
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 2441 - Virginia A. Boone/Highland Oaks
Elementary School

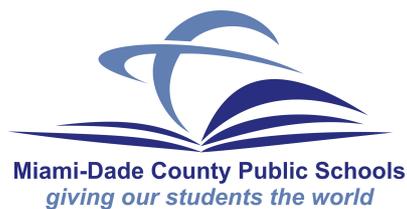
FeederPattern: Dr. Michael M. Krop Senior

Region: Regional Center II

District: 13 - Miami-Dade

Principal: Kim Rubin

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Virginia A. Boone/Highland Oaks Elementary School

The School Improvement Plan has been written to insure that each student at Virginia A. Boone Highland Oaks Elementary School is prepared to meet the challenges of the 21st century. After analyzing and evaluating pertinent data, such as School Demographics and Academic Profiles, Stanford Achievement Test reports, School Report Card, Florida Comprehensive Assessment Test results, Organizational Performance Improvement Snapshot Survey results, and the School Improvement Plan results from 2004-2005, Virginia A. Boone Highland Oaks Elementary, in conjunction with the Educational Excellence School Advisory Council, has targeted several objectives as school-wide priorities for the 2005-2006 school year. Appropriate strategies have been planned by all of the school's stakeholders. In order to cultivate the changes necessary to advance high achievement while eliminating low performance, Virginia A. Boone Highland Oaks Elementary School will continue to provide an instructional program with a strong focus on literacy from kindergarten to fifth grade. Research-based reading materials with demonstrated success will be employed at the school as well as supplemental materials and literacy interventions across grade levels. Data-driven instruction will be the norm. Ongoing assessments will yield student performance data that will be carefully analyzed and used to target instruction. Additional strategies will include hands-on science investigations, writing prompt practices, small group instruction for low performing students, contests and competitions emphasizing student achievement, cooperative learning strategies, continued implementation of the Technology Learning Center (TLC), and continuous monitoring of the School Improvement Plan. The School Improvement Plan objectives and accompanying strategies will complement the Sunshine State Standards and Competency-Based Curriculum, while developing high academic competencies in a safe, nurturing environment.

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their reading performance as evidenced by an increase from 83% to 86% of the students scoring at Level 3 or above as documented by the scores on the 2006 reading administration of the Florida Comprehension Assessment Test.

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their mathematical performance as evidenced by an increase from 83% to 86% of the students scoring at Level 3 or above as documented by the scores on the 2006 mathematics administration of the Florida Comprehensive Assessment Test.

Given instruction based on the Sunshine State Standards, students in grade four will maintain or increase their writing performance by 1% on the 2006 writing administration of the Florida Comprehensive Assessment Test as compared to the 95% of students scoring at a 3.5 level or higher on the 2005 FCAT.

Given instruction based on the Sunshine State Standards, students in grade five will improve their mean scale score to 312 on the science administration of the 2006 Florida Comprehensive Assessment Test as compared to the 307 mean scale score on the 2005 FCAT.

Given opportunities to attend diverse school activities throughout the 2005-2006 school year, 50% of parents surveyed will indicate that they attended at least two school-related events on or off campus as reflected by the results of a school-site survey disseminated in May 2006, an increase from 48% from the May 2005 survey.

Given an emphasis on providing a safe and orderly environment, a system of disciplinary action will be developed and implemented, and as a result, student behavior will improve as evidenced by a decrease in teacher written referrals from 173 from the 2004-2005 school year to 155 referrals during the 2005-2006 school year.

Given a school-wide emphasis on the integration of instructional technology into the curriculum, students and teachers will utilize the computer-based research lab or wireless computer lab a minimum of twice every nine weeks as documented by a computer visitation log, teacher lesson plans and student reports.

Given instruction based on the Sunshine State Standards and the results of the 2004-2005 FITNESSGRAM, students in grades three, four and five will improve their fitness as evidenced by 84% of students passing the 2005-2006 FITNESSGRAM as compared to 81% in the 2004-2005 school year.

Based on the results of the 2005 – 2006, school-site generated Yamaha Keyboard pre-test and post-tests, music students will improve their performance as evidenced by a 10% increase in the number of students able to keep a steady beat. Art students will improve their performance as evidenced by a 10% increase in the number of students participating in the 2005 – 2006 school-site art show as compared to the participation of 135 students in the 2004-2005 art show.

Virginia A. Boone Highland Oaks Elementary School will improve its ranking on the State of Florida ROI index publication from the 81st percentile in 2003 to the 84th percentile on the next publication of the index.

