
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 4381 - Perrine Elementary School

FeederPattern: Miami Palmetto Senior

Region: Regional Center V

District: 13 - Miami-Dade

Principal: Andy Pierre-Louis

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Perrine Elementary School

Perrine Elementary is committed to the highest standards of education. The school promotes a positive school atmosphere, community involvement and cultivates Pride, Respect, Integrity, and Commitment to Excellence. Perrine Elementary serves 758 students from the surrounding community. Seventy-one percent of these students participate in the standard curriculum program, 14 percent participate in the Limited English Language Learner Program, and seven percent participate in the Special Education Program and eight percent participate in the Gifted Program. The ethnic/racial make-up of the student population is 41 percent Hispanic, 31 percent Black, 21 percent White, and seven percent Other. Perrine Elementary School will implement an instructional program with a strong focus on literacy from kindergarten through fifth grade. The researched-based reading, writing, and mathematics programs will be implemented at the school. Supplemental materials and literacy intervention programs will be provided across all grade levels. A structured curriculum will be delivered through instruction that is data driven. A strong emphasis will be placed on the Continuous Improvement Model which monitors continuous student achievement through school-generated assessments. Additionally, assessments will be implemented as part of the instructional program to guide instruction accordingly. After analyzing and evaluating pertinent data, the following objectives have been identified as school-wide priorities for Perrine Elementary during the 2006-2007 school year.

Given instruction based on the Sunshine State Standards, at least 83 percent of students in grades three through five will score at Level 3 or higher on the 2007 FCAT Reading Test.

Given instruction based on the Sunshine State Standards, at least 76 percent of students in grades three through five will score at Level 3 or higher on the 2007 FCAT Mathematics Test.

Given instruction on the Sunshine State Standards, at least 87 percent of the students in grade four will score a 3.5 or above on the 2007 FCAT Writing Plus Test.

Given instruction based on the Sunshine State Standards (SSS) and the Miami-Dade County Public School's scope and sequence in science for elementary schools, at least 61 percent of students in grade five will meet Sunshine State Standards on the 2007 FCAT Science Test.

Given school wide emphasis on community outreach, parental involvement will improve as evidenced by at least a 10 percent increase in parent attendance to educational workshops as documented by the parent sign-in logs.

Given an emphasis on providing a safe and orderly learning and working environment, student behavior will improve as evidenced by at least a 5 percent decrease in the number of student referrals as documented by the 2006-2007 Executive Summary for Student Case Management as compared to the

2005-2006 document.

Given an emphasis on the use of educational technology, all teachers will attend a minimum of four workshops on the use of technology during the 2006-2007 school year as evidenced by teacher sign-in logs.

Given the instruction in Physical Education Standards, fourth and fifth grade students will improve their physical fitness as evidenced by at least 75 percent of students winning gold or silver awards on the 2006-2007 FITNESSGRAM.

Given instructions based on the Sunshine State Standards and FCAT strategies, special area teachers including Art, Music and Bilingual teachers will implement a minimum of three lesson that integrate reading standards.

Perrine Elementary School will improve its ranking on the State of Florida Return On Investment Index Publication from the 71st percentile in 2004-2005 to the 72nd percentile or higher on the next publication of the index.

Perrine Elementary School believes that commitment to excellence and quality instruction is the foundation that fosters academic excellence for all students. Additionally, authentic professional development for teachers and administrators will directly impact student achievement. Through the Miami-Dade County Public School District and local universities, teachers and administrators will be provided with professional development opportunities that are based on current and effective research which target students' academic needs. In addition to district and local training, school-based learning community activities will be delivered by teams of teachers and specialists to ensure effective delivery of instructional programs and the implementation of technology in the classrooms. The school site leadership team and the instructional staff will effectively monitor instruction and consistently analyze data to assess the academic progress of the students. The Organizational Performance Snapshot Survey tool shows a need for improvement in Business Results and Strategic Planning. According to the questions surveyed, 7c "I know how well my work location is doing financially" scored a 3.9. Additionally, 2a "As it plans for the future, my work location asks for my ideas" scored a 4.3. It is the school's goal to provide all staff members with additional data and professional development in the area of Business Results and utilize their input in strategic planning.

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.

Perrine Elementary School

VISION

Perrine Elementary Expressive Arts School will provide students with a meaningful learning environment where every student will demonstrate proficiency and commitment to academic and artistic excellence.

