates a 7 percentage point improvement over the previous year. For the 2005-2006 school year we have added ICU classes in kindergarten, with a 6 percent retention rate and 1st grade, with a 7 percent retention rate. Our goal is to be able to focus our support and resources to these students who need it the most. One of these resources is parents. Parental involvement is a vital component of every child's academic development. We believe that with increased parental involvement from the families of these targeted students, we will have even greater success with reducing retention rates for the 2005-2006 school year.

Measurable Objective

Given a schoolwide emphasis on parent involvement, 90% of the parents of retained kindergarten, first and third grade students will participate in at least one parent workshop or information meeting during the 2005-2006 school year as evidenced by teacher logs and sign-in sheets.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
|---|---|------------|------------|
| | | START | END |
| Participate in the Bilingual Parent Outreach Program by holding parent workshops at our school. | Administrators Community Involvement Specialists | 09/30/2005 | 05/26/2006 |
| Support a strong and active Parent Teacher Organization | Administrators PTA President | 08/08/2005 | 05/24/2006 |
| Utilize school website to assist parents with activities and information. | Technology Specialist Administrators | 08/08/2005 | 05/24/2006 |
| Provide a Parent Information Center in our school. | Community Involvement Specialists Administrators | 08/08/2005 | 05/24/2006 |
| Utilize monthly parent newsletters to communicate with parents in English and Spanish. | Reading Resource Teacher Administrators | 08/08/2005 | 05/24/2006 |
| Utilize Community Involvement Specialists to personally invite targeted parents to school | Community Involvement Specialist Administrators | 08/08/2005 | 05/24/2006 |

Research-Based Programs

PTSA

Professional Development

Community Involvement Specialists attend regular District Advisory Council/Parent Advisory Council meetings.

Title I Information Meetings

Evaluation

Parent participation logs and sign-in sheets will be kept to show evidence of participation from 90% of targeted parents.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 6 STATEMENT:

Students of Ernest R Graham Elementary will be in attendance every day in order to acquire all the skills necessary to make learning gains sufficient to acquire the knowledge, skills and competencies needed to master state standards.

Needs Assessment

Based on the MDCPS Percentage of Attendance Report for the 2004-2005 school year, Ernest R Graham Elementary ranked at number 119 during the fourth quarter with an average attendance rate of 93.58. Consistent attendance is essential for academic growth.

Measurable Objective

Given an emphasis on the importance of attendance for maintaining a safe and orderly learning environment, student attendance will improve as evidenced by a 1.42 percentage point increase (or 95%) on the final Percentage of Attendance Report for the 2005-2006 school year.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
|--|---|------------|------------|
| | | START | END |
| Implement a school-wide incentive program. | Administrators Classroom Teachers | 08/08/2005 | 05/24/2006 |
| Participate with the Truancy Intervention Program | Administrators Counselors | 08/08/2005 | 05/24/2006 |
| Utilize the TeleSoft Corporation services to call parents when students are absent. | Administrators | 08/08/2005 | 05/24/2006 |
| Utilize Community Involvement Specialist for home visits and parent contact as needed. | Administrators Community Involvement Specialists | 08/08/2005 | 05/24/2006 |
| Implement individual classroom incentive programs. | Classroom Teachers Administrators | 08/08/2005 | 05/24/2006 |
| Utilize data from Truancy Reports to target students and provide resources. | Community Involvement Specialists Administrators | 08/08/2005 | 05/24/2006 |

Research-Based Programs

M-DCPS Truancy Intervention Program

Professional Development

TIPS Training for Administrator, counselor and clerical

Evaluation

The fourth quarterly Percentage of Attendance Reports for the 2005-2006 school year indicating a 1.42% increase in attendance, will be used to measure progress towards this objective.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 7 STATEMENT:

Ernest R Graham Elementary School teachers will acquire the knowledge, skills, and competencies needed to increase their use of technology in the delivery of instruction and as a progress monitoring tool.

Needs Assessment

Based on a staff survey conducted in October 2005, 28% of homeroom teachers are currently using some form of electronic gradebook. In order to facilitate the District's initiative to have all teachers using Excelsior Web Gradebook in the near future, teachers will be trained and encouraged to begin using an electronic gradebook. Teachers will then be familiar with utilizing this form of technology to record and monitor student progress, and will have a smooth transition to Excelsior Web Gradebook.

