

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Bob Graham Education Center (0091)

Feeder Pattern - Barbara Goleman Senior

Regional Center I

District 13 - Miami-Dade

Principal - Robin Behrman

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Bob Graham Education Center (BGEC) is located in a middle class community in the northwest section of Miami-Dade County, in the town of Miami Lakes on 15 acres of land. BGEC is one of various schools in the Barbara Goleman Feeder Pattern. BGEC has a total of thirty Dade Partners. These businesses donate resources and time to help the students at BGEC to succeed. The school was built in 2002 and houses 2,025 students, enrolled in kindergarten through eighth grades. The population consists of three percent Black students, 54 percent Hispanic students, 10 percent White students, and two percent Asian/American Indian/Multi-racial students.

Our school houses a resource Gifted program for 137 students, which offers instruction in the content areas. Our Special Education (SPED) program currently services 121 students; 61 percent of our SPED students are serviced in the inclusion classroom, 25 percent are serviced in a resource classroom and 14 percent are serviced through self-contained Autistic classrooms. The teacher to student ratio in the primary (K-3) unit is one to seven. The teacher to student ratio in the intermediate (3-5) unit is one to six. The teacher to student ratio in the middle school (6-8) unit is one to four. One hundred students are serviced for Speech and Language. The 261 English Language Learners (ELL) students are serviced by two self-contained ELL teachers and 65 ELL endorsed general classroom teachers. According to the 2007 Florida Comprehensive Assessment Test, BGEC had 10.6 percent of students scoring at a Level 1 and 15.3 percent of students scoring at a Level 2 on the Reading Assessment. Given the data on the 2007 Mathematics Assessment, 8.3 percent of our students scored a Level 1 and 16.1 percent scored a Level 2.

BGEC has met the class size reduction mandated by the state for the 2007-2008 school year, as evidenced by the kindergarten classes having an average of 18.7 students, first grade classes having 19.3 students, second grade classes having 19.67 students, third grade classes having 18.15 students, fourth grade classes having 21.8 students, fifth grade classes having 21.75 students, sixth grade classes having 20.5 students, seventh grade classes having 23.3 students, and eighth grade classes having 23.3 students.

The instructional staff consists of 123 females and 24 males. Bob Graham Education Center is made up of an instructional staff that includes 21 percent White members, 14 percent Black members, 61 percent Hispanic members, and 4 percent other members.

We offer many opportunities for students to expand their knowledge base at all levels. Students achieving on a high level may enroll in the Academic Excellence Program. Numerous other interest-based academic groups and clubs satisfy our students' various quests for additional knowledge. These activities have helped BGEC increase their level of school attendance to 96.69 percent.

Our school faces a few areas of concern that may impede the school's success. Our main concern is overcrowding. Many of our classes use the co-teaching model to meet the class size amendment. The classrooms consist of two teachers with the number of students between thirty-six to forty-four students, depending on the grade level. Another concern is the separation of campuses. Our Primary Learning Center is a mile and a half away from the main campus. The administrator and teachers are always traveling to and from the campus for meetings and professional development. In addition, parental involvement is a concern. BGEC has an unexpected low percentage of parents involved with the school.

Bob Graham Education Center has been awarded a grant for the English Language Learners through the bilingual department called the Tutoring Academy. The Educational Fund has awarded our school the Great American Teach-A-Thon, Let's Get Cookin', and Born to Read and Write.

Bob Graham Education Center is committed to delivering the best education to all of our students by focusing on the following objectives:

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through eight will increase by five percentage points on the 2008 administration of the Florida Comprehensive Assessment Test (FCAT) Reading Test as compared to the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities (SWD) will increase their reading skills as evidenced by 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through eight will increase by five percentage points on the 2008 administration of the FCAT Mathematics Test as compared to the 2007 administration of the FCAT Mathematics Test.

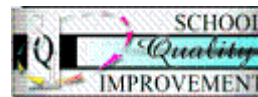
Given instruction based on the Sunshine State Standards, Students with Disabilities (SWD) will increase their mathematics skills as evidenced by 62% meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students will increase their writing skills as evidenced by 94 percent of students in both grades four and eight maintaining the state required mastery level of 3.5 or above as documented by scores on the 2008 FCAT Writing Assessment.



School Improvement Plan

2007-2008



Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades five and eight will increase by 17 percentage points on the 2008 FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

Given the school-wide emphasis on parental and community involvement, the school will demonstrate an increase of five percentage points in parental involvement through the Parent Academy as evidenced by comparing the sign-in logs for the 2006 -2007 to the 2007-2008 school years.

Given an emphasis on a safe and orderly environment, the number of student referrals will improve as evidenced by a 10 percentage point decrease in the number of referred incidents for bullying and fighting during the 2007-2008 school year as compared to the 2006-2007 school year.

Given an emphasis on the use of technology in education, all students in grades two through five will augment their usage of the Accelerated Reader Program as evidenced by a five percentage point increase in the percent of use of technology during the 2007 – 2008 school year as compared to the 2006-2007 school year.

Given instruction based on the Sunshine State Standards, students will improve their physical fitness level as evidenced by an increase of five percentage points of the overall fitness silver or gold award winners on the 2008 administration of the FITNESSGRAM, as compared to the 2007 administration.

Given emphasis on the benefits of participating in Advanced Academic Programs, the number of students who qualify for the Academic Excellence Program (AEP) grades three through five and Teaching Enrichment Activities to Minorities (TEAM) in grades two and three, will increase by a five percentage points for the 2007-2008 school year as compared to the 2006-2007 school year.

Bob Graham Education Center will improve its 2004-2005 ranking of the 85th percentile on the State of Florida ROI as evidenced by a one percent increase on the next publication of the index.

According to the results of the Organizational Performance Improvement Snapshot survey tool, the two areas needing the most improvement fall under the categories of Process Management and Strategic Planning. Specifically, the lowest score averages came under the items dealing with obtaining resources needed to do their jobs and additional input into future planning. Although the average scores fell at the upper end of the point spectrum, these two items were perceived as the least successful areas addressed at the school site. Therefore, these two items will be targeted for improvement throughout the school year. Employees will be given an opportunity to prioritize the acquisition of resources. Formative and summative assessments will be conducted on a continual basis. Faculty and staff members will be given additional opportunities to provide ideas as they relate to future planning at the school site.



School Improvement Plan 2007-2008



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.

0091 - BOB GRAHAM EDUCATION CENTER

VISION

We pledge to provide the best education possible to our students.

