
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 4061 - Ojus Elementary School

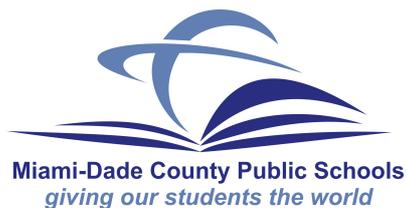
FeederPattern: Dr. Michael M. Krop Senior

Region: Regional Center II

District: 13 - Miami-Dade

Principal: Annette Weissman

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

Ojus Elementary School

The staff of Ojus Elementary blends traditional educational values with research based instructional strategies, the latest technological resources, and a love of learning. On a regular basis, administrators and teachers collect and analyze data and implement interventions as needed. Teachers and administrators meet regularly to discuss students on an individual basis to provide the most beneficial learning environment. Ojus has established learning communities to enhance teacher performance in reading, mathematics and classroom management. Ojus provides an environment that promotes knowledge throughout all academic learning disciplines.

Given instruction using the Sunshine State Standards, students in grades three through five will maintain or improve their reading skills as evidenced by 89 percent of the students scoring at Level 3 or higher on the 2007 administration of the FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, students in grades three through five will maintain or improve their mathematics skills as evidenced by 83 percent of the students scoring at Level 3 or higher on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, students in grade four will increase their writing skills as evidenced by all students scoring 3.5 or higher on the 2007 administration of the Florida Writes Assessment.

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by 67 percent of the students scoring at Level 3 or above on the 2007 FCAT Science Assessment.

Given opportunities to attend a variety of events throughout the school year, parents will maintain or improve their attendance at these events during the 2006-2007 school year as compared to the 556 parents who attended during the 2005-2006 school year as evidenced by sign-in sheets for each event.

Given the Student Code of Conduct and a school-wide discipline plan, the number of days reported for indoor and outdoor suspensions will decline as evidenced by District reports on suspension rates.

Given the opportunity to use technology to improve student achievement in reading, students in the lowest 25 percent will spend 60 to 80 minutes a week on computer-assisted programs as evidenced by usage reports from the various programs.

Given instruction using the Sunshine State Standards, the percent of students demonstrating mastery of the minimum health-related standards on the FITNESSGRAM Test will be maintained at 75 percent or increase on the 2006-2007 administration.

Given the opportunity to participate in a variety of art contests and musical performances throughout the school year, the number of contests and performances in which students participate and perform will be maintained at 20 during the 2006 - 2007 school year as evidenced by teacher logs.

Ojus Elementary will maintain or improve its ranking on the State of Florida Return on Investment Index publication at the 97th percentile or higher on the next publication of the Index.

The results of the self assessment by employees were very positive. The percent of staff completing the survey rose by 12 percent and the percent of responses in agreement rose by three percent. Two areas of concern were selected because the ratings on these questions were slightly lower than the rest. The average score on the first item regarding school finances rose from a 3.7 on the 2005 survey to 4.2 on the 2006 survey. To continue to improve the awareness of the fiscal issues, the budget will be reviewed at a faculty meeting, at grade level meetings, and committee meetings to ensure that all staff are informed. The average score for the second area regarding recognition for one's work rose from 4.1 to 4.3 when comparing the last two years. To enhance the staff's feelings about recognition for their efforts, the administrative team will explore new avenues to acknowledge staff performance that will supplement the methods currently in place.

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.

Ojus Elementary School

VISION

The Ojus vision is to work as a team to create a learning environment where students come first, where academics are valued, and where all children can reach their full potential.

MISSION

Working as a team, students, parents, staff, and the community of Ojus Elementary School will improve student achievement and develop lifelong learners who respect themselves and others. In a safe, supportive environment, students will learn reading, writing, mathematics, science, and technology. Ojus Elementary School enriches the community and is enriched by the community. As a result, students will understand the importance of becoming active citizens.

CORE VALUES

Ojus embraces the following core values: Excellence, Integrity, Equity, Citizenship, and Teamwork.

