
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 0761 - Fienberg/Fisher Elementary School

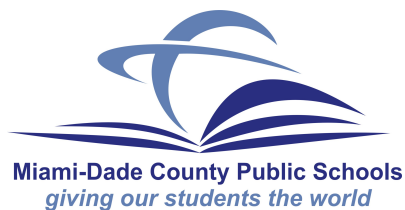
FeederPattern: Miami Beach Senior

Region: Regional Center II

District: 13 - Miami-Dade

Principal: Olga Figueras

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

Fienberg/Fisher Elementary School

Fienberg-Fisher Elementary and Adult Community Center is a full service, federally funded school that embraces the Comer Child Development Program. The student population of the elementary school is 80% Hispanic, 10% Non-Hispanic White, 7% Black and 3% other ethnic groups. 85.7% of the students are eligible for free or reduced price lunch. From 7:30 a.m., when the Raindrop Day Care Center opens, until 10:00 p.m., when the adult school closes, students of all ages are engaged in meaningful educational experiences.

Given instruction based on Sunshine State Standards all students in grades three through six will improve their reading skills as evidenced by 64% of the students scoring at Level 3 or higher on the 2007 administration of the FCAT Reading Assessment.

Given instruction based on Sunshine State Standards all Students with Disabilities in grades three through six will improve their reading skills as evidenced by 51% of the students scoring at Level 3 or higher on the 2007 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, students in grades three through six will improve their mathematics skills as evidenced by 65% of the students scoring Level 3 or higher on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, Students with Disabilities will improve their mathematics skills as evidenced by 56% of the student scoring at Level 3 or higher on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, students in grade four will increase their writing scores as evidenced by students achieving level 3.5 or above on the 2007 administration of the FCAT Writing Assessment.

Given instruction based on Sunshine State Standards students in grade five will improve their science skills as evidenced by 42% of the students scoring at Level 3 or higher on the 2007 administration of the FCAT Science Assessment.

Given the importance of strengthening the link between home and school to improve the academic achievement of students, Fienberg-Fisher Elementary will improve parent contacts with school as evidenced by a 10% increase from 1918 (2005-2006) to 2110 (2006-2007) in the number of parents attending school activities and home visits.

Given the Code of Student Conduct, the students of Fienberg-Fisher Elementary will demonstrate an increase in positive behaviors as evidenced by a 10% reduction in the number of students given outdoor suspensions, from 10 in 2005-2006 to 9 in 2006-2007.

Given the emphasis on the use of technology, students will increase technology use as evidenced by a 5% increase in the the number of students who use the Accelerated Reader (AR) from 551 students in 2005-2006 to 576 students in 2006-2007.

Given instruction based on Sunshine State Standards, Fienberg-Fisher Elementary students from K – 6 will improve their overall physical fitness as evidenced by a 3% increase in the FITNESSGRAM, from 88% in 2005-2006 to 91% in 2006-2007.

Given instruction based on the Sunshine State Standards, the students in the second through sixth grades will acquire an appreciation of the arts as evidenced by 60% of the students scoring at 80% or higher on the Sunshine State Visual Arts Standards teacher criteria and rubric of finished arts products.

Given instruction based on the Sunshine State Standards, the students in third through sixth grades will acquire an improved appreciation and understanding of music as evidenced by 60% of the students scoring at 80% or higher on the teacher-generated music final assessment.

Fienberg-Fisher Elementary School will improve its ranking on the State of Florida Return on Investment Index publication from the 12th percentile in 2004 to the 17th percentile on the next publication of the Index.

An analysis of the Organizational Performance Improvement Survey provides relevant data that has helped the leadership team make a decision concerning specific needs within the faculty and staff. When looking at Strategic Planning and Process Management, the data indicates a need to work with staff, in order to gain input on decision-making issues, as well as in providing the staff with the tools they need to become more effective. In an effort to provide the staff more input, the leadership team will include all Department Chairpersons to have a more equitable representation of each grade level. The leadership team will also include representatives from the office, security, custodial, cafeteria and paraprofessional staff in the Safety and Discipline Sub-Committees of EESAC. This will provide the staff with a forum in which to address the needs of their stakeholders and will offer feedback about the quality and progress of their work. The faculty will continue to be represented at these committees in addition to the curriculum committees year-round.

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.

Fienberg/Fisher Elementary School

VISION

At Fienberg-Fisher Elementary we envision a safe, nurturing, healthy and sensitive atmosphere where students can learn and grow to become productive citizens of our multicultural society in South Florida. At our beautiful and unique historically preserved campus, surrounded by native vegetation, teachers, parents and staff work cooperatively with community in a collaborative mode to address the needs of each student and assist them in reaching the challenging goals addressed in our thoroughly designed curriculum. Concerned and supportive parents, working together with qualified staff members and strong school and community leaders continuously strive to improve students' skills and instill in them a positive, accepting and no-fault attitude, ensuring that "no child is left behind". The adult education program prepares students for the world of work and society in a multicultural, diverse world through its vocational and workforce development classes. Family literacy is emphasized to all the families of Fienberg Fisher Elementary.

MISSION

The mission of Fienberg-Fisher Elementary is to develop independent, lifelong academically successful, healthy learners by working in partnership with our families and community.

CORE VALUES

The entire staff recognizes the importance of a strong school/family/community partnership to achieve its mission. The school's vision is to have a nurturing, safe, intellectual, and sensitive atmosphere and environment so that all become educated and globally aware of their surroundings. Fienberg-Fisher follows Dr. James Comer's philosophy, "It takes a whole village to raise a child." If you have never visited our school, you have missed a wonderful experience. Those who enroll as part of our student body or staff and may be apprehensive of a new beginning are truly amazed at how welcoming, nurturing and caring we are at Fienberg-Fisher. A person joining our school will be made to feel great because of the kindness of everyone's heart and the accepting nature and disposition of our school. It is our philosophy that all students can learn and we truly set out to achieve that goal; additionally we believe that as members of our village everyone has a voice in shared decision making no matter who you are or when you arrived. Our base line purpose is that every student, adult or child, will exercise his/her right to learn and we all work together to make that a reality. The educational program recognizes cultural diversity through its instruction regarding Black History Month, Women's History Month, Jewish History Month, and Hispanic History Month. Several events are held throughout the year to reinforce respect and understanding of all cultures and the achievements of others.

School Demographics

Fienberg-Fisher Elementary is an urban, full service, federally funded school that embraces the Comer Child Development Program. The student population is 80% Hispanic, 10% Non-Hispanic White, 7% Black and 3% other ethnic groups. 85.7% of the students are eligible for free or reduced price lunch. From 7:30 a.m., when the Raindrop Day Care Center opens, until 10:00 p.m., when the adult school closes, students of all ages are engaged in meaningful educational experiences. Our Special Education population constitutes 26.9% of the enrollment. We are a large center, meeting the needs of students in all exceptionalities from profoundly mentally handicapped to gifted. Our large Limited English Proficiency population constitutes 35.6% of the enrollment. The average daily attendance for the school year 2005-2006 was 95.6% with a 33% mobility rate. Our students exceed the expected level of achievement. We credit this not only to the commitment of our village, whose major goal is to help our students, but also to the flexible, well-planned and accommodating schedule we create for individual students. We receive children at all levels, diagnose their needs, place them on a flexible learning track and we teach them according to their needs resulting in students achieving at the maximum levels of their intellectual potential.

