
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 3101 - Frank Crawford Martin Elementary School

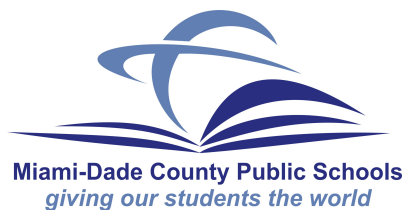
FeederPattern: Miami Palmetto Senior

Region: Regional Center V

District: 13 - Miami-Dade

Principal: Pamela Brown

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

Frank Crawford Martin Elementary School

Frank C. Martin K-8 Center is unique in that it serves students in prekindergarten and kindergarten and is an International Baccalaureate Primary Years Programme (PYP) magnet for students in first through fifth grades. In addition to PYP, Frank C. Martin K-8 Center is currently in the early stages of applying for the Middle Years Programme (MYP) for students in grades six through eight. The school offers a gifted program for students in the second through sixth grades in the subjects of science and mathematics.

The school is located on a 15-acre campus in the community of Richmond Heights. This small but thriving community consists primarily of business and professional people. The community also features a county park that is adjacent to the school.

Frank C. Martin K-8 Center's faculty and staff have developed 10 specific objectives to guide school improvement in the 2006/2007 school year. In order to achieve these objectives, well-chosen strategies have been proposed. The objectives and strategies will complement our mission to advance the academic, emotional, social and physical well-being of students in a supportive, creative and flexible environment where children learn to think compassionately and think to learn globally.

Frank C. Martin K-8 Center has been recognized with numerous awards and achievements. In 2004, the Department of Education recognized the school with the prestigious, "No Child Left Behind Blue Ribbon School" award. The school has also been recognized nationally by Magnet Schools of America and awarded both the Excellence and Distinguished awards. Additionally, the school has also received an "A" rating six times by the Florida Department of Education.

Given instruction based on the Sunshine State Standards, students in grades three through six will maintain or improve their reading skills as evidenced by 93% scoring at a Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in grades three through six will maintain or improve their mathematics skills as evidenced by 95% scoring at a Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade four will increase their writing skills as evidenced by 87% achieving 3.5 or higher on the 2007 administration of the FCAT.

Given instruction based on the Sunshine State Standards, students in grade five will maintain or improve their science skills as evidenced by 82% scoring at a Level 3 or higher on the 2007 administration of the FCAT Science Test.

Given the school wide emphasis on parental and community involvement, the school will demonstrate a 5% increase in parental and community involvement as evidenced by a comparison of the hourly logs for the 2005-2006 and 2006-2007 school years.

Given an emphasis on a safe and orderly environment of the School Climate Survey, the school will increase in the percentage of students perception of safety as evidenced by 90% on the 2007 School Climate Survey.

Given an emphasis on the use of technology in education, students in grades 3-5 will augment their usage of the FCAT Explorer Program as evidenced by 10% increase from a baseline of the first quarter of the 2006-2007 school year using monthly reports generated by the FCAT Explorer Program.

Given instruction based on the M-DCPS Fitness Gram standards, students in grades four through five will improve their running skills as evidenced by 50% of the students meeting high standards in running the one mile test on the 2006-2007 administration of the Fitness Gram Test.

Given instruction based on the Sunshine State Standards in Theater Education, 95% of Sixth Grade students will develop and/or perform in dramatic presentations as evidenced by participation in school site performances.

Frank C. Martin K-8 Center will maintain or improve its percentile ranking on the next State of Florida ROI index publication as evidenced by ninety-four percent.

Although Frank C. Martin K-8 Center's faculty and staff rated five categories out of seven at a mean score of 4 points or above on a 5 point scale on the recent Organizational Performance Improvement Snapshot (OPIS) Survey, we have identified two categories of focus. Two areas of focus are Strategic Planning (3.8) and Process Management (3.9). Specifically with Strategic Planning item 2a (3.5): As it plans for the future, my work location asks for my ideas and Process Management. Specifically with Process Management, 6a (3.5): I can get all of the resources I need to do my job. As we continue to educate the minds and hearts of our children, Frank C. Martin K-8 Center continues to create avenues for all stakeholders in the school wide planning and decision making process to meet the needs of the school community.

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.

Frank Crawford Martin Elementary School

VISION

Frank C. Martin International K-8 Center provides students with an internationally recognized curriculum. This curriculum incorporates world-class standards that empower students to actively participate in the learning process and acquire and exhibit positive attitudes. Students are enabled to become model citizens of our diverse world.

MISSION

All stakeholders are committed to the advancement of students' academic, emotional, social and physical well being within a supportive, creative, and flexible environment in which children learn to think compassionately and think to learn globally.