MISSION

The entire Bob Graham Education Center family will empower its students to become lifelong learners and contributors to a global society through teamwork and united vision.

CORE VALUES

We value honesty, integrity, and respect as the foundation of our interpersonal and professional relationships.

We are committed to building positive relationships through equity and compassion which enhance the self-esteem, safety, and well-being of our students, families, and staff.

We honor and foster the diversity of our community by working collaboratively for the educational success of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

We pursue the highest standards in all we do.

School Demographics

Bob Graham Education Center (BGEN) is located in a middle class community in the northwest section of Miami-Dade County, in the town of Miami Lakes on 15 acres of land. Our current school population of 2,025 students, enrolled in kindergarten through eighth grades, consist of three percent Black students, 54 percent Hispanic students, 10 percent White students, and two percent Asian/American Indian/Multi-racial students. Nine hundred eighty nine of these students are female, and 1,036 of these students are male. The percentage of these students on free or reduced lunch is 35 percent.

Our school houses a gifted program for 137 students which offers instruction in the content areas. Our Special Education (SPED) program currently services 121 students, 61 percent of our SPED students are serviced in the inclusion classroom, 25 percent are serviced in a resource classroom and 14 percent are serviced through self-contained Autistic classrooms. The teacher to student ratio in the primary (K-3) unit is one to seven. The teacher to student ratio in the intermediate (3-5) unit is one to six. The teacher to student ratio in the middle school (6-8) unit is one to four. One hundred students are serviced for Speech and Language. The 261 English Language Learners (ELL) students are serviced by two self contained ESOL teachers and 65 ESOL endorsed general classroom teachers. According to the 2007 Florida Comprehensive Assessment Test, BGEN had 10.6 percent of students scoring at a Level 1 and 15.3 percent of students scoring at a Level 2 on the Reading Assessment. Given the data on the 2007 Mathematics Assessment, 8.3 percent of our students scored a Level 1 and 16.1 percent scored a Level 2.

BGEN has met the class size reduction mandated by the state for the 2007-2008 school year, as evidence by the kindergarten classes having an average of 18.7 students, first grade classes having 19.3 students, second grade classes having 19.67, third grade classes having 18.15 students, fourth grade classes having 21.8 students, fifth grade classes having 21.75 students, sixth grade classes having 20.5 students, seventh grade classes having 23.3 students, and eighth grade classes having 23.3 students.

BGEN has successfully integrated the Teaching Enrichment Activity to Minorities (TEAM) program in second grade. During the 2007-2008 school year an additional TEAM class was added in third grade. The Extended Foreign Language Program (EFL) was first introduced at the beginning of the 2005-2006 school year. Currently our school accommodates the EFL program in grades K-2.

The Instructional Leadership Team at Bob Graham Education Center consists of one principal and four assistant principals. One of the administrators holds a Doctoral degree, three hold Masters Degrees and one holds a Specialist Degree. The Leadership Team consists of all administrators along with the counselors, the Professional Development Liaison, both the elementary math and science leaders, and all department heads, including language arts, mathematics, science, and social studies. The instructional staff consists of 123 females and 24 males. Bob Graham Education Center is made up of an instructional staff that includes 21 percent White members, 14 percent Black members, 61 percent Hispanic members, and 4 percent other members. Twenty-five percent of the instructional staff members have Masters Degrees, 0.1 percent hold Specialist Degrees, and 0.1 percent hold Doctoral Degrees. Of the 123 female instructional staff members, six percent have attained National Board Certification.

We offer many opportunities for students to expand their knowledge base at all levels. Students achieving on a high level may enroll in the Academic Excellence Program. Numerous other interest-based academic groups and clubs such as the Book Club, Health and Fitness, Jump Rope, Dance, Cheerleading, Safety Patrol, Art, Chorus, Band, Orchestra, Yearbook, Science, Engineering, Communication, Mathematics Enhancement Program (SECME), Spanish, French, Multi-Cultural, Future Educators of America (FEA), Student Council, Study group on grades 5-8, and Junior Honor Society satisfy our students' various quests for additional knowledge. These activities have helped BGEN increase their level of school attendance to 96.69 percent.

Bob Graham Education Center is part of the Barbara Goleman Feeder Pattern. The schools in this feeder pattern consist of West Hialeah Gardens Elementary, Ben Sheppard Elementary, M.A. Milam K-8 Center, Hialeah Gardens Elementary, Ernest R. Graham Elementary, Bob Graham Education Center, and Jose Marti Middle School. A small percentage of our students choose to attend County Club Middle School after completing fifth grade. Country Club Middle is part of the American Senior High School Feeder Pattern. When our students graduate from eighth grade, the majority of our students attend Barbara Goleman High School.

Our school faces a few areas of concern that may impede the school's success. Our main concern is overcrowding. Many of our classes use the co-teaching model to meet the class size amendment. The classrooms consist of two teachers with the number of students between thirty-six to forty-four students, depending on the grade level. Another concern is the separation of campuses. Our Primary Learning Center is a mile and a half away from the main campus. The administrator and teachers are always traveling to and from the campus for meetings and professional development. In addition, parental involvement is a concern. BGEN has an unexpected low percentage of parents involved with the school sponsored extra curricular activities.

We are located in a rapidly developing suburban area. The infrastructure of roads has not been able to keep pace with development, and traffic patterns, especially at dismissal times around the school, are especially challenging. Faculties at both campuses also have a problem with the lack of parking, which impedes parent and visitor parking.

Bob Graham Education Center has a record setting number of 1026 parents joining its Parent Teacher Association. The leadership of this group is exceptionally dedicated and had made contributions in all areas of the school; especially notable are those contributions in the areas of technology and the Library Media Center.



School Improvement Plan 2007-2008



Our school is a K-8 center. We began the 2002-2003 school year with students up to fifth grade. Each year we have kept those fifth grade students, and we currently have students enrolled in grades K-8. The main building of our school was completed for occupancy in February 2003. In August 2004, a modular building containing 11 classrooms was added to our campus, which currently houses sixth grade students. The Middle School building is completed and houses seventh and eighth grades. In addition to these buildings, we also have a Primary Learning Center, which houses six kindergarten and six first grade classes. This building is located about a mile and a half from the main campus.