Fienberg-Fisher Elementary is a Title I funded school which utilizes allocated funds to provide supplemental support to classroom instruction. A large percentage of our exceptional students are participating in inclusion. Following one of the three inclusion models, co-teaching, in class support and support facilitation, the teachers of Special Education students provide support to qualifying students in the basic program homeroom environment. Advanced students have the opportunity to participate in classes for the gifted and talented during the school day and the Academic Excellence Program after school.

As a Comer school, our students and staff are trained to practice the guiding principles of Dr. James Comer: Collaboration, Consensus, and No Fault and the philosophy "It takes a whole village to raise a child." If you have never visited our school, you have missed a wonderful experience. Those who enroll as part of our student body or staff and who may be apprehensive of a new beginning are truly amazed at how welcoming, nurturing and caring we are at Fienberg-Fisher. A person joining our school will be made to feel great because of the kindness of everyone's heart and the accepting nature and disposition of our school. It is our philosophy that all students can learn and we truly set out to achieve that goal; additionally, we believe that as members of our village everyone has a voice in shared decision making no matter who you are or when you arrived. Our base line purpose is that every student, adult or child, will exercise his/her right to learn by working together, to make it a reality. The educational program recognizes cultural diversity through its instruction of Black History, Women's History, Jewish History and Hispanic Heritage. Several events are held throughout the year to reinforce respect and understand the cultures and achievements of others.

Because Fienberg-Fisher Elementary School is a full service school, our students benefit from having a full time nurse practitioner and nurse's aid available at our campus through the Children of the World Health Clinic sponsored by Jackson Health Center. They provide comprehensive health services free of charge. Furthermore, with our long term relationship with the Bruce Heiken Memorial Fund, vision exams and glasses are provided free to those students with vision problems. Our own incorporated RAIN (Referral and Information Network) program provides housing, food, and medicine vouchers, as well as bus tokens, clothes and full-time support for our students' families. The Raindrop Day-Care Center provides care for children from birth to three years of age. Fienberg-Fisher is a true model of a full service school. Parents can drop their infants at the day-care center, elementary school-aged children in the elementary school, then proceed themselves to the Adult Center for English or Technology classes. Additionally, our school benefits from a full time MSW (Social Worker) who provides counseling services and coordinates therapy groups through various local agencies to address the mental health needs of our student body. Fienberg-Fisher Elementary School also profits from a full-time Community Involvement Specialist who works closely with the parents and staff.

Fienberg-Fisher is comprised of 1 Principal, 2 Assistant Principals, 2 Reading Coaches, 1 SPED Program Specialist, 1 SPED Behavior Management Specialist, 37 classroom teachers, and 22 Special Education teachers, 1 Guidance Counselor, 1 Media Specialist, 1 Social Worker, 1 Microsystems Technician, 1 Community Involvement Specialist, 12 paraprofessionals, 7

clerical/secretaries, and 24 custodian/service workers totaling 102 full-time employees with an additional 12 part-time personnel. 37% of the full time teachers have a Masters Degree while another 9% have a Specialist Degree. Out of the full time staff, 21% are White Non-Hispanic, 13% are Black, 63% are Hispanic, and 2% is another ethnic group. Furthermore, 20% are male and 80% are female. On the Fienberg-Fisher staff, 29 teachers are members of United Teachers of Dade. The regular program pupil/teacher ratio is 14 to 1 and the teachers have an average of 8 years teaching experience in Florida. The percent of new teachers at Fienberg-Fisher is 17.6 and the average salary for instructional staff is \$40,351.84. Additionally, at this time, there are no staff members with ADA restrictions; moreover, we are up to code and in compliance with elevators and ramps located in the buildings.

Our campus occupies 7.18 acres in the middle of the South Beach Art Deco District, in Miami Beach, Florida. We extend over four city blocks displaying two magnificent, historically preserved multilevel buildings and a single level gymnasium painted in Art Deco colors. A uniquely landscaped "Children of the World Park", separates the primary and intermediate/Adult buildings. The buildings and grounds are extraordinarily well maintained by students, staff and custodians. Everyone is very proud of our school and we all work together at keeping it beautiful at all times. In this low socio-economic school, the world comes to the students to provide resources, which are normally expected at higher income level schools. This school operates at 73% capacity. Under the QZAB (Quality Zone Academies Bond) the school was awarded a grant of \$370,000.00 in 2003-2004 which was completed and operational in 2004-2005. This grant allowed the school to create a multi-media production, math, science, and technology lab. Classworks and Scantron were installed, Compass was installed for the bilingual program and our CEI lab was enlarged. Through loans and grants, we have been able to equip each classroom with five computers and a printer. A Full Service double trailer located in the south west corner of our grounds houses the Children of the World Health Clinic, the Raindrop Daycare Center and the offices for all the other agencies which provide services to our students and staff. Covered walkways connect all buildings and protect us from inclement weather.

The key to our success at Fienberg-Fisher Elementary is our commitment to educate all students. There are many challenges faced in student learning. Over 80% of our students are bilingual. Often they come with diagnosed disabilities. Additionally, due to their low socio-economic status, there is a high mobility rate but these are not excuses we use. Our expectation is that all students can and will learn, regardless of challenges. Our validation is the continued high academic performance of our students on all assessments. We have a conviction that all students can learn thus we follow a formula for success: welcome with love and understanding; prepare lessons with devotion and expertise; teach at the level of each student; nurture all the developmental pathways: social, ethical, cognitive, linguistic, physical, and emotional; drill as needed and reassure all stakeholders, preserving individual differences and protecting human dignity. All of our students want to succeed.

School Foundation

Leadership:

Results of the Organizational Performance Improvement Survey indicate that Leadership ranked 4th with a 4.0/5 score. The staff felt confident about the school's mission (item 1a, score: 4.5) and expressed a desire to be a stronger part of the decision-making process, (item 1g, score: 3.5).

District Strategic Planning Alignment:

Strategic Planning was the lowest ranking category, with a score of 3.7/5. The highest-ranking item was 2c, staff's ability to tell whether or not progress is made by their group in the plan of the organization. The lowest was 2a, which represents staff's feelings about being asked for ideas.

Stakeholder Engagement:

Customer and Market Focus received a score of 4.3/5. The highest-ranking item was 3a, score: 4.5, where staff stated that they knew who the most important customers were and 3b, where the staff feels they have adequate contact with their customers. The lowest ranking item in that category was 3e, score: 3.8 related to staff making decisions to solve customers' problems.

Faculty & Staff:

Human Resource Focus ranked as 3.9/5. The item that received the highest score was 5e, score: 4.2, which addressed staff feeling that the school site is safe. The lowest ranking item in this category was 5d score: 3.7 staff stated that they need more recognition and more signs of the organization caring for them as individuals.

Data/Information/Knowledge Management:

This category showed the second highest ranking with a 4.1/5 score. The strongest measure was 4a-score: 4.5, where staff felt they know how to measure the quality of their work and the lowest scoring item was 4f, score 3.9, related to staff wanting to receive more important information about how the work location is doing.

Education Design:

Process Management ranked 3.8/5. The highest ranking item was 6b, score 4.0, staff is aware of data on the quality of their work. The lowest ranking item was 6d, score 3.7, staff feels they do not have control over their work processes.