CORE VALUES

Appreciation, Commitment, Confidence, Cooperation, Creativity, Curiosity, Empathy, Enthusiasm, Independence, Integrity, Respect and Tolerance.

School Demographics

Frank C. Martin K-8 Center is a public, non-profit governmental organization in the M-DCPS System. Frank C. Martin K-8 Center is located on fifteen acres of land in the Richmond Heights community in Miami-Dade County. The current enrollment at Frank C. Martin K-8 Center is 879 students. The student body reflects a diverse ethnic background. The ethnic/racial makeup of the student population is 56% Black, 19.5% Hispanic, 13.1% White, 7% Multiracial, 4% Asian, and .4% Native American. Frank C. Martin K-8 Center is a magnet school for students in grades 1-6 that provides the International Baccalaureate Primary Years Programme (IB/PYP). In addition, Frank C. Martin K-8 Center houses a neighborhood kindergarten program which also participates in the PYP. The PYP is an inquiry based, comprehensive approach to teaching and learning that focuses on the development of the whole child. With an international focus, it addresses the academic, social, physical, emotional and cultural needs of the students. The IBO requires Frank C. Martin K-8 Center to evaluate students through the use of the IBO Student Profile (SP), which promotes the development of an international student.

Frank C. Martin K-8 Center consists of 82 full time employees. Of these 82 employees, 35% are Hispanic, 31% are Black, 27% are White, 6% are Asian/Multiracial, and 1% Native American. These include three administrators, two lead teachers, one guidance counselor, one trust specialist, 52 classroom teachers, four exceptional student education teachers, two physical education teachers, one art teacher and one itinerant art teacher, one music teacher and one itinerant music teacher, one microsystems technologist, one paraprofessional, six clerical employees, one cafeteria manager, one head custodian, and three custodial employees. In addition, there are 12 part-time staff members. These include one counselor/parent resource representative, four paraprofessionals, three cafeteria employees, two custodians and two security guards. Of the administrative and instructional staff, 41% hold advanced degrees collectively. In addition, two faculty members are currently seeking Doctoral degrees and two are seeking Master's degrees. Five teachers are National Board Certified and five are currently seeking National Board Certification.

Frank C. Martin K-8 Center's strength is that it offers its students an integrated subject curriculum with a global perspective. It encompasses a rigorous curriculum that includes experimental sciences, mathematics, technology, personal/social/physical education, social studies and the arts, a second modern language study (French or Spanish), and international and community service projects to promote international understanding and responsible citizenship. Frank C. Martin K-8 Center offers the Primary Years Programme at the elementary level, and is currently seeking to meet the needs of the secondary school students by applying to offer the IB Middle Years Programme.

Frank C. Martin K-8 Center receives a majority of its competition from elementary schools within the Palmetto Feeder Pattern. This feeder pattern encompasses elementary and middle schools whose students will attend Miami Palmetto Senior High School. All schools in this feeder pattern have been designated a rating of "A" or "B" by the Florida Department Of Education. In addition, several private schools draw students from the Richmond Heights area. Other competitors of our school are those that offer magnet themes such as fine arts and international education.

School Foundation

Leadership:

Based on the findings of the Organizational Performance Improvement Snapshot (OPIS) Survey the Frank C. Martin K-8 Center's Faculty/Staff feel that the leadership sets the direction for the school, shares the mission and vision of the school, creates a positive working environment, and frequently involves its employees in the day to day operation of the school. On a scale from one to five the school scored an average of 4.2 in the area of Leadership, with five being the highest and one being the lowest score on the survey. Frank C. Martin K-8 Center's Faculty/Staff would like to become more involved in the day to day organizational matters of the school. This will be accomplished through monthly team leader meetings where representatives from grade levels and special areas will meet to discuss and share ideas for school initiatives.

District Strategic Planning Alignment:

Based on the findings of the Organizational Performance Improvement Snapshot Survey the Frank C. Martin K-8 Center's Faculty/Staff feel that they are frequently involved in the development of goals and objectives of the school. On a scale from one to five the school scored an average of 3.9 in the area of District Strategic Planning Alignment, with five being the highest and one being the lowest score on the survey. Frank C. Martin K-8 Center's Faculty/Staff would like to become more involved as the development of goals occurs during the school year. This will be accomplished through daily collaborative planning and vertical/horizontal articulation.

Stakeholder Engagement:

Based on the findings of the Organizational Performance Improvement Snapshot Survey the Frank C. Martin K-8 Center's Faculty/Staff strongly feel that the stakeholders in the school are generally satisfied with Faculty/Staff performance. The Faculty/Staff feel that their customers are important and they routinely communicate with them. On a scale from one to five Frank C. Martin K-8 Center scored an average of 4.3 in the area of Stakeholder Engagement, with five being the highest and one being the lowest score on the survey.

