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# *SCHOOL IMPROVEMENT PLAN*

## *2006-2007*

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*School Name:* 0841 - Coconut Grove Elementary School

*FeederPattern:* Coral Gables Senior

*Region:* Regional Center IV

*District:* 13 - Miami-Dade

*Principal:* Avis Bembry

*Superintendent:* Rudolph F. Crew, Ed.D.



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

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### *Coconut Grove Elementary School*

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Coconut Grove Elementary School, Miami-Dade County's first public school, was established in 1887. It is located at 3351 Matilda Street in the heart of the Coconut Grove business district. The school services approximately 335 neighborhood students. Despite its small size, its population is extremely diverse. Approximately forty percent of the student population is Hispanic, thirty-four percent is African American, twenty percent is Caucasian, five percent is Multiracial and one percent is Asian American. This diversity creates an environment which leads itself to the school's vision and mission to create lifelong learners and contributing citizens in a multicultural and changing world.

Coconut Grove Elementary School, in conjunction with the Educational Excellence School Advisory Council (EESAC), has identified the following objectives as school-wide priorities for the 2006-2007 school year:

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by a five point increase in the percentage of students scoring Florida Comprehensive Assessment Test (FCAT) Achievement Level 3 or higher on the 2007 administration of the FCAT Reading Test as compared to the 2006 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, Students with Disabilities(SWD)in grades three through five will improve their reading skills as evidenced by a twenty-one percentage point increase of students scoring at FCAT Achievement Level 3 or higher on the 2007 administration

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by a six point increase in the percentage of students scoring FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Mathematics Test as compared to the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, African American students in grades three through five will improve their mathematics skills as evidenced by a sixteen percentage point increase of students scoring at FCAT Achievement Level 3 or higher on the 2007 administration.

Given instruction using Sunshine State Standards, Economically Disadvantaged students in grades three through five will increase their mathematics skills as evidenced by a seven percentage point increase of students scoring at FCAT Adchievement Level 3 or higher on the 2007 administration.

Given instruction using the Sunshine State Standards, SWD in grades three through five will increase their mathematics skills as evidenced by a sixteen percentage point increase of student scoring at FCAT Achievement Level 3 or higher on the 2007 administration.

Given instruction using Sunshine State Standards, students in grade four will improve their writing skills as evidenced by a one point increase in the percentage of students scoring 4.0 or higher on the 2007 administration of the FCAT Writing+ Test as compared to the 2006 administration of the FCAT Writing+ Test.

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by a twenty-five point increase in the percentage of students scoring FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Science Test as compared to the 2006 administration of the FCAT Science Test.

Given a school-wide focus on parental involvement, parental role in assisting student learning will be integrated into the school program as evidenced by an increase of three percentage points in the number of parents attending related school-sponsored events during the 2006 - 2007 school year as documented in attendance logs of related activities offered as compared to the 2005 - 2006 school year.

Given school-wide focus on a discipline plan, student behavior will improve as evidenced by a decrease in the number of outdoor suspensions during the 2006-2007 school as compared to the number suspensions during the 2005-2006 school.

Given a school-wide focus on developing and implementing a comprehensive technology plan, our school will score at the intermediate level of technology planning, as evidenced by the results of the 2006-2007 STaR School Profile

Given instruction dedicated to fitness related activities on a daily basis, students in grades two through five should improve fitness performance as evidenced by a three percentage point increase on the 2007 FITNESSGRAM as compared to the 2006 results.

Given a school-wide focus on promoting the French program, students in grades one through three will increase participation in the after school French program by an increase of one percentage point when comparing September 2006 attendance to May 2007 attendance.

Given a focus on proper utilization of funding resources, Coconut Grove Elementary will rank at or above the forty-seventh percentile on the State of Florida ROI index publication during the 2006 – 2007 school year.

The Organizational Performance Improvement Self-Assessment Survey showed that staff members are generally satisfied with the total school program. Staff members identified the categories of business results and strategic planning as areas that the school needs to address.

# 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.

## Coconut Grove Elementary School

### VISION

Our vision is for Coconut Grove Elementary School to become a multicultural learning environment where everyone is respected and valued. We are committed to developing literate students who can communicate effectively, think critically, and function as lifelong learners and productive, caring citizens.

### MISSION

In order to reach our vision, the Coconut Grove Elementary School community will: 1) create an enriched learning environment for all students; 2) set high standards and prepare our students to reach their potential; 3) promote professional development and collaboration; 4) create a productive working relationship with parents and the business community; and 5) recognize and celebrate global awareness.

## CORE VALUES

### Excellence

We pursue the highest standards in academic achievement and organizational performance.

### Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

### Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

### Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

## *School Demographics*

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Coconut Grove Elementary School serves approximately 335 students in pre-kindergarten through fifth grade. The school is in the Coral Gables Feeder Pattern and is an example of a successfully integrated school with students from a wide range of cultures and socioeconomic backgrounds: Forty percent Hispanic, thirty-four percent African American, twenty percent Caucasian, five percent Multi-Racial, and one percent Asian American. Fifty-three percent of the population is on free or reduced lunch. Eight percent of student population is limited English proficient (LEP). Sixteen percent of the students receives Special Education/Varying Exceptionalities (SE/VE) services and eighteen percent of students receives gifted services. Twenty-one percent of our Special Education students spends eighty percent or more time with non-disabled students. The demographics of our staff are as follows: twenty-eight full-time instructional personnel and twenty-three non-instructional personnel, including one Reading Coach and two administrators. The ethnic make-up of the staff is thirty percent White non-Hispanic, forty percent African American, non-Hispanic, and thirty percent Hispanic. Nineteen percent of the staff is male and eighty-one percent is female.