Measurable Objective

Given professional development on the use of the electronic gradebook, homeroom teachers will increase their use of technology as evidenced by 50 percent utilizing some form of electronic gradebook , measured by a comparison of a staff survey administered in October of 2005 and again in March 2006.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
|--|---|------------|------------|
| | | START | END |
| Participate in district provided training for the electronic grade book. | Administrators | 01/03/2006 | 05/24/2006 |
| Provide resources to promote the use of technology. | Administrators | 01/03/2006 | 05/24/2006 |
| Monitor the use of electronic gradebook by administrators checking regularly at grade level meetings and informal classroom visits. | Administrators | 01/03/2006 | 05/24/2006 |
| Provide training on the use of Easy Gradebook. | Administrators Technology Coordinator | 10/31/2005 | 04/07/2006 |
| Provide a list of teachers at each grade level who are experienced and successful electronic grade book users so teachers can get support from their colleagues. | Administrators Technology Coordinator | 01/03/2006 | 05/24/2006 |
| Provide individual support for teachers in utilizing the electronic grade book. | Technology Coordinator Administrators | 01/03/2006 | 05/24/2006 |

Research-Based Programs

Continuous Improvement Model

Professional Development

Easy Gradebook

Excelsior Web Gradebook

Evaluation

The staff survey administered in October of 2005 and again in March 2006 will be compared to evaluate whether 50% of homeroom teachers are utilizing some form of electronic gradebook. Administrators will monitor progress through classroom visits and grade level meetings.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 8 STATEMENT:

Ernest R Graham Elementary School students will achieve physical fitness as measured by the state standards in the area of physical education.

Needs Assessment

Based on the Miami-Dade County Public Schools 2004-2005 Physical Fitness Elementary School Report, 22% of 4th, 5th, and 6th grade students met the requirements to receive the Gold and/or Silver Fitness Award. Based on scientific research, an increased level of physical fitness correlates with higher academic achievement; good health is a prerequisite for higher-level thinking. Consequently, there is a need for students in 4th through 6th grade to be exposed to a variety of skills and ways to keep themselves physically fit.

Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades 4, 5 and 6 will improve their physical fitness as evidenced by a minimum of 25% meeting the requirements to receive the Gold and/or Silver Fitness Award.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
|--|---|------------|------------|
| | | START | END |
| Provide 30 minute daily physical education. | Administrators Physical Education Teachers | 08/08/2005 | 05/24/2006 |
| Participate in jump rope for heart program. | Physical Education Teachers Administrators | 04/03/2006 | 04/28/2006 |
| Provide 15- 20 minute recess three times a week. | Homeroom Teachers Administrators | 09/21/2005 | 05/24/2006 |
| Feature physical fitness tips in monthly parent newsletter. | Physical Education Teachers Reading Coach Administrators | 11/01/2005 | 05/01/2006 |
| Feature weekly telecast highlighting stretching techniques. | Physical Education Teachers Media Specialist Administrators | 10/11/2005 | 05/11/2006 |
| Infuse regular research assignments related to physical fitness. | Physical Education Teachers Administrators | 08/08/2005 | 05/24/2006 |
| Organize field day for all students. | Physical Education Teachers Administrators | 04/03/2006 | 04/28/2006 |

Research-Based Programs

FITNESSGRAM

Professional Development

Physical Education teachers will attend monthly district provided workshops related to their subject area.

Evaluation

Evaluation of this objective will be determined by the results of the 2005-2006 Physical Fitness Elementary School Report indicating a minimum of 25% of students in 4th, 5th and 6th grade receiving the Gold/Silver Fitness 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 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

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

GOAL 9 STATEMENT:

Ernest R Graham Elementary School students in grades two through six will acquire the knowledge, skills, and competencies needed to master state standards in the area of visual arts.

Needs Assessment

Based on data collected from the 2004-2005 school year, 22% of students in grades two through six participated in district sponsored and community events and/or activities in the visual arts.

