
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 2161 - Golden Glades Elementary School

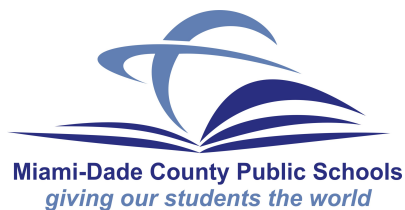
FeederPattern: Hialeah-Miami Lakes Senior

Region: Regional Center I

District: 13 - Miami-Dade

Principal: Theron Clark

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

Golden Glades Elementary School

Golden Glades Elementary School is a small pre-kindergarten to 6th grade school located in the city of Miami Gardens, Florida. Current school enrollment for the 2006-2007 school year is 412 students. Ninety-six percent of this enrollment is African-American with the remaining four percent being Hispanic. Ninety-four percent of the students qualify for free or reduced school meals. There are currently six students in the ESOL program and thirty-nine Exceptional Student Education students. Only fifteen Hispanic children are currently enrolled in the K-6 program.

Given instruction based on the Sunshine State Standards, students in grades three through six will improve their reading skills as evidenced by 55 percent of students achieving Level three or higher on the 2007 FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, students in grades three through six will improve their mathematics skills as evidenced by 58 percent of students achieving level 3 or above on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 54 percent of students scoring 3.5 or higher on the 2007 administration of the FCAT Writing Plus Assessment.

Given instruction based on the Sunshine State Standards and hands-on science activities, students in grade five will improve their Science skills as evidenced by 30 percent of students achieving Level 3 or above on the 2007 Science FCAT Assessment.

Given the school wide emphasis on parental and community involvement, the school will demonstrate a 20 percent increase during the 2006-2007 school year in parent and community interaction as evidenced by comparing visitor and volunteer logs from the previous year.

Given an emphasis on the Code of Student Conduct, student behavior will improve as evidenced by a 10 percent decrease in the number of teacher written referrals during the 2006- 2007 school year.

Given an increased emphasis on the infusion of technology into the curriculum all students will augment their usage of the Accelerated Reader Program and other educational software as evidenced by curriculum program reports and student work samples.

Given increased emphasis on health and physical fitness, 90 percent of students in grades 4 and 5 will maintain high level of standards as measured by the 2006-2007 National Standards FITNESSGRAM Test Program.

Given emphasis on the benefits of participating in advanced academic programs and enrichment the number of students enrolled in enrichment programs will increase by 10 percent during the 2006-2007 school year as evidenced by participation rosters.

Given increased attention to financial resources and their correlation with student performance, Golden Glades will improve its ranking on the State of Florida ROI index publication above the 18th percentile to the 19th percentile on the next publication of the index.

Analysis of Golden Glades Elementary School's Organization Improvement Snapshot Assessment indicates a high level of stakeholder satisfaction as indicated by 100% of the category score rankings averaging 4.4 or above based on a scale of 5.0

Further analysis identified the following categories as being in need of improvement 7c: I know how well my organization is doing financially (category score 3.9); 6a: I can get all the resources I need to do my job (category score 4.0) To further address these areas of concern, Golden Glades Elementary School will identify and provide staff development that will enable staff members to develop an improved understanding of the school's budget and process management.

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.

Golden Glades Elementary School

VISION

Golden Glades Elementary School's vision is to prepare our children so that they can compete in the workplace of the 21st century. Using No Child Left Behind goals and the Sunshine State Standards, we aim to build a student-centered school implementing the developmental pathways (physical, speech and language, psycho-emotional, moral, social interactive, and cognitive-intellectual) of the Comer School Development Program. We are committed to the guiding principles of "no fault, consensus decision making, and collaboration" in order to accomplish our objectives. We pledge to build an effective school community by molding our programs to meet the individual needs of our students.

MISSION

Golden Glades Elementary School's mission is to raise student achievement in the areas of reading, mathematics, science and written communication. It is our goal to build students' ethical and moral characters so that they can actively participate in a democratic society.

CORE VALUES

It is our intent to provide an environment where students feel confident about succeeding in the real world. To accomplish this, we strive to provide activities and instruction that enhance students' self esteem, as we prepare them to meet academic goals established by the school district and the state. Our greatest challenge at this time is the improvement of student's performance in the areas of reading, mathematics, writing and science. We seek improvement in student performance and the professional preparation of our staff in order to impact these areas positively.

Motto: "Making a fast break toward achievement, being only a slam dunk away from success".

School Demographics

Golden Glades Elementary School was established in 1955. Golden Glades Elementary serves a community of single family homes in the city of Miami Gardens. It is located in the northern section of the attendance boundary served by Miami-Dade County Public Schools. The cohesiveness and friendliness of the staff is a distinct characteristic of Golden Glades Elementary, which in turn, promotes the staff to feel empowered.

The student body consists of students in grades pre-kindergarten through sixth grade. The student body is made up of ninety-six percent African Americans with the remaining four percent Hispanic. Ninety-four percent of the students qualify for free or reduced priced meals. The student mobility rate is thirty percent.