School Demographics

Ojus Elementary School, located in Miami's northeast section, serves approximately 860 students in grades kindergarten through five. The school is situated on 5.49 acres of ground and was constructed in 1927. A majority of the students reside in the condominiums and private homes of the North Miami Beach, Sunny Isles, and Aventura areas. The ethnic composition of the student population is 35 percent White Non-Hispanic, 13 percent Black Non-Hispanic, 48 percent Hispanic, and three percent Asian/Multiracial. The ethnic composition of the staff is 53 percent White Non-Hispanic, 20 percent Black Non-Hispanic, and 25 percent Hispanic and 2 percent Asian/Other. The percent of teachers holding Bachelor's Degrees is 35.2; Master's Degrees is 55.6; Specialist's Degrees is 7.4, and Doctorate Degrees is 1.9. Ojus Elementary provides educational services based on the Sunshine State Standards as well as services for Exceptional Student Education students, bilingual students, and English as a Second Language (ESOL) students. Ojus is currently addressing two challenges. The first challenge is that Ojus is an overcrowded school with no room to accommodate additional classes. For the past few years, the enrollment for Kindergarten and first grade has been capped, but this has not alleviated the problem. The construction of a building with 27 classrooms is presently underway and will provide relief for the 2007 - 2008 school year. The second challenge is that Ojus strives to improve attendance and reduce the number of tardies on a daily basis.

School Foundation

Leadership:

This category received the highest rating because the leadership is very specific and clear about the goals for the stakeholders and the process by which those goals can be attained. The principal has an open door policy that extends to all the stakeholders so everyone's voice is heard and respected. Everyone feels valued as an individual and as a professional. The working environment is built on positive energy that enables students, teachers and parents to share, to blossom, to grow together as a family. The principal lives the mission and vision blending academic success with teamwork and excellence. The entire leadership team embraces the principal's model of leadership.

District Strategic Planning Alignment:

This category received the second lowest rating, but rose by three tenths of a point from the fall of 2005 survey. The principal and the leadership team make every effort to engage the staff and the parents in planning, establishing, and implementing the goals and objectives of the school. Opportunities for discussion and input are scheduled through grade level meetings with team leaders, monthly grade level meetings with the principal, committee meetings, EESAC meetings and PTA meetings. In particular, the SIP plans and Climate Survey results appear regularly on the EESAC and faculty meeting agendas.

Stakeholder Engagement:

The customer satisfaction category rose by three tenths of a point to receive the highest rating. The Ojus stakeholders - the students, teachers, parents, and community-represent a rich ethnic and cultural diversity that help each one learn from the other, upholding the differences that make us unique, while at the same time reinforcing the similarities that join us as a community. All stakeholder groups are focused on educating our children and implementing the school's vision and mission. Ojus has active community partnerships with surrounding businesses that provide our students with added opportunities to contribute to and benefit from the local resources. We are fostering a caring community by working with our Dade Partners, school volunteers, United Teachers of Dade, and community leaders. Parent groups are the backbone of the school. The PTA, along with the EESAC and Friends of Ojus, assists with additional funding, volunteering in the school, and representing the school throughout the District.

Faculty & Staff:

The Human Resources category rose by a tenth of a point from the 2005 survey, but was the lowest ranked category. The faculty and staff at Ojus are provided with a variety of opportunities for professional development and leadership positions. The principal encourages staff to take advantage of trainings, conferences and workshops that are in alignment with the goals of the school. Staff responses to the School Climate Survey support the findings of the Organizational Performance Self Assessment Survey. The staff awarded Ojus an A rating on the 2005-2006 School Climate Survey.

Teacher Mentoring Programs:

Ojus implements a Teacher Mentoring program that supports beginning teachers as defined in the PACES program and encourages leadership and professional growth. Professional Growth Teams are created to support and work

with each beginning teacher. Again this year, each staff member new to Ojus and/or new to a grade level received a mentor. Presently, six faculty members are National Board Certified and several are exploring the application process for this year. Teachers pursuing leadership degrees are given every opportunity to develop their skills by serving as grade chairpersons, committee chairs, and EESAC members. Four teachers have successfully completed their leadership internship programs under the direction of Dr. Weissman and this year two teachers qualified for the AP3 program. For the past two years, Ojus participated in the Technology Leadership Program which included the Enhancing Education Through Technology program and impacted 29 teachers. Ojus also supports the teaching profession by accepting interns from local universities. Nineteen teachers have completed the Clinical Supervision course and four have full time interns this year. In addition, many teachers have university students in their classrooms completing field experience hours. Ojus is collaborating with two high schools to enable their students to work with our teachers and students in specialized programs.

