

# SCHOOL IMPROVEMENT PLAN 2007 - 2008

## Melrose Elementary School (3181)

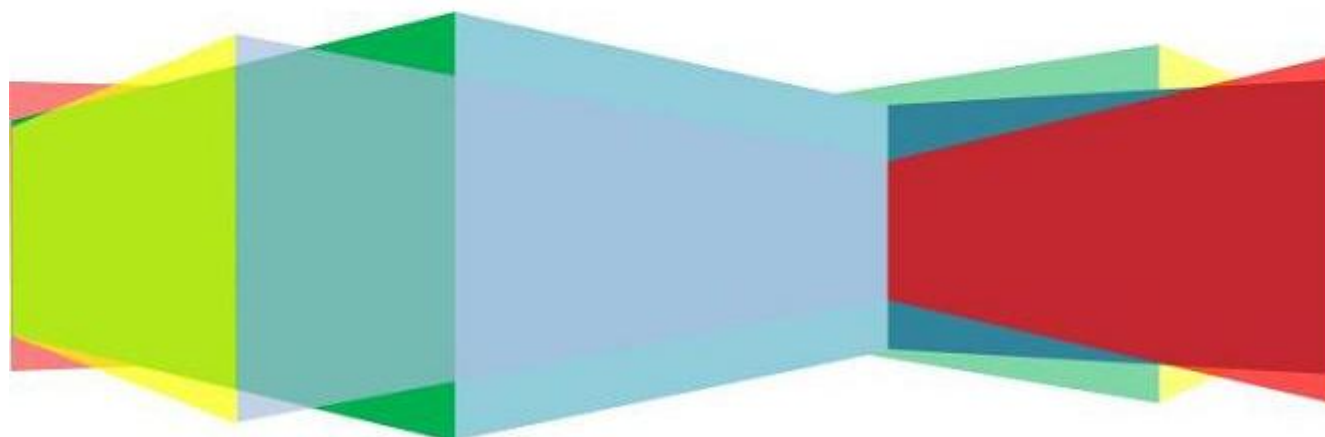
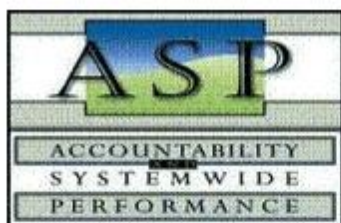
Feeder Pattern - Miami Northwestern Senior

Regional Center III

District 13 - Miami-Dade

Principal - Sergio Muñoz

Superintendent - Rudolph F. Crew, Ed.D.



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## EXECUTIVE SUMMARY

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Melrose Elementary School, located at 3050 N. W. 35th Street, Miami, Florida, is an I Choose! School under the Office of Parental Options consisting of pre-kindergarten through fifth grade with an enrollment of 559 students. It is located in an industrial, inner city area of Miami, Florida. The school is designated as a Title I School Wide Program based on 95 percent of the students receiving free or reduced lunch. Our school's population is 80 percent Hispanic, 19 percent African-American, and one percent White and Multiracial. Melrose Elementary School offers programs to provide for the specific needs of its 174 English Language Learner (ELL) students and 37 Special Education students (SPED), as identified by the district's Student Assistance Profile.

After careful review and evaluation of pertinent data such as the School's Demographic and Academic Profiles, student report cards, and the Florida Comprehensive Assessment Test (FCAT) results, the faculty and staff of Melrose Elementary School, in conjunction with the Educational Excellence School Advisory Council (EESAC), have developed the following objectives as school wide priorities for all stakeholders for the 2007-2008 school year.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase by 5 percentage points 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 five will increase to 62 percent on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, English Language Learner (ELL) students will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, African-American students will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Hispanics students will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 90 percent of the students achieving high standards on the 2008 FCAT Writing Test.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade five will increase by 10 percentage points on the 2008 administration of the 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 5 percentage points in the number of parental and community contacts as evidenced by comparing the Title I Administration Parental Involvement Monthly School Report for the 2006-2007 to the 2007-2008 school years.

Given an emphasis on a safe and orderly environment, student attendance will increase as evidenced by a two percent increase during the 2007-2008 school years as compared to the 2006-2007 school years.

Given an emphasis on the use of technology in education, students in grades three through five will increase program usage by 10 percent as evidence by the Total Time Usage Report when compared to the 2006-2007 end of year usage report.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades four through five will improve their running skills as evidenced by 75 percent of the students meeting high standards in running the one mile test on the 2007-2008 administration of the FITNESSGRAM Test.

Given an emphasis on the benefits of participating in advanced academic programs, the number of students regularly attending the Academic Excellence Program (AEP) will increase by 5 percent during the 2007-2008 school year as compared to the 2006-2007 school year.

Melrose Elementary School will improve its ranking on the State of Florida ROI index publication from the 35th percentile in 2005 to, the 36th percentile on the next publication of the index.



# School Improvement Plan 2007-2008



In order to achieve the objectives, appropriate strategies and activities to be implemented will include, but will not be limited to, collaborative planning, staff development, parental involvement, reading incentive programs, classroom libraries and computer centers, writing journals across the curriculum, the use of manipulatives during mathematics lessons, the Melrose Science Lab, the Comprehensive Research Reading Plan (CRRP), Pearson Digital Learning SuccessMaker® Enterprise Software Program, Gifted Program, Teaching Enrichment Activities to Minorities (TEAM), the Academic Excellence Program (AEP), the Melrose After-School Tutorial program, and Saturday tutoring. With confidence and commitment, we believe that our students will experience achievement in reading, writing, mathematics, and science, as outlined by the Sunshine State Standards (SSS), Grade Level Expectations (GLE), and Miami-Dade County Competency-Based Curriculum (CBC), thus yielding an increase in FCAT scores. Through the I Choose! Initiative, Melrose Elementary will promote global awareness education through a multiple intelligence approach.

Based on the results of the Organizational Performance Improvement Snapshot, areas for improvement can be found under the subheading of Business Results. The weakness consists of a lack of providing information on the management and the organization of the school's finances and removing obstacles that get in the way of progress. In order to address these weaknesses, the administration will meet with stakeholders two times during the year to provide information regarding finances and address any pertinent obstacles that are currently hindering their progress.



