
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 0361 - Biscayne Gardens Elementary School

FeederPattern: North Miami Senior

Region: Regional Center II

District: 13 - Miami-Dade

Principal: Maria LaCavalla

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Biscayne Gardens Elementary School

Biscayne Gardens Elementary School is a Title I funded school located at 560 NW 151 Street, Miami, Florida, in an urban, diverse community. Biscayne Gardens Elementary School coordinates with the district, region, and school resources to implement research-based programs and methods that support the district's curriculum driven by the Sunshine State Standards. The research-based programs are: Miami-Dade Comprehensive Reading Researched-Based Program, Houghton Mifflin Mathematics, Reading Plus, Read180, Accelerated Reader, FCAT Explorer, Compass Learning Tomorrow's Promise, Breakthrough to Literacy, and Waterford which are incorporated in the curriculum as a part of whole school reform. In addition, our school implements the Gifted Program, Academic Excellence Program, Educable Mentally Handicapped, Trainable Mentally Handicapped, Physically Impaired, Specific Learning Disabled, and the Inclusion Model. We develop goals and objectives for targeted areas to provide our students with the needed skills to improve academic achievement, as well as social and emotional development.

Biscayne Gardens Elementary School team of students, parents, and staff provide the essential energy necessary to cultivate young minds and harvest excellence. Through quality education and nurturing, students will evolve into productive life-long learners.

READING OBJECTIVES

Given instruction based on the Sunshine State Standards, students in grades 3-6 will increase their reading skills as evidenced by 56 percent of students scoring at or above level 3 on the FCAT Reading 2006-2007 Assessment.

Given instruction based on the Sunshine State Standards, Limited English Proficient students in grades 3-6 will increase their reading skills as evidenced by 51 percent of Limited English Proficient students scoring at or above level 3 on the FCAT 2006-2007 Reading Assessment.

MATHEMATICS OBJECTIVES

Given instruction using the Sunshine State Standards and following the suggested District mathematics scope and sequence, students in grades 3-6 will increase their mathematical skills as evidenced by 56 percent of students scoring at or above level 3 on the FCAT 2006-2007 Mathematics Assessment.

Given instruction using the Sunshine State Standards and following the suggested District mathematics scope and sequence, African American students in grades 3-6 will increase their mathematics skills as evidenced by 56 percent of students scoring at or above level 3 on the FCAT 2006-2007 Mathematics Assessment.

Given instruction using the Sunshine State Standards and following the suggested District mathematics scope and sequence, Economically Disadvantaged students in grades 3-6 will increase their mathematics skills as evidenced by 56 percent of students scoring at or above level 3 on the FCAT 2006-2007 Mathematics Assessment.

Given instruction using the Sunshine State Standards and following the suggested District mathematics

scope and sequence, Limited English Proficient (LEP) students in grades 3-6 will increase their mathematics skills as evidenced by 56 percent of students scoring at or above level 3 on the FCAT 2006-2007 Mathematics Assessment.

Given instruction using the Sunshine State Standards and following the suggested District mathematics scope and sequence, Students with Disabilities (SWD) in grades 3-6 will increase their mathematics skills as evidenced by 56 percent of students scoring at or above level 3 on the FCAT 2006-2007 Mathematics Assessment.

WRITING OBJECTIVE

Given instruction using the Sunshine State Standards, students in grade four will increase their writing skills as evidenced by students scoring level 3.5 or above on the FCAT 2006-2007 Writing Assessment.

SCIENCE OBJECTIVE

Given instruction using the Sunshine State Standards, students in fifth grade will increase their science skills as evidenced by 32 percent of students achieving a level 3 or higher on the FCAT 2006-2007 Science Assessment.

PARENTAL INVOLVEMENT OBJECTIVE

Given school-wide emphasis on parental involvement, the school will demonstrate a five percent increase in parent workshop participation as evidenced by an increase in parent sign-in logs (Parent Center) for the 2006-2007 school year from 486 contacts to 511 contacts.

DISCIPLINE AND SAFETY OBJECTIVE

Given an emphasis on providing a safe and orderly environment, a system of disciplinary action will be implemented using the Student Code of Conduct, and as a result, student behavior will improve as evidenced by a decrease of outdoor suspensions from 584 days in 2005-2006 to 497 days in 2006-2007, a decrease of fifteen percent.

TECHNOLOGY OBJECTIVE

Given a school-wide emphasis on the integration of instructional technology into the curriculum, students and teachers will utilize the computer-based research lab a minimum of once every week as documented by a computer visitation log, teacher lesson plans, and student reports.

HEALTH & PHYSICAL FITNESS OBJECTIVE

Given the correlation between a healthy mind and body, students in grades 4-6 receiving awards will increase from 54 percent to 57 percent as evidenced by an increase of three percent as measured by the 2006-2007 FITNESSGRAM.

ELECTIVES & SPECIAL AREAS

Given instruction based on in-house data reports, general education will continue to maintain student involvement in extracurricular activities, tapping into various resources that will widen cultural awareness as evidenced by the yearly field trip calendar and extracurricular activities (i.e., Arts Extravaganza), as compared to the extracurricular list from 2005-2006.

RETURN ON INVESTMENT

Biscayne Gardens Elementary School will improve its ranking on the State of Florida ROI Index publication from the 42nd percentile in 2004-2005 to the 43rd percentile on the next publication of the ROI Index.

AREAS TARGETED FOR IMPROVEMENT

Biscayne Gardens Elementary has identified two areas of priority based on the Organizational Performance Improvement Snapshot Survey, Strategic Planning, Category 2 and Business Results, Category 7.

Based on the scale score of 5.0 TO 1.0, and 5.0 being the highest score, the school received a score of 4.0 in the area of Strategic Planning and a score of 4.1 in the Business Results, Category 7. Within the Strategic Planning Category, employees expressed a need for the organization to ask for input about the future direction of the school. Within the Business Results Category, employees expressed a desire to know how well our organization is doing financially and a need to help employees remove things that get in the way of progress.

Employee satisfaction impacts student performance. Therefore, to specifically address these items in these categories, the school will (1) implement the Plan-Do-Check-Act as a component of the school's Strategic Planning process, (2) provide all employees professional development opportunities that promote continuous improvement, (3) use available resources i.e., the electronic mail system, grade level meetings, and staff meetings to improve and maintain communication about the welfare of the school (i.e., return on investment and budgetary needs), (4) utilize and implement the in-house computerized survey to gather employee input and feedback during the school year to monitor improvement; and (5) promote school activities that target all employee participation.