Data/Information/Knowledge Management:

This category, along with Leadership and Customer Satisfaction, received the highest rating. Ojus staff has determined that it must utilize test data to maintain our exemplary status as an "A" school. The administration and faculty of Ojus agree that collecting, analyzing, disseminating, and using data is critical to the success of the school. Teachers and administrators acknowledge the value of this process and the information it provides and dedicate a portion of each grade level meeting to a review of specific sets of data (i.e. AR test results, FCAT pretest item analysis, benchmark tests). Furthermore, the Reading Coach, the Math/Science Leader and the Media Specialist assist grade levels with data collection and analysis. Using data to drive instruction, to assist in student placement and to measure growth has been a successful strategy at Ojus and will be intensified to ensure our high level of achievement.

Education Design:

School-wide Improvement Model: Ojus will implement the Eight-Step Continuous Improvement Model (CIM). Students are given a pre-test in Reading, Mathematics, and Science. The CIM model involves an eight-step process that regularly assesses students for intervention, remediation, and enrichment. The steps include: data disaggregation, timeline development, instructional focus, assessment, tutorials, enrichment, maintenance, and monitoring. All grade levels throughout the school are implementing this model. Test scores are analyzed and utilized to identify areas of strength and weakness, to identify instructional groups, and to monitor trends in each core subject area. District quarterly assessments will be administered to monitor and continuously identify areas of weakness which need additional instructional focus. Ojus will be using a school wide timeline, including a scope and sequence, to ensure alignment with the written, taught and tested curriculum; this will ensure a consistent instructional focus. Additionally, continuous monitoring by the administrative team of assessment results will determine our tutorial programs. Together with grade level meeting and team meetings, the administrative team will work to ensure that the school's mission and instructional focus remains the focal point.

Performance Results:

In addition to data on academic issues, Ojus carefully monitors other areas that impact the educational process. The administrative team reviews attendance data, tardy reports, and referrals for discipline. Follow up measures include

home visits, parent conferences, and counseling sessions. Last year the school successfully initiated an incentive program to reduce tardies and that program, plus additional incentives, will be implemented for the 2006-2007 school year. The attendance policy currently in place has been most effective in improving classroom attendance. Ojus will continue to participate in the Truancy Intervention Program. These programs have all been successful because of the close collaboration between the home and the school.

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

GOAL 1 STATEMENT:

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

Needs Assessment

Results of the 2006 FCAT Reading Assessment indicate that 12 percent of the students did not meet the state required mastery level, 25 percent did not make annual learning gains, and 34 percent of the students scoring in the lowest quartile did not make learning gains. Results of the 2006 FCAT Reading Assessment indicate that all subgroups met state criteria. The percent of students meeting standards increased by six percent in third grade, by one percent in fourth grade, but remained the same in fifth. Third grade was weakest in the Words/Phrases Cluster, fourth grade in the Comparison Cluster, and fifth grade in the Main Idea/Purpose Cluster.

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"/> |

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will maintain or improve their reading skills as evidenced by 89 percent 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 | | |
| Conduct a parent workshop on FCAT reading strategies. | Assistant Principal, Reading Coach | 10/10/2006 | 10/11/2006 | Community Partnerships | \$0.00 |
| Analyze test data and review student performance at monthly grade level meetings. | Principal, Reading Coach, Teachers, Media Specialist | 8/29/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |
| Create and monitor ability groups in grades two through five for reading instruction. | Principal, Reading Coach, Teachers | 8/21/2006 | 5/30/2007 | District-wide literacy plan | \$0.00 |
| Identify and monitor the students in all subgroups scoring in the lowest 25 percent on the 2006 FCAT Reading Assessment and provide interventions to those students. | Principal, Assistant Principal, Reading Coach | 8/14/2006 | 5/30/2007 | Inclusion | \$0.00 |
| Utilize computer assisted programs, Reading Plus, Learning Today, TestTools, and Read 180, to improve reading skills. | Reading Coach, Assistant Principal, Teachers | 8/21/2006 | 5/30/2007 | District-wide literacy plan | \$6500.00 |
| Provide a monthly Benchmark Focus and Assessment Calendar. | Reading Coach | 8/14/2006 | 5/30/2007 | District-wide literacy plan | \$0.00 |
| Analyze data from 2006 FCAT Reading Assessment and school-site data to identify students in need of small group instruction and reading interventions. | Principal, Assistant Principal, Reading Coach, Administrative Assistant, Teacher | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |
| Analyze data from weekly school-site assessments to monitor student progress and guide instruction. | Principal, Assistant Principal, Reading Coach, Administrative Assistant, Teachers | 9/22/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |
| Provide daily in-school and bi-weekly after-school tutoring for students in lowest 25 percent on the 2006 FCAT Reading Assessment as measured by learning gains reports generated by the programs. | Administrative Assistant | 9/05/2006 | 5/30/2007 | District-wide literacy plan | \$15250.00 |

