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# *SCHOOL IMPROVEMENT PLAN*

## *2006-2007*

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*School Name:* 2761 - Martin Luther King Elementary School

*FeederPattern:* Miami Northwestern Senior

*Region:* Regional Center III

*District:* 13 - Miami-Dade

*Principal:* Tamme Williams

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



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

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### *Martin Luther King Elementary School*

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Martin Luther King Elementary School is located at 7124 NW 12 Avenue in Miami. Built in 1969, the school services students in Pre-Kindergarten through Second Grade. With 93% of its 268 students eligible for free or reduced lunch, Martin Luther King Elementary qualifies for participation in the Title I Program. As a part of Miami-Dade County's School Improvement Zone, many of the school's educational and student services programs are designed to meet the needs of academically at-risk students. To adequately provide academic intervention and enrichment services, the school operates on an extended school day model, with all students participating in an additional hour of school each day. To meet the affective and behavioral needs of its students and families, Martin Luther King Elementary utilizes the services of a full-time M-DCPS social worker and part time nurse and social worker from the Miami-Dade Dept. of Health. Additional parental support is provided via our state-of-the-art Parent Resource Center staffed by a full-time Community Involvement Specialist. Staff members participate in regular home visits to monitor student attendance, encourage positive student behaviors, and provide families with additional support when needed. By and large, results from the Organizational Performance Improvement Snapshot Survey (OPIS) indicate that the faculty and staff at Martin Luther King Elementary are generally well-informed about school policies, procedures and operations. Upon review of survey results, it was determined that many faculty and staff members were unclear as to the school's financial operations and that the administration at Martin Luther King Elementary must make the school's pertinent financial information more readily available to faculty and staff members. Based on the number of participants who disagreed with or neither agreed or disagreed with a statement regarding faculty input into decision making, the need for more staff input will be addressed by the administration, as well.

Given instruction based on the Sunshine State Standards, 57% of second grade students will score in the 3rd and 4th quartiles as evidenced by the 2007 administration of the reading portion of the SAT-10.

Given instruction based on the Sunshine State Standards, 55 percent of second grade students will score in the 3rd and 4th Quartiles as evidenced by the 2007 administration of the mathematics portion of the SAT-10.

Given instruction based on the Sunshine State Standards, 70% of students in first and second grade will score a medium or high as evidenced by the 2007 administration of the District's Writing Posttest.

Given instruction based on the Sunshine State Standards, 25 percent of second grade students will score 65% or higher on the 2007 school authored Science Posttest.

Given the school-wide emphasis on parental and community involvement, the school will demonstrate a five percent increase in parent/guardian attendance to school-based programs/workshops as evidenced by comparing the 2007 Parental Involvement Participation Log to the previous year.

Given our goal to promote and maintain a safe learning environment, Martin Luther King Elementary School will decrease the amount of discipline related student case management referrals by three during the 2006-2007 school year as compared to 2005-2006 student case management discipline related referral data.

Given an emphasis on the use of technology, one hundred percent of the instructional staff will demonstrate intermediate or advanced Electronic Gradebook competencies.

Given instruction based on the Miami-Dade County Public Schools mandatory FITNESSGRAM standards, 50 percent of second grade students will obtain gold awards on the 2007 FITNESSGRAM Test.

Given an emphasis on the benefits of students participating in events showcasing Martin Luther King students, the number of events will increase by 10 percent during the 2006-2007 school year as compared to the 2005-2006 school year.

Martin Luther King will improve the performance of students utilizing the Waterford Early Reading Program as evidenced by 25% of students completing their assigned level.

During the 2004-2005 school year, Martin Luther King Elementary, in an effort to bolster students' reading skills and in conjunction with the school district's I Choose! Program, began incorporating the Waterford Early Reading Program, a technology based program, into its daily literacy program. All Martin Luther King Elementary students participate in this program and the program's strong home learning component encourages family support and participation, as well.

Martin Luther King Elementary faces the challenges shared by many urban elementary schools. There is a high rate of student absenteeism. It is difficult to sustain high levels of parental involvement in school functions. Martin Luther King Elementary has developed a comprehensive plan to overcome these obstacles. The school adheres to the District's Comprehensive Research-Based Reading Plan and utilizes the research-based, state-adopted Houghton Mifflin Reading Program during its two and one-half hour literacy block. Houghton Mifflin's Early Success (first and second grade) and Voyager Passport A (kindergarten) and Reading Plus (second grade) provide students with additional support during the afternoon intervention block. Enrichment activities including art and drama are provided for high achieving students. For the 2005-2006 school year, the school entered into a contract with the Easter Seals Society to provide before school tutoring and afterschool enrichment programs for select students. These services are provided in addition to the extended school day. Student participation in the Accelerated Reader Program and the schoolwide "Get Caught Reading" initiative provide students with incentives for becoming actively involved in reading.

The Scott Foresman Mathematics Program is utilized during mathematics instruction. This program is augmented by hands-on activities from the District's manual, "Putting the Pieces Together With the Sunshine State Standards: A Mathematics Resource for K-2 Teachers."

To ensure that students are mastering appropriate reading and mathematics benchmarks, schoolwide bi-weekly

reading and mathematics assessments are administered to all students in first and second grades. Results from these assessments are used when reteaching reading and mathematics concepts as well as in small group tutorial settings. In addition to these bi-weekly assessments, students' writing progress is measured through the completion of monthly writing prompts in kindergarten through second grade. The acquisition of science concepts is measured by a schoolwide pre- and post-test in the second Grade.

To facilitate effective teaching and learning, students are encouraged to come to school each day. Incentives are provided to classes that maintain perfect attendance throughout the school week. To monitor the causes of student absenteeism and facilitate assistance, where needed, the school social worker calls the homes of all students who are absent and provides follow-up to promote regular school attendance. Martin Luther King Elementary participates in the State Attorney's Truancy Intervention Program. Currently our daily attendance averages 92%.

