
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 5051 - Ernest R Graham Elementary School

FeederPattern: Barbara Goleman Senior

Region: Regional Center I

District: 13 - Miami-Dade

Principal: Mayra Alfaro

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Ernest R Graham Elementary School

Ernest R Graham Elementary School, located in the city of Hialeah, serves a multi-ethnic population. The community's expanding residential and commercial population has resulted in the school having a mobility index of 24. Currently, the school has an enrollment of 2163 students, consisting of 90 percent Hispanic, 8 percent White, and 1 percent Black. The school lunch program provides free or reduced lunch to 1,515 of the students. The school has 705 students receiving services from the English for Speakers of Other Languages (ESOL) Program. There are 302 students that participate in the Extended Foreign Language (EFL) Program. This quality program provides bilingual, bi-literate instructional delivery. The school offers a full time gifted program with enrichment academic activities to meet the needs of these gifted students. Our after school Academic Excellence Program services 20 students in grades three and four. These students are taught to apply critical thinking skills through geography projects. The school provides an aftercare program for the community servicing 337 students. In addition, we provide before/after and Saturday School tutorial programs for targeted students. The faculty, staff, and Educational Excellence School Advisory Council (EESAC) of Ernest R Graham Elementary School have reviewed and analyzed pertinent data such as Stanford Achievement Test (SAT) results, Florida Comprehensive Assessment Test (FCAT) results, School Demographic and Academic Profile, School Report Card, Climate Survey, and other pertinent data. As a result, Ernest R Graham Elementary School will address the following objectives as priorities for the 2005-2006 school year:

Given instruction using Sunshine State Standards, students in grades three through six will improve their reading skills as evidenced by 79% scoring at Level 3 and above on the 2007 administration of the FCAT Reading Assessment.

Given instruction using Sunshine State Standards, students in grades three through six will improve their mathematics skills as evidenced by 72% meeting high standards on the 2007 administration of the FCAT Mathematics.

Given instruction using Sunshine State Standards, students in the SWD subgroup, will improve their mathematics skills as evidenced by 56% meeting high standards on the 2007 administration of the FCAT Mathematics.

Given instruction using the Sunshine State standards, students in grade four will increase their writing skills as evidenced by 87% of students in all curriculum groups scoring a 3.5 or higher on the 2007 FCAT Writing Plus Assessment.

Given instruction using the Sunshine State Standards, students in all curriculum groups in grade five will improve their science skills as evidenced by 56% scoring Level 3 or above on the 2007 FCAT Science Assessment.

Given a schoolwide emphasis on parent involvement, 90% of the parents of retained kindergarten, first, second and third grade students will participate in at least one parent workshop or information meeting during the 2006-2007 school year as evidenced by teacher logs and sign-in sheets.

Given an emphasis on the importance of attendance for maintaining a safe and orderly learning environment, student attendance will improve as evidenced by a one percentage point increase (or 96.36%) on the final Percentage of Attendance Report for the 2006-2007 school year.

Given an emphasis on the importance of utilizing technology in education, students in grades 4 and 5 will successfully complete a minimum of 10 lessons from the EasyTech online curriculum as measured by 80% accuracy on summary reports from the EasyTech School Coordinator.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades 4, 5 and 6 will improve their physical fitness as evidenced by a minimum of 68% meeting the requirements to receive the Gold and/or Silver Fitness Award in the 2006-2007 school year.

Given an emphasis on the benefits of education in the fine arts, students in grades two through six will demonstrate their talents as evidenced by teacher logs and records of participation indicating 41% of them participating in district sponsored and community events in the visual and performing arts.

Ernest R Graham Elementary School will improve its ranking on the State of Florida ROI Index publication from the 87th percentile in 2004/2005 to the 88th percentile on the next publication of the Index.

Based on information gathered from the Organizational Performance Improvement Snapshot, Two areas were identified as in need of improvement. Item 1g "My work location asks me what I think." and item 2a "As it plans for the future, my work location asks for my ideas.

Teacher input is vital and will allow the staff to share best practices and provide innovative ideas that will impact student achievement. In order to increase staff involvement in the decision making process, surveys will be utilized to collect ideas from across the faculty. During the weekly grade level meetings and curriculum committee meetings, time will also be allocated for teachers to contribute ideas and submit them to the administrative team. Furthermore, a bulletin board titled "Bright Ideas" will be designated for the purpose of posting information generated by the teachers that will serve as another method of expanding communication. Lastly, during faculty meetings teachers will have the opportunity to express ideas as we add a Teacher Talk section to the agenda. Ernest R Graham Elementary is committed to providing teachers with an environment that allows for teacher empowerment and collaboration.

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.

Ernest R Graham Elementary School

VISION

At Ernest R Graham Elementary, our vision is to inspire all students to a life-long love of learning, excellence and success.

MISSION

In our quest for excellence, the administration, faculty and staff of Ernest R Graham Elementary School, along with the community and the parents, are committed to providing all students with the knowledge, skills, attitudes and opportunities to succeed. It is our goal to enhance the students' self-esteem and their desire for excellence in order to achieve their potential as responsible citizens in a multicultural society.

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.