# 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.

## 3181 - MELROSE ELEMENTARY SCHOOL

### VISION

The vision of Melrose Elementary School is to provide all stakeholders with a nurturing atmosphere which will produce a multi-learning, state-of-the-art environment that will enhance student accountability and achievement with an emphasis on global awareness through a multiple intelligence approach.

### MISSION

The mission of Melrose Elementary School is to enable all stakeholders to realize their potential by utilizing effective communication, adapting to students' individual needs, and fostering an open response line between all stakeholders. We believe that instruction and accountability are the keys that will unlock our youngsters' personal and academic potential. We will continue to exude enthusiasm in the delivery of instruction and make education our first priority. Our staff will be master instructional leaders, and our parents and community will be active participants in the educational process.

### CORE VALUES



# School Improvement Plan

## 2007-2008



### Respect

We value the need to recognize people for the goodness in them and in ourselves and regard everyone with high esteem.

### Integrity

We encourage our faculty, staff and students to value honesty in themselves as well as others.

### Caring

We are committed to care for ourselves and others, our education, our school and the world around us.

### Commitment

We recognize that our obligations go beyond our professional responsibilities, and we view our faculty, staff and students as part of our extended family.

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### **School Demographics**

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The faculty and staff at Melrose Elementary believes that quality education is the right of every child, therefore the vision and mission provides a blueprint for high expectations in student achievement. Melrose Elementary School is located in an industrial inner-city section of Miami-Dade County near the Miami International Airport at 3050 N.W. 35th Street, Miami, Florida. The school, situated on eight acres, was built in 1947 with a Roman architectural style. Throughout the years, as the school population increased, the construction of additional classrooms became necessary, causing grade configuration changes. Melrose has had a variety of grade configurations: K-6, Pre-K and Grades 4-6 with a Gifted Center, and Grades Pre-K-5 with Educable Mentally Handicapped. In the mid 1970's, Melrose and Earlington Heights Elementary Schools were paired until the 1997-1998 school year when they were again separated under the Controlled School of Choice Plan thus reverting the grade configuration to Pre-K-5. Melrose Elementary does not have any portable classrooms.

The Melrose community is surrounded by auto-body and mechanical repair shops, discount stores, small corner grocery stores/cafeteria, a scrap metal processing center, vacant lots, abandoned buildings, churches, flea markets, the Department of Juvenile Justice Detention Center, and Miami Jai-Alai. The school has not been able to obtain any partnerships from the neighboring businesses since they are mainly family owned and not able to provide financial contributions to other entities. However, Melrose has been able to build partnerships with the community TEAM Metro Office, Regis House, and Florida International University, all of which provide occasional incentives and monetary donations for the students as well as resources for the parents such as paint and plants for home beautification, medical resources for uninsured families, training for teachers, and many more community services. In the 2003-2004 school year, the school was awarded the I Choose! Grant under the Office of Parental Options, awarded by the Federal Voluntary Public School Choice Program geared towards increasing enrollment by providing parental choices to a broad array of educational opportunities. I Choose! is a five-year initiative designed to significantly expand the availability of high quality school options. In 2004-2005, as a result of the grant, Melrose launched the International Ambassadors of Multiple Intelligences Academy model. This model infuses global studies and multiple intelligences into the areas of reading/language arts, mathematics, science, social studies, music, art, and physical education.

Melrose is also designated as a Title I school due to 95 percent of the students' eligibility for free or reduced lunch. Title I funds are utilized to provide resource teachers, paraprofessionals, educational materials, professional development for teachers and parents, transportation for after school tutoring, and parent/student incentives. The Melrose community consists of primarily low-socioeconomic Hispanic immigrants. Children coming from these homes require extended participation in the English for Speakers of Other Languages (ESOL) Program. The Black students bused to our school from the neighboring Earlington, Floral Heights and Bethune communities, mostly live in tenements and run-down trailers. The majority of the families from all four communities receive some form of government assistance. Many of our students live in single parent households and are being reared by grandparents or other members of the extended family. In both communities, the absence of the actual parent as head of the household is brought about because one or both parents relinquished parental rights due to abandonment, court order, child abuse, possible health conditions, HIV/AIDS, Hepatitis, Cancer, mental illness, alcohol/drug addiction, incarceration or death.

The current membership by school and grade is as follows: 575 total number of students; 17 pre-kindergarten students; 96 kindergarten students; 85 first grade students; 102 second grade students; 116 third grade students; 65 fourth grade students; and 94 fifth grade students. The school's population is composed of 30 percent or 174 English Language Learner (ELL) students; 6 percent or 37 SPED students; 5 percent or 30 gifted students; and 94.9 economically disadvantaged students. There were no students retained in kindergarten and second grade, one student was retained in first grade, 31 students were retained in third grade and 2 students were retained in fourth grade; there was a 100 percent promotion rate in fifth grade. The ethnic/racial makeup of the student population is 80 percent Hispanic, 19 percent Blacks and one percent White and Multiracial. The students at Melrose Elementary School continue their middle school education at Brownsville Middle, a zone school, Ponce de Leon Middle a "B" school, or Miami Springs Middle a "C" school.