Bob Graham Education Center is fortunate to have many surrounding businesses as their Dade Partner. BGEC has a total of thirty Dade Partners. These businesses donate resources and time to help the students at BGEC to succeed. These businesses consist of neighboring restaurants, business organizations, local government offices, and media services. Additional partners include health and fitness groups and youth groups

School Foundation

Leadership:

This portion of the Organizational Performance Self Assessment Survey was viewed to be one of the greatest areas of strength by the staff members who completed the survey as indicated by an overall score of 4.5. Respondents indicated that they were well aware of the school's mission, that the supervisors use the school's values to guide the staff, and that the administration has created an environment that assists the staff to do their jobs. The weakest area of this section was viewed to be the indicator which stated that the organization asks staff members what they think. Even though this area was the weakest, it still had an average score of 4.1.

District Strategic Planning Alignment:

The category of Strategic Planning was ranked as the weakest area by staff members who completed the survey. The average overall score for this area was 4.2. Respondents indicated that they know the parts of the school's plans that directly affect them and what they do and are also aware of how to tell if their specific group is making progress toward the overall goals of the school. On the other hand, it was indicated that the school needs to do a better job of asking for input from staff members as future plans are developed.

Stakeholder Engagement:

Customer and Market Focus ranked in the middle according to survey results. The average overall score for this area was 4.4. Respondents indicated that they were well aware of who their most important customers were and that communication between school stakeholders was a definite strength. The item that was the weakest in this section was that those at the school site felt that they needed more information pertaining to how the work location was doing.

Faculty & Staff:

The focus on human resources was viewed as a strength by those responding to the survey. The average score was a 4.4. Faculty and staff members feel that they work in a safe environment and that there is cooperation and team effort taking place. Respondents also indicated that they believe the school administration encourages advancement and cares for those working at the school. The weakest area in this section was recognition staff performance with an overall score of 4.2.

As an example of the existence and impact of a team approach to the overall function of the school, the administration at Bob Graham Education Center is committed to having new staff members feel welcomed and supported. The teacher mentoring program includes annual contract teachers as well as newly transferred staff members. The annual contract teachers are mentored according to procedures outlined in the district's Performance Assessment and Comprehensive Evaluation System (PACES) manual. Each annual contract teacher has a Professional Growth Team (PGT) comprised of fellow teachers who have been mutually selected by the teachers as well as the administration. The PGT assists new instructional staff in the areas of grade-level lesson planning, successful methodology, and completion of general teacher requirements. The team provides feedback in order to facilitate growth. The administration also provides assistance and comments to new teachers by observing them formally and informally.

Staff members that have transferred from another school and are Professional Contract educators have also been paired with a senior staff member. These mentors are a source of support for new staff needing to learn procedures specific to our school. Some examples of the methods might be grade-level lesson planning and team teaching.

Data/Information/Knowledge Management:

The management of data, information, and knowledge at Bob Graham Education Center is viewed as the school's key strength, as indicated by an average score of 4.5 on the survey. At the beginning of each school year, the staff is presented with student achievement results in order to plan for the most efficient and effective instruction. Also, information covering additional areas such as discipline, is disseminated to the staff. The staff believes that they know how to review their respective work to assess its quality and to analyze the quality to see if changes are necessary.

Education Design:



School Improvement Plan

2007-2008



The staff at Bob Graham Education Center believes that the school has good processes in place for educating children. This is indicated by an average score of 4.3 on this specific indicator on the survey.

In order to facilitate these educational processes, Bob Graham Education Center uses the Continuous Improvement Model (CIM). This model is comprised of an eight (8) step process, which includes the following: test score disaggregation, time line development, instructional focus, assessment, tutorials, enrichment, maintenance and monitoring. In addition, Bob Graham Education Center offers various tutorials and extra learning experiences for its students. Small group tutoring is provided in the morning and afternoons for selected students. The computer lab is used to facilitate various programs in order to improve student achievement. The administration at Bob Graham Education Center aims to provide extended learning opportunities to all of its students and their parents.

Performance Results:

Faculty and staff members at Bob Graham Education Center believe that the school has set the bar for high standards and ethics, as indicated by an average score of 4.4 on the Organizational Snapshot. An indicator of this perception is the respondents believe that laws and regulations are obeyed by the school. In addition, staff members believed that their work meets all requirements for high quality excellence.



School Improvement Plan 2007-2008



Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :

Schools Offering Primarily Grades 6 through 12

Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :

<input checked="" type="checkbox"/>	Different Innovative Approaches to Instruction
<input checked="" type="checkbox"/>	Responsibility of Teaching Reading for Every Teacher
<input checked="" type="checkbox"/>	Quality Professional Development for Teachers and Leaders
<input checked="" type="checkbox"/>	Small Learning Communities (SLC)
<input checked="" type="checkbox"/>	Intensive Intervention in Reading and Mathematics
<input checked="" type="checkbox"/>	Course Choice Based on Student Goals / Interests / Talent
<input checked="" type="checkbox"/>	Master Schedules Based on Student Needs
<input checked="" type="checkbox"/>	Parental Access and Support
<input checked="" type="checkbox"/>	Applied and Integrated Courses
<input checked="" type="checkbox"/>	Academic and Career Planning

Different Innovative Approaches to Instruction:

This area is addressed in the Reading, Mathematics, Writing, and Science sections.

Responsibility of Teaching Reading for Every Teacher:

Teachers implement reading strategies across the curriculum as outlined in the CRRP. The reading coach models lessons for the content area teachers to ensure that appropriate reading strategies are used when eliciting information from various forms of text.

Quality Professional Development for Teachers and Leaders:

Bob Graham Education Center will promote professional development throughout the year. The school's Professional Development Liaison will provide a need assessment to identify the areas of professional growth. The liaison will work in conjunction with the Administrative Team to create a master schedule for professional development.

Small Learning Communities (SLC):

Small Learning Communities (SLC) enable teachers to learn and apply new teaching techniques in context. By incorporating SLC, Bob Graham Education Center's teachers will have the opportunities to utilize job-embedded practices allowing them to apply instructional theory and strategies. Through this form of professional development, teachers are able to share expertise and employ learning in new situations which will facilitate in meeting student's needs. SLC professional growth sessions will be offered to all teachers throughout the school year.

Intensive Intervention in Reading and Mathematics:

This area is addressed in the Reading and Mathematics sections.

Parental Access and Support:

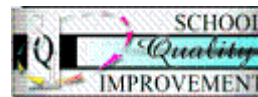
This area is addressed in the Parental Involvement section.