School Demographics

Ernest R Graham Elementary School is an "A" School in the state mandated A+ Plan. It is located in the city of Hialeah, and serves a multi-ethnic population. The community's expanding residential and commercial population has resulted in the school having a mobility index of 21. Currently, the school has an enrollment of 2,163 students, consisting of 92 percent Hispanic, 6 percent White, 1 percent Black, and one percent Asian, other and multiracial. The school lunch program provides free or reduced lunch to 70 percent of the students. The school has 705 students receiving services from the English for Speaker of Other Languages (ESOL) Program, and 242 receiving Special Education services. The school also has the Extended Foreign Language Program in grades K-6. It has an Academic Excellence program after school and a full time gifted program .

Ernest R Graham Elementary employs 137 full-time teachers. The leadership team is composed of the principal, 4 assistant principals, a lead teacher, a reading leader, a reading coordinator and a math leader. In addition there are 3 counselors, 4 full time paraprofessionals and 16 part time paraprofessionals. 8 part-time teachers, 2 community involvement specialists, 1 computer specialist, 1 psychologist, 1 full time speech pathologists, 1 part time speech pathologist, and 2 media specialists.

The full time staff is made up of 15% white, 16% black, and 69% hispanic. Ten percent of the staff are beginning teachers. Forty-two percent hold Master's Degrees, 4% have Specialists Degrees and 2% hold Doctoral Degrees.

School Foundation

Leadership:

The leadership team at Ernest R Graham Elementary is committed to creating and maintaining a positive working environment for all faculty and staff members. According to the School Snapshot Survey, 89% of the faculty and staff agree or strongly agree that the school mission is the driving force of the school and that school leaders use the values from the mission to guide the every day functions and programs of the school. Communication and the sharing of information is the key with such a large school. The active EESAC committee helps with this important task. Representatives from every stakeholder group attend regularly to bring and take information to their constituents regarding school activities and functions. All staff members are aware of our vision, mission, and school goals. Input is collected from every group on our objectives and the strategies that will be used to attain these goals. Working together on a regular basis helps us keep the focus and monitors progress towards objectives. Needs are brought to the table and addressed as they arise. Every effort is made to provide teachers with the support they need to deliver effective teaching strategies. The teamwork philosophy helps to preserve a happy and productive staff.

District Strategic Planning Alignment:

The EESAC committee develops the school goals and objectives in alignment with district goals. According to the School Snapshot Survey, 80% of faculty and staff agree or strongly agree that they have input with school goals and know how to tell if they are making progress towards these goals. All stakeholder groups have input as the plan is being written. Representatives of each group must meet with their constituents to share information, bring back ideas and voice concerns. EESAC members meet regularly to review data and monitor progress on the implementation of strategies. Changes are made as necessary and extra support is provided when needed.

Stakeholder Engagement:

The faculty and staff are aware of how important parental and community involvement are in the success of their children. According to the School Snapshot Survey, 88% of faculty and staff agree or strongly agree that they know who our customers are, how to keep in touch with them, and feel comfortable making decisions to solve problems for customers. That is why communication is so important. Parents were surveyed at the beginning of the year to see what their needs were. Community Involvement Specialists are working with the information we received to disaggregate the data so that we can meet the needs of the most people. Every effort will be made to provide parents with the support, resources and training they need to help themselves and their children. Local businesses are also involved with our EESAC committee. Their input is vital to meet the needs of the community and to make sure that our students are prepared to compete in the global economy.

Faculty & Staff:

Ernest R Graham Elementary has implemented a system where all staff and faculty members partake in the decision making process. According to the School Snapshot Survey, 84% of faculty and staff agree or strongly agree that our school works as a team and is a safe environment for all stakeholders. Our EESAC meetings and Leadership Team meetings serve as open forums for all to attend and provide valuable input that affect the overall success of our organization. In addition, each grade level and special subject area group share common planning time and meet weekly to collect data, evaluate goals, and focus on future progress. All new teachers to our school are also assigned a mentor teacher and a peer teacher to provide additional support, training, and feedback to ensure a solid support

system.

Data/Information/Knowledge Management:

According to the School Snapshot Survey, 87% of faculty and staff agree that they are using data to drive instruction and feel they have access to all the information they need to do their work. In our effort to implement the Continuous Improvement Model the need to constantly update and review data is imperative. Leadership team members meet regularly with grade levels to determine areas of strength and weakness and to align our goals with the school's mission. Furthermore, our resource teachers collect data from tests mandated by the district and present their findings to each grade group who use the information to implement data driven instruction. Quarterly meetings are conducted to monitor the academic progress of all students.

Education Design:

According to the School Snapshot Survey, 87% of faculty and staff agree or strongly agree that established processes for doing work are efficient and effective for our school. Our staff is utilizing a systematic process in order to improve the effectiveness of our organization. By using the Plan, Do, Study, Act (PDSA) Cycle, our stakeholders collect and analyze information in order to evaluate the success of our educational programs. This process enables our institution to make informed decisions on how to restructure and develop a strategic plan that will continue to promote school improvement and increase student achievement.

Ernest R Graham Elementary also encourages and offers extended learning opportunities to a large portion of our student body through the use of various programs such as: School Tutorial Programs, the Saturday Academy, Advanced Academic Group, the Music and Instrumental Ensemble Group, and the Extended Foreign Language Program.

Performance Results:

According to the School Snapshot Survey, 85% of faculty and staff members agree or strongly agree that our school strives to achieve performance excellence by upholding the highest ethical standards, and by incorporating strategic planning and data analysis that correlate with the School Improvement Plan. The implementation of the Plan, Do, Study, Act Cycle process has been used while focusing on student improvement for targeted sub groups. These identified students have shown academic growth. This school year the process is being utilized to continue to improve other identified areas.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

In order to attract high quality teachers, we work closely with local universities. Each year we place student interns with our most qualified and exemplary teachers to provide mentoring and guidance for upcoming teachers. They are provided the latest researched based instructional techniques with opportunities to apply them in the classroom. This gives us a chance to see the strengths and weaknesses of potential future teachers.