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.

Biscayne Gardens Elementary School

VISION

The orchestra of Biscayne Gardens Elementary School is the voice of all students, staff and parents.

Our vision for Biscayne Gardens Elementary School consists of a team of students, parents, staff, community leaders and other stakeholders working cooperatively to utilize a high standard of excellence in order to; develop each student's unique potential intellectually, physically, and emotionally; provide self-esteem and confidence; prepare our students to be responsible citizens and effective problem solvers; provide a safe learning environment; and increase parental involvement in all facets of their children's development.

MISSION

Our mission at Biscayne Gardens Elementary School is to provide the essential energy necessary to cultivate young minds and harvest excellence. Biscayne Gardens Elementary School strives to maintain high expectations of excellence for all students, teachers, and through quality instruction, fostering a lifelong love of learning while developing responsible and productive citizens for the twenty-first century.

CORE VALUES

Integrity, Teamwork, Equity and Democracy through Excellence.

The orchestra of Biscayne Gardens Elementary School is the voice of all students, staff, parents, and stakeholders in our pursuit of excellence through integrity, teamwork, equity, and democracy.

School Demographics

Biscayne Gardens Elementary School is located in an urban, economically disadvantaged, diverse community. As a diverse community of learners, we face challenges to meet the needs of all students. The school serves an economically disadvantaged population; 87 percent of the students are on free/reduced price lunch. More than 94 percent of our students are children of Limited English Proficient (LEP) parents. In our community, Creole is the first language. More than 94 percent of our students speak English as a second language. The ethnic make-up of our student population is 80 percent Black-Non-Hispanic, 12 percent Hispanic, 1 percent White-Non-Hispanic, and 2 percent Asian/Indian/Multiracial. Our student population of 916 consists of students in pre-kindergarten through sixth grade. Our Special Education Department (SPED) serves students in several programs: Educable Mentally Handicapped (EMH), Gifted, Physically Impaired (PI), Specific Learning Disabilities (SLD), and Trainable Mentally Handicapped (TMH). In addition, the school serves Limited English Proficient (LEP) students and special needs students through self-contained, inclusion, and pullout classes. The student attendance rate is 95 percent.

The most recent data supplied by the Miami Dade County Public School Statistical profile reflects that our school staff ethnic make-up consists of 53 percent Black-Non-Hispanic, 22 percent Hispanic, and 26 percent White-Non-Hispanic. The level of education for the instructional staff is: approximately 66 percent have Bachelors Degree; 31 percent of our staff have a Masters Degree, 3 percent have a Specialist Degree or Doctorate Degree. There are 41 general education teachers, 16 special education teachers, two elementary guidance counselors, one speech therapist, one media specialist, one full time media paraprofessional, 13 special area teachers, and 15 full time paraprofessionals.

Our school has received a number of awards and recognition. They include the Gold Achievement Award 2002; MDCPS Performance Excellence Recognition 2002; MDCPS Gold Award 2002, and the MDCPS Silver Award 2002. We have also been the recipients of several grants to support and enhance student achievement: Title III 2003, Council of Educational Change (CEC) 2000-2003, 2004-2007, Family Literacy Grant 2000-2003, Technology Loan Grant 2004, Universal Library and Media Grant (known as E-Rate) 1998-2004, Teacher Technology Mentor 2003 and 2004, Arts for Learning 2003, 2004 and 2005, Comprehensive School Improvement Grant 2004 and 2005, and the DellTech Know Grant 2006-2007. Several classroom teachers have acquired mini-grants through MDCPS Education Fund.

Biscayne Gardens Elementary School has identified variables in relation to the district's challenges in student literacy. One issue is student mobility; student mobility at Biscayne Gardens Elementary School is 33%. Many of these students enter our school without appropriate assessment records. Another issue that presents an ongoing challenge is that of parent/guardian contact. Students' contact numbers are constantly changing or disconnected making it difficult for teacher communication. To assist the school, the Community Involvement Specialist (CIS) must continually try to make parent contacts though home visits that are often difficult due to parent/guardian work hours. When contact is made, many times it is hampered by the inability of the parent/guardian to speak English. Dialogue with the teacher, Community Involvement Specialist, and parent/guardian often times require the support of additional school or District personnel.

Our school recognizes that there are numerous opportunities for improvement. In 2003-2004, the school made adequately yearly progress, which meant that all subgroups made learning gains. However, in 2004-2005 and 2005-2006, the school did not make adequate yearly progress (AYP); only 49 percent of our students scored at or above grade level. The targeted subgroups were: African American, Economically Disadvantaged, Limited English Proficiency, and Students with Disabilities. In 2005-2006, all subgroups in Reading, with the exception of LEP, made AYP and no subgroups made AYP in Mathematics. FCAT Science 2005-2006 indicates that our students in grade five averaged a mean scale score of 255, which was 20 points lower than the 2004-2005 FCAT Science Test. The scores were 44 points below the State mean score and 33 points below the district. Our scores on the FCAT Combined Writing 2004-2005 averaged 3.6; FCAT Writing 2005-2006 averaged 3.7, a .1 point increase. When compared to the national mean scores, students in grade three, five, and six showed an increase; while fourth grade students mean score, that

included students in the inclusion model and first time counted in the general score, decreased by 18 points.

Our challenge is that every student will make adequate yearly progress and show an increase in his/her developmental scale score.

School Foundation

Leadership:

The vision and mission sets the direction of the school. The school administration consists of a Principal and one Assistant Principal who serve as the instructional leaders of the school. The school consists of several leadership communities whose purpose is to assist administration and staff in enhancing student achievement. These leadership communities are identified as: Educational Excellence School Advisory Council (EESAC), Reading Coach, and Grade Chairs/Department Heads. Leadership teams meet monthly to analyze goals and objectives.

EESAC, as a representative board of students, parents, staff, and community leaders have regularly scheduled monthly meetings to analyze data from district, progress reports, and State assessments to (1) identify strengths and opportunities to improve, (2) plan, develop and monitor the School Improvement Plan (SIP), and (3) recognize and celebrate student and school accomplishments.

There are seven grade chairpersons who represent grades pre-kindergarten through six; one grade chair who represents SPED, and one special area teacher who represents special area teachers. The grade levels meet monthly with an administrator to strategize and formulate plans.

Employees are involved in the daily operation of the school. Classroom visitations are made by the administrative team to help create a supportive, informative environment. The school's mission and vision statement is posted in every classroom. Students recite the school's motivational pledge daily.