Based on the results of the Miami-Dade County Public Schools Organizational Performance Improvement Snapshot Survey that was completed by staff members at Virginia A. Boone Highland Oaks Elementary School, two areas of improvement have been targeted: strategic planning and process management. These two selected areas yielded the lowest results across the seven categories. Strategic planning can be improved by providing opportunities to staff members for increased communication of ideas in school-wide matters, i.e., School Improvement Plan. Another conduit for improving strategic planning is by increasing awareness of progress through benchmarking and analysis of data. Leadership opportunities (i.e., Leadership Committee) targeted at student achievement will also help to enhance strategic planning. Process management will be addressed through a school survey requesting specific resources perceived as needed and addressed as possible. Professional Development Plans will ask for more specific measurable data to give teachers additional insight into the quality of their work. Additional strategies will be added to improve these areas as deemed necessary.

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.

Virginia A. Boone/Highland Oaks Elementary School

VISION

The vision of Virginia A. Boone Highland Oaks Elementary School is to be a premier institution of elementary education that inspires students to open their minds to the limitless universe of learning.

MISSION

The mission of Virginia A. Boone Highland Oaks Elementary School is to develop a sense of pride, self control, citizenship, and respect for the safety, rights, and property of every member of our multi-cultural community, while we continue to emphasize a nurturing environment in which all students become creative problem solvers, critical thinkers, and effective communicators in our ever changing, technological world.

CORE VALUES

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We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

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School Demographics

Virginia A. Boone Highland Oaks Elementary School, an environmental and ecological site, is located on ten acres of hardwood hammock in northeast Miami-Dade County. It provides approximately 945 students a traditional and enriched instructional program in an open-space learning environment, including our uniquely designed "outdoor classroom," The Senator Gwen Margolis Botanical Learning Center. Our student population, pre-kindergarten through grade 5, is comprised of 53% White Non-Hispanic, 32% Hispanic, 11% Black Non-Hispanic, and 4% Asian/Indian/Multiracial children. Our free and reduced lunch population is moderate at 24.5% and our student attendance rate is 95.89%.

Specialty programs at our school include an extensive Gifted content-based (mathematics, science, and social studies) program which provides both accelerated and enriched instruction five days a week for approximately 157 Virginia A. Boone Highland Oaks Elementary students. To provide further enrichment, our school offers an Academic Excellence Program at every grade level, the grant-sponsored Waterford Early Literacy Reading Program provides Limited English Proficient students in grades K-2 the resources required for immersion into English instruction, an Exceptional Student Education program with an inclusion component for students with diagnosed exceptionalities, and targeted classes at each grade level that provides diagnostic instruction through a lowered teacher/student ratio.

Our school employs a total of 75 full-time staff members and 21 part-time staff members including two administrators, 51 classroom teachers and five Exceptional Student Education teachers, one guidance counselor, one media specialist, three full-time paraprofessionals, seven clerical employees, six cafeteria workers, and five custodial service workers. The ethnic/racial composition of the teachers and counselors is 55% White Non-Hispanic, 20% Hispanic, 22% Black Non-Hispanic and 3% Asian/Indian/Multiracial. Of the teaching staff, 16% are teachers new to this school, with the average length of time teaching in Florida at 12 years. Forty-five teachers have Masters Degrees, seven have Educational Specialist degrees, one teacher as well as one administrator has a Doctorate degree and another teacher has National Board Certification. Virginia A. Boone Highland Oaks Elementary School has earned five consecutive "A" rankings from the Florida Department of Education. Scores, on the 2005 administration of the FCAT, indicate that 83% of our students scored at Level 3 or above in Reading, 83% of students scored at Level 3 or above in math, and 97% scored at Level 3 or above in Writing.

Parents and staff at Virginia A. Boone Highland Oaks Elementary School have identified several areas that challenge the learning environment in our school. With four open classroom buildings, housing six classes in each, we believe that the learning environment is not optimum. This year our school hopes to meet this challenge by closing each classroom with folding partitions and offering each and every student an ideal learning environment. Additionally, several private schools and a charter school are within or close to our school boundaries. We are constantly challenged by these schools and their provision for an alternative curriculum and/or smaller student-teacher ratio. We strive to meet this challenge by providing a strong educational setting for all children, a learning environment that stresses and expects the highest of student academic achievement as well as offering an exceptional fine arts program. The staff at Virginia A. Boone Highland Oaks Elementary School truly believes that the education our students receive must be balanced and holistic.

Virginia A. Boone Highland Oaks Elementary School attributes many of its accomplishments to the close partnership between, school, parents, and community. Our PTA is very active and supports the school in many of its endeavors, i.e., wireless computer laboratory, extensive landscaping projects, technological software, and numerous school events. We believe that our school provides a learning environment that welcomes all students and leaves no child behind.

School Foundation

Leadership:

School leadership was one of the highest ranked items as per the self assessment survey. The leadership of this school believes that every student is entitled to the very best educational opportunity and it is the school's responsibility to ensure that this value is upheld. Likewise, the leadership understands that each employee has strengths to contribute to the school and consequently, every employee is a valued member of the total "school team." Each member is given the opportunity to share his/her strengths and make suggestions and recommendations that will enhance the total school environment.

