
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 0091 - Bob Graham Education Center

FeederPattern: Barbara Goleman Senior

Region: Regional Center I

District: 13 - Miami-Dade

Principal: Robin Behrman

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

Bob Graham Education Center

Bob Graham Education Center (BGECE) is located in a middle class community in the northwest section of Miami Dade County in the town of Miami Lakes. Our current school population of 2,073 students enrolled in kindergarten through eighth grades consists of 3.2 percent Black students, 83.7 percent Hispanic students, 10.6 percent White students, and 2.5 percent Asian/American Indian/Multi-racial students. One thousand fifty-five of these students are female, and 1,018 of these students are male. The percentage of students on free lunch is 24.3 percent.

Our school houses a resource Gifted program, which consists of 133 students and an Exceptional Student Education program, which currently services 109 students. Sixty-one students are serviced for Speech and Language. The 373 Limited English Proficient (LEP) students are serviced by two self-contained ESOL teachers and 77 ESOL endorsed general classroom teachers.

Bob Graham Education Center is committed to delivering the best education to all of our students by focusing on the following objectives:

Given instruction using the Sunshine State Standards, 83 percent of students in grades three through eight, will score at or above achievement Level 3 on the 2007 administration of FCAT-Reading Assessment.

Given instruction using the Sunshine State Standards, 84 percent of students in grades three through eight will score at or above achievement Level 3 on the 2007 administration of FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, students will increase their writing skills as evidenced by 93 percent of students in both grades four and eight meeting the state required mastery level of 3.5 or above as documented by scores on the 2007 FCAT Writing Assessment.

Given instruction using the Sunshine State Standards, students in grades five and eight will improve their science skills as evidenced by 60 percent of students scoring Level 3 or above as documented on the 2007 FCAT Science Assessment.

Given the school-wide emphasis on parental and community involvement, the school will demonstrate a 3 percentile point increase in volunteer participation as evidenced by comparing the volunteer sign-in logs from 2005-2006 and the 2006-2007 academic years.

Given the Code of Student Conduct and an emphasis on a safe and orderly environment, the number of student referrals will improve as evidenced by a 10 percent decrease in the number of referred incidents for bullying and fighting during the 2006-2007 school year as compared to the 2005-2006 school year.

Given reading instruction utilizing the FCAT Explorer Reading Program, the percent of students in grade three attaining 70 percent or more accuracy without instructional feedback will increase by 10 percentile points over the initial administration as evidenced by the Class Performance Report.

Given instruction based on the Sunshine State Standards, students will improve their physical fitness level as evidenced by an increase of one percent of overall fitness silver or gold award winners on the 2007 administration of the FITNESSGRAM, as compared to the 2006 administration.

Based on academic achievement and teacher recommendation, the number of students who qualify for the Advanced Academic Excellence Programs - Academic Excellence Program (AEP) in grades 3-5 and Teaching Enrichment Activities to Minorities (TEAM) in grade 2 - will increase by 3 percent for the 2006-2007 school year as compared to the 2005-2006 school year.

Bob Graham Education Center will improve its 2004-2005 ranking of the 85th percentile on the State of Florida ROI as evidenced by a one (1) percent increase on the next publication of the index.

According to the results of the Organizational Performance Improvement Snapshot survey tool, the two areas needing the most improvement fall under the categories of Process Management and Strategic Planning. Specifically, the lowest score averages came under the items dealing with obtaining resources needed to do their jobs and additional input into future planning. Although the average scores fell at the upper end of the point spectrum, these two items were perceived as the least successful areas addressed at the school site. Therefore, these two items will be targeted for improvement throughout the school year. Employees will be given an opportunity to prioritize the acquisition of resources. Formative and summative assessments will be conducted on a continual basis. Faculty and staff members will be given additional opportunities to provide ideas as they relate to future planning at the school site.

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.

Bob Graham Education Center

VISION

We pledge to provide the best education possible to our students.

MISSION

The entire Bob Graham Education Center family will empower its students to become lifelong learners and contributors to a global society through teamwork and united vision.

CORE VALUES

We value honesty, integrity, and respect as the foundation of our interpersonal and professional relationships.

We are committed to building positive relationships through equity and compassion which enhance the self-esteem, safety, and well-being of our students, families, and staff.

We honor and foster the diversity of our community by working collaboratively for the educational success of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

We pursue the highest standards in all we do.

School Demographics

Bob Graham Education Center (BGEC) is located in a middle class community in the northwest section of Miami-Dade County, in the town of Miami Lakes. Our current school population of 2,073 students, enrolled in kindergarten through eighth grades, consists of 3.2 percent Black students, 83.7 percent Hispanic students, 10.6 percent White students, and 2.5 percent Asian/American Indian/Multi-racial students. One thousand fifty-five of these students are female, and 1,018 of these students are male. The percentage of students on free lunch is 24.3 percent.