Because active parent involvement is a critical component of an effective educational program, Martin Luther King Elementary offers a variety of opportunities for families to become involved in the educational process. A variety of topics are covered in workshops presented in the Parent Resource Center. Families are encouraged to take advantage of the District's Parent Academy. Computers and other educational tools are made available to parents and family members in the Parent Resource Center and adult family members are strongly encouraged to become approved volunteers and assist at the school.

By hiring highly trained teachers and utilizing research-based educational programs, Martin Luther King Elementary School seeks to create an environment where all students are encouraged to attain an enriching, well-rounded education. The school attempts to capitalize on its small size to ensure that, when students leave Martin Luther King Elementary School, they have been fully prepared for success.

Upon an examination of the Organizational Performance Improvement Snapshot (OPIS), 85% of the staff completed the survey and 83% percent of responses were in agreement and above. The two items that received the lowest scores are 7e, "My work location removes things that get in the way of progress", and 2a, "As it plans for the future, my work location asks for my ideas". Martin Luther King Elementary is committed to address these items by implementing weekly grade level meeting with the administration. These meetings will foster collective strategic thinking and allow teachers to express their ideas and issues affecting their daily instruction.

## 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.

## Martin Luther King Elementary School

### VISION

The vision of Martin Luther King Elementary is to develop the educational and personal opportunities of students through an ongoing use of effective methods and strategies; thus, empowering them with the tools to meet the challenges of the twenty-first century. This will allow students to become successful participants in family and civic life.

### MISSION

It is our mission at Martin Luther King Elementary to have our students become productive, literate and contributing members of our society. Our goal can be accomplished when parents, teachers, staff and students work together in a safe, learning environment.

## CORE VALUES

**EXCELLENCE** – We pursue the highest standards in academic achievement and organizational performance. We seek to impart upon our students the skills and attitudes that will facilitate success in the rapidly expanding and technologically advanced global community.

**INTEGRITY** – We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety and well-being of our students, family and staff. We model these traits when dealing with all facets of our learning community and encourage families and community members to perpetuate these qualities throughout our students' lives.

**EQUITY** – We foster an environment that serves all students and aspires to eliminate the achievement gap. We take into account individual learning modalities when planning and implementing instruction. We address each child's cognitive, physical, and emotional needs so that all children have the opportunity to maximize their educational potential.

**CITIZENSHIP** – We honor the diversity of our community by working as a team to ensure the educational success of all our students and recognize that our obligation to go beyond our professional responsibilities to promote democratic principles. We model these behaviors in the school environment so that our students will be able to model these behaviors as they grow to be productive citizens of our local, national and global communities.

## *School Demographics*

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Martin Luther King Elementary School, located at 7124 NW 12th Avenue, was founded in 1969. The school is centrally located and sits on 3 acres in northwest Miami-Dade County, Florida. Martin Luther King Elementary School, which consists of approximately 262 students, is a primary school serving students in pre-kindergarten through second grade, Martin Luther King is an I Choose! School featuring the research based Waterford Early Reading Program, a technology-based early reading intervention program designed to ensure that all children gain and maintain grade level reading proficiency.

When students at Martin Luther King complete the second grade, they do not attend a specific elementary school but are dispersed throughout the different elementary schools in our county. We are dedicated to providing students with experiences that will foster a love for learning and promote student achievement that will be reflected in the results of the 2006 administration of the SAT-10. Working hard with parents and community members will enable and empower our students with the tools they need to become literate and productive citizens. Above all, our school is committed to becoming the ultimate learning community.

Martin Luther King's student population is 91 percent Black and 7 percent Hispanic. Six of these students receive instruction in English as a Second Language. 97 percent of the students are eligible for free or reduced priced lunch.

Martin Luther King's teacher population is 32 percent White, 47 percent Black, and 21 percent Hispanic. 50 percent of the instructional staff has achieved a Bachelor's Degree. 30 percent of the staff has achieved a Master's Degree. 20 percent of the staff has achieved an Educational Specialist Degree.

# *School Foundation*

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## ***Leadership:***

Upon examination of the Organizational Performance Improvement Snapshot Survey (OPIS), it was determined that, overall, the Martin Luther King Elementary faculty and staff feel that their supervisor supports them by creating an environment that is conducive to teaching and learning by encouraging continued growth for all staff members. They feel that their supervisor uses the school's values to guide the working environment and that she shares information about the school with staff members. Five out of the 34 staff members who completed the OPIS, however, strongly disagreed with the statement, "My organization asks me what I think." Martin Luther King Elementary is committed to address this item by implementing weekly grade level meeting with the administration. These meetings will foster collective strategic thinking and allow teachers to express their ideas and issues affecting their daily instruction.

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

OPIS results indicate that most of the school's faculty and staff agreed that they are aware of parts of the school's plans that will affect them and their work. These plans are shared with faculty and staff at faculty meetings, EESAC meetings and through written communication. Only four of the 34 respondents felt that they were unaware of parts of the plan that affected them. All faculty and staff members are encouraged to participate in grade-level and schoolwide planning initiatives and most OPIS participants felt that their ideas about plans for the school's future were sought out and that they could tell if the school was making progress on their groups' part(s) of the plan.

## ***Stakeholder Engagement:***

Teachers are encouraged to keep in contact with their students' families on a regular basis. Telephone calls, notes home and face-to-face communication are a daily occurrence. All but two OPIS participants agreed or strongly agreed that they know who their most important customers are, and 29 participants agreed or strongly agreed with the statement "My customers tell me what they want". All but two of the participants agreed or strongly agreed that they kept in touch with their customers; however, four participants disagreed or strongly disagreed with the statement "I'm allowed to make decisions to solve problems for my customers". Most OPIS participants agreed or strongly agreed with the statement, "I ask my customers if they are satisfied or dissatisfied with my work." Two participants, however, neither agreed nor disagreed with this statement. Teachers will continue to be encouraged to listen to parents' feedback as it relates to their performance and to their students' progress.

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

Most OPIS participants agreed or strongly agreed that they know how to analyze the quality of their work and that they know how the measures they use in their work fit into the school's overall measures of improvement. Teachers are encouraged to analyze student performance data on a regular basis. Grade-level data study groups are conducted to assist teachers in this endeavor. Overall, OPIS participants agreed or strongly agreed that they know how to analyze the quality of their work and utilize these analyses when making decisions about their work. While most of the survey participants agreed or strongly agreed that they get all of the important information that they need to do their work, three participants disagree or strongly disagree with this statement. The administration makes every effort to share schoolwide, District and State data as it pertains to the school in a timely and easy-to-understand manner.