Performance Results:

Business Results, scored 4.1/5 overall. The highest ranking item were 7a and 7b, which address staff feelings that their customers are satisfied with their work and their work products meet all the requirements for high quality and excellence. The lowest ranking item was 7c, score 3.4 and the lowest scoring ranking item in the entire survey. The item rates the level of awareness about the financial status of the organization.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

To ensure the quality of teaching at Fienberg-Fisher Elementary, a panel of faculty members has been created to not only interview but also observe teacher prospects as they demonstrate a lesson. We feel that this process insures that we hire the best candidates as our newest faculty members. Once hired, we take care of our new teachers. There is an internal staff development and support group. Our teachers do not feel threatened by using new and innovative ideas. New teachers are assigned a mentor and they meet every other week. The agenda items include district mandates and items of interest or concerns to new teachers. As part of the support our school offers new teachers a Professional Growth Team which provides feedback to teachers so they become more effective in their daily routines. Two major challenges the school faces in the delivery of educational programs are the lack of English proficiency of students upon arrival and the inability of mono-lingual English speaking teachers to communicate with mono-lingual Spanish speaking parents. These issues are successfully addressed by using teachers who have completed the ESOL endorsement courses and can best meet the needs of our students. To facilitate communication between parents and staff, the school utilizes the services of the bilingual Community Involvement Specialist. A group unique to Fienberg-Fisher is the Ombudsmen. This is a group of 10 teachers who meet with the administrators on a monthly basis to discuss any staff generated areas of concern. The focus of the group is to find solutions to any concerns before they become problems. Another effective practice is the "Walk Throughs". This consists of small groups of instructional staff members who focus on a technique or strategy to observe while visiting classrooms. After visitations take place, there is a debriefing process where suggestions are made to staff during informal sharing sessions. Our new teachers find this process very enriching and especially beneficial to them. All teachers are encouraged to participate in workshops and to be part of various in-school committees.

• Highly Qualified, Certified Administrators:

Mrs. Figueras, Principal, has been an educator for the last 28 years. Long before that, she started her educational career as a parent volunteer, a one-to-one tutor and a PTA Mom. She really wanted to make the difference in the lives of youngsters, so she went back to school and certified as a teacher, obtaining her Bachelors Degree at Florida International University (FIU). As a beginning teacher, she taught At Phyllis Wheatley Elementary and then transferred to Emerson Elementary. Continuing her education, she obtained a Masters in Reading K-12, at Nova Southeastern University. After fourteen years of successful teaching experiences, excellent ratings, and not satisfied with making a difference in a group of only 30 students, she decided to become an administrator. She pursued her Educational Leadership certification, again at FIU and became an Outstanding Assistant Principal for six years, working at various schools in Regional Center 2. Now she has been a Distinguished Principal for an additional seven years. She was Teacher of the Year, ESE Teacher of the Year, and ESE Administrator of the Year. In 2004-2005, Mrs. Figueras was awarded the Cervantes Hispanic Educator Award and the distinction of being selected as Regional Center II Principal of the Year. Mrs. Figueras was also the winner for the District Elementary Principal of the Year for the 2004-2005 school year. She has been part of many committees at the Regional Center and District Level including the Portfolio Guidelines Committee. During Mrs. Figueras' tenure at Fienberg-Fisher Elementary, the school has always been rated as an "A" or "B" under the Governor's A-Plus Plan. She has instituted, monitored and funded tutorials during the school day as well as after school remedial programs. She meets with teachers monthly to personally examine data and analyze individual student progress. Mrs. Figueras is actively involved in finding community resources and using them creatively to impact student achievement. Mrs. Figueras has applied and been awarded two (2) major State of Florida Quality Zone Academy Bond (QZAB) Grants. As principal of Greynolds Park Elementary, she received a QZAB grant for 1.5 million dollars; the second one at our school for \$370,000. Mrs. Figueras gives back to community as an active participant in several boards of non-profit organizations, such as RAIN Parents, Inc., Bruce Heiken Memorial Fund, Lions International and Maximum Dance Co.

Bettye Young White is one of the assistant principals. Listed below are the unique qualities that have made her an effective administrator during her 34-year tenure. Mrs. White has exhibited a high degree of professionalism, dedication, and has an excellent rapport with parents, teachers, students and her supervising administrators. She has served in many capacities in the elementary school settings of academic and multi-ethnic schools. She began her teaching career as a six-grade teacher, involved herself in the total school's program by participating on major committees both in school and the community. She demonstrated excellent leadership skills, coordinated the planning and implementation of the extended school day program, and served as a resource teacher for both programs. She has represented several school Feeder Patterns as a Curriculum Leader by serving on committees at the district level, participated in many innovative practices that enabled her to assist in the educational growth and achievement of students. Mrs. White is consistent and maintains a positive attitude, thus, allowing for a continuum as she promotes and assists in the planning and administering of the instructional program that effectively responds to the needs of the students served; and other activities necessary to afford students optimum learning opportunities and quality instruction.

The second Assistant Principal at Fienberg-Fisher Elementary is Mrs. Maria Zabala. Mrs. Zabala began her teaching career as a Varying Exceptionalities teacher at Braddock Senior High School, where she taught students identified as Specific Learning Disabled and Emotionally Handicapped. Her second year as an educator, Mrs. Zabala transferred to North Beach Elementary and again taught in the Exceptional Student Education Program as a resource teacher. Throughout her tenure at North Beach Elementary, Mrs. Zabala served as Director of the After School Care Program, Department Chairperson, and Local Education Agent. Upon completion of her Educational Leadership certification, Mrs. Zabala was hired as an assistant principal at Fienberg-Fisher Elementary. She has been working at Fienberg-Fisher for 5 years and is in charge of Pre-Kindergarten through third grade. Mrs. Zabala works closely with the teachers to analyze scores throughout the year and ensures curriculum is directed properly and individualized to address specific needs. She has coordinated the before and after school tutorial programs for the past two years and will work to ensure this year's program services students properly. In addition, Mrs. Zabala works with the new teachers to provide guidance with setting goals, individualizing instruction, curriculum, classroom management and overall information they need to maximize student learning. As recognition for the work she has done as an assistant principal, Mrs. Zabala was named Region Center II Assistant Principal of the Year and was the Runner-Up for Miami-Dade County Assistant Principal of the Year for 2004-2005. Mrs. Zabala was also named Runner Up for the Council for Exceptional Children Elementary Administrator of the Year in 2005-2006.

• Teacher Mentoring:

New teachers are assigned a mentor with whom they meet every other week. Members of the leadership team are selected as mentors, including two National Board Certified teachers. The agenda items include district mandates, items of interest or concerns to new teachers, and information unique to Fienberg-Fisher Elementary. As part of the support for new teachers as well as teachers who may be in need of assistance, our school offers a Professional Growth Team which provides feedback to teachers so they become more effective in their daily routines. Another effective practice is the "Walk Throughs". This consists of small groups of instructional staff members who focus on a technique or strategy to observe while visiting classrooms. After visitations take place, there is a debriefing process where suggestions are made to staff during informal sharing sessions. Our new teachers find this process very enriching and especially beneficial to them.

Monthly professional development workshops in technology and in Reading/Language Arts are offered to all teachers during an early release day. Because the school is instituting a new Reading program, the Reading Coach and the Media Specialist meet with every grade level monthly to provide inservice in Reading as well as monitor students' Reading progress and participation in the Accelerated Reading Program.