In order to retain teachers, we strive to provide a supportive and positive environment for all faculty and staff members. Staff members work as grade level and curriculum teams to accomplish school goals. We also have support personnel such as a Reading Leader, a Reading Coach, a Math/Science Leader and a Lead Teacher to provide assistance to classroom teachers with testing, small groups, resources, professional development on site and classroom demonstrations. In addition we have a staff of paraprofessionals and hourly teachers who support homeroom teachers by working with small groups of targeted students. As a Title I school, we are fortunate to be able to provide an abundance of supplementary materials and technology with software for every student.

• Highly Qualified, Certified Administrators:

The administrative team consists of one principal and four assistant principals.

MAYRA ALFARO, PRINCIPAL

Mrs. Mayra Alfaro holds a Florida Certification in Educational Leadership and Elementary Education. Mrs. Alfaro attained a Bachelor of Science degree in Elementary Education from Florida International University and a Master of Science degree in Educational Leadership also from Florida International University. Mrs. Alfaro has served Miami Dade County Public Schools as a third, fourth and fifth grade teacher. She has eleven years of administrative experience. She served as assistant principal at Twin Lakes Elementary which was designated an "A" school for three subsequent years. As principal at Mae M. Walters Elementary, Mrs. Alfaro worked closely with teachers and parents to enhance student achievement and moving the school from a "C" to an "A" for three consecutive years. Mrs. Alfaro was assigned to Ernest R Graham Elementary in July of 2004. Under her leadership, Ernest R Graham Elementary was able to maintain its high "A" ranking.

KAREN BELUSIC, ASSISTANT PRINCIPAL

Ms. Belusic has been an educator for eighteen years in the Miami Dade County Public School system. Ms. Belusic holds a Bachelor of Science degree in Elementary Education as well as a Master of Science degree in Elementary Education with certification in Educational Leadership. Ms. Belusic began her career as an assistant principal at Ernest R Graham Elementary six years ago. She assists the principal with the daily operations of the school with a strong emphasis on curriculum, data analyses, and exceptional student education. Ms. Belusic works closely with the EESAC analyzing data, disaggregating scores, disseminating curriculum information, developing curriculum plans, monitoring student achievement, providing professional development to assist instructional staff in maintaining the school's high academic achievements.

MERCY VALERA, ASSISTANT PRINCIPAL

For the past eighteen years, Ms. Valera has worked for the Miami-Dade County School System. Ms. Valera holds a Bachelor of Science degree in Elementary Education and Master of Science degree in Teaching English as a Second Language with

certification in Educational Leadership. Ms. Valera began her teaching career in 1991. She was a grade level chairperson who participated in several committees representing the school and the district. For the past three years, Ms. Valera has worked as a school administrator assisting the principal in the daily operations of the school. Ms. Valera assists the principal with all aspects of the school curriculum and staff development in order to increase student achievement.

GLORIA YOUNG, ASSISTANT PRINCIPAL

Mrs. Gloria M. Young holds a Bachelor of Science in Elementary Education, a Master of Science in Early Childhood Education and Specialist Certification in Educational Leadership. Mrs. Young has been an educator for thirty-three years serving as a teacher of grades kindergarten, 3, 4, 5 and Adult Education. Mrs. Young has performed as an Assistant Principal for nine years completing assigned tasks in the areas of Curriculum, Student Services, Discipline, School Operations, Community Involvement, Special Programs and Budget. She continues to work cooperatively with stakeholders to improve student learning.

JULIO FONG, ASSISTANT PRINCIPAL

Mr. Fong has worked in the Miami Dade County school system for 11 years. He has a Bachelor of Science degree in Elementary Education from Florida International University, a Master of Science degree in Computer Science in Education from Barry University, and Educational Specialist degree in Educational Leadership from Nova Southeastern University. Mr. Fong has been with Ernest Graham for three years. Currently Mr. Fong assists the principal with curriculum, school safety, maintenance, security, transportation, student services, discipline, attendance, and property control.

• Teacher Mentoring:

During the opening of school and as needed throughout the year, new teachers attend an orientation meeting with school administrators. Teachers are familiarized with the school handbook, policies and emergency procedures. In addition, all annual contract teachers are part of a professional growth team. The purpose of the team is to provide support and assistance to new teachers in the areas of lesson planning, classroom management, data analysis and instructional delivery. The team consists of two to three experienced colleague teachers who mentor teach model lessons and provide constructive feedback for the new teacher. A teacher from the same grade level, usually the grade level chairperson, and one of our support staff such as the Lead Teacher, Reading Leader, or Reading Coach is assigned and must first agree to provide assistance. They work together during common planning time. Experienced teachers who join the faculty are assisted by their grade level or department chairpersons.

• School Advisory Council:

Ernest R Graham Elementary's Educational Excellence School Advisory Council (EESAC) is made up of teachers, students, parents, administrators, educational support personnel and community business representatives. Each member of the council is elected by its own group of constituents. Less than 51% of the council is made up of school board employees. The purpose of the EESAC is to define a vision and establish goals for the improvement of student achievement. The council meets regularly to monitor the attainment of the school's objectives and implementation of developed strategies. The EESAC has budgeted \$24,000. to support the achievement of these goals. The principal and the elected members of the EESAC use consensus management to improve student achievement in a collaborative manner.