Student attendance at Melrose for the 2006-2007 school year was 94.90 percent; which reflects a significant increase from the previous year's 89.6 percent. This increase in attendance can be attributed to the implementation of various motivational programs such as a weekly classroom bulletin honoring those with perfect attendance, movie and popcorn days, ice cream parties, and other awards. However, the major cause of low attendance in previous years was the lack of parental supervision as well as consistent transportation issues that developed as the school year progressed. In order to provide parental support the Community Involvement Specialist (CIS) at Melrose has developed a bond between the school and homes by assisting parents with free uniforms, after school, Saturday, and during-school tutorial service information. The CIS conducted home visits to provide information on school academics and upcoming activities. In addition, the CIS will be instrumental in planning a number of gatherings at the school, such as pot-luck luncheons and Second Cup of Coffee to provide parents an opportunity for gathering information to assist their children with Home Learning and Testing Taking Tips. The school's attendance rate compares to the district's overall attendance of 95 percent. Teachers with perfect attendance are recognized on a daily basis and given occasional motivational incentives provided by business partners. The total enrollment in kindergarten through third grade is 399 students with an average class size of 18:1 and the total enrollment for fourth and fifth grade is 159 students with an average class size of 22:1. The special education students are serviced with a combination of inclusion and pull-out model, the average pull-out class size is 16:1. The Melrose Elementary School faculty consists of 28 regular classroom teachers, pre-kindergarten through fifth grades, one English for Speakers of Other Languages (ESOL) pull-out teacher, one counselor, three and a half Spanish S/SL teachers, two Reading Coaches, one Technology Facilitator, three special education teachers, one Gifted program teacher, one Media Specialist, one and a half physical education teachers, one art teacher, one music teacher, and two paraprofessionals. There are currently two open positions, one Lead Teacher and one classroom teacher; which are expected to be filled by the beginning of the school year. Collectively, the Melrose faculty has an average of nine years of teaching experience ranging from two months to 29 years. The educational degrees held by the Melrose staff are: 31 Bachelor of Science/Arts, 11 Master of Science/Arts, two post-graduate degrees. The ethnic breakdown of the teachers consist of 7 African-



# School Improvement Plan 2007-2008



American or 16 percent, 7 White or 16 percent and 31 Hispanics or 68 percent. In order to address the challenge of providing support for beginning teachers, the Melrose Mentoring Program (MMP) has been established where highly qualified teachers are paired with new teachers to mentor, model lessons, lesson designing and data analysis. Through the leadership team continuous support will be provided to all teachers in order to address retention. The ultimate goal of the Melrose Mentoring Program in conjunction with the district's Beginning Teacher Mentoring Program is to establish a reciprocating bond between the veteran teachers and the new teachers so that the veteran teachers can provide positive and beneficial experiences, while learning new innovative ideas from the newly hired teachers. The curriculum/leadership team is made up of a Lead Teacher, Reading Coaches, Counselor, Media Specialist, and Technology Facilitator and Grade Level Chairpersons.

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## ***School Foundation***

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### **Leadership:**

Melrose Elementary School enjoys a collaborative system of leadership that includes representation from all stakeholder groups in its primary decision-making group, the Educational Excellence School Advisory Council. Leaders in the school provide the technical support, and professional and personal growth opportunities that stakeholders need in order to make informed decisions. Innovation is encouraged, and new ideas are given every opportunity to succeed. Melrose Elementary School provides an eclectic approach to guarantee quality educational experiences for its students. In facilitating this approach, input from all stakeholders is considered an essential part of the decision-making process. This ongoing communication between the school leadership team and the stakeholders enables us to provide educational services that are tailored to students' needs. Offering support to the parents and students of Melrose Elementary School, beyond the basic three R's, is crucial to the success of the school. Students need access to a strong system of mentoring to address academic deficits and behavioral issues. Parents are in need of basic literacy skills, computer skills, parenting skills, and access to social services and governmental resources. In order to provide for these needs, Melrose has instituted an extended school day, a Parent Outreach Center, and a series of ongoing parent informational services in cooperation with Team Metro, the Melrose Community Advisory Committee, and the school's Community Involvement Specialist, by utilizing various agencies. Through the school's leadership, a positive working environment is created in order to realize the vision and mission of the school. The school's administrators, the two Reading Coaches, the Lead Teacher, the Media Specialist, the Technology Facilitator, the Counselor and the Grade Level Chairs comprise the leadership team.

Based on the data from the spring 2006-2007 Organizational Performance Improvement Snapshot (OPIS) survey overall rankings by category average score indicate that 4.2 of the stakeholders agree on how the leadership sets the direction for the school. Within this category the highest responses were for items 1d – "My work location's supervisor shares information about the work location" and 1a – "I know my work location's mission (what it is trying to accomplish). The least favorable response was 1g- "My work location asks me what I think." In order to address this item the administration will survey the staff and seek active participation during staff meetings.

### **District Strategic Planning Alignment:**

Melrose Elementary School has developed a strategic plan that is aligned to the 2007-2008 District Strategic Plan and Regional Center III Strategic Plan. The Strategic Planning process is intended to create a school-wide mission and vision that directs, motivates and inspires all stakeholders to work together for the one common goal of student achievement. Through the identification of external and internal critical issues and challenges, the formulation and implementation of a Strategic Plan will provide a school and community-based partnership that will establish a bridge to the future and help meet the educational needs of the students at Melrose Elementary School.

The strategic planning section of the OPIS indicates a 4.0 category average score. Upon review of the stakeholders' response item 2c – "I know how to tell if we are making progress on my work group's part of the plan" received an average score of 4.2. However, item 2a – "As it plans for the future, my work location asks for my ideas" received an average score of 3.8. Through staff meetings and grade level meetings the administration will solicit ideas to be used in planning for the future.

### **Stakeholder Engagement:**

The administration and staff work with parents and students in providing an atmosphere of trust. The safety and well being of the students remains our top priority at all times. The school grounds are maintained year round with cooperation of the Beautification Committee and the support of the Melrose PTA to make our school a desirable place for learning. The data from the 2006 – 2007 School Climate Survey indicates a high level of customer satisfaction.

The Customer and Market Focus portion of the survey indicates a 4.5 category average score, making this the strongest area of the survey. The item analysis reflect a score of 4.7 in both items 3a and 3b – "I know who my most important customers are" and "I keep in touch with my customers", respectively. The least favorable item with a score of 4.2 was 3e – "I am allowed to make decisions to solve problems for my customers". An opportunity for improvement in this area will be addressed by collaboration amongst administration, teachers, student services and parents.

