
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 3581 - Myrtle Grove Elementary School

FeederPattern: Miami Norland Senior

Region: Regional Center II

District: 13 - Miami-Dade

Principal: Barbara Johnson

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Myrtle Grove Elementary School

Myrtle Grove Elementary is a Pre-Kindergarten through fifth grade, Title I, school in Miami Gardens, Florida. The school is located in a lower socio-economic community with an ethnic breakdown of 92.3 percent Black Non-Hispanic, .07 percent White Non-Hispanic, .06 percent Asian/Indian/Multi-racial, and 6.4 percent Hispanic. There are approximately 473 students, 82 percent of whom receive free or reduced price lunches. The special education student population consists of gifted students and students with learning disabilities and speech impairments. In addition, approximately 30 male students in grades 3 through 5 are given the opportunity to participate in the 5000 Role Model Program, which is overseen by the Community Involvement Specialist. In order to cultivate the changes necessary to advance high achievement while eliminating low performance, Myrtle Grove Elementary School will institute an instructional program with a strong focus on literacy from Pre-Kindergarten to fifth grade. Instructional reading materials with demonstrated success will be utilized at the school as well as supplemental materials and literacy interventions across grade levels. A structured curriculum will be delivered through data driven instruction. A strong emphasis will be placed on continuous assessment which helps teachers and administrators monitor student achievement through a variety of measures including bi-weekly, monthly and quarterly assessments. Student performance data will be carefully analyzed and used to focus instruction accordingly.

Given instruction using the Sunshine State Standards, students in grades 3-5 will improve their reading skills as evidenced by 51 % of students scoring FCAT level 3 or higher on the 2007 FCAT administration of the Reading Test.

Given instruction using the Sunshine State Standards, Students With Disabilities (SWD) in grades 3-5 will improve their reading skills as evidenced by 51 % of students scoring FCAT level 3 or higher on the 2007 FCAT administration of the Reading Test.

Given instruction using the Sunshine State Standards, students in grades 3-5 will improve their mathematics skills as evidenced by 56 % of students scoring FCAT level 3 or higher on the 2007 FCAT administration of the Mathematics Test.

Given instruction using the Sunshine State Standards, Black students in grades 3-5 will improve their mathematics skills as evidenced by 56 % of students scoring FCAT level 3 or higher on the 2007 FCAT administration of the Mathematics Test.

Given instruction using the Sunshine State Standards, Students With Disabilities (SWD) in grades 3-5 will improve their mathematics skills as evidenced by 56 % of students scoring FCAT level 3 or higher on the 2007 FCAT administration of the Mathematics Test.

Given instruction using the Sunshine State Standards, Students with Free and Reduced Lunch status in grades 3-5 will improve their mathematics skills as evidenced by 56 % of students scoring FCAT level 3 or higher on the 2007 FCAT administration of the Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 64 percent reaching the state required high standards as documented by scores on the 2007 FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards, students in grade five will improve their skills as evidenced by 8 percent reaching the state required high standards as documented by scores of the 2007 FCAT Science Test.

Given school-wide focus on increasing parental involvement in order to facilitate academic achievement, parental involvement will increase by five percent in the 2006-2007 school year as documented by attendance rosters of various school functions as compared to the 2005-2006 school year.

Students will improve their problem-solving and positive choice-making skills by utilizing the Conscious Discipline Program to manage their emotions and stress level as evidenced by a five percent reduction in the number of Student Case Management Systems referrals reported from the 2005-2006 school year to the 2006-2007 school year.

The teachers will increase log-on time for students using Reading Plus as evidence by Reading Plus Usage Reports from 2006-2007 as compared to 2005-2006. Usage will be monitored on a monthly basis.

Given instruction based on the Sunshine State Standards and the Miami-Dade County Public Schools mandated FITNESSGRAM standards, the number of students receiving medals in grades four and five will increase from 56 students for the 2005-2006 to 60 in the 2006-2007 school year.

Given emphasis on art appreciation , the number of students participating in art related clubs or activities will increase from twenty students in the 2005-2006 school year to forty students during the 2006-2007 school year.

Myrtle Grove Elementary School will increase its ranking on the State of Florida ROI index publication from the 11th percentile in 2004-2005 to the 12th percentile on the next publication of the index.

Based on the Organizational Performance Improvement Snapshot (OPIS) survey results, the two areas for improvement at Myrtle Grove Elementary are in the areas of Strategic Planning(2) and Business Results(7). The faculty and staff feel there is a need to have their ideas considered in future planning,(2a /3.6). Another area in which the faculty and staff feel there is a need to improve, according to the OPIS survey, is informing faculty and staff of the financial report of the school(7c /3.0). In the area of strategic planning, the administration will address these needs in grade level, faculty and curriculum leadership team meetings. In the area of financial disclosure, the budget will be discussed at EESAC meetings, and will be reflected in the minutes for faculty and staff to review. In addition, items will be shared with the entire staff at faculty meetings, as needed.

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.

Myrtle Grove Elementary School

VISION

Myrtle Grove Elementary will be a life-long learning community for Pre-K through 5th grade students, parents, school faculty and staff where all students are taught to soar beyond limitations in order to succeed as productive citizens in an ever-changing democratic society and world.

It is envisioned that Myrtle Grove Elementary will be a safe and connected environment that enhances students' desire to learn while fostering emotional wholeness, where joy in the job to be done enables students, faculty and staff to go beyond the call of duty and a community where love is shared and where dispositions of sharing, caring, and celebrating the success of all community members is a norm.

Myrtle Grove Elementary, therefore, will become a continuous learning environment (a) where students succeed, (b) where faculty, staff, parents, and students see value in working together to solve problems for the benefit of the learning community, (c) where community members work and think together to discover and share knowledge and self, and (d) where faculty, staff and parents model the kind of self-discipline conducive to enhancing students' self-discipline and motivation. This environment will be analogous to a school family where there is respect for each individual in the family.

MISSION

Myrtle Grove Elementary exists to serve public goals, that is, to promote the collective good of a democratic society. Consequently, Myrtle Grove Elementary is charged to prepare students at the Pre-K-5 level with participation in a democratic society. More specifically, the mission at Myrtle Grove Elementary is to improve student academic performance to ensure that all students demonstrate mastery of grade level material and become responsible citizens.

CORE VALUES

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

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

School Demographics

Myrtle Grove Elementary, constructed in 1956, is a Pre-K through fifth grade Title I school located in Miami Gardens, Florida. The school is located in a lower socio-economic community with an ethnic breakdown of 92.3 percent Black, Non-Hispanic, .07 percent White, Non-Hispanic, .06 percent Asian/Indian/Multi-Racial and 6.4 percent Hispanic. There are approximately 473 students, 87 percent of whom receive free or reduced price meals. The special education population consists of students with learning disabilities, speech impairments and gifted students. Myrtle Grove Elementary has a mobility rate index of 29 percent. Myrtle Grove Elementary is surrounded by the following elementary schools: Brentwood, Golden Glades, Carol City and Barbara Hawkins. Myrtle Grove Elementary School is included in the School Improvement Zone, headed by Dr. Rudy Crew. Challenges that face Myrtle Grove Elementary School are lack of parental involvement and a decrease in fourth and fifth grade Mathematics scores as evidenced by the state high stakes test(2006). The faculty consists of 43 percent White, Non-Hispanic, 39 percent Black, Non-Hispanic, 16 percent Hispanic, and 2 percent Asian American. Twenty-three faculty members have earned Bachelors' degrees, thirteen faculty members have earned Masters' degrees, two faculty members hold Specialists' degrees and three faculty members have earned Doctorate degrees. One teacher presently holds National Board Certification while another teacher is actively seeking National Board Certification. Myrtle Grove also has nine beginning teachers, which includes one Teach For America participant and one Visiting International Faculty member.