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

All but three OPIS participant agreed or strongly agreed that their supervisor encourages them to develop their job skills so that they can advance in their careers, and twenty four participants agreed or strongly agreed that they can make changes that will improve their work. Professional development activities including opportunities to pursue national board certification and educational leadership positions are regularly shared with teachers. Teachers and staff are encouraged to take advantage of the professional growth activities provided throughout the county. Most participants agreed or strongly agreed with the statement, "I am recognized for my work." Four participants neither agreed nor disagreed with this statement. Four participants disagreed with the statement "I have a safe workplace." Three participants strongly disagreed with the statement, "My supervisor and organization care about me."

### ***Education Design:***

All but two OPIS respondents agreed or strongly agreed that the school has good processes for doing work. Most OPIS respondents agreed or strongly agreed that they can get all of the resources that they need to do their jobs. Four participants, however, disagreed. Faculty and staff are encouraged to express material and equipment needs. The principal initiated a procedure for sharing information about available monies with faculty members so that they will be aware of how these items are funded. Grant writing teams are strongly encouraged to seek additional funding for supplemental materials and activities. While most participants agreed or strongly agreed that they collect data about the quality of their work, two participants neither agreed nor disagreed with the corresponding survey statement. Although six participant disagreed with the statement, "I have control over my work process," most OPIS respondents agreed or strongly agreed with this statement.

### ***Performance Results:***

State and District policies are shared with faculty, staff, parents and community members at faculty meetings, EESAC meetings and other school-sponsored events. Upon examination of OPIS results, 32 of 34 participants agreed or strongly agreed that the school obeys laws and regulations and 29 of 34 participants stated that they were satisfied with their jobs. Three participants, however, neither agreed nor disagreed that their customers were satisfied with the school staff's work. While most OPIS participants agreed or strongly agreed that their work products meet all requirements for high quality and excellence, three participants neither agreed nor disagreed with the corresponding statement. To encourage follow-through and excellence in the workplace, faculty members maintain professional development portfolios that illustrate the implementation of their Individual Professional Development Plans. Grade-level data study groups are conducted to analyze student assessment results and to ensure that adequate planning and instruction is occurring. Four participants disagreed with the statement, "My organization uses my time and talent well." To encourage a feeling of self-efficacy, faculty and staff members are encouraged to participate in schoolwide committees and learning groups that showcase and expand upon their individual talents. Four OPIS participants were unsure as to whether the school removed obstacles to progress, and eight participants disagreed or strongly disagreed with this statement. Awareness of the school's financial status received one of the lowest ranking on the OPIS. Seven participants either disagreed or strongly disagreed that they knew how the school was doing financially and 3 participants neither agreed nor disagreed with the corresponding statement. To make the school's budget more accessible to faculty and staff, the principal is now summarizing current budgetary allotments and expenditures at all faculty meetings and EESAC meetings.

# ***Additional Requirements***

Only for schools under state sanction

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## **• High Quality, Highly Qualified Teachers:**

In order to attract and retain highly qualified teachers, a Professional Growth Team is assigned to each new teacher. The Teacher Recruitment and Retention Collaboration Committee comprised of M-DCPS staff, community leaders and representatives from local colleges and universities are working to recruit and retain highly qualified educators for the students of M-DCPS. Also, the Leadership Team actively recruits at local colleges and universities and works with Teach for America staff to ensure the hiring of highly qualified educators. Furthermore, all new teachers attend the beginning teacher orientation and receive ongoing mentoring and support at the school site. Coaching and professional development activities are offered based on individual teachers' needs.

## **• Highly Qualified, Certified Administrators:**

MS. Tamme Y. Williams, Principal

Ms. Williams was appointed Principal to Martin Luther King Elementary for the 2006-2007 school year. She recently served as principal at Holmes Elementary school where she implemented and monitored the Continuous Improvement Model during her two years at the site. Student achievement improved greatly as evidenced by the school moving from a triple "F" to a "C" last year. Ms. Williams has served as a music teacher, assistant principal, and temporary principal of several elementary schools, serving diverse student populations. At each level and at each assignment, Ms. Williams has availed herself to the myriad of professional development opportunities and mentorship experiences offered by the Miami-Dade County Public Schools. Her first opportunity to implement the PDCA (Plan-Do-Check-Act) Instructional Model was while serving as an Assistant Principal at Redondo Elementary School. This model is based on the Brazosport (Texas) experience that integrates the philosophies of both Total Quality Management (TQM) and Effective Schools Research. The demonstrated results were impressive over a period of four years as student achievement significantly increased as evidenced by the school moving from a "D" to an "A" and maintaining that status for four years. Ms. Williams was assigned as a temporary principal at Lillie C. Evans Elementary School during the 2003-2004 school year. This challenge presented her with many opportunities to develop, design, and continue the implementation of professional development activities to assist the faculty and staff in the preparation of new curriculum initiatives and continuing efforts in raising student achievement. As evidenced by the range of professional experiences and demonstrated results, Ms. Williams is a highly qualified principal. She believes that implementation of a strong continuous improvement model structure that allows input from all stakeholders, ensures strong communication, flexibility, and heightens the refinement of approach and beliefs. Finally, her vision, and that of the staff, is student focused, data-driven, and shares the values of the community.