### **Faculty & Staff:**



Melrose Mentoring Program (MMP) was initiated because of the high number of beginning teachers and acquisition of district surplus teachers. The MMP supplements the Education Fund New Teacher Mentoring Program (NTMP) by pairing beginning teachers with veteran school-site teachers as mentors for the entire school year. The purpose of the mentors will be to provide support, assistance and demonstration lessons as necessary or upon request of the beginning teacher or the administration. The mentors consist of the school's leadership team and the beginning teacher growth team.

The Human Resource section of the survey reveals a 4.1 category average score. Within this section item 5a – “I can make changes that will improve my work” received a score of 4.3. Based on the lowest score of 4.0 an opportunity for improvement is suggested by item 5f – “My supervisor and my work location care about me”. The administration will address this challenge by providing teacher incentives and recognition to acknowledge their efforts.

### **Data/Information/Knowledge Management:**

Melrose Elementary uses a number of evaluation and assessment strategies to continuously monitor the progress of its faculty and staff. The PACES evaluation tool was developed to raise expectations for teaching and learning and to enable higher levels of student learning. The Continuous Improvement Model is implemented school-wide to provide overall knowledge of school functions. Based on the results for category 4-Measurement, Analysis, and Knowledge Management the average score is 4.4. The stakeholders strongly agree with items 4a and 4b – “I know how to measure the quality of my work” and “I know how to analyze (review) the quality of my work to see if changes are needed”.

### **Education Design:**

Melrose Elementary School provides in-house tutoring and after-school tutoring services for students in grades two, three, four and five. Students in the lowest 25 percent quartile have been identified as needing additional instruction and will attend an extended day tutorial service provided by hourly certified in-field teachers. In addition, students in grades two through five are offered an opportunity to attend the Positive Options Program (POP) tutorial service provided by Regis House After-school Program and district approved Supplemental Educational Services and Americorps Tutors.

Melrose Elementary School implemented the Comprehensive Research Reading Plan (CRRP), a model which emphasizes the five major components of early reading instruction.

Melrose Elementary School will continue to implement the Plan-Do-Study-Act (PDSA) Instructional Cycle as the school-wide improvement model to support improved student achievement. The PDSA Instructional Cycle is a four step analysis approach for continuous improvement. The four-step process includes the following: (1) Plan- for change aimed at improvement, collect data, and establish a timeline, (2) Do- implement the plan, (3) Study- analyze data. To what extent did the plan give the desired result? and (4) Act- incorporate the improvement.

Melrose Elementary School will examine disaggregated test data and use the findings to develop and implement an instructional plan that incorporates formative assessments and maintenance teaching for identified benchmarks in all appropriate content areas. Students will participate in quarterly assessments, tutorials and enrichment activities to ensure that the school meets adequate progress.

Melrose Elementary School will infuse character education throughout the curriculum by providing classroom lessons monthly on each character value. The lessons will focus on the nine character core values, which are: Pursuit of Excellence, Responsibility, Citizenship, Kindness, Honesty, Integrity, Respect, Cooperation and Fairness. In order to connect character core values to the home, the students will be provided with character value information to take home. Implementation of this program will facilitate for all children in all grade levels to appreciate their responsibility for themselves, each other, their school, and their community as required by district guidelines. The results of the survey reveal a 4.2 average score under the Process Management portion of the OPIS. Based on the item analysis data indicates a need to improve in 6a – “I can get all the resources I need to do my job” and 6d – “I have control over my work processes”. In addition, the strongest items are 6b – “I collect information (data) about the quality of my work” and 6c – “We have good processes for doing our work”.

### **Performance Results:**

Based on the OPIS survey the results of category 7-Business Results indicate an average score of 4.1. The most favorable items are 7b – “My work products meet all requirements for high quality and excellence” and 7a – “My customers are satisfied with my work”. There are opportunities for improvement in the following items: 7c – “I know how well my work location is doing financially” and 7e – “My work location removes things that get in my way of progress. These items will be address by the administration by providing the teachers with reports about financial decisions presented at EESAC meetings, where teachers will be encouraged to attend.

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## ***Schools Graded 'C' or Below***

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### **Professional Development:**

We recognized that teachers need to provide multiple instructional strategies so that students of different abilities, interests or learning needs experience equally appropriate ways to absorb, use, develop and present concepts as a part of the daily learning process. It allows students to take greater responsibility and ownership for their own learning and provides opportunities for peer teaching and cooperative learning. To assist teachers in becoming diverse in their instructional styles, teachers are offered a variety of professional development opportunities. This year teachers can select from various trainings, such as multiple intelligence approach, differentiated instruction and curriculum differentiation, global studies, interpreting data and CRISS strategies.

### **Disaggregated Data :**

Grade level teams will discuss biweekly data results from benchmark assessments to determine student needs and instructional strategies. Grade level teams will meet to discuss data results from the District Interim Assessment to make necessary changes to their instruction to meet individual student needs. Through the PDSA model grade levels will implement the Continuous Improvement Model to monitor student progress and determine instructional needs for enrichment and remediation.

### **Informal and Formal Assessments:**

FCAT Assessment - March  
District Interim Assessments - October, January and May (to monitor progress)  
SSS Benchmarks - biweekly  
Classroom Assessments - on-going

### **Alternative Instructional Delivery Methods :**

Grade levels will select alternative instructional delivery methods in order to reach all student subgroups and in turn improve academic achievement. The instructional methods to be selected will be based on individual academic needs after analyzing informal and formal assessments. The following is a list of possible alternative instructional delivery methods to be used:

One on one individual teacher instructions  
Peer tutoring  
Small group instruction  
Cooperative Learning groups  
Hands-On instructional activities



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***Schools Offering Primarily Grades 6 through 12***

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

## 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 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"/>

### Reading Statement

All students will be able to read at or above grade level.