Applied and Integrated Courses:



School Improvement Plan

2007-2008



Bob Graham Education Center incorporates applied and integrated courses to assist students to more clearly see the relationships between the academic and elective subjects they study and their relevance to their future. This is accomplished in several ways. For one, we structure lessons so that students have the opportunity to experience real-life situations in order to have a greater understanding of how academics relate to the "real world". We also coordinate the national, state, and district mandates, as per the appropriate pupil progression plan, with guided career instruction designed especially for our students at Bob Graham Education Center through the use of career surveys, information on career opportunities and academic requirements, and the maintenance of career portfolios. In this way, it is our goal for our students to understand the relationship between education and career development.

Course Choice Based on Student Goals/Interests/Talent:

We realize that the school experience at Bob Graham Education Center becomes much more relevant when students choose courses based on their unique goals, interests, and talents. Once we have assisted our students in identifying these qualities, we can then assist them as they select their courses. This is accomplished by guiding our students towards making sound selections of their electives as well as ascertaining that they enroll in the appropriately challenging core classes. In order to be successful in their ultimate career selection, our students are then given opportunities for reevaluation and reflection based upon their exposure to a continual variety of career opportunities. Activities which we provide include the utilization of interest inventories which in turn are used to assist students in becoming aware of career clusters, and to explore and develop their personal interests, attitudes, and aptitudes, which are in turn used to assist students in making pertinent course selections.

Master Schedules Based on Student Needs:

At Bob Graham Education Center, our Master Schedules are specifically designed to address the specific needs of our students. This is done through surveys of student interest, student needs, and teacher recommendations. We determine students' career goals and interests in order to offer courses which are of interest to them and match their aptitudes.. From Kindergarten through Grade 8, the Master Schedule will foster the importance of career awareness and development for all students beginning with career awareness and progressing to actual specific choices of career majors.

Academic and Career Planning:

Academic and career planning is used at Bob Graham Education Center to engage students in developing a personally meaningful course of study so that they can begin to assimilate the process of setting and achieving goals that they have set for themselves. This will be done by providing students with the opportunities to develop career portfolios which can then be utilized to assist with future academic planning. Our students will also have opportunities to explore a variety of careers through classroom instruction, fieldtrips, guest speakers, and Career Days where students have the opportunity to obtain information directly from individuals from a variety of professions. Our students will understand that career development is a continuous process throughout one's life, incorporating exposure to career awareness, career exploration, and decision-making, with the ultimate goal for students to successfully implement their career goals and plans.

Reading Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Reading Statement

All Bob Graham Education Center students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master state standards in the area of reading.

Needs Assessment

Scores indicate that 22 percent of our students did not meet the high standards requirement on the administration of FCAT Reading. After accumulating data, an analysis of students in grades three showed evidence that scores will need to increase in the area(s) of main idea/author's purpose/intent. Scores indicate that fourth and fifth grade students require increased instruction in reference and research. Sixth grade students need improvement in the areas of comparisons and reference and research. Seventh and eighth graders also need improvement in main idea/author's purpose/intent.

Scores indicate that 33 percent of Students with Disabilities obtained a Level 3 or higher on the 2007 Reading subtest of FCAT.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through eight will increase by five percentage points on the 2008 administration of the Florida Comprehensive Assessment Test (FCAT) Reading Test as compared to the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities (SWD) will increase their reading skills as evidenced by 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Inform parents of strategies that can be used at home to support reading achievement through information handed out at open house and up-coming parent nights.	Administrators, Reading Coaches, Classroom Teachers	9/10/07	4/18/08	District-wide Literacy Plan	0
Utilize intervention strategies for identified students, including students with disabilities and English Language Learners through tutorial programs and remedial reading classes. Effectiveness will be evaluated by 90 percent of tutored students showing an increase in their FCAT Developmental Scale Score as compared to the previous year.	Administrators, Tutors, Reading Coach	8/17/07	3/7/08	District-wide Literacy Plan	0
Implement the District Pacing Guide and provide immediate intensive intervention to identified students including students with disabilities using Fast Forward, Early Success, Soar to Success, Voyager Passport, Jamestown Reading Plus, and Scholastic Read XL. Monitor student progress through pre/post assessments, DIBELS, Reading Interims, and FORF.	Administrators, Classroom Teachers	9/17/07	3/7/08	District-wide Literacy Plan	0
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instruction on an on-going basis.	Administrators, Reading Coach	8/20/07	6/5/08	Continuous Improvement Model	0
Utilize the Accelerated Reader, Riverdeep, Fast Forward and FCAT Explorer computer-assisted resources to reinforce and enhance reading skills.	Administrators, Classroom Teachers, Computer Teacher	8/20/07	6/5/08	District-wide Literacy Plan	0
Provide whole group instruction using the scientifically research-based core reading program Houghton Mifflin Reading and Prentice Hall Literature. Immediate intensive intervention will be given using Fast Forward, Early Success, Soar to Success, Voyager Passport, Jamestown Reading Plus, and Scholastic Read XL.	Administrators, Classroom Teachers	8/20/07	6/5/08	District-wide Literacy Plan	0
Implement the Comprehensive Research-based Reading Plan with an interrupted daily 90 minute block in reading for kindergarten through eighth grade. Intensive focus will be guided reading and main idea/author's purpose/intent.	Administrators, Classroom Teachers, Reading Coaches	8/20/07	6/5/08	District-wide Literacy Plan	0
Use the Regional Center data debriefing protocols to conduct data debriefing sessions.	Reading Coach, Administrators	8/20/07	6/5/08	Continuous Improvement Model	0

Research-Based Programs

Houghton Mifflin Reading, Prentice Hall Literature, Soar to Success, Scholastic Read XL, Voyager Passport, Fast Forward, Accelerated Reader, Jamestown Reading Plus

Professional Development



School Improvement Plan

2007-2008



Through the participation of Small Learning Communities, the following in-services will be provided:

- The Continuous Improvement Model (CIM)
- The Five Essential Components of Reading
- The Comprehensive Research – based Reading Plan (CRRP)
- Differentiated Instruction
- Successful diagnostic and assessment data with curriculum instruction
- Voyager Passport
- Diagnostic Assessment of Reading (DAR)
- Special Education (SPED) Inclusion Strategies
- English Language Learners (ELL) Strategies

Evaluation

This objective will be evaluated by scores on the 2008 administration of the Reading FCAT indicating that 79 percent of students scored at or above achievement Level 3. The Dynamic Indicators of Basic Literacy Skills (DIBELS), Florida Oral Reading Fluency (FORF), and Reading Interim Assessments will also be used to monitor progress toward the objective.

Mathematics Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Mathematics Statement

All Bob Graham Education Center students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master state standards in the area of mathematics.