• School Advisory Council:

The Educational Excellence School Advisory Council (EESAC) at Fienberg-Fisher Elementary consists of 21 members, over 51% of whom are non-staff members. The EESAC meets every first Wednesday of the month after school hours and its most important role is to guide and monitor the goals of the School Improvement Plan. EESAC Sub-Committee reports are presented and discussed and recommendations on budget are discussed as necessary.

• Extended Learning Opportunities

As part of the Title I Program, the students of Fienberg-Fisher Elementary will be offered the opportunity to receive State Supplemental Educational Services, a free tutorial service provided by outside agencies. In addition, all students who are performing in the lowest 25% of their grade level in Reading, Writing, or Math are invited to participate in a before or after school tutorial program for 6 hours per week. Certified teachers and paraprofessionals tutor students using Voyager Extended Day materials and the Math Advantage Program, which will be monitored through the administration of interim benchmark assessments. The purpose of these tutorials is to target the Sunshine State Standards and improve the students' overall performance on the 2007 FCAT Assessment. Interim Assessments throughout the year will provide information on individual students' progress to determine if there is a need to redirect instruction.

Our state-of-the-art Technology and Math/Science Labs were created through the QZAB grant and are utilized by the students daily. The labs are innovative, technology friendly classrooms where students are stimulated and challenged by working hands-on in the areas of Math, Science and Technology. All experiments and lessons correlate with the Sunshine State Standards. An extension of the Math/Science Lab is the "Hands On Science" after school Academic Excellence Program. As part of this program, students are involved in Science experiments and endeavors that focus on the Science curriculum. The Technology Lab will be utilized to implement the Reading Plus Program, which will be monitored through the reports of progress and participation generated by the program.

As part of the Music Enhancement Program, Fienberg-Fisher Elementary offers students an opportunity to participate in the Strings Orchestra and Chorus under the direction of our music teachers. The groups meet after school hours on a weekly basis. Our students are also trained in Media Production by participating and anchoring the daily morning Beach Comer Closed Circuit Television Show under the leadership of the Media Specialist. Fienberg-Fisher Elementary has a strong partnership with several community agencies which offer after school tutorials and enrichment for our students. These include the Police Athletic League (PAL), the Boys and Girls Club, The Bertha Abbess Children's Center (BACC) and the City of Miami Beach Truancy Intervention Program.

• School Wide Improvement Model

As part of Fienberg-Fisher's Continuous Improvement Model, the Comprehensive Research-based Reading Program (CRRP) has been implemented school wide. Students have an uninterrupted, two or two and a half hour Reading/Language Arts block. To improve overall Reading instruction, The Reading Coaches provide monthly inservices to teachers targeting multiple aspects of the CRRP.

Additionally, the school is implementing the Voyager Passport and Extended Day Programs in the in-school, before and after school tutorial programs, which are monitored periodically with benchmark assessments. The school is also targeting students with Reading deficiencies and assigning them to a Reading Plus Tutorial Laboratory.

Interim assessments, including Houghton Mifflin Theme Tests, Curriculum-Based Tests, and District Interim Reading Assessments, will be used to gather information on individual student progress. As this data becomes available, monthly grade level meetings will be held which include the Administration, Reading and Mathematics Coaches, and Classroom Teachers. At these meetings, the data is analysed and recommendations are made to redirect instruction where necessary. The grade level meetings refer students to the School Support Team (SST) when serious concerns arise for more individualized analysis.

Another research-based process used at Fienberg-Fisher Elementary is the Comer School Development Program, based on the philosophy of Dr. James D. Comer, which addresses the six developmental pathways. By looking into each student's social, physical, ethical, language, cognitive and emotional development, we can tailor programs and curriculums to meet individual needs.

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 type="checkbox"/>

GOAL 1 STATEMENT:

All students at Fienberg-Fisher Elementary School will be able to read on or above grade level.

Needs Assessment

An analysis of the 2006 FCAT SSS Reading Assessment indicates that 76% of students in third through sixth grade, scored a Level 3 or above which is a 6% increase from the previous year. In particular, 75% of third graders, 62% of fourth graders, 54% of fifth graders, and 61% of sixth graders all scored at or above a Level 3. Moreover, third and sixth grade demonstrated a 13% increase from the previous year and fourth grade made a 2% increase in reading scores. However, the number of students in fifth grade scoring a 3 or above decreased by 6% from 2005 to 2006. Overall, 70% of students made learning gains in reading indicating a 6% increase from the previous year, and 64% of the lowest twenty-fifth percentile also made learning gains by a 4% increase in scores.

Further disaggregation of data within the four reading clusters indicates that students in grades 3-6 achieved combined averages of 65% in Words/Phrases, 62% in Main Idea/Purpose, 63% in Comparisons, and 60% in Reference/Research. The data reveals that overall, students at Fienberg Fisher Elementary need most remediation in the area of Reference and Research. This is supported by the fact that both fourth and sixth grade students scored poorly on the Reference/ Research Cluster. For instance, fourth grade students averaged 67% Words/Phrases, 59% Main Idea/ Purpose, 59% Comparisons, and 50% Reference and Research; while sixth grade students averaged 64% Words/Phrases, 60% Main Idea/Purpose, 64% Comparisons, and 50% Reference/Research.

Third grade students averaged 71% Words/Phrases, 68% Main Idea/ Purpose, 67 % Comparisons, and 75% in

Reference/ Research. Therefore, these students in particular will need more direct instruction in the clusters of Comparisons and Main Idea/ Purpose. Finally, fifth grade students averaged 57% in Words/ Phrases, 59% Main/Idea, 60% Comparisons, and 67% Reference/ Research. As previously stated, these students made a 6% decrease in the 2006 FCAT SSS Reading scores, and as current sixth graders, will need intensive remediation in all content clusters beginning with Words/Phrases.

Finally, 44% of students in the White, Black, Hispanic, Economically Disadvantaged, and Limited English Proficiency subgroups all made AYP. Student with Disabilities, however, did not make AYP and will need intensive remediation.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on Sunshine State Standards all students in grades three through six will improve their reading skills as evidenced by 64% of the students scoring at Level 3 or higher on the 2007 administration of the FCAT Reading Assessment.

Given instruction based on Sunshine State Standards all Students with Disabilities in grades three through six will improve their reading skills as evidenced by 51% of the students scoring at Level 3 or higher on the 2007 administration of the FCAT Reading Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Train teachers in grades K-6 on how to examine and disaggregate performance data that directly relates to the needs of the students to whom he/she has been assigned.	Administration, Reading Coaches	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Implement inclusionary practices and specialized instructional approaches for students with disabilities.	Language Arts/ Reading Teachers, SPED Program Specialist	8/14/2006	5/30/2007	Inclusion	\$0.00
Provide all teachers in grades K-6 with professional development on research based instructional strategies using the Comprehensive Research-Based Reading Plan.	Administration, Reading Coaches, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Monitor Implementation of Reading First Requirements.	Administration, Reading First Coach, K-3 Reading Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$60000.00
Provide after school tutorial for students identified in need of assistance through benchmark assessments.	Homeroom Teachers, Reading Coaches, Reading Tutors, Administration	10/9/2006	3/1/2007	District-wide literacy plan	\$5500.00
Provide teachers with professional development on how to implement inclusionary practices, be able to provide accommodations, and apply specific reading strategies for Students with Disabilities and Limited English Proficient students.	Administration, SPED Program Specialist, ESOL Specialist	8/14/2006	5/30/2007	Inclusion	\$0.00
Provide all Level 1 & 2 students with intensive in-house remediation using the Reading Plus Computer Tutorial and the Voyager Reading Program, using DIBELS and Pre and Post Assessments to monitor	Administration, Reading Coaches, Selected Teachers, Para-professionals	8/14/2006	5/30/2007	District Strategic Plan	\$17000.00