Ms. Jill Flingos, Assistant Principal

Ms. Flingos has been an educator with the Miami-Dade County Public Schools for 18 years, working with students from Pre-kindergarten through the 12th grade as an American Speech-Language-Hearing Association (ASHA) certified, and state-licensed, speech-language pathologist. In addition to working with students at all grade levels, Ms. Flingos has worked with a wide variety of special-needs students to include: speech/language impaired, deaf and hard of hearing, specific learning disabled, autistic, developmentally delayed, emotionally handicapped, educably mentally handicapped, and more. She has also worked for several years in the private sector, where she functioned in a supervisory capacity as the head speech-language pathologist in skilled nursing facilities; servicing a geriatric caseload and providing weekly inservices to nursing staff. In addition, Ms. Flingos has taught physiology at Florida International University (FIU) as an adjunct professor. For the last ten years, Ms. Flingos has worked full-time at Miami Springs Elementary School as a speech-language pathologist, taking on many leadership responsibilities in

addition to her regular job requirements. During her time at Miami Springs Elementary School, Ms. Flingos has served as the EESAC chair for three years, ESE and special area chairperson, SIP writer/facilitator, administrative designee, Dade Partners Liaison, and worked to help the school achieve the Five Star Award for two consecutive years. She also gained much leadership experience working with the school's large After-School Care Program as the Program Administrator. In this capacity, Ms. Flingos learned to manage a staff of approximately 20 people, deal with parents, work with budget structures and payroll, and also wrote a summer camp grant that resulted in the school receiving twenty thousand dollars to fund a free summer camp. Ms. Flingos holds a Masters' Degree in Speech-Language Pathology from the University of Florida, a Specialist's Degree in Educational Leadership from Nova Southeastern University, and is state certified in both of these areas.

### **• Teacher Mentoring:**

The Teacher Mentoring Program at Martin Luther King Elementary School is composed of the administration and teachers. Both the principal and assistant principal serve as role models to teachers by actively being involved in the fostering of student learning and achievement. In addition, the administration is responsible for assigning grade level chairpersons who serve as liaison between administration and the grade level. As per PACES, the professional growth team will provide new teachers with assistance in lesson planning, classroom management, and the execution of all areas of the curriculum. In addition, the Reading Coach provides teachers with classroom resources, classroom demonstration lessons, data analysis, and on-site professional development in the areas of reading and language arts. To further provide mentoring assistance to teachers, the Lead Teacher for the Waterford Early Reading Program, a computer based intervention program, works with all teachers throughout the school year. It is her duty to ensure that all teachers use weekly reading data as a tool to guide their instruction. As a member of the "I Choose!" initiative, Martin Luther King Elementary is provided with a Choice Academic Support Team (CAST). The CAST theme specialist will offer workshops, professional development programs, and individualized assistance on choice related issues. They will also train and provide support to the Lead Teacher.

### **• School Advisory Council:**

The purpose of Martin Luther King Educational Excellence School Advisory Council (EESAC) is to work together to ensure improved student achievement. In order to accomplish this task, the EESAC will assist in preparing and evaluating the School Improvement Plan. Furthermore, they are also responsible for the final decision-making relating to the implementation of the components of the School Improvement Plan. The EESAC brings together all stakeholders and involves them in an authentic role in decisions that affect instruction and the delivery of programs. In addition, EESAC assists the principal in the development of the annual budget helps make decisions regarding the use of funds allocated by the Florida Legislature to the School Advisory Council. During the 2004-2005 school year, EESAC impacted academic achievement by using their funds to purchase overhead projectors and screens for all classrooms. To enhance our reading curriculum, EESAC purchased books and magazines for the new and improved Media Center. Throughout the year, EESAC will make recommendations on technology, budget, instructional resources, and other student support services in an effort to improve academic achievement.

### **• Extended Learning Opportunities**

Martin Luther King Elementary is in Miami-Dade County Public School's School Improvement Zone, which uses an extended day and extended school year. Under this plan, students participate in an extended day literacy program. It engages students with reading deficiencies in a structured tutorial that addresses their areas of weakness. The program being used with the extended day students is Houghton's Mifflin's Early Success Intervention Program and Voyager Passport A. Students that are not in need of intervention during the extended day participate in Enrichment activities. Martin Luther King has a before and after school program sponsored by Easter Seals Miami-Dade, Inc., and coordinated on-site by the school's counselor. The program incorporates tutoring, enrichment activities, and social services for first grade students. Also, FCAT Enhancement tutoring is being offered to Tier 2 and targeted first and second grade students who are less proficient in reading. In addition, the Waterford Early Reading Program is used in all grade levels. The intervention program individually tutors each student daily in 15 to 30

minute instructional periods. It teaches children how to read, write, and keyboard. The computer tracks the progress of each student, adapts to individual ability, and keeps records of oral readings so that teachers are better able to prepare directed classroom lessons and activities. In addition to working on the Waterford Early Reading Program, students in second grade have the opportunity to work on Reading Plus, a comprehensive, evidence-based software solution for reading assessment and improvement that develops fluency skills. Our resource teachers and paraprofessionals also tutor those students in need of intensive intervention during school hours.

### **• School Wide Improvement Model**

Martin Luther King uses the Continuous Improvement Model (CIM) to ensure that quality instruction takes place in every classroom. This research-based School Improvement Model adheres to an eight step instructional process. It includes Disaggregation of Test Scores; Development of Instructional Time Line; Delivery of Instructional Focus; Assessment; Tutorials; Enrichment; Maintenance and Monitoring. The school facilitates this process by providing the following strategies:

- Common Planning for weekly grade level meetings with the administration.
- Biweekly assessments.
- Meeting to disaggregate data in order to find strengths and opportunities for improvement.

## GOAL 1: READING

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

*Florida Education Priorities*

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

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 1 STATEMENT:**

The students at Martin Luther King Elementary School will improve their reading skills.

**Needs Assessment**

Based on results from the reading portion of the 2006 administration of the SAT-10, 48% of second grade students scored in the 1st and 2nd Quartiles. The data reflects a need to increase student achievement in the 3rd and 4th Quartiles during the 2007 administration of the SAT-10.