The ethnicity of the faculty and staff is as follows: ninety-six percent of our staff is African American. Three percent are Hispanic and three percent are White.

Golden Glades Elementary employs a total of fifty-seven staff members. Of this total, there are two administrators, twenty-seven classroom teachers, one special education teacher, one guidance counselor, six paraprofessionals, one math facilitator, two reading coaches, one science coach, one computer technician, one community involvement specialist, two school psychologists, four clerical employees, three security monitors and three custodians. There is also one retired, certified hourly teacher.

School Foundation

Leadership:

According to data derived from the Organizational Improvement Snapshot Assessment the faculty and staff at Golden Glades Elementary School are extremely satisfied (score = 4.5) with the leadership team. The leadership team is committed to preparing student for the challenges and expectations of the twenty-first century. Instructional decisions are data driven, however, staff is encouraged to implement new innovative ideas and programs in the never ending quest to meet the goals of the school's vision and mission. The leadership team will render leadership that empowers the staff, promotes collegial sharing and collaboration.

District Strategic Planning Alignment:

According to data derived from the Organizational Improvement Snapshot Assessment the faculty and staff at Golden Glades Elementary School are confident in the school's strategic plan (score = 4.3). The school's goals are outlined in the school's mission statement. These goals include: 1) raising student achievement in the areas of reading, mathematics, science and written communication; 2) build students' ethical and moral character so that they can actively participate in a democratic society and 3) use effective school strategies to provide a safe and orderly learning environment. To attain this mission, Golden Glades Elementary School will provide a supportive and healthy environment, which will enhance the students' academic, social, physical, and emotional development.

Stakeholder Engagement:

According to data derived from the Organizational Improvement Snapshot Assessment the faculty, staff, and stakeholders at Golden Glades Elementary School are extremely satisfied (score = 4.4). The stakeholders of Golden Glades Elementary School include representatives from the community, students, and parents. The stakeholders will review, analyze and evaluate pertinent data such as FCAT, DIBELS results, other formative and summative assessments with our school demographics and academic profile to formulate objectives as schoolwide priority. The stakeholders will schedule meetings, notify participants and create agendas, as per state and district guidelines. Concerns related to academic progress, safety, instructional materials and supplies will be other areas addressed by the stakeholders. The stakeholders will support the efforts of the PTA in achieving a higher level of parental involvement. The EESAC will make recommendations for expenditures of EESAC funds, including reading support materials for students, student awards and incentives, materials to enhance the media center and a teacher incentive program. The stakeholders will recommend additional training for all teachers in reading, mathematics, science, writing and higher order thinking skills. The EESAC will recommend the purchase of software to support instruction and enhance learning. The EESAC will also support incentives for our schoolwide discipline plan.

Faculty & Staff:

According to data derived from the Organizational Improvement Snapshot Assessment the faculty and staff at Golden Glades Elementary School are extremely satisfied (score = 4.3). The leadership team, comprised of the Principal, Assistant Principal, Grade/Subject Area Chairpersons, two Title I Reading Coaches, and a Curriculum Leadership Team (consisting of teachers from grades kindergarten through grade 6) will meet regularly and provide suggestions, solutions, and feedback for all aspects of the school's programs. Monthly data meetings will be conducted with grade levels and Golden Glades Elementary School's Leadership Team to review and analyze data in order to drive instruction.

Data/Information/Knowledge Management:

According to data derived from the Organizational Improvement Snapshot Assessment the faculty and staff at Golden Glades Elementary School are extremely satisfied (score = 4.4). Golden Glades Elementary School utilizes a data driven approach to implement effective instructional programs. Data is analyzed and disaggregated as soon as it is available. Instructional teams review the results and then participate in any restructuring that may be needed to meet the identified areas of concerns. This process is repeated throughout the year and adjustments to academic programs are made as necessary.

Education Design:

According to data derived from the Organizational Improvement Snapshot Assessment the faculty and staff at Golden Glades Elementary School are satisfied (score = 4.4). The school improvement model utilized at the school is the Continuous Improvement Model(CIM) consisting of the Plan, Do, Study, Act (PDSA)Cycle. This systematic approach to making improvement has been effective in identifying areas in need of attention and modification. An example of this approach has been utilized in the teaching of reading skills. By gathering available data based on previous state tests, Snapshot, and the PMRN, as well as in-house test, the staff is better able to understand the needs of the students. These needs are addressed with a plan of action. Continuous evaluation of the students' progress allows for adjustments.