Communication to employees is enhanced through the electronic mail system implemented by the District and school intranet. A school-web is maintained to keep stakeholders informed about current resources and grade level expectations. Administrators hold monthly faculty meetings that are focused on professional growth. Every employee is essential to the daily operation of the school, which is expressed through recognition, celebrations, team building strategies, and promotions.

In summary, according to the findings of the Organizational Performance Improvement Snapshot self-assessment survey, Biscayne Gardens Elementary School is moving in the right direction as an innovative, learning community that supports its customers.

District Strategic Planning Alignment:

Biscayne Gardens Elementary School has a focus to support a school and District strategic plan that engages its stakeholders in the systematic process of specifying the goals of the school system, determining the present attainment of those goals, and then selecting strategies to reduce the discrepancies. To do this, Biscayne Gardens Elementary School engages in a school-based management system that analyzes its goals and objectives with its learning communities: Educational Excellence School Advisory Council, administrative team, and staff.

Strategically, Biscayne Gardens Elementary School incorporates the Continuous Improvement Model (CIM) funded by a Comprehensive School Improvement Grant. Through CIM, an eight-step process is strategically employed to regularly assess students for intervention, remediation, and enrichment. These steps include: data desegregation, timeline development, instructional focus, assessment, tutorials, enrichment, maintenance, and monitoring. Professional development will provide faculty with the necessary skills to implement CIM as a tool in an integrated

total quality management system.

Stakeholder Engagement:

According to the 2005-2006 Organizational Performance Improvement Snapshot Survey, the level of customer and market focus on a scale of 5.0 to 1.0 with 5.0 being the highest, the school received a score of 4.2 in the category of Customer and Market Focus. Staff frequently understands who their customers are and communicate to those customers. They feel that they are frequently allowed to make decisions about their customers and are allowed to solve problems for their customers. However, in analyzing the survey, our school can further assist the staff with additional tools to seek and gather feedback from their customers about their work. Currently, staff feedback is in the form of employee assessments, school climate surveys, and parent conferences. To facilitate ongoing feedback about customer and market focus, feedback from classroom visitations will be made available to teachers and communicated to grade chairpersons; grade levels will be encouraged to implement and utilize the Parent Communication Logs as a means of a quick assessment of their customer satisfaction. Teachers will be encouraged to use student portfolios as a means to receive feedback from their key customers.

As a school, our staff will analyze the results of school climate surveys, student service reports, and the monthly Title I Parent Outreach School Reports in staff meetings to generate discussions about customer satisfaction and help make decisions to solve problems for our customers. The Community Involvement Specialist (CIS), Parent Teacher Association (PTA), student services, and the EESAC will continue to be key partners in communicating, identifying and addressing our customers' concerns.

Faculty & Staff:

There is a collaborative partnership that involves students, parents, teachers, administrators and all stakeholders to monitor the progress of school functions to ensure that no child is left behind.

Biscayne Gardens Elementary School learning communities impact the overall function of the school. Department heads and grade levels plan collaboratively with their teams to accomplish tasks. This is evident by the strong support for measurement, analysis, and knowledge management of the Organizational Performance Improvement Snapshot self-assessment survey. The core values Integrity, Teamwork, Equity and Democracy through Excellence energizes the way that the staff performs daily operations. The result is a collective group of team-oriented learning communities optimizing resources to create an environment where everyone can learn and excel.

Data/Information/Knowledge Management:

Teacher Mentoring Programs:

(1) Professional Growth Team

Biscayne Gardens Elementary School implements a Professional Growth Team pairing new teachers to the school and beginning teachers as defined in the PACES Program. The school is devoted to giving all students an exemplary education, and as such fosters leadership professional development mentoring among all teachers through horizontal and vertical articulation and planning. This is done for each subject to try to eradicate variances and promote uniformity in daily and long range planning and assessment. Teachers meet weekly on grade levels to discuss teaching strategies, alignment of sunshine state standards, curriculum, and resources, and to make data driven decisions as applicable to their classes and individual students.

(2) Leadership Teams

The Principal is the curriculum leader and is the main contact relative to budgetary needs and overall business of the

school. An Assistant Principal, Region II, and MDCPS District supports principal leadership. The Principal oversees and monitors the instructional programs through benchmarking, formative, and summative evaluations. School leadership and support personnel assist administration with the gathering of data and sharing of information for decision-making purposes with the aid of a district networked computerized system.

Ongoing, the core team of school leaders (Reading Coach and Grade Chairpersons) along with Administrators analyze data and monitor classroom progress to ensure that all components of the school reform model, i.e., the MDPCS Comprehensive Reading Researched-Based Plan are being implemented.

At weekly grade level meetings, teachers use both formative and summative evaluations, benchmarks and progress reports for reviewing school reform components, monitoring student understanding and identify re-teaching methods.

Education Design:

Extended Learning Opportunities

Biscayne Gardens Elementary School offer an array of learning opportunities for the broad spectra of student learning styles in exceptionalities, environmental awareness, language barriers, and social behaviors. The Retired Teachers Tutorial Pullout Program, afforded by Title I and/or Comprehensive School Reform Grant, target learners in the student category falling in the lowest twenty-five-percentile rank, retained students, and level two on the FCAT. Limited English Learners receive additional academic tutoring in Reading, Writing, and Mathematics through after school small group tutoring classes. Intensive reading technological researched based programs (i.e., Reading Plus, Read180, Accelerated Reader, Breakthrough to Literacy, Compass Learning Tomorrow's Promise, and Waterford) are integrated into the curriculum to enable the school to customize lessons/activities for all students deficient in reading.

School-Wide Improvement Model

As previously stated, the CIM model, funded by a Comprehensive School Reform Grant, involves an eight-step process that regularly assesses students for intervention, remediation, and enrichment. These steps include: data desegregation, timeline development, instructional focus, assessment, tutorials, enrichment, maintenance, and monitoring. In this model, all teachers will enhance their planning skills by implementing the Plan-Do-Check-Act cycle and the FOCUS process. The FOCUS process is strongly aligned to the Plan-Do-Check-Act cycle. The components of FOCUS are: (1) formulate a plan; (2) optimize the timeline; (3) concentrate and collaborate on teaching FCAT standards; (4) utilize assessments, maintenance, and monitoring; and (5) sustain learning with tutorials and enrichment. All grade levels throughout the school will learn how to implement the Plan-Do-Check-Act cycle in planning, problem solving, and decision making to promote continuous student achievement.