**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 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, 57% of second grade students will score in the 3rd and 4th quartiles as evidenced by the 2007 administration of the reading portion of the SAT-10.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement Houghton Mifflin's Early Success (1,2), Voyager Passport A (K) and, Reading Plus Intervention Programs (2).	Principal, Assistant Principal, Classroom Teachers, Resource Teacher, Reading Coach, Lead Teacher, Curriculum Specialist	8/7/2006	5/30/2007	District-wide literacy plan	\$0.00
Utilize the CRRP K-12 plan for best practices strategies and activities to support the Houghton Mifflin "A Legacy of Literacy" Series.	Principal, Assistant Principal, Classroom Teachers, Reading Coach, Curriculum Specialist	8/7/2006	5/30/07	District-wide literacy plan	\$0.00
Utilize CRISS strategies during reading, language arts, and content area instruction to promote reading across the curriculum.	Principal, Assistant Principal, Reading Coach, Classroom Teachers	8/7/2006	5/30/2007	District-wide literacy plan	\$0.00
Use the Waterford Early Reading Program to support literacy instruction in grades PK-2.	Principal, Assistant Principal, Lead Teacher	8/7/2006	5/30/2007	District-wide literacy plan	\$0.00
Utilize Houghton Mifflin's "Legacy of Literacy" Series and the Supplemental Teacher Resource Handbooks.	Principal, Assistant Principal, Classroom Teachers, Reading Coach, Curriculum Specialist	8/7/2006	5/30/2007	District-wide literacy plan	\$0.00
Implement bi-weekly data analysis forums to disaggregate and discuss strengths and weaknesses in order to guide instruction.	Principal, Assistant Principal, Teachers	8/7/2006	5/30/2007	Continuous Improvement Model	\$0.00
Continue school-home compacts to ensure each child and parent participates in family readings activities.	Principal, Assistant Principal, Community Involvement Specialist	8/7/2006	5/30/2007	District Strategic Plan	\$0.00
Monitor student progress through the use of school-wide bi-weekly reading assessments in first and second grades, and the GLE skill checklist for Kindergarten.	Principal, Assistant Principal, Facilitator, Paraprofessionals, Selected Teachers	08/7/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilize the Curriculum Pacing Guide to support the Houghton Mifflin's "Legacy of Literacy"	Principal, Assistant Principal, Reading Coach, teachers	08/7/06	05/30/07	District Strategic Plan	\$0.00
Implement intervention and enrichment classes before and after school to meet students' academic needs	Principal, Assistant Principal, Counselor	8/7/06	5/30/07	District Strategic Plan	\$40280.00

## **Research-Based Programs**

Houghton Mifflin's "Legacy of Literacy"

Waterford Early Reading Program

Houghton Mifflin's Early Success

## **Professional Development**

Teachers will participate in CRISS training provided by the District as well as training in fluency instruction and monitoring. Acquisition of course objectives will be monitored through the maintenance of individual professional development binders and classroom instruction. Teachers will increase their familiarity with the Waterford Early Reading Program as evidenced through classroom implementation.

## **Evaluation**

The attainment of this goal will be measured based upon the number of students achieving the 3rd and 4th Quartiles during the 2007 administration of the reading portion of the SAT-10.

## 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 checked="" type="checkbox"/>

**GOAL 2 STATEMENT:**

The students at Martin Luther King Elementary School will increase their mathematics.

**Needs Assessment**

Based on results from the mathematics portion of the 2006 administration of the SAT-10, 50% of second grade students scored in the 1st and 2nd Quartiles. The data reflects a need to increase the percent of students scoring in the 3rd and 4th Quartiles during the 2007 administration of the SAT-10.

**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 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, 55 percent of second grade students will score in the 3rd and 4th Quartiles as evidenced by the 2007 administration of the mathematics portion of the SAT-10.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize the Scott Foresman Researched-Based Mathematics Program	Principal, Assistant Principal, Classroom Teachers	8/7/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide teachers with professional development on manipulative activities that support effective mathematics instruction.	Principal Assistant Principal Classroom Teachers, District	8/7/2005	5/30/2007	Continuous Improvement Model	\$0.00
Utilize the District's "Putting the Pieces Together With the Sunshine State Standards: A Mathematics Resource for K-2 Teachers."	Principal Assistant Principal Classroom Teacher,	8/7/2006	5/30/2007	Continuous Improvement Model	\$0.00
Continue school-home compacts to ensure each child and parent participates in family mathematics activities.	Principal, Assistant Principal, Community Involvement Specialist	8/7/2006	5/30/2007	Continuous Improvement Model	\$0.00
Monitor student progress through the use of school-wide bi-weekly mathematics assessment in grade 1 and 2.	Principal, Assistant Principal, Community Involvement Specialist	8/30/2006	5/26/2007	Continuous Improvement Model	\$0.00
Utilize the Curriculum Pacing Guide to support the Scott Foresman Mathematics Program.	Principal, Assistant Principal, Reading Coach, Teachers	8/7/06	5/30/07	District Strategic Plan	\$0.00

### Research-Based Programs

- Scott Foresman Researched-Based Mathematics Program.
- "Putting the Pieces Together With the Sunshine State Standards: A Mathematics Resource for K-2 Teachers."
- Riverdeep.

## **Professional Development**

Teachers will participate in CRISS training provided by the District. They will also receive instruction in the use of hands-on mathematics activities. Acquisition of course objectives will be monitored through the maintenance of individual professional development notebooks and classroom instruction. Teachers will participate in Riverdeep training. Participation will be monitored based on student participation in the Riverdeep Program.

## **Evaluation**

The attainment of this goal will be measured based upon the percent of students achieving the 3rd and 4th Quartiles during the 2007 administration of the mathematics portion of the SAT-10.

## 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*

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

### **GOAL 3 STATEMENT:**

The students at Martin Luther King Elementary School will improve their writing skills.

### **Needs Assessment**

Based on the results of the District’s 2007 Writing Pretest, 68% of students in first grade and 38% of students in second grade scored “Non-Scorable”, and 27% of the students in first grade and 60% of students in second grade scored “Low”. The need is to increase the number of students scoring “Medium” or “High” in the 2007 District’s Writing Posttest.