Our school houses a resource Gifted program, which consists of 133 students and an Exceptional Student Education program which currently services 109 students. Sixty-one students are serviced for Speech and Language. The 373 Limited English Proficient (LEP) students are serviced by two self-contained ESOL teachers and 77 ESOL endorsed general classroom teachers.

The Instructional Leadership Team at Bob Graham Education Center consists of one principal and four assistant principals. One of the administrators holds a Doctoral Degree and three hold Masters Degrees. The instructional staff consists of 125 females and 24 males. Bob Graham Education Center is made up of an instructional staff that includes 24 percent White members, 15 percent Black members, 58 percent Hispanic members, and 3 percent other members. Twenty-three percent of the instructional staff members have Masters Degrees, 0.7 percent hold Specialist Degrees, and 0.7 percent hold Doctoral Degrees. Of the 125 female instructional staff members, 5.6 percent have attained National Board Certification.

Our school is a successful model of the inclusion philosophy for servicing Exceptional Student Education students.

We offer many opportunities for students to expand their knowledge base at all levels. Students achieving on a high level may enroll in the Academic Excellence Program. Numerous other interest-based academic groups and clubs such as the Book Club, Health and Fitness, Jump Rope, Dance, Cheerleading, Safety Patrol, Drama, Art, Chorus, Band, Orchestra, Yearbook, Science (SECME), Spanish, French, Multi-Cultural, Future Educators of America (FEA), Student Council, and National Junior Honor Society satisfy our students' various quests for additional knowledge.

Bob Graham Education Center has a record setting number of 840 parents joining its Parent Teacher Association. The leadership of this group is exceptionally dedicated and has made contributions in all areas of the school; especially notable are those contributions in the areas of technology and the Library Media Center.

Our school is a K-8 center. We began the 2002-2003 school year with students up to the fifth grade. Each year we have kept those fifth grade students, and we currently have students enrolled in grades K-8. The main building of our school was completed for occupancy in February 2003. In August 2004, a modular building containing 11 classrooms was added to our campus, which currently houses sixth grade students. The Middle School building is completed and currently houses seventh and eighth grades. In addition to these buildings, we also have a Primary Learning Center, which houses eight kindergarten and eight first grade classes. This building is located about two miles away from the main campus.

We are a rapidly developing suburban area. The infrastructure of roads has not been able to keep pace with development, and traffic patterns, especially at dismissal times around the school, are especially challenging.

School Foundation

Leadership:

This portion of the Organizational Performance Self Assessment Survey was viewed to be one of the greatest areas of strength by the staff members who completed the survey as indicated by an overall score of 4.5. Respondents indicated that they were well aware of the school's mission, that the supervisors use the school's values to guide the staff, and that the administration has created an environment that assists the staff to do their jobs. The weakest area of this section was viewed to be the indicator which stated that the organization asks staff members what they think. Even though this area was the weakest, it still had an average score of 4.1.

District Strategic Planning Alignment:

The category of Strategic Planning was ranked as the weakest area by staff members who completed the survey. The average overall score for this area was 4.2. Respondents indicated that they know the parts of the school's plans that directly affect them and what they do and are also aware of how to tell if their specific group is making progress toward the overall goals of the school. On the other hand, it was indicated that the school needs to do a better job of asking for input from staff members as future plans are developed.

Stakeholder Engagement:

Customer and Market Focus ranked in the middle according to survey results. The average overall score for this area was 4.4. Respondents indicated that they were well aware of who their most important customers were and that communication between school stakeholders was a definite strength. The item that was the weakest in this section was that those at the school site felt that they needed more information pertaining to how the work location was doing.

Faculty & Staff:

The focus on human resources was viewed as a strength by those responding to the survey. The average score was a 4.4. Faculty and staff members feel that they work in a safe environment and that there is cooperation and team effort taking place. Respondents also indicated that they believe the school administration encourages advancement and cares for those working at the school. The weakest area in this section was recognition staff performance with an overall score of 4.2.

As an example of the existence and impact of a team approach to the overall function of the school, the administration at Bob Graham Education Center is committed to having new staff members feel welcomed and supported. The teacher mentoring program includes annual contract teachers as well as newly transferred staff members. The annual contract teachers are mentored according to procedures outlined in the district's Performance Assessment and Comprehensive Evaluation System (PACES) manual. Each annual contract teacher has a Professional Growth Team (PGT) comprised of fellow teachers who have been mutually selected by the teachers as well as the administration. The PGT assists new instructional staff in the areas of grade-level lesson planning, successful methodology, and completion of general teacher requirements. The team provides feedback in order to facilitate growth. The administration also provides assistance and comments to new teachers by observing them formally and informally.