At Coconut Grove Elementary School we strive to meet the individual needs of students in pre-kindergarten through grade five utilizing the Sunshine State Standards. Students in kindergarten through grade five meet for two hours of reading and language arts. Our reading program for kindergarten through third grade classes is enhanced by the Reading First Grant program. This program provides instructional support via a school-site based Reading Coach, core and supplemental reading materials and professional development for administrators and teachers. The students also meet for an hour of mathematics. Social studies and science classes are conducted following the required and recommended times set forth by the District. Additionally, our school offers special programs for students needing enrichment and/or extra support and remediation. We offer SE/VE classes, and use an inclusion model in our pre-kindergarten, third, fourth, and fifth grade classes. We also offer a home-based gifted program and an Extended Foreign Language (French) program for students in kindergarten, first, second, and third grade. Our students participate in regularly scheduled computer-assisted learning using Accelerated Reader, Fast ForWord, FCAT Explorer and SuccessMaker Enterprise Reading and Mathematics. Coconut Grove Elementary School provides an organized counseling program and individual guidance services to meet the social and emotional needs of our students. During the 2006-2007 school year we will participate in the Health in Our Schools (HiOSs) program. This program will provide students with services from a social worker, certified nurse, and health aide from a local health agency. Services will include: health screenings, counseling, nutrition information, and other related health services. We also support the mentoring of our students and make connection with our business community through the Kids and the Power of Work (KAPOW) program and the Big Brothers/Big Sisters program. In addition, our teachers and staff provide before school and after school tutoring as well as individual interest clubs throughout the school year.

# *School Foundation*

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## ***Leadership:***

The results of the Organizational Performance Improvement Self-Assessment Survey revealed that the school staff is generally satisfied with the leadership of the school. They agreed that the school leadership has created a working environment that is safe and productive. Consensus among the staff denoted the school leader shares information about the school. Most of the members of the staff are aware of the school's vision and mission. The school staff indicated that they are not asked their opinion or what they think about various aspects of the school program.

## ***District Strategic Planning Alignment:***

The School Improvement Plan (SIP) provides the goals and objectives that the school develops and follows throughout the school year. The Organizational Performance Improvement Self-Assessment Survey revealed that most of the school staff is aware of how the SIP will affect them and their work. Some staff members also indicated that the work location does not ask for their input or ideas.

## ***Stakeholder Engagement:***

The Organizational Performance Improvement Self-Assessment Survey revealed that the staff overwhelmingly agreed that they know who their most important customers (students and parents) are and they keep in touch with the customers frequently. Some staff members generally agreed that they are not always allowed to make decisions in solving problems for the school's customers.

## ***Faculty & Staff:***

Teacher Mentoring Programs: Coconut Grove Elementary School's Teacher Mentoring Program ascribes to the policies and procedures set forth in the District's Professional Assessment and Comprehensive Evaluation System (PACES) program. At the beginning of the school year, new teachers are identified and scheduled to participate in both the District and school-site sponsored orientations to familiarize them with the Miami-Dade County Public Schools' policies and procedures and facilitate their success in their new environment. Each new teacher is provided with a Professional Growth Team to support professional growth and classroom instruction. Additional support for new teachers are addressed via weekly grade group meetings, District and school site professional development training sessions, and visiting colleagues' classrooms on and off campus.

## ***Data/Information/Knowledge Management:***

The staff members of Coconut Grove Elementary revealed via the Organizational Performance Improvement Self-Assessment Survey that they know how to measure the quality of their work; how to review the quality of their work to see if changes are needed; and how to use the analyses for making decisions about their work. However, they do not feel that they get all of the important information needed to do their work properly.

## ***Education Design:***

Extended Learning Opportunities: Coconut Grove Elementary School provides before, during and after school tutorial weekly from September to April to provide students with additional assistance in reading, mathematics,

writing and science. Each day of the week any student can receive help with home learning, FCAT preparation in one particular strand or cluster and/or mathematics enrichment. Also, an Extended Foreign Language program is provided in French for students in grades kindergarten through three. Plans are to expand the program to fifth grade by the 2008-2009 school year.

School-wide Improvement Model: The Eight-Step Continuous Improvement Model is the research-based school improvement model that is used at Coconut Grove Elementary School. The teachers have the opportunity to review data and analyze the data. The results are used to determine the appropriate instructional program for the students. Also, reviewing and analyzing data reveal professional development is needed to implement a successful academic program for the students.

***Performance Results:***

This process has allowed the organization to analyze additional areas of concern. The analysis revealed that stakeholders agree that all efforts should be made to increase the inclusion rate among the Special Education student population.



## GOAL 1: READING

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 1 STATEMENT:**

Coconut Grove Elementary School will increase the number of students meeting high standards and making learning gains in the area of reading.