• Extended Learning Opportunities

Ernest R Graham Elementary is a Title I school which affords us the ability to provide various extended learning opportunities. An afternoon tutorial program allows students to receive additional instruction and practice in basic subject areas such as reading, writing and math. This year, private SES providers will offer this service on school grounds after school. While the school will no

longer run the tutorial program after school, we will track students' progress through data such as FCAT scores, STAR Reading and Math scores, and district interim assessments. Some of the providers will use researched based materials such as CARS and STARS. Other providers have their own books that they will use. Saturday School is another valuable tool used to help students who need remediation and extra practice to master Sunshine State Standards. Hourly teachers meet with targeted groups of students in place of special area subjects to give additional reading tutoring during the school day. Reading interventions such as Soar to Success, Early Success and Success Maker will be used to remediate identified students. These pull out groups will also be monitored with data from Interim assessments, STAR Reading and Math, DIBELS, and FCAT scores. The school hosts an Academic Excellence Program after school two days a week focusing on geography topics. In addition, the school houses a SECME 21st Century Program afterschool for targeted students.

• School Wide Improvement Model

Ernest R Graham Elementary will use the Continuous Improvement Model (CIM). This model is comprised of an eight (8) step data-driven process that assesses students on a regular basis for enrichment and remediation. These steps include: data desegregation, time line development, implementing a change or strategy, regular assessment, analyze data, tutorials, enrichment, maintenance, and monitoring of the process. Teachers meet regularly as grade levels, to plan and align instruction. Pacing guides as well as student data drive the instruction. Leadership team members also meet to disaggregate data for the school. They then meet with grade level teams to share findings of strengths and weaknesses. Resources teacher, share activities and materials with grade levels to address needs.

Part time teachers are used to provide FCAT Level 1 students with interventions and practice in lieu of special area classes. Targeted students spend an additional two hours weekly in this small group setting. Part time teachers were trained on each of the intervention programs being used.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

Ernest R Graham Elementary School will improve student performance in reading.

Needs Assessment

Based on the 2006 FCAT Sunshine State Standards Reading Test 78% of students in grades three through six scored Level 3 or above. All subgroups for reading have met requirements as it relates to AYP

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using Sunshine State Standards, students in grades three through six will improve their reading skills as evidenced by 79% scoring at Level 3 and above on the 2007 administration of the FCAT Reading Assessment.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|---|------------|------------|---------------------------------|-------------|
| | | START | END | | |
| Implement the Inclusion model for service delivery to identified SWD students in fifth grade. | Administrators ESE Teacher HR Inclusion Teacher | 08/14/2006 | 05/30/2007 | Inclusion | \$0.00 |
| Provide parents with strategies that can be used at home to support reading achievement through information handed out at open house and parent outreach workshops. | Administrators, Community Involvement Specialists, Classroom Teachers | 9/11/2006 | 5/30/2007 | District-wide literacy plan | \$0.00 |
| Provide all instructional staff with professional development activities that include information about successful research-based reading strategies. | Lead Teacher, Reading Coach, Reading Facilitator, Administrators | 8/14/2006 | 4/30/2007 | District-wide literacy plan | \$0.00 |
| Create a primary Reading Facilitator position to focus resources in grades K through 2. | Principal | 8/10/2006 | 6/1/2007 | District-wide literacy plan | \$60000.00 |
| Identify level 1 students from the 2006 FCAT Sunshine State Standards Test and provide small group tutoring two times per week for one hour utilizing Early Success, Voyager and Soar to Success. | Reading Leader Hourly Teachers | 8/14/2006 | 5/30/2007 | District-wide literacy plan | \$150000.00 |
| Implement a full time gifted model for qualified students. | Principal Assistant Principals | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Implement Intensive Reading with Soar to Success and Success Maker, to all 6th grade level 1 & 2 students. | Lead Teacher | 9/11/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Provide an uninterrupted daily 2 hour block in reading for the implementation of the Comprehensive Reading Plan in grades kindergarten through 6. | Administrators, Classroom Teachers | 08/14/2006 | 05/30/2007 | District-wide literacy plan | \$0.00 |
| Provide after-school tutorial with a focus on students in FCAT Level 1 and 2 through Title I SES providers. | Assistant Principal, SES Facilitator Designee | 10/2/2006 | 12/20/2006 | District-wide literacy plan | \$0.00 |
| Utilize STAR Reading Test as pre/post and monitoring tool for all tutorial programs. | Technology Leader Math and Reading Leaders | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |

| | | | | | |
|--|---|-----------|-----------|---------------------------------|--------|
| Provide students FCAT Levels 1 through 5 with lessons which target identified areas of deficiency (Comparisons), including specific activities/strategies such as graphic organizers, designed to improve the student achievement and that are in alignment with district pacing guides. | Reading Leader Reading Facilitator Classroom Teachers | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |
|--|---|-----------|-----------|---------------------------------|--------|

Research-Based Programs

Read 180
 STAR Reading
 FCAT Explorer
 Houghton-Mifflin
 Buckle Down Blast Off
 Curriculum Associates Reading CARS/STARS
 Success Maker

Professional Development

Houghton Mifflin Training for all teachers
 CRISS training for new teachers
 Guided reading
 Voyager Passport
 Success Maker
 DIBELS and DAR Training
 Early Success
 Soar to Success

Evaluation

This objective will be evaluated by scores from the 2007 Florida Comprehensive Assessment Test (FCAT) Reading Assessment indicating 79% are scoring at Level 3 or above. Progress will be monitored utilizing:

Dynamic Indicators of Basic Literacy Skills (DIBELS) for grades kindergarten through third including FCAT reading level 1 and 2 fourth and fifth grade students will be used to monitor progress and guide instruction.