### Needs Assessment

The results attained from the School Performance Accountability Report indicate that 54 percent of the students tested in grades three through five met high standards by achieving Level 3 and above on the FCAT Reading Test. At the current level of performance, the school is faced with the challenge of increasing student achievement in order to meet the NCLB mastery level of performance for each group in order to determine Adequate Yearly Progress. After analyzing the data across the grade levels for the 2006 Reading FCAT, the following information was compiled in ascending order from the lowest performing content clusters to the highest performing content clusters. In grade three, the mean percentage score for Reference and Research was 50 percent, for Comparisons was 58 percent, for Main Idea/Author's Purpose was 59 percent, and for Words and Phrases was 71 percent. In grade four, the mean percentage score for Reference and Research was 33 percent, for Main Idea/Author's Purpose was 50 percent, for Comparisons was 53 percent, and for Words and Phrases was 67 percent. In grade five, the mean percentage score for Words and Phrases was 57 percent, for Main Idea/Author's Purpose was 59 percent, for Comparisons was 67 percent, and for Reference and Research was 67 percent. The aforementioned FCAT scores are from the 2006 administration as the school received an incomplete status.

### 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, the number of students meeting high standards in grades three through five will increase by 5 percentage points on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Identify the students who scored in Levels 1 and 2 on the FCAT Reading Test and implement an extended day tutoring service to address the reading deficiencies of the targeted lowest 25 percent students in each subgroup.	Principal / Reading Coach	08/20/07	06/05/08	District-wide Literacy Plan	1275
Develop grade level thematic units with reading activities focusing on Global Awareness using the PDSA model for grades Pre-K-5, whereby students will demonstrate a clear understanding of the connection between their lives and worldly issues.	Principal / Lead Teacher	08/20/07	06/05/08	Parental Choice Options	1275
Utilizing Pearson SuccessMaker Instructional Software, students in grades 3-5 will receive reading remediation and enrichment skill practice.	Principal / Technology Facilitator	08/20/07	06/05/08	District-wide Literacy Plan	1275
Implement Accelerated Reader Program to promote Reading Comprehension in grades K-5.	Principal / Media Specialist	08/20/07	06/05/08	District-wide Literacy Plan	1275
Implement Reading Plus to address reading deficiencies of the targeted lowest 25 percent students in each subgroup.	Principal / Reading Coach	08/20/07	06/05/08	District-wide Literacy Plan	1275
Implement the third grade retention instructional Model I and Model II of intensive remediation to address the reading deficiencies of all Tier 2 and Tier 3 third grade students.	Principal / Reading Coach	08/20/07	06/05/08	District-wide Literacy Plan	1275
Utilizing the Plan-Do-Study-Act (PDSA) model, teachers will monitor each subgroup through a comparison of the interim assessment item analysis and the weekly assessed benchmarks to ensure mastery of all assessed benchmarks.	Principal and Assistant Principal	08/20/07	06/05/08	District-wide Literacy Plan	1275
Develop a Plan-Do-Study-Act (PDSA) model scope and sequence calendar for grades K-5 to improve the delivery of reading instruction.	Principal / Assistant Principal	08/20/07	06/05/08	District-wide Literacy Plan	1275
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Principal	08/20/07	06/05/08	Continuous Improvement Model	1275
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Principal	08/20/07	06/05/08	Continuous Improvement Model	1275

### Research-Based Programs

Houghton-Mifflin M-DCPS Reading Series, Reading Plus and SuccessMaker® Software Program

### Professional Development

Plan-Do-Study-Act (PDSA)  
 Best Practices  
 Voyager Passport Program  
 Houghton Mifflin Reading First Academy Training, SuccessMaker Instructional Software  
 Riverdeep Instructional Software  
 D.I.B.E.L.S. (K-5) DAR FLKRS  
 Reading Plus implementation  
 Project Right Beginnings  
 Project B.E.A.R.  
 Project O.W.L.  
 Project D.R.A.W.  
 FCAT Reading Rubric Scoring  
 Creating Independence through Student-owned Strategies (CRISS)  
 Reciprocal Teaching



# School Improvement Plan 2007-2008



## **Evaluation**

2008 FCAT Reading Test  
Weekly and bi-weekly assessments  
District Interim Assessments  
SuccessMaker Enterprise Management Reports  
D.I.B.E.L.S

### 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 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"/>

### Mathematics Statement

All students will demonstrate increased performance in mathematics.

### Needs Assessment

The results attained from the School Performance Accountability Report indicate that 43 percent of the students tested in grade four achieved high standards in mathematics of Levels 3 and above, and 31 percent of the students in grade five achieved high standards in mathematics of Levels 3 and above. After analyzing the data across the grade levels for the 2006 Mathematics FCAT, the following information was compiled in ascending order from the lowest performing content clusters to the highest performing content clusters. In grade three, the mean percentage score for Geometry and Data Analysis was 43 percent, in Number Sense and Measurement was 50 percent, and in Algebraic Thinking was 67 percent. In grade four, the mean percentage score for Geometry, Algebraic Thinking and Data Analysis was 43 percent, in Number Sense was 50 percent, and in Measurement was 63 percent. In grade five, the mean percentage score for Measurement and Algebraic Thinking was 36 percent, in Number Sense and Geometry was 38 percent, and in Data Analysis was 42 percent. The aforementioned FCAT scores are from the 2006 administration as the school received an incomplete status. According to the 2005-2006 School Accountability Report, the school did not meet Adequate Yearly Progress for Mathematics as 45 percent of students scored at or above grade level. For Black students, 40 percent scored at or above grade level in Mathematics. The subgroup for Hispanic students scored at 46 percent at or above grade level in Mathematics. The Economically Disadvantaged students scored at 44 percent at or above grade level in Mathematics. The state proficiency target for the 2005-2006 school year was 50 percent of the students scoring at or above grade level. The subgroup for English Language Learners met proficiency as 51 percent of these students scored at or above grade level in Mathematics. The aforementioned FCAT scores are from the 2006 administration as the school received an incomplete status.