Performance Results:

The faculty and staff at Golden Glades Elementary School are satisfied with the overall leadership and an average score of 4.4 on the Organizational Improvement Snapshot Assessment. The leadership team, faculty, and staff work in collaboration with parents and students to effectively communicate behavioral and academic expectations. Golden Glades Elementary School uses alternative discipline methods (peer mediation, one-to-one counseling and family counseling services) to reduce student referrals and suspension. Through this shared vision, all stakeholders are confident that the school's suspension rate will decrease.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

High quality, highly qualified teachers at Golden Glades Elementary School include: two Reading Coaches (S. Haywood, #090139, Elem-Education, 1-6, reading K-12, ESOL endorsed) and (A. Graham # 203459 Elem Ed. 1-6, Educational Leadership K-12) There is one Math Facilitator (A. Faine, #11059 certified in Elementary Education 1-6 and ESOL Endorsed). There are two Pre-K teachers (S. Harris, #141530 certified in Early Childhood Education, Nursery through Kindergarten and ESOL Endorsed) and L. Johnson certified in Prekindergarten/Primary Education Age 3 - grade 3 and ESOL endorsed); two Kindergarten teachers (M. Ambrose, # 188969, certified in Primary Education K-3) and (A. Anderson, # 275176 certified in Prekindergarten/Primary Education Age 3-Grade 3); two first grade teachers (V. Vinciguerra, #254830 certified in Elementary Education 1-6 and ESOL endorsed) and (L. Quinones #274717 certified in Elementary Education 1-6) Three second grade teachers (J. Jackson #271726 certified in Elementary Education K-6),(S. Watkins #079870 certified in prekindergarten Primary Education Age 3-Grade 3)and(A. Gauthier # 161911 certified in Elementary Education 1-6 and ESOL endorsed),four third teachers (K. Ellis #206144 certified in Elementary Education 1-6), P. Sparks #222318 certified in Elementary Education 1-6),(C. Mosley #203913 1-6 Elementary Education)and (C. Radford #281478 K-6 Elementary Education, ESOL endorsed) Two fourth grade teachers (A. Knowles #274714 certification in Elementary Education)and (T. Barber-Saunders #252961 certified in Elementary Education K-6); Two fifth grade teachers (M. Rivera #189360 certified in Elementary Education K-6) and (P. Davis # 094915 certified in Elementary Education K-6), two sixth grade teachers (L. Wright #263503 certified in Elementary Education K-6)and(P. Brown # 218947 certified in Elementary Education and ESOL endorsed); one gifted teacher on waiver (H. Burdick # 272304 certified in English grades 6-12); one Exceptional Student Education Teacher (F. Steele #187859 certified in Exceptional Student Education K-12 and ESOL endorsed); one Spanish teacher (M. Miro #276806 Certification in Foreign Language Spanish K-12); one Physical Education teacher (R. Gabriel #204238 certified in Physical Education K-8); one Music teacher (J. Stubbs #254148 certified in Music K-12); one Art teacher (C. Okpala # 210717 certified in Art K-12 and Educational Leadership - all levels);One computer resource teacher(F. Pinheiro #276059 certified in Elementary Education K-6, Exceptional Student Education K-12, Social Science grades 5-12); one Media Specialist (S. Klasner #144642 certified in Special Learning Disabilities K-12, Elementary Education 1-6, ESOL endorsed and Educational Media Specialist Pre K-12); one Counselor (W. Granger #099462 certified in Elementary Education 1-6, Counseling K-12, and ESOL endorsed). All staff members have been trained in the appropriate curriculum programs, tutorials, projects and materials. Staff members continue to develop their skills by attending further curriculum trainings, both on and off campus, as they become available.

• Highly Qualified, Certified Administrators:

The administrative team of Golden Glades Elementary School is comprised of a Principal and an Assistant Principal.

Theron A. Clark, Principal

The principal of Golden Glades Elementary is Theron A. Clark. Mr. Clark has been employed by the Miami-Dade County Public Schools for the past fourteen years. He was a teacher for his first four years in the system. After that, he has been assigned as an assistant principal at Miami-Edison Middle, Ponce de Leon Middle, and Key Biscayne Elemiddle. He has been the principal of Jann Mann Opportunity School, Miami Edison Senior High School, and Golden Glades Elementary School. He received his Bachelor of Science Degree in Political Science with an emphasis in history education from Florida A & M University in 1992. He received his Master's degree in Educational Leadership from Florida International University in 1996. He is currently enrolled

in a doctoral program at Nova Southeastern University.

Rene Bellmas, Assistant Principal

Mr. Rene Bellmas has been an educator for the past ten years with the Miami-Dade County Public School System. He draws on a wealth of knowledge and experience from his previous positions as a classroom teacher, EESAC chairperson, PACES Growth Team member, school leader and an administrative assistant. He received a Bachelor's Degree from Florida International University in Elementary Education and he has a Masters of Science from the University of Miami in ESOL. He also holds a Specialists Degree from Nova Southeastern University in Educational Leadership.

• Teacher Mentoring:

All teachers new to the profession and/or school system are involved in the Beginning Teacher Orientation provided by the district. The school will provide new teachers with a Professional Growth Team to assist with planning, setting goals, and effective classroom management strategies. This is further supported by pairing veteran teachers with new teachers. Beginning teachers are encouraged to observe their peers, acting as positive role models. Curriculum Leaders and Grade Level Chairpersons directly interact with teachers to ensure that the staff and students' needs are being met. Teachers are provided support in the areas of long range planning, assertive discipline, classroom management, data analysis, and prescriptive teaching. In addition, teachers are sent to district and regional center sponsored workshops to enhance their skills.