District's Interim Assessment in Reading all students in grades three through six.

STAR grades 2 through 6

Maze grade six FCAT reading Level 1 and 2 students

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

Ernest R Graham Elementary School will improve student performance in mathematics.

Needs Assessment

Based on the 2006 FCAT Mathematics results, 71% of students in grades three through six scored Level 3 or above. SWD subgroup had 37% scoring Level 3 and above.

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

Measurable Objective

Given instruction using Sunshine State Standards, students in grades three through six will improve their mathematics skills as evidenced by 72% meeting high standards on the 2007 administration of the FCAT Mathematics.

Given instruction using Sunshine State Standards, students in the SWD subgroup, will improve their mathematics skills as evidenced by 56% meeting high standards on the 2007 administration of the FCAT Mathematics.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|--|--|------------|------------|---------------------------------|------------|
| | | START | END | | |
| Provide hourly teacher to work with identified SWD students during Mathematics instruction. | Administrators Hourly Teacher | 08/10/2005 | 05/24/2006 | Continuous Improvement Model | \$13000.00 |
| Provide additional math instruction during the day in place of special area classes for identified Level 1 students. | Administrators Hourly Teachers Para Professionals | 10/2/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |
| Create a Math Leader position to support the math program, mentor new teachers, implement and monitor assessment programs, work with identified students and provide professional development. | Administration, Math Leader | 8/10/2006 | 5/30/2007 | Continuous Improvement Model | \$60000.00 |
| Utilize technology (Math Lab) to access Success Maker, FCAT Explorer, Harcourt Math Center to reinforce and enhance mathematics skills. | Administrators Homeroom Teachers Technology Coordinator, Math Leader | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |
| Provide students with performance based activities incorporating the use of manipulatives, problem solving, critical thinking and communication. | Homeroom Teachers Administrators Math Leader | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |
| Provide after school tutorial with and emphasis on targeted level 1 & 2 students utilizing Title I SES providers. STAR Math PRE/POST Testing will be used to monitor progress. | Administrators Math Leader SES Facilitator designee | 10/9/2006 | 12/20/2006 | Continuous Improvement Model | \$0.00 |
| Disaggregate and analyze data from the 2006 FCAT Mathematics Test to identify strengths (Measurement & Geometry) and weaknesses (Number Sense & Algebraic Thinking) and to | Administrators, Homeroom Teachers Math Leader | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |

| | |
|--|--|
| develop instructional focus in alignment with district's pacing guide. | |
|--|--|

Research-Based Programs

FCAT Explorer
Harcourt Math Center
Harcourt Math
Success Maker

Professional Development

SECME 21st Century Spectrum Lab
Comprehensive Mathematics Plan
Harcourt Technology Component

Evaluation

This objective will be evaluated by scores from the 2007 Florida Comprehensive Assessment Test (FCAT) in Mathematics indicating 72% of students in grades three through six scoring Level 3 and above and 56% of SWD subgroup scoring Level 3 and above.

Progress will be monitored utilizing:

STAR Math Test quarterly to determine areas of strength and weakness and guide instruction.

District Interim 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 type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

Ernest R Graham Elementary School will improve student performance in writing.

Needs Assessment

Based on the 2006 FCAT Sunshine State Standards writing component, 86% of fourth grade students in all curriculum groups scored a 3.5 or higher in writing. All subgroups including SWD, LEP and Economically Disadvantaged, have met standards as it relates to AYP.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State standards, students in grade four will increase their writing skills as evidenced by 87% of students in all curriculum groups scoring a 3.5 or higher on the 2007 FCAT Writing Plus Assessment.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|--|---|------------|------------|--------------------------------|--------|
| | | START | END | | |
| Provide after school and Saturday writing workshops for targeted students. | Administrators Fourth Grade Teachers | 1/8/2007 | 2/3/2007 | District-wide literacy plan | \$0.00 |
| Provide parents with strategies that can be used at home to support writing achievement through information handed out at open house and parent workshops. | Classroom Teachers Administrators | 9/11/2006 | 2/3/2007 | District-wide literacy plan | \$0.00 |
| Provide on-going staff development in the writing process. | Administrators Reading Coach | 9/11/2006 | 12/2/2006 | District-wide literacy plan | \$0.00 |
| Utilize motivational activities such as Author's Tea, Literary Magazine and Author, Author to recognize outstanding writing pieces. | Administrators Reading Coach Lead Teacher | 10/14/2006 | 05/05/2007 | District-wide literacy plan | \$0.00 |
| Implement school wide writing plan. | Reading Leader | 9/23/2006 | 4/28/2007 | District Strategic Plan | \$0.00 |

Research-Based Programs

Houghton-Mifflin Reading Series

Professional Development

Summer Heat

Writing Institute

Houghton-Mifflin Reading Series Training

Rubric Scoring Training (in-house)

Writing Plan Training

Evaluation

Evaluation of this objective will be based on results of the 2007 FCAT Writing Plus Assessment indicating a 87% of students in all curriculum groups scoring 3.5 or higher. The district writing test will be used as a benchmark to monitor progress towards this objective.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

Ernest R Graham Elementary School will improve student performance in science.

