
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 3241 - Miami Gardens Elementary School

FeederPattern: Miami Carol City Senior

Region: Regional Center I

District: 13 - Miami-Dade

Principal: JOHNNIE BROWN

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

Miami Gardens Elementary School

Miami Gardens Elementary School is located on thirteen acres in the City of Miami Gardens. The current enrollment is 370 students who have been identified in the following ethnic groups: 58 percent Hispanic, 37 percent Black/Non-Hispanic, 2 percent White/Non-Hispanic and 3 percent Asian/Indian/Multiracial. Eighty-six percent of our students qualify for free or reduced price meals. The families in our community live in single family homes, townhouses and federally subsidized housing units. Program offerings at our school include: Gifted Resource Program; Academic Excellence Program; Reverse Mainstream Pre-Kindergarten ESE Program; School Choice Options; Teaching Enrichment Activities to Minorities (TEAM); and the Title I Schoolwide Program. It is our firm belief that if our vision is truly "shared"; all program offerings and schoolwide initiatives must be understood, supported and celebrated by all stakeholders.

The following School Improvement Plan objectives have been identified for the 2006 - 2007 school year:

Given instruction using the Sunshine State Standards, standard curriculum students will meet high standards as evidenced by 74 percent scoring Level 3 or higher on the 2007 administration of the FCAT-Reading Assessment.

Given instruction using the Sunshine State Standards, all students will meet high standards as evidenced by 56 percent scoring Level 3 or higher on the 2007 administration of the FCAT-Mathematics Assessment.

Given instruction using the Sunshine State Standards, the African-American students will improve their mathematics skills as evidenced by 56 percent scoring Level 3 or higher on the 2007 administration of the FCAT-Mathematics Assessment.

Given instruction using the Sunshine State Standards, the economically disadvantaged students will improve their mathematics skills as evidenced by 56 percent scoring Level 3 or higher on the 2007 administration of the FCAT-Mathematics Assessment.

Given instruction using the Sunshine State Standards, the Limited English Proficient students will improve their mathematics skills as evidenced by 56 percent scoring Level 3 or higher on the 2007 administration of the FCAT-Mathematics Assessment.

Given instruction using the Sunshine State Standards, students scoring at the lowest 25 percent will demonstrate improvement as evidenced by 56 percent making a year's progress on the 2007 administration of the FCAT-Mathematics Assessment.

Given instruction using the Sunshine State Standards, at least 69 percent of the fourth grade students will score 3.5 or higher on the 2007 administration of the FCAT-Writing Assessment.

Given instruction using the Sunshine State Standards, fifth grade students will improve their science skills as evidenced by 42 percent scoring Level 3 or above on the 2007 administration of the FCAT-Science Assessment.

Given the need to increase the participation of parents of targeted subgroups (students in lowest 25 percent) a minimum of four parent workshops will be exclusively offered to these parents during the 2006-2007 school year.

Given schoolwide attention to promoting a safe learning environment, the 2006 - 2007 Student Accident Reports will reflect a ten percent decrease in the average number of student accidents when compared to the 2005 - 2006 reports.

Given an emphasis on the use of technology in education, 70 percent of teachers will augment their usage of the Riverdeep Program with their students for at least one hour per week, as evidenced by an increase in the number of teacher assigned tasks recorded in the 2006 - 2007 Class Activity Report of the Riverdeep Program.

Given instruction based on the Miami Dade County Public Schools' mandated FITNESSGRAM standards, fourth and fifth grade students will improve their overall fitness levels as evidenced by 75 percent being recognized as gold and/or silver award recipients during the 2006 - 2007 school year as compared to the 2005 - 2006 school year.

Given the need for students to gain a greater appreciation of the arts, students will be exposed to an increased number of cultural events and activities as evidenced by a minimum of four schoolwide performances being presented during the 2006 - 2007 school year.

Miami Gardens Elementary School will improve its ranking on the State of Florida ROI Index publication from the 11th percentile in 2004 to the 12th percentile on the next publication of the index.

An analysis of the results of the "Organizational Performance Self-Assessment Survey" revealed that priority focus must be directed in the areas of "Strategic Planning" (District Strategic Planning Alignment) and "Process Management" (Education Design). Based on this data, there is a need to promote teacher efficacy and implement a system that allows them to assess the effectiveness, efficiency and quality of their work process and product. In order to address these areas: the institution of Professional Learning Communities and the implementation of action

research projects have become integral parts of our School Improvement Plan. As a result of this, we feel confident that we will accomplish the mission of Miami Gardens Elementary School of: "Achieving educational excellence within a safe learning environment that is staffed by highly motivated and qualified teachers."

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.

Miami Gardens Elementary School

VISION

We enrich our community of learners by conveying an atmosphere of high academic standards and respect for cultural diversity and individual differences.