### NCLB Subgroup Target

# School Improvement Plan 2007-2008



TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



### Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase to 62 percent on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, English Language Learner (ELL) students will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, African-American students will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Hispanics students will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilizing the Pearson SuccessMaker Instructional Software, students in grades 3-5 will receive remediation and enrichment skill practice.	Principal / Technology Facilitator	08/20/07	06/05/08	District-wide Literacy Plan	1275
Utilize the district's mathematics scope and sequence calendar in grades K-5 to monitor each subgroup.	Principal / Assistant Principal	08/20/07	06/05/08	District-wide Literacy Plan	1275
Provide staff development for teachers for mathematics strategies facilitated by district, Regional Center III and school personnel.	Principal / Assistant Principal	08/20/07	06/05/08	District-wide Literacy Plan	1275
Identify the students in all subgroups scoring at Levels 1 and 2 on the Mathematics FCAT, as delineated in Adequate Yearly Progress (AYP) disaggregated data, and implement an extended day tutoring service to address the deficiencies of each student.	Principal / Grade Level Chairs	08/20/07	06/05/08	District-wide Literacy Plan	1275
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Principal	08/20/07	06/05/08	Continuous Improvement Model	1275
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Principal	08/20/07	06/05/08	Continuous Improvement Model	1275

### Research-Based Programs

Harcourt Brace Math Series, Houghton-Mifflin FCAT Series and SuccessMaker Software Program.

### Professional Development

Plan-Do-Study-Act (PDSA)  
 Best Practices in Mathematics  
 FCAT Explorer  
 SuccessMaker  
 Riverdeep  
 Data-driven Decision Making for Mathematics Learning  
 FCAT Lessons Learned  
 Principles and Standards for School Mathematics

### Evaluation

2008 FCAT Mathematics Test  
 Weekly and Bi-weekly assessments  
 District Interim Assessments  
 SuccessMaker Enterprise Management Reports

## 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 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"/>

### **Writing Statement**

All students will be able to communicate effectively through writing.

### **Needs Assessment**

The results attained from the School Performance Accountability Results indicate that 76 percent of the students tested met the state standard of 3.5 or above in writing. The score reflects a combined mean score of 3.6. The needs assessment revealed that students require further development in mastering the writing benchmarks. The data revealed that improvement is needed in the areas of focus, organization and support. Though data dictates the strength is expository writing with 85 percent of the students tested scoring at 3.5 or above, continuous instruction is required as we seek to raise student achievement levels. Ongoing data collection and analysis regarding progress on monthly assessments will drive instruction.

### **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 using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 90 percent of the students achieving high standards on the 2008 FCAT Writing Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide writing intervention tutorial service to students identified as needing additional writing practice.	Principal / Reading Coach	08/20/07	06/05/08	District-wide Literacy Plan	1275
Participate in a total of three national and/or county-wide writing contests for students in grades K-5.	Principal / Reading Coach	08/20/07	06/05/08	District-wide Literacy Plan	1275
Integrate grades Pre-K-5 thematic units based on a pre-selected continent whereby students will demonstrate a clear understanding of the connection between their lives and worldly issues.	Principal / Reading Coach	08/20/07	06/05/08	District-wide Literacy Plan	1275
Develop a Plan-Do-Study-Act (PDSA) model scope and sequence calendar in grades K-5 in order to increase student achievement.	Principal / Assistant Principal	08/20/07	06/05/08	District-wide Literacy Plan	1275
Monitor student progress through monthly writing prompts in grades K-5	Principal / Classroom Teachers	08/20/07	06/05/08	District-wide Literacy Plan	1275

### Research-Based Programs

Houghton Mifflin Miami-Dade County Schools Reading Series Writing Component

### Professional Development

Techniques for writing  
 Rubric scoring  
 Pre-writing skills  
 Vocabulary development, Editing and Drafting  
 Writing Across the Curriculum  
 Step Up to Writing  
 Prompt writing and grammar for grades three and four

### Evaluation

This objective will be evaluated by the 2008 FCAT Writing+; district mandated writing pre and post tests, and grade level portfolios. Project based learning will be used to monitor the writing objective. Each strategy will be monitored and evaluated by classroom teachers using pre and post test assessment data, by the classroom teachers and the Reading Coach using participation entry guidelines, and project based log.

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

**Miami-Dade County Public Schools**

**District Strategic Plan**

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

**Science Statement**

All students will increase their scientific performance skills to high standards.

**Needs Assessment**

The results of the 2007 Science FCAT reflect a mean scale score of 334, and 79 percent of the fifth grade students tested met high standards. The scores indicated that students are performing above district and state mastery levels. The needs assessment revealed that students require continued instruction in the Earth and Space Science cluster. In order to sustain and or increase the number of students meeting high standards, ongoing data analysis of monthly assessments will be conducted by the fifth grade teachers in conjunction with the leadership team.

### Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade five will increase by 10 percentage points on the 2008 administration of the FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Complete an average of three hands-on FOSS kit experiments in each classroom in grades K through five every grading period.	Principal / Science Lab Teacher	08/20/07	06/05/08	District-wide Literacy Plan	2125
Continue a grade five science lab to enhance science instruction and familiarize students with the various aspects of careers in the field of science as well as to provide hands-on project based research experiences.	Principal / Science Lab Teacher	08/20/07	06/05/08	District-wide Literacy Plan	2250
Participate in science-related educational field-trips that will expose students to real-life science concepts.	Principal / Science Fair Chairperson	08/20/07	06/05/08	District-wide Literacy Plan	2375
Incorporate science activities into grade level "Family Nights" to encourage parent involvement in learning the scientific process.	Principal / Science Lab Teacher	08/20/07	06/05/08	District-wide Literacy Plan	1500
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Principal	08/20/07	06/05/08	Continuous Improvement Model	1275
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Principal	08/20/07	06/05/08	Continuous Improvement Model	1275

### Research-Based Programs

Scott Foresman Science Series

### Professional Development

Scott Foresman Science Series  
 Mathematics and Science integration  
 Sunshine State Standards in Science  
 Elementary Earth Science Classroom  
 Hands-On Activities and Science

### Evaluation

District Science Interim Assessments  
 Bi-weekly assessments  
 Experiment activity logs  
 Science lab portfolios

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

#### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **Parental Involvement Statement**

The school will provide increased opportunities for parents to be involved in their children's education.