Needs Assessment

Scores indicate that approximately 32 percent of Students with Disabilities obtained a Level 3 or higher on the 2007 Mathematics subtest of FCAT. Seventy seven percent of all students scored a Level 3 or higher on the 2007 Mathematics subtest of FCAT. Approximately 69 percent of students made a year's worth of progress, and 66 percent of struggling students made a year's worth of progress. This analysis shows evidence that increased intervention is required in Mathematics for Students with Disabilities.

The content cluster results of the 2007 Mathematics subtest on the FCAT indicate a strength in Number Sense and a weakness in Algebraic Thinking.

Scores indicate that 32 percent of Students with Disabilities obtained a Level 3 or higher on the 2007 Mathematics subtest of FCAT.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through eight will increase by five percentage points on the 2008 administration of the FCAT Mathematics Test as compared to the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities (SWD) will increase their mathematics skills as evidenced by 62% meeting high standards on the 2008 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Identify the students in all subgroups at achievement Level 1 or 2 on the FCAT Mathematics, as delineated in Adequate Yearly Progress disaggregated data. Implement tutorial programs to address the mathematics deficiencies of students using a diagnostic/prescriptive approach. Effectiveness will be evaluated by 90 percent of tutored students showing an increase in their FCAT Developmental Scale Score as compared to the previous year.	Mathematics Leader, Tutors Administrators	9/10/07	2/8/08	Continuous Improvement Model	0
Disaggregate and analyze data from the 2007 FCAT Mathematics test to identify strengths and weaknesses and develop an instructional focus for the District's Pacing Guide. Analyze data for the Level 1 students and Students with Disabilities in the entire school identified on the report of Annual Yearly Progress, and students enrolled in Advanced Academics.	Mathematics Leader, Administrators	9/17/07	3/7/08	Continuous Improvement Model	0
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instruction on an on-going basis.	Mathematics Leader, Administrators	8/20/07	6/5/08	Continuous Improvement Model	0
Conduct weekly grade level meetings to assess and evaluate student performance pertaining to the Sunshine State Standards (benchmarks), develop lessons in mathematics which address these needs, and ensure the Scope and Sequence for mathematics is followed.	Classroom Teachers, Mathematics Leader	9/17/07	3/7/08	Seamless PreK-12 Curriculum	0
Provide parents with strategies to help their children develop his/her mathematics skills by conducting parent workshops.	Mathematics Leader, Administrators	10/9/07	6/5/08	Exchange Meaningful Information	0
Implement data-driven instruction according to quarterly assessment results.	Classroom Teachers, Administrators	8/20/07	6/5/08	Continuous Improvement Model	0
Utilize Riverdeep, Assess2Learn, and FCAT Explorer computer-assisted resources to reinforce and enhance mathematics skills.	Classroom Teachers, Administrators	8/20/07	6/5/08	Continuous Improvement Model	0
Use the Regional Center data debriefing protocols to conduct data debriefing sessions.	Mathematics Leader, Administrators	8/20/07	6/5/08	Continuous Improvement Model	0

Research-Based Programs

Harcourt Mathematics (K-5), Glencoe Mathematics (Grade 6 – Course 1, Grade 7 – Course 2, Grade 8 – Course 3, Pre Algebra, Algebra 1 and Geometry) Continuous Improvement Model

Professional Development



School Improvement Plan 2007-2008



Through the participation of Small Learning Communities, the following in-services will be provided:

Continuous Improvement Model (CIM)
The five essential components of mathematics
Assessment and analysis of assessment data
Differentiated instruction
Innovative teaching Strategies
Riverdeep
Using Manipulatives
Model Lesson
Teacher Mentoring
Special Education (SPED) Inclusion Strategies
English Language Learners (ELL) Strategies

Evaluation

This objective will be evaluated formatively by the results of the practice FCAT pre and post test. The objective will be evaluated summatively by the results of the FCAT Mathematics subtest and will be evidenced by an increase of one percentile point. Also, Mathematics Quarterly Assessments will provide quarterly reports which will be used to monitor progress toward the objective. Data will be shared with the classroom teachers, and adjustments will be made throughout the year to ensure adequate progress.

Formative:
District Interim Assessment
Harcourt

Summative:
Florida Comprehensive Assessment Test

Writing Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Writing Statement

All Bob Graham Education Center students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master state standards in the area of writing.

Needs Assessment

Scores indicate that 88 percent of students in grade four scored a 3.5 or higher on the 2007 FCAT Writing +/Expository. Scores indicated that 88 percent of students in grade four scored 3.5 or higher on the 2007 FCAT/Narrative. A combined score of 88 percent of the students tested met the state standard of 3.5 or above in writing. Students in grade four will need to show a two percentage point gain on the combined score of the 2007 FCAT -Writing +. The data revealed that improvement is needed in the expository writing. The data dictate that the strength is in narrative writing. Continuous instruction is required as we seek to raise student achievement levels.

Scores indicate that 95 percent of students in grade eight scored a 3.5 or higher on the 2007 FCAT Writing +/Expository. Scores indicated that 95 percent of students in grade eight scored 3.5 or higher on the 2007 FCAT/Narrative. A combined score of 95 percent of the students tested met the state standard of 3.5 or above in writing. Continuous instruction is required as we seek to raise student achievement levels.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students will increase their writing skills as evidenced by 94 percent of students in both grades four and eight maintaining the state required mastery level of 3.5 or above as documented by scores on the 2008 FCAT Writing Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Administer writing pre and post tests to monitor instruction and identify students' strengths and weaknesses.	Classroom Teachers, Administrators	8/27/07	6/5/08	Continuous Improvement Model	0
Provide teacher training with a focus on rubrics assessment and holistic scoring.	Reading Coach, Administrators	10/01/07	4/30/08	District-wide Literacy Plan	0
Model instructional lessons for teachers that incorporate the writing components and provide students with the level of critical thinking needed to perform at an optimal level on the FCAT Writing.	Reading Coach, Administrators	8/27/07	4/30/08	District-wide Literacy Plan	0
Showcase students' writing samples through the "Author's Tea" in which students are recognized at a tea to which parents and a guest author are invited.	Classroom Teachers, Media Specialists, Assistant Principal	11/09/07	5/23/08	Advanced Academics	0
Incorporate classroom journal writing to provide additional writing opportunities.	Administrators, Classroom Teachers	8/27/07	6/5/08	District-wide Literacy Plan	0
Improve the quality of writing through the use of strategies in The Revision Toolbox, Teaching Techniques that Work.	Administrators, Reading Leader, Classroom Teachers	8/27/07	6/5/08	Continuous Improvement Model	0
Provide small group instruction to students making inadequate progress in writing as diagnosed by monthly writing samples.	Administrators, Classroom Teachers	8/27/07	6/5/08	Continuous Improvement Model	0
Utilize writing prompts for kindergarten through eighth grade to ensure that students learn effective narrative, expository and persuasive writing techniques.	Administrators, Classroom Teachers	8/27/07	6/5/08	Continuous Improvement Model	0
Model instructional lessons on effective writing strategies using authentic literature.	Media Specialist, Fourth Grade Classroom Teachers, Administration	10/01/07	1/31/08	Continuous Improvement Model	0

Research-Based Programs

Houghton-Mifflin Reading Series in grades K-5
 Glencoe Writer's Choice in grades 6-8.