MISSION

We will achieve educational excellence within a safe learning environment that is staffed by highly motivated and qualified teachers.

CORE VALUES

We believe that educational excellence will be achieved by promoting and providing:

*Wide range of professional development opportunities for teachers *Immediate intervention instruction *Notable research-based programs *Nurturing home-school partnerships *Effective school characteristics *Respect for all ethnic groups *Safe learning environment

Our “community of learners” are all WINNERS at Miami Gardens Elementary!

School Demographics

Miami Gardens Elementary School is located on thirteen acres in the City of Miami Gardens. The current enrollment is 370 students who have been identified in the following ethnic groups: 58 percent Hispanic, 37 percent Black/Non-Hispanic, 2 percent White/Non-Hispanic and 3 percent Asian/Indian/Multiracial. Eighty-six percent of our students qualify for free or reduced price meals. The families in our community live in single family homes, townhouses and federally subsidized housing units. Single parents and grandparents assume the parental responsibilities of many of our students. Employment opportunities are limited within the boundaries of the neighborhood; therefore, the majority of our working parents must travel outside of the community and in many instances, the county.

The limited economic resources of most families inhibit our students' academic experiences and social exposure, thus resulting in a gap in their abilities and achievement levels. Additionally, last year's daily attendance average of 95.19 percent suggests that we must continue to help our parents recognize the correlation between regular school attendance and student achievement. It should also be noted that there is a tendency for families that experience economic growth and seek housing investments to relocate to Broward County which is less than six miles from this school location.

The 370 students attending our school include: 69 percent standard curriculum students, 8 percent ESE students and 23 percent ESOL students. Four of our Pre-Kindergarten ESE students are transported from areas that are outside of the school boundaries. A variety of instructional strategies designed to increase student achievement and address individual learning styles are implemented at this school. They include: Supplemental Educational Services (SES); Gifted Resource Program; Teaching Enrichment Activities to Minorities (TEAM); and the integration of ESOL strategies into the standard curriculum program. Cultural diversity and civic responsibility and self-esteem building are also addressed through the participation in schoolwide projects and programs and the provision of opportunities for students to join clubs such as: Future Educators' of America, Safety Patrol, Student Council, Art Club and the Cheerleading Squad.

The school employs a total of 47 full-time and 12 part-time staff members. Of this group, two are administrators, 23 classroom teachers, three exceptional student education teachers, two reading coaches, one mathematics/science leader, one media specialist, one guidance counselor, one community involvement specialist, one shared microsystems technician, eight classroom paraprofessionals, five office staff employees, three hourly security monitors, two cafeteria monitors, three full-time custodians and one hourly custodian. The ethnic composition of the instructional staff is 37 percent Hispanic, 47 percent Black/Non-Hispanic and 16 percent White/Non-Hispanic. Fifty-seven percent of our teachers have been on this school's teaching staff for three years or less. The instructional staff's average length of time teaching in Florida is 8.8 years. Fifty percent of our teachers have advanced degrees. Within this group, one teacher has earned a Doctorate Degree, thirteen teachers have earned Master's Degrees and one teacher has earned National Board Certification.

A great deal of emphasis is being placed on creating Professional Learning Communities, providing teacher mentoring activities and identifying site specific action research projects. Administrators and veteran teachers will also be provided more appropriately targeted Professional Development opportunities to enhance their professional competencies.

School Foundation

Leadership:

The "Leadership" category score was 4.4. The mission of the school is clearly communicated by the supervisor and shared among the members of the organization. The supervisor provides a work environment that facilitates improved job performance and encourages participation in activities/projects that will be useful for career advancement.

District Strategic Planning Alignment:

The "Strategic Planning" category score was 4.1. This will be a priority focus area. A more defined system for understanding how this organization's plan is aligned with the District is needed to strengthen the overall vision. It is viewed that a process for the sharing of ideas between all organizational levels is needed.

Stakeholder Engagement:

The "Customer and Market" category score was 4.2. The needs of the customers are addressed and viewed as important. However, more objective forms of customer satisfaction assessments would provide greater validity in this area.

Faculty & Staff:

The "Human Resource Focus" category score was 4.2. Survey results indicate that there has been improvement in this area. Faculty and staff members feel appreciated and receive encouragement and recognition for their work. Increased opportunities for team building will continue throughout the year.

Data/Information/Knowledge Management:

The "Measurement, Analysis, and Knowledge Management" category score was 4.4. The members of the organization are able to measure and analyze the quality of their work performance. Survey results also indicate that the members are capable of making changes and adaptations for improvement as needed.