### **Needs Assessment**

An analysis of the Title I Administration Monthly school report for 2006-2007 indicates an average of 3.7 parental activities per month. Through review of the attendance rosters from the parental activities such as Open House/Resource Fair, Science Fair, PTA meetings, EESAC meetings, Second Cup of Coffee, Family Nights, and Honor Roll Assemblies there is a need to increase parental attendance by 25 percent when compared to the 2006-2007 attendance rosters. In order to meet this need there will be additional school sponsored parental activities to provide opportunities for increased participation.

### Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate an increase of 5 percentage points in the number of parental and community contacts as evidenced by comparing the Title I Administration Parental Involvement Monthly School Report for the 2006-2007 to the 2007-2008 school years.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Communicate parental involvement activities through calendars, flyers, and newsletters.	Principal / Assistant Principal / Community Involvement Specialist	8/20/07	06/05/08	District-wide Literacy Plan	850
Conduct parent workshops based on the needs of each subgroup, which will promote home learning, test taking strategies and parental issues.	Principal / Assistant Principal / Community Involvement Specialist	08/20/07	06/05/08	District-wide Literacy Plan	875
Maintain an effective parent compact whereby parents agree to be actively involved in their child's education and attend school activities.	Principal / Assistant Principal / Community Involvement Specialist	08/20/07	06/05/08	District-wide Literacy Plan	830
Monitor telephone communication between the school and the home using Title I telephone logs in order to inform and promote student achievement and/or activities.	Principal / Assistant Principal / Community Involvement Specialist	08/20/07	06/05/08	District-wide Literacy Plan	830
Conduct home visits to target subgroups in order to involve and inform parents of their child's needs/concerns.	Principal / Assistant Principal / Community Involvement Specialist	08/20/07	06/05/08	District-wide Literacy Plan	830
Conduct and analyze a needs assessment survey followed by quarterly parent surveys to determine parent needs and satisfaction with the school.	Principal / Assistant Principal / Community Involvement Specialist	08/20/07	06/05/08	District-wide Literacy Plan	850

### Research-Based Programs

Not Applicable

### Professional Development

Community Involvement Specialist (CIS) monthly trainings  
 "Second Cup of Coffee" informational meetings  
 "Family Nights"  
 Open House/Parent Resource Fair

### Evaluation

Title I Administration monthly school reports  
 Title I Telephone Logs  
 Title I Activities Attendance Rosters  
 Title I CIS Home Visit Logs

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

#### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **Discipline & Safety Statement**

The school will promote programs and practices that facilitate a safe and disciplined environment for students.

### **Needs Assessment**

An analysis of the data from the 2006-2007 final attendance report indicates that 94.90 percent of students attended Melrose Elementary School daily.



### Measurable Objective

Given an emphasis on a safe and orderly environment, student attendance will increase as evidenced by a two percent increase during the 2007-2008 school years as compared to the 2006-2007 school years.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide a school wide attendance incentive program to address the importance of student attendance on a daily basis.	Principal and Assistant Principal	08/20/2007	06/05/2008	Truancy Prevention	430
Provide incentives for students who attain and/or maintain perfect attendance per grading period.	Principal and Assistant Principal	08/20/07	06/05/08	Truancy Prevention	430
Report chronically absent students to truancy interventions for further evaluations.	Principal and Assistant Principal	08/20/07	06/05/08	Truancy Prevention	430
Distribute periodic flyers congratulating students with perfect and near perfect attendance and promoting student attendance in general.	Principal and Assistant Principal	08/20/07	06/05/08	Truancy Prevention	430
Notify parents of student absences through the Connect-Ed electronic telephone system.	Principal and Assistant Principal	8/20/07	06/05/08	Truancy Prevention	430
Contact parents of students who are chronically absent from school.	Principal and Assistant Principal	08/20/07	06/05/08	Truancy Prevention	430
Maintain and promote attendance awareness through Parent Resource Center.	Principal and Assistant Principal/ Community Involvement Specialist	08/20/07	06/05/08	Truancy Prevention	430

### Research-Based Programs

Not Applicable

### Professional Development

Title I Community Involvement Specialist (CIS) monthly meetings  
Open House / Resource Fair  
Parent Academy courses  
Second Cup of Coffee

### Evaluation

Daily and quarterly attendance reports  
COGNOS Connection attendance reports

## 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 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**

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

### **Technology Statement**

The school will integrate technology in all curriculum areas.

### **Needs Assessment**

Based on the 2006-2007 end of year usage time summary report for SuccessMaker Enterprise, each student in grades three through five dedicated an average of 32.25 hours to the program. In order to impact student achievement there is a need to increase usage by 10 percent, which will be evidenced by academic gain through the Cumulative Performance Report.

### Measurable Objective

Given an emphasis on the use of technology in education, students in grades three through five will increase program usage by 10 percent as evidence by the Total Time Usage Report when compared to the 2006-2007 end of year usage report.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Analyze and interpret cumulative performance reports and conduct student conferences to review data.	Principal / Technology Facilitator	08/20/07	06/05/08	District-wide Literacy Plan	500
Monitor Prescriptive Scheduling Report prior to the FCAT assessment, in order to forecast student expected achievement level.	Principal / Technology Facilitator	08/20/07	06/05/08	District-wide Literacy Plan	500
Analyze and interpret Areas of Deficiency Report to provide additional data for Mastery in Progress benchmarks monitoring.	Principal / Technology Facilitator	08/20/07	06/05/08	District-wide Literacy Plan	500
Analyze and interpret Total Usage Report per grading period to monitor time on program.	Principal / Technology Facilitator	08/20/07	06/05/08	District-wide Literacy Plan	500
Utilizing the Pearson SuccessMaker Instructional Software, students in grades K-5 will receive remediation and enrichment skill practice.	Principal / Technology Facilitator	08/20/07	06/05/08	District-wide Literacy Plan	500

### Research-Based Programs

SuccessMaker Enterprise

### Professional Development

SuccessMaker Enterprise by Pearson Educational Consultants  
 Technology Integration in the curriculum  
 Reading Plus  
 Accelerated Reader

### Evaluation

SuccessMaker Management Reports  
 End of Year Usage Summary Report  
 Areas of Deficiency Report  
 Prescriptive Scheduling 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

#### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **Health & Physical Fitness Statement**

The school will promote the overall health and fitness of students.