District Strategic Planning Alignment:

Opportunities will be given to staff members for increased communication and development of the school goals and objectives through active participation in the writing process of the School Improvement Plan . Additionally, through consistent benchmarking and group data analysis, awareness of student progress and self-reflection will be increased.

Stakeholder Engagement:

Virginia A. Boone Highland Oaks Elementary School employees believe that the level of satisfaction to their customers is of a high level. Items that were lower questioned if customers were satisfied or dissatisfied with the staff employee's work. Similar analysis were consistent with those items in the School Climate Survey.

Our school's Educational Excellence School Advisory Council's (EESAC) purpose is to define a vision and establish goals for the improvement of student achievement. The EESAC works together with the principal in preparation and evaluation of the School Improvement Plan and fosters an environment of professional collaboration among the educational stakeholders of the school. The principal and the elected members of the EESAC use consensus management to improve student achievement in a collaborative manner.

Faculty & Staff:

The staff at Virginia A. Boone Highland Oaks Elementary School believes that the school functions as a team approach. Concern for personal safety is low. Staff also believes that career advancement is encouraged and the work environment is positive.

Our teacher-mentoring program consists of developing a Professional Growth Team for all new teachers to our profession and any new teachers to Miami-Dade County Public Schools. Each new teacher selects a colleague teacher for his or her team, while the principal/administration selects a second mentor. These individuals work closely with the new teacher to assist in all aspects of school responsibilities including lesson planning, goal setting, and classroom management. The mentor teachers observe the new teacher two times per year to provide feedback in a collegial setting. The team continues to work together throughout the three-year period of time, which is the length of the annual contract. This mentoring program is closely aligned with Miami-Dade County's Professional Assessment and Evaluation Program.

Our reading coach serves as a mentor to all of our language arts teachers. She assists in assessments, models lessons, provides training with new strategies, and orders materials related to language arts.

Lastly, Virginia A. Boone Highland Oaks Elementary School strongly believes in the need for collaboration and shared knowledge among colleagues. Our teachers have common planning time built into their schedules in which they meet at least one hour weekly to discuss curriculum, instruction and the needs of individual children. Each grade level/department has a group leader who acts as a liaison between teachers and administration.

Data/Information/Knowledge Management:

Over the past few years, data analysis has become an integral part of the school's focus. This analysis is used to target selected students for remediation and to drive instruction. Teachers feel fairly comfortable with the information they receive about their students and how to utilize the information in their instruction. Still, there appeared to be some insecurity from the assessment responses and additional workshops will be planned to help alleviate this concern.

Additionally, a school survey will be developed requesting the need for specific resources perceived to be needed. Through the Professional Development Plans, more specific measurable data will be requested to shed additional insight into the quality of individual teacher instruction.

Education Design:

Virginia A. Boone Highland Oaks Elementary School offers a wide array of additional learning opportunities for all students. Special tutorial programs to address the specific needs of each subgroup will occur during, after-school, and on Saturday. The school day tutorials will include a reading program for students retained in third grade as well as any student scoring a Level 1 or 2 on FCAT reading in grades 4 and 5. Retired teachers are hired to assist with struggling learners. The after-school tutoring program is offered two days per week to students in the lowest quartile in reading and/or mathematics in grades 3 through 5. Saturday school, for a one-month period, will offer all students in grades 2 through 5 the opportunity to receive extended learning opportunities in reading and mathematics. Tutorials use a combination of textbooks, supplemental materials, and technology to help remediate student deficiencies.

Creative scheduling at Virginia A. Boone Highland Oaks Elementary School also plays a role in the extended learning opportunities we offer our students. Our large gifted population allows us to free up four classroom teachers each day and have them facilitate small groups of students in both reading and mathematics. This strategy has proven highly effective for the past three years as demonstrated by the consistent increase of our students' achievement.

Virginia A. Boone Highland Oaks Elementary School utilizes the Continuous Improvement Model (CIM) to monitor school improvement. This process incorporates an eight-step plan that continuously assesses students for intervention, remediation, and enrichment. Through the Plan, Do, Check, Act cycle, the following steps are included: data disaggregation, calendar development, direct instructional focus, assessment, maintenance, monitoring, tutorials and enrichment. This process has guided our increased student achievement.

Performance Results:

Due to a high level of parental involvement and cooperation, our school suspension rate is very low. This rate, for the 2004-2005 school year, is 19 suspensions from a student population of about 930 students.

One area that may affect student performance is excessive tardiness and frequent parent-requested early dismissals. A school site tardy policy is in effect and will continue in an attempt to reduce the number of tardy students. Additionally, the leadership will address parents through oral and written communication as to the negative effect early student dismissals have on teaching and learning, both for the individual student and the other students for whom classroom instruction is being interrupted.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

All students at Virginia A. Boone Highland Oaks Elementary School will be able to read on or above grade level. Reading comprehension will be foremost in all disciplines and students will be literate members of society.