Education Design:

The "Process Management" category score was 4.1. This will continue to be a priority focus area. Survey results indicate that there is a need to promote teacher efficacy and to implement a system that will allow them to assess the effectiveness, efficiency and quality of their process and product.

Performance Results:

The "Business Results" category score was 4.2. Survey results indicate that it is believed that the organization is generally representative of high standards of quality and ethics. However, it was noted that the members of this organization need to be better informed about the budget and school finance.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

The critical shortage of certified teachers is a great challenge for this school as well as most schools throughout the District. The school site Interview Committee meets with selected applicants to assess their level of competence and commitment based on oral and written interview responses. The overall warm school climate appeals to many candidates. All new teachers are involved in school site orientation activities and immediately assigned to teacher mentors for ongoing guidance and support.

• Highly Qualified, Certified Administrators:

Johnnie P. Brown, Principal

Mrs. Brown has worked for the public school system for thirty-two years. She received her Educational Specialist degree in Administration and Supervision and has also earned some of the credit requirements towards a Doctoral Degree in Educational Leadership. Her areas of certification include Elementary Education and Exceptional Student Education. Mrs. Brown strongly believes that all children must be afforded the opportunity of receiving a quality education in a positive and productive learning climate. She strives to promote learning as a life-long experience for the “community of learners” of teachers, staff and parents. Mrs. Brown views her role of child advocate, instructional leader and building administrator as one to be taken very seriously. As such, several innovative program initiatives have been implemented at Miami Gardens Elementary that have had a positive impact on student achievement.

Mrs. Alicia Costa-DeVito, Assistant Principal

Mrs. Costa-DeVito has worked in the educational arena for the past fourteen years as both a classroom teacher and assistant principal. Mrs. DeVito holds a Master's Degree in Elementary Education. She is also certified in Educational Leadership and English for Speakers of Other Languages (ESOL). She actively supports the belief that all children can learn and works with the principal to facilitate the School Improvement Plan process. Mrs. DeVito coordinates parent workshops that address best practices for academic success. She has made a marked difference in increasing the role of parents as school volunteers and soliciting the support of community resource agencies to support the personal, emotional and social needs of families within the school community.

• Teacher Mentoring:

All beginning teachers and teachers in need of support are assigned to Professional Growth Teams at the school site. This team of highly qualified and experienced teachers provide support in the forms of collaboration, consultation, classroom visits and class demonstrations. The reading coaches, mathematics/science leader and grade level chairpersons serve as additional mentors for teachers. Professional Learning Communities have been established to facilitate the mentoring process. Beginning teachers are also strongly encouraged to participate in the Beginning Teacher Orientation Meetings and Saturday workshops provided by the District.

• School Advisory Council:

The School Advisory Council (SAC) identifies and suggests areas that need to be addressed in support of school improvement. They review, analyze and discuss the school based budget. During the last school year, the SAC supported and directed the

allocation of funds in the areas of enhancing media circulation, expanding technology-based instructional programs and supporting parental involvement activities.

• Extended Learning Opportunities

Supplemental Educational Services will be provided for our students. The Parent/District Provider Agreement (PDPA) will include state approved research based programs to drive the academic services, monitor student progress, and provide a plan for evaluating the effectiveness of the services. Saturday School for parents and students in need of academic assistance is also offered during the school year. The "After School Achievers" Program will be utilized for program implementation and progress monitoring.

• School Wide Improvement Model

The "Continuous Improvement Model," as described in the book "Closing the Achievement Gap: No Excuses" is being implemented at our school.

1. Disaggregation of Test Scores:

Provide opportunities for administrators and teachers to analyze interim assessment results.

2. Development of Instructional Time Line:

Utilize District Pacing Guide to insure the appropriate sequence of instruction of prioritized benchmarks.

3. Delivery of Instructional Focus:

Block scheduling and articulation are provided for teachers to plan lessons and discuss instructional strategies.

4. Assessment:

Administer benchmark assessments on a monthly basis to determine mastery or non-mastery.

5. Tutorials:

Provide Supplemental Educational Services for students in need of academic assistance.

6. Enrichment:

Provide advanced academic activities and programs during and after-school.

7. Maintenance:

Schoolwide incentive and recognition activities are scheduled monthly.

8. Monitoring:

Monitor student progress on a monthly basis through leadership team and grade level articulation meetings.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

Miami Gardens Elementary School students will make annual learning gains sufficient to acquire the knowledge, skills and competencies needed to master State standards in the area of reading.

Needs Assessment

An analysis of the 2006 FCAT-Reading results revealed that the percentage of third through fifth grade students, scoring Level 3 and above increased from 64 percent in 2004 - 2005 to 73 percent. However, a three year content cluster analysis of the FCAT-Reading and the school site developed reading pretest reveal a pattern of deficiency in the areas of vocabulary and main idea.