Needs Assessment

Based on the 2006 FCAT Sunshine State Standards Science Assessment, 31% of fifth grade students in all curriculum groups scored at Level 3 or higher.

Measurable Objective

Given instruction using the Sunshine State Standards, students in all curriculum groups in grade five will improve their science skills as evidenced by 56% scoring Level 3 or above on the 2007 FCAT Science Assessment.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|--|--|------------|-----------|-------------------------|------------|
| | | START | END | | |
| Hold annual School Science Fair. | Administrators | 1/8/2007 | 4/20/2007 | District Strategic Plan | \$0.00 |
| Implement hands on science activities and experiments during science instruction. | Classroom Teachers Administrators Math/Science Leader | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Utilize technology as an instructional tool including Success Maker and Super Science Show. | Technology Coordinator Classroom Teachers Administrators | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Provide parent workshops related to science and Science Fair. | Science Committee Math/Science Leader | 1/8/2007 | 4/20/2007 | District Strategic Plan | \$0.00 |
| Integrate science concepts into the art curriculum for fifth grade students | Art Teachers | 10/6/2006 | 3/30/2007 | District Strategic Plan | \$0.00 |
| Implement the district SECME grant by housing the Stars of Miami 21st Century Community Learning Center at our location. | SECME Coordinators Administrators | 9/25/2006 | 5/30/2007 | School-to-Career | \$0.00 |
| Participate in district's SECME Elementary Olympics. | SECME Coordinators Administrators | 4/9/2007 | 4/30/2007 | School-to-Career | \$0.00 |
| Create Math/Science Leader position to focus resources in these areas. | Principal | 8/10/2006 | 6/1/2007 | District Strategic Plan | \$0.00 |
| Purchase 2 Community Involvement Specialists to be utilized for parent and community involvement programs. | Principal | 8/14/2006 | 5/30/2007 | Community Partnerships | \$50000.00 |
| Purchase resources and literature materials for the Parent Welcome Center. | CIS Administrators | 8/14/2006 | 5/30/2007 | Community Partnerships | \$40000.00 |
| Provide staff development for 4th and 5th grade teachers on the use of EasyTech software | Technology Leader | 10/16/2006 | 3/30/2007 | School-to-Career | \$0.00 |

Research-Based Programs

Glencoe Science

Professional Development

SECME 21st Century Spectrum Science Lab training

Evaluation

The objective will be evaluated by the scores on the 5th Grade FCAT Science Assessment, indicating 56% of all curriculum groups scoring Level 3 or higher.

The 5th Grade Science Survey Test will be utilized to monitor student progress towards this objective.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 5 STATEMENT:

Ernest R Graham Elementary School students, with the support of their parents, make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master state standards and be promoted to the next grade level.

Needs Assessment

In the 2005-2006 school year less than 5 percent of our third grade students were retained due to level 1 FCAT scores. This indicates a 5 percentage point improvement over the previous year. For the 2006 2007 school year we have added ICU classes in kindergarten, first and second grade. Our goal is to be able to focus our support and resources to these students who need it the most. One of these resources is parents. Parental involvement is a vital component of every child's academic development. We believe that with increased parental involvement from the families of these targeted students, we will have even greater success with reducing retention rates for the 2006-2007 school year.

Measurable Objective

Given a schoolwide emphasis on parent involvement, 90% of the parents of retained kindergarten, first, second and third grade students will participate in at least one parent workshop or information meeting during the 2006-2007 school year as evidenced by teacher logs and sign-in sheets.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|---|-----------|-----------|-------------------------|--------|
| | | START | END | | |
| Participate in the Bilingual Parent Outreach Program by holding parent workshops at our school. | Administrators Community Involvement Specialists | 10/6/2006 | 4/20/2007 | District Strategic Plan | \$0.00 |
| Support a strong and active Parent Teacher Organization | Administrators PTA President | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Utilize school website to assist parents with activities and information. | Technology Specialist Administrators | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Provide a Parent Information Center in our school. | Community Involvement Specialists Administrators | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Utilize monthly parent newsletters to communicate with parents in English and Spanish. | Reading Resource Teacher Administrators | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Utilize Community Involvement Specialists to personally invite targeted parents to school events. | Community Involvement Specialist Administrators | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |

Research-Based Programs

PTSA

Professional Development

Community Involvement Specialists attend regular District Advisory Council/Parent Advisory Council meetings.

Title I Information Meetings

Evaluation

Parent participation logs and sign-in sheets will be kept to show evidence of participation from 90% of targeted parents.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 6 STATEMENT:

Ernest R Graham Elementary will improve student attendance.

Needs Assessment

Based on the final Percentage of Attendance Report for the 2005-2006 school year, Ernest R Graham Elementary had an average attendance rate of 95.36%

Measurable Objective

Given an emphasis on the importance of attendance for maintaining a safe and orderly learning environment, student attendance will improve as evidenced by a one percentage point increase (or 96.36%) on the final Percentage of Attendance Report for the 2006-2007 school year.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|--|--|-----------|-----------|----------------------------|--------|
| | | START | END | | |
| Implement a school-wide incentive program. | Administrators Classroom Teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Participate with the Truancy Intervention Program | Administrators Counselors | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Utilize Community Involvement Specialist for home visits and parent contact as needed. | Administrators Community Involvement Specialists | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Implement individual classroom incentive programs. | Classroom Teachers Administrators | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Utilize data from Cognos Truancy Reports to target students and provide resources. | Community Involvement Specialists Administrators | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Utilize the Connect-ED System to call parents when students are absent. | Administrators | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |

Research-Based Programs

M-DCPS Truancy Intervention Program

Professional Development

TIPS Training for Administrator, counselor and clerical

Evaluation

This objective will be evaluated by the final Percentage of Attendance Reports for the 2006-2007 school year indicating an average daily attendance of 96.36%.