• School Advisory Council:

The Educational Excellence School Advisory Council (EESAC) includes representatives from the teachers, parents, students, and community representatives. The school Advisory Council reviews, analyzes and evaluates pertinent data such as FCAT and DIBELS results and the School Demographic and Academic Profile, and formulates objectives as a schoolwide priority. The council schedules meetings, notifies participants, and creates agendas, as per state and district guidelines. Concerns related to academic progress, safety, instructional materials and supplies will be other areas addressed by the School Advisory Council. The council will support the efforts of the PTA in achieving a higher level of parental involvement. The EESAC will make recommendations for expenditures of EESAC funds, including reading support materials for students, student awards and incentives, materials to enhance the media center, and a teacher incentive program. The EESAC also recommends additional training for all teachers in reading, mathematics, science, writing and higher order thinking skills. In addition, the EESAC suggests various safety and discipline programs and incentives to improve student behavior and enhance student learning.

• Extended Learning Opportunities

Golden Glades Elementary offers a before school mathematics tutorial program, an after school reading tutorial program, and a Saturday school program which offers remediation and support in the academic areas of reading and mathematics. Students in these programs receive intensive instruction in a variety of formats using our research based programs such as: Soar to Success, Riverdeep, Voyager and Brainchild. Golden Glades Elementary also offers enrichment activities utilizing outside agencies such as Concerned African Women and The Resource Room. The school also offers a gifted program that provides enrichment activities for students performing at or above grade level. In addition, on going parent workshops will be provided for parents to assist in improving their reading, writing, and mathematics skills. A Florida Comprehensive Assessment Test Night, will be scheduled for parents and students to further educate and inform them about the tested benchmarks and the upcoming testing process.

• School Wide Improvement Model

The School Improvement Model utilized at the school is the Continuous Improvement Model (CIM) consisting of the Plan, Do,

Study, Act(PDSA) Cycle. Professional development days are provided to desegregate data. This systematic approach to making improvement has been effective in identifying areas in need of attention and modification, and breaks down each stage in to manageable steps that allow for evaluation and refinement. Instructional pull out schedules and departmentalization has occurred from studying the data at different levels. This model is being implemented in all areas of curriculum and academic concerns.

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

GOAL 1 STATEMENT:

The goal of Golden Glades Elementary School is to improve performance in reading for all students.

Needs Assessment

An analysis of the data from the 2006 Florida Comprehensive Assessment Test (FCAT) in Reading indicates that 54 percent of the students scored at or above grade level in reading and 57 percent demonstrated acceptable levels of learning gains. The data also revealed that 42 percent of the students in the lowest 25 percent did not demonstrate acceptable learning gains in reading.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through six will improve their reading skills as evidenced by 55 percent of students achieving Level three or higher on the 2007 FCAT Reading Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Administer district and onsite created assessments and analyze data in order to plan differentiated instruction.	Administrative Team Reading Coaches Teachers	9/11/2006	5/30/2007	District Strategic Plan	\$0.00
Implement Inclusion Model across grade levels.	ESE Teacher Teachers Administrative Team Hourly Paraprofessionals	9/25/2006	5/30/2007	District Strategic Plan	\$0.00
Implement and monitor the Accelerated Reader program in grades 1-6 to increase comprehension skills and motivate students to read independently.	Reading Coach Media Specialist Administrative Team	9/18/2006	5/30/2007	District Strategic Plan	\$0.00
Identify students scoring at the lowest 25 percent on the FCAT Reading Test and implement several tutorial programs including in school tutorials, before school, and after school tutorials and a Saturday Academy to address the reading deficiencies.	Administrative Team Select Teachers	9/18/2006	5/30/2007	District Strategic Plan	\$0.00
Increase the use of CRISS strategies during reading instruction to engage learners	Teachers Administrative Team Reading coaches	9/25/2006	5/30/2007	District Strategic Plan	\$0.00
Implement the Continous Improvement Model and the Comprehensive Reading Plan to impact student achievement as evidenced by grade level meetings.	Administrative Team Grade Level Leaders	9/18/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

- Houghton Mifflin Reading Series
- Voyager (Expanded Learning for Tier 2 and Tier 3)
- Soar to Success Intervention Program by Houghton Mifflin
- Early Success Intervention Program by Houghton Mifflin
- Riverdeep

Professional Development

- Staff Development on Reading First initiatives
- Inservices conducted by Region I Curriculum Specialist
- Monthly Reading Cluster Meetings conducted by the Reading Coaches
- CRISS Training will be provided for all teachers
- Early Success Training
- Soar to Success Training
- Continue use of Accelerated Reader
- Riverdeep software training

Evaluation

- DIBELS
- District-Authored Interim Assessments
- 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 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 2 STATEMENT:

The goal of Golden Glades Elementary school is to improve performance in mathematics for all students.