Needs Assessment

Results of the 2005 FCAT Reading Test indicate that 83% of students scored at or above FCAT Achievement Level 3, 77% demonstrated annual learning gains and 66% of students scoring in the lowest quartile made annual learning gains. Scores indicate that 34% did not make acceptable levels of learning gains. Subsequently, additional focus will be placed on ensuring that an increased number of students make learning gains.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their reading performance as evidenced by an increase from 83% to 86% of the students scoring at Level 3 or above as documented by the scores on the 2006 reading administration of the Florida Comprehension Assessment Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Dissagregate and analyze the 2005 FCAT Reading data to identify strengths and opportunities for improvement for instructional purposes.	Principal Assistant Principal Reading Coach	7/18/2005	11/7/2005
2. Implement the CRRP and SSS with intensive focus on guided reading, vocabulary development, and comprehension skills.	Reading Coach Teachers	8/8/2005	5/19/2006
3. Analyze DIBELS in addition to other school-based assessments to focus on areas of need and to monitor student progress and guide instruction.	Principal Assistant Principal Reading Coach Teachers	8/15/2005	5/19/2006
4. Use results of standardized testing and school-based testing to group for supplemental reading instruction delivered through after school tutorials (twice per week) and daily small group tutorials during the school day.	Principal Assistant Principal Reading Coach Teachers	7/18/2005	11/7/2005
5. Utilize FCAT Explorer, Riverdeep, Learning Today, Voyager, Accelerated Reader and other innovative programs to promote independent reading and improve comprehension, in addition to the regular two-hour block of reading/language arts instruction.	Teachers Media Specialist Reading Coach	8/8/2005	5/19/2006
6. Utilize the various components of the Houghton Mifflin Reading Series to increase the reading achievement of all subgroups of students.	ESOL and ESE Teachers	8/8/2005	5/19/2006

Research-Based Programs

- Houghton Mifflin
- Soar to Success
- Early Success
- Voyager
- Learning Today
- Waterford Early Literacy Reading Program

Professional Development

All instructional staff will be given professional development activities that include information related to the administration and analysis of data. Training in various assessments and programs will include DIBELS, Houghton Mifflin, Learning Today, Waterford Early Literacy Reading Program, Soar to Success, Early Success, Voyager, and Riverdeep. Guided reading and intervention strategies training will be facilitated by our reading leader to individual teachers. Inservices on interpreting data for instructional purposes, AIP construction, Accelerated Reader, CRISS, and Edusoft will be offered.

Evaluation

The 2006 FCAT in Reading will serve as the evaluative tool for this objective. The objective will be monitored through the implementation of the district-created benchmark testing as well as informal teacher evaluations. Results will be disaggregated and analyzed through the use of Edusoft software. The close monitoring of student progress through the multiple administrations of the Dynamic Indicators of Basic Early Literacy Skills will provide additional evaluative information.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

All students at Virginia A. Boone Highland Oaks Elementary School will be able to perform on or above grade level in mathematics. Students will demonstrate performance on life skills requiring mathematical knowledge.

Needs Assessment

Results of the 2005 FCAT Mathematics Test indicate that 83% of students in grades 3 through 5 scored at or above FCAT Achievement Level 3 and 82% of students demonstrated annual learning gains. Scores indicate that 18% of students did not make acceptable levels of learning gains. Subsequently, additional focus will be placed on ensuring that an increased number of students make learning gains.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their mathematical performance as evidenced by an increase from 83% to 86% of the students scoring at Level 3 or above as documented by the scores on the 2006 mathematics administration of the Florida Comprehensive Assessment Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Disaggregate and analyze the 2005 FCAT Mathematics data to identify strengths and opportunities for improvement for instructional purposes.	Principal Assistant Principal Mathematics Leader	7/18/2005	11/7/2005
2. Analyze the results of the 2005 FCAT Mathematics to identify Level 1 and Level 2 students for supplemental instruction and small group tutorial pull-out programs.	Assistant Principal Mathematics Leader Teachers	7/18/2005	11/7/2005
3. Implement the mathematics scope and sequence for students in kindergarten through grade five.	Assistant Principal Mathematics Leader Teachers	8/8/2005	5/19/2006
4. Analyze district interim assessments for students in grades three through five to monitor student progress and instruction.	Principal Assistant Principal Teachers	8/8/2005	5/19/2006
5. Offer daily in-school and after-school (twice per week) tutorial program for students in the lowest quartile in mathematics.	Principal Assistant Principal Teachers	10/3/2005	5/19/2006
6. Incorporate on-line and site-based technology in the classroom to enhance mathematics skills.	Principal Teachers	8/8/2005	5/19/2006

Research-Based Programs

- Harcourt Math

Professional Development

All instructional staff will be given professional development activities that include information related to the administration and analysis of data. Inservices will be scheduled based on data driven analysis, AIP construction, implementation of Harcourt Brace Series, and District/Regional Center initiatives.