Quarterly attendance reports will be used to monitor progress towards this objective.

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 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 type="checkbox"/> |

GOAL 7 STATEMENT:

Ernest R Graham Elementary School will increase students' use of technology through implementation of the EasyTech software program.

Needs Assessment

In order to prepare our students to compete in the global economy, technology skills are imperative. EasyTech by Learning.com is an online technology curriculum that helps students develop and apply technology skills to enhance learning across the curriculum. Students will be exposed to computer basics, word processing, database basics, keyboarding, visual mapping, spreadsheets, email and web browsing.

Measurable Objective

Given an emphasis on the importance of utilizing technology in education, students in grades 4 and 5 will successfully complete a minimum of 10 lessons from the EasyTech online curriculum as measured by 80% accuracy on summary reports from the EasyTech School Coordinator.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|---|------------|-----------|----------------------------|--------|
| | | START | END | | |
| Provide parents with informational flyer indicating how their child can access the lessons from home computers. | Technology Leader Administrators | 10/6/2006 | 4/20/2007 | School-to-Career | \$0.00 |
| Designate computer lab times specifically for 4th and 5th grade classes to schedule their lessons. | Technology Leader | 10/6/2006 | 4/27/2007 | School-to-Career | \$0.00 |
| Provide professional development for all 4th and 5th grade teachers on the use of EasyTech software. | Technology Leader | 10/6/2006 | 4/20/2007 | School-to-Career | \$0.00 |
| Provide parent workshop on the use of EasyTech at home. | Technology Leader | 10/13/2006 | 3/30/2007 | School-to-Career | \$0.00 |
| Attend training for EasyTech School Coordinator given by Learning.com. | Technology Leader | 10/6/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |

Research-Based Programs

Continuous Improvement Model

Professional Development

Training for all 4th and 5th grade teachers on the Easy Tech software.

Evaluation

Evaluation of this objective will be determined by teacher logs and record participation. Program print-outs of assessment scores for each lesson completed by homeroom.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 8 STATEMENT:

Ernest R Graham Elementary School students will improve their level of physical fitness.

Needs Assessment

Based on the Miami-Dade County Public Schools 2005-2006 Physical Fitness Elementary School Report, 67% of 4th, 5th, and 6th grade students met the requirements to receive the Gold and/or Silver Fitness Award. According to scientific research, an increased level of physical fitness correlates with higher academic achievement; good health is a prerequisite for higher-level thinking. Consequently, there is a need for students in 4th through 6th grade to be exposed to a variety of skills and ways to keep themselves physically fit.

Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades 4, 5 and 6 will improve their physical fitness as evidenced by a minimum of 68% meeting the requirements to receive the Gold and/or Silver Fitness Award in the 2006-2007 school year.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|--|--|-----------|-----------|----------------------------|--------|
| | | START | END | | |
| Provide 30 minute daily physical education. | Administrators Physical Education Teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Participate in jump rope for heart program. | Physical Education Teachers Administrators | 4/9/2007 | 4/27/2007 | District Strategic Plan | \$0.00 |
| Provide 15- 20 minute recess three times a week. | Homeroom Teachers Administrators | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Feature physical fitness tips in monthly parent newsletter. | Physical Education Teachers Reading Coach Administrators | 9/1/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Infuse regular research assignments related to physical fitness. | Physical Education Teachers Administrators | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Organize field day for all students. | Physical Education Teachers Administrators | 4/9/2007 | 4/30/2007 | District Strategic Plan | \$0.00 |

Research-Based Programs

FITNESSGRAM

Professional Development

Physical Education teachers will attend monthly district provided workshops related to their subject area.

Evaluation

Evaluation of this objective will be determined by the results of the 2006-2007 Physical Fitness Elementary School Report indicating a minimum of 68% of students in 4th, 5th and 6th grade receiving the Gold/Silver Fitness award.

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

| | | | | |
|--|---|--|---|--|
| 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 9 STATEMENT:

Ernest R Graham Elementary School students in grades two through six will acquire the knowledge, skills, and competencies needed to master state standards in the area of visual and performing arts.

Needs Assessment

Based on data collected from the 2005-2006 school year, 40% of students in grades two through six participated in district sponsored and community events and/or activities in the visual arts.