Faculty & Staff:

Based on the findings of the Organizational Performance Improvement Snapshot Survey the Frank C. Martin International K-8 Center's Faculty/Staff feel that frequently there is a team approach to the overall function of the school. Frank C. Martin Elementary is unique in the sense that it offers cooperative planning times daily for all the teachers. It is during this time that veteran teachers have the opportunity to mentor the new teachers on the staff. On a scale from one to five Frank C. Martin International K-8 Center scored an average of 4.0 in this area, with five being the highest and one being the lowest score on the survey.

Data/Information/Knowledge Management:

Based on the findings of the Organizational Performance Improvement Snapshot Survey the Frank C. Martin International K-8 Center's Faculty/Staff strongly feel that they utilize the data given to them to measure the quality of their work, monitor the progress of that work and make adjustments when deemed necessary. In addition, the survey indicates that the Faculty/Staff acquire information needed to monitor their progress and also monitor school functions. On a scale from one to five Frank C. Martin International K-8 Center scored an average of 4.3 in the area

of Data/Information/Knowledge Management, with five being the highest and one being the lowest score on the survey.

Education Design:

Based on the findings of the Organizational Performance Improvement Snapshot Survey the Frank C. Martin K-8 Center's Faculty/Staff feel that they have control over the work process and that they collect information about their quality of work. They feel there is a process for completing their work and they have access to various resources in order to successfully complete their job. The school has established and is currently using the Continuous Improvement Model, (Plan-Do-Study-Act). On a scale from one to five Frank C. Martin K-8 Center scored an average of 3.9 in the area of Education Design, with five being the highest and one being the lowest score on the survey.

The school's strength is that it offers its students an integrated subject curriculum with a global perspective. It encompasses a rigorous curriculum to include experimental sciences, mathematics, technology, personal/social/physical education, social studies and the arts, a second modern language study (French or Spanish), and international and community service projects to promote international understanding and responsible citizenship.

Performance Results:

Based on the findings of the Organizational Performance Improvement Snapshot Survey the Frank C. Martin K-8 Center's Faculty/Staff feel that their work is of high quality and their customers are satisfied with their work. Faculty/Staff felt they knew less about the financial workings of the school. The survey indicates that Faculty/Staff feel that our organization does a better than average job on utilizing their time and talents. On a scale from one to five the school scored an average of 4.0 in this area, with five being the highest and one being the lowest score on the survey.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

Students at Frank C. Martin K-8 Center will make annual learning gains to acquire the skills, knowledge, and competencies needed to master state and federal standards in the area of reading and continued success throughout their secondary education.

Needs Assessment

Scores on the 2006 FCAT Reading Test indicates that Ninety-three percent of the students in grades three through five have scored at or above achievement Level 3. Although students at Frank C. Martin K-8 Center continue to maintain or improve high standards based on a three year trend, an analysis of content data reveals that stronger achievement patterns are needed in the areas of comparison (75%) and reference/research (75%). The content analysis also uncovered that students in grades three through five are more successful in the areas of words/phrases and main idea/purpose.

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 maintain or improve their reading skills as evidenced by 93% scoring at a Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Use District's Interim Assessments to enhance progress monitoring efforts.	Administrator Reading Leader	10/06/2006	5/30/2007	District Strategic Plan	\$0.00
Provide workshops for parents to teach strategies to assist with reading at home (e.g. Echo reading, read and retell, etc.)	Administrator, Reading Leader	11/1/2006	11/30/2006	District Strategic Plan	\$0.00
Using Students Performance Indicator data and the Continuous Improvement Model, teachers will review student data to differentiate instruction for low performing students.	Teachers	08/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement co-teaching in designated grade levels to reduce class size and promote more instructional productivity.	Administrator, Teachers	08/14/2006	5/30/2007	District Strategic Plan	\$0.00
Establish an enrichment time within the master schedule to address content areas in reading (grades 1-4)	Administrator	08/24/2006	5/30/2007	District Strategic Plan	\$0.00
Provide additional technology and literature resources in the classroom to maintain or increase reading skills when appropriate for high achieving students in reading.	Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Provide professional development to promote recommended strategies for the CRRP and CRISS in developing reading content skills with special emphasis on reference/research and comparison.	All Teachers, Reading Leader, Media Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$360.00
Identify students in the lowest quartile and implement extended learning before and/or after school and on Saturdays to remediate deficient content skills in mathematics (grades 3-6). In addition, offer extended learning program in grades 1-2 to remediate content skill areas.	Administrator Selected Teachers	10/03/2006	5/08/2007	District Strategic Plan	\$4500.00
Use STAR Reading as a supplement to the	Teachers, Media Specialist	8/14/2006	5/30/2007	District Strategic	\$0.00

Accelerated Reader Program to assess and monitor reading levels in addition to FCAT Explorer and RiverDeep.		Plan	
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Research-Based Programs

Houghton Mifflin Reading series K-5, Blast Off Florida Reading (Grades 3-5), Aim Higher Reading (5th Grade), and Soar to Success.