THE PLANNING CYCLE - PDCA

PLAN a change aimed at improvement, collect data and establish a timeline

DO implement the change or strategy

CHECK the results of your actions and identify lessons learned

ACT to apply, abandon or modify the strategy as needed to achieve the desired improvement

To start, students will be given a pre-test in Reading, Writing, Mathematics, and Science at the beginning of the school year. The results will quickly assess students for remediation and enrichment based on data driven decision-making. Working in teams, an instructional focus will be created to define benchmarking, scope and sequencing, monitoring, tutorial programs, timeline development, as well as define District, web based, and researched based

assessments in Reading, Mathematics, Writing, and Science. FOCUS strategies will also enhance the effective use of researched based programs: Breakthrough to Literacy, School Renaissance Accelerated Reader, Compass Learning Tomorrow's Promise, and High Scope to help meet the needs of all of our students. Tests scores will be continually analyzed to identify areas of strength and weakness, identify instructional groups, target students for remediation, and to monitor the Sunshine State Standards in each core subject area.

Advanced Initiatives

Biscayne Gardens Elementary School enhances its instructional program through specialty programs as part of our school's advanced initiatives to leave no child behind. Specialty programs include Special Education Department (SPED) with an inclusion model for students with diagnosed Exceptionalities; Limited English Proficient Program which provides instruction in English for Students of Other Languages; High Scope Pre-Kindergarten provides early learning strategies for four-year old students; Academic Excellence Program (AEP) benefits students by promoting high order thinking and challenging enrichment activities; Reading Opens All Roads (ROAR), an intensive remediation reading tutoring program, supports students after the regular school day; Math Only Requires Enthusiasm (MORE) addresses small group tutoring in the five math strands of the Sunshine State Standards after school; and the Retired Teachers Tutorial Pullout Program focuses on reading remediation for increasing reading fluency and comprehension during the school day.

Technology is incorporated throughout the curriculum to assure that skills learned can be infused and practiced. The mathematics program utilizes the Houghton Mifflin resources and all the support materials to ensure students have access to a variety of mathematical experiences. Sixth grade utilizes the McDougal Littell resources for intensive and intensive plus students. Science benchmarks are practiced and enforced among all grade-levels in order to enhance students' scientific skills and comprehension. Teachers follow the Sunshine State Standards to ensure that students are meeting District guidelines. Through technology, lab experiences, field trips, direct instruction, and evaluations the school aims to maximize opportunities to achieve in Science.

Biscayne Gardens Elementary School uses the district's computerized Student Performance Indicators (SPI) system to assess student achievement and drive instruction. Teachers also make use of the school purchased program, SNAPSHOT, to identify special care students and target and build instructional groups.

Performance Results:

Biscayne Gardens Elementary School anticipates that these strategies and methods will be the catalyst to support students emotionally, academically, and socially. It is anticipated that the Character Education Program will also build self-esteem in all our students coupled with a school-wide discipline plan. It is anticipated that the impact of this plan, which celebrates and reinforces students' positive behaviors will decrease the number of suspensions and critical incidences.

In summary, it is anticipated that these strategies and methods will enable the school to improve its identified targeted areas as evidenced by the 2006-2007 Organizational Performance Improvement Snapshot Survey, thereby increasing student achievement.

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

GOAL 1 STATEMENT:

All students in grades 3-6 at Biscayne Gardens Elementary School will read on grade level.

Needs Assessment

Scores on the FCAT Reading 2005-2006 Assessment indicate that 55 percent of students in grades 3-6 scored at or above level three. Sixty-six percent made annual learning gains. Reading standards of Word Study/Phrases, Main Idea/Purpose, and Comparisons indicate that grade levels 3-6 need to improve in these benchmarks.

FCAT Reading data for 2005-2006 indicates that the subgroup Limited English Proficient (LEP) students have not made the required progress as outlined by the State and identified by the No Child Left Behind (NCLB) requirements. Only 45 percent scored at or above grade level. There is a need to improve reading as documented by the scores on FCAT Reading 2005-2006 Assessment.

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

Measurable Objective

READING OBJECTIVES

Given instruction based on the Sunshine State Standards, students in grades 3-6 will increase their reading skills as evidenced by 56 percent of students scoring at or above level 3 on the FCAT Reading 2006-2007 Assessment.

Given instruction based on the Sunshine State Standards, Limited English Proficient students in grades 3-6 will increase their reading skills as evidenced by 51 percent of Limited English Proficient students scoring at or above level 3 on the FCAT 2006-2007 Reading Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Analyze detailed scores of FCAT Reading 2005-2006 which will be completed using the Snapshot program in order to meet individual students' needs	Reading Coach and Classroom Teachers	9/11/2006	9/15/2006	District Strategic Plan	\$0.00
Offer additional after school tutoring opportunities through the Reading Opens All Roads (ROAR) Tutoring Program two times a week for one hour each	Administration and Reading Coach	10/5/2006	05/01/07	District-wide literacy plan	\$0.00
Offer Saturday Academy to Level 1 & 2 students from January 2007 through February 2007 from 9:00am-12:00noon	Principal and Reading Coach	1/8/2007	2/24/2007	Inclusion	\$0.00
Implement a Retired Teacher Pullout Tutorial program for identified students during the school day three times a week for one hour	Principal	10/2/2006	2/28/2007	Academic Teams	\$30000.00
Implement a plan of action for teachers new to a grade level and beginning teachers who will be coached, mentored and given additional in-house professional development	Principal, Reading Coach, Region Support Staff	8/29/2006	5/30/2007	Mentoring Opportunities	\$0.00
Utilize Special Area Teachers to assist daily in tutoring Intensive and Intensive Plus students in sixth grade for one hour five days a week	Assistant Principal and Reading Coach	10/9/2006	5/30/2007	District-wide literacy plan	\$0.00
Provide professional development and support for teachers teaching LEP students in a classroom inclusion model	Reading Coach Bilingual Teachers CCHL Teacher Administration	8/14/2006	5/30/2007	Transition and Articulation Programs	\$0.00
Monitor support systems and progress of LEP and SWD's through classroom visitations to assist teachers and students with transition	Administration SPED Program Specialist	8/14/2006	5/30/2007	Transition and Articulation Programs	\$0.00