Research-Based Programs

Houghton Mifflin Reading Series

Voyager

TestTools

Read 180

Learning Today

Reading Plus

Professional Development

Houghton Mifflin Reading Series

Reading Plus

Read 180

Learning Today

TestTools

Comprehensive Research-Based Reading Program

Project DRAW

Evaluation

2007 FCAT Reading Assessment

DIBELS

School-site Benchmark Tests

District Interim Assessments

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 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 2 STATEMENT:

All students will be able to function on or above grade level in mathematics.

Needs Assessment

Results of the 2006 FCAT Mathematics Assessment indicate that 18 percent of the students did not meet the state required mastery level and 29 percent did not make annual learning gains. Results of the 2006 FCAT Mathematics Assessment indicate that all subgroups met state criteria. The percent of students demonstrating mastery increased by 10 percent in third grade and by two percent in fifth grade, but declined by one percent in fourth grade. Third grade was weakest in the Geometry and Data Analysis Strands, fourth grade in the Number Sense Strand, and fifth grade in the Number Sense and Algebraic Thinking Strands.

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"/> |

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will maintain or improve their mathematics skills as evidenced by 83 percent of the students 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 | | |
| Conduct two Math/Science Family Nights. | Math/Science Leader, Teachers, Dade Partner | 9/12/2006 | 12/06/2006 | Community Partnerships | \$0.00 |
| Create and monitor ability groups in grades two through five for mathematics instruction. | Principal, Math/Science Leader, Teachers | 8/21/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Analyze data from 2006 FCAT Mathematics Assessment to identify and monitor students in need of small group instruction and mathematics intervention. | Principal, Assistant Principal, Math/Science Leader, Teachers | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |
| Analyze test data and review student performance at monthly grade level meetings to drive instruction. | Principal, Assistant Principal, Math/Science Leader, Teachers | 9/12/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |
| Provide and utilize District developed Mathematics Pacing Guide for Kindergarten through fifth grade. | Math/Science Leader | 8/10/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Analyze data from the District Interim Assessments to drive instruction. | Principal, Math/Science Leader, Teachers | 10/24/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |
| Identify and monitor the students in all subgroups scoring at the lowest 25 percent on the 2006 FCAT Mathematics Assessment and provide interventions to those students. | Principal, Administrative Assistant | 8/14/2006 | 5/30/2007 | Inclusion | \$0.00 |
| Utilize computer assisted programs to improve mathematics skills. | Computer Teacher, Math/Science Leader | 8/21/2006 | 5/30/2007 | District Strategic Plan | \$1050.00 |
| Provide in-school and after-school tutoring for students in lowest 25 percent on the 2006 FCAT Mathematics Assessment as monitored by tests developed at the school site . | Principal, Assistant Principal, Administrative Assistant, Math/Science Leader | 9/11/2006 | 5/30/2007 | District Strategic Plan | \$9150.00 |

Research-Based Programs

Scott Foresman Mathematics Series

TestTools

Learning Today Math

Professional Development

Scott Foresman Mathematics Series

Riverdeep

TestTools

Scott Foresman's Take It to the Net

FCAT Explorer

Learning Today Math

Item Specifications

Evaluation

2007 FCAT Mathematics Assessment

District Interim Assessments

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

All students will be able to communicate effectively through writing.