Professional Development

Classroom Teachers will receive training by the media specialist specifically geared toward teaching reference and research skills.

Additional workshops will be sought at the district level to target FCAT performance strands.

New teachers will attend CRISS and the Comprehensive Research-Based Reading Plan training.

Reading Leader will provide Houghton Mifflin professional development training for all teachers.

Evaluation

This objective will be monitored on a quarterly basis using some or all of the following, as appropriate: STAR Reading Diagnostic Tests, District Interim Assessments, Houghton Mifflin Reading series FCAT Practice, Harcourt Horizons Social Studies Florida Reading Support and Test Prep. Curriculum will be modified as needed. Summative evaluation will be the results of the 2007 FCAT Reading Test.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

Students at Frank C. Martin K-8 Center will make annual learning gains to acquire the skills, knowledge, and competencies needed to master state and federal standards in the area of mathematics and continued success throughout their secondary education.

Needs Assessment

Scores on the 2006 FCAT Mathematics Test indicates that Ninety-five percent of the students in grades three through five have scored at or above achievement Level 3. Although students at Frank C. Martin K-8 Center continue to maintain or improve high standards based on a three year trend, an analysis of content data reveals that stronger achievement patterns are needed in the areas of number sense (70%), grade four and five, and geometry (70%), grade three through five. The content analysis also uncovered that students in grades three through five are more successful in the areas of measurement, algebraic thinking, and data analysis.

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 maintain or improve their mathematics skills as evidenced by 95% scoring at a Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Offer Math Confidence counseling to build student self-esteem and mathematics security; assign Faculty Mentors to low performing students to offer support and encouragement in math.	Administrator, Counselor, Teachers	10/1/2006	5/4/2007	District Strategic Plan	\$0.00
Implement Daily FCAT Mathematics Practice to introduce and/or remediate mathematics benchmark skills and Aim Higher! Mathematics as an instructional tool to supplement daily classroom mathematics instruction.	Fifth Grade Teachers	8/15/2006	5/30/2007	District Strategic Plan	\$0.00
Provide additional technology and literature resources in the classroom to maintain or increase mathematics skills when appropriate for high achieving students in mathematics.	Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Using Student Performance Indicator system and the Continuous Improvement Model, teachers will use data to differentiate instructions and enhance teaching and learning by utilizing strategies such as cooperative learning, mentoring, and peer tutoring.	All Teachers	09/14/2006	05/30/2007	District Strategic Plan	\$0.00
Provide and support Riverdeep and/or FCAT Explorer for instruction and enrichment in specific mathematics benchmark areas, and to improve student achievement on mathematics assessment.	Classroom Teachers (K-6), Teacher Technology Trainer	10/2/2006	05/30/2007	District Strategic Plan	\$0.00
Assign resource teacher to work with low performing students in mathematics to increase math skills using a pull-out model. (Grades 2-4).	Resource Teacher	09/14/2006	05/30/2007	District Strategic Plan	\$0.00
Initiate a Math Club for interested students to increase their math awareness and develop or advance their skills. Math Club will focus on	PTA, Teachers	12/04/2006	5/18/2007	District Strategic Plan	\$0.00

all math strands using Math Superstars.					
Establish an enrichment time within the master schedule to address number sense and geometry content areas (grade 3&4). Implement grade level theme to address number sense and geometry content in grades 5&6.	Administration Grade 4-6 Math Teachers	09/14/2006	05/30/2007	District Strategic Plan	\$0.00
Identify students in the lowest quartile and implement extended learning before and/or after school and on Saturdays to remediate deficient content skills in mathematics (grades 3-6).	Administrator, Selected Teachers	10/1/2006	4/20/2007	District Strategic Plan	\$4500.00

Research-Based Programs

Everyday Mathematics, Measuring Up! Mathematics, Aim Higher Math, Blast Off Florida Math

Professional Development

Peer training on the effective use of the Everyday Mathematics instructional text will be provided for teachers new to Frank C. Martin Elementary.

Training on the use of FCAT Explorer as a test preparation tool to help prepare and remediate students for the state standardized assessment will be offered to all Mathematics teachers.

Professional development will be sought for implementing the use of manipulatives in the mathematics classroom, and in all areas of mathematics instruction.