Evaluation

The 2006 FCAT in Mathematics will serve as the evaluative tool for this objective. The objective will be monitored through the implementation of the district-created benchmark testing as well as informal teacher evaluations. Results will be disaggregated and analyzed through the use of the Edusoft software. The Accelerated Math program in grade five will be used for further evaluative purposes.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

All students at Virginia A. Boone Highland Oaks Elementary School will be able to communicate effectively through writing while incorporating the following elements of focus, organization, support, and conventions.

Needs Assessment

Scores of the 2005 FCAT Writing Test indicate that 95% of students in grade four met state standards by scoring a 3.5 or higher. However, more discreet analysis of scores indicates that only 15% of students scored 5.0 or better.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade four will maintain or increase their writing performance by 1% on the 2006 writing administration of the Florida Comprehensive Assessment Test as compared to the 95% of students scoring at a 3.5 level or higher on the 2005 FCAT.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Analyze writing pretest prompt given to all students in grades two through four and use as a teacher training tool and to show growth from pre-test to post-test.	Principal Assistant Principal Literacy Leader Teachers	8/8/2005	5/19/2006
2. Model writing lessons for second, third, and fourth grade classes.	Literacy Leader Teachers	8/8/2005	5/19/2006
3. Improve the quality of writing through the use of strategies such as magnified moments, vivid verbs, sentence variety and writing pictures.	Literacy Leader Teachers	8/8/2005	5/19/2006
4. Identify students not meeting state writing requirements and offer during school tutorial services (twice per week) to assist in enhancing writing skills.	Assistant Principal Literacy Leader Teachers	8/8/2005	5/19/2006
5. Administer monthly prompts to students in grades three and four to monitor progress and generate enthusiasm by students for writing with incentives (i.e. Pizza Prompt Party).	Principal Literacy Leader Teachers	8/8/2005	5/19/2006
6. Provide on-going professional development workshops and activities related to writing (i.e., Criterion Writing program).	Principal Literacy Leader Teachers	8/8/2005	5/19/2006

Research-Based Programs

- Houghton Mifflin Reading Series
- Criterion Writing Program

Professional Development

Professional development training for teachers will include: techniques to improve the delivery of instruction, pre-writing skills, vocabulary skills, the scoring of students' writing samples using rubric scoring, and the presentation of strategies that will enhance students' writing for both narrative and expository prompts.

Evaluation

The 2006 FCAT in Writing will serve as the evaluative tool for this objective. Monthly and quarterly testing using district and in-house writing prompts will provide formative assessment that will be used to monitor on-going progress toward the objective.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

Students at Virginia A. Boone Highland Oaks Elementary School will increase their understanding in the area of Science, and more specifically, in Earth and Space Science, in order to understand their role in this global society.

Needs Assessment

Results of the May 2005 FCAT Science Test in grade five indicate a score of 307 points, which is 21 points above the District mean scale score of 286 and 11 points above the State mean scale score of 296. Earth and Space Science was the weakest area as exhibited by a score of 53.8% or 7 points out of 13 possible correct answers.

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade five will improve their mean scale score to 312 on the science administration of the 2006 Florida Comprehensive Assessment Test as compared to the 307 mean scale score on the 2005 FCAT.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Promote the use of computer-assisted research and investigation to enhance scientific learning and investigation.	Principal Assistant Principal Science Leader Teachers	8/8/2005	5/19/2006
2. Reinforce grade appropriate science content with the language arts curriculum through the use of non-fictional text.	Science Leader Teachers	8/8/2005	5/19/2006
3. Utilize the science leader to implement a science resource program for all students in which hands-on/inquiry-based investigations will be provided with emphasis in the area of Earth and Space.	Science Leader Teachers	8/8/2005	5/19/2006
4. Implement the science scope and sequence instructional calendar aligned with the Florida Sunshine State Standards in grades three through five.	Assistant Principal Science Leader Teachers	8/8/2005	5/19/2006
5. Encourage family participation in a feeder pattern sponsored "Science Day at the Mall" which showcases science-related activities representative of each school.	Principal Science Leader Teachers	10/10/2005	10/15/2005
6. Emphasize instruction in the strand of Earth and Space integrated with scientific thinking.	Principal Assistant Principal Teachers	8/8/2005	5/19/2006

Research-Based Programs

Mc-Graw Hill Science Textbook
FOSS Kits- Full Option Science Systems

Professional Development

Professional Development training will include: focus on the eight strands of science, use of hands-on activities, managing and guiding cooperative groups, and strategies to maximize learning opportunities. Training in experimental demonstrations, concept development, and scientific thinking will also be addressed.