Needs Assessment

An analysis of the data from the 2006 Florida Comprehensive Assessment test (FCAT) in mathematics indicates that 54 percent of students scored at or above FCAT Achievement Level 3 and 60 percent of students demonstrated acceptable levels of learning gains.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL 1	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through six will improve their mathematics skills as evidenced by 58 percent of students achieving level 3 or above on the 2007 administration of the FCAT Mathematics Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Use District Instructional Scope and Sequence Pacing Guide.	Teachers Administrative Team, Math Facilitator	9/11/2006	5/30/2007	District Strategic Plan	\$0.00
Conduct grade-level meetings and desegregate data to drive small group instruction.	Math Facilitator, Teachers, Administrative Team	9/11/2006	5/30/2007	District Strategic Plan	\$0.00
Increase use of manipulatives.	Teachers Math Facilitator	9/11/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize the Brainchild handheld machines to increase competency in the main benchmarks tested.	Math Facilitator Select teachers Administrative Team	9/4/2006	5/30/2007	District Strategic Plan	\$0.00
Teachers will administer weekly benchmark tests as well as quarterly pre and post tests.	Math Facilitator Teachers Administrative Team	9/4/2006	5/30/2007	District Strategic Plan	\$0.00
Identify the lowest 25 percent of students not demonstrating learning gains and implement before school tutoring and small group assistance to address, monitor and evaluate their deficiencies.	Select teachers Math Facilitator Administrative Team	9/18/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize the Continuous Improvement Model to develop mathematics assessments to monitor progress and plan instruction.	Select Teachers Administrative Team Math Facilitator	9/4/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

- Scott Foresman Mathematics Program
- Brainchild Handheld Software Machines
- Riverdeep

Professional Development

Monthly Mathematics grade level meetings conducted by the Math coach using data to drive instruction.

Evaluation

- Bi-weekly Benchmark Assessments
- District-Authored Interim Assessments
- FCAT Mathematics Assessment

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

The goal of Golden Glades Elementary School is to achieve improved performance in writing for all students.

Needs Assessment

An analysis of the data from the 2006 Florida Comprehensive Assessment Test (FCAT) Writing indicated that 47 percent of students in grade 4 did not meet high standards in writing.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 54 percent of students scoring 3.5 or higher on the 2007 administration of the FCAT Writing Plus Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Conduct grade level meetings with Writing Coach and implement grade-level writing strategies.	Writing Coach, Teachers, Administrative Team	9/11/2006	5/30/2007	District Strategic Plan	\$0.00
Provide a plethora of opportunities for students to enter district-wide writing contests.	Teachers, Writing Coach, Administrative Team	9/11/2006	5/30/2007	District Strategic Plan	\$0.00
Administer Monthly writing prompts to monitor progress in writing and to align instruction across grade levels.	Teachers Reading Facilitator Administrative Team	9/4/2006	5/30/2007	District Strategic Plan	\$0.00
Conduct a fourth grade parent workshop on the writing process and how they can assist their child.	Reading Coach Administrative Team Teachers	11/6/2006	5/30/2007	District Strategic Plan	\$0.00
Provide small group assistance for the lowest performing fourth graders in writing	Select Teachers Writing Coach Administrative Team	9/4/2006	5/30/2007	District Strategic Plan	\$0.00
Increase usage of classroom word walls and implement a schoolwide word of the week to enhance vocabulary.	Teachers, Writing Coach, Administrative Team	9/4/2006	5/30/2007	District Strategic Plan	\$0.00
Implement before school writing tutorial four days a week for the fourth graders based on their pre test results.	Hourly Teachers Administrative Team	9/11/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

- Sunshine State Standards
- Houghton Mifflin Writer's Workshop

Professional Development

- Staff Development conducted by Region I Curriculum Specialist.
- Monthly Reading/Writing Cluster Meetings conducted by the Reading coach.
- Increase the use of word walls.

Evaluation

- Monthly Writing Assessments
- FCAT Writing Plus Assessment

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

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 4 STATEMENT:

The goal of Golden Glades Elementary is to improve the science skills of all our students.

Needs Assessment

Results of the March 2006 FCAT Science Test indicate a mean scale score of 263 which is 25 points below the district mean scale score of 288.