School Foundation

Leadership:

According to the findings of the Organizational Performance Improvement Snapshot (OPIS) survey, the leadership at Myrtle Grove Elementary is strong in setting the direction for the school and in sharing the mission and vision (1a/4.5). The principal creates a positive work environment and appreciates staff members' contributions. The OPIS survey also indicates a need in soliciting ideas from staff members (1g/3.7). This area will be addressed through grade level, faculty and curriculum leadership meetings.

District Strategic Planning Alignment:

The OPIS survey reveals that the staff feels they are kept well informed of how their contributions to progress in planning are evolving. The employees are involved in the development of goals and objectives of the school (2c/4.1). Input into the development of the Continuous Improvement Model (CIM) Focus Calendar was given across all grade levels, Pre-K – 5th. The OPIS survey indicates that employees feel a need for greater input into future planning (2a/3.6). This will be accomplished through grade level, faculty and curriculum leadership team meetings.

Stakeholder Engagement:

The OPIS survey indicates the staff knows how important the stakeholders are to the school (3a/4.6). Communication with parents and guardians is done through conferences and/or written correspondences. There is a need, according to the OPIS, to ensure that parents and guardians are satisfied with the education their children are receiving and that all needs of the students are being met (3d/4.0). This area of concern will be addressed through the utilization of the Community Involvement Specialist (CIS) and the PTSA. Communications sent home in the form of monthly calendars and phone messages.

Faculty & Staff:

Myrtle Grove takes a team approach to the overall function of the school. Employees collaborate to accomplish Myrtle Grove's strategic objectives. The OPIS Survey reveals that the work location promotes a work environment that supports professional growth, safety, satisfaction, and motivation for all of its employees and that employees are able to make changes that will improve their work quality (4b/4.2 & 5a/4.3). The survey also indicates a need to get information on how the school is performing (4f/3.8). This need will be addressed through grade level and faculty meetings.

Data/Information/Knowledge Management:

Myrtle Grove empowers its employees to analyze their work. Staff members are able to make changes in order to improve work quality (4b/4.5). Communication of information on how the work location is doing needs to be ongoing (4f/3.6). This need will be addressed through grade level and faculty meetings.

Education Design:

Myrtle Grove examines the Strategic Planning, Process Management, and Customer and Market Focus items to determine a trend in Education Design. Customer and Market Focus Category 3 shows a high approval of how we treat and deal with our clientele with an average score of 4.2. The Process Management average score is 4.0 with a strong emphasis on employees being able to control their work process. However, the staff indicates that more resources are needed in order to do an optimal job. Strategic Planning or Category 2 indicates an average score of 3.9.; Overall, staff members know what is required and how to adapt to change but there is an indication that their ideas are not being solicited at times. Therefore, each faculty meeting agenda will include time to share teacher input.

Performance Results:

The OPIS Survey indicates that staff members at Myrtle Grove are extremely satisfied with their job (7i/4.4). An area in which the faculty and staff feels there is a need to improve, according to the OPIS survey, is informing faculty and staff of the financial report of the school(7c/3.0). In the area of financial disclosure, the budget will be discussed at EESAC meetings, as needed, and will be reflected in the minutes for faculty and staff to review.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

The principal encourages staff development both on site as well as off campus. As examples, a ten week series of Conscious Discipline Workshops is offered in the school's media center. Collaboration and cohesiveness are encouraged among the faculty and staff since common planning time has been scheduled for all grade levels. Furthermore, the National Board Certified teacher on staff is encouraged to mentor faculty members who are beginning the three year process toward National Board Certification. The principal supports this mentor /mentee relationship by contributing professional leave days as needed.

Pre-Kindergarten:

Ava Dixon (ID # 214134) received her Bachelor's of Arts degree from Concordia University in Montreal, Canada, in Early Childhood Education. She worked as a Head Start, Pre-K teacher for six years. Ava has been with the Miami-Dade County Public School System for two years, as a Pre-K teacher. She attends regular, yearly workshops such as LAP-D Assessments, Building Early Language and Literacy Skills (B.E.L.L.), High Scope Curriculum and Social and Emotional Development of Children Association(DECA).

Ana Montenegro (ID # 270026) earned a Bachelor's degree in Psychology. She has taught for five years and has a certificate from Pre-Kindergarten through third grade. She also holds a certificate as a bilingual teacher.

Shenavia Ingram (ID # 267974) graduated from the Union Institute, Spring 2004. She began her teaching career as a permanent substitute in a third grade class. She is currently teaching in a Pre-Kindergarten position.

Monica Schmiedlin (ID # 276173)California University in 2000 Master's of Science in Elementary Education, a Bachelor's of Science in Special Education in 1999

Kindergarten:

Geraldine Balington (ID # 163328) graduated from Wayne State University, with a Bachelor's of Arts degree in Elementary Education. She is certified in Early Childhood Education, Elementary Education and ESOL endorsed. Geraldine has twenty-nine years of experience in the teaching profession. She taught eleven years in Detroit, MI., and eighteen years in Miami-Dade County. Geraldine's teaching experiences include two Summer Sessions of Head Start, and High Scope. Geraldine currently teaches Kindergarten. She has served as Grade Chairperson for several years on the Kindergarten level. She has attended various workshops in the areas Language Arts, Mathematics, Science, High Scope, and PACES. Geraldine was voted Teacher of the Year, 1994.

Mary L. Dunn (ID # 040703) has an Associate's of Arts degree in Pre-Education, a Bachelor's of Science degree in Education, a Master's degree in Administration and Supervision, and certified in Reading on a Master's Level. She received 36 additional hours in Technology, and is certified in Early Childhood and ESOL endorsed. Mary has also received training through TEC. Mary is currently teaching Kindergarten. She has served on many committees within the school and the community. Mary was also given the honor of Teacher of the Year for Myrtle Grove.

Jayme Gough (ID # 282595)Has a Bachelor of Arts in English & Journalism from University of Florida.

Joshua Weiss (ID # 282671) Has a Bachelor of Arts in Economics from the University of Maryland and a Masters of International Relations from Columbia University.

First Grade:

Violet Radak (ID # 057270) received a Bachelor's of Science degree from Kansas State University, and has an ESOL endorsement. She has been teaching for 37 years with the Miami-Dade County Public Schools. Violet taught five years at Leisure City Elementary School and the remainder at Myrtle Grove Elementary School. Violet is currently teaching First Grade. She has served as Grade Chairperson for several years. Violet has attended various workshops in Language Arts, Mathematics, and Science.

Wanna Jenkins (ID # 112738) began her career with Miami-Dade County Public Schools as a substitute, 1977-1986. She received her degree in Elementary Education, from Florida Memorial College, and has been teaching for eighteen years. Wanna has taken training in-services in Gifted and ESOL.

Denise Orr-Daley (ID # 283718) Has a Bachelor's of Science in Education from Temple University.

Second Grade:

Jessica Grayton (ID # 278929) is in her first year of teaching in the public school system. She has worked as a substitute teacher the previous year. She holds a B.A. in Spanish, and has taught at a private language school and at a community college in St. Louis. She will graduate this winter with her M.A. in TESOL (Teaching English as a Second Language) and plans to continue her education.

Rosezetta Graham (ID # 282099) Has a Bachelor of Science in Education from the University of Miami.

Simone Reese (ID # 220747) Has a Bachelor of Arts in Mass Communication from Bennett College.

Third Grade:

Martha Lasner (ID # 103140) received her Bachelor's of Science degree in 1975 in Early Childhood/ Elementary Education., and a Master's degree from Nova Southeastern University, 1987. Martha has been teaching for twenty-six years. Martha has taught all grades K through fifth, and Spanish as a Second Language. She is currently teaching Third Grade. Martha has served as grade chairperson. Martha has attended various workshops in the areas of Language Arts, Reading, Math, and Science.

Gina Martin (ID # 248702) began her career as a paraprofessional. She attended Barry University where she received a Bachelor's of Science degree in Elementary Education. Gina has taught Pre-K ESE and Fifth Grade. Gina currently teaches third grade. Gina is seeking a Master's degree in Educational Leadership at Barry University.