Staff members that have transferred from another school and are Professional Contract educators have also been paired with a senior staff member. These mentors are a source of support for new staff needing to learn procedures specific to our school. Some examples of the methods might be grade-level lesson planning and team teaching.

Data/Information/Knowledge Management:

The management of data, information, and knowledge at Bob Graham Education Center is viewed as the school's key strength, as indicated by an average score of 4.5 on the survey. At the beginning of each school year, the staff is presented with student achievement results in order to plan for the most efficient and effective instruction. Also, information covering additional areas such as discipline, is disseminated to the staff. The staff believes that they know how to review their respective work to assess its quality and to analyze the quality to see if changes are necessary.

Education Design:

The staff at Bob Graham Education Center believes that the school has good processes in place for educating children. This is indicated by an average score of 4.3 on this specific indicator on the survey.

In order to facilitate these educational processes, Bob Graham Education Center uses the Continuous Improvement Model (CIM). This model is comprised of an eight (8) step process, which includes the following: test score disaggregation, time line development, instructional focus, assessment, tutorials, enrichment, maintenance and monitoring. In addition, Bob Graham Education Center offers various tutorials and extra learning experiences for its students. Small group tutoring is provided in the morning and afternoons for selected students. The computer lab is used to facilitate various programs in order to improve student achievement. The administration at Bob Graham Education Center aims to provide extended learning opportunities to all of its students and their parents.

Performance Results:

Faculty and staff members at Bob Graham Education Center believe that the school has set the bar for high standards and ethics, as indicated by an average score of 4.4 on the Organizational Snapshot. An indicator of this perception is the respondents believe that laws and regulations are obeyed by the school. In addition, staff members believed that their work meets all requirements for high quality excellence.

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 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 1 STATEMENT:

All Bob Graham Education Center students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master State standards in the area of reading.

Needs Assessment

Scores indicate that 22 percent of our students did not meet high standards requirement on the administration of FCAT-Reading. After accumulating data, an analysis of students in grade three showed evidence that scores will need to increase in the area of comparisons. Scores indicate that fourth and fifth grade students require increased instruction in reference and research. Sixth grade students need improvement in the areas of word phrases and main idea/purpose. Seventh and eighth graders also need improvement in reference and research.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, 83 percent of students in grades three through eight, will score at or above achievement Level 3 on the 2007 administration of FCAT-Reading Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Inform parents of strategies that can be used at home to support reading achievement through information handed out at open house and parent nights.	Assistant Principal, Reading Coaches, Classroom Teachers	9/12/2006	4/20/2007	District-wide literacy plan	\$0.00
Utilize intervention strategies for identified students, including students with disabilities and Limited English Proficient students through before/during/after school tutorial programs and remedial reading classes. Effectiveness will be evaluated by 90 percent of tutored students showing an increase in their FCAT Developmental Scale Score as compared to the previous year.	Assistant Principal, Tutors, Reading Coaches	9/18/2006	3/2/2007	District-wide literacy plan	\$23000.00
Implement the District Pacing Guide and provide immediate intensive intervention using Early Success, Soar to Success, Voyager Passport, and Scholastic Read XL. Monitor student progress through pre and post assessments.	Administration, Classroom Teachers	9/18/2006	3/2/2007	District-wide literacy plan	\$0.00
Implement the Continuous Improvement Model (CIM) utilizing the eight step process.	Administration, Reading Coaches	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilize the Accelerated Reader, Riverdeep, and FCAT Explorer computer-assisted resources to reinforce and enhance reading skills.	Administration, Classroom Teachers, Computer Teacher	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Provide whole group instruction using the scientifically research-based core reading program Houghton Mifflin Reading and Prentice Hall Literature. Immediate intensive intervention will be given using Early Success, Soar to Success, Voyager Passport and Scholastic Read XL.	Administration, Classroom Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Implement the Comprehensive Research-Based Reading Plan with an uninterrupted daily two-hour block in reading for	Administration, Classroom Teachers, Reading Coaches	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00

kindergarten through eighth grade. Intensive focus will be on guided reading main idea/purpose.	
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Research-Based Programs

Houghton Mifflin Reading, Prentice Hall Literature, Soar to Success, Read XL, Voyager Passport

Professional Development

The Continuous Improvement Model (CIM)

The Five Essential Components of Reading

The Comprehensive Reading Plan

Differentiated Instruction

Successful research-based reading instructional strategies

Aligning diagnostic and assessment data with curriculum instruction

Evaluation

This Objective will be evaluated by scores on the 2007 administration of the Reading FCAT indicating that 73 percent of students scored at or above achievement Level 3. The Dynamic Indicators of Basic Literacy Skills (DIBELS) will also be used to monitor progress toward the objective.

Formative:

DIBELS

Houghton Mifflin

District Interim Assessment

Summative:

Florida Comprehensive Assessment Test

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

All Bob Graham Education Center students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master State standards in the area of mathematics.