Evaluation

This objective will be monitored on a quarterly basis using some or all of the following, as appropriate: STAR Mathematics Diagnostic Tests, District Interim Assessments, Everyday Mathematics pre and post-tests, FCAT Explorer, Riverdeep, Aim Higher Mathematics diagnostic, pre and post-tests, Blast Off Florida Mathematics unit, pre, and post tests. Summative evaluation will be the results of the 2007 FCAT Mathematics Test.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

Students at Frank C. Martin K-8 Center will make annual learning gains to acquire the skills, knowledge, and competencies needed to master state and federal standards in the area of writing and continued success throughout their secondary education.

Needs Assessment

Scores on the 2006 FCAT Writing Test indicate that eighty-six percent of the students in grade four scored at or above achievement Level 3.5 with a mean score of 4.1. Scores also indicates a six percentage point decrease in the number of students achieving 3.5 or higher when compared to the 2005 FCAT Writing results. In addition, fourth grade students had more success with expository writing. Stronger achievement patterns are needed with narrative 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 increase their writing skills as evidenced by 87% achieving 3.5 or higher on the 2007 administration of the FCAT.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize CRISS strategies in journal writing across the curriculum to encourage daily writing fluency.	Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Offer a parent workshop during Parent Curriculum Night to teach parents ways to help their children become better writers.	Team Leaders, Grades 3 & 4	11/1/2006	11/30/2006	District Strategic Plan	\$0.00
Provide students with writing activities and explicit instruction to use the writing rubric in order to compare and evaluate their own and other students' writing samples.	Classroom Teachers Grades 3-6	8/15/2006	5/30/2007	District Strategic Plan	\$0.00
Establish baseline data using the District's pre/post test to enhance progress monitoring for students in grades one through six to guide instructions.	Administrator, Teachers	09/18/06	05/04/07	District Strategic Plan	\$0.00
Increase writing opportunities across the curriculum by implementing a variety of writing styles in foreign language, resource, and special area classes.	Special Area Teachers Foreign Language Teachers	10/02/2006	05/30/2007	District Strategic Plan	\$0.00
Organize a writing committee to run an incentive program for writing to enhance students' writing skills.	Fourth Grade Teachers	11/01/2006	05/30/2007	District Strategic Plan	\$0.00
Use the six point rubric to holistically score student writing in grades 3-6). Use the 3 point rubric in grades 1&2.	Teachers	09/08/2006	05/30/2007	District Strategic Plan	\$0.00
Establish an enrichment time within the master schedule to address needs in all essay styles with emphasis on narrative writing. (Grades 1-4)	Administrator, Teachers (grade 1-4)	09/14/2006	05/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

M-DCPS FCAT Writing+ Program, Write Source Language Program, Write on Track, Writer's Express

Professional Development

District workshops will be sought for new teachers to be trained in CRISS strategies and holistic scoring, and to keep veteran teachers up to date on best practices.

Evaluation

This objective will be evaluated using the results of the 2007 Florida Comprehensive Assessment Writing+ Test. Evaluations will also derive from the District's pre/post writing 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 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 type="checkbox"/>

GOAL 4 STATEMENT:

Students at Frank C. Martin K-8 Center will make annual learning gains to acquire the skills, knowledge, and competencies needed to master state and federal standards in the area of science and continued success throughout their secondary education.

Needs Assessment

Scores on the 2006 FCAT Science Test indicates that seventy percent of the fifth grade students have scored at or above achievement Level 3. An analysis of content data reveals that stronger achievement patterns are needed in the areas of earth space (57%) and scientific thinking (67%). Fifth grade students had more success in the areas of physical/chemical, and life/environment.

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade five will maintain or improve their science skills as evidenced by 82% scoring at a Level 3 or higher on the 2007 administration of the FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide hands-on activities that integrate science and mathematics.	Classroom Teachers, Resource Teachers, Grade 1-6	8/8/2006	5/30/2007	District Strategic Plan	\$0.00
Using Student Performance data and the CIM teachers will develop lessons utilizing techniques modeled on CRISS science and math strategies. As well as focus instruction in earth/space and scientific thinking.	Science Teachers	8/22/2006	5/30/2007	District Strategic Plan	\$0.00
Use FOSS for hands-on scientific exploration in all grades.	Classroom Teachers, Resource Teachers, Grade 1-6	8/15/2006	05/19/07	District Strategic Plan	\$500.00
Assign resource teacher to work with low performing students in science to increase science skills using a pull-out model in grades three and four. Implement science labs for second grade students.	Resource Teachers	09/18/2006	05/30/2007	District Strategic Plan	\$0.00
Use FCAT Science Jump Start to increase the students science skills. In addition, increase vocabulary in science by developing vocabulary reference cards.	5th Grade Classroom & Resource Teachers	9/26/2006	5/5/2007	District Strategic Plan	\$0.00

Research-Based Programs

McGraw-Hill Science (K-5), FOSS Science Program Modules (K-5), Science Jumpstart (Grade 5).