Needs Assessment

Results of the 2006 Florida Writes Assessment indicate that all subgroups met criteria and that 96 percent of the students demonstrated mastery at 3.5 or above. The combined average score was 4.3. Results of the District pretests administered in August 2006 indicate that 97 percent of the students in grade four scored below the 4.0 rubric score.

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"/> |

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade four will increase their writing skills as evidenced by all students scoring 3.5 or higher on the 2007 administration of the Florida Writes Assessment.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|--|---|-----------|-----------|------------------------------|--------|
| | | START | END | | |
| Analyze the data from monthly prompts to monitor growth. | Teachers, Reading Coach, Administrative Assistant. | 8/28/2006 | 5/04/2007 | Continuous Improvement Model | \$0.00 |
| Analyze the data from the District expository and narrative pretests administered in August 2006. | Teachers, Reading Coach, Administrative Assistant. | 9/12/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |
| Implement the Bill of Writes figurative language program that identifies one topic each month and celebrates the students' work in a monthly parade. | Principal, Assistant Principal, Reading Coach, Teachers, | 8/16/2006 | 5/30/2007 | Community Partnerships | \$0.00 |
| Provide monthly grade-level pacers and prompts. | Reading Coach | 8/16/2006 | 5/01/2007 | District Strategic Plan | \$0.00 |
| Implement the O'Jus Books Writing Project. | Reading Coach, Teachers | 8/16/2006 | 5/30/2007 | District-wide literacy plan | \$0.00 |
| Implement a co-teaching model to enhance instruction to high performing students. | Principal, Assistant Principal, Reading Coach, Teachers | 8/16/2006 | 5/30/2007 | District-wide literacy plan | \$0.00 |
| Provide weekly in- school tutoring for low performing students. | Principal, Assistant Principal, Reading Coach, Administrative Assistant | 9/05/2006 | 5/30/2007 | District-wide literacy plan | \$0.00 |

Research-Based Programs

Houghton Mifflin Reading Series

Professional Development

Writing Process Workshops
Bill of Writes Figurative Language
O'Jus Books Project

Evaluation

2007 FCAT Writes Assessment
District Pretest and Posttest
Monthly in-house prompts

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.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

All students will be able to apply scientific method.

Needs Assessment

Results of the 2006 administration of the Science FCAT Assessment indicate that 58 percent of the students in grade five did not demonstrate mastery by scoring Level 3 or higher. The median score on the 2006 Science FCAT was 311 surpassing the District median score of 288, and the State median score of 299. Student performance in the Life and Environment Cluster remained the same for four consecutive years. The percent correct declined in the Physical and Chemical Cluster and the Earth/Space Cluster when comparing results of the 2005 and 2006 FCAT Science Assessments. Student performance on the Earth/Space Cluster was the weakest.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by 67 percent of the students scoring at Level 3 or above on the 2007 FCAT Science Assessment.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|---|------------|------------|------------------------------|-----------|
| | | START | END | | |
| Integrate technology into the science curriculum. | Computer Teacher, Math/Science Leader, Media Specialist | 9/05/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Provide grade level science timelines for Science and Invention Fair. | Math/Science Leader, Science Committee | 9/25/2006 | 1/19/2007 | District Strategic Plan | \$0.00 |
| Increase the number of hands-on science experiments conducted in the classrooms during science instruction. | Math/Science Leader, Teachers | 8/29/2006 | 5/30/2007 | Community Partnerships | \$500.00 |
| Implement Spectacular Scientist Grant in grade 4 | Computer Teacher, Math/Science Leader | 10/17/2006 | 5/30/2007 | Mentoring Opportunities | \$1150.00 |
| Conduct two Math/Science Family Nights. | Math/Science Leader, Teachers, Dade Partner | 9/12/2006 | 12/06/2006 | Community Partnerships | \$0.00 |
| Analyze data from pretest and mid-year science tests using a site developed instrument. | Principal, Assistant Principal, Math/Science Leader, Teachers | 9/25/2006 | 5/25/07 | Continuous Improvement Model | \$0.00 |
| Implement District Science Pacing Guide for all grades. | Math/Science Leader, Teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |

Research-Based Programs

McGraw Hill Science Series
TestTools
Foss Kits

Professional Development

Item Specifications
TestTools
Hands-On Activities Workshop
Science Fair Project Workshop

Evaluation

2007 FCAT Science Assessment

School-site developed pretest and mid-year test

Teacher-made tests

Textbook tests

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.)