Measurable Objective

Given an emphasis on the benefits of education in the fine arts, students in grades two through six will demonstrate their talents as evidenced by teacher logs and records of participation indicating 41% of them participating in district sponsored and community events in the visual and performing arts.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|---|-----------|------------|------------------------------|--------|
| | | START | END | | |
| Implement "Artist of the Week" program to showcase student talent in grades 2-6. | Administrators Art Teachers | 9/29/2006 | 05/30/2007 | Expanding arts opportunities | \$0.00 |
| Provide students with performance based activities incorporating FCAT strategies. | Art Teachers Administrators | 8/14/2006 | 5/30/2007 | Expanding arts opportunities | \$0.00 |
| Provide mentoring from art teachers for kindergarten and first grade teachers on a monthly basis. | Administrators Art Teachers Kindergarten Teachers 1st Grade Teachers | 8/14/2006 | 5/30/2007 | Expanding arts opportunities | \$0.00 |
| Utilize technology as an instructional tool in art instruction. | Administrators Art Teachers Technology Coordinator | 9/29/2006 | 5/30/2007 | Expanding arts opportunities | \$0.00 |
| Display student art work in local businesses throughout the community. | Administrators Art Teachers Dade Partner Liason | 10/6/2006 | 4/30/2007 | Expanding arts opportunities | \$0.00 |
| Participate in district-wide and community exhibition. | Administrators Art Teachers | 9/29/2006 | 5/30/2007 | Expanding arts opportunities | \$0.00 |
| Implement an afterschool music ensemble program. | Music Teachers | 9/4/2006 | 5/30/2007 | Expanding arts opportunities | \$0.00 |
| Participate in district and community music competitions and exhibitions. | Music Teachers | 9/4/2006 | 5/30/2007 | Expanding arts opportunities | \$0.00 |

Research-Based Programs

Continuous Improvement Model

Professional Development

Ongoing workshops provided by the Division of Life Skills

Evaluation

Evaluation will be determined by teacher logs and records of participation indicating that 41% of students in grades two through six participate in District sponsored and community events in the visual and performing arts.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 10 STATEMENT:

Ernest R Graham Elementary will rank above the 87th percentile statewide in the ROI Index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicates that in 2004/2005, Ernest R Graham Elementary ranked at the 87th percentile on the State of Florida ROI index.

Measurable Objective

Ernest R Graham Elementary School will improve its ranking on the State of Florida ROI Index publication from the 87th percentile in 2004/2005 to the 88th 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 | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |
| Collaborate with the district on resource allocation. | Administrators | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |
| Research shared use of facilities, partnering with community agencies. | Administrators Dade Partner Liason | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |
| Research reconfiguration of existing resources or taking advantage of a broader resource base. | Administrators | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |

Research-Based Programs

Houghton Mifflin Reading K-6
 Harcourt Mathematics K-5
 Glenco Mathematics 6th Grade
 Harcourt Social Studies K-5
 Glenco Social Studies 6th Grade
 McMillan-McGraw-Hill Science K-5
 Glenco Science 6th Grade

Professional Development

Houghton Mifflin Training
 CRISS
 Guided Reading
 Voyager Passport
 SECME 21st Century Spectrum Lab
 Comprehensive Mathematics Plan
 Truancy Intervention Program
 Using Writing Rubric
 EasyTech

Evaluation

On the next State of Florida ROI index publication, Ernest R Graham Elementary will show progress toward reaching the 88th percentile.

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 recommended the allocation of funds to purchase additional library books to enhance our Accelerated Reader Program and any other supplemental materials that teachers may request.

Training:

The EESAC recommended allocating funds for teacher professional development days. This time is set aside for planning and the development of long term goals to promote student achievement.

Instructional Materials:

The EESAC recommended additional instructional materials to enhance curriculum and has allocated funds for the purchase of tutorial materials such as CARS and STARS.

Technology:

The EESAC recommends the continued use of technology throughout the curriculum. Students in 1st through 6th grade will participate in the Accelerated Reader Program and will be tested with STAR. Selected second, third and fourth grade students will also participate in intensive reading software programs such as Academy of Reading, Read 180, and Harcourt Math. Our EESAC has impacted this area by supporting our school with funding for software and hardware purchases.

Staffing:

The EESAC has recommended before and after school tutoring to identified students to promote student achievement, use of hourly teachers for classroom support and pull-out tutoring during the school day, and the use of paraprofessionals for small group tutoring.

Student Support Services:

Ernest R Graham Elementary will continue to implement the SST Program. Our student service department consists of three counselors, five ESE teachers, three full-time paraprofessionals, one school psychologist, and one speech pathologist. Students, parents and teachers will receive assistance through the School Support Team to improve student achievement.

Other Matters of Resource Allocation:

The EESAC committee has met to determine the use of Florida Recognition Award monies. Members met with constituents to include input from all stakeholder groups. Final decisions will be made by the end of September. The majority of these funds will be allocated for staff incentives.

Benchmarking:

District interim assessments, teacher logs, and attendance reports will be utilized for benchmarking progress towards SIP objectives. The EESAC will meet regularly to monitor implementation of strategies for each objective.

School Safety & Discipline:

The School Climate Committee meets regularly to discuss issues and ideas related to school safety. The EESAC recommends the continued implementation of beneficial programs such as Do The Right Thing, Safety Patrols, and DARE.

Budget Summary

| BY GOAL | TOTAL BUDGET |
|-----------------------------------|---------------------|
| Goal 1: Reading | \$210,000.00 |
| Goal 2: Mathematics | \$73,000.00 |
| Goal 3: Writing | \$0.00 |
| Goal 4: Science | \$90,000.00 |
| Goal 5: Parental Involvement | \$0.00 |
| Goal 6: Discipline & Safety | \$0.00 |
| Goal 7: Technology | \$0.00 |
| Goal 8: Health & Physical Fitness | \$0.00 |
| Goal 9: Electives & Special Areas | \$0.00 |
| Goal 10: Return On Investment | \$0.00 |
| <hr/> | |
| Total: | \$373,000.00 |

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