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

Measurable Objective

Given instruction using the Sunshine State Standards, standard curriculum students will meet high standards as evidenced by 74 percent scoring Level 3 or higher on the 2007 administration of the FCAT-Reading Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Use both school site and district-developed interim reading tests to monitor student progress and evaluate the effectiveness of instruction.	Administrators; Leadership Team; Reading Coaches; Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Survey kindergarten through fifth grade teachers' needs and provide professional development activities in reading. This professional development will be supported by conducting classroom visits on a regular basis to ensure differentiated instruction is taking place.	Administrators; Reading Coaches; Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilize information gathered from formal and informal assessments as the driving force for instruction, via "Data Driven Instruction Days" (DDID).	Administrators	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilize Professional Learning Communities and study groups for the purpose of identifying concerns, researching, testing and reflecting on new ideas.	Administrators; Professional Learning Communities	8/14/2006	5/30/2007	Small Learning Communities	\$0.00
Provide a variety of schoolwide reading incentive programs, such as "Reader of the Month" and Accelerated Reader.	Administrators; Reading Coaches; Leadership Team; Media Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$4589.00
Continue to comply with "Reading First" grant mandates and insure appropriate implementation of the Comprehensive Research-Based Reading Plan and the District's Pacing Guide.	Administrators; Reading Coaches; Classroom Teachers	08/14/2007	5/30/2007	District-wide literacy plan	\$32665.00
Use research-based intervention programs to provide Supplemental Educational Services, both before and after-school, at least twice a week for the lowest performing students. Periodic reviews will be made to monitor student progress.	Administrators; Supplemental Educational Services	8/14/2006	5/30/2007	District Strategic Plan	\$227595.00

Research-Based Programs

Houghton-Mifflin Reading
Early Success
Earobics
Quick Reads
Read 180
Soar to Success
Voyager Passport
Continuous Improvement Model
Comprehensive Research-Based Reading Plan

Professional Development

Houghton-Mifflin Reading
Edusoft Training
PACES Professional Growth Team
Kindergarten Program Implementation for Teachers New to the Kindergarten Program
Comprehensive Research-Based Reading Plan

Evaluation

Summative Assessment:
 2007 FCAT Reading Assessment
Formative Assessments:
 DIBELS Screening
 District Interim Tests
 School Site Developed Benchmark Assessments
 Classroom Assessments

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

Miami Gardens Elementary School students will make annual learning gains sufficient to acquire the knowledge, skills and competencies needed to master State standards in the area of mathematics.

Needs Assessment

An analysis of the 2006 FCAT-Mathematics results revealed that the percentage of third through fifth grade students scoring Level 3 and above increased from 51 percent in 2005 to 55 percent. However, a three year content cluster analysis results of the FCAT-Mathematics and the school site developed mathematics pretest reveal a pattern of deficiency in the areas of number sense and algebraic thinking. Moreover, African-American, Economically Disadvantaged and Limited English Proficient students did not meet Adequate Yearly Progress criteria.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, all students will meet high standards as evidenced by 56 percent scoring Level 3 or higher on the 2007 administration of the FCAT-Mathematics Assessment.

Given instruction using the Sunshine State Standards, the African-American students will improve their mathematics skills as evidenced by 56 percent scoring Level 3 or higher on the 2007 administration of the FCAT-Mathematics Assessment.

Given instruction using the Sunshine State Standards, the economically disadvantaged students will improve their mathematics skills as evidenced by 56 percent scoring Level 3 or higher on the 2007 administration of the FCAT-Mathematics Assessment.

Given instruction using the Sunshine State Standards, the Limited English Proficient students will improve their mathematics skills as evidenced by 56 percent scoring Level 3 or higher on the 2007 administration of the FCAT-Mathematics Assessment.