### **Needs Assessment**

An assessment of the 2005 – 2006 test data reveals that nineteen percent of the students in grades three through five did not score at or above FCAT Achievement Level 3. Thirty-three percent of students in grades three through five did not demonstrate learning gains in reading on the FCAT Reading Test. Forty percent of students in grades three through five scoring in the lowest 25th percentile have not demonstrated acceptable levels of learning gains in reading. Seventy percent of third through fifth grade Students with Disabilities (SWD) have not demonstrated mastery according to the FCAT Reading Test. Students in grades three demonstrated strengths in the reading content areas of comparisons and reference/research. The students mean points earned were eight and three, respectively. Fourth and fifth grade students demonstrated strength in the area of word/phrases. The fourth grade students' mean points earned in word phrases was four. The fifth grade mean points earned was five. The third grade students' greatest area of reading need is main idea/purpose. The average points earned were fourteen. The fourth grade students' greatest areas of reading need are main idea/purpose and reference/research. The average points earned were fourteen points and three points, respectively. The fifth grade students' greatest areas of reading need are main idea/purpose and comparisons. The mean points earned were ten for both content areas. The assessment revealed needs which include, but are not limited to, the following: 1) provide tutorial program with instructional emphasis on identified areas of greatest needs; 2) address the need for a refresher training for CReating Independence through Student-Owned Strategies (CRISS) trained staff on those learning strategies which maximize reading

comprehension; and 3) develop a program to increase parental involvement among parents of students within the subgroup population.

NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by a five point increase in the percentage of students scoring Florida Comprehensive Assessment Test (FCAT) Achievement Level 3 or higher on the 2007 administration of the FCAT Reading Test as compared to the 2006 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, Students with Disabilities(SWD)in grades three through five will improve their reading skills as evidenced by a twenty-one percentage point increase of students scoring at FCAT Achievement Level 3 or higher on the 2007 administration

## Action Steps

| STRATEGIES   | PERSONS RESPONSIBLE<br>(Identify by titles)  | TIMELINE   |            | ALIGNMENT                    | BUDGET    |
|--|--|------------|------------|------------------------------|-----------|
|  |  | START      | END        |                              |           |
| Provide students in grades kindergarten through five with daily computer-assisted instruction.   | Principal, Assistant Principal, Homeroom teachers, Resource teachers and Technology Mentor | 08/14/2007 | 05/30/2007 | District Strategic Plan      | \$0.00    |
| Encourage reading across the curriculum to develop projects for Career Day.  | Principal, Teachers, Reading Coach and Counselor   | 08/14/2006 | 05/30/2007 | School-to-Career             | \$0.00    |
| Implement and monitor Miami-Dade County Public Schools Reading/ Language Arts Curriculum Pacing Guide.   | Principal, Assistant Principal, Department Chairpersons and Reading Coach                  | 8/14/2006  | 5/30/2007  | District-wide literacy plan  | \$0.00    |
| Promote parental involvement in the child's academic development by providing workshops related to literacy assistance.  | Principal, Assistant Principal and Reading Coach   | 10/11/2006 | 01/31/2007 | District Strategic Plan      | \$350.00  |
| Identify students in grades three through five scoring at Achievement Levels 1 and 2 on the FCAT Reading Test, including SWD, and implement a weekly intensive tutorial program. | Principal, Hourly Teacher, Teachers, Reading Coach   | 09/25/2006 | 05/30/2007 | Continuous Improvement Model | \$3000.00 |

## Research-Based Programs

Research-based programs include: CORE PROGRAM: Houghton-Mifflin Reading, and INTERVENTION PROGRAMS: 1) Fast ForWord; 2) SuccessMaker Enterprise; 3) Voyager; 4) Early Success; and 5) Soar to Success.

## **Professional Development**

Professional development will be provided in the following: 1) Eight-Step Continuous Improvement Model; 2) Data Analysis: Linking Data to Instruction; 3) Differentiated Instruction for Struggling Readers; 4) Project CRISS; 5) Curriculum Mapping; 6) Planning for Effective Instruction in the Two-Hour Block; 7) Technology-Curriculum Integration; 8) Edusoft; 9) Classroom Libraries; 10) Word Walls; and 11) DIBELS.

## **Evaluation**

Methods of evaluation that will be utilized include: 1) 2007 FCAT results; 2) DIBELS results; 3) 2007 Stanford Achievement Test-Tenth Edition test results; and 4) District Interim Assessments results utilizing the Edusoft program.

## GOAL 2: MATHEMATICS

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 2 STATEMENT:**

Coconut Grove Elementary School will increase the number of students meeting high standards and making learning gains in the area of mathematics.

### ***Needs Assessment***

An assessment of the 2005 – 2006 test data reveals that twenty-six percent of students in grades three through five have not score at or above FCAT Achievement Level 3. Twenty-three percent of students in grades three through five have not demonstrate learning gains in mathematics on the FCAT Mathematics Test. Forty-nine percent of third through fifth grade African American students have not demonstrated mastery according to the FCAT Mathematics Test. Eighty percent of third through fifth grade SWD have not demonstrated mastery according to the FCAT Mathematics Test. Fifty-one percent of third through fifth grade Economically Disadvantaged student in grades three through five have not demonstrate learning gains in mathematics on the FCAT Mathematics Test. Students in grade three demonstrated strength in the mathematics content area of algebraic thinking. The mean points earned in the area of algebraic thinking was four. Fourth grade students demonstrated strengths in areas of geometry and data analysis. The mean points earned for each content area was five. Fifth grade students demonstrated strength in area of measurement with a mean point of five. The third grade students' greatest area of mathematics need is number sense with a mean point of seven. The fourth grade students' greatest areas of need are measurement, number sense and algebraic thinking with average content area points of six, five, and four, respectively. The fifth grade students' greatest areas of mathematics needs are number sense, geometry, algebraic thinking, and data analysis. The mean points earned is five for all contents. The assessment also revealed needs which include, but are not limited to, the following: 1) additional inservice training focusing on instructional strategies that provide enrichment for high

achieving students; 2) targeting SWD, Economically Disadvantaged, and African American students to remediate areas of weakness; and 3) develop a program to increase parental involvement among parents of students within the targeted subgroup population.

NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by a six point increase in the percentage of students scoring FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Mathematics Test as compared to the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, African American students in grades three through five will improve their mathematics skills as evidenced by a sixteen percentage point increase of students scoring at FCAT Achievement Level 3 or higher on the 2007 administration.

Given instruction using Sunshine State Standards, Economically Disadvantaged students in grades three through five will increase their mathematics skills as evidenced by a seven percentage point increase of students scoring at FCAT Adchievement Level 3 or higher on the 2007 administration.

Given instruction using the Sunshine State Standards, SWD in grades three through five will increase their mathematics skills as evidenced by a sixteen percentage point increase of student scoring at FCAT Achievement Level 3 or higher on the 2007 admininstration.

## Action Steps

| STRATEGIES  | PERSONS RESPONSIBLE<br>(Identify by titles)                             | TIMELINE   |            | ALIGNMENT                    | BUDGET    |
|---|---|------------|------------|------------------------------|-----------|
|   |   | START      | END        |                              |           |
| Provide learning opportunities through the implementation of technology to utilize online resources which will facilitate computer-assisted instruction.  | Principal, Technology Mentor and Teachers                               | 08/14/2006 | 05/30/2007 | District Strategic Plan      | \$0.00    |
| Develop and implement daily mathematics word problems.  | Principal, Academic Department Chairperson, Reading Coach, and Teachers | 08/21/2006 | 05/30/2007 | District Strategic Plan      | \$0.00    |
| Implement and monitor the M-DCPS Mathematics Curriculum Pacing Guide  | Principal, Department Chairpersons, Teachers, and Reading Coach         | 08/14/2006 | 05/30/2007 | District Strategic Plan      | \$0.00    |
| Promote and increase parental involvement in their child's academic development by providing parent workshops.  | Assistant Principal and Reading Coach                                   | 10/11/2006 | 01/31/2007 | District Strategic Plan      | \$350.00  |
| Provide weekly before, during and after school tutorial programs for students scoring Achievement Levels 1 and 2 on the FCAT Mathematics Test, including African American, Economically Disadvantaged, and SWD students.. | Principal, Hourly Teacher, Teachers, Reading Coach                      | 09/25/2006 | 05/30/2007 | Continuous Improvement Model | \$3000.00 |

## **Research-Based Programs**

Research-based programs include: CORE PROGRAM: Harcourt Mathematics/Core Manipulative Kits and INTERVENTION PROGRAMS: SuccessMaker Enterprise.

## **Professional Development**

Professional Development will be provided in the following: 1)Data Analysis: Linking Data to Instruction; 2) Differentiated Instruction; 3) Project CRISS; 4) Curriculum Mapping; 6) Technology-Curriculum Instruction; 7)Edusoft Program; and 8) Harcourt training.

## **Evaluation**

Methods of evaluation that will be utilized include: 1) 2007 FCAT results; 2) 2007 Stanford Achievement Test-Tenth Edition test results; 3)SuccessMaker Enterprise results; 4) Harcourt Mathematics Series Assessment results; and 5) District Interim Assessments results utilizing Edusoft program.



## 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 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:**

Coconut Grove Elementary School's students will demonstrate improvement in their writing skills.

### **Needs Assessment**

Results of the 2006 FCAT Writing+ Test indicate that twenty-four percent of the students in grade four did not score 3.5 or higher. Twenty-eight percent did not score 4.0 or higher. Sixteen percent of the students in grade four did not score 3.5 or higher on the FCAT Expository Writing+ Test. Thirty-two percent did not score 4.0 or higher on the FCAT Expository Writing+ Test. Thirty-two percent of the students in grade four did not score 3.5 or higher on the FCAT Narrative Writing Test. Fifty percent of the students did not score 4.0 or higher on the FCAT Narrative Writing+ Test. The results of the test indicate that students' greatest area of need is instruction in narrative writing. The 2006 report indicates that our total population did improve performance in writing by a thirty-one point increase in the percentage of students scoring 4.0 or higher when compared to the 2005 administration.

### 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 Sunshine State Standards, students in grade four will improve their writing skills as evidenced by a one point increase in the percentage of students scoring 4.0 or higher on the 2007 administration of the FCAT Writing+ Test as compared to the 2006 administration of the FCAT Writing+ Test.