Damaris Perdigon (ID # 156435) is a third grade teacher. She has been teaching for seven years. She has earned her Bachelor's degree in Elementary Education, from Florida International University and is ESOL endorsed. She has also received training in

the areas of Reading, Language Arts, Mathematics, and Science. She currently serves as grade chair.

Fourth Grade:

Janice Smith (ID # 116986) began her career in the Miami-Dade County Public Schools in 1984. She began as a paraprofessional. Janice has worked both as a part-time and full time paraprofessional. She was also the library and Gifted clerk. Janice received her Bachelor's of Science degree from Florida Memorial College in December 1995. Janice has participated in various workshops to enhance her students learning.

Philoma Noel (ID # 178486). This is my seventh year of teaching in the public school system. I have a Bachelor's of Science in Education and seven years of experience in the field.

Fifth Grade

Carolyn Calloway (ID # 096436) received her Bachelor's of Science from Tennessee State University in Nashville, TN. Carolyn has been teaching for Miami-Dade County Public Schools for twenty-nine and half years. She has served as the District Science Fair Coordinator for Elementary Schools and Myrtle Grove Elementary School's Science Fair Coordinator for six years. She was the sponsor for Student Council for two years. She has served as grade chairperson for several years. Carolyn has written and received various grants over her teaching career. Carolyn is a member of the Technology Cohort and has various trainings in Technology. She has also been to trainings in the following areas: Reading, Language Arts, Mathematics, Science and Social Studies.

Allan Wilson (ID # 058854) received a Bachelor's of Science Degree from Bethune –Cookman College, in Elementary Education (1-6), and Physical Education (K-12). Allan has been with the Miami-Dade County Public Schools for thirty- five years. He has taught grades five and six. He also conducted the Alternative Education / Career Lab. Allan has also been in the role of Math Coach, Grade Chairperson, Tutor, and Mentor to new teachers, 5000 Role Model Mentor.

Veronique Beaubrun (ID # 206782) has been with Dade County Public Schools for eleven years. She was employed as a paraprofessional for nine years. In 2003, She earned her Bachelor's Degree in Elementary Education with an ESOL endorsement from Barry University. She later became a teacher and started working at Myrtle Grove Elementary. she continued her education and in 2006 and earned her my Master's Degree in Reading from Barry University.

Special Area Teachers:

Althea Duren (ID # 147569) has a total of ten years of working in the Miami-Dade County Public School System, of which six of those years are for full-time teaching and two years of part-time teaching in a K-5 setting. Her depth of experience spans from being a paraprofessional for six months to working as a Resource Teacher for several years. She earned her B.S. in Elementary Education and Early Childhood Education from Nova Southeastern University. She continued her education at Florida International University where she obtained her M.S. Degrees in Reading and Counseling Education and her doctorate in Curriculum and Instruction with a concentration in family literacy. She believes that children are "little people" that should be treated with respect and provided ample opportunity for academic and emotional growth.

Mickey Weiner (ID # 148010) draws from more than twenty-two years of teaching experience with the Miami-Dade County Public School System. She earned a B.S. in Elementary Education from the University of Wisconsin-Madison, and continued her education at Florida International University where she acquired a Master's in Reading and a Doctorate in Curriculum and

Instruction. Currently, she is a National Board Certified Teacher in the area of Middle Childhood Generalist and a Resource Teacher for students in grades 3-5 at Myrtle Grove Elementary School. She enjoys helping children discover their unique gifts and talents and relishes collaborative opportunities to learn with and from her friend, Erskine Dottin, who is a professor at FIU.

Patricia B. Roberts (ID # 087157). The 2005-2006 school year completed thirty-two successful years of educating students in the Miami-Dade County Public School System. Although, she hold a Specialist Certification in Library Media, she has a Master's Degree in Elementary Education. Being honored twice at different locations as Teacher of the Year were highlights of my career. One of the most meaningful rewards in my thirty-two years of teaching was being the recipient of a grant that encouraged male role models to get involved in the lives of young people.

Patricia Wahlberg (ID # 123176) graduated from Biscayne College (currently known as St. Thomas University) in 1979, earning a Bachelor's of Science Degree in Elementary Education (1- 6). She also holds ESOL endorsement within the state of Florida. Pat has been teaching for Miami-Dade County Public Schools for twenty-seven years. She has taught grades 1, 2, 3, and 4. Pat has also been a Reading Tutor with the Success For All Reading Program. Pat is currently the Technology Facilitator. She has served as grade level chairperson. Pat is the Professional Growth Team Leader and was trained in PACES. She was the Reading Leader during a Summer School. Pat has received various training in Technology, Reading, Language Arts, Mathematics and Science. She serves in the ESSAC as the EESAC chairperson. Pat has been a tutor and has overseen the tutoring program. Pat was voted Teacher of the Year and Inclusion Teacher of the Year for Myrtle Grove. Pat has also provided clinical supervisions of intern over her years as an educator. Pat is currently a National Board Candidate.

Music Teacher: Susana Gonzalez (ID # 214152) earned a Bachelor's Degree in Music Education in 1995 from Florida International University. Susana is an active member of Wagner Conservatory of Music. She participated in the Summer of Arts Institute during 2004. Susana also provides private music lesson. She was active with a blind student, where she provided pro bono lesson for this student.

School Counselor: Scarlett Medrano (ID # 270041) is the School Counselor for Myrtle Grove Elementary School. She received her Bachelor's of Arts degree in Psychology from Florida International University in April 2001, and a Masters of Science degree in Counselor Education in April , 2004. This is Scarlett's first counseling position for Miami-Dade County Public Schools. During graduate school, Fellowship House, an adult mental health agency employed Scarlett as a Psycho-Social Rehabilitation Counselor.

Art Teacher: Harold Zimmerman (ID # 259022) has a Bachelor of Fine Arts Degree. In addition, he received his Teaching Certification from Florida International University and is currently working on his Masters Degree.

Media Specialist: Janise P. Olliff (ID # 072755) graduated from Miami-Dade College with an Associate's of Arts degree in Education. She continued her education at Northeastern University receiving a Bachelor of Science degree in Elementary Education. Janise also has a Masters of Science degree in Reading and a Specialist degree in Learning Resources.

Mildred Boveda (ID # 274631). As a second year teacher I have had the opportunity to work with exceptional veteran teachers who have encouraged and inspired me to take the extra mile. With their guidance I have written and received a grant from the Education Fund. I received the Miami-Dade Council for Exceptional Children Rookie Teacher Award, and I'm currently one of two finalists to receive the Florida C.E.C. RTOY Award. I have a degree in Exceptional Student Education with a TESOL endorsement. I have received CRISS training and training in Conscious Discipline.

Ayasha Nasai (ID # 277234) Has a Bachelor of Arts in Psychology from Florida International University.

Spanish /ESOL Teacher: Myrna L. Ruiz-Oquendo (ID # 142301) graduated from Barry University with a degree in Elementary Education and a minor in Spanish. She started her career as a Fourth grade teacher and has been the Spanish teacher at Myrtle Grove Elementary for 19 years. Myrna is currently working on her Masters degree in Elementary Education at Nova University.

Teacher of the Gifted: Lucille Boswell-Allen (ID #239797) has a Bachelor of Science degree in Education. She has 17 years of teaching experience in Jamaica and currently in her sixth year for Miami-Dade County School system. Lucille has attended several in-services sponsored by the school district for all of the curriculum areas.