### 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 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, 70% of students in first and second grade will score a medium or high as evidenced by the 2007 administration of the District's Writing Posttest.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Align writing instruction with topics, genres, and activities presented in the Houghton Mifflin Program.	Principal, Assistant Principal, Classroom Teacher, Reading Coach	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Administer monthly writing prompts (expository, narrative) in grades K-2.	Principal Assistant Principal, Reading Coach, Classroom Teacher,	8/7/2006	5/30/2007	District-wide literacy plan	\$0.00
Provide professional development activities in effective strategies for writing instruction.	Principal, Assistant Principal, Classroom Teacher, Reading Coach, District	8/7/2006	5/30/2007	District-wide literacy plan	\$0.00
Continue school-home compacts to ensure each child and parent participates in family writing activities.	Community Involvement Specialist	8/7/2006	5/30/2007	District-wide literacy plan	\$0.00

## Research-Based Programs

Houghton Mifflin "Legacy of Literacy"

## Professional Development

Teachers will participate in District and school-based training in effective writing strategies. Acquisition of course objectives will be monitored through the maintenance of individual professional development notebooks and classroom instruction. Teachers who have not yet done so will be encouraged to participate in the annual University of Miami/Miami-Dade County Public Schools Zelda Glazer Writing Institute.

## Evaluation

The attainment of this goal will be measured based on the number of students achieving a score of medium or high on the 2007 District Writing Post-Test.

## GOAL 4: SCIENCE

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

#### *Florida Education Priorities*

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

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*

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

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

The students at Martin Luther King Elementary School will improve their science skills.

### ***Needs Assessment***

Based on results of the 2006 school authored Science Pre-Test, 85% of second grade students did not achieve mastery. The data reflects a need to increase second grade students' performance on the 2007 Science Post-test.

## Measurable Objective

Given instruction based on the Sunshine State Standards, 25 percent of second grade students will score 65% or higher on the 2007 school authored Science Posttest.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Design and implement science experiment logs.	Principal, Assistant Principal, Classroom Teacher	08/7/06	5/30/2007	District Strategic Plan	\$0.00
Utilize the Harcourt Brace Science Program to promote science learning.	Principal, Assistant Principal, Classroom Teacher	08/7/06	05/30/07	District Strategic Plan	\$0.00
Provide professional development activities in effective strategies for science instruction.	Principal, Assistant Principal, District Classroom Teacher,	10/7/2005	05/30/7	District Strategic Plan	\$0.00
Increase the number of second grade students participating in the school and District Science Fair. Increase the number of pre-k – first grade students participating in classroom projects.	Principal, Assistant Principal, Classroom Teacher	8/7/06	05/30/07	District Strategic Plan	\$0.00
Implement the District's "Soaring to New Heights: A Resource Guide for K-2 Teachers."	Principal, Assistant Principal, Classroom Teacher	8/7/2006	5/30/2007	District Strategic Plan	\$0.00

### Research-Based Programs

Harcourt Brace Science Program  
Riverdeep

### Professional Development

Teachers will participate in School Improvement Zone generated professional development activities. The implementation of these activities will be monitored through the maintenance of individual professional development notebooks and classroom instruction.

## **Evaluation**

The achievement of this goal will be measured based on the number of students achieving a score of 65% or above on the 2007 school authored Science Post-Test.

## GOAL 5: PARENTAL INVOLVEMENT

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

#### *Florida Education Priorities*

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

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

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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 5 STATEMENT:***

The parents/guardians of Martin Luther King Elementary School will improve their participation as parent/guardian volunteers and become more involved with school-based programs/workshops.

### ***Needs Assessment***

Based on the 2005-2006 Parental Involvement Participation Log, the total number of parents/guardians attending school based programs/workshops was 283.



## Measurable Objective

Given the school-wide emphasis on parental and community involvement, the school will demonstrate a five percent increase in parent/guardian attendance to school-based programs/workshops as evidenced by comparing the 2007 Parental Involvement Participation Log to the previous year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide information and encourage participation relative to the District Parent Academy and other literacy initiatives that promote personal growth for parents.	Principal, Assistant Principal, Community Involvement Specialist, Counselor, Social Worker District Personnel	8/7/2006	05/30/07	District Strategic Plan	\$0.00
Increase positive parent-school communication through the use of student progress reports, flyers, report cards, newsletters, parent-teacher conferences, monthly calendars, telephone communication, and the distribution of District information.	Principal, Assistant Principal, Community Involvement, Social Worker, Counselor	8/7/2006	5/30/2007	District Strategic Plan	\$0.00
Incorporate the use of incentive programs to increase parental involvement and participation in groups including PTA, EESAC, Title I PAC/DAC, IEP committees, and AIP teams.	Principal, Assistant Principal Community Involvement Specialist, Reading Coach, Lead Teacher, Classroom Teachers Resource Teachers	8/30/2006	05/30/07	District Strategic Plan	\$0.00
Encourage and promote increased community involvement through collaboration with Dade Partners and the School Volunteer Program.	Principal, Assistant Principal Community Involvement Specialist, Counselor, Social Worker, District	8/7/2006	5/30/2007	Community Partnerships	\$0.00
Provide home visitations and other services utilizing the Community Involvement Specialist as a liaison between home, school and community.	Principal, Assistant Principal, Community Involvement	8/7/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize the Title I Parent Resource Center to provide need-based opportunities for on-site parental involvement activities as indicated by the Title I Parent Surveys.	Principal, Assistant Principal, Community Involvement Specialist, Regional Center III Personnel, District Personnel	8/7/2006	5/30/2007	District Strategic Plan	\$2000.00

## **Research-Based Programs**

Passport to Success

Florida Center for Reading Research (FCRR)

Parents-as-Partners-as-Learners (PaPaL)

## **Professional Development**

Provide monthly and/or quarterly parent school-based workshops with at least 25 percent parent participation over the course of the school year. Community Involvement Specialist and other key staff members will attend appropriate training related to parental involvement and parent workshops.

## **Evaluation**

The achievement of this goal will be measured based on the number of parents attending school based programs/workshops.

## GOAL 6: DISCIPLINE & SAFETY

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

#### *Florida Education Priorities*

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

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

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

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

Martin Luther King Elementary School will reduce the number of discipline related student case management referrals.

### ***Needs Assessment***

Based on student case management referral data from the 2005-2006 school year, 25 discipline related referrals were written. The data reflects a need to decrease the amount of disruptive student behavior during the current 2006-2007 school year.