## Action Steps

| STRATEGIES  | PERSONS RESPONSIBLE<br>(Identify by titles)   | TIMELINE   |            | ALIGNMENT                    | BUDGET   |
|---|---|------------|------------|------------------------------|----------|
|   |   | START      | END        |                              |          |
| Publish student work via school website, school newspaper, morning announcements, etc.  | Principal, Department Chairperson, Reading Coach, Media Specialist, and Technology Mentor | 10/23/2006 | 05/30/2007 | District Strategic Plan      | \$0.00   |
| Develop and implement a weekly Writing Academy for fourth grade students.   | Principal, Fourth Grade Teachers, Resource Teachers, Reading Coach                        | 09/05/2006 | 02/05/2007 | District Strategic Plan      | \$0.00   |
| Develop and implement a school-wide writing plan.   | Principal, Department Chairperson, and Reading Coach                                      | 08/14/2006 | 05/30/2007 | District Strategic Plan      | \$0.00   |
| Implement and monitor the M-DCPS Reading/Language Arts Curriculum Guide.  | Principal, Assistant Principal, Reading Coach and Department Chairpersons                 | 8/14/2006  | 5/30/2007  | District Strategic Plan      | \$0.00   |
| Utilize multimedia technology and instructional software that address the writing process.  | Principal, Assistant Principal, Technology Mentor and Teachers                            | 08/14/2006 | 05/30/2007 | District Strategic Plan      | \$0.00   |
| Promote parental involvement in their child's academic development by providing parent workshops related to home learning, writing process strategies, etc. | Assistant Principal and Reading Coach   | 10/23/2006 | 05/30/2007 | District Strategic Plan      | \$350.00 |
| Provide weekly tutorial interventions for students scoring 3.0 or lower on the District FCAT Writing Pre-Test.  | Principal, Teachers and Reading Coach   | 09/25/2006 | 05/30/2007 | Continuous Improvement Model | \$500.00 |

## Research-Based Programs

Research-based programs include: 1) Houghton Mifflin reading program and 2) Great Source Education Group Writing Textbook Program.

## **Professional Development**

Professional development will be provided in the following: 1) Eight-Step Continuous Improvement Model; 2) Project CRISS; 3) Analysis: Linking Data to Instruction; 4) Technology-Curriculum Integration; and 5) Implementing School-Wide Writing Program.

## **Evaluation**

Methods of evaluations that will be utilized include: 1) 2007 FCAT Writing results and 2) 2006-2007 District pre- and post-writing test results.

## GOAL 4: SCIENCE

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 4 STATEMENT:***

Coconut Grove Elementary School's students will improve their science skills.

### ***Needs Assessment***

Results of the 2006 FCAT Science Test indicate that students in grade five had a mean score of 289, which is ten percentage points lower than the State's mean scale score. Fifth grade students demonstrated strengths in the content areas of physical and chemical and scientific thinking. The mean point for both content areas is six. The students' greatest area of need is earth and space. The mean point for this content area is six.

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by a twenty-five point increase in the percentage of students scoring FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Science Test as compared to the 2006 administration of the FCAT Science Test.

## Action Steps

| STRATEGIES   | PERSONS RESPONSIBLE<br>(Identify by titles)   | TIMELINE   |            | ALIGNMENT               | BUDGET    |
|--|---|------------|------------|-------------------------|-----------|
|  |   | START      | END        |                         |           |
| Provide learning opportunities through the implementation of technology to utilize online resources which will facilitate computer-assisted instruction to reinforce science skills. | Principal and Technology Mentor   | 08/14/2006 | 05/30/2007 | District Strategic Plan | \$0.00    |
| Promote an interdisciplinary approach stressing writing across the science curriculum.   | Principal, Assistant Principal, Mathematics/Science Department Chairperson, Reading Coach, and Teachers | 08/14/2006 | 05/30/2007 | District Strategic Plan | \$0.00    |
| Implement and monitor the M-DCPS Science Curriculum Pacing Guide.  | Principal, Mathematics/Science Department Chairperson and Teachers                                      | 08/14/2006 | 05/30/2007 | District Strategic Plan | \$0.00    |
| Provide opportunities for students in grades one through five to conduct scientific inquires using the Full Options Science System (FOSS) kits and Harcourt Science kits.            | Principal, Mathematics/Science Department Chairperson, and Teachers                                     | 08/14/2006 | 05/30/2007 | District Strategic Plan | \$1000.00 |
| Conduct parent workshops to provide assistance in the development of science fair projects as well as science activities involving critical thinking and problem solving skills.     | Assistant Principal and Mathematics/Science Department Chairperson                                      | 10/30/2006 | 03/19/2007 | District Strategic Plan | \$350.00  |

## Research-Based Programs

Research-based programs include: CORE PROGRAM: Harcourt Science Series and Science kits and INTERVENTION PROGRAMS: FOSS Kits and Riverdeep.

## **Professional Development**

Professional Development will be provided in the following: 1) Eight-Step Continuous Improvement; 2) FCAT items specifications; 3) Data Analysis: Linking Data to Instruction,; 4) Instructional Strategies for Hands on Science; and 5) Technology-Curriculum Integration

## **Evaluation**

Methods of evaluation that will be utilized include:1) 2007 FCAT results; 2) School site Science Fair participation; and 3) District Science Fair participation.

## GOAL 5: PARENTAL INVOLVEMENT

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 5 STATEMENT:**

Coconut Grove Elementary will promote activities aimed toward increasing parental involvement.