Professional Development

District workshops will be sought to help teachers in the area of Scientific Thinking.

New teachers will be trained on the use of the FOSS materials as well as observing model teaching by experienced teachers using the scientific method.

Evaluation

This objective will be evaluated using the results of the 2007 FCAT Science Test. Progress will be monitored utilizing the site-authored science tests and Blast Off Science diagnostic and unit pre and post-tests.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 5 STATEMENT:

Parents of Frank C. Martin K-8 Center will be provided with opportunities and encouraged to participate in a range of activities within the school. Through these activities, parents will gain knowledge of the school community, develop skills needed to assist their child with their academic and social well-being while building a stronger bond between home and school.

Needs Assessment

Data collected from the 2006 School Climate Survey indicate that fifty-six percent of the parents selected returned the survey. Ninety-four percent of the parents responding to the School Climate Survey indicated that the overall climate at Frank C. Martin K-8 Center was positive and helped children learn. In addition, ninety percent of the parents indicated that, "Teachers do their best to include me in matters directly affecting my child's progress in school".

Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate a 5% increase in parental and community involvement as evidenced by a comparison of the hourly logs for the 2005-2006 and 2006-2007 school years.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide parent classes and workshops based on results of parent surveys and teacher surveys, to include instruction on home-learning support with focus on K-2.	PTA Parent Advocate Team Leaders Teachers K-2.	11/1/2006	5/5/2007	District Strategic Plan	\$0.00
Provide parents with materials by hard copy and/or e-mail, to include: videos, brochures, event notices, MDCPS and FDOE informational publications.	PTA Parent Advocate	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Establish representation for each class via parent liasons.	PTA Parent Advocate Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Continue to support a Parent Advocate position for a minimum of two hours a day, five days a week.	PTA Administrator Parent Advocate	8/14/2006	5/30/2007	District Strategic Plan	\$12000.00
Meet with Room parents/liasons at the beginning of each grading period for planning involvement and promoting courses through The Parent Academy.	PTA Parent Advocate	10/31/2006	5/10/2007	District Strategic Plan	\$0.00

Research-Based Programs

The Parent's Institute

Sunburst Series from Houghton Mifflin

Framework from the National Council of PTA

Professional Development

Faculty and staff will be trained on site by the Parent Advocate expert on research-based positive methods to improve parental involvement and communication.

Evaluation

Evaluation for this goal will consist of parents accessing the Parent Resource Center by using baseline data from the 2006 school year, volunteer hours, and the results of the 2007 School Climate Survey.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

GOAL 6 STATEMENT:

Frank C. Martin K-8 Center will continue to provide a safe and productive learning environment.

Needs Assessment

Data collected from the 2006 School Climate Survey indicate that eighty-nine percent of the students responding to the School Climate Survey indicated that, "I feel safe at my school". The results indicates a one percentage point decrease comparing the 2005 results. Stronger efforts must be placed on ensuring our students are safe and that they feel a sense of security within our school.

Measurable Objective

Given an emphasis on a safe and orderly environment of the School Climate Survey, the school will increase in the percentage of students perception of safety as evidenced by 90% on the 2007 School Climate Survey.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Monitor quarterly Student Case Management System Report. Evaluate data and develop strategies with the Discipline Committee.	Administrator	8/14/2006	05/30/2007	District Strategic Plan	\$0.00
Conference with teacher, parents, student and counselor in order to redirect behavior.	Classroom Teachers, Counselor	8/14/2006	05/30/2007	District Strategic Plan	\$0.00
Review and implement the School Wide Discipline Plan with faculty and staff, students, and parents.	Administrator, Lead Teacher, Counselor, Classroom Teachers	8/14/2006	05/30/2007	District Strategic Plan	\$0.00
Conduct classroom activities to educate students on code red and code yellow and their role in such cases.	Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize peer mediator to redirect inappropriate student behavior.	Counselor	8/14/2006	05/30/2007	District Strategic Plan	\$0.00
Implement a school safety patrol program.	Physical Education Teacher	8/14/2006	05/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

AAA Safety Patrols

D.A.R.E

Professional Development

Administration will attend District workshops regarding School Code of Conduct.

All teachers will be provided with the opportunity to review/revise the School Wide Discipline Plan. In addition, new teachers will be mentored in the implementation of the School Wide Discipline Plan by their grade/department team members.

Select administrators and faculty members will attend Critical Response Incident trainings.