Needs Assessment

Scores indicate that 21 percent of our students did not meet the high standards requirement on the 2005-2006 administration of the FCAT- Mathematics. After completing an analysis of the Spring 2006 FCAT Sunshine State Standards Mathematics results, it was ascertained that the school’s overall strength is in the number sense strand. Approximately 67 percent of all students in the school mastered the subject matter in this area. However, the analysis shows evidence that increased instruction is required in the algebraic thinking strand. Approximately 59 percent of the students had gained the appropriate knowledge in this particular strand.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, 84 percent of students in grades three through eight will score at or above achievement Level 3 on the 2007 administration of FCAT Mathematics Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Identify the students in all subgroups at Achievement Level 1 or 2 on the FCAT-Mathematics, as delineated in Adequate Yearly Progress disaggregated data. Implement before/during/after/Saturday tutorial programs to address the mathematics deficiencies of students using a diagnostic/prescriptive approach. Effectiveness will be evaluated by 90 percent of tutored students showing an increase in their FCAT Developmental Scale Score as compared to the previous year.	Assistant Principal, Math Leader, Tutors	9/18/2006	2/9/2007	Continuous Improvement Model	\$23000.00
Disaggregate and analyze data from the 2006 FCAT Mathematics Test to identify strengths and weaknesses and develop an instructional focus for the Districts Pacing Guide. Analyze data for the Level 1 students in the entire school, for each subgroup identified on the Report of Annual Yearly Progress, and students enrolled in Advanced Academics.	Assistant Principal, Math Leader	8/14/2006	3/9/2007	Continuous Improvement Model	\$0.00
Implement the Continuous Improvement Model (CIM) utilizing the eight-step process.	Administration, Math Leader	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Conduct weekly grade level meetings to assess and evaluate student performance pertaining to the Sunshine State Standards (benchmarks), develop lessons in mathematics which address these needs, and ensure the Scope and Sequence for mathematics is followed.	Classroom Teachers, Math Leader, Assistant Principal	8/14/2006	5/30/2007	Academic Teams	\$0.00
Provide parents with strategies to help their children develop his/her mathematics skills by conducting parent workshops.	Math Leader, Assistant Principal	10/4/2006	5/30/2007	District Strategic Plan	\$0.00
Implement data-driven instruction according to quarterly assessment results.	Administration, Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilize Riverdeep, Assess2learn, and FCAT	Administration, Classroom	8/14/2006	5/30/2007	Continuous	\$0.00

Explorer computer-assisted resources to reinforce and enhance mathematics skills.	Teachers		Improvement Model	
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Research-Based Programs

Harcourt Mathematics (K-5), Glencoe Mathematics (Grade 6 – Course 1, Grade 7 - Course 2, Grade 8 - Course 3, Pre Algebra, Algebra 1, and Geometry, Continuous Improvement Model

Professional Development

Continuous Improvement Model (CIM)

The five essential components of mathematics

Assessment and analysis of assessment data

Differentiated instruction

Innovative Teaching Strategies

Riverdeep

Using Manipulatives

Other:

Model Lessons

Teacher Mentoring

Evaluation

This objective will be evaluated by scores on the 2007 administration of the Mathematics FCAT as evidenced by a one (1) percent increase in the number of students scoring at or above grade level as compared to the 2006 administration. Also, Mathematics Quarterly Assessments will provide quarterly reports which will be used to monitor progress toward the objective. Data will be shared with the classroom teachers, and adjustments will be made throughout the year to ensure adequate progress.

Formative:

District Interim Assessment

Harcourt

Summative:

Floria Comprehensive Assessment Test

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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:

All Bob Graham Education Center students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master State standards in the area of writing.

Needs Assessment

Scores indicate that 96 percent of students in grade four scored a 3.5 or higher on the 2006 FCAT-Writing/Expository. Scores indicate that 81 percent of students in grade four scored 3.5 or higher on the 2006 FCAT-Writing/Narrative. A combined score of 89 percent of the students tested met the state standard of 3.5 or above in writing. Students in grade four will need to show one percent gain on the combined score of the 2007 FCAT-Writing. The data revealed that improvement is needed in narrative writing. The data dictate that the strength is in expository writing. Continuous instruction is required as we seek to raise student achievement levels.