### ***Needs Assessment***

An informal analysis of parental involvement trends at Coconut Grove Elementary School reveals that parents of students demonstrating academic success attend more academically-related activities and events (e.g., home learning, parent workshops, EESAC, etc.) than parents of students needing to increase academic achievement. During the 2005-2006 school year, forty-five percent of parents whose children were on the Principal's Honor Roll and regular Honor Roll attended academically-related activities and events. Only ten percent of parents whose children earned a final average grade of D or lower attended academically-related activities. In an effort to increase parental involvement, the following needs have been identified: 1) the need to develop a leadership team that will develop and coordinate activities to promote increased parental involvement and 2) the need for more school - sponsored events which are designed to assist parents in promoting literacy at home.

## Measurable Objective

Given a school-wide focus on parental involvement, parental role in assisting student learning will be integrated into the school program as evidenced by an increase of three percentage points in the number of parents attending related school-sponsored events during the 2006 - 2007 school year as documented in attendance logs of related activities offered as compared to the 2005 - 2006 school year.

## Action Steps

| STRATEGIES  | PERSONS RESPONSIBLE<br>(Identify by titles)  | TIMELINE   |            | ALIGNMENT               | BUDGET   |
|---|--|------------|------------|-------------------------|----------|
|   |  | START      | END        |                         |          |
| Disseminate academically-related information at monthly PTA meetings.   | Principal, Assistant Principal, Reading Coach and Department Chairpersons  | 09/12/2006 | 05/30/2007 | District Strategic Plan | \$0.00   |
| Disseminate information about Miami-Dade County Public Schools Parent Academy classes via flyers home to parents, marquee, parent newsletter, etc.  | Principal and Assistant Principal  | 10/23/2006 | 05/30/2007 | District Strategic Plan | \$0.00   |
| Coordinate Family Literacy Nights to showcase student projects, disseminate information pertaining to FCAT administration and provide strategies for parents to use at home in support of all academic areas. | Principal, Assistant Principal, Reading Coach, Media Specialist and PTA (Parent Teacher Association) Executive Board Members | 10/11/2006 | 03/19/2007 | District Strategic Plan | \$150.00 |
| Utilize the Parent Resource Center to provide information and ideas to families about how to help students at home with home learning and other curriculum-related activities.                                | Principal, Assistant Principal, Reading Coach, Counselor, Media Specialist and PTA Executive Board Members                   | 08/14/2006 | 05/30/2007 | District Strategic Plan | \$50.00  |
| Develop and disseminate a quarterly newsletter (via paper copies and school website) that provides school-related news and parenting tips.  | Principal, Assistant Principal and Fourth Grade Teachers   | 10/23/2006 | 05/30/2007 | District Strategic Plan | \$400.00 |

## Research-Based Programs

National Standards for Parents /Family Involvement Program



## **Professional Development**

Professional development will be conducted through the following forums: 1) PTA meetings; 2) EESAC meetings; 3) new parent orientations on an at need basis; and 4)parent workshops. The focus areas of professional development will include: 1) test data review; 2)strategies that can be used to help with home learning and to increase academic achievement; 3)available health services within the community; and 4) ways to help a child control his/her behavior.

## **Evaluation**

Methods of evaluation that will be utilized include: 1) Workshop attendance logs; 2) PTA membership roster; 3) Parent Resource Center sign-in roster; and 4) sign-in sheets from Family Literacy Nights.

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 6 STATEMENT:***

Coconut Grove Elementary School will develop and implement a school-wide discipline plan to promote a safe learning environment for all students.

### ***Needs Assessment***

Results of the 2005-2006 Student Case Management System Executive Summary indicated that seven outdoor suspensions were issued.

## Measurable Objective

Given school-wide focus on a discipline plan, student behavior will improve as evidenced by a decrease in the number of outdoor suspensions during the 2006-2007 school as compared to the number suspensions during the 2005-2006 school.

## Action Steps

| STRATEGIES   | PERSONS RESPONSIBLE<br>(Identify by titles)            | TIMELINE   |            | ALIGNMENT               | BUDGET    |
|--|--|------------|------------|-------------------------|-----------|
|  |  | START      | END        |                         |           |
| Develop and implement Students On Success (SOS) Club.  | Principal, Assistant Principal and Counselor           | 08/14/2006 | 05/30/2007 | Mentoring Opportunities | \$0.00    |
| Develop and implement a mentoring program for students identified as needing to increase positive self esteem. | Principal, Assistant Principal and Counselor           | 08/14/2006 | 05/30/2007 | Mentoring Opportunities | \$0.00    |
| Develop and implement a school-wide discipline plan.   | Principal, Assistant Principal, Counselor and Teachers | 10/16/2006 | 05/30/2007 | District Strategic Plan | \$0.00    |
| Provide teachers with an opportunity to attend behavior management workshops.                                  | Principal, Assistant Principal and Counselor           | 09/19/2006 | 05/30/2007 | District Strategic Plan | \$1000.00 |
| Conduct parent workshops to provide assistance in utilizing positive disciplining strategies.                  | Principal, Assistant Principal, Counselor and Teachers | 10/11/2006 | 05/30/2007 | District Strategic Plan | \$150.00  |

## Research-Based Programs

Not Applicable

## Professional Development

Professional development will be conducted in the following: 1) Assertive Discipline and 2) Alternative Strategies for Discipline.

## Evaluation

Method of evaluation utilized will be recording the number of outdoor suspensions at the end of the 2006-2007 school year.