Teacher of the Gifted: Mariolga Lebreo (ID # 154386) has been in the teaching profession for 20 years. She holds a B.A.E. (Bachelor of Art Education) and B.S. (Bachelor of Science in Secondary Education – Spanish) from the University of Wisconsin-Oshkosh. She attained her M.S. (Master of Science) Degree from Western Illinois University in College Student Personnel Administration – Emphasis in Counseling. In addition, she also has a Specialist Degree in Gifted Education and Exceptionalities from Nova University. Her teaching certifications are in Art (K-12), Gifted (K-12), Spanish (7-12) and ESOL (all levels). She was named a Distinguished Teacher at Fienberg-Fisher Elementary (1990) and at South Pointe Elementary (1998). She has recently been inducted into Who's Who Among American Teachers. Moreover, her students have won numerous local, district and state awards for their art work.

• Highly Qualified, Certified Administrators:

Barbara L. Johnson, Ed.D., Ed.S., M.A.,B.S.

Dr. Barbara L. Johnson was appointed as the Principal of Myrtle Grove Elementary School, April of 2003. Dr. Johnson has been a professional educator for the past 19 years. She has six and a half years experience as an Assistant Principal and ten years experience as a classroom teacher. As a classroom teacher, she has positively affected the lives of students in her class in grades kindergarten, first, second, third and seventh (Music). She instilled in her students invaluable knowledge and experiences through her love of teaching and hands-on approach to instruction.

As the Principal of Myrtle Grove, Dr. Johnson's leadership and administration resulted in curriculum alignment in all grade levels and all subject areas. As a direct result of her vision, commitment, dedication and leadership, Dr. Johnson implemented a school-wide tutorial program which also included a Saturday Academy component to assist students performing in the lowest 25th percentile in grades 3-5 and tutorial services during the day for students in kindergarten through second grade. Under Dr. Johnson's leadership, the state assigned grade for Myrtle Grove Elementary School has risen from a "D" to a "C." Moreover, Dr. Johnson seeks to build unity among the school family at Myrtle Grove through her efforts in working collaboratively with the faculty in order to build a conceptual framework.

Dr. Johnson holds two graduate degrees from Nova Southeastern University, a Doctorate degree in Educational Leadership and an Educational Specialist degree in Educational Leadership. Additionally, Dr. Johnson received two degrees from East Carolina University, a Master of Science and a Bachelor of Science in Education. She also has a minor in Music Education from Mississippi Valley State University. Dr. Johnson serves as a member of the Nova Southeastern University Black Heritage Council, M-DCPS Charter School Review Committee, Office Employee Comprehensive Training Committee, Ad Hoc Calendar Committee and has completed the district's Executive Training Program for Principals.

Dr. Johnson attended the "Sounds of the Principalship" Conference representing M-DCPS. She was also the only Assistant

Principal in the M-DCPS selected to present at the "Council of Great City Schools," a national conference for Superintendents from around the country. She also trained newly appointed Assistant Principals through M-DCPS Management Academy. Dr. Johnson has many other leadership experiences acquired in Greenville, North Carolina, as well as Miami-Dade County Public Schools.

Leslie Longfield, Assistant Principal

Leslie Longfield (161193) B.S. Physical Education, M.S. Physical Education, Ed. S. Educational Leadership. Ms. Leslie Longfield is a 20 year veteran educator for Miami-Dade County Public Schools. She began her career as a physical education teacher at Miami Edison Middle School where she taught for 2 years. During the next 13 years she worked at several different elementary schools. In 1993 she was selected Teacher of the Year for her School.

During her tenure as an elementary school teacher she was assigned to teach 2nd grade reading. She was the department chair for special areas and acquired the skills to become proficient in a variety of technology applications. When the Competency Based Curriculum (CBC) was first implemented in Miami-Dade County, she was selected as one of the teacher trainers. She was the president of the local physical education association (DCPEA) for 2 years. In 2000 she became the lead teacher for the Center of Applied Technology at Horace Mann Middle School. As the lead teacher she was responsible for setting up district workshops at the school site, monitoring student progress, and recruiting students and teachers into the computer program. She was part of the administrative support team that brought Horace Mann Middle School from a state assigned letter grade of a "D" to a "C."

During the fall of 2005 she was appointed as the assistant principal for Miami Central Senior High School. She was placed at the Miami Central South Satellite Campus. She led several workshops as part of the ongoing professional development for her staff. She worked closely with her staff analyzing data from READ 180 and Edusoft in order to drive instruction. Under Ms. Longfield's supervision fifty percent or more of the students at the South Campus made learning gains in both mathematics and reading according to results from the 2006 administration of the FCAT. Ms. Longfield currently works as the Assistant Principal at Myrtle Grove Elementary School.

• Teacher Mentoring:

The school's Teacher Mentoring Program consists of assigning experienced teachers to assist annual contract teachers – thus forming a "Professional Growth Team (PGT)" during the beginning teachers' first three years in the school system. Each new teacher selects a colleague teacher for his/her PGT, while the principal selects another mentor teacher from the faculty. During the 2006-2007 school year, a total of nine first year teachers will participate in PGT's.

These school site mentors work closely with the new teachers to assist in all aspects of school responsibilities. The mentor teachers observe the new teachers to provide feedback in a collegial setting. The team continues to work together throughout the beginning teachers' first three years of teaching. This mentoring program is closely aligned with our Professional Assessment and Comprehensive Evaluation System(PACES).

In addition to the PGT, mentors are assigned beginning teachers (mentees). Mentors meet with their mentees weekly and the

entire group of mentors/mentees meets bi-monthly to discuss issues facing the new teachers. Mentors provide input and feedback from classroom visitations that may assist the professional development of the beginning teachers.

Additional support is provided for our nine new teachers from the district, as well. The Office of Professional Development sends three masterful mentor teachers to work with our first year teachers as part of the district's new teacher induction model. These district mentors spend a minimum of two hours per week with each new classroom teacher and one hour per week with each new special area teacher so that the likelihood of our new teachers achieving success improves and retention rates increase.

• School Advisory Council:

The Educational Excellence School Advisory Council (EESAC) of Myrtle Grove Elementary School has a purpose to define a vision and establish goals for the improvement of student achievement. The EESAC works together with the principal in the preparation and evaluation of the School Improvement Plan and of the overall school budget, fostering an environment of professional collaboration among the educational stakeholders of the school. The principal and the elected members of the EESAC use consensus management to improve student achievement in a collaborative manner. Specific activities include, but are not limited to: making decisions regarding school goals and strategies, expenditure of school advisory funds, planning schoolwide activities and programs that support student achievement, and monitoring all aspects of the School Improvement Plan to ensure compliance with State and District mandates.

• Extended Learning Opportunities

The school offers several programs that extend learning opportunities for students. Students in grade three who are in the lowest quartile in reading and/or mathematics are given the opportunity to work in the computer lab on the Classworks Gold Program, Riverdeep, ReadingPlus and FCAT Explorer, a minimum of one hour every week, with the assistance of a Technology Facilitator. A Parent Resource Center and a Community Involvement Specialist (CIS) assist parents by providing materials and parent workshops designed to help parents help their children in all subject areas.

During school, students scoring in the lowest 25 percentile attend small group pull-out programs in reading and mathematics. After-school tutoring is conducted through the YMCA Program for students in grades Kindergarten through fifth. Saturday Academy is provided to students in grades three through five in reading and mathematics. Students in grade two who are performing in the lowest quartile in reading are provided with tutorial services during the day, and are given the opportunity to attend and participate in summer intersession. Students in grade three who are retained are also given the opportunity to attend a summer school program. All retained students are required to participate in an in-school tutoring program designed to give additional small-group instruction in reading, writing, mathematics, or test-taking strategies directly from their classroom teacher and/or paraprofessional.

Additional tutoring is provided during the school day whereby the reading, writing, and mathematics leaders, respectively, work with low-performing students in small group settings. Highly qualified paraprofessionals and highly trained and qualified volunteers work with students who are in need of additional help in the areas of reading, mathematics, and writing during the school day.

An Academic Excellence Program (AEP) is being implemented at the school site in an after school resource model. The curriculum components are Journalism and Utilizing Chess to Stimulate Critical Thinking Skills. The curriculum components promote logical and critical thinking, and develop decision making skills to reinforce problem solving and research writing.