Given instruction using the Sunshine State Standards, students scoring at the lowest 25 percent will demonstrate improvement as evidenced by 56 percent making a year's progress on the 2007 administration of the FCAT-Mathematics Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Increase parent awareness and knowledge of mathematics concepts that can be used at home to support student learning through parent workshops.	Administrator; Mathematics Leader; Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Establish learning centered classrooms which allow students to extract information from multiple resources.	Administrators; Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide teaching staff with professional development activities that will deepen their knowledge of mathematics and place greater emphasis on teaching effective problem solving strategies.	Administrators; Mathematics Leader; Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$30000.00
Provide activities where students will demonstrate knowledge of mathematical concepts through written expression.	Administrators; Classroom Teachers; Mathematics Leader	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Provide intensive interventions via pull-out models for the lowest 25 percent and targeted students in subgroups not making adequate yearly progress.	Administrators; Classroom Teachers; Hourly Personnel	8/14/2006	5/30/2007	District Strategic Plan	\$19547.00
Promote the use of manipulatives, technology, extended discussions and group collaborative work.	Administrators; Mathematics Leader; Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Employ differentiated instruction to accommodate diverse student needs.	Administrators; Mathematics Leader; Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$5831.00
Provide Instructional Enrichment Programs and mathematics related competitions.	Administrators; Mathematics Leader	8/14/2006	5/30/2007	District Strategic Plan	\$3979.00
Provide opportunities for teachers to collaboratively analyze formative assessment results and utilize District Pacing Guides to drive instruction.	Administrators; Mathematics Leader; Classroom Teachers	8/14/2006	5/30/2007	Small Learning Communities	\$800.00
Provide Supplemental Educational Services (SES) at least two times per week for African-American, Economically Disadvantaged and Limited English Proficient students not scoring mastery level on the 2006 FCAT-Mathematics. Periodic assessments will be used to monitor students' progress.	Administrators; Supplemental Educational Services	8/14/2006	5/30/2007	District Strategic Plan	\$227595.00

Research-Based Programs

Harcourt Math
 After-School Achievers' Math Club
 Every Day Counts Calendar Math
 Continuous Improvement Model

Professional Development

Edusoft Training
 PACES Professional Growth Team
 Using Assessment to Guide Instruction in Mathematics
 Creating Effective Math Centers for Student Learning
 Differentiated Instruction
 Riverdeep
 Accelerated Math

Evaluation

Summative Assessment:

2007 FCAT-Mathematics Assessment

Formative Assessments:

District Interim Tests

School Site Developed Benchmark Assessments

Classroom Assessments

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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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:

Miami Gardens Elementary School students will master the skills and competencies needed to become proficient and meet the State standards in the area of writing.

Needs Assessment

An analysis of the 2006 FCAT-Writing results revealed that the percentage of students scoring three and above decreased from 85 percent to 80 percent. In addition, the 2006 Florida Writes + results indicate the need to concentrate in the areas of focus and support.

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

Measurable Objective

Given instruction using the Sunshine State Standards, at least 69 percent of the fourth grade students will score 3.5 or higher on the 2007 administration of the FCAT-Writing Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Continue to implement the school site developed "Do The Write Thing" program, to encourage parental involvement in the writing process.	Administrators	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Administer pre/post District practice assessments in writing to monitor student progress.	Administrators; Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide opportunities for students to engage in writing competitions throughout the school year. For example, "Writer of the Month".	Administrators; Reading Coaches	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement the "Step Up To Writing" Program.	Administrators; Reading Coaches; Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$3143.00
Survey kindergarten through fifth grade teachers' needs and provide professional development activities in writing. This professional development will be supported by conducting classroom visits on a regular basis to ensure instruction in effective writing strategies is taking place.	Administrators; Reading Coaches	8/14/2006	5/30/2007	Continuous Improvement Model	\$60200.00
Provide multiple opportunities for students to be involved in writing conferences with their peers and their teachers.	Administrators; Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$11424.00

Research-Based Programs

Houghton-Mifflin Reading
Continuous Improvement Model

Professional Development

Houghton-Mifflin Reading Series Professional Development
Training in the area of "Best Practices for Teaching Writing"
"Step Up To Writing" Program

Evaluation

Formative Assessment:

2007 FCAT-Writing Assessment

Summative Assessments:

District Writing Test

Classroom Portfolios

School Site Developed Interim Writing Assessments

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 4 STATEMENT:

Miami Gardens Elementary School students will make annual learning gains sufficient to acquire the knowledge, skills and competencies needed to master State standards in the area of science.

Needs Assessment

An analysis of the 2006 FCAT-Science results revealed that only 17 percent of the fifth grade standard curriculum students scored at Level 3 or above. Additionally, the three year FCAT Content Cluster Results revealed a need to place greater emphasis in the areas of Earth/Space and Scientific Thinking.

Measurable Objective

Given instruction using the Sunshine State Standards, fifth grade students will improve their science skills as evidenced by 42 percent scoring Level 3 or above on the 2007 administration of the FCAT-Science Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide Professional Development activities that focus on conceptual understanding with an emphasis on teaching scientific process skills in the areas of "Earth/Space" and "Scientific Thinking".	Administrators; Mathematics/Science Leader; District Curriculum Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Increase hands-on inquiry based lab activities.	Administrators; Mathematics/Science Leader	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Employ assessment instruments that include hands-on activities (performance tasks) and informal observations rather than separate test situations.	Administrators; Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Integrate SECME activities in the fourth and fifth grade mathematics and science curriculum.	Administrators; Mathematics/Science Leader; Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$1069.00
Inform parents of science activities and websites to be used at home to support student achievement in science through parent workshops.	Administrators; Mathematics/Science Leader; Classroom Teachers	10/1/2006	5/30/2007	District Strategic Plan	\$30000.00
Establish an Instructional Improvement Team to support and facilitate the data analysis process as it impacts effective instruction.	Administrators; Mathematics/Science Leader	8/14/2006	9/14/2006	District Strategic Plan	\$0.00
Utilize the District's Pacing Guide to insure appropriate instruction.	Administrators; Mathematics/Science Leader	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Integrate SECME Activities in the Fourth and Fifth Grades
Mathematics and Science Curriculum.