Scores indicate that 88 percent of students in grade eight scored a 3.5 or higher on the 2006 FCAT-Writing/Expository. Scores indicate that 90 percent of students in grade eight scored 3.5 or higher on the 2006 FCAT-Writing/Persuasive. A combined score of 89 percent of the students tested met the state standard of 3.5 or above in writing. Students in grade eight will need to show one percent gain on the combined score of the 2007 FCAT-Writing. The data revealed that improvement is needed in expository writing. The data dictate that the strength is in persuasive writing. Continuous instruction is required as we seek to raise student achievement levels.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students will increase their writing skills as evidenced by 93 percent of students in both grades four and eight meeting the state required mastery level of 3.5 or above as documented by scores on the 2007 FCAT Writing Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Administer writing pre and post tests to monitor instruction and identify students' strengths and weaknesses.	Administration, Classroom Teachers	8/21/2006	5/18/2007	Continuous Improvement Model	\$0.00
Provide teacher training with a focus on rubric assessment and holistic scoring.	Administration, Reading Coaches	11/6/2006	4/26/2007	Small Learning Communities	\$0.00
Model instructional lessons for teachers that incorporate the writing components and provide students with the level of critical thinking needed to perform at an optimal level on the FCAT-Writing.	Administration, Reading Coaches	8/28/2006	4/26/2007	Academic Teams	\$0.00
Showcase students' writing samples through the "Author's Tea" in which students are recognized at a tea to which parents and a guest author are invited.	Classroom Teachers, Media Specialists, Assistant Principal	11/13/2006	4/26/2007	Community Partnerships	\$0.00
Incorporate classroom journal writing to provide additional writing opportunities.	Administration, Classroom Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Improve the quality of writing through the use of strategies in The Revision Toolbox, Teaching Techniques that Work.	Administration, Reading Leaders, Classroom Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Provide small group instruction to students making inadequate progress in writing as diagnosed by monthly writing samples.	Administration, Classroom Teachers	8/28/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize writing prompts for kindergarten through eighth grade to ensure that students learn effective narrative, expository and persuasive writing techniques.	Administration, Classroom Teachers	8/21/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

Houghton-Mifflin Reading Series in grades K-5, Glencoe Writer's Choice in grades 6-8.

Professional Development

Professional development training for teachers will be provided to include techniques to improve the delivery of instruction along with strategies to enhance students' writing. Model lessons will be given to teachers needing specific areas of improvement based on data from pre/post test and monthly writing samples.

Evaluation

This objective will be evaluated by scores on the FCAT Writing and evidenced by 90 percent of the students meeting the state required mastery of 3.5. Reports on writing practice tests as well as biweekly writing prompts will provide formative information which will be used to monitor progress toward the objective.

Formative:

Monthly Writing Prompts

Summative:

Florida Comprehensive Assessment Test

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

All Bob Graham Education Center students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master State standards in the area of Science.

Needs Assessment

Scores indicate that 35 percent of students scored a Level 3 or higher on the 2006 Science subtest of FCAT. The score reflects two percentile point difference from the state's average score of 33.5 percent of students in grades five and eight scoring a Level 3 or higher. Scores indicate that grade five students' mean score by content for the 2006 FCAT Science Administration were Physical and Chemical – 6, Earth and Space Science – 6, Life and Environmental – 6, and Scientific Thinking - 6. Scores also indicate that grade eight students' mean score by content for the 2006 FCAT Science Administration were Physical and Chemical -6, Earth and Space Science -8, Life and Environmental – 9, and Scientific Thinking – 8.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades five and eight will improve their science skills as evidenced by 60 percent of students scoring Level 3 or above as documented on the 2007 FCAT Science Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Analyze data from 2005 FCAT Science test to identify strengths and weaknesses.	Assistant Principal, Science Department Chairperson	8/9/2006	10/13/2006	Continuous Improvement Model	\$0.00
Follow the school's Science Scope and Sequence, which correlates with the District's Science Scope and Sequence, in order to meet Sunshine State Standards.	Administration, Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement the appropriate FOSS kits in each grade level in order to provide hands-on activities, which help meet the Sunshine State Standards.	Administration, Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Incorporate nationally researched-based websites to supplement lessons in the area of science.	Administration, Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Enhance student achievement with hands-on activities provided by the District Science Office that correlate with the Sunshine State Standards.	Administration, Classroom Teachers	8/14/2006	5/30/2007	Academic Teams	\$0.00
Provide Harcourt and Glencoe McGraw-Hill textbooks to help supplement lessons and to assist students in understanding Sunshine State Science Standards.	Administration, Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Harcourt Science Grades K-5; Glencoe Science Grades 6-8, Continuous Improvement Model

Professional Development

Full Option Science System (FOSS) kits
Implementation of science fair projects
Utilizing science process skills

Evaluation

This objective will be evaluated by the results of the percent of students scoring Level 3 and higher on the 2007 FCAT Science and will be evidenced by an increase of 5 percent points.

Formative:

Harcourt

Summative:

Florida Comprehensive Assessment Test

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

GOAL 5 STATEMENT:

Bob Graham Education Center will continuously strive to build reliable school and community relationships by encouraging active volunteer/parental participation in order to enhance student achievement.