Evaluation

This goal will be evaluated by comparing the results of the 2007 School Climate Survey to the 2006 School Climate Survey.

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

Miami-Dade County Public Schools

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

GOAL 7 STATEMENT:

Given technology instruction, students will improve the necessary skills to increase their technological proficiency, and improve their Reading and mathematics skills through the use of instructional software.

Needs Assessment

The results of the 2006 FCAT indicate that although ninety-three percent of the students in reading and ninety-five percent of the students in mathematics in grades three through five are on FCAT achievement Level 3 or above, content area data shows that our students need stronger achievement patterns in mathematic(number sense (70%)grade four and five, and geometry (70%)grade three through five), and in reading (comparison (75%)and reference/research (75%). The FCAT Explorer Program will be utilized as a technology resource to enhance student achievement in mathematics and reading.

Measurable Objective

Given an emphasis on the use of technology in education, students in grades 3-5 will augment their usage of the FCAT Explorer Program as evidenced by 10% increase from a baseline of the first quarter of the 2006-2007 school year using monthly reports generated by the FCAT Explorer Program.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Enroll students in FCAT Explorer on-line reading program (Grade 3 & 4) and FCAT Explorer on-line math program (grade 5).	Homeroom and Resource Teachers, Grades 3-5	10/31/2006	4/27/2007	District Strategic Plan	\$0.00
Utilize interactive on-line tools such as BrainPOP to promote interest in computer literacy while delivering curriculum.	All Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$900.00
Instruct grade 3 students in basic word processing.	Grade 3 Teachers, Media Specialist	04/5/2007	05/18/2007	District Strategic Plan	\$0.00
Enroll students in grades K through 6 in the Riverdeep on-line reading and math program.	Homeroom Teachers, Resource Teachers,	10/31/2006	5/11/2007	District Strategic Plan	\$0.00
Utilize the district's gradebook system to enhance grading efficiency and accuracy, promote productivity in the classroom, allow teachers to access student scores and data in real-time.	Microsystems Tech Teachers Gradebook Manager	10/20/2006	05/30/2007	District Strategic Plan	\$0.00
Instruct grade 5 students in the arrangement and display of presentation materials using PowerPoint, and use of spreadsheets to organize and graphically depict numerical data.	Homeroom Teachers, Resource Teachers	12/5/2007	3/23/2007	District Strategic Plan	\$0.00
Use Edusoft Assessment Management System to collect, analyze, and act on student performance data to improve instruction.	Administrator Selected Literacy Leadership Members	10/23/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Continuous Improvement Model

Professional Development

Teachers will be offered on-site instruction and mentoring for use of county web-based instructional tools.

Faculty will seek district technology training opportunities.

Use FDOE Multi-Media training with FCAT Explorer for teachers.

Administrators and teachers will be trained on the utilization of the district's electronic gradebook.

Evaluation

This objective will be evaluated using the 2007 FCAT Explorer database.

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

Miami-Dade County Public Schools

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

GOAL 8 STATEMENT:

Frank C. Martin K-8 Center aims to teach children the importance of fitness and healthy lifestyles, and involve them in regular vigorous activity.

Needs Assessment

Research done by organizations such as the Centers for Disease Control and CIGNA Health find that certain health-risk behaviors are often established during youth, and that the majority of these behaviors are associated with unhealthy dietary habits and physical inactivity.

Measurable Objective

Given instruction based on the M-DCPS Fitness Gram standards, students in grades four through five will improve their running skills as evidenced by 50% of the students meeting high standards in running the one mile test on the 2006-2007 administration of the Fitness Gram Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Engage students in group discussions on the documented results of their individual exercise plans.	Physical Education Teachers and/or Science Teachers	12/5/2006	5/11/2007	District Strategic Plan	\$0.00
Provide students with lessons on proper exercise, body management, and diet.	Physical Education Teachers, Science Teachers	11/21/2006	5/11/2007	District Strategic Plan	\$0.00
Review data from the FITNESSGRAM pre-test and information learned through lessons to develop individual exercise plans for students.	Physical Education Teachers	11/21/2006	12/1/2006	District Strategic Plan	\$0.00
Provide appropriate recess time as recommended by the district to gain health and fitness knowledge and increase physical activity participation.	Teachers	09/14/2006	05/30/2007	District Strategic Plan	\$0.00
Conduct a pre/post-test for FITNESSGRAM and develop activities that will improve baseline results.	Physical Education Teachers	11/13/2007	5/4/2007	District Strategic Plan	\$0.00
Implement afterschool care program that provides recess to encourage student participation in fitness activities.	Physical Education Teachers	11/6/2006	11/17/2006	District Strategic Plan	\$0.00

Research-Based Programs

The Cooper Institute's FITNESSGRAM/ACTIVITYGRAM

Professional Development

Teachers will attend meetings sponsored by NASPE (National Association for Sport and Physical Education), AAHPERD (American Alliance for Health and Physical Education) if available. Coaches attend fitness workshops provided by the district.