Measurable Objective

Given instruction based on the Sunshine State Standards and hands-on science activities, students in grade five will improve their Science skills as evidenced by 30 percent of students achieving Level 3 or above on the 2007 Science FCAT Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Use District Instructional Scope and Sequence Pacing Guide.	Teachers Administrative Team Science Coach	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize hands-on investigative science activities that integrate the Sunshine State Standards.	Teachers, Science Coach, Administrative Team	9/4/2006	5/30/2007	District Strategic Plan	\$0.00
Implement the use of FOSS kits in science classrooms.	Science Coach, Teachers, Administrative Team.	9/4/2006	5/30/2007	District Strategic Plan	\$0.00
Infuse FCAT Strategies daily.	Science Coach, Teachers, Administrative Team	9/4/2006	5/30/2007	District Strategic Plan	\$0.00
Reinforce Hands - on Activities throughout science lessons.	Science Coach, Teachers, Administrative Team	9/4/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize hourly science coach to model and implement science lessons.	Science Coach, Teachers, Administrative Team	9/4/2006	5/30/2007	District Strategic Plan	\$0.00
Develop bi-weekly science monitoring tests for grade 5.	Science Coach Science Teachers Administrative Team	8/28/2006	5/30/2007	District Strategic Plan	\$0.00
Administer chapter and unit tests to monitor progress and align instruction to adress defeciciencies.	Science Coach Science Teachers Administrative Team	8/21/2006	5/30/2007	District Strategic Plan	\$0.00
Administer Science Pre/Post assessments	Science Coach, Teachers Administrative Team	9/4/2006	5/30/2007	District Strategic Plan	\$0.00
Correlate FCAT Practice Tests to the tested strands monthly.	Science Coach, Teachers, Administrative Team,	9/4/2006	5/30/2007	District Strategic Plan	\$0.00
Coordinate a school wide Science Fair	Administrative Team Teachers Science Coach	1/8/2007	5/4/2007	District Strategic Plan	\$0.00

Research-Based Programs

- Glencoe/McGraw-Hill Science Program.
- FOSS is used to further support the science program.

Professional Development

- Inquiry based science training
- Data analysis workshop
- Content strands training

Evaluation

- Science Chapter Tests
- Monthly Benchmark Assessments
- District-Authored Interim Assessments
- FCAT Science Assessment

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

GOAL 5 STATEMENT:

The school will provide an environment that allows parents and educators to work collaboratively to foster academic excellence while increasing parental involvement.

Needs Assessment

A review of the 2005 - 2006 parent sign-in logs indicates sporadic parental involvement and participation.

Measurable Objective

Given the school school wide emphasis on parental and community involvement, the school will demonstrate a 20 percent increase during the 2006-2007 school year in parent and community interaction as evidenced by comparing visitor and volunteer logs from the previous year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Facilitate Fall Open House and Resource Fair.	Teachers Administrative Team	9/14/2006	9/14/2006	District Strategic Plan	\$0.00
Coordinate Family Reading and Science night.	Reading Coach Media Specialist Administrative Team Science Coach	11/8/2006	5/2/2007	District Strategic Plan	\$0.00
Provide bi-annual Book Fair.	Media Specialist Administrative Team	10/23/2006	5/7/2007	District Strategic Plan	\$0.00
Plan and implement a "Night of the Arts"	Special Area teachers Administrative team Media Specialist	11/1/2006	5/4/2007	District Strategic Plan	\$0.00
Schedule parent workshops in the use of technology to assist students in their academic achievement.	Technology coordinator Administrative Team	10/9/2006	4/30/07	District Strategic Plan	\$0.00
Utilize the "Connect-Ed" automated phone service to promote parental involvement activities and events.	Administrative Team Community support specialist	8/14/2006	5/18/2007	District Strategic Plan	\$0.00
Implement Mathematics and Writing workshops.	Math Facilitator Teachers Writing Coach Administrative Team	10/16/2006	5/30/2007	District Strategic Plan	\$0.00
Facilitate evening GED Program / Internet cafe twice a week.	Hourly Teacher Administrative Team	9/1/2006	5/30/2007	District Strategic Plan	\$0.00
Use our newsletter, school's website, and marquee to communicate school events to parents and community.	Technician specialist Technology coordinator Community Involvement Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Work collaboratively with PTA and establish a parental involvement calendar to pair parent and student activities.	Administrative Team Community Support Specialist PTA Board	9/4/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

-The Comer School Development Program by Dr. James Comer

Professional Development

- Teachers will continuously contact and involve parents in classroom activities.
- Teachers will provide input via our schoolwide newsletter to communicate activities with parents and attend professional development in the area of communication.

Evaluation

- Hourly Visitor Logs
- Volunteer Logs

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

GOAL 6 STATEMENT:

The goal of Golden Glades Elementary school is to provide a positive environment with emphasis on Character Education.

Needs Assessment

Data pertaining to the 2005-2006 school year referrals and suspensions will be compared with current information for each grading period. Improvement can be assessed by a decrease in the number of referrals and suspensions, as well as, a conducive learning environment.