Targeted students will participate in an extended day literacy program. A structured tutorial will address each student's identified

reading deficiencies. The programs to be used are Voyager Passport, Houghton Mifflin's Early Success, Reading Plus and SOAR TO SUCCESS.

• School Wide Improvement Model

Myrtle Grove Elementary School will participate in Action Research, a process by which the school assessments and data will be studied in order to guide, correct, and evaluate decisions that will improve the quality of instruction and impact student achievement. Myrtle Grove Elementary School will implement the 8-Step Continuous Improvement Model (CIM). Students are given a pre-test in Reading, Mathematics, Writing and Science. The CIM model involves an eight-step process that regularly assesses students for intervention, remediation, and enrichment. The steps include disaggregating of data, instructional focus, assessment, tutorials, enrichment, maintenance, and monitoring the process. All grade levels throughout the school are implementing this model. Scores are analyzed and the data are used to identify the areas of strength and weakness for individual students and the grade level as a whole. Miami-Dade County Public Schools (M-DCPS) will provide District Reading and Mathematics assessments, which will be given to students and the data will be gathered and analyzed using the EDUSOFT and Snapshot analyzing management tools.

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

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

GOAL 1 STATEMENT:

All students in grades three through five will be able to read on or above grade level.

Needs Assessment

A review of the 2006 FCAT Reading test indicated that an average of 47 percent of the students scored Level 3 or above on the 2006 FCAT Sunshine State Standards Reading Component.

In third grade, 62 percent of the students scored at Level 3 or above. In fourth grade, 42 percent of the students scored at Level 3 or above. In fifth grade, 37 percent of the students scored Level 3 or above.

The percentage of items the students answered correctly in the 2006 Reading Cluster of Words/Phrases were 57 percent for third grade, 67 percent for fourth grade, and 57 percent for fifth grade.

The percentage of items the students answered correctly in the 2006 Reading Cluster of Main Idea/Purpose were 59 percent for third grade, 50 percent for fourth grade, and 53 percent is fifth grade.

The percentage of items the students answered correctly in the 2006 Reading cluster of Comparisons were 50 percent for third grade, 53 percent for fourth grade, and 60 percent for fifth grade.

The percentage of items the students answered correctly in the 2006 Reading Cluster of Reference/Research were 50 percent for third grade, 50 percent for fourth grade, and 50 percent for fifth grade.

From these statistics, it can be concluded that the third grade exceeded the fourth and fifth grades in their scores for the 2006 FCAT Sunshine State Standards Reading Component. Specific strengths of the 2006 Reading Clusters were Words/Phrases for the fourth grade, Main Idea/Purpose for third grade, and Comparisons for fifth grade.

The main areas of concern are the fourth and fifth grade scores on the 2006 FCAT Sunshine State Standards Reading Component and the Reference/Research Reading Cluster for grades 3-5.

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades 3-5 will improve their reading skills as evidenced by 51 % of students scoring FCAT level 3 or higher on the 2007 FCAT administration of the Reading Test.

Given instruction using the Sunshine State Standards, Students With Disabilities (SWD) in grades 3-5 will improve their reading skills as evidenced by 51 % of students scoring FCAT level 3 or higher on the 2007 FCAT administration of the Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the Continuous Improvement Model to analyze data and develop a Reading Instructional Focus Calendar.	Principal, Assistant Principal, Reading Coach, Reading Resource Teacher	8/7/2006	6/1/2007	District-wide literacy plan	\$0.00
Use school-site reading resource personnel to monitor the fidelity of Houghton Mifflin, Early Success, Soar to Success, and Voyager Passport during classroom visits to grades K-5.	Principal, Assistant Principal, Reading Coach, Reading Resource Teacher	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Complete Progress Monitoring Action Plan for identified students of FCAT Levels 1 & 2 in grades 3-5.	Principal, Assistant Principal, Classroom Teachers	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Implement CRISS strategies to compliment and enhance reading in the content areas in grades K-5.	Principal, Assistant Principal, Reading Coach, Reading Resource Teacher, Classroom Teachers	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Generate disaggregated data reports to redirect classroom instruction and to place students in flexible tutorial groups in grades K-5.	Principal, Assistant Principal, Reading Coach, Reading Resource Teacher, Classroom Teachers	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Administer and analyze bi-weekly EduSoft assessments aligned to the Sunshine State Standards tested benchmarks for grades K-5 and the Language Arts/Reading Curriculum Pacing Guides.	Principal, Assistant Principal, Reading Coach, Reading Resource Teacher, Classroom Teachers	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Maintain a consistent focus on the reading cluster of Reference/Research Reading and instruct the remaining clusters of Main Idea/Purpose, Word/Phrases, and Comparisons according to the timeline identified in the Reading Instructional Focus and the Language Arts/Reading Curriculum	Principal, Assistant Principal, Reading Coach, Reading Resource Teacher	8/7/2006	6/1/2007	District-wide literacy plan	\$1200.00

Pacing Guides.					
Provide the teaching staff of grades K-5 with professional development activities that are aligned with the Comprehensive Research-Based Reading Plan.	Principal, Assistant Principal, Reading Coach, Reading Resource Teacher	8/7/2006	6/1/2007	District-wide literacy plan	\$4200.00
Provide remedial reading instruction for Students With Disabilities and students scoring in the lowest 25 percentile in grades 3-5 during pull-out tutorials, Extended day, and the Saturday Academy.	Principal Assistant Principal Reading Coach Reading Resource Teacher Classroom Teachers	8/7/2006	6/1/2007	Community Partnerships	\$7800.00
Provide computer-assisted reading instruction with Accelerated Reader, FCAT Explorer, and ReadingPlus to students in grades 3-5 who scored at FCAT Levels 1 or 2 on the 2006 FCAT Sunshine State Standards Reading Component.	Principal, Assistant Principal, Reading Coach, Reading Resource Teacher, Media Specialist, Technology Coordinator, Classroom Teachers	8/7/2006	6/1/2007	District Strategic Plan	\$2500.00

Research-Based Programs

Comprehensive Core Reading Program

Voyager (K & 3)

Early Success (1-2)

Soar to Success (3-5)

Professional Development

Houghton Mifflin Core Reading program

Early Success

Soar to Success

Voyager Passport

CRISS by the District

Accelerated Reader

Evaluation

2007 FCAT Reading Test

Houghton Mifflin weekly assessments

Bi-weekly benchmark assessments

District Reading Interim Assessment

Quarterly evaluation including DIBELS

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

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

GOAL 2 STATEMENT:

Students in grades three through five will increase their mathematics performance skills to meet the state's required high standards.

Needs Assessment

A review of the 2006 FCAT Mathematics test indicated that an average of 41 percent of third through fifth grade students scored Level 3 or above on the 2006 FCAT Sunshine State Standards Mathematics Test.

In third grade, 55 percent of the students scored at Level 3 or above. In fourth grade, 37 percent of the students scored at Level 3 or above. In fifth grade, 31 percent of the students scored Level 3 or above.

The percentage of items the students answered correctly in the 2006 Mathematics Strands of Number Sense were 50 percent for third grade, 40 percent for fourth grade, and 31 percent for fifth grade.

The percentage of items the students answered correctly in the 2006 Mathematics Strand of Measurement were 50 percent for third grade, 50 percent for fourth grade, and 45 percent for fifth grade.

The percentage of items the students answered correctly in the 2006 Mathematics Strand of Geometry were 43 percent for third grade, 43 percent for fourth grade, and 46 percent for fifth grade.

The percentage of items the students answered correctly in the 2006 Mathematics Strand of Algebraic Thinking were 67 percent for third grade, 43 percent for fourth grade, and 36 percent for fifth grade.

The percentage of items the students answered correctly in the 2006 Mathematics Strand of Data Analysis were 43percent for third grade, 43 percent for fourth grade, and 42 percent for fifth grade.