Measurable Objective

Given an emphasis on the benefits of education in the fine arts, students in grades two through six will demonstrate their talents as evidenced by teacher logs and records of participation indicating 27% of them participating in district sponsored and community events in the visual arts.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
|---|---|------------|------------|
| | | START | END |
| Implement "Artist of the Week" program to showcase student talent in grades 2-6. | Administrators Art Teachers | 08/08/2005 | 05/24/2006 |
| Participate in "Milestones" an ongoing district-wide and community exhibition. | Administrators Art Teachers | 09/30/2005 | 05/24/2006 |
| Provide students with performance based activities incorporating FCAT strategies. | Art Teachers Administrators | 9/30/2005 | 05/24/2006 |
| Provide mentoring from art teachers for kindergarten and first grade teachers on a monthly basis. | Administrators Art Teachers Kindergarten Teachers 1st Grade Teachers | 09/30/2005 | 05/24/2006 |
| Utilize technology as an instructional tool in art instruction. | Administrators Art Teachers Technology Coordinator | 08/08/2005 | 05/24/2006 |
| Display student art work in local businesses throughout the community. | Administrators Art Teachers Dade Partner Liason | 09/30/2005 | 05/24/2006 |

Research-Based Programs

Continuous Improvement Model

Professional Development

Ongoing workshops provided by the Division of Life Skills

Evaluation

Evaluation will be determined by teacher logs and records of participation indicating that 27% of students in grades two through six participate in District sponsored and community events in the visual arts.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 10 STATEMENT:

Ernest R Graham Elementary will rank at or above the 90th percentile statewide in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicates that in 2003, Ernest R Graham Elementary ranked at the 65th percentile on the State of Florida ROI index.

Measurable Objective

Ernest R Graham Elementary School will improve its ranking on the State of Florida ROI index publication from the 65th percentile in 2003 to the 70th 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. | Administrators | 08/08/2005 | 05/24/2006 |
| Collaborate with the district on resource allocation. | Administrators | 08/08/2005 | 05/24/2006 |
| Research shared use of facilities, partnering with community agencies. | Administrators Dade Partner Liason | 08/08/2005 | 05/24/2006 |
| Research reconfiguration of existing resources or taking advantage of a broader resource base. | Administrators | 08/08/2005 | 05/24/2006 |

Research-Based Programs

Houghton Mifflin Reading K-6
 Harcourt Mathematics K-5
 Glenco Mathematics 6th Grade
 Harcourt Social Studies K-5
 Glenco Social Studies 6th Grade
 McMillan-McGraw-Hill Science K-5
 Glenco Science 6th Grade

Professional Development

Houghton Mifflin Training
 CRISS
 Guided Reading
 Voyager Passport
 SMILE
 Comprehensive Mathematics Plan
 Foss Kit Training
 Truancy Intervention Program
 Excelsior Software Web Gradebook
 Using Writing Rubric

Evaluation

On the next State of Florida ROI index publication, Ernest R Graham Elementary will show progress toward reaching the 70th percentile.

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 recommended the allocation of funds to purchase additional library books to enhance our Accelerated Reader Program and any other supplemental materials that teachers may request.

Training:

The EESAC recommended allocating funds for teacher professional development days. This time is set aside for planning and the development of long term goals to promote student achievement.

Instructional Materials:

The EESAC recommended additional instructional materials to enhance curriculum and has allocated funds for the purchase of tutorial materials and monies to replenish Foss Science Kits.

Technology:

The EESAC recommends the continued use of technology throughout the curriculum. Students in 1st through 6th grade will participate in the Accelerated Reader Program and will be tested with STAR. Selected second, third and fourth grade students will also participate in intensive reading software programs such as Academy of Reading, Read 180, and Phonics Alive. Our EESAC has impacted this area by supporting our school with funding for software and hardware purchases.

Staffing:

The EESAC has recommended before and after school tutoring to identified students to promote student achievement, use of hourly teachers for classroom support and pull-out tutoring during the school day, and the use of paraprofessionals for small group tutoring.

Student Support Services:

Ernest R Graham Elementary will continue to implement the SST Program. Our student service department consists of three counselors, five ESE teachers, three full-time paraprofessionals, one school psychologist, and one speech pathologist. Students, parents and teachers will receive assistance through the School Support Team to improve student achievement.

Other Matters of Resource Allocation:

The EESAC committee has met to determine the use of Florida Recognition Award monies. Members met with constituents to include input from all stakeholder groups. Final decisions will be made by the end of October. The majority of these funds will be allocated for staff incentives.

Benchmarking:

District assessments, teacher logs, and attendance reports will be utilized for benchmarking progress towards SIP objectives. The EESAC will meet regularly to monitor implementation of strategies for each objective.

School Safety & Discipline:

The School Climate Committee meets regularly to discuss issues and ideas related to school safety. The EESAC recommends the continued implementation of beneficial programs such as Do The Right Thing, Safety Patrols, and DARE.

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