Provide opportunities for teachers to observe the implementation of the reading plan and strategies in other classrooms	Reading Coach	9/11/2006	5/30/2007	Small Learning Communities	\$0.00
Implement The Reading Plus Program into the language arts curriculum to enhance literacy skills and promote skills for life	Reading Coach	8/14/2006	5/30/2007	School-to-Career	\$16395.00
Implement, monitor and adjust a school- wide weekly focus calendar that will address all reading benchmarks with emphasis on school's weakest reading benchmarks	Reading Coach and Principal	08/14/06	5/30/2007	District-wide literacy plan	\$0.00
Provide training on the Plan-Do-Check-Act (PDCA) process to teachers in Prekindergarten through grade six	Selected Teachers	10/16/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

Reading Plus
 Read 180
 School Renaissance Accelerated Reader
 Houghton Mifflin - State Adopted Textbook
 Voyager
 Early Success
 Compass Learning Tomorrow's Promise

Professional Development

District's Comprehensive Reading Research-Based Program
 Reading Plus
 Read 180
 School Renaissance Accelerated Reader StaR
 Snapshot
 Compass Learning
 High Scope
 Breakthrough To Literacy
 Waterford
 Brainchild
 FCAT Explorer
 Edusoft
 Guided Reading

Evaluation

Houghton Mifflin Assessments

District Interim Assessments

DIBELS

DAR

MAZE

2006-2007 FCAT Reading Assessment

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

GOAL 2 STATEMENT:

All students at Biscayne Gardens Elementary School will demonstrate increased performance in mathematics.

Needs Assessment

Scores on the 2005-2006 FCAT indicate that 39 percent of students in grades 3-6 scored at or above grade level. Fifty percent made annual learning gains; none of the four sub-groups (African American, Economically Disadvantaged, Limited English Proficient, and Students With Disabilities) made annual learning gains as identified in the NCLB requirements scoring 50 percent or higher as documented by the scores on FCAT Mathematics 2005-2006 Assessment. Thirty-nine percent of African American students scored at or above grade level on the 2005-2006 FCAT Mathematics Assessment. Thirty-eight percent of the Economically Disadvantaged students scored at or above grade level on the 2005-2006 FCAT Mathematics Assessment. Thirty-three percent of the Limited English Proficient students scored at or above grade level. Thirty-eight percent of Students with Disabilities scored at or above grade level.

NCLB SUBGROUP TARGET

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

Measurable Objective

MATHEMATICS OBJECTIVES

Given instruction using the Sunshine State Standards and following the suggested District mathematics scope and sequence, students in grades 3-6 will increase their mathematical skills as evidenced by 56 percent of students scoring at or above level 3 on the FCAT 2006-2007 Mathematics Assessment.

Given instruction using the Sunshine State Standards and following the suggested District mathematics scope and sequence, African American students in grades 3-6 will increase their mathematics skills as evidenced by 56 percent of students scoring at or above level 3 on the FCAT 2006-2007 Mathematics Assessment.

Given instruction using the Sunshine State Standards and following the suggested District mathematics scope and sequence, Economically Disadvantaged students in grades 3-6 will increase their mathematics skills as evidenced by 56 percent of students scoring at or above level 3 on the FCAT 2006-2007 Mathematics Assessment.

Given instruction using the Sunshine State Standards and following the suggested District mathematics scope and sequence, Limited English Proficient (LEP) students in grades 3-6 will increase their mathematics skills as evidenced by 56 percent of students scoring at or above level 3 on the FCAT 2006-2007 Mathematics Assessment.

Given instruction using the Sunshine State Standards and following the suggested District mathematics scope and sequence, Students with Disabilities (SWD) in grades 3-6 will increase their mathematics skills as evidenced by 56 percent of students scoring at or above level 3 on the FCAT 2006-2007 Mathematics Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide additional tutoring opportunities for Level I, Level II , and students who decreased an achievement level through the after-school Mathematics Only Requires Enthusiasm (MORE) Program two times a week for one hour each	Administration	10/3/2006	5/1/2007	Transition and Articulation Programs	\$0.00
Offer Saturday Academy to Level I and Level II students from 9:00 am to 12:00 noon	Administration	1/8/2007	3/3/2007	District Strategic Plan	\$0.00
Provide Retired Teachers Pullout Program to students, whose developmental scores decreased, three times a week for one hour each day	Principal	10/3/2006	5/1/2007	Academic Teams	\$0.00
Analyze data with learning communities to	Grade level Chairpersons	8/14/2006	5/30/2007	Small Learning	\$0.00

assess, reteach, and drive instruction to meet targeted objectives specified in SIP during the school day	Administration			Communities	
Provide support to bilingual teachers with available materials and resources for math enhancement for all students	Assistant Principal	8/14/2006	5/30/2007	Dual Language Education	\$0.00
Use current resources to assist in analyzing data to drive instruction, i.e., Edusoft, SPI, and Snapshot	Administration	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Provide teachers new to a grade level and beginning teachers with in-house professional development and mentoring services in data analysis, SIP training, etc.	Regional Staff Administration	8/9/2006	5/30/2007	Career Development Programs	\$0.00

Research-Based Programs

State-adopted text Houghton-Mifflin

Researched-based software CompassLearning Tomorrow's Promise

Professional Development

Edusoft Achievement Series

Edusoft Performance Series Training

Web-based software

CompassLearning

Professional Growth Teams to observe highly, effective classroom teachers

Evaluation

(1) Pre and Post Mathematics Assessment scores will improve by at least 10 percentage points. (2) Scores on the FCAT Mathematics 2006-2007 Assessment will improve as evidenced by an increase of 56 percent of students in grades 3 through 6 scoring at or above level 3. (3) African American students in grades 3-6 will increase their mathematics skills as evidenced by 56 percent of students scoring at or above level 3 on the FCAT 2006-2007 Mathematics Assessment. (4) Students with Disabilities will increase their mathematical skills as evidenced by 56 percent of students scoring at or above level 3 on the FCAT 2006-2007 Mathematics Assessment. (5) Limited English Proficient (LEP) students in grades 3-6 will increase their mathematics skills as evidenced by 56 percent of students scoring at or above level 3 on the FCAT 2006-2007 Mathematics Assessment. (6) Students with Disabilities (SWD) in grades 3-6 will increase their mathematics skills as evidenced by 56 percent of students scoring at or above level 3 on the FCAT 2006-2007 Mathematics Assessment. (7) District Interim Assessments

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

GOAL 3 STATEMENT:

All students in grade four at Biscayne Gardens Elementary School will be able to incorporate the following elements in their writing: focus, organization, support, and conventions.

Needs Assessment

Scores on the 2005-2006 FCAT Writing Assessment indicate that 83 percent of students in grade four scored a combined mean score of 3.7. Scores on the 2004-2005 FCAT Writing Assessment indicates 79 percent of students in grade four scored a combined mean score of 3.6. This is a four percent increase from the 2004-2005 FCAT Writing Assessment.