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

Miami-Dade County Public Schools

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

GOAL 5 STATEMENT:

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

Needs Assessment

Research has shown that parental involvement plays an important role in the academic achievement of students. During the 2005-2006 school year, 556 parents attended six school functions. Results of the School Climate Survey indicate that 13.5 percent of the parents did not attend any school functions during the 2005-2006 school year.

Measurable Objective

Given opportunities to attend a variety of events throughout the school year, parents will maintain or improve their attendance at these events during the 2006-2007 school year as compared to the 556 parents who attended during the 2005-2006 school year as evidenced by sign-in sheets for each event.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|--|---|------------|-----------|----------------------------|--------|
| | | START | END | | |
| Combine family functions with informational meetings. | Principal, Assistant Principal, Reading Leader, Math/Science Leader | 9/15/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Conduct a volunteer recruitment/orientation workshop and appreciation breakfast. | Counselor | 10/16/2006 | 5/30/2007 | Community Partnerships | \$0.00 |
| Encourage parents to utilize all parent resources including school and District websites, Parent Academy, school calendar, and newsletter. | Principal, Assistant Principal, Technology Mentor, Administrative Assistant | 8/14/2006 | 5/25/2007 | District Strategic Plan | \$0.00 |
| Conduct parent workshops on both the primary and intermediate levels. | Principal, Assistant Principal, Reading Coach, Math/Science Leader | 9/12/2006 | 5/30/2007 | Community Partnerships | \$0.00 |
| Utilize an automated, trilingual phone message system to remind parents of important dates/meetings. | Principal, Assistant Principal, Bilingual Chairperson | 8/13/2006 | 5/30/2007 | Dual Language Education | \$0.00 |
| Prepare PTA notices and workshop notices in English, Spanish and Creole. | Bilingual Department, Principal | 8/14/2006 | 5/30/2007 | Dual Language Education | \$0.00 |

Research-Based Programs

National PTA Standards for Parent and Family Involvement Programs

Professional Development

National PTA Standards for Parent and Family Involvement Programs Workshop

Evaluation

Sign-in sheets for each event

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

GOAL 6 STATEMENT:

The school will provide a safe and disciplined environment for all students.

Needs Assessment

Students must be in school each day to successfully master the lessons and move through the curriculum in a timely manner. The 2005-2006 school suspension report indicates 46 days of indoor and outdoor suspensions.

Measurable Objective

Given the Student Code of Conduct and a school-wide discipline plan, the number of days reported for indoor and outdoor suspensions will decline as evidenced by District reports on suspension rates.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|--|---|------------|------------|-------------------------------|--------|
| | | START | END | | |
| Implement a Student of the Month project that emphasizes character education. | Counselor, Assistant Principal, Teachers | 9/05/2006 | 5/30/2007 | School-to-Career | \$0.00 |
| Conduct regular counseling sessions with at-risk students. | Counselor | 9/05/2006 | 5/30/2007 | Mentoring Opportunities | \$0.00 |
| Conduct monthly Discipline Committee meetings to review SCMS and other relevant data. | Assistant Principal, Counselor, Discipline Committee | 10/17/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Create a Professional Learning Community to improve classroom management skills using the Harry Wong Learning Tapes. | Computer Teacher | 8/11/2006 | 11/01/2006 | Small Learning Communities | \$0.00 |
| Implement an Anti- Bullying Program. | Counselor, Teachers | 10/04/2006 | 5/30/2007 | Mentoring Opportunities | \$0.00 |

Research-Based Programs

Not Applicable

Professional Development

Harry Wong Tapes
Anti-Bullying Workshop

Evaluation

2006-2007 District Suspension Report

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

| | | | | | |
|---|-------------------------------------|--------------------------------------|--------------------------|-------------------------------------|---|
| Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education | Student Performance | Alignment of Standards and Resources | Educational Leadership | Workforce Education | Parental, Student, Family, Educational Institution, and Community Involvement |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input 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 7 STATEMENT:

The school will integrate technology in all curricular areas.

Needs Assessment

The adequate progress of students in the lowest 25 percent in reading declined by 11 percent from 77 percent in 2005 to 66 percent in 2006.