Harcourt Science

Continuous Improvement Model

Establish an Instructional Improvement Team to support and
facilitate the data analysis process as it impacts effective
instruction.

Increase hands-on inquiry-based lab activities.

Professional Development

Utilizing Performance Assessment in Science

Using Assessment to Guide Instruction in Science

Differentiated Science Instruction

Evaluation

Summative Assessment:

2007 FCAT-Science Assessment

Formative Assessments:

School Site Developed Science Interim Assessments

Classroom Performance Assessments

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

GOAL 5 STATEMENT:

Miami Gardens Elementary School parents will increase their awareness of student academic requirements by participating in curriculum related workshops, meetings and activities.

Needs Assessment

A review of the 2005 – 2006 Title I Parent Participation logs revealed that there was a direct correlation between parents who attended the least amount of trainings and curriculum related activities and the students who made the least amount of academic progress.

Measurable Objective

Given the need to increase the participation of parents of targeted subgroups (students in lowest 25 percent) a minimum of four parent workshops will be exclusively offered to these parents during the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide parent workshops designed to promote parent involvement and enhance understanding of students' academic needs.	Administrators; Reading Coaches; Community Involvement Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Promote access to the school's website as a means to encourage parental involvement and awareness.	Administrators; Community Involvement Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide inservices for parents targeting Reading, Writing, Mathematics and Science strategies to enhance student achievement.	Administrators; Community Involvement Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide inservices to parents of students scoring at the lowest 25 percent to promote awareness and increase student achievement.	Administrators; Community Involvement Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$260.00
Host "Muffins for Moms"/Doughnuts for Dads" days throughout the year to inform parents of school events and "best practices".	Administrators; Community Involvement Specialist	11/1/2006	5/30/2007	District Strategic Plan	\$0.00
Analyze Parent Needs Assessment Survey which indicates areas of interest. The data gathered from this instrument will be utilized to plan future workshops. Workshops will be presented in both English and Spanish.	Administrators; Community Involvement Specialist	10/2/2006	10/31/2006	District Strategic Plan	\$29000.00
Promote and utilize the Parent Academy and the Bilingual Parent Outreach Program as a resource for parents.	Administrators; Community Involvement Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Continue to provide monthly calendars and newsletters for parents in their primary language, which will include pertinent school information as well as tips for assisting students at home.	Administrators	8/14/2006	5/30/2007	District Strategic Plan	\$4282.00

Research-Based Programs

National PTA Standards

Professional Development

Parent Academy

Bilingual Parent Outreach Program

Florida International University

Parent to Parent

Children's Psychiatric Center

Evaluation

A minimum of four parent workshops will be offered exclusively to parents of students scoring in the lowest 25 percent during the 2006 - 2007 school year.

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"/>

Miami-Dade County Public Schools

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

GOAL 6 STATEMENT:

Miami Gardens Elementary School will implement policies, programs and procedures needed to promote a safe learning environment.

Needs Assessment

A review of the 2005 – 2006 Student Accident Reports revealed an average of twelve reported accidents per month.

Measurable Objective

Given schoolwide attention to promoting a safe learning environment, the 2006 - 2007 Student Accident Reports will reflect a ten percent decrease in the average number of student accidents when compared to the 2005 - 2006 reports.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Continue the Truancy Intervention Program to promote student attendance as evidenced by file and database system.	Administrators	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide organized activities in a safe environment during recess.	Administrators	10/16/2006	5/30/2007	District Strategic Plan	\$0.00
Promote schoolwide safety through the enforcement of the Mandatory School Uniform Policy.	Administrators	9/18/2006	5/30/2007	District Strategic Plan	\$0.00
Conduct a monthly review and analysis of Accident Reports and safety inspections to assess safety guidelines and procedures.	Administrators	10/31/2006	11/17/2006	District Strategic Plan	\$0.00
Utilize conflict resolution and peer mediation techniques to curtail student aggression and foster a positive learning environment.	Administrators; School Counselor; Classroom Teachers	10/3/2006	5/30/2007	District Strategic Plan	\$0.00
Provide training for the school site Critical Incident Response Team.	Administrators; District Personnel	10/18/2006	10/18/2006	District Strategic Plan	\$0.00

Research-Based Programs

Continuous Improvement Model

Professional Development

Safe Crisis Management

Peer Mediation and Conflict Resolution

“Walk Safe Program Training”

Volunteer Training

Evaluation

The average number of student accidents reported during the 2006 - 2007 school year will decrease by ten percent when 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.)