Evaluation

The 2006 FCAT Science Test will serve as the evaluative tool for this objective. District-provided scope and sequence will be used to pace instruction. District-provided assessments will be used to analyze progress of students in grade five as well as providing data which will focus on instruction.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 5 STATEMENT:

Virginia A. Boone Highland Oaks Elementary School will provide increased opportunities for parental involvement to strengthen diverse parent participation in school-related and educational activities on and off campus.

Needs Assessment

Results of the 2004-2005 informal school site survey indicated that 14% of parents who responded had not attended any school activities, 48% had attended one or two school activities, and 38% had attended three or more school activities. Our informal school-site parent survey demonstrated the need to identify and develop beneficial activities and events that will increase parental/guardian attendance at more events. Consequently, increased parental/guardian involvement will impact increased student performance.

Measurable Objective

Given opportunities to attend diverse school activities throughout the 2005-2006 school year, 50% of parents surveyed will indicate that they attended at least two school-related events on or off campus as reflected by the results of a school-site survey disseminated in May 2006, an increase from 48% from the May 2005 survey.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Plan and deliver workshops for parents to inform them of strategies that can be used at home to support reading, writing, mathematics and science.	Principal Assistant Principal Grade level Chairperson Teachers	8/8/2005	5/19/2006
2. Include parent participation in decision-making groups such as EESAC, PTA, and K-Kids.	Principal Assistant Principal Volunteer Liaison	8/8/2005	5/19/2006
3. Continue use of an automated telephone service that calls and reminds parents of school functions, workshops and activities, including bilingual delivery of messages.	Principal Assistant Principal	8/8/2005	5/19/2006
4. Maintain an on-going line of communication between the home and the school through the use of student progress reports, report cards, newsletters, flyers, website, parent-teacher conferences, and e-mail messaging.	Principal Assistant Principal Counselor Teachers	8/8/2005	5/19/2006
5. Provide parents with community resources, as well as encourage them to attend school activities such as Career Day, Cultural Arts Day, Family Fun Day, Science Day at the Mall, PTA meetings, and Holiday and Spring Chorus presentations.	Principal Assistant Principal Counselor Volunteer Liaison Teachers	8/8/2005	5/19/2006
6. Foster and encourage attendance in the Parent Academy and other self-help opportunities and classes in and outside the school-based community.	Counselor Teachers	8/8/2005	5/19/2006

Research-Based Programs

- The National Parent-Teacher Association Standards for Parent Family Involvement Program

Professional Development

Professional development on effective communication will be presented to teachers and parents to help foster an on-going open line of communication. Skills addressing parent conferencing, helping parents work with their children to achieve academically, and building self-esteem will be presented.

Evaluation

The school-site survey disseminated and collected in May 2006 will serve as the evaluative tool for this objective. Sign-in sheets for school activities and events throughout the 2005-2006 school year will substantiate further evidence of involvement.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 6 STATEMENT:

Virginia A. Boone Highland Oaks Elementary School will promote programs and practices that facilitate a safe and disciplined environment for all students and adults.

Needs Assessment

Analysis of data indicates a need to improve student behavior. This is evident through the results of the Executive Summary of the Student Case Management System. The 2004-2005 report shows that 136 students were referred for general disruptive conduct, 15 for fighting and 22 for defiance of school personnel or authority. Decrease in negative behavior will help to create a safe and orderly environment.

Measurable Objective

Given an emphasis on providing a safe and orderly environment, a system of disciplinary action will be developed and implemented, and as a result, student behavior will improve as evidenced by a decrease in teacher written referrals from 173 from the 2004-2005 school year to 155 referrals during the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Encourage the use of Harry Wong's discipline strategies.	Principal Teachers	8/8/2005	5/19/2006
2. Review the Code of Student Conduct to increase staff awareness and understanding of general disruptive behavior.	Principal Assistant Principal Counselor Teachers	8/8/2005	5/19/2006
3. Increase staff awareness of behaviors that require referrals.	Principal Assistant Principal Counselor	8/8/2005	5/19/2006
4. Provide staff workshops that offer classroom management and behavior control techniques (i.e., Safety Tips for Teachers).	Principal Assistant Principal Teachers Counselor	8/8/2005	5/19/2006
5. Attend conferences that will encourage and facilitate assertive discipline techniques.	Teachers Counselor	8/8/2005	5/19/2006
6. Attend Conflict Prevention and Peer Mediation Seminar and share with staff.	Counselor Teachers	8/8/2005	5/19/2006

Research-Based Programs

Not Applicable

Professional Development

All personnel will be encouraged to attend workshops that promote increased classroom management skills. Peer observations and mentoring will be utilized to assist teachers in developing these skills. Additionally, staff members with low referral rates will share discipline techniques that have been successful.