Needs Assessment

During the 2005-2006 school year there were a total of 114 volunteers registered in the volunteer database system. According to the 2005-2006 volunteer sign-in logs, 33 percent actively participated in school related activities.

Measurable Objective

Given the school-wide emphasis on parental and community involvement, the school will demonstrate a 3 percentile point increase in volunteer participation as evidenced by comparing the volunteer sign-in logs from 2005-2006 and the 2006-2007 academic years.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Continue active parental participation and communicate information related to school budget and curriculum programs via decision making groups such as the PTA and EESAC.	Principal Assistant Principals	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement a school-wide survey to identify volunteer area needs.	Teachers Counselors	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Assist the PTA in providing parent volunteer orientation, procedures & recognition breakfast.	Administration School Volunteer Liaison Counselor	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Encourage faculty & Staff to submit/refer to school counselor student candidates for the Listener(Oyente)Program.	Administration Teachers Counselors Staff	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Promote faculty/ staff involvement in the School Volunteer Database Training provided by the District.	Counselors Data Input Specialists	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Encourage parents as volunteer presenters in school-wide Career Day.	Teachers Counselors	9/12/2006	5/1/2007	Community Partnerships	\$0.00

Research-Based Programs

National PTA Standards for Parental Involvement

Professional Development

School Volunteer Database Training.

Volunteer Orientation

Implementation guidelines, responsibilities & procedures.

Training Listener/Oyente Volunteer Program

Evaluation

Measurable success will be evidenced by a 3 percentile point increase in the volunteer participation during the 2006-2007 academic year. A numerical comparison between the number of volunteers in the sign-in logs during the 2005-2006 and the 2006-2007 school year will also support this outcome.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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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 6 STATEMENT:

Bob Graham Education Center will foster an environment that promotes the safety and well being of our students, families and staff.

Needs Assessment

According to the Referral Reason and SPAR Incident Breakdown for All Students involving bullying and fighting, the number of reported incidents for the 2005-2006 school year was 32. There were four reported incidents of bullying under violations in Group II. Additionally, there were 28 reported incidents of fighting under violations in Group II.

Measurable Objective

Given the Code of Student Conduct and an emphasis on a safe and orderly environment, the number of student referrals will improve as evidenced by a 10 percent decrease in the number of referred incidents for bullying and fighting during the 2006-2007 school year as compared to the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Initiate a positive behavior support program to reinforce and reward appropriate and desired behavior for the at-risk population.	Classroom Teachers, Counselors, Administrators	10/19/2006	5/23/2007	District Strategic Plan	\$0.00
Plan and deliver "Bully-Free" trainings for parents, teachers, and students through staff development, parent workshops, and classroom guidance.	Administration, Counselors, Safe School Facilitator	8/14/2006	5/23/2007	District Strategic Plan	\$0.00
Provide intervention activities that address a safe school environment through small group meetings with the TRUST Counselor.	All Counselors	8/14/2006	5/23/2007	District Strategic Plan	\$0.00
Implement the P.R.O.U.D. Curriculum in grades K, 2, 4, and 6 via classroom instruction.	Counselors, Classroom Teachers	10/19/2006	5/23/2007	Academic Teams	\$0.00
Implement a Peer Mediation Program.	Counselors	9/26/2006	5/23/2007	District Strategic Plan	\$0.00

Research-Based Programs

Steps to Success Bullying Prevention Program

Peer Mediation

P.R.O.U.D. Curriculum

Professional Development

Teachers will be given instruction on various research-based programs to avert bullying and fighting including:

*P.R.O.U.D. curriculum training

*Steps to Success Bullying Prevention training

Evaluation

Success of this objective will be indicated by a ten percent decrease of referrals for bullying and fighting during the 2006-2007 school year as compared to the 2005-2006 school year. This will be indicated on the Referral Reason and SPAR Incident Breakdown for All Students report.

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

Miami-Dade County Public Schools

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

GOAL 7 STATEMENT:

Bob Graham Education Center students will utilize technology in order to improve upon academic achievement and computer skills.

Needs Assessment

On the FCAT Explorer pretest, 96 percent of identified third grade students scored below 70 percent accuracy without instructional feedback.

Measurable Objective

Given reading instruction utilizing the FCAT Explorer Reading Program, the percent of students in grade three attaining 70 percent or more accuracy without instructional feedback will increase by 10 percentile points over the initial administration as evidenced by the Class Performance Report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide selected third grade students with on hour per day of reading intervention utilizing the FCAT Explorer computer Reading Program.	Administration, Computer Teacher	8/18/2006	5/23/2007	District-wide literacy plan	\$0.00
Utilize a token system to encourage students to complete progressive levels of FCAT Explorer reading instruction.	Computer Teacher	8/18/2006	5/23/2007	District-wide literacy plan	\$0.00
Utilize data from FCAT Explorer to identify students' areas of weakness and provide appropriate classroom instruction.	Administration, Classroom Teachers, Computer Teacher	8/18/2006	5/23/2007	Continuous Improvement Model	\$0.00
Select low performing students through data analysis to be able to access reading intervention strategies.	Assistant Principal, Reading Coach	8/14/2006	10/13/2006	Continuous Improvement Model	\$0.00
Administer a progress test to ascertain improved student achievement in reading.	Administration, Computer Teacher	11/1/2006	11/30/2006	Continuous Improvement Model	\$0.00