progress.					
Inform parents of strategies that can be used at home to support reading achievement through information handed out at Open House, Parent/Teacher Conferences, Literacy Workshops and FCAT Parent Nights.	Administration, Reading Coach, Guidance Counselor, SPED Program Specialist, Community Involvement Specialist, Reading/Language Arts Teachers	8/14/2006	5/30/2007	Communities of Practice	\$0.00
Require teacher participation in monthly grade level meetings in order to share Best Practices, examine student data, monitor progress, and facilitate collaboration and planning.	Administration, Reading Coaches, Teachers	8/14/06	5/30/07	Small Learning Communities	\$0.00
Continue to open the Media Center an hour before and after school to facilitate checking out books for independent reading and promote participation in the Accelerated Reader program. Award monthly incentives to students who meet independent reading goals.	Administration Microsystem Technician, Media Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide trainings on the "Big Five" components of Reading instruction. Strategies for teaching comprehension skills will address all of the FCAT Reading benchmarks with particular emphasis on Reference/ Research.	Administration, Reading Coaches, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Houghton Mifflin Reading Series

Voyager Passport

Early Success

Quick Reads

Project CRISS

Reading Plus

Professional Development

Houghton Mifflin Professional Development
Project CRISS
Voyager Learning Professional Development
District SPED Language Arts Professional Development
Reading Plus Training
Reading First Coach Professional Development

Evaluation

Results of the District Interim Assessments
DIBELS
DAR
Houghton Mifflin Theme Tests
Reading Plus Student Progress Reports
2007 AYP Report
2007 FCAT Reading Assessment

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

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

GOAL 2 STATEMENT:

All Fienberg-Fisher Elementary students will be able to perform at or above grade level in Mathematics.

Needs Assessment

An analysis of the data indicates that 53% of students in grades three through six scored at or above grade level in mathematics and 28% of the Students with Disabilities did not meet the state's required level for meeting high standards.

Closer analysis of the individual benchmarks indicates strength in the area of Measurement, where students scored an average of 57% correct. Additionally, Algebraic Thinking is an overall area of weakness in grades three through six. The students scored an average of 49% correct. Since the 2002 administration of the FCAT Mathematics Test, Fienberg-Fisher Elementary experienced a slight decline in scores overall. In 2005, scores of the FCAT Mathematics administration showed overall improvement, with the exception of fifth grade. Once again, the 2006 test scores showed either maintenance of slight improvement across grade levels, with the exception of fifth grade. In an ongoing effort to improve the Mathematics Program, Fienberg-Fisher Elementary will continue to use the Mathematics Pacing Guides and will analyze interim assessment scores by strand to redirect instruction when necessary.

To improve the scores of fifth grade students, Fienberg-Fisher Elementary will reduce the pupil/teacher ratio in fifth grade by having the students with the lowest pretest scores taught by the Mathematics Resource Teacher. Additionally, the Mathematics Resource Teacher will provide periodic professional development targeting Mathematics instruction for Special Education teachers and fifth grade teachers. To improve the scores of the

Students with Disabilities, students will be grouped by grade level in self-contained classes and additional instruction will be provided to strengthen basic mathematics skills by the homeroom teacher. In-school tutorial will be provided to all students based on individual need and the results of the bi-weekly assessment.

Fienberg-Fisher Elementary teachers will continue to teach all the Mathematics benchmarks by December and then again before March, 2007. Each student's progress will be monitored bi-weekly by the teacher, the Mathematics Resource teacher and the administration working together as a team.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through six will improve their mathematics skills as evidenced by 65% of the students scoring Level 3 or higher on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, Students with Disabilities will improve their mathematics skills as evidenced by 56% of the student scoring at Level 3 or higher on the 2007 administration of the FCAT Mathematics Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide after school tutorial for students identified in need of assistance through benchmark assessments.	Homeroom Teachers, Mathematics Resource Teacher, Tutors, Administration	10/9/2006	5/30/2007	District Strategic Plan	\$5500.00
Conduct monthly grade level meetings to assess and evaluate student performance pertaining to the SSS and develop lessons in Mathematics which address these needs.	All Teachers, Administration	8/14/2006	5/30/2007	Small Learning Communities	\$0.00
Organize fifth grade students according to ability for level appropriate mathematics instruction, and create smaller student: teacher ratio.	Mathematics Teachers, Mathematics Resource Teacher, Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement inclusionary practices and specialized instructional approaches for students with disabilities.	Special Education Teachers, Inclusion Teachers, Special Education Program Specialist, Administration	8/14/2006	5/30/2007	Inclusion	\$0.00
Enhance mathematics skills by utilizing directed computer instruction on a bi-weekly basis.	All K-6 Grade Teachers, Technology Resource Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide strategic instruction in Number Sense for the sixth grade students.	Sixth Grade Teachers, Assistant Principal, Mathematics Leader	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Institute an after-school AEP program for fourth through sixth grade students with an emphasis on Mathematics and Science and monitor progress through a Pre and Post Test.(Project SLAM)	Mathematics Resource Teacher, One Fifth Grade Teacher	9/18/2006	5/24/2007	District Strategic Plan	\$0.00

Provide strategic instruction in Geometry for the fourth grade students.	Mathematics Resource Teacher, Third Grade Teachers, Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide hands-on Mathematics and Science instruction in the Science Lab on a bi-weekly basis, for General Education Students and self-contained Special Education Students.	All K-6 Grade Teachers, Mathematics Resource Teacher	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilize Edusoft for monitoring mathematics assessments and to help drive instruction as necessary.	Mathematics Resource Teacher, Homeroom Teachers, Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Houghton-Mifflin Mathematics
Classworks

Professional Development

Math Leadership Conferences for Mathematics Leader
Teacher Professional Development Inservice for FOSS (Math and Science Program)
Gizmos Training
School-wide Monthly Technology Inservices
Encourage participation in the Eisenhower Math and Science Workshops

Evaluation

Houghton Mifflin Curriculum-Based Assessments
Bi-weekly Benchmark Assessment monitored by homeroom teacher
District Interim Assessments for Mathematics
2007 FCAT Mathematics Assessments

GOAL 3: WRITING

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

Florida Education Priorities

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

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

GOAL 3 STATEMENT:

All students will be able to incorporate the following elements in their writing: focus, organization, support and conventions.