## Measurable Objective

Given our goal to promote and maintain a safe learning environment, Martin Luther King Elementary School will decrease the amount of discipline related student case management referrals by three during the 2006-2007 school year as compared to 2005-2006 student case management discipline related referral data.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide students and teachers with demonstration lessons on district mandated Character Education Core Values, presented by Student Services personnel, to increase student knowledge of conflict-resolution skills which will in turn help to reduce the number of student case management discipline related referrals.	Principal, Assistant Principal, Counselor, Social Worker	8/7/2006	05/30/07	District Strategic Plan	\$0.00
Develop student conflict resolution skills through the incorporation of preventative educational components of the Youth Crime Watch program.	Principal,Assistant Principal,Counselor,Social Worker,Teachers,	8/7/2006	5/30/2007	District Strategic Plan	\$0.00
Train selected second grade students as peer mediators to lower the number of disciplinary referrals and simultaneously increase student competency and comfort with the utilization of conflict resolution skills.	Principal,Assistant Principal,Counselor,Social Worker,Teachers,	8/7/2006	5/30/2007	District Strategic Plan	\$0.00
Implement the district wide PIN (Proudly Infusing Nonviolence) curriculum to assist in lowering the number of discipline related referrals via the curriculum's focus on the incorporation of conflict resolution and anger management training for district specified grade levels.	Principal,Assistant Principal,Counselor,Social Worker,Teachers,	8/7/2006	5/30/2007	District Strategic Plan	\$0.00
Implement a school wide discipline program with key components that focus on positive feedback and reinforcement of appropriate behavior for all students.	Principal, Assistant Principal, Counselor, Social Worker	8/7/2006	5/30/2007	District Strategic Plan	\$0.00

## **Research-Based Programs**

District's PIN (Proudly Infusing Nonviolence) Curriculum  
District's Character Education Lesson Plans  
District's TRUST Substance Education Curriculum  
Youth Crime Watch Prevention Program Components  
Houghton Mifflin's Classroom Management Handbook

## **Professional Development**

Martin Luther King Elementary staff members will attend appropriate training related to classroom management and effective discipline strategies.

## **Evaluation**

As recorded in the student case management records, the number of discipline related referrals during the 2006-2007 school year will decrease by three as compared to the 2005-2006 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

*Miami-Dade County Public Schools*

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

**GOAL 7 STATEMENT:**

Our primary goal at Martin Luther King is to increase the number of staff members effectively utilizing technology for instructional and managerial purposes.

**Needs Assessment**

Based on a review of the electronicbook usage, 6% of the instructional staff is working at or above intermediate or advanced level.

## Measurable Objective

Given an emphasis on the use of technology, one hundred percent of the instructional staff will demonstrate intermediate or advanced Electronic Gradebook competencies.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide Training for Electronic Grade book to all classroom and special area teachers.	Principal, Assistant Principal, Gradebook Managers	8/7/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide training in advanced email use to decrease the amount of paper memos and increase the use technology as the primary source of communication.	Principal, Assistant Principal, Lead Teacher, Micro-System Technician	8/7/2006	5/30/2007	Continuous Improvement Model	\$0.00
Purchase laptops for instructional staff members in order to facilitate accessibility to the electronic gradebook.	Principal, Assistant Principal,	8/7/06	5/30/07	District Strategic Plan	\$10500.00
Develop an in-house assistance program to help trouble-shoot issues with the electronic gradebook	Principal, Assistant Principal, Gradebook Manager	8/7/06	5/30/07	Continuous Improvement Model	\$0.00
Become a wireless institution in order to facilitate access to the electronic gradebook and other educational applications.	Principal, Assistant Principal, Micro-System Technician.	8/7/2006	5/30/2007	District Strategic Plan	\$1000.00

## Research-Based Programs

National Education Technology Standards (NETS)

## Professional Development

Our faculty will receive appropriate professional development in the use of the electronic gradebook.

## Evaluation

The attainment of this goal will be measured by reviewing the applications used in the electronic gradebook during the 2006-2007 school year.

## GOAL 8: HEALTH & PHYSICAL FITNESS

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

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

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

Martin Luther King Elementary will maintain or increase second grade students' running skills, with an emphasis on becoming more proficient in health-related fitness, physical competence, and cognitive understanding about physical activity so they can adopt healthy and physically active lifestyles.

### ***Needs Assessment***

Based on the 2006 FITNESSGRAM data, 35 percent of the students in second grade were recipients of gold and silver awards.



## Measurable Objective

Given instruction based on the Miami-Dade County Public Schools mandatory FITNESSGRAM standards, 50 percent of second grade students will obtain gold awards on the 2007 FITNESSGRAM Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Monitor and coordinate the "Walk Safe" Program in conjunction with the school site "Walk Safe" Committee.	Principal, Assistant Principal, Physical Education Teacher, Walk Safe Committee	8/7/2006	5/30/2007	Continuous Improvement Model	\$0.00
Coordinate and monitor the "Jump Rope for Heart" Program and encourage participation from all second grade students.	Principal,Assistant PrincipalPhysical Education Teacher	8/7/2006	5/30/2007	Continuous Improvement Model	\$0.00
Conduct the American Red Cross' "WHALE TALES" Program to encourage water safety.	Principal,Assistant Principal,Physical Education Teacher,Classroom Teachers	08/07/06	5/30/07	District Strategic Plan	\$0.00
Utilize the FITNESSGRAM and administer a pretest to determine students' baseline measures.	Principal, Assistant Principal, Physical Education Teacher	8/7/2006	5/30/2007	Continuous Improvement Model	\$0.00
Coordinate "Field Day" activities for all grade levels.	Principal, Assistant Principal, Field Day Committee, Classroom Teachers	5/7/2006	5/30/2007	Continuous Improvement Model	\$0.00

## Research-Based Programs

FITNESSGRAM

## Professional Development

The physical education teacher will participate in District-sponsored trainings related to health, safety and physical fitness. Acquisition of course goals will be monitored through classroom instruction.

## **Evaluation**

Martin Luther King will administer a pre and post test of the FITNESSGRAM to all second grade students.