Professional Development

Through the participation of Small Learning Communities, the following in-services will be provided:

- Differentiated instruction
- Analyzing data of pre/post writing samples to enhance student knowledge
- Alignment of writing within the content areas
- Model Lesson
- Special Education (SPED) Inclusion Strategies
- English Language Learners (ELL) Strategies

Evaluation



School Improvement Plan

2007-2008



This objective will be evaluated by scores on the FCAT Writing and evidenced by 93 percent of the students meeting the state required mastery of 3.5. Reports on writing practice tests as well as biweekly writing prompts will provide formative information which will be used to monitor progress toward the objective.

Formative:
Monthly Writing Prompts

Summative:
Florida Comprehensive Assessment Test

Science Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Science Statement

All Bob Graham Education Center students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master state standards in the area of science.

Needs Assessment

Scores indicate that 38 percent of the students in fifth grade scored a Level 3 or higher on the 2007 Science subtest of the FCAT.

Scores indicate that 50 percent of students in eighth grade scored a Level 3 or higher on the 2007 Science subtest of the FCAT.

The scores reflect eight percentile point difference from the state's average of 40 percent of students in grades five and eight scoring a Level 3 or higher. Analysis of the 2007 Science subtest of the FCAT denote that scores were even throughout all content clusters in grades five and eight.

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades five and eight will increase by 17 percentage points on the 2008 FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Follow the school's Science Scope and Sequence, which correlates with the District's Science Scope and Sequence, in order to meet Sunshine State Standards.	Classroom Teachers, Administrators	8/20/07	6/5/08	Seamless PreK-12 Curriculum	0
Implement the appropriate FOSS kits in each grade level in order to provide hands-on activities, which help meet the Sunshine State Standards.	Classroom Teachers, Administrators	8/20/07	6/5/08	Seamless PreK-12 Curriculum	0
Incorporate nationally researched-based websites to supplement lessons in the area of science.	Classroom teachers, Administrators	8/20/07	6/5/08	District-wide Literacy Plan	0
Enhance student achievement with hands-on activities provided by the District Science Office that correlate with the Sunshine State Standards.	Classroom Teachers, Administrators	8/20/07	6/5/08	Seamless PreK-12 Curriculum	0
Provide Scott Foresman and Glencoe McGraw-Hill textbooks/CD's to help supplement lessons and to assist students in understanding Sunshine State Science Standards.	Classroom Teachers, Administrators	8/20/07	6/5/08	District-wide Literacy Plan	0
Analyze data from 2007 FCAT Science test to identify strengths and weaknesses.	Science Department Chairperson, Administrators	9/10/07	10/19/07	Continuous Improvement Model	0
Implement the essential mandatory labs provided by the District Science Office that correlates with the Sunshine State Standards.	Classroom Teachers, Administrators	8/20/07	6/5/08	Seamless PreK-12 Curriculum	0
Participate in after school study hall to reinforce skills and strategies learned in their science classes.	Classroom Teachers, Administrators	8/20/07	6/5/08	District-wide Literacy Plan	0
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instruction on an on-going basis.	Science Teacher, Administrator	8/20/07	6/5/08	Continuous Improvement Model	0
Use the Regional Center data debriefing protocols to conduct data debriefing sessions.	Science Teacher, Administrator	8/20/07	6/5/08	Continuous Improvement Model	0
All students in grades five through eight will demonstrate their knowledge of the scientific method by completing a science fair project which will be displayed during the science fair.	Classroom Teachers, Science Department Chairperson, Administrators	9/17/07	12/11/07	Continuous Improvement Model	0

Research-Based Programs

Scott Foresman K-5
Glencoe McGraw-Hill Science 6-8

Professional Development

Given the data from our needs assessment, job-embedded professional development will consist of:

- Full Option Science System (FOSS) kits
- Implementation of the new Scott Foresman Science Series
- Develop teacher strategies on the components of a science fair project
- Model Lesson
- Special Education (SPED) Inclusion Strategies
- English Language Learners (ELL) Strategies

Evaluation



School Improvement Plan 2007-2008



This objective will be evaluated by the results of the percent of students scoring Level 3 and higher on the 2008 FCAT Science and will be evidenced by an increase of 17 percentile points.

Formative:

Scott Foresman K-5

Glencoe McGraw-Hill Science 6-8

Summative:

Florida Comprehensive Assessment Test

Parental Involvement Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Parental Involvement Statement

Bob Graham Education Center will continuously strive to build reliable school and community relationships by encouraging active volunteer/parental participation in order to enhance student achievement.

Needs Assessment

An analysis of the 2006-2007 Parent Academy sign in sheets indicates that 15.84 percent of the parents participated in classes provided by the Parent Academy.

Measurable Objective

Given the school-wide emphasis on parental and community involvement, the school will demonstrate an increase of five percentage points in parental involvement through the Parent Academy as evidenced by comparing the sign-in logs for the 2006 - 2007 to the 2007-2008 school years.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Continue active parental participation and communicate information related to school budget and curriculum programs via decision making groups such as the PTA and EESAC.	Principal, Assistant Principals	8/20/07	6/15/08	Exchange Meaningful Information	0
Assist the PTA in providing parent volunteer orientation and procedures.	Administration, School Volunteer Liaison, Counselor	8/20/07	6/5/08	Exchange Meaningful Information	0
Assist the Parent Academy in conducting parent workshops at the school location.	Administration, Teachers, and Counselors	8/20/07	6/5/08	Exchange Meaningful Information	0
Identify parents to participate in the Parent Leadership Council.	Administration	8/20/07	6/5/08	Other/ Not Applicable	0

Research-Based Programs

National PTA Standards for Parental Involvement

Professional Development

Parent Academy in-services in the following areas:

- Special Education (SPED)
- English Language Learners (ELL)
- Student Achievement
- Volunteer Responsibilities and Opportunities
- Technology / Parent Portal
- Effective Techniques for Parent/Teacher Conferences

Evaluation

Measurable success will be evidenced by a five percentage point increase in the parent participation in school and through the Parent Academy during the 2007-2008 academic year. A numerical comparison between the number of participants in the sign-in logs during the 2006-2007 and the 2007-2008 school year will also support this outcome.