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<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:

Miami Gardens Elementary School teachers will continue to increase the effective use of Miami-Dade County Public Schools' web resources.

Needs Assessment

During the 2005 - 2006 school year, all classroom teachers were trained to use the Riverdeep Program. According to the Technology Needs Survey, all the teachers thought that this was an excellent program for mathematics and reading. However, approximately 40 percent of the teachers allowed each student to use this program for 45-60 minutes per week. Teachers and students need to utilize the full potential of the Riverdeep Program. The use of other resources such as FCAT Explorer, Eduplace, Grolier Encyclopedia will also be encouraged.

Measurable Objective

Given an emphasis on the use of technology in education, 70 percent of teachers will augment their usage of the Riverdeep Program with their students for at least one hour per week, as evidenced by an increase in the number of teacher assigned tasks recorded in the 2006 - 2007 Class Activity Report of the Riverdeep Program.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Promote Riverdeep through parent communication.	Administrators; Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Train new teachers to use the program as well as review program with others.	Administrators; New Classroom Teachers; Media Specialist; Technology Committee	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Increase the number of computers in classrooms from two to three.	Administrators; Grant Writing Team	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Monitor the Riverdeep Class Activity Report on a quarterly basis.	Administrators; Classroom Teachers; Grade Level Chairperson	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Increase teachers' ability to access and manipulate data available on-line by providing on-site training.	Administrators; Media Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Develop a schedule for kindergarten through fifth grade teachers to ensure children have access to Riverdeep component.	Administrators; Classroom Teachers; Media Specialist Microsystems Technician	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Continue to provide training in use of other resources, Eduplace, Grolier, etc.	Administrators; Media Specialist; Technology Committee	8/14/2006	5/30/2007	District Strategic Plan	\$800.00

Research-Based Programs

Continuous Improvement Model

Professional Development

Edusoft Training
Eduplace Training
Atomic Learning Courses
Accelerated Reader Training
Read 180 Training
Riverdeep

Evaluation

Site Development Logs
Professional Development Surveys
Riverdeep Reports

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

Miami Gardens Elementary School students will develop interests and skills that promote and encourage life-time fitness for daily living and overall wellness as identified by the National Standards for Physical Education.

Needs Assessment

The FITNESSGRAM Standards Report indicated that only 74 percent of our fourth and fifth grade students received gold and/or silver Presidential Fitness Awards. Additionally, there is a need to promote student fitness/wellness by increasing breakfast participation to at least 55 percent.

Measurable Objective

Given instruction based on the Miami Dade County Public Schools' mandated FITNESSGRAM standards, fourth and fifth grade students will improve their overall fitness levels as evidenced by 75 percent being recognized as gold and/or silver award recipients 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		
Insure that an appropriate amount of instructional time is dedicated to fitness related activities on a daily basis.	Administrators; Physical Education Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Encourage participation in the Breakfast Program to promote healthy living.	Administrators; Food Services; Physical Education Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Monitor the Physical Education Program to insure that teachers select activities specifically related to assessment component items.	Administrators	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide Parent Workshops in the area of nutrition.	Administrators; Community Involvement Specialist	10/5/2006	10/31/2006	District Strategic Plan	\$0.00
Institute a schoolwide field day event to promote enjoyment, challenge and social interaction.	Administrators; Physical Education Teacher	4/16/2007	4/16/2007	District Strategic Plan	\$900.00
Administer the FITNESSGRAM as a pretest to determine baseline measures and develop an appropriate instructional program.	Administrators; Physical Education Teacher	10/3/2006	11/30/2006	District Strategic Plan	\$0.00

Research-Based Programs

National Standards for Physical Education

Professional Development

District-provided staff development for Physical Education teachers to include Physical Fitness Testing Program training.

Evaluation

Seventy-five percent of the fourth and fifth grade students will receive gold and/or silver awards based on the 2006 - 2007 Miami Dade County Public Schools' FITNESSGRAM standards results when compared to the 2005 - 2006 school year.

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"/>

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 9 STATEMENT:

Miami Gardens Elementary School students will gain an appreciation of the arts in order to become well-rounded individuals.

Needs Assessment

During the 2005 - 2006 school year, there was a limited amount of exposure in the areas of student performances, cultural arts events and extra curricular activities that promote critical thinking skills.