Evaluation

The Student Case Management System Executive Summary of 2005-2006 will serve as the evaluative tool for this objective. The objective will be monitored throughout the 2005-2006 school year as per the number of student referrals turned in to administration.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

GOAL 7 STATEMENT:

Virginia A. Boone Highland Oaks Elementary School will integrate technology in all curricular areas and promote equitable and universal access to technology to all students and staff.

Needs Assessment

During the 2004-2005 school year, through a review of our school's strengths and weaknesses, including results from the 2004-2005 StaR Profile, it was determined that additional technological instruction for teachers and students is necessary.

Measurable Objective

Given a school-wide emphasis on the integration of instructional technology into the curriculum, students and teachers will utilize the computer-based research lab or wireless computer lab a minimum of twice every nine weeks as documented by a computer visitation log, teacher lesson plans and student reports.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Facilitate technology in-services for teachers.	Principal Assistant Principal Microsystems Technician	8/8/2005	5/19/2006
2. Pair peer teacher technology mentors or cohorts.	Principal All Teachers	8/8/2005	5/19/2006
3. Use Miami- Dade County Education Portal to integrate and enhance the use of technology in research.	Media Specialist Classroom Teachers	8/8/2005	5/19/2006
4. Teacher modeling of subject area lessons according to classroom needs.	Classroom Teachers Assistant Principal Media Specialist	8/8/2005	5/19/2006
5. Use Atomic Learning to enhance teacher technology skills in specific programs of their choice.	Classroom Teachers Media Specialist	8/8/2005	5/19/2006
6. Continue use of scheduled classroom visits to the Technology Learning Center (TLC) Lab and use of wireless laboratory.	Classroom Teachers Computer Lab Clerk	8/8/2005	5/19/2006

Research-Based Programs

Not Applicable

Professional Development

Professional development in technology use will be presented to staff by administrators and other staff in the use of:

- A.I.P.
- Riverdeep
- Learning Today
- Intel Teach to the Future
- Excelsior Grade Book.

Evaluation

This objective will be evaluated as documented by the computer laboratory visitation log and teacher lesson plans.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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GOAL 8 STATEMENT:

Students at Virginia A. Boone Highland Oaks Elementary School will develop interest and skills that promote and encourage lifetime fitness for daily living and overall wellness, which in turn will improve their health and physical fitness.

Needs Assessment

Based on the results of the 2004 – 2005 FITNESSGRAM, 81 % of students in Grade 3, 4 and 5 had passing scores. Conversely, 19% of students did not pass the accepted level of physical fitness. These results indicate a need for students to become more physically active and health conscious.

Measurable Objective

Given instruction based on the Sunshine State Standards and the results of the 2004-2005 FITNESSGRAM, students in grades three, four and five will improve their fitness as evidenced by 84% of students passing the 2005–2006 FITNESSGRAM as compared to 81% in the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Administer a pre-test to determine baseline measures and a post-test to provide valid measures of improvement.	Assistant Principal Physical Education Teachers	8/8/2005	5/19/2006
2. Ensure that an appropriate amount of instructional time is dedicated to fitness-related activities such as cardiovascular, flexibility, and muscular strength and endurance leading up to FITNESSGRAM.	Physical Education Teachers Parents	8/8/2005	5/19/2006
3. Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items, which would enhance specificity of training.	Principal Assistant Principal	8/8/2005	5/19/2006
4. Develop an action plan to insure that all stakeholders meet the goals and objectives stated including a fitness log of after-school physical activities for students.	Physical Education Teachers Parents	8/8/2005	5/19/2006
5. Improve student awareness of Food Pyramid concepts and nutritional facts as they relate to physical fitness.	Physical Education Teachers Classroom Teachers Parents	8/8/2005	5/19/2006
6. Encourage school-wide after school fruit and healthy food sales to promote healthy diet.	Physical Education Teachers Parents	8/8/2005	5/19/2006

Research-Based Programs

Not Applicable

Professional Development

Professional development will include continued use of available district in-services for physical education teachers that will clearly identify essentials tools such as the K-12 National Standards for Physical Education.

Evaluation

The 2005 – 2006 FITNESSGRAM will be the evaluative tool for this objective. The results of the students' pre- and post-tests will also provide measures of student improvement, which will be used to monitor progress toward the objective. In addition, individual student health-related prescriptive fitness reports will add to the continual assessment of students' physical fitness performance. Copies of individual reports will be filed in student portfolio and sent home to parents.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

GOAL 9 STATEMENT:

Students at Virginia A. Boone Highland Oaks Elementary School will develop into well-rounded “Renaissance” young adults of the future through the appreciation and production of the fine arts.

Needs Assessment

Based on observations of student performance during the 2004–2005 school year, the music department has determined that students need to improve in the areas of keeping a steady beat and matching pitch. During the same time frame, the art department has observed that student performance in drawing skills and multi use of different art medium needs to improve in order that students can create more compositionally creative art projects.