Measurable Objective

Given an emphasis on the Code of Student Conduct, student behavior will improve as evidenced by a 10 percent decrease in the number of teacher written referrals during the 2006- 2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Organize School Safety Patrol for grades 5 and 6.	3rd Grade Teacher/Safety Patrol Advisor Administrative Team	9/25/2006	5/30/2007	District Strategic Plan	\$0.00
Develop and Implement alternative strategies to outdoor suspensions.	School Counselor Administrative Team Select Teachers	9/4/2006	5/30/2007	District Strategic Plan	\$0.00
Implement Schoolwide Disciplinary Action Plan schoolwide.	School Staff Administrative Team	9/4/2006	5/30/2007	District Strategic Plan	\$0.00
Implement and monitor an incentive program to encourage safety and good behavior.	School Counselor Teachers Administrative Team	9/25/2006	5/30/2007	District Strategic Plan	\$0.00
Orchestrate Youth Crime Watch in grade 6.	6th Grade Teacher/Youth Crime Watch Advisor Administrative Team	10/2/2006	5/30/2007	District Strategic Plan	\$0.00
Advise School Resource Officers as needed.	Administrative Team	8/28/2006	5/30/2007	District Strategic Plan	\$0.00
Focus on Character Education core Values monthly with students	School Counselor Teachers Administrative Team	10/2/2006	5/30/2007	District Strategic Plan	\$0.00
Facilitate "5000 Role Models" for 5th and 6th grade male students.	6th Grade Teacher/5000 Role Model Advisor Administrative Team	9/27/2006	5/30/2007	District Strategic Plan	\$0.00
Establish "Girls Destined for Success" for grades 4-6 grade.	Teachers Administrative Team	9/13/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

- Lee Canter's Assertive Discipline Plan
- The Comer School Development Program by Dr. James Comer
- Harry K. Wong Publications

Professional Development

- Professional Development for teachers in schoolwide Disciplinary Action plan and classroom management techniques.
- School counselor will discuss and review the Disciplinary Action Plan along with the Character Education Core Values.
- Overview of all program strategies being used at the school level

Evaluation

- Student Case Management Referral Forms

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 7 STATEMENT:

An increase of student use of technology will be demonstrated through the use of various educational software applications.

Needs Assessment

The 2005 - 2006 classroom Accelerated Reader reports indicate that less than 50 percent of the students in most classes were using the Accelerated Reader Program regularly.

Measurable Objective

Given an increased emphasis on the infusion of technology into the curriculum all students will augment their usage of the Accelerated Reader Program and other educational software as evidenced by curriculum program reports and student work samples.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement Accelerated Reader Motivational Rally in the Fall.	Media Specialist Administrative Team	10/6/2006	10/6/2006	District Strategic Plan	\$0.00
Provide staff development in the use of technology for internal communication in the school environment.	Select Teachers Administrative Team	9/4/2006	1/8/2007	District Strategic Plan	\$0.00
Establish Incentive Based Student Program for Accelerated Reader on a monthly basis.	AR Committee (media) Administrative Team	9/4/2006	5/30/2007	District Strategic Plan	\$0.00
Establish Incentive Based Teacher Program for Accelerated Reader Monthly.	AR Committee (Media Specialist, Reading Coach and Assistant Principal)	9/18/2006	5/30/2007	District Strategic Plan	\$0.00
Offer technology workshops that adress the needs of the students to enhance learning.	Media Specialist Teachers Technology coordinator	10/2/2006	5/30/2007	District Strategic Plan	\$0.00
Increase the usage of technology throughout the school site daily by utilizing computer lab and educational software.	Teachers Administrative Team Technology coordinator Technical Support Specialist	9/25/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

- Renaissance Learning (Accelerated Reader)

Professional Development

- Professional Development in the various components of the of the Early STAR Literacy Program for Pre-K - first grade.
- Professional Development in the various components of the STAR Reading Program
- Professional Development in the various components of the Accelerated Reader and Riverdeep programs.

Evaluation

- Accelerated Reader Reports
- Riverdeep reports

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 8 STATEMENT:

The goal of Golden Glades Elementary is to provide physical education 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

To properly assess both student fitness performance and programmatic success, it is recommended that Golden Glades Elementary administer a pre and post test to determine student baseline measures.

Measurable Objective

Given increased emphasis on health and physical fitness, 90 percent of students in grades 4 and 5 will maintain high level of standards as measured by the 2006-2007 National Standards FITNESSGRAM Test Program.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Institute Recess daily.	Teachers Administrative Team	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Coordinate The President's Challenge in the Spring.	Physical Education Teacher Administrative Team	3/19/2007	4/23/2007	District Strategic Plan	\$0.00
Instill in students a level of personal fitness - ongoing.	Physical Education Teacher Administrative Team	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Administer a pretest to determine baseline measures for the 2006-2007 FITNESSGRAM test program.	Physical Education Teacher	9/18/2006	5/25/2007	District Strategic Plan	\$0.00
Offer schoolwide health and fitness programs such as "Jump Rope for Heart", "Walk Safe", AIDS Awareness Curriculum and Human Growth and Development.	Physical Education Teacher Select Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Set up Intermural Sports Activities ongoing throughout the year.	Physical Education Teacher Administrative Team 6th Grade Teacher	8/31/2006	5/30/2007	District Strategic Plan	\$0.00
Promote May Day Activities in fourth quarter.	Physical Fitness Coach Administrative Team Music Teacher	4/2/2007	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

- FitnessGram Test Program developed by Human Kinetics.
- National Standards for Physical Education.