Research-Based Programs

FCAT Explorer Reading Program

Professional Development

FCAT Explorer Web Based software

Evaluation

A minimum of 14 percent of identified third grade students will score at or above 70 percent accuracy without instructional feedback during the spring of 2007 administration of the FCAT Explorer Reading Program assessment.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 8 STATEMENT:

Students at Bob Graham Education Center will be provided with the opportunity to attain their optimal level of fitness, while participating in a continuous carefully planned program of developmentally age-appropriate physical activities.

Needs Assessment

During the 2005-2006 school year, 39 percent of the students tested on the FITNESSGRAM, were award recipients. Out of the 382 students that were tested, 69 received Gold Awards and 100 received Silver Awards.

Measurable Objective

Given instruction based on the Sunshine State Standards, students will improve their physical fitness level as evidenced by an increase of one percent of overall fitness silver or gold award winners on the 2007 administration of the FITNESSGRAM, as compared to the 2006 administration.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide all physical education staff with professional development activities that include implementing the physical fitness tests.	District Supervisor of Physical Education, Administration	9/11/2006	4/27/2007	District Strategic Plan	\$0.00
Inform parents of strategies that can be used at home to support increased fitness levels through information sent home with learners.	Administration, Physical Education Teachers	9/11/2006	4/27/2007	District Strategic Plan	\$0.00
Remediate students on each area of the FITNESSGRAM. A physical education teacher will be available one day after school for those students requiring remediation.	Physical Education Teachers	9/11/2006	4/27/2007	District Strategic Plan	\$0.00
Present a lesson pertaining to nutrition and how it impacts physical performance once each month.	Physical Education Teachers	9/11/2006	4/27/2007	District Strategic Plan	\$0.00
Add static and ballistic stretching exercises to pre-class warm ups in order to increase flexibility.	Physical Education Teachers	9/11/2006	4/27/2007	District Strategic Plan	\$0.00

Research-Based Programs

FITNESSGRAM - National Standards of Physical Education

Professional Development

Physical Fitness District Workshops

Evaluation

After the administration of the 2007 FITNESSGRAM, success will be evident with at least thirty-eight percent of the students tested having become award winners.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 9 STATEMENT:

Bob Graham Education Center’s goal is to provide motivation and development for all students to achieve high academic scores.

Needs Assessment

During the 2005 – 2006 school year, 96 out of 936 students in grades two through five qualified for Advanced Academic Programs other than gifted. The initial criterion for eligibility is a grade point average of 3.0 from the previous year. Approximately 9.7% of all students achieved this criteria.

Measurable Objective

Based on academic achievement and teacher recommendation, the number of students who qualify for the Advanced Academic Excellence Programs - Academic Excellence Program (AEP) in grades 3-5 and Teaching Enrichment Activities to Minorities (TEAM) in grade 2 - will increase by 3 percent for the 2006-2007 school year as compared to the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Encourage all students, grades K-5, to put forth maximum effort in all subject areas.	Classroom Teachers, Administration	8/14/2006	5/3/2007	District Strategic Plan	\$0.00
Provide opportunities for students to participate in before and after school tutorials in order to improve academic achievement.	Assistant Principal, Classroom Teachers, Tutors	8/14/2006	5/3/2007	District-wide literacy plan	\$0.00
Promote focus on the thinking process – inquiry, reasoning, analysis, and synthesis – in all subject areas.	Classroom Teachers, Counselors	8/14/2006	5/3/2007	District-wide literacy plan	\$0.00
Develop creative self-expression, enhancement of self-esteem, and group cooperation.	Classroom Teachers Tutors	8/30/2006	2/9/2007	Career Development Programs	\$0.00
Enhance the development of higher order thinking skills as well as their application.	Tutors, Classroom Teachers, Counselors,	8/30/2006	2/9/2007	District-wide literacy plan	\$0.00

Research-Based Programs

Houghton Mifflin Reading
Soar to Success
Voyager
Jr. Great Books
Read XL

Professional Development

Best Practices in Language Arts, Mathematics, and Science

C.R.I.S.S. Strategies

Curriculum Workshop for Before/After and Saturday Tutors

Evaluation

The objective will be evaluated by the amount of students meeting the criteria in order to qualify for the Advanced Academics Programs, Advanced Academic Program (AEP) and Teaching Enrichment Activities to Minorities (TEAM) for the school year of 2006–2007. This will be evidenced by a 3 percent increase for the 2006-2007 school year as compared to the 2005-2006 school year.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 10 STATEMENT:

Bob Graham Education Center will rank above the 85th percentile statewide in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the Florida Department of Education indicate that in 2004-2005, Bob Graham Education Center ranked at the 85th percentile on the State of Florida ROI index.