From these statistics, it can be concluded that the third grade exceeded the fourth and fifth grades in their scores for the 2006 FCAT Mathematics Test. Specific strengths of the 2006 Mathematics Strands were Algebraic Thinking in third grade, Measurement in fourth grade and Geometry in fifth grade.

The main areas of concern are data analysis and number sense as evidenced on the 2006 FCAT Mathematics Test for grades 3-5.

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades 3-5 will improve their mathematics skills as evidenced by 56 % of students scoring FCAT level 3 or higher on the 2007 FCAT administration of the Mathematics Test.

Given instruction using the Sunshine State Standards, Black students in grades 3-5 will improve their mathematics skills as evidenced by 56 % of students scoring FCAT level 3 or higher on the 2007 FCAT administration of the Mathematics Test.

Given instruction using the Sunshine State Standards, Students With Disabilities (SWD) in grades 3-5 will improve their mathematics skills as evidenced by 56 % of students scoring FCAT level 3 or higher on the 2007 FCAT administration of the Mathematics Test.

Given instruction using the Sunshine State Standards, Students with Free and Reduced Lunch status in grades 3-5 will improve their mathematics skills as evidenced by 56 % of students scoring FCAT level 3 or higher on the 2007 FCAT administration of the Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement Riverdeep technology program for students scoring at achievement levels 1 and 2 on the 2006 FCAT Mathematics Test.	Principal Assistant Principal Classroom Teachers Mathematics Coach	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Include consistent focus on the strands of number sense and data analysis and instruct the remaining content strands of measurement, geometry, and algebraic thinking according to the timeline identified in the CIM Instructional Focus Calendar and Pacing Guide from the Division of Mathematics and Science.	Principal Assistant Principal Classroom Teachers Mathematics Coach	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Utilize Edusoft as a data management system to score assessments, generate disaggregated data reports to drive classroom instruction, place students in flexible tutorial groups and redirect instructional calendar.	Principal Assistant Principal Classroom Teachers Mathematics Coach	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Administer and analyze bi-weekly, and interim assessments aligned to the Sunshine State Standards tested benchmarks for grades three through five.	Principal Assistant Principal Classroom Teachers Mathematics Coach	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Provide tutorial services to all third grade	Principals	8/7/2006	6/1/2007	District Strategic	\$0.00

retainees, and students in grades three through five identified as Students with Disabilities, scoring in the lowest 25 percent on the 2006 FCAT Mathematics Test and economically disadvantaged.	Assistant Principals Classroom Teachers Mathematics Coach			Plan	
Provide Students with Disabilities in grades three through five with a variety of mathematical techniques that emphasize the development and implementation of critical thinking skills that can be applied to real-life situations through inclusion and small groups.	Principal Assistant Principal Classroom Teachers Mathematics Coach	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Schedule and monitor students use of technology through visits to the technology lab and use of FCAT Explorer in Mathematics.	Principal Assistant Principal Technology Coordinator Classroom Teachers Mathematics Coach	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Provide opportunities for professional development grades K-2 hands-on mathematics and grades 3-5 mathematics item specs at district and region levels.	Principal Assistant Principal Mathematics Coach Classroom Teachers	8/7/2006	6/1/2007	District Strategic Plan	\$1200.00

Research-Based Programs

Harcourt-Brace Textbook Series
Riverdeep Destination Math

Professional Development

District –wide training sessions
CRISS Training
Best Practices
Riverdeep Destination Math
Hands-On Mathematics
Intrepreting Item Specs

Evaluation

Objectives will be evaluated by scores of the 2007 FCAT Mathematics Test. Interim and bi-weekly assessments will provide formative assessment, which will be used to monitor student's progress towards the objective.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

Fourth grade students will increase their writing performance skills to meet the state required high standards.

Needs Assessment

The results of the 2006 FCAT Writing Plus Test indicate that 63 percent fourth grade students met high standards of 3.5 or above.

Results further indicate that 62 percent of students tested on the expository prompt met high standards of 3.5 or above and 63 percent of students tested on the narrative prompt scored high standards of 3.5 or above. This year concerted effort in expository and narrative writing should result in an increase in student achievement in writing.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 64 percent reaching the state required high standards as documented by scores on the 2007 FCAT Writing Plus Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Use flexible grouping with fourth grade students. Establish a Writing Lab operated by the Writing Coach, scheduling small groups of fourth graders for intense instruction.	Principal, Assistant Principal, Writing Coach, Reading Coach, Classroom Teachers	8/7/2006	6/1/2007	Continuous Improvement Model	\$0.00
Implement a journalism elective for selected students during the Extended Day in order to provide students with writing techniques/strategies.	Principal, Assistant Principal, Media Specialist,	8/7/2006	6/1/2007	Small Learning Communities	\$0.00
Continue to infuse technology into Writing Across the Curriculum Program including strategies specific to each subgroup.	Principal, Assistant Principal, Technology Coordinator, Writing Coach, Classroom Teachers	8/7/2006	6/1/2007	Continuous Improvement Model	\$0.00
Encourage staff members to "adopt" a struggling or reluctant writer in order to provide additional instruction or support.	Principal, Assistant Principal All staff members	8/7/2006	6/1/2007	Mentoring Opportunities	\$0.00
Provide monthly writing prompts to all students, Kindergarten through Fifth grade and analyze data to establish differentiated instruction.	Principal, Assistant Principal, Writing Coach, Counselor, Classroom Teachers, Reading Coach	8/7/2006	6/1/2007	Continuous Improvement Model	\$0.00
Provide in-services on interpreting student performance data using the U-6 Rubric and other measures to identify, analyze, and reflect on trends in student performance.	Principal, Assistant Principal, Writing Coach, Reading Coach,	8/7/2006	6/1/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

Houghton Mifflin Writing Component

Professional Development

Best Practices
Holistic Scoring
FCAT Writing Strategies
CIM
Reciprocal Teaching

Evaluation

Scores on the 2007 FCAT Writing Plus Test will be utilized to evaluate this objective. In addition, School Improvement Zone monthly prompts and on-going assessments will be used to monitor progress and drive instruction.

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

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

GOAL 4 STATEMENT:

Students will increase their science performance skills to meet high standards.

Needs Assessment

The results of the 2006 FCAT Science Test administrations of the FCAT reflect that 3 percent of students have met high standards. Therefore, fifth grade students need improvement in the areas of Earth and Space, Life and Environmental, Physical and Chemical, and Scientific Thinking as evidenced by 36 percent, 38 percent, 42 percent and 50 percent respectively, which need to meet these requirements. This year's concerted effort in these areas should result in an increase in student achievement in Science.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their skills as evidenced by 8 percent reaching the state required high standards as documented by scores of the 2007 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Increase students' learning through science related field trips.	Principal Assistant Principal Science Lab Instructor Classroom Teachers	8/7/2006	6/12/2007	Continuous Improvement Model	\$0.00
Infuse technology in science learning.	Principal Assistant Principal Science Lab Instructor Technology Coordinator Classroom Teachers	8/7/2006	6/1/2007	Continuous Improvement Model	\$0.00
Conduct monthly assessments to ensure mastery of Sunshine State Standards benchmarks in science.	Principal Assistant Principal Science Lab Instructor Classroom Teachers	8/7/2006	6/1/2007	Continuous Improvement Model	\$0.00
Utilize the District developed science pacing guide to enhance the delivery of instruction in science and ensure that all science benchmarks are taught in grades kindergarten through five.	Principal Assistant Principal Science Lab Teacher K-2 Classroom Teachers Science Teachers	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Disaggregate and analyze data to identify strengths and weaknesses of students in grade five.	Principal Assistant Principal Classroom Teachers	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Conduct a school-wide Science Celebration for students to demonstrate application of the scientific process.	Principal Assistant Principal Classroom teachers Science Lab Teacher	8/7/2006	6/1/2007	District Strategic Plan	\$500.00
Incorporate effective teaching strategies to develop students' understanding of scientific concepts through classroom activities, and project based learning such as: cooperative groups, hands-on activities and problem solving/critical thinking strategies.	Principal Assistant Principal Classroom Teachers Science Lab Teacher	8/7/2006	6/1/2007	District Strategic Plan	\$3800.00

Research-Based Programs

The state adopted Harcourt Science Series is utilized as a resource for science instruction. Supplemental materials include FOSS Kits, Classroom Performance System, Riverdeep and AIMS activities.