Needs Assessment

An analysis of the 2006 FCAT Writing Assessment scores indicates that the combined scores of all 109 students tested averaged a mean of 3.9. In particular, 87% of all students tested in either narrative or expository, scored a level 3.5 or above on the writing assessment. LEP students achieved a combined average of 3.4, and SPED students achieved a combined average of 3.6. These two subgroups will continue to require explicit and systematic instruction.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade four will increase their writing scores as evidenced by students achieving level 3.5 or above on the 2007 administration of the FCAT Writing Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Conduct monthly grade level meetings with administration to review student progress pertaining to writing skills.	Administration, Language Arts/Reading Teachers	8/14/2006	5/30/2007	Small Learning Communities	\$0.00
Provide professional development to all teachers in grades 1-6 to enhance their understanding of the four basic elements of effective writing which include: focus, organization, support, and conventions.	Administration, Reading Coaches	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Conduct periodic student-teacher conferences to address individual needs and monitor progress.	Language Arts Teachers, Reading Coaches	8/14/2006	5/30/2007	Communities of Practice	\$1200.00
Provide teachers in grades 1-6 with professional development activities that include information about successful research-based writing strategies.	Administration, Reading Coaches	8/14/2006	5/30/2007	Small Learning Communities	\$0.00
Inform parents of strategies that can be used at home to support writing achievement through information distributed at Open House, Parent/Teacher conferences and FCAT Parent Night.	Administration, Reading Coaches, Guidance Counselor, SPED Program Specialist, Community Involvement Specialist, Reading/Language Arts Teachers.	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Conduct monthly grade level meetings to monitor and collaborate with teachers about best practices in writing instruction.	Reading Coaches, Language Arts/Reading Teachers	8/14/2006	5/30/2007	Small Learning Communities	\$0.00

Research-Based Programs

Houghton Mifflin Writing Program

Professional Development

Houghton Mifflin Writing Professional Development

Teacher Training on Holistic Rubric Scoring

District Professional Development

Best Practices Sessions Within Small Learning Communities

Evaluation

Grades 1-6 District Writing Pre and Post Tests

Monitoring of Student Progress Using Writing Portfolio

2007 FCAT Writing Assessment

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

GOAL 4 STATEMENT:

All students will be able to apply scientific method.

Needs Assessment

An analysis of the results of the 2006 Science FCAT indicate that fifth grade students at Fienberg-Fisher Elementary are scoring an average of 50% correct on the Scientific Thinking and Physical/Chemical clusters, 46% correct on Life/Environmental and 43% correct on Earth/Space. These scores indicate a slight decrease when comparing the 2005 and 2006 results, with a marked decline in the Life/Environmental cluster. With only 17% of the students scoring 3 or above, it is evident that additional support is necessary. In an effort to improve the Science performance, all students in grades Kindergarten through sixth grade will participate in bi-weekly, hands-on activities in the Science Lab. The classroom teachers will work cooperatively with the Mathematics and Science Resource Teacher to coordinate lab activities that support the pacing guides. Additionally, an after school Science Club will provide selected students expanded opportunities for hands-on, experimental and investigative Science activities.

Measurable Objective

Given instruction based on Sunshine State Standards students in grade five will improve their science skills as evidenced by 42% of the students scoring at Level 3 or higher on the 2007 administration of the FCAT Science Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement student participation in a school-wide Science Fair to reinforce the scientific method.	Science Resource Teacher, Classroom Teachers, Media Specialist, Science Committee	2/20/2006	4/27/2007	District Strategic Plan	\$0.00
Reinforce grade appropriate Science text to infuse Science in the Reading/Language Arts curriculum.	Science Resource Teacher, Classroom Teachers	8/16/2006	5/25/2007	Continuous Improvement Model	\$0.00
Use the Grade 5 Science Weekly Magazine to enhance and support the Science benchmarks.	Classroom Teachers	10/1/2006	5/24/2007	District Strategic Plan	\$0.00
Plant the Organic vegetable & herb garden for students K-6 for a hands-on outdoor Science classroom.	Science Resource Teacher, Classroom Teachers	9/1/2006	5/1/2007	Community Partnerships	\$0.00
Organize Fifth Grade Students according to ability for level appropriate Science Instruction, and create smaller student: teacher ratio.	Science Resource Teacher, Fifth Grade Teachers	8/23/2006	5/25/2007	District Strategic Plan	\$0.00
Utilize the Science pacing guides in conjunction with the District's Long-Range Plan.	Science Resource Teacher, Classroom Teachers, Administration	8/16/2006	5/25/2007	District Strategic Plan	\$0.00
Promote the use of computer-assisted research and investigation to enhance scientific learning using the computer lab.	Science Resource Teacher, Classroom Teachers	8/16/2006	5/25/2007	District Strategic Plan	\$0.00
Use http://www.brainpop.com as our on-line enhancement for Mathematics, Science, Health, Reading, Technology, Writing and Social Studies.	Science Resource Teacher, Classroom Teachers, Parents	9/1/2006	9/1/2007	District Strategic Plan	\$1100.00
Institute an after-school Academic Excellence Program (AEP) program for fourth through sixth grade students with an emphasis on Mathematics and Science. (Project SLAM)	One Fifth Grade Teacher and Science Resource Teacher	9/18/2006	5/16/2007	District Strategic Plan	\$0.00
Schedule classes in Kindergarten through sixth grade to participate in hands-on activities incorporating Mathematics and Science skills in the Mathematics/Science	Science Resource Teacher, Classroom Teachers, Administration	8/16/2006	5/25/2007	District Strategic Plan	\$0.00

Laboratory.	
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Research-Based Programs

Harcourt Brace Science Textbook

Gizmos

Professional Development

In-house Training on the Use of Hands-On Material

Science Fair Requirement Training

Gizmos Training

Science Item Specification Training

Evaluation

Curriculum-Based Assessments

Benchmark Assessments

State Sample Pre and Post Assessments

2007 FCAT Science Assessment

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 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"/>

GOAL 5 STATEMENT:

Actively engage family and community members to become our partners in raising and maintaining high student achievement.

Needs Assessment

According to our parent involvement logs for the 2005-2006 school year, 1837 parents attended meetings or activities at the school. Additionally, there were 81 home visits documented by the Community Involvement Specialist (CIS). As a school, we hope to increase the number of parents that attend workshops and presentations in order to provide them with tools to help their children throughout the school year.

Measurable Objective

Given the importance of strengthening the link between home and school to improve the academic achievement of students, Fienberg-Fisher Elementary will improve parent contacts with school as evidenced by a 10% increase from 1918 (2005-2006) to 2110 (2006-2007) in the number of parents attending school activities and home visits.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide on-going communication through home visits, newsletters, fliers and telephone calls.	CIS	8/14/2006	5/30/2007	District Strategic Plan	\$32000.00
Create survey of parent interests to coordinate workshops based on parent needs.	CIS	8/14/2006	9/30/2006	Continuous Improvement Model	\$0.00
Encourage active participation in PTA, ESSAC, and Parent Academy Workshops.	CIS, Guidance Counselor, Full Service School Coordinator, ESSAC Chair, Assistant Principals, PTA Board	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Motivate parental involvement through FCAT trainings, parent breakfasts, informational fairs, and on-going parent contacts.	CIS, Teachers, Administration, Office Personnel, Guidance Counselor, Full Service School (FSS) Coordinator	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide informational workshops on FCAT, study skills, Supplemental Education Services (SES) tutorial Services, parenting skills, and workshops on school aged children.	CIS, Guidance Counselor, Full Service School Coordinator	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00

Research-Based Programs

National PTA Standards for Parent and Family Involvement

Comer School Development Program

Families Building Better Readers

Professional Development

Title I workshops

Community Involvement Specialist Trainings

Full Service School In-services

School Social Worker In-services

Guidance Counselor Workshops

Parent Academy Workshops

Evaluation

2006-2007 Title I Parental Involvement Monthly School Report

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 6 STATEMENT:

Fienberg-Fisher Elementary will promote programs and practices which facilitate a safe and disciplined environment for all students.