Evaluation

The goal will be evaluate by the 2006-2007 Fitness Gram Test results.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 9 STATEMENT:

Sixth Grade Students will acquire the skills and knowledge necessary to meet the state's high standards in Theater Education.

Needs Assessment

Research shows that creative exploration and expression develops students' imaginative and creative skills and improves self-esteem and confidence. Teachers feel that providing opportunities for creative expression will prepare our students to meet future challenges with extra poise and assurance.

Measurable Objective

Given instruction based on the Sunshine State Standards in Theater Education, 95% of Sixth Grade students will develop and/or perform in dramatic presentations as evidenced by participation in school site performances.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Participation in field trips to local professional and/or high school productions.	Drama Teacher	1/8/2007	5/18/2007	District Strategic Plan	\$0.00
Establish and support an after-school Drama Club for students in 6th grade.	Administrator, Drama Teacher	1/8/2007	5/18/2007	District Strategic Plan	\$0.00
Provide opportunities for the students to perform before an audience of their peers and/or adults to develop performance skills.	6th Grade Teachers, Drama Teacher, Media Specialist	11/20/2006	5/30/2007	District Strategic Plan	\$0.00
Instruct students in the development of tools for effective performance.	Drama Teacher, 6th Grade Teachers	11/1/2006	5/30/2007	District Strategic Plan	\$0.00
Provide students with a pre and post self assessment survey to document confidence in dramatic activities.	6th Grade Teachers, Drama Teacher	11/21/2006	5/30/2007	District Strategic Plan	\$0.00
Establish a culture of literacy by keeping journal entries for analysis and reflection on productions viewed and activities completed.	6th Grade Teachers, Drama Teacher	11/6/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Sunshine State Standards for Drama, MDCPS Competency Based Curriculum Standards for Drama.

Professional Development

Teacher enrollment in Acting and Drama Workshops at Miami Dade College School of Community Education

Evaluation

This objective will be monitored by students' development of and participation in school site performances as evidenced and documented by student work folders, performance videos, and cooperative group rubrics.

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

Frank C. Martin K-8 Center will maximize financial resources at the school-level to ensure efficient and effective student performances.

Needs Assessment

Florida Department of Education designated Frank C. Martin K-8 Center grade "A" on the 2005-2006 annual report card. However, the annual report card also reveals a one percent decrease in the number of students making a year's worth of progress in reading, while mathematics gain of seventy-three percent remained steady. The recent decrease in reading may impact the next ROI publication percentile ranking.

Measurable Objective

Frank C. Martin K-8 Center will maintain or improve its percentile ranking on the next State of Florida ROI index publication as evidenced by ninety-four percent.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Become more informed about the use of financial resources in relation to school programs.	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g private foundations, volunteer networks.	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Investigate shared use of neighboring facilities, partnering with community agencies.	Parent liason	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Collaborate with the district on resource allocation.	Principal	10/2/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Florida Department of Education Return on Investment Index

Professional Development

Administrators will seek district-provided ROI workshop/training and state-provided financial expenditures training.

Evaluation

This objective will be evaluated using the State of Florida Return On Investment Index publication.

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 EESAC recommends funds be used to add resources to meet the objectives in the School Improvement Plan.

Training:

The EESAC supports training for new teachers in order to meet the objectives in the School Improvement Plan.

Instructional Materials:

The EESAC supports additional resources be ordered to meet objectives in the School Improvement Plan.

Technology:

The EESAC recommends that technology be used in as many activities as possible.

Staffing:

The EESAC recommends that parents be approached to staff hard to fill positions such as security guard and cafeteria monitor. They also support additional paraprofessionals hired for all grade levels and special areas.

Student Support Services:

The EESAC supports the focus of the student services department as they seek to to meet the goals and objectives in the School Improvement Plan.

Other Matters of Resource Allocation:

The EESAC recommends that we continue to support the use of resources for the improvement of student achievement and enhanced school learning environment. Again this year, it was recommended that DADE Partners be approached to assist with incentive programs.

Benchmarking:

The EESAC recommends that we continue to work on our relative weaknesses when analyzing our FCAT results.

School Safety & Discipline:

The EESAC recommends that we continue with school Safety Patrol and Youth Watch programs. A cafeteria discipline incentive program was also recommended.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$4,860.00
Goal 2: Mathematics	\$4,500.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$500.00
Goal 5: Parental Involvement	\$12,000.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$900.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
Total:	\$22,760.00

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