Professional Development

Physical Education teachers will attend district training and provide support to classroom teachers and highlight the importance of physical activity for health, enjoyment, challenge, self-expressions and social interaction.

Evaluation

-FITNESSGRAM REULTS

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

GOAL 9 STATEMENT:

The goal of Golden Glades Elementary is to increase the number of students who participate in special programs.

Needs Assessment

According to information provided by the Miami-Dade County Public Schools, Golden Glades has a total of 16 students enrolled in the gifted program. This number needs to be increased. According to participation rosters from the 2005-2006 school year only twenty students participated in the Advanced Academics Excellence Program.

Measurable Objective

Given emphasis on the benefits of participating in advanced academic programs and enrichment the number of students enrolled in enrichment programs will increase by 10 percent during the 2006-2007 school year as evidenced by participation rosters.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilization of higher order thinking skills throughout daily lessons.	All teachers Administrative Team	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Integrate enrichment activities throughout the curriculum.	All teachers Administrative Team	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement a "Night of the Arts" to showcase the talent of the students.	Special Area Teachers Administrative Team	10/2/2006	4/27/2007	District Strategic Plan	\$0.00
Implement a student chess club - once a week	Chess Coordinator Administrative Team	10/16/2006	5/30/2007	District Strategic Plan	\$0.00
Disaggregate data to identify high performing students monthly.	All teachers and coaches Administrative Team	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Offer the Advanced Excellence Program to students in Grades 4 -6.	Select teachers Administrative Team	9/11/2006	5/30/2007	District Strategic Plan	\$0.00
Increase hands-on cooperative learning activities daily.	All teachers Administrative Team	9/4/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

-CIM

Professional Development

-Professional development for teachers on current trends and strategies will be offered in an effort to enhance curriculum for students demonstrating high academic performance and special area interests.

Evaluation

- Advanced Academics Participation Rosters
- Advanced Excellence Program Roster
- Extracurricular Enrichment Rosters

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

GOAL 10 STATEMENT:

Golden Glades Elementary School will rank above the 18th percentile statewide in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2004-2005, Golden Glades Elementary ranked at the 18th percentile on the State of Florida ROI index.

Measurable Objective

Given increased attention to financial resources and their correlation with student performance, Golden Glades will improve its ranking on the State of Florida ROI index publication above the 18th percentile to the 19th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Consider shared use of facilities, partnering with community agencies.	Administrative Team Reading Coach Math Facilitator	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Consider reconfiguration of existing resources or taking advantage of a broader resource base, ex: private foundations.	Administrative Team Reading Coaches Math Facilitator	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Become more informed about the use of financial resources in relation to school programs.	Administrative Team Reading Coaches Math Facilitator	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
Collaborate with the district on resource allocation.	Administrative Team Reading Coaches Math Facilitator	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Review expenditures of EESAC, FCAT Enhancement Funds and discretionary funds to maximize student performance.	Administrative Team	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

- Return On Investment Index
- Houghton Mifflin Reading Series
- Voyager Expanded Learning (Tier 2 and 3)
- Soar to Success Intervention Program
- Early Success Intervention Program
- Scott Foresman Mathematics (2004) Program
- Houghton Mifflin Writer's Workshop
- Continuous Improvement Model

Professional Development

- Technology
- Textbooks
- Reading First
- FOSS Science Kits

Evaluation

On the next State of Florida ROI index publication, Golden Glades Elementary will show progress toward reaching the 19th percentile.

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:

The Educational School Advisory Council (EESAC) will consider recommendations for the following expenditures: funds to provide additional reading resources for students in grades pre-kindergarten through sixth grade; funds to provide incentives for student achievement, and funds to enhance the school facility.

Training:

The EESAC will consider recommendations for additional training for all teachers to continue the Comprehensive Reading Plan, integration of mathematics and science instruction and additional teacher training in the Accelerated Reader Program.

Instructional Materials:

The EESAC will consider the purchase of additional books for independent reading at all grade levels and matching funds to support the media center. The EESAC will also consider expending funds to support the before school after school, in- house and Saturday Academy tutorial programs.

Technology:

The EESAC will consider purchasing additional software and equipment to further advance the Accelerated Reader program as well as other software to support instruction and enhance learner performances.

Staffing:

The EESAC will consider hiring additional hourly tutors to reduce the teacher student ratio in our established tutorial programs.

Student Support Services:

The EESAC recommends the continuation of services from the Parent Resource Center and our Family Literacy Center.

Other Matters of Resource Allocation:

The EESAC will consider providing incentives for increasing student achievement on the FCAT Reading, Mathematics, Science and Florida Writes! tests.

Benchmarking:

The EESAC will review ongoing school assessments to consider their effectiveness and to provide support where needed.

School Safety & Discipline:

The EESAC will continue to support the implementation of programs such as Youth Crime Watch, Safety Patrols, Do the Right Thing and a school - wide behavior plan, 5000 Role Models, Girls Destin for Success and KAPOW.

Budget Summary

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

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