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

WRITING OBJECTIVE

Given instruction using the Sunshine State Standards, students in grade four will increase their writing skills as evidenced by students scoring level 3.5 or above on the FCAT 2006-2007 Writing Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Offer Saturday Academy to all LEP, ESE, and standard students who scored a level three or below on the districts pretest from 9:00am-12:00N	Reading Coach Administration	1/8/2007	3/3/2007	Inclusion	\$0.00
Provide after school writing tutoring opportunities through the Reading Opens All Roads (ROAR) to students who scored level three or below	Reading Coach Administration	10/3/2006	5/1/2007	Communities of Practice	\$0.00
Implement the writing process for grades K-6 which will be instructed across the curriculum during the school day preparing students to "write for life"	Reading Coach Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Promote writing competitions among pre-kindergarten classes to develop students' desire to write	Reading Coach and Classroom Teachers	8/14/2006	5/30/2007	Universal Pre-K	\$0.00
Implement professional develop on writing prompts and rubric scoring to assist teachers new to a grade level and for Special Area teachers	Reading Coach Regional Center Staff	8/9/2006	5/30/2007	Career Development Programs	\$0.00
Provide mentoring program for teachers new to grade levels and new to the school	Reading Coach Regional Staff	8/14/2006	5/30/2007	Mentoring Opportunities	\$0.00
Provide writing poetry in the Arts and Music Programs	Music and Art Teachers	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00

Research-Based Programs

State-adopted text Houghton Mifflin

Professional Development

Comprehensive Reading Researched Based Program
Continous Improvement Model (CIM)/FOCUS Training

Evaluation

District Pre and Post Writing Assessments
FCAT Writing + 2006-2007

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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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 4 STATEMENT:

Students at Biscayne Gardens Elementary School will be able to apply the scientific method and increase their annual performance.

Needs Assessment

Scores on the 2005-2006 FCAT Science Assessment indicate that seven percent of students in fifth grade scored at or above grade level. After reviewing last year's scores, it was determined that fifth grade students were still below the expected levels of the state and district.

Measurable Objective

SCIENCE OBJECTIVE

Given instruction using the Sunshine State Standards, students in fifth grade will increase their science skills as evidenced by 32 percent of students achieving a level 3 or higher on the FCAT 2006-2007 Science Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Administer a district in-house pre/post assessment to fifth grade students to help monitor progress	Assistant Principal	10/2/2006	5/7/2007	Continuous Improvement Model	\$0.00
Implement school-wide participation in the annual Science Fair and encourage stakeholders' to provide incentives	Classroom Teachers	9/5/2006	5/18/2007	Community Partnerships	\$0.00
Offer professional development activities for teachers in fifth grade on science specifications	Region Support Staff	9/4/2006	5/4/2007	Transition and Articulation Programs	\$0.00
Guide teachers with the use of multi-media resources to enhance science instruction	Media Specialist	9/4/2006	5/30/2007	Dual Language Education	\$0.00
Provide support and monitor appropriate training for teachers new to the grade level and/or new to MDCPS	Administration	8/3/2006	5/30/2007	District Strategic Plan	\$0.00
Offer workshops to parents to increase their knowledge of the content areas and the use of the Scientific Method	Classroom Teachers	3/26/2007	5/18/2007	Community Partnerships	\$0.00
Integrate the use of FOSS Kit lessons into the curriculum for all students beginning in Kindergarten to increase students' interest in science	Classroom Teachers	10/2/2006	5/30/2007	Universal Pre-K	\$0.00
Use Sunshine State Standards for students in grades 3-6 giving students explorative hands-on experiences	Classroom Teachers	8/14/2006	5/30/2007	Dual Language Education	\$0.00

Research-Based Programs

State-adopted text Houghton-Mifflin
GIZMO

Professional Development

2006-2007 FCAT Science Assessment by Regional Support Personnel

Evaluation

2006-2007 FCAT Science Assessment
Houghton Mifflin chapter tests
District Interim Assessments

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 5 STATEMENT:

Biscayne Gardens Elementary school will provide opportunities for families to increase their involvement in their children's education.

Needs Assessment

There was a 25 percent decrease in the number of parents who participated in workshops from 2004-2005 to 2005-2006. Based on the Title I Parent Outreach School Report 2006, 4,837 school-wide parent contacts were made; 1,669 were telephone contacts; 550 parents attended Open House Orientation; and 1,129 parents participated in workshops during the school year.

Measurable Objective

PARENTAL INVOLVEMENT OBJECTIVE

Given school-wide emphasis on parental involvement, the school will demonstrate a five percent increase in parent workshop participation as evidenced by an increase in parent sign-in logs (Parent Center) for the 2006-2007 school year from 486 contacts to 511 contacts.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Conduct student parent/teacher conferences to collaboratively set the student's achievement goals, and inform parents of the student's strengths/weaknesses to increase readiness and student performance	Classroom and Special Area Teachers	9/7/2006	5/25/2007	School-to-Career	\$0.00
Incorporate "The Arts" into the basic subject areas with the Arts Extravaganza Exhibit	Music, Art and Bilingual Teachers	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Utilize the newspaper, school website, radio, school marquee, and flyers in order to keep parents and community informed of school functions	Principal	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Monitor students thirty-minutes reading benchmark by parent signature logs on a monthly basis for students in Pre-kindergarten through sixth grade	Reading Coach Classroom Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Provide monthly parental workshops for parents in their home language to better understand the programs and needs of their children.	Community Involvement Specialist	9/28/2006	5/30/2007	District Strategic Plan	\$1000.00
Provide grade level parental workshops to address the FCAT Reading, Writing, Mathematics, and Science Sunshine State Standards	Classroom Teachers; Special Area Teachers	10/16/2006	2/28/2007	Expanding arts opportunities	\$0.00

Research-Based Programs

None applicable

Professional Development

Training to enhance parental support.

Evaluation

Parent Sign-in Logs.

Parental Involvement Monthly School Report.

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

Miami-Dade County Public Schools

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

GOAL 6 STATEMENT:

Biscayne Gardens Elementary School will promote programs and practices that facilitate a safe and disciplined environment for all students and adults.

Needs Assessment

Analysis of data indicates a need to improve student behavior. This is evident through the results of the Miami-Dade County Outdoor Suspension Report. The 2005-2006 report shows that students were suspended outdoors for a total of 584 days. A decrease in negative behavior will help create a safe and orderly environment.