Measurable Objective

Bob Graham Education Center will improve its 2004-2005 ranking of the 85th percentile on the State of Florida ROI as evidenced by a one (1) percent increase on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Become more informed about the use of financial resources in relation to school programs.	Administrators	8/14/2006	5/23/2007	District Strategic Plan	\$0.00
Collaborate with the district on resource allocation.	Principal	8/14/2006	5/23/2007	District Strategic Plan	\$0.00
Review reconfiguration of existing resources or the possibility of taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administrators	8/14/2006	5/23/2007	Community Partnerships	\$0.00
Review the policy on the shared use of facilities.	Principal	8/14/2006	5/23/2007	Community Partnerships	\$0.00
Develop additional partnerships with community agencies.	Administration, Dade Partner Liaison	8/14/2006	5/23/2007	Community Partnerships	\$0.00

Research-Based Programs

Houghton Mifflin Reading K-5

Harcourt Mathematics K-5

Harcourt Science K-5

Harcourt Social Studies K-5

Prentice Hall Literature

Glencoe/McGraw Hill Writer's Choice

Glencoe/McGraw Hill Mathematics Courses I, II, III, Pre-Algebra, Algebra, and Geometry

Glencoe/McGraw Hill Science 6-8

Glencoe/McGraw Hill World Geography, Civics, and American History

Voyager

Soar to Success

Early Success

Curriculum Associates

ESOL Teen Biz 3000

Professional Development

Continuous Improvement Model
Comprehensive Reading Plan
Successful Research-Based Reading Instructional Strategies
Implementation of Innovative Teaching Strategies
Full Options Science System (FOSS) Kits Training
Data Analysis
Inclusion/Autism Training

Administrative Professional Development:

Money Matters
Budget Conferences
MSAF
FTE

Evaluation

On the next State of Florida ROI index publication, Bob Graham Education Center will improve its 85th percentile ranking by a one (1) percent increase on the 2006-2007 publication.

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 met and has recommended that Student Achievement Enhancement Program money be used to provide tutoring to selected students to increase achievement in the areas of Reading, Writing, Mathematics, and Science. This tutoring will be provided before and after school and on Saturdays.

Training:

The EESAC has met and recommended that training be scheduled for teachers in the areas of Reading, Writing, Mathematics and Science in order to further student achievement in these areas. In addition, the EESAC has recommended that workshops be offered to parents in these areas. Teachers will be receiving instruction on the Comprehensive Reading Plan, Best Practices in Reading and Mathematics, techniques to improve the delivery of writing instruction and science process skills. Parents will be offered workshops in the evening and on Saturday mornings covering various topics.

Instructional Materials:

The EESAC has met and recommended that instructional materials be purchased and implemented in the areas of Reading, Mathematics, Science and Technology in order to further student achievement in these areas. Instructional materials to enhance tutoring have been purchased.

Technology:

The EESAC has met and recommended that resources be purchased and implemented to further student achievement in the areas of Reading, Writing, Mathematics and Science integrating the use of instructional technology. The school's Technology Tree Campaign is being continued in order to provide additional computers in the classroom.

Staffing:

The EESAC has met and recommended that resources from the Student Achievement Enhancement Program be used to purchase tutors to work with students in the areas of Reading, Writing, Mathematics, and Science during before and after school hours and on Saturdays. Before and after school tutoring is already in progress, and Saturday Academy will begin at the end of September.

Student Support Services:

The EESAC has met and recommended that Student Support Services work with staff to facilitate the Student Support Team (SST) model of providing intervention strategies to students who are in need of assistance. School Support Team meetings are ongoing at this time.

Other Matters of Resource Allocation:

The EESAC has met and recommended that grade levels and departments meet to develop and recommend a process for the distribution of money received by the school as a result of being graded as an A by the State of Florida. A proposal for distribution of this money has been presented to the EESAC.

Benchmarking:

Benchmarking activities will be conducted in accordance with timelines for district and school assessment in order to ascertain improvement in student achievement. Formative assessments have begun and will be ongoing throughout the school year.

School Safety & Discipline:

The EESAC has met and recommend that staff continue to implement a zero-tolerance for bullies program. Also, staff will continue to implement a peer mediation program in grades three through eight. Classroom guidance lessons are currently focusing on a "Bully-Free" environment.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$23,000.00
Goal 2: Mathematics	\$23,000.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$0.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
Total:	\$46,000.00

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