Measurable Objective

Based on the results of the 2005 – 2006, school-site generated Yamaha Keyboard pre-test and post-tests, music students will improve their performance as evidenced by a 10% increase in the number of students able to keep a steady beat. Art students will improve their performance as evidenced by a 10% increase in the number of students participating in the 2005 – 2006 school-site art show as compared to the participation of 135 students in the 2004-2005 art show.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Use of Yamaha MIE keyboard lab instruments and curriculum.	Principal Music Teachers	8/8/2005	5/19/2006
2. Enhanced music curriculum to include instruction in chorus, bells, and strings.	Principal Music Teachers	8/8/2005	5/19/2006
3. Participation in All State Honors Festival.	Principal Music Teachers	8/8/2005	5/19/2006
4. Demonstrate a variety of art techniques in the classroom.	Principal Art Teachers	8/8/2005	5/19/2006
5. Use technology for art history research.	Media Specialist Art Teachers	8/8/2005	5/19/2006
6. Use of visuals (both student and masterworks) to enhance student performance.	Media Specialist Art Teachers	8/8/2005	5/19/2006

Research-Based Programs

Not Applicable

Professional Development

Music teachers attended an intensive week-long training session for using all aspects of the Yamaha Music in Education Keyboard program. They will also attend the Florida Music Educator's Convention, the Superintendent's Honors Music Festival, and will take several education and performance-based field trips with special groups. Art teachers will attend "Linking Forces" art therapy training.

Evaluation

The results of the 2005 – 2006 Keyboard pre-test and post-test will serve as the evaluative tool for the music portion of this objective. Evaluation of the art program will be based on the number of students participating in the 2005-2006 school-site art show as compared to the number of students who participated in the 2004-2005 school year.

GOAL 10: RETURN ON INVESTMENT

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

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

GOAL 10 STATEMENT:

Virginia A. Boone Highland Oaks Elementary School will rank at or above the 90th 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 2003, Virginia A. Boone Highland Oaks Elementary School ranked at the 81st percentile on the State of Florida ROI index.

Measurable Objective

Virginia A. Boone Highland Oaks Elementary School will improve its ranking on the State of Florida ROI index publication from the 81st percentile in 2003 to the 84th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Become more informed about the use of financial resources in relation to school programs.	Principal Assistant Principal	8/8/2005	5/19/2006
2. Collaborate with the district on resource allocation.	Principal Assistant Principal	8/8/2005	5/19/2006
3. Consider the reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal Assistant Principal	8/8/2005	5/19/2006
4. Consider shared use of facilities, partnering with community agencies.	Principal Assistant Principal	8/8/2005	5/19/2006

Research-Based Programs

Not Applicable

Professional Development

Administrators will attend financial resources workshops related to school programs offered through the Regional Center and/or District.

Evaluation

On the next State of Florida ROI index publication, Virginia A. Boone Highland Oaks Elementary School will show progress toward reaching the 90th percentile.

EESAC Compliance

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

Budget:

Our EESAC has reviewed, discussed and approved the allocation of all necessary funds to support the 2005-2006 School Improvement Plan.

Training:

Our EESAC has reviewed and discussed staff training from the 2004 - 2005 school year and projected our needs for this year. Staff development will focus on increasing technological skills, expanding knowledge of FCAT strategies, full implementation of our school's reading series, Learning Today, and Riverdeep.

Instructional Materials:

Our EESAC has reviewed, discussed and identified the additional materials, manipulatives and equipment needed to implement our School Improvement Plan. (i.e. supplementary books, Accelerated Reader books, science materials, Accelerated Math, and numerous software programs for all grade levels.)

Technology:

Our EESAC has reviewed the existing technology at our school and discussed future needs in order to best implement the objectives of the School Improvement Plan. This includes continued school-wide integration of our laptops into our instructional delivery system.

Staffing:

Our EESAC has reviewed the school's staffing needs and discussed the various strategies available in order to best support the School Improvement Plan with consideration to budget constraints.

Student Support Services:

Our EESAC has reviewed and discussed our existing services to determine the extent of assistance available for the 2005-2006 School Improvement Plan initiatives

Other Matters of Resource Allocation:

Our EESAC has determined that we will explore and evaluate numerous grant opportunities (i.e. The Education Fund) and continue to work cooperatively with both our Dade Partners and surrounding cities.

Benchmarking:

Our EESAC has reviewed and monitored all past strategies, initiatives and mid-year assessments in order to best implement our 2005-2006 School Improvement Plan.

School Safety & Discipline:

Our EESAC has addressed and discussed the issues of safety and discipline in our school in order to best assist in the preparation of our School Improvement Plan. Additional funds are being secured to hire a part-time security monitor.

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

Region Superintendent