Measurable Objective

Given the opportunity to use technology to improve student achievement in reading, students in the lowest 25 percent will spend 60 to 80 minutes a week on computer-assisted programs as evidenced by usage reports from the various programs.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|---|-----------|-----------|-------------------------|------------|
| | | START | END | | |
| Provide professional development on instructional programs and instructional tools. | Principal | 8/16/2006 | 5/30/2007 | Mentoring Opportunities | \$0.00 |
| Provide professional development opportunities in management software. | Computer Teacher, Grade Book Managers | 8/11/2006 | 5/30/2007 | Mentoring Opportunities | \$0.00 |
| Ensure that every teacher has a working computer with management and instructional programs. | Principal, Media Specialist, Computer Specialist, Microsystems Technician | 8/10/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Provide on-site support throughout the school day. | Media Specialist, Computer Specialist | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Engage a full-time computer specialist. | Principal | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$27000.00 |
| Implement and monitor student progress using Reading Plus, Read 180, and Learning Today programs. | Reading Coach, Assistant Principal, Teachers | 8/14/2006 | 5/30/2007 | Academic Teams | \$11000.00 |

Research-Based Programs

Not Applicable

Professional Development

Read 180

Learning Today Reading

Learning Today Math

Reading Plus

Evaluation

Computer generated usage 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 checked="" 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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

GOAL 8 STATEMENT:

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

Needs Assessment

Physical Education provides students with the opportunity to attain their optimal level of fitness. Through participation in the Physical Education Program, students develop interest and skills that promote and encourage lifetime fitness for daily living and overall wellness. The results of the 2005-2006 Physical Fitness evaluation indicated that 97 percent of the students were tested and 75 percent demonstrated mastery of the minimum health-related standards. This represents a decline of 13 percent in the number of students demonstrating mastery when comparing the 2005 and 2006 FITNESSGRAM results.

Measurable Objective

Given instruction using the Sunshine State Standards, the percent of students demonstrating mastery of the minimum health-related standards on the FITNESSGRAM Test will be maintained at 75 percent or increase on the 2006-2007 administration.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|--|--|------------|------------|------------------------------|--------|
| | | START | END | | |
| Ensure that all students receive instruction on nutrition and eating healthy. | Assistant Principal, Physical Education Coaches, Teachers, Counselor | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Ensure that all students receive instruction on nutrition and eating healthy. | Assistant Principal, Physical Education Coaches, Teachers, Counselor | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Ensure that each class meets the required minutes of physical fitness instruction each week. | Principal, Assistant Principal | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Administer a modified FITNESSGRAM pretest to determine baseline data. | Physical Education Coaches | 10/17/2006 | 10/18/2006 | Continuous Improvement Model | \$0.00 |
| Ensure that components of the FITNESSGRAM Test are taught. | Assistant Principal, Physical Education Coaches | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Participate in the Students with Disabilities Sports Program. | Physical Education Coaches | 10/05/2006 | 5/25/2007 | Inclusion | \$0.00 |
| Implement the Healthier Options Public Schools (HOPS) Program | Physical Education Coaches, Counselor, Math/Science Leader | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |

Research-Based Programs

FITNESSGRAM

Professional Development

District and Region Workshops
Healthier Options Public Schools Program.

Evaluation

FITNESSGRAM Test.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

| | | | | | |
|---|-------------------------------------|--------------------------------------|--------------------------|-------------------------------------|---|
| Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education | Student Performance | Alignment of Standards and Resources | Educational Leadership | Workforce Education | Parental, Student, Family, Educational Institution, and Community Involvement |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input 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 9 STATEMENT:

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

Needs Assessment

During the 2005- 2006 school year, the students participated in eleven art activities (contests, exhibits) and six musical/dance performances at school and throughout the county. In addition the students attended two musical performances to enrich their appreciation of music.