## GOAL 7: TECHNOLOGY

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 7 STATEMENT:***

Coconut Grove Elementary School will develop and implement a school-wide technology plan that will support the total instructional program and enhance student performance.

### ***Needs Assessment***

Results of the 2005-2006 STaR (School Technology and Readiness) survey indicate that the stakeholders at Coconut Grove Elementary School scored at the entry level of technology planning. The results of this survey indicate that the stakeholders need to develop and implement a comprehensive technology plan in order to impact student achievement.

## Measurable Objective

Given a school-wide focus on developing and implementing a comprehensive technology plan, our school will score at the intermediate level of technology planning, as evidenced by the results of the 2006-2007 STaR School Profile

### Action Steps

| STRATEGIES   | PERSONS RESPONSIBLE<br>(Identify by titles)         | TIMELINE   |            | ALIGNMENT               | BUDGET   |
|--|---|------------|------------|-------------------------|----------|
|  |   | START      | END        |                         |          |
| Write, review and implement school-wide technology plan.   | Principal, Technology Mentor and Media Specialist   | 10/02/2006 | 05/30/2007 | District Strategic Plan | \$0.00   |
| Monitor Riverdeep, FCAT Explorer, and SuccessMaker Enterprise.   | Principal and Technology Mentor                     | 10/02/2006 | 05/30/2007 | District Strategic Plan | \$0.00   |
| Provide follow up support for Enhancing Education Through Technology (EETT) cohort members.                | Principal and Technology Mentor                     | 10/02/2006 | 05/30/2007 | District Strategic Plan | \$0.00   |
| Prepare technology articles to disseminate to parents and staff members through the school newsletter.     | Principal, Technology Mentor, and Media Specialist. | 10/02/2006 | 05/30/2007 | District Strategic Plan | \$0.00   |
| Establish and implement a school-wide Accelerated Reader Contest.  | Assistant Principal and Media Specialist            | 09/30/2006 | 05/30/2007 | District Strategic Plan | \$200.00 |
| Conduct parent workshops that will provide strategies for parents to use at home in support of technology. | Principal and Technology Mentor                     | 10/30/2006 | 05/30/2007 | District Strategic Plan | \$200.00 |

### Research-Based Programs

Research-based programs include: Destination Success (Riverdeep) and 2) SuccessMaker Enterprise

### Professional Development

Professional development will be provided in the following: 1) the electronic use of LEARN and PMRN, 3) electronic gradebook 4) Edusoft, 5) SuccessMaker, and 6) Riverdeep.

### Evaluation

Method of evaluation that will be utilized includes the results of the 2006-2007 STaR Survey.

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

### ***GOAL 8 STATEMENT:***

Coconut Grove Elementary School's physical education program will provide students with the opportunity to attain their optimal level of fitness while participating in a continuous carefully planned program of developmentally age-appropriate physical activities.

### ***Needs Assessment***

The 2005-2006 FITNESSGRAM Assessment data indicated that ninety-six percent of our students met the minimum health-related standards.

## Measurable Objective

Given instruction dedicated to fitness related activities on a daily basis, students in grades two through five should improve fitness performance as evidenced by a three percentage point increase on the 2007 FITNESSGRAM as compared to the 2006 results.

## Action Steps

| STRATEGIES  | PERSONS RESPONSIBLE<br>(Identify by titles)   | TIMELINE   |            | ALIGNMENT               | BUDGET   |
|---|---|------------|------------|-------------------------|----------|
|   |   | START      | END        |                         |          |
| Provide appropriate amount of instructional fitness time.   | Principal and PE Teacher                      | 08/14/2006 | 05/25/2007 | District Strategic Plan | \$0.00   |
| Administer FITNESSGRAM Pre-test.  | Principal and Physical Education (PE) Teacher | 01/15/2007 | 02/02/2007 | District Strategic Plan | \$0.00   |
| Provide students with selected activities specifically related to assessment component items.   | Principal, Assistant Principal and PE Teacher | 01/08/2007 | 03/02/2007 | District Strategic Plan | \$0.00   |
| Provide parents with information via professional physical education workshops and parent newsletters, about ways to promote proper fitness and healthy lifestyles. | Principal and PE Teacher                      | 10/13/2006 | 05/25/2007 | District Strategic Plan | \$200.00 |

## Research-Based Programs

Not Applicable

## Professional Development

1) Attend workshops related to physical education and specifically physical fitness activities and 2) Participate in collaborative planning with other physical education teachers.

## Evaluation

Method of evaluation that will be utilized includes the results of the 2006-2007 FITNESSGRAM.

## 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 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 9 STATEMENT:**

Coconut Grove Elementary School will provide students with an opportunity to participate in a French International Studies program.

**Needs Assessment**

Eighty percent of grades one through three students who participate in the French program attend the after school portion of the program. There are plans to eventually turn it into an International Studies Program, and all participants will have to attend an additional hour after school to receive the French humanities instruction.



## Measurable Objective

Given a school-wide focus on promoting the French program, students in grades one through three will increase participation in the after school French program by an increase of one percentage point when comparing September 2006 attendance to May 2007 attendance.