### ***Needs Assessment***

An analysis of the data from the 2005-2006 health and fitness report indicates that 60 percent of students tested on the one mile run/walk using the Fitness Gram met high standards.

### Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades four through five will improve their running skills as evidenced by 75 percent of the students meeting high standards in running the one mile test on the 2007-2008 administration of the FITNESSGRAM Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide instruction to students on the proper form when running long distances.	Principal / Physical Education Teacher	08/20/07	06/05/08	Student Wellness	600
Instruct students on building stamina utilizing proper running and breathing techniques.	Principal / Physical Education Teacher	08/20/07	06/05/08	Student Wellness	600
Discuss proper nutrition to achieve optimal performances when running.	Principal / Physical Education Teacher	08/20/07	06/05/08	Student Wellness	600
Chart student progress and achievements throughout the year.	Principal / Physical Education Teacher	08/20/07	06/05/08	Student Wellness	600
Celebrate student accomplishments when running goals are achieved.	Principal / Physical Education Teacher	08/20/07	06/05/08	Student Wellness	600

### Research-Based Programs

Not Applicable

### Professional Development

Workshops on FITNESSGRAM standards.

### Evaluation

This objective will be evaluated by students' performance on the 2007-2008 one mile run/walk test data obtained at the conclusion of the Fitness Gram program.

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

#### *Miami-Dade County Public Schools*

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

### **Electives & Special Areas Statement**

All students will be given the opportunity to pursue areas of interest and special talents.

### ***Needs Assessment***

An analysis of the data from the 2006-2007 Academic Excellence Program (AEP) attendance records indicate that 75 percent of students enrolled attended the program in its entirety. To address the need to increase student attendance AEP Journalism through Publishing Program will be implemented.

### Measurable Objective

Given an emphasis on the benefits of participating in advanced academic programs, the number of students regularly attending the Academic Excellence Program (AEP) will increase by 5 percent during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Discuss and clarify attendance goals and responsibilities with students.	Principal / Assistant Principal / Media Specialist	08/20/07	06/05/08	Academic Enrichment Opportunities	1000
Contact parents of students who do not attend AEP sessions to maintain an open line of communication for attendance purposes.	Principal / Assistant Principal / Media Specialist	08/20/07	06/05/08	Academic Enrichment Opportunities	1000
Monitor student portfolios, focusing on completed projects required throughout the year.	Principal / Assistant Principal / Media Specialist	08/20/07	06/05/08	Academic Enrichment Opportunities	1000
Provide incentives for students who attend the AEP program on a regular basis.	Principal / Assistant Principal / Media Specialist	08/20/07	06/05/08	Academic Enrichment Opportunities	1000
Utilize a desktop publishing software program to produce a monthly newsletter.	Principal / Assistant Principal / Media Specialist	08/20/07	06/05/08	Academic Enrichment Opportunities	1000

### Research-Based Programs

Not Applicable

### Professional Development

Academic Excellence Program  
Journalism through Publishing Program

### Evaluation

Academic Excellence Program attendance log  
Monthly newsletter

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

#### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **Return On Investment Statement**

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

### **Needs Assessment**

An analysis of the most recent data provided by the Florida Department of Education indicates that in 2004 Melrose Elementary School ranked at the 35th percentile on the State of Florida ROI index.



### Measurable Objective

Melrose Elementary School will improve its ranking on the State of Florida ROI index publication from the 35th percentile in 2005 to, the 36th percentile 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.	Principal	08/20/07	06/05/08	Business Process Redesign	375
Collaborate with the district on resource allocation.	Principal	08/20/07	06/05/08	Business Process Redesign	375
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal	08/20/07	06/05/07	Business Process Redesign	375
Consider shared use of facilities, partnering with community agencies.	Principal	08/20/07	06/05/08	Business Process Redesign	375

### Research-Based Programs

Not Applicable

### Professional Development

Not Applicable

### Evaluation

On the next State of Florida ROI index publication, Melrose Elementary School will show an increase ranking of one percent.

**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:**

Educational Excellence School Advisory Council (EESAC) prepared its budget to provide funding for student and parent incentives, transportation for tutoring, transportation for educational field studies, and technology enhancements.

**Training:**

EESAC supported training that should continue in the areas of reading, writing, mathematics, CRRP and Technology Integration training for faculty, staff, and parents in order to assist in achieving set objectives.

**Instructional Materials:**

EESAC surveyed classrooms in conjunction with teachers to determine the instructional materials needed to achieve set objectives.

**Technology:**

EESAC surveyed the staff to determine technology needs. Through the use of Title I funds, the fifth grade classrooms, the computer lab and the media center were retrofitted with SMART Boards, which included a ceiling mounted LCD projector. In addition, technology training will be provided for teachers to enhance and extend technology literacy.

**Staffing:**

EESAC recommended the number of staff members necessary to provide after school tutoring and parental workshops.

**Student Support Services:**

EESAC recommended after-school tutoring services, clubs and supplemental academic instruction trainings in mathematics, reading, writing and science.

**Other Matters of Resource Allocation:**

EESAC budgeted for professional development for teachers.

**Benchmarking:**

EESAC monitored student growth by reviewing mastery in progress of weekly benchmarks.

**School Safety & Discipline:**



# School Improvement Plan 2007-2008



EESAC reviewed the data of the most current School Climate Survey and found that 82 percent of the parents felt that their child's school is safe and secure and that school and law enforcement authorities work together to keep their child's school free of violence and gang activity. Eighty-eight percent felt that the school is free of substance abuse. The students abide by the Miami-Dade County Public Schools Code of Student Conduct, which they review at the beginning of the school year. A school wide discipline plan for maintaining a safe and orderly environment for our students has been developed.

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***Budget Summary***

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Reading	12750
Mathematics	7650
Writing	6375
Science	10800
Parental Involvement	5065
Discipline & Safety	3010
Technology	2500
Health & Physical Fitness	3000
Electives & Special Areas	5000
Return On Investment	1500
Total	57650



# 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*