The Miami-Dade County Public School Percentage of attendance Report for the 2005-2006 school year indicates an average attendance of 95.18 percent.

Measurable Objective

DISCIPLINE AND SAFETY OBJECTIVE

Given an emphasis on providing a safe and orderly environment, a system of disciplinary action will be implemented using the Student Code of Conduct, and as a result, student behavior will improve as evidenced by a decrease of outdoor suspensions from 584 days in 2005-2006 to 497 days in 2006-2007, a decrease of fifteen percent.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize the peer mediation program to resolve issues	Guidance Counselors	8/14/2006	5/30/2007	School-to-Career	\$0.00
Identify students with special needs, monitor, and conduct Child Study Conferences to ensure students' individual needs are met	SPED Program Specialist Assistant Principal	8/14/2006	5/30/2007	Inclusion	\$0.00
Promote basic literacy strategies by parents in the home to support early childhood education	Pre-Kindergarten Classroom Teachers and Guidance Counselors	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide professional development in classroom management skills	Principal	8/10/2006	5/30/2007	Continuous Improvement Model	\$0.00
Contact parents and establish proactive rapport	Community Involvement Specialist Classroom Teachers	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Implement effective strategies for problem solving as early as Pre-Kindergarten in the life of school age students	Guidance Counselor	10/2/2006	5/30/2007	Universal Pre-K	\$0.00
Utilize the School Discipline/ Safety Committee to assist in the identification and reporting of any unsafe health and safety issues	Discipline/Safety Committee	8/14/2006	5/30/2007	Communities of Practice	\$0.00
Provide parents with parenting skills information through available resources and media to promote school readiness and career development	Guidance Counselors Community Involvement Specialist	8/14/2006	5/30/2007	School-to-Career	\$0.00
Emphasize the character education program as an effective tool in teaching appropriate behaviors for lifetime success	Guidance Counselors	8/14/2006	5/30/2007	Communities of Practice	\$0.00

Research-Based Programs

Not Applicable

Professional Development

All personnel will be encouraged to attend workshops that promote increased classroom management.

Peer observation and mentoring will be utilized to assist teachers in developing these skills.

Staff members with low referral rates will share discipline techniques that have been successful.

Evaluation

The Student Case Management System Executive Summary of 2006-2007 will serve as the evaluation tool for this objective. The objective will be monitored throughout the 2006-2007 school year as per the number of student referrals turned in to administration.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

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

GOAL 7 STATEMENT:

Biscayne Gardens Elementary School will integrate technology in all curricular areas and promote equitable and universal access to technology for all students and staff.

Needs Assessment

During the 2005-2006 school year, through a review of our school's strengths and weaknesses, including results from the 2005-2006 STaR Profile, it was determined that additional technological instruction for teachers and students is necessary.

Measurable Objective

TECHNOLOGY OBJECTIVE

Given a school-wide emphasis on the integration of instructional technology into the curriculum, students and teachers will utilize the computer-based research lab a minimum of once every week as documented by a computer visitation log, teacher lesson plans, and student reports.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Use the Plan-Do-Check-Act model to integrate technology into the curriculum to increase time on task for students and increase learning	Media Specialist Administration	10/2/2006	5/30/2007	Continuous Improvement Model	\$0.00
Monitor students time-on-task using the Sunshine State Standards through data management reports on a daily basis to enhance instruction and student performance	Classroom Teachers Administration	9/4/2006	5/30/2007	School-to-Career	\$0.00
Initiate appropriate learning opportunities to allow students to use different types of hardware and software that address diverse physical and academic needs of students from Pre-kindergarten to grade six	Computer Specialist Classroom Teachers	10/2/2006	5/30/2007	Universal Pre-K	\$0.00
Provide parents with access to technology as evidenced by sign-in-logs through workshops, Parent Center, and Media Center	Community Involvement Specialist and Media Specialist	9/7/2006	5/25/2007	Small Learning Communities	\$0.00
Maintain access to researched software in reading and mathematics to students in after school tutorial programs targeted twice a week for one hour each	Assistant Principal Reading Leader	8/14/2006	5/30/2007	Transition and Articulation Programs	\$0.00
Maintain school web-site to provide students, parents, and faculty with links to educational resources to promote learning in reading, math, and content areas	Computer Specialist	10/2/2006	5/30/2007	Academic Teams	\$0.00
Provide inservices to teachers for integrating technology into the curriculum based on the Sunshine State Standards such as Reading Plus and Gizmo	District and Region Personnel	8/14/2006	5/25/2007	Career Development Programs	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Reading Plus
Read180
DellTech Know
Riverdeep
Electronic Gradebook

Evaluation

Computer Laboratory Log
Teacher Lesson Plans

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 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 type="checkbox"/>

GOAL 8 STATEMENT:

Biscayne Gardens Elementary School will promote overall health and fitness of students.

Needs Assessment

Based on the score of the FITNESSGRAM Report 2005-2006, 54 percent of our students in grades 4-6 received a fitness award as compared to 61 percent in 2004-2005. Research conducted by the Department of Health and Services support that there is a positive correlation between a healthy mind and student achievement. There is a need to assess student fitness performance and programmatic success to determine student baseline measures, monitor progress, and promote overall health and fitness.

Measurable Objective

HEALTH & PHYSICAL FITNESS OBJECTIVE

Given the correlation between a healthy mind and body, students in grades 4-6 receiving awards will increase from 54 percent to 57 percent as evidenced by an increase of three percent as measured by the 2006-2007 FITNESSGRAM.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Promote participation in Special Olympics and in the school- wide Field Day	SPED Program Specialist and Physical Education Teachers	4/9/2007	5/11/2007	Inclusion	\$0.00
Assess student achievement and programmatic success in meeting the goals and objectives of physical education utilizing the FITNESSGRAM pre and posttests to determine baseline measures and progress	Physical Education Teachers	8/21/2006	5/30/2007	District Strategic Plan	\$0.00
Monitor and assess the physical education program to ensure that activities related to the FITNESSGRAM are implemented and are appropriate to grade levels (i.e., sit-ups, modified pull-ups, aerobic capacity, mile run, etc.)	Principal and Assistant Principal	4/9/2007	5/30/2007	District Strategic Plan	\$0.00
Compare pre and post-test data to determine valid measures of student/school improvement	Physical Education Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Promote physical activity and sports in the lives of girls and special needs children especially in areas of under-representation (i.e., swimming and tennis)	Physical Education Teachers	8/14/2006	5/30/2007	School-to-Career	\$0.00
Implement student research activities that support the Sunshine State Standards in reading, writing, and mathematics as a part of the overall fitness program	SPED Program Specialist and Physical Education Teachers	11/1/2006	5/30/2007	Transition and Articulation Programs	\$0.00
Promote National Health Week, International Walk to School Week, National School Week, and The President's Council on Physical Fitness and Sports to increase students' awareness of a healthy mind and body	Physical Education Teachers	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Offer physical activities in certain sports like	Physical Education Teachers	8/14/2006	5/30/2007	Career Development	\$0.00

basketball, track and field to stimulate interest and promote healthy competition		Programs	
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Research-Based Programs

Not applicable

Professional Development

Physical Education teachers will attend in-services related to fitness programs provided by the District.