Measurable Objective

Given the need for students to gain a greater appreciation of the arts, students will be exposed to an increased number of cultural events and activities as evidenced by a minimum of four schoolwide performances being presented during the 2006 - 2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Participate in the Academic Excellence Program in the areas of drama, public speaking and chess.	Administrators; AEP Teachers	9/11/2006	5/30/2007	Expanding arts opportunities	\$3979.00
Coordinate schoolwide student performances.	Administrators; Classroom Teachers	10/16/2006	5/30/2007	Expanding arts opportunities	\$0.00
Identify potential candidates for placement into the Arts Magnet Program.	Administrators; Classroom Teachers; School Counselor	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Access the resources provided by the Division of Life Skills in an effort to provide on-site professional performances.	Administrators; Classroom Teachers	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Increase activities for pre-kindergarten through second grade students.	Administrators; Classroom Teachers	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Encourage student participation in the Art Club. Increase the number of participants in the Gifted Resource Program.	Administrators; Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Participate in districtwide arts competitions.	Administrators; Classroom Teachers	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Promote participation in districtwide arts, language arts and ESOL competitions.	Administrators; Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Continuous Improvement Model

Professional Development

Florida Art Educators' Association Annual Conference

Evaluation

Students will gain a great appreciation of the arts by being exposed to an increased number of cultural events and activities as evidenced by a minimum of four schoolwide performances being presented during 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

GOAL 10 STATEMENT:

Miami Gardens Elementary School will rank above the 11th percentile on the State of Florida’s ROI Index.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2004 - 2005, Miami Gardens Elementary School ranked at the 11th percentile on the State of Florida’s ROI Index.

Measurable Objective

Miami Gardens Elementary School will improve its ranking on the State of Florida ROI Index publication from the 11th percentile in 2004 to the 12th percentile on the next publication of the index.

Action Steps

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

Research-Based Programs

Houghton-Mifflin Reading
Harcourt Math
Harcourt Science

Professional Development

Grant Writing Workshops provided by the District
Business and Finance Trainings provided by the District
Comprehensive Research-Based Reading Plan
Edusoft
Using assessments to guide instruction
Differentiated instruction

Evaluation

The percentile ranking of Miami Gardens Elementary School will show progress toward reaching the 12th percentile on the next publication of the State of Florida's ROI Index.

EESAC Compliance

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

Budget:

The EESAC has reviewed the school budget and determined that the allocations to various programs are appropriate. The EESAC supports the allocation of funds for the enhancement of technology infusion and promotion of effective writing skills.

Training:

Several EESAC members were involved in the selection and organization of appropriate professional development activities. The greatest focus was placed on language arts, mathematics and test preparation.

Instructional Materials:

The EESAC suggested that the school utilize materials that support improved student performance and higher order thinking skills. The EESAC also supported the purchase of materials for the enhancement of effective writing skills and parent involvement activities. It was also recommended that approved educational websites be accessed to determine the availability of free instructional materials.

Technology:

The EESAC continues to recommend the upgrade of existing computer hardware whenever economically feasible. The development of the schoolwide Technology Plan was also supported by the EESAC.

Staffing:

The EESAC supports the utilization of funds to employ teachers and paraprofessionals for the purpose of instructional support and class size reduction. The EESAC supports the expansion of the Academic Excellence Program (AEP) and implementation of the TEAM and Gifted Programs.

Student Support Services:

The EESAC supports and encourages the utilization of school site counseling as well as community mental health agencies that work with families and students from the school. The EESAC is also aware of, and supports the implementation of the Big Brothers/Big Sisters' Program and State Attorney's Truancy Intervention Program.

Other Matters of Resource Allocation:

The EESAC supports the formation of partnerships with business organizations that assist with preparing students from the school-to-work transition. The EESAC recommends the pursuit of additional funds through available grant opportunities as a possible resource.

Benchmarking:

Members of the EESAC have been actively involved in the curriculum planning and implementation of School Improvement Plan strategies. The EESAC recommends the expanded use of needs assessment information, data analysis and collaboration with high performing schools.

School Safety & Discipline:

Members of the EESAC have played a major role in the development of a schoolwide plan to increase student safety. The plan has effectively minimized safety concerns at arrival and dismissal times. The EESAC continues to pursue the construction of a Pick-up and Drop-off area. The EESAC supports the establishment of the Youth Crime Watch Program at the school and the use of Parent Volunteers as Safety Monitors.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$264,849.00
Goal 2: Mathematics	\$287,752.00
Goal 3: Writing	\$74,767.00
Goal 4: Science	\$31,069.00
Goal 5: Parental Involvement	\$33,542.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$800.00
Goal 8: Health & Physical Fitness	\$900.00
Goal 9: Electives & Special Areas	\$3,979.00
Goal 10: Return On Investment	\$0.00
<hr/>	
Total:	\$697,658.00

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