Measurable Objective

Given the opportunity to participate in a variety of art contests and musical performances throughout the school year, the number of contests and performances in which students participate and perform will be maintained at 20 during the 2006 - 2007 school year as evidenced by teacher logs.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|--|---|------------|------------|------------------------------|--------|
| | | START | END | | |
| Conduct a school-wide talent show. | Teachers | 10/13/2006 | 04/20/2007 | Expanding arts opportunities | \$0.00 |
| Provide opportunities for students to participate in community-wide events dedicated to the fine arts. | Principal, Assistant Principal, Teachers | 8/14/2006 | 5/30/2007 | Expanding arts opportunities | \$0.00 |
| Partner with parents to ensure the implementation of community-wide and extra curricular activities. | Principal, Assistant Principal, Teachers | 8/14/2006 | 5/30/2007 | Community Partnerships | \$0.00 |
| Recognize and acknowledge student participation and involvement in the school newsletter and on morning announcements. | Teachers, Media Specialist, Administrative Assistant | 8/21/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Provide the human and material resources necessary to enable students to participate in fine arts related events. | Principal, Assistant Principal | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Integrate technology into the curriculum to enhance the students' appreciation of music and art. | Music Teachers, Art Teachers, Computer Teacher | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |

Research-Based Programs

Not Applicable

Professional Development

District and Region workshops

Evaluation

Teacher logs

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 10 STATEMENT:

Ojus Elementary will maintain or rank at or above the 97th percentile statewide in the Return on Investment 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 2005, Ojus Elementary ranked at the 97th percentile on the State of Florida Return on Investment Index.

Measurable Objective

Ojus Elementary will maintain or improve its ranking on the State of Florida Return on Investment Index publication at the 97th percentile or higher 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. | Principal, Assistant Principal, EESAC Chairperson | 08/14/2006 | 05/25/2007 | District Strategic Plan | \$0.00 |
| Consider reconfiguration of existing resources or taking advantage of a broader resource base. | Principal, Assistant Principal, EESAC Chairperson | 08/14/2006 | 05/25/2007 | Community Partnerships | \$0.00 |
| Consider shared use of facilities, partnering with community agencies. | Principal, Assistant Principal, EESAC Chair | 08/14/2006 | 05/25/2007 | Community Partnerships | \$0.00 |
| Become more informed about the use of financial resources in relation to school programs. | Principal, Assistant Principal | 08/14/2006 | 05/26/007 | Community Partnerships | \$0.00 |

Research-Based Programs

Not Applicable

Professional Development

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

Evaluation

State of Florida Return on Investment 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 EESAC allocated the EESAC monies to support in school and after school small group instruction and the purchase of materials needed for those programs. The EESAC reviewed the school budget and participated in the disbursement of the A+ monies.

Training:

The EESAC recommended that professional staff development remains a priority for all staff members in all subject areas including technology, and the fine arts.

Instructional Materials:

The EESAC recommended that all relevant instructional materials are purchased to ensure that every child is afforded an enriched learning environment.

Technology:

The EESAC recommended that technology is expanded and updated to enable teachers to infuse technology throughout the curriculum and that students have access to technology throughout the day. The EESAC recommended a teacher to serve as Technology Mentor.

Staffing:

The EESAC recommended that paraprofessionals and hourly part-time teachers be engaged to support the educational process and reduce the pupil-teacher ratio.

Student Support Services:

The EESAC recommended that all existing student support services are maintained so that each student and family receives the support needed to ensure a successful learning experience at Ojus.

Other Matters of Resource Allocation:

The EESAC recommended that all funding available to the school is allocated to support student achievement. The PTA and Friends of Ojus indicated that they will continue to provide additional financial support to the school.

Benchmarking:

The EESAC recommended that benchmarking data be reviewed on a regular basis to ensure the successful implementation of the School Improvement Plan.

School Safety & Discipline:

The EESAC recommended that the safety of everyone in the building remains a priority and that school-wide discipline is maintained through Safety Committee meetings, Student Government and the PTA.

Budget Summary

| BY GOAL | TOTAL BUDGET |
|-----------------------------------|---------------------|
| Goal 1: Reading | \$21,750.00 |
| Goal 2: Mathematics | \$10,200.00 |
| Goal 3: Writing | \$0.00 |
| Goal 4: Science | \$1,650.00 |
| Goal 5: Parental Involvement | \$0.00 |
| Goal 6: Discipline & Safety | \$0.00 |
| Goal 7: Technology | \$38,000.00 |
| Goal 8: Health & Physical Fitness | \$0.00 |
| Goal 9: Electives & Special Areas | \$0.00 |
| Goal 10: Return On Investment | \$0.00 |
| Total: | \$71,600.00 |

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