Evaluation

The 2006-2007 FITNESSGRAM Report will show an increase in the fitness score from 54 percent to 57 percent.

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

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

GOAL 9 STATEMENT:

Biscayne Gardens Elementary School students will be given the opportunities to pursue areas of interest and participate in multicultural activities.

Needs Assessment

Based on in-house data reports, approximately 95 percent of our students who participated in field trips in 2005-2006 were special need students. There was an increase of approximately 80 percent of general education students participating in field trips in 2005-2006, compared to zero percent participation in 2004-2005. There is a need to continue to develop a stronger cultural awareness through educationally, enriched field trips and extracurricular activities for all students.

Measurable Objective

ELECTIVES & SPECIAL AREAS

Given instruction based on in-house data reports, general education will continue to maintain student involvement in extracurricular activities, tapping into various resources that will widen cultural awareness as evidenced by the yearly field trip calendar and extracurricular activities (i.e., Arts Extravaganza), as compared to the extracurricular list from 2005-2006.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the annual school-wide Arts Extravaganza to showcase all students' musical and/or artistic talents	Art and Music Teachers	4/9/2007	5/1/2007	Expanding arts opportunities	\$0.00
Implement extracurricular challenging activities as part of the First Grade Self-Contained Gifted Class	First Grade Teacher of the Gifted	8/14/2006	5/30/2007	Academic Teams	\$0.00
Implement extra curricular activities challenging students in the after school Academic Excellence Program for one and a half hours two days a week	Teacher of the Gifted Art Teacher	9/11/2006	5/4/2007	Academic Teams	\$0.00
Implement teacher in-services to familiarize teachers with available resources in the community i.e., within MDCPS Resources	Guidance Counselor	9/5/2006	5/30/2007	Career Development Programs	\$0.00
Increase student participation in grades 3-6 in the strings/orchestra program	Music Teachers	8/21/2006	5/30/2007	Expanding arts opportunities	\$0.00
Implement extracurricular challenging activities as a part of the Gifted Resource Program for students in grades 2-6 two days a week for primary and two days a week for intermediate.	Gifted Resource Teacher and Principal	8/14/2006	5/30/2007	Academic Teams	\$0.00
Provide teachers with the resources to plan cultural, educational field trips to enrich competency based curriculum for all students	Media Specialist Gifted Resource Teacher	8/21/2006	5/30/2007	Expanding arts opportunities	\$0.00

Research-Based Programs

Not applicable

Professional Development

In-services and materials to the faculty about cultural awareness and multifaceted needs.

Evaluation

In-house Field Trip Report 2006-2007/Yearly Calendar

Arts Extravaganza Log

Youth Fair Participation Log

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 10 STATEMENT:

Biscayne Gardens Elementary School will rank at or above the 43rd percentile statewide on the ROI Index of value and cost effectiveness of its program.

Needs Assessment

The most recent data supplied from the FLDOE indicates that in 2004-2005, Biscayne Gardens Elementary School ranked at the 42nd percentile on the State of Florida ROI Index.

Measurable Objective

RETURN ON INVESTMENT

Biscayne Gardens Elementary School will improve its ranking on the State of Florida ROI Index publication from the 42nd percentile in 2004-2005 to the 43rd percentile on the next publication of the ROI 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	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Collaborate with the district on resource allocation	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g., private foundations, volunteer networks	Principal	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Consider shared use of facilities, partnering with community agencies	Principal	8/14/2006	5/30/2007	Community Partnerships	\$0.00

Research-Based Programs

Not applicable

Professional Development

- (1) Provide an inservice on ROI Index for all stakeholders.
- (2) Principal will attend Budget meetings.

Evaluation

State of Florida ROI Index

EESAC Compliance

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

Budget:

EESAC recommends that the available funds will be allocated to enhance classroom instruction focusing on the Sunshine State Standards in reading and mathematics.

Training:

EESAC recommends that there be a focus on teachers, new to Biscayne Gardens Elementary School in the last two years, to receive additional professional development in reading, mathematics, writing, science, and technology to address student achievement. EESAC also recommends that all teachers receive professional development in data analysis, especially in resources as the MDCPS School Performance Improvement (SPI) program and SNAPSHOT.

Instructional Materials:

EESAC recommends that grade levels and department heads carefully evaluate instructional and business needs with an Administrator to determine resources that are needed to enhance student performance in the classroom.

Technology:

EESAC recommends that technology (1) be used by EESAC members and staff to analyze and monitoring overall school performance in the areas of reading, mathematics, writing, and content areas, (2) be used as a tool to survey its stakeholders and improve the school climate, and (3) be used as a tool in developing and monitoring action plans for EESAC, i.e., members and faculty use technology to access EESAC minutes to save paper.

Staffing:

EESAC recommends that (1) Administration be given the support from its members in addressing the business functions of the school to meet student achievement, (2) school leaders conduct timely classroom visitations guided by school checklist and teachers receive feedback for instructional improvement as recommended by the Council of Educational Change (CEC).

Student Support Services:

EESAC recommends that the (1) school implement the volunteer teacher mentor for male students, (2) teacher mentors receive a "Student Mentor Day," (3) Retired Tutorial Pullout Program support Level I, Level II, and students who decreased in developmental score.

Other Matters of Resource Allocation:

EESAC recommends that resources be strategically planned for and allocated to increase the Return of Investment on its next publication.

Benchmarking:

EESAC recommends analyzing data assessments from pre and post tests, and progress assessments to determine students' progress during the school year for allocating resources.

School Safety & Discipline:

EESAC recommends analyzing reports generated from ITS and the in-house school discipline plan to promote student excellence.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$46,395.00
Goal 2: Mathematics	\$0.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$0.00
Goal 5: Parental Involvement	\$1,000.00
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
<hr/>	
Total:	\$47,395.00

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