Discipline & Safety Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Discipline & Safety Statement

Bob Graham Education Center will foster an environment that promotes the safety and well being of our students, families and staff.

Needs Assessment

According to the Referral Reason and SPAR Incident Breakdown for all students involving bullying and fighting, the number of reported incidents for the 2007-2008 school year was 45. There were 20 reported incidents of bullying under violations in Group II. Additionally, there were 25 reported incidents of fighting under violations in Group II.

Measurable Objective

Given an emphasis on a safe and orderly environment, the number of student referrals will improve as evidenced by a 10 percentage point decrease in the number of referred incidents for bullying and fighting during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Initiate a positive behavior support program to reinforce and reward appropriate and desired behavior for the at-risk student.	Classroom Teachers, Counselors, Administrators	10/19/07	5/30/08	Safe and High-quality Facilities	0
Plan and deliver "Bully-Free" trainings for parents, teachers, and students through staff development, parent workshops, and classroom guidance.	Administration, Counselors, Safe School Facilitator	9/17/07	5/30/08	Safe and High-quality Facilities	0
Provide intervention activities that address a safe school environment through small group meetings with the TRUST Counselor.	All Counselors	8/21/07	5/30/08	Safe and High-quality Facilities	0
Implement the P.R.O.U.D. Curriculum in grades K, 2, 4, and 6 via classroom instruction.	Counselors, Classroom Teachers	10/22/07	5/30/08	Safe and High-quality Facilities	0
Implement a Peer Mediation Program.	Counselors	9/17/07	5/30/08	Safe and High-quality Facilities	0

Research-Based Programs

Steps to Success Bullying Prevention Program
Peer Mediation
P.R.O.U.D. Curriculum

Professional Development

Teachers will participate in Small Learning Community in-services on various research-based programs to avert bullying and fighting including:

- *P.R.O.U.D.
- *Steps to Success Bullying training

Evaluation

Success of this objective will be indicated by a ten percent decrease of referrals for bullying and fighting during the 2007-2008 school year as compared to the 2006-2007 school year. This will be indicated on the Referral Reason and SPAR Incident Breakdown for All Students report.

Technology Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Technology Statement

Bob Graham Education Center students will utilize technology in order to improve upon academic achievement and computer skills.

Needs Assessment

On the Fall administration of the Accelerated Reader program, 76 percent of identified second through fifth grade students scored below 85 percent accuracy without instructional feedback.

Measurable Objective

Given an emphasis on the use of technology in education, all students in grades two through five will augment their usage of the Accelerated Reader Program as evidenced by a five percentage point increase in the percent of use of technology during the 2007 – 2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide selected second through fifth grade students with one hour per day of reading intervention utilizing the Comprehensive Research – based Reading Plan (CRRP).	Administrators, Computer Teacher	8/20/07	5/30/08	District-wide Literacy Plan	0
Utilize a school-wide as well as a classroom point recognition reward system to encourage students to participate weekly in the Accelerated Reader Program.	Classroom Teacher, Reading Coach, Media Specialist	8/20/07	5/30/08	District-wide Literacy Plan	0
Utilize data from Accelerated Reader Students' percentages of pass/fail to provide feedback and adjust reading levels.	Administration, Classroom Teachers, Computer Teacher	8/20/07	5/30/08	Continuous Improvement Model	0
Select low performing students through data analysis to be able to access reading intervention strategies.	Administration, Reading Coach	8/20/07	10/12/07	Continuous Improvement Model	0
Administer a progress test to ascertain improved student achievement in reading.	Administration, Computer Teacher, Classroom teacher	9/17/07	5/30/08	District-wide Literacy Plan	0

Research-Based Programs

Accelerated Reader Program

Professional Development

Through Small Learning Communities, Accelerated Reader in-services and support will be provided for all teachers.

Evaluation

Second through fifth grade students will use increase the use of the Accelerated Reader Program as evidenced by a five percentage point increase during the 2007-2008 school year as compared to the 2006 - 2007 school year Summary Report

Health & Physical Fitness Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Health & Physical Fitness Statement

Students at Bob Graham Education Center will be provided with the opportunity to attain their optimal level of fitness, while participating in a continuous carefully planned program of developmentally age-appropriate physical activities.

Needs Assessment

During the 2006-2007 school year, 54 percent of the students tested on the FITNESSGRAM, were award recipients. Out of the 464 students that were tested, 100 received Gold Awards and 153 received Silver Awards.

Measurable Objective

Given instruction based on the Sunshine State Standards, students will improve their physical fitness level as evidenced by an increase of five percentage points of the overall fitness silver or gold award winners on the 2008 administration of the FITNESSGRAM, as compared to the 2007 administration.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide all physical education staff with professional development activities that include implementing the physical fitness tests.	District Supervisor of Physical Education, Administrators	9/17/07	4/30/08	Student Wellness	0
Inform parents of strategies that can be used at home to support increased fitness levels through information sent home with learners.	Administrators, Physical Education Teachers	9/17/07	4/30/08	Exchange Meaningful Information	0
Remediate students on each area of the FITNESSGRAM. A physical education teacher will be available one day after school for those students requiring remediation.	Physical Education Teachers	9/17/07	4/30/08	Student Wellness	0
Present a lesson pertaining to nutrition and how it impacts physical performance once each month.	Physical Education Teachers	9/17/07	4/30/08	Student Wellness	0
Add static and ballistic stretching exercises to pre-class warm ups in order to increase flexibility.	Physical Education Teachers	9/17/07	4/30/08	Student Wellness	0

Research-Based Programs

FITNESSGRAM - National Standards of Physical Education

Professional Development

Physical Fitness District Workshops
Healthy School Alliance
Cardiopulmonary Resuscitation Training

Evaluation

After the administration of the 2008 FITNESSGRAM, success will be evident with at least 59 percent of the students tested having become award winners.

Electives & Special Areas Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Electives & Special Areas Statement

Bob Graham Education Center’s goal is to provide motivation and development for all students to achieve high academic scores.