## Action Steps

| STRATEGIES   | PERSONS RESPONSIBLE<br>(Identify by titles)                | TIMELINE   |            | ALIGNMENT                  | BUDGET   |
|--|--|------------|------------|----------------------------|----------|
|  |  | START      | END        |                            |          |
| Coordinate quarterly student events with the French consulate.                                     | Principal, Assistant Principal,<br>French teacher, and PTA | 10/16/2006 | 05/30/2007 | District Strategic<br>Plan | \$0.00   |
| Coordinate student events with monthly PTA meetings.   | Principal, Assistant Principal,<br>French teacher, and PTA | 09/12/2006 | 05/30/2007 | District Strategic<br>Plan | \$0.00   |
| Develop and disseminate a French newsletter involving parental involvement and student activities. | Principal, Assistant Principal,<br>French teacher, and PTA | 10/16/2006 | 05/30/2007 | District Strategic<br>Plan | \$100.00 |

## Research-Based Programs

Not Applicable

## Professional Development

Not Applicable

## Evaluation

The evaluation component will include recording the number of students attending the after school French program in April 2007 as compared to September 2006 attendance.

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

### ***GOAL 10 STATEMENT:***

Coconut Grove Elementary School will remain at or above the highest level on the 2006-2007 State of Florida Return on Investment (ROI) index.

### ***Needs Assessment***

The most recent data from the FLDOE indicate that in 2004-2005, Coconut Grove Elementary School ranked at sixty-fourth percentile on the State of Florida ROI index.

## Measurable Objective

Given a focus on proper utilization of funding resources, Coconut Grove Elementary will rank at or above the forty-seventh percentile on the State of Florida ROI index publication during the 2006 – 2007 school year.

## Action Steps

| STRATEGIES   | PERSONS RESPONSIBLE<br>(Identify by titles) | TIMELINE   |            | ALIGNMENT               | BUDGET |
|--|---|------------|------------|-------------------------|--------|
|  |   | START      | END        |                         |        |
| Become more informed about the use of financial resources in relation to school programs.  | Principal, Faculty, Staff, and EESAC        | 08/14/2006 | 05/30/2007 | District Strategic Plan | \$0.00 |
| Collaborate with the district on resource allocation.  | Principal                                   | 08/14/2006 | 05/30/2007 | 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, Faculty, Staff, and EESAC        | 08/14/2006 | 05/30/2007 | District Strategic Plan | \$0.00 |
| Consider shared use of facilities, partnering with community agencies.   | Principal, Faculty, Staff, and EESAC        | 08/14/2006 | 05/30/2007 | 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, Faculty, Staff, and EESAC        | 08/14/2006 | 05/30/2007 | District Strategic Plan | \$0.00 |

## Research-Based Programs

Not Applicable

## Professional Development

Not Applicable

## Evaluation

On the next State of Florida ROI index publication, Coconut Grove Elementary will remind at or above the forty-seventh percentile.

## *EESAC Compliance*

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

### ***Budget:***

The EESAC recommended the use of EESAC funds be used to purchase electronic instructional tools and Accelerated Reader books to enrich classroom curriculum.

### ***Training:***

The EESAC recommended staff development activities in the areas of reading, writing, mathematics, and science. These include Riverdeep training, FCAT writing workshops, problem-solving and scientific inquiry workshops. Additionally, the EESAC recommended parent involvement workshops as a strategy in the 2006-2007 School Improvement Plan.

### ***Instructional Materials:***

The EESAC recommended the purchase of instructional materials that enable students to improve their writing skills and to participate in hands-on scientific inquiry and problem-solving activities.

### ***Technology:***

The EESAC recommended that funds be secured via Parent Teacher Association (PTA), District and community donations to purchased new computers. The EESAC also recommended that teachers participate in professional development related to technology topics, including website development.

### ***Staffing:***

The EESAC recommended that school funds be used to hire part-time certified teachers to work with small groups of students who need additional instructional support.

### ***Student Support Services:***

The EESAC recommended PTA and school funds be used to support the SOS Club and character education program.

***Other Matters of Resource Allocation:***

The EESAC recommended school funds be used to support SuccessMaker, Accelerated Reader, Reader-of-the-Month, Science Days, Science Fair, Math Superstars, school-wide writing program, our school website and the school newsletter.

***Benchmarking:***

The EESAC recommended that the use of Curriculum Pacing Guides and Focus Calendars should be supported and monitored throughout the year.

***School Safety & Discipline:***

The EESAC recommended that parent workshops on reinforcing positive student behavior and proper parenting skills should be offered during the school year. Also, the EESAC recommended that teachers be provided opportunities to participate in a classroom management inservice.

## *Budget Summary*

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| <b>BY GOAL</b>                    | <b>TOTAL BUDGET</b> |
|-----------------------------------|---------------------|
| Goal 1: Reading                   | \$3,350.00          |
| Goal 2: Mathematics               | \$3,350.00          |
| Goal 3: Writing                   | \$850.00            |
| Goal 4: Science                   | \$1,350.00          |
| Goal 5: Parental Involvement      | \$600.00            |
| Goal 6: Discipline & Safety       | \$1,150.00          |
| Goal 7: Technology                | \$400.00            |
| Goal 8: Health & Physical Fitness | \$200.00            |
| Goal 9: Electives & Special Areas | \$100.00            |
| Goal 10: Return On Investment     | \$0.00              |
| <hr/>                             |                     |
| <b>Total:</b>                     | <b>\$11,350.00</b>  |

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.

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*Region Superintendent*