Needs Assessment

According to the 2005-2006 Student Case Management Report; there were no indoor suspensions, 10 outdoor suspensions, and no expulsions. A decrease in negative behaviors along with a proactive approach to discipline will help to create a safe and orderly environment.

According to the 2005-2006 School Climate Survey 31% of the staff disagreed that adequate disciplinary measures are used to deal with disruptive behavior, while 7% of the parents disagreed as well.

Measurable Objective

Given the Code of Student Conduct, the students of Fienberg-Fisher Elementary will demonstrate an increase in positive behaviors as evidenced by a 10% reduction in the number of students given outdoor suspensions, from 10 in 2005-2006 to 9 in 2006-2007.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide professional development for teachers in effective behavior management strategies and inclusion.	Administration, Behavior Management Teacher, SPED Program Specialist	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement a unified schoolwide behavior management plan in the cafeteria.	Administration, Security Monitors	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide parent workshops on "Effective Ways to Communicate and Discipline Your Children".	Administration, Community Involvement Specialist, Full Service School, Coordinator	8/14/2006	5/30/2007	Small Learning Communities	\$0.00
Provide intervention programs to ensure a safe and secure school environment free of violence, harassment, and discrimination.	Administration, Full Service School Coordinator, Counselor	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Create Professional Learning Communities to increase awareness and improve students' behaviors by implementing strategies from Ron Clark's "The Essential 55".	Administration, Discipline and Safety Committee	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Conduct Sensitivity Training for Bus Drivers and aides to increase awareness and promote best practices to reduce behavior incidents on the bus.	Administration, BACC Liaison, SPED Program Specialist	8/14/2006	3/30/2007	Small Learning Communities	\$0.00
Train students on the Comer School Development Program using the COMER booklets.	Counselor, Teachers, Comer Facilitator	8/14/2006	5/30/2007	Small Learning Communities	\$0.00
Recognize student who are good role models with programs such as "Do the Right Thing", Comer Student of the Month, and citizenship awards.	All Teachers, Comer Facilitator	8/14/2006	5/30/2007	Community Partnerships	\$2000.00

Convene Discipline and Safety Committee meetings to create a schoolwide discipline plan and to evaluate progress towards the objectives on a monthly basis.	Discipline and Safety Committee Members, Administration, Selected Staff	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Coordinate Anger Management Presentations for fifth through sixth grade students.	Full Service School Coordinator, Safe School Specialist, Guidance Counselor, Selected Teachers	9/08/2006	5/30/2007	Mentoring Opportunities	\$0.00

Research-Based Programs

Comer School Development Program

Professional Development

Inclusion Workshops

Conflict Resolution Workshops

Code of Student Conduct Review

Evaluation

2006-2007 Student Case Management Report

COGNOS Report on Number of Indoor/Outdoor Suspensions

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

GOAL 7 STATEMENT:

Fienberg-Fisher Elementary School will integrate standards-based curriculum with technology to enhance student learning in all curriculum areas.

Needs Assessment

When comparing the student participation rates in the Accelerated Reader Program for 2005-2006 school year and the 2004-2005 school year, Fienberg-Fisher Elementary demonstrated an increase of 300% in the use of the program. This is a significant improvement from previous years' gains. A continuation of the 2005-2006 incentive program for both teachers and students will further improve participation rates.

Measurable Objective

Given the emphasis on the use of technology, students will increase technology use as evidenced by a 5% increase in the the number of students who use the Accelerated Reader (AR) from 551 students in 2005-2006 to 576 students in 2006-2007.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Ensure that sufficient assistive technology tools are available to meet the needs of all students.	Administrators Technology Resource Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Train faculty and staff in new technologies used for individualizing instruction, developing assessment tools, and managing assessment results.	Technology Resource Teacher	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Model and demonstrate the integration of technology in the classroom.	Technology Resource Teacher	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide equitable access to equipment and materials so students will have appropriate resources to attain needed skills and competencies.	Administrators Technology Resource Teacher	8/14/2006	5/30/2007	Inclusion	\$0.00
Provide software that can be used to enhance instruction in mastering state standards and benchmarks.	Administrators, Technology Resource Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Train all teachers to implement the Reading Plus Program and monitor students' progress.	Teachers Reading Coaches Administrators	9/18/2006	5/30/2007	District-wide literacy plan	\$0.00
Implement the Accelerated Reader Program school wide and monitor student usage.	Teachers Media Specialist Reading Coaches Administrators	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Preview and purchase technological resources that promote technology integration and student performance.	Administrators, Technology Resource Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Develop and implement school plans that integrate technology and curriculum.	Administrators, Technology Resource Teacher	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00

Research-Based Programs

Classworks
Destination Reading
Accelerated Reader
Reading Plus
Fast ForWord

Professional Development

Monthly Technology Training
Reading Plus Training

Evaluation

2006-2007 Accelerated Reader Report
Reading Plus Reports

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

GOAL 8 STATEMENT:

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

Needs Assessment

According to the 2005-2006 FITNESS Gram, 12% of the student population did not meet the minimal health related standards. Two hundred eighty seven students participated in the FITNESSGRAM and 88% received awards, 90 students received Gold and 162 students received Silver.

According to the 2005-2006 BMI (Body Mass Index) calculations, 1 out of every 2 students began the school year at the 85th percentile, at risk of becoming overweight or obese.

Health and Physical Fitness, attendance and overall educational achievement correlate directly. With that in mind, Fienberg-Fisher Elementary will continue to improve the physical fitness level of all our students.

Measurable Objective

Given instruction based on Sunshine State Standards, Fienberg-Fisher Elementary students from K – 6 will improve their overall physical fitness as evidenced by a 3% increase in the FITNESSGRAM, from 88% in 2005-2006 to 91% in 2006-2007.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Develop and monitor fitness plan to meet school goals and objectives.	Physical Education Teachers, Nutritionist	8/14/2006	05/24/2007	District Strategic Plan	\$0.00
Conduct Nutrition Education classes for students from grades K – 6.	Nutritionist Registered Nurse(services contracted out)	8/28/2006	5/24/2007	District Strategic Plan	\$0.00
Engage students in one time presentations on health related topics.	Area Health Education Center	10/09/2006	05/24/2007	Community Partnerships	\$0.00
Administer Nutritional Knowledge Pre-test and Post Test to measure progress.	Nutritionist	8/21/2006	5/30/2006	District Strategic Plan	\$0.00
Administer FITNESSGRAM Pre-Test to determine student baseline measures.	Physical Education Teachers	8/14/2006	10/09/2006	District Strategic Plan	\$0.00
Encourage all students to participate in health related activities through the provision of incentives.	All Teachers, Administration, Leadership Team	8/14/2006	5/24/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

2006-2007 FITNESSGRAM Results

Food Is Elementary

Professional Development

District Level In-Services

Evaluation

2006-2007 FITNESSGRAM Results

2006-2007 BMI measurements

2006-2007 Nutritional Knowledge Post-Test Results

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

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

GOAL 9 STATEMENT:

The goal of the Fienberg-Fisher Art and Music Department is for the students to acquire an improved appreciation of the arts.

Needs Assessment

It is imperative that all students have the opportunity to develop their artistic talents and abilities. Fienberg-Fisher Elementary will integrate the arts into the core curriculum. In order to offer students an opportunity to express their artistic talents, Fienberg-Fisher Elementary will add a Strings Orchestra to the list of Music Programs available to the students. The school will continue to participate in the various Art-centered programs currently available to the students.