Professional Development

Brain-based Learning

Inquiry-based Learning

CRISS Strategies

Zone Related Professional Development

Evaluation

The scores of the 2007 FCAT Science test will be used to evaluate the objective. In addition, School Improvement Zone monthly assessments and on-going performance assessments will be utilized to monitor progress and drive instruction.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

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

GOAL 5 STATEMENT:

The school will provide an opportunity for parents and educators to work collaboratively to foster academic excellence using a conceptual framework.

Needs Assessment

An analysis of the 2005-2006 Parental Involvement Attendance Rosters indicate that 233 parents were involved in the school's academic activities that provided strategies which assisted parents in helping their children with mathematics, reading, writing, science and home learning activities. In order to support academic excellence in student achievement, an increase in parental involvement is always needed.

Measurable Objective

Given school-wide focus on increasing parental involvement in order to facilitate academic achievement, parental involvement will increase by five percent in the 2006-2007 school year as documented by attendance rosters of various school functions as compared to the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement Title I Parent Contract, which identifies parents' and families' roles within the school.	Principal Assistant Principal Community Involvement Specialist Parent Teacher Student Association Social Worker	8/7/2006	6/1/2007	Community Partnerships	\$0.00
Enhance communication and participation by sending home written notification to parents in their home language of meetings and monthly parent workshops promoting active parent participation in their child(ren)'s education.	Principal Assistant Principal Reading Coach Reading Resource Teacher Mathematics Coach Writing Coach Media Specialist Science Lab Instructor	8/7/2006	6/1/2007	Continuous Improvement Model	\$0.00
Implement school-wide writing projects and writing process; b.) school-home reading projects to increase literacy; c.) school-wide mathematics projects to increase mathematical skills; d.) at home, hands on science activities designed to increase their child(ren)'s scientific inquiry skills.	Principal Assistant Principal Writing Coach Reading Coach Mathematics Coach Media Specialist Science Lab Coordinator	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Develop and distribute a Parent Calendar to help ensure parental involvement in the child(ren)'s educational process.	Principal Assistant Principal Reading/Mathematics Coach Grade Level Chairs Community Involvement Specialist Parent Teacher Association Classroom Teacher EESAC	8/7/2006	6/1/2007	Community Partnerships	\$0.00
Provide information and encourage participation relative to the District Parent Academy and other literacy initiatives that promote personal growth for parents.	Principal Assistant Principal Community Involvement Specialist	8/7/2006	6/1/2007	Community Partnerships	\$0.00
Provide workshops/in-services/activities to empower parents with the skills needed to assist students with Home Learning activities.	Principal Assistant Principal Social Worker	8/7/2006	6/1/2007	Continuous Improvement Model	\$0.00

	Community Involvement Specialist Reading Coach Mathematics Coach Writing Coach Science Lab Instructor Technology Coordinator				
Provide and maintain a Parent Resource Center with instructional materials and activities that support student learning.	Principal Assistant Principal Community Involvement Specialist	8/7/2006	6/1/2007	Community Partnerships	\$500.00
Encourage parent participation in decision making groups such as the Parent Teacher Student Association (PTSA) and Educational Excellence School Advisory Council (EESAC).	Principal Assistant Principal Community Involvement Specialist PTSA EESAC	8/7/2006	6/1/2007	Community Partnerships	\$400.00
Encourage and promote increased community involvement through collaboration with Dade Partners and the School Volunteer Program and other local family-oriented initiatives.	Principal Assistant Principal Community Involvement Specialist	8/7/2006	6/1/2007	Community Partnerships	\$400.00

Research-Based Programs

Passport to Success
National PTA Standards

Professional Development

The Community Involvement Specialist(CIS) will participate in the 2006-2007 M-DCPS Parental Involvement Conference. Parent/Family Workshops specifically designed to help parents help their child(ren) to better prepare for the FCAT will be provided by classroom teachers, reading coach, reading resource teacher, writing coach, mathematics coach, science lab instructor, media specialist technology coordinator and counselor. Professional development for parents and staff members will include Conscious Discipline Support Project.

Evaluation

This objective will be evaluated by the number of parents/guardians who sign the Parental Involvement Attendance Rosters for 2006-2007 school year, to include Monthly Grade Level Workshops, Targeted Parent Workshops, Technology Workshops, and signed and returned compacts and contracts.

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.)

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<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

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

GOAL 6 STATEMENT:

The school will provide a safe, connected, bully-free environment for all students. The school will continue to implement programs and practices that further reinforce a safe, disciplined atmosphere.

Needs Assessment

An analysis of the 2006 case management data indicates that 63 student were referred using the student case management system. This number will be reduced by 10 in the 2006-2007 school year.

Measurable Objective

Students will improve their problem-solving and positive choice-making skills by utilizing the Conscious Discipline Program to manage their emotions and stress level as evidenced by a five percent reduction in the number of Student Case Management Systems referrals reported from the 2005-2006 school year to the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize the Conscious Program, which creates a "School Family" based on safety, connection, and problem solving. "The School Family" creates safe, caring classrooms that improve brain function.	Principal Assistant Principal Counselor Classroom Teachers Community Involvement Specialist Social Worker	8/7/2006	6/1/2007	Continuous Improvement Model	\$0.00
Compose socio-emotional centers in every classroom to enhance problem-solving and positive-choice making skills as well as prevent bullying behaviors.	Principal Assistant Principals Community Involvement Specialist Third, fourth and fifth grade teachers. Male staff members	8/7/2006	6/1/2007	Mentoring Opportunities	\$0.00
Utilize the Conscious Program, which creates a "School Family" based on safety, connection, and problem solving. "The School Family" creates safe, caring classrooms that improve brain function.	Principal Assistant Principal Counselor Classroom Teachers Community Involvement Specialist Social Worker	8/7/2006	6/1/2007	Continuous Improvement Model	\$0.00
Provide Conscious Discipline parent trainings and workshops; thereby increasing parental involvement and knowledge basis regarding the socio-emotional program.	Principal Assistant Principal Counselor All Faculty All Staff	7/31/2006	6/1/2007	Continuous Improvement Model	\$600.00
Engage in the daily morning announcement activities, such as the Brain-Smart Start, which aligns the brain hemispheres there by reducing stress, increasing students connection, safety, and discipline.	Principal Assistant Principal Counselor Classroom Teachers	8/7/2006	6/1/2007	Mentoring Opportunities	\$0.00
Partake in individual and small group counseling as well as Conscious Discipline classroom guidance lessons.	Principal Assistant Principal Counselor Faculty	8/7/2006	6/1/2007	Mentoring Opportunities	\$0.00
Participate in the 5000 Role Model Program for selected third, fourth, and fifth grade male	Principal Assistant Principal	8/7/2006	6/1/2007	Small Learning Communities	\$600.00

students.	5000 Role Model Mentors Counselor CIS Classroom Teachers	
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Research-Based Programs

Conscious Discipline
Brain Gym

Professional Development

Conscious Discipline
Brain Gym
Conscious Discipline Book Club

Evaluation

The number of disciplinary referrals as evidenced by Student Case Management Systems will decrease by five percent.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 7 STATEMENT:

Continue to implement the Reading Plus Program with fidelity retrieving the data and analyzing the reports.