## GOAL 9: ELECTIVES & SPECIAL AREAS

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

*Florida Education Priorities*

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

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

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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:**

At Martin Luther King Elementary, students in kindergarten through second grade will participate in various activities that enhance and showcase their creativity and talent.

**Needs Assessment**

Based on last year's events, there is a need to increase the number of extra-curricular activities sponsored by the school.

## Measurable Objective

Given an emphasis on the benefits of students participating in events showcasing Martin Luther King students, the number of events will increase by 10 percent during the 2006-2007 school year as compared to the 2005-2006 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Increase the amount of in-county fieldtrips to promote cultural awareness in grades K-2.	Principal, Assistant Principal, Teachers, Special Area Teachers	8/7/2006	5/30/2007	District Strategic Plan	\$3000.00
Increase student participation in contests, oratorical, school-wide and district wide projects.	Principal,Assistant Principal,Reading CoachTeachers,	8/7/2006	5/30/2007	District Strategic Plan	\$0.00
Display monthly projects in the library, cafeteria, and parent center.	Principal, Assistant Principal, Special Area Teachers, Teachers	8/7/2006	5/30/2007	District Strategic Plan	\$0.00
Create special area clubs that will perform throughout the school year.	Principal,Assistant Principal, Special Area Teachers, Paraprofessionals Selected Teachers	8/7/2006	5/30/2007	District Strategic Plan	\$0.00
Continue utilizing the before and after school services provided by Easter Seals, Inc., to enhance reading skills as well as provide culturally enriching activities for first and second grade students.	Principal, Assistant Principal, Teachers, Facilitators, ParaprofessionalsSelected Teachers	8/7/2006	5/30/2007	District Strategic Plan	\$0.00

### Research-Based Programs

N/A

### Professional Development

Special area teachers and activity sponsors will attend workshops related to the implementation of their area of specialization. Acquisition of course objectives will be monitored through the maintenance of classroom instruction.

## **Evaluation**

This objective will be evaluated by comparing the number of events showcasing Martin Luther King students during the 2005-2006 school year to the 2006-2007 school year.

## GOAL 10: RETURN ON INVESTMENT

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

*Florida Education Priorities*

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

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

*Miami-Dade County Public Schools*

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

***GOAL 10 STATEMENT:***

Return on Investment

***Needs Assessment***

Martin Luther King Elementary will demonstrate efforts to improve student performance in a fiscally efficient manner.

## Measurable Objective

Martin Luther King will improve the performance of students utilizing the Waterford Early Reading Program as evidenced by 25% of students completing their assigned level.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Use student data analysis results to find or construct more effective educational strategies that fit the need of students and staff.	Principal, Assistant Principal, Lead Teacher	8/7/06	5/30/07	District Strategic Plan	\$0.00
Identify lowest quartile students early and provide additional assistance.	Principal, Assistant Principal, Lead Teacher	8/7/06	5/30/07	District Strategic Plan	\$0.00
Install six additional computers to the Waterford Early Reading Program to increase student usage.	Principal, Assistant Principal, Lead Teacher	8/7/06	5/30/07	District Strategic Plan	\$8386.50
Continue to provide high quality teacher professional development and monitor its implementation.	Principal, Assistant Principal, Lead Teacher	8/7/06	5/30/07	District Strategic Plan	\$6000.00
Upgrade the Waterford Earlier reading Program to the latest version.	Principal, Assistant Principal, Lead Teacher	8/7/06	5/30/07	District Strategic Plan	\$10000.00

### Research-Based Programs

N/A

### Professional Development

Teachers will be trained on the budget distributions of the I choose! Program.

### Evaluation

The percentage of students completing the assigned level on the Waterford reading Program will be divided by the program cost during the 2006-2007

## *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:***

Currently the balance of the EESAC buget is \$3,007.00

### ***Training:***

The EESAC team will participate in budget trainings related to EESAC and other workshops related to the School Improvement Plan.

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

At the monthly EESAC meeting, EESAC is made aware of all curriculum activities throughout the school. Also, the Media Specialist would like for EESAC to renew subscription of magazines currently being used for parental and students' services in the Media Center. The committee has agreed to use portions of the budget to help support school wide initiatives.

### ***Technology:***

We are an I Choose! School that uses the Waterford early Reading Program in all grade levels. Currently, 90% of our staff and students use technology on a daily consistent basis. We are part of the Electronic grade book 1st wave schools and currently have a variety of computer-based reading and math programs that are being utilized throughout the school. Computers are in every classroom and are connected by a common server that operates on a common network.

### ***Staffing:***

All teachers at Martin Luther King Elementary School are required to take fifty-eight (58) hours of professional development as part of the School Improvement Zone initiative. Teachers are required to maintain appropriate certification through professional development classes. Also, they are encouraged to attend professional development classes that will keep them current on educational research, strategies, and practices.

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

Student Services updates are provided at each scheduled meeting. Currently, Martin Luther King Elementary has the following programs: Varying Exceptionalities, Speech and Language, Student Development Team. Many outside agencies service students at our school.



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

EESAC funds the purchases of books that are utilized for students as incentives for Perfect Attendance, "Caught Reading", and testing preparation materials.

***Benchmarking:***

EESAC meets on a monthly basis to make sure the School Improvement Plan strategies and evaluation is discussed and implemented throughout the school. For example, EESAC fully supports Martin Luther King's efforts and initiatives to collaborate with the Melissa Institute and The Literacy Diet Program. EESAC supports our participation in the district's Action Research initiative. It also, supports our nomination for the "Best Practices Award" for effective continuous use of the Waterford Early Reading Program given by the Waterford Institute.

***School Safety & Discipline:***

Martin Luther King Elementary School has currently implemented a school-wide discipline and behavior management plan. This plan is utilized throughout PreK-2 grade. Students and parents have received copies of the "Code of Student Conduct" book.

## *Budget Summary*

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Goal 1: Reading	\$40,280.00
Goal 2: Mathematics	\$0.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$0.00
Goal 5: Parental Involvement	\$2,000.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$11,500.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$3,000.00
Goal 10: Return On Investment	\$24,386.50
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<b>Total:</b>	<b>\$81,166.50</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:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*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*