Measurable Objective

Given instruction based on the Sunshine State Standards, the students in the second through sixth grades will acquire an appreciation of the arts as evidenced by 60% of the students scoring at 80% or higher on the Sunshine State Visual Arts Standards teacher criteria and rubric of finished arts products.

Given instruction based on the Sunshine State Standards, the students in third through sixth grades will acquire an improved appreciation and understanding of music as evidenced by 60% of the students scoring at 80% or higher on the teacher-generated music final assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide Professional Development for participation in the National Endowment for the Humanities: Landmarks of American History and Culture.	Art Teachers	9/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Create awareness of various artists and styles of art for grades two through six students by using the Schoolwide Teacher developed Art-Go-Round Interdisciplinary Visual Arts Program.	Art Teachers	8/14/2006	5/24/2007	Expanding arts opportunities	\$0.00
Develop an art sketchbook/journal for students in grades four through six.	Art Teachers	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Implement a String Orchestra Program for selected students in second through sixth grades.	Music Teachers, Principal	10/2/2006	5/24/2007	Expanding arts opportunities	\$0.00
Provide instruction in music theory to all grade two through six students.	Music Teachers	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Develop an understanding of the architectural styles and history of the school building and that of the surrounding community.	Art Teachers	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Coordinate a melody bell ensemble for selected students in third through sixth grades.	Music Teachers, Principal	8/14/2006	05/24/2007	Expanding arts opportunities	\$0.00
Provide instruction in basic vocal techniques to students in Kindergarten and first grade.	Music Teachers	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Implement the Arts for Learning/Miami Get SmART Grant program to integrate the Arts	Art Teachers, Music Teachers, Classroom Teachers, Assistant	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00

into the core academic curriculum in selected classes.	Principals, Principal				
Provide classrooms with a changing variety of visual art print resources so the students will be prompted to use critical thinking skills through the discussion of interdisciplinary connections.	Art Teachers, Classroom Teachers, Assistant Principals, Dade Partners	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Implement a choral program for selected students in third through sixth grades.	Music Teachers, Principal	10/3/2006	05/24/2007	Expanding arts opportunities	\$0.00
Teach recorder instrumental playing techniques and implement a recorder ensemble for students in fourth through sixth grades.	Music Teacher, Administrators	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Provide a series of art prints that have interdisciplinary and visual arts themes to increase the understanding of second through sixth grade students of the relevance of art themes to connections in mathematics, social studies, and science.	Art Teachers, Classroom Teachers	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Incorporate technology and art-related software such as Kid Pix as an art medium through the production of art.	Art Teachers, Microsystems Technician, Administration	8/14/06	5/30/2007	Expanding arts opportunities	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Arts For Learning Workshops

Florida Elementary Music Teacher Association Conferences

National Endowment for the Humanities Conferences

District-level Workshops

Evaluation

Teacher-Generated Assessment based on the Sunshine State Standards.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 10 STATEMENT:

Fienberg-Fisher Elementary School will rank at or above the 17th percentile statewide in the ROI Index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2005, Fienberg-Fisher Elementary ranked at the 12th percentile on the State of Florida ROI, which represents a 3 percentage point gain over the 2004 results.

Measurable Objective

Fienberg-Fisher Elementary School will improve its ranking on the State of Florida Return on Investment Index publication from the 12th percentile in 2004 to the 17th percentile on the next publication of the Index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Collaborate with the district on resource allocation.	Administration	8/14/2006	6/2/2007	District Strategic Plan	\$0.00
Consider shared use of facilities, partnering with community agencies.	Administration	8/14/2006	6/2/2007	Community Partnerships	\$0.00
Become more informed about the use of financial resources in relation to school programs.	Administration, Reading Coaches	8/14/2006	6/2/2007	Continuous Improvement Model	\$0.00
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administration, Reading Coaches, Mathematics Leader	8/14/2006	6/2/2007	Community Partnerships	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Provide inservice for all stakeholders on evaluating the efficiency and effectiveness of all programs.

Evaluation

2006-2007 State of Florida ROI Index Publication

EESAC Compliance

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

Budget:

The members of the EESAC received budget training by the principal, and consensus was reached to utilize the allocated funds to purchase hourly personnel and substitutes to provide tutors and improve student-teacher ratio. Furthermore, the EESAC reviewed and prepared a proposal for the disbursement of the A+ Plan for Education monies. The members will continue to review budget allocation issues at budget sub-committee meetings throughout the year.

Training:

The principal, EESAC chairperson and the union steward received training in identifying resources and strategies necessary for the development, monitoring and implementation of the School Improvement Plan. Additionally, the faculty and staff have been trained on the major changes to the Florida school grades calculations and accountability. Training by the Office of Education Planning and Quality Enhancement will be forthcoming.

Instructional Materials:

The members of the EESAC recommended the continued utilization of already existing research-based commercial programs and supplemental materials to enhance classroom instruction.

Technology:

The members of the EESAC recommended that we continue to utilize the Accelerated Reader Program for students on all grade levels and to provide incentives for students who accumulate the most points. The EESAC members were pleased with the adoption of the Reading Plus® 3.5 computer based program to enhance and support the Comprehensive-Research Based Reading Plan. We will also continue utilizing the state endorsed FCAT Explorer program, Classworks and Edusoft in class and in the Technology Laboratory.

Staffing:

The members of the EESAC reached consensus and decided to use the EESAC allocation to purchase hourly personnel and substitute teachers to conduct in-school tutorial instruction in the basics skills.

Student Support Services:

The members of the EESAC recommended the continuation of school wide programs, which support positive personal growth for students. Fienberg-Fisher Elementary School students will participate in Red Ribbon Week, Career Awareness, and Do The Right Thing program. The members of the EESAC are pleased to welcome a Safe School Specialist who will work in collaboration with the Full Service School Coordinator and the Guidance Counselor in order to expand services and provide presentations to students, and orientation workshops in the areas of discipline, anger management, and bullying thanks to the Safe School Healthy Learner Grant.

Other Matters of Resource Allocation:

The members of the EESAC recognize the invaluable contribution of the numerous volunteers throughout the school, the impact of health services available at the school, the extensive staff development, the contributions of our Dade Partners and the variety of parental involvement opportunities that exist at our school. The members will continue to explore other avenues for expanding the school's resources, including the opportunities for grant writing.

Benchmarking:

The members of the EESAC will continue to receive monthly updates from the reading coaches and the mathematics and science lead teacher on the number of students making progress in the areas of Reading, Writing, Mathematics, and Science, as well as, the tracking tools used to make these assessments in order to monitor progress and ensure the successful implementation of strategies delineated in the School Improvement Plan in these areas.

School Safety & Discipline:

The members of the EESAC recommended that the safety measures and procedures already in existence continue to be implemented, evaluated and discussed through the Discipline & Safety Committee. Furthermore, the EESAC recommended that the Student Code of Conduct be reviewed with all students.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$82,500.00
Goal 2: Mathematics	\$5,500.00
Goal 3: Writing	\$1,200.00
Goal 4: Science	\$1,100.00
Goal 5: Parental Involvement	\$32,000.00
Goal 6: Discipline & Safety	\$2,000.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
Total:	\$124,300.00

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

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

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

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

Region Superintendent