Needs Assessment

During the 2007 – 2008 school year, 96 out of 966 students in grades two through five qualified for an Advanced Academic Program other than gifted. The initial criterion for eligibility is a grade point average of 3.0 from the previous year. Approximately 10 percent of all students achieved this criterion.

Measurable Objective

Given emphasis on the benefits of participating in Advanced Academic Programs, the number of students who qualify for the Academic Excellence Program (AEP) grades three through five and Teaching Enrichment Activities to Minorities (TEAM) in grades two and three, will increase by a five percentage points for the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Encourage all students, grades K-5, to put forth maximum effort in all subject areas.	Classroom Teachers, Administrators	8/20/07	5/09/08	Seamless PreK-12 Curriculum	0
Provide opportunities for students to participate in before school tutorials in order to improve academic achievement.	Administration, Classroom Teachers, Tutors	9/18/07	2/23/08	District-wide Literacy Plan	0
Promote focus on the thinking process – inquiry, reasoning, analysis, and synthesis – in all subject areas.	Classroom Teachers, Counselors, Tutors	8/20/07	5/09/08	District-wide Literacy Plan	0
Develop creative self-expression, enhancement of self-esteem, and group cooperation.	Classroom Teachers, Tutors	9/18/07	2/23/08	Other/ Not Applicable	0
Enhance the development of higher order thinking skills as well as their application.	Tutors, Classroom Teachers, Counselors,	8/20/07	5/09/08	District-wide Literacy Plan	0

Research-Based Programs

Houghton Mifflin Reading
Soar to Success
Voyager
Jr. Great Books
Read XL

Professional Development

Best practices in language Arts, Mathematics, and Science
C.R.I.S.S. Strategies
Curriculum Workshops for Before/After School and for Saturday Tutors

Evaluation

The objective will be evaluated by the amount of students meeting the criteria in order to qualify for The Advanced Academics Programs (AEP) and Teaching Enrichment Activities to Minorities (TEAM) for the school year of 2007 – 2008. This will be evidenced by an increase of five percentage points for the 2007 – 2008 school year as compared to the 2006 - 2007 school year.

Return On Investment Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Return On Investment Statement

Bob Graham Education Center will rank above the 85th percentile statewide in the 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, Bob Graham Education Center ranked at the 85th percentile on the State of Florida ROI index.

Measurable Objective

Bob Graham Education Center will improve its 2004-2005 ranking of the 85th percentile on the State of Florida ROI as evidenced by a one percent increase on the next publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Become more informed about the use of financial resources in relation to school programs.	Administrators	8/20/07	6/05/08	Improve Public Perception	0
Collaborate with the district on resource allocation.	Principal	8/20/07	6/05/08	Business Process Redesign	0
Review reconfiguration of existing resources or the possibility of taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administrators	8/20/07	6/05/08	Exchange Meaningful Information	0
Review the policy on the shared use of facilities.	Principal	8/20/07	6/05/08	Exchange Meaningful Information	0
Develop additional partnerships with community agencies.	Administrator, Dade Partner Liaison	8/20/07	6/05/08	Exchange Meaningful Information	0

Research-Based Programs

Houghton Mifflin Reading K-5
 Harcourt Mathematics K-5
 Harcourt Science K-5
 Harcourt Social Studies K-5
 Prentice Hall Literature
 Glencoe/McGraw Hill Writer's Choice
 Glencoe/McGraw Hill Mathematics Courses I, II, III, Pre-Algebra, Algebra, and Geometry
 Glencoe/McGraw Hill Science 6-8
 Voyager
 Soar to Success
 Early Success
 Curriculum Associates
 ESOL Teen Biz 3000

Professional Development

Continuous Improvement Model
 Comprehensive Reading Plan
 Successful Research-Based Reading Instructional Strategies
 Implementation of Innovative Teaching Strategies
 Full Options Science System (FOSS) Kits Training
 Data Analysis
 Inclusion/Autism Training

Administrative Professional Development:
 Money Matters
 Budget Conferences
 MSAF
 FTE

Evaluation

On the next State of Florida ROI index publication, Bob Graham Education Center will improve its 85th percentile ranking by a one percent increase on the 2006-2007 publication.

EESAC Compliance

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

Budget:

The EESAC has met and has recommended that Student Achievement Enhancement Program money be used to provide increase student safety by finding a new security monitor and possible hire paraprofessionals to conduct tutoring.

Training:

The EESAC has met and recommended that training be scheduled for teachers in the area of Reading, Writing, Mathematics, and Science in order to further student achievement in these areas. In addition, the EESAC has recommended that workshops be offered to parents in these areas. Teachers will receive instruction on the Comprehensive Research-based Reading Plan, Best Practices in reading and Mathematics, techniques to improve the delivery of writing instruction and science process skills. Parents will be offered workshops in the evening.

Instructional Materials:

The EESAC has met and recommended that instructional materials be purchased and implemented in the areas of Reading, Mathematics, Science and Technology I order to further student achievement in these areas.

Technology:

The EESAC has met and recommended that resources be purchased and implemented to further student achievement in the areas of Reading, Writing, Mathematics and Science integrating the use of instructional technology. The school's Technology Tree Campaign is being continued in order to provide additional computers in the classroom.

Staffing:

The EESAC has met and has recommended that Student Achievement Enhancement Program money be used to provide increase student safety by finding a new security monitor and possible hire paraprofessionals to conduct tutoring.

Student Support Services:

The EESAC has met and recommended that Students Support Services work with staff to facilitate the Student Support Team (SST) model of providing intervention strategies to students who are in need of assistance. School Support Team meetings are ongoing at this time.

Other Matters of Resource Allocation:

The EESAC has met and recommended that grade levels and departments meet to develop and recommend a process for the distribution of this money has been presented to the EESAC.

Benchmarking:



School Improvement Plan 2007-2008



Benchmarking activities will be conducted in accordance with timelines for district and school assessment in order to ascertain improvement in student achievement. Formative assessments have begun and will be ongoing throughout the school year.

School Safety & Discipline:

The EESAC has met and recommend that staff continue to implement a zero-tolerance for bullies program. Also, staff will continue to implement a peer mediation program in grades three through eight. Classroom guidance lessons are currently focusing on a "Bully-Free" environment

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	0
Mathematics	0
Writing	0
Science	0
Parental Involvement	0
Discipline & Safety	0
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Total	0



School Improvement Plan 2007-2008



Date of Review: _____

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

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