Needs Assessment

According to the 2004 Florida STaR School Profile Report teachers at Myrtle Grove Elementary are at the Entry or Stage 1 of Teacher Use of Technology compared to all elementary schools in Miami-Dade County which are at the Intermediate or Stage 2 in Teacher Use of Technology. Teachers usage of Reading Plus reports indicates that 10% of Language Arts teachers in 2005-2006 effectively monitored data from Reading Plus. Reading Plus reports obtained from the 2006-2007 school year will indicate an increase to 50% of Language Reading teachers actively monitoring students' progress on a monthly basis.

Measurable Objective

The teachers will increase log-on time for students using Reading Plus as evidence by Reading Plus Usage Reports from 2006-2007 as compared to 2005-2006. Usage will be monitored on a monthly basis.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize Reading Plus in both the computer lab and classroom totalling 90 minutes weekly minimally .	Principal Assitant Principal Technology Coordinator Classroom Teachers Reading Coach Reading Resource Teacher	8/7/2006	6/1/2007	Continuous Improvement Model	\$0.00
Provide professional development to language arts teachers for the purpose of pulling Dibels assessment results.	Principal Assistant Principal Reading Coach Classroom Teachers Technology Coorindator	8/7/2006	6/1/2007	District-wide literacy plan	\$1200.00

Research-Based Programs

ReadingPlus

Professional Development

ReadingPlus

Evaluation

Objective will be evaluated by an increase of usage in technology as evidenced by the 2007 Usage Report from Reading Plus.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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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:

Students will increase their physical fitness skills.

Needs Assessment

Physical Education provides students with the opportunity to attain their optimal level of fitness while participating in a continuous carefully planned program of developmentally age-appropriate physical activities. It is the unique role of quality physical education programs to develop the health-related fitness, physical competence, and cognitive understanding about physical activity for all students so that they can adopt healthy and physically active lifestyles. Through participation, students develop interest and skills that promote and encourage lifetime fitness for daily living and overall wellness.

To properly assess students' fitness performance and programmatic success, it is recommended that all schools administer a pretest and a post-test to determine student baseline measures. Student health-related fitness is assessed through the implementation of the FITNESSGRAM test program.

Use of the 2005-2006 FITNESSGRAM assessment data determined that 56 students met the minimum health-related standards. This year concerted effort in this area should result in an increase in the number of students meeting the minimum health-related standards.

Measurable Objective

Given instruction based on the Sunshine State Standards and the Miami-Dade County Public Schools mandated FITNESSGRAM standards, the number of students receiving medals in grades four and five will increase from 56 students for the 2005-2006 to 60 in the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Participate regularly in physical activity to ensure time on task and usage of fitness program.	Principal Assistant Principal Physical Education Teachers	8/7/2006	6/1/2007	Continuous Improvement Model	\$0.00
Participate regularly in physical activity to ensure time on task and usage of fitness program.	Principal Assistant Principal Physical Education Teachers	8/7/2006	6/1/2007	Continuous Improvement Model	\$0.00
Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	Principal Assistant Principal Physical Education Teachers	8/7/2006	6/1/2007	Continuous Improvement Model	\$0.00
Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performance of physical activities.	Principal Assistant Principal Physical Education Teachers	8/7/2006	6/1/2007	District Strategic Plan	\$0.00

Research-Based Programs

FITNESSGRAM

Professional Development

District-wide In-Services

Evaluation

Objective will be evaluated by an annual increase in the number of students receiving medals in grades four and five from 56 students during the 2005-2006 to 60 in the 2006-2007 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 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 9 STATEMENT:

Students will develop an appreciation for the arts through expanded curricular and extra curricular offerings.

Needs Assessment

All children have gifts and talents in different areas. Nourishing students' gifts and talents in the arts will enhance students self esteem and the likelihood of children developing their full potential. A need exists to increase student awareness of art. Exposure to Art Club and Art classes will provide the students with the opportunity to attain knowledge in the area of art. Through participation in art related activities, students will develop an interest and skills that promote and encourage a lifetime of appreciation for art. The number of art courses offered during the 2006-2007 school year will increase from 2 classes offered in 2005-2006 to four classes.

Measurable Objective

Given emphasis on art appreciation , the number of students participating in art related clubs or activities will increase from twenty students in the 2005-2006 school year to forty students during the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Participate in school photography club	Art Teacher	8/7/2006	6/1/2007	Expanding arts opportunities	\$0.00
Participate in District Art Contests	Art Teacher	8/7/2006	6/1/2007	Expanding arts opportunities	\$0.00
Introduce students to areas dealing with art appreciation.	Art Teacher	8/7/2006	6/1/2007	Expanding arts opportunities	\$0.00
Participate in art exploration through art field trips.	Art Teacher	8/7/2006	6/1/2007	Expanding arts opportunities	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

To assess student participation in the arts programs, the data from 2005-2006 indicated that twenty students participated in art related clubs and activities during the school year. Attendance data obtained from art related activities will indicate an increase of student participation during the 2006-2007 school year to 40 students.

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

Miami-Dade County Public Schools

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

GOAL 10 STATEMENT:

Myrtle Grove Elementary School will rank at or above the 90th percentile statewide in the Return on Investment (ROI) index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the Florida Department of Education indicate that in 2004-2005, Myrtle Grove Elementary School ranked in the 11th percentile on the State of Florida ROI index.

Measurable Objective

Myrtle Grove Elementary School will increase its ranking on the State of Florida ROI index publication from the 11th percentile in 2004-2005 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.	Principal Assistant Principal EESAC Members Faculty and Staff	8/7/2006	6/1/2007	Continuous Improvement Model	\$0.00
Consider shared use of facilities, partnering with community agencies.	Principal Assistant Principal EESAC Members Faculty and Staff Counselor Community Involvement Specialist	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Collaborate with the district on resource allocations.	Principal	8/7/2006	6/1/2007	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 Assistant Principal EESAC Members Faculty and Staff	8/7/2006	6/1/2007	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

On the next State of Florida ROI index publication, Myrtle Grove Elementary School will progress towards reaching the 12th percentile.

EESAC Compliance

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

Budget:

The EESAC made recommendations on the instructional purchases that were going to be made with the funds allocated by the state. After EESAC reviewed the data of Myrtle Grove Elementary School and assessed the needs of the school, it was the consensus of the committee to purchase library books for the media center that correlated to the Accelerated Reader Program.

Training:

After EESAC reviewed the Professional Development Survey administered by the school's principal, they made recommendations to provide professional development to teachers in the areas of Reading, Technology, Hands-on instruction in mathematics and science, and most importantly, in classroom management.

Instructional Materials:

EESAC will be responsible for selecting materials that support the tutorial programs.

Technology:

The EESAC reviewed the technology needs assessment conducted by the technology committee and made recommendations as to a plan of action to increase hardware and software within the next two years.

Staffing:

The EESAC recommended that we continue to use funds to hire paraprofessionals, when possible, in order to continue to provide a low pupil/teacher ratio. Paraprofessionals will be used in the classrooms to work directly with the low performing students.

Student Support Services:

The EESAC recommended that we continue to implement the district's Character Education Curriculum. Furthermore, they recommended that the school continue to use the school's Social Worker to make home visits and to build a bridge of communication between the school and the home. The social worker will also work closely with the attendance committee.

Other Matters of Resource Allocation:

After the principal presented the school budget to the EESAC, the committee recommended that available resources continue to be provided for the intervention of at-risk students.

Benchmarking:

The EESAC will review data gathered from bi-weekly reading and mathematics and monthly science assessments which will keep EESAC abreast of student progress throughout the school year.

School Safety & Discipline:

The EESAC committee agreed that Myrtle Grove Elementary will continue with the Conscious Discipline Plan implemented in 2006-2007 school year.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$15,700.00
Goal 2: Mathematics	\$1,200.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$4,300.00
Goal 5: Parental Involvement	\$1,300.00
Goal 6: Discipline & Safety	\$1,200.00
Goal 7: Technology	\$1,200.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
Total:	\$24,900.00

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