MISSION

Perrine Elementary Expressive Arts School is committed to educating and preparing students for the challenges of tomorrow. Through the use of multiple intelligences, expressive arts, and technology, all stakeholders will facilitate the cognitive development, as well as emotional, physical, and social skills of the students while strengthening their pride, respect, integrity, and commitment to excellence.

CORE VALUES

Pride

We believe that through the diligent effort of all stakeholders, the highest level of accomplishment will be achieved.

Respect

We foster a school environment that respects differences. All stakeholders feel and learn better in such an environment.

Integrity

We build positive relationships through honesty, respect and compassion in an effort to enhance the self esteem, safety and well being of all stakeholders.

Commitment to Excellence

We pursue the highest level of academic achievement, social awareness and organizational performance.

School Demographics

Perrine Elementary is an expressive arts magnet center located in the Village of Palmetto Bay, an urban area of Miami-Dade County. The school serves 758 students in kindergarten through fifth grade. The student population includes 41 percent Hispanic, 31 percent Black, 21 percent White, and seven percent Other. Sixty percent of the student population is on free or reduced rate lunch. All of the students in the school are taught using multiple intelligence strategies. In addition to delivering instruction using the standard curriculum, the school provides a selected group of students in the third, fourth, and fifth grades with instruction in dance, drama, music, and visual arts. Perrine Elementary School is a Model Learning Center.

The faculty and staff at Perrine Elementary are as diverse as the student body. Twenty-six percent of the faculty is African American, 47 percent Hispanic, 27 percent White. Forty eight percent of the faculty hold advance degrees, 40 percent have their Master degree, and eight percent have a Specialist degree. Currently six percent of the teachers are enrolled in graduate programs at local universities pursuing advanced degrees. One percent of the teachers are National Board Certified. The average teaching experience is ten years and five percent of the faculty are beginning teachers.

Perrine Elementary School delivers academic instruction to students in kindergarten through fifth grade. Each grade level consists of a minimum of five classes. The school has an on-site content-based Gifted Program. Eight percent of the student body is enrolled in the program, which is taught by two certified gifted teachers. In addition to providing enrichment instruction to students, the school offers extra-curricular opportunities for students to participate in programs such as the Academic Excellence Program (AEP), the after-school Chess and Journalism Club and Future Educators of America (FEA).

In a continuous effort to provide differentiated instruction to all students, Perrine Elementary has three Varying Exceptionality (VE) teachers who deliver instruction to the Students With Disabilities (SWD). The school has implemented an inclusion program in second, third, fourth, and fifth grade classes. In this facilitative model, Students With Disabilities spend over 80 percent of their instructional day with non-disabled peers. These students receive services from the general education teacher and the VE teachers. Students With Disability in grades kindergarten and first grade are provided instruction through the Special Education Resource Program. Additional provisions are also made for students in need of academic assistance in the program. Additional provisions are made in the after school tutoring program for students in grades three through five who have not met proficiency in reading, writing, and mathematics, based on the state assessment. The Perrine Elementary ESOL Program provides services to English Language Learners (ELL) students. Additionally, the school offers a biligual program to students in kindergarten through fifth grade.

The school Reading Coach provides curriculum support to all teachers through modeling lessons, professional development and planning, as well as collecting and analyzing data to help teachers direct their instruction. The school guidance counselor and a school psychologist supports the needs of the student services program. To assist parents, the school offers a Principal Operated After-School Care Program.

School Foundation

Leadership:

According to 91 percent of the staff who responded to the online survey, Measurement, Analysis, and Knowledge Management as well as Leadership received a ranking of 4.6 which is closest to the "Strongly Agree" mark. Each of the seven Leadership questions received high ranking scores of a minimum of 4.4.

District Strategic Planning Alignment:

According to 91 percent of the staff who responded to the online survey, District Strategic Planning Alignment received an average ranking of 4.4, which is slightly above the "Agree" mark. Item 2b., "I know the parts of my organization's plans that will affect me and my work" and 2c., "I know how to tell if we are making progress on my work group's part of the plan," received rankings of 4.5., which is also slightly above the "Agree" mark. Whereas, item 2a., "As it plans for the future, my organization asks for my ideas," received a 4.3 ranking.

Stakeholder Engagement:

According to 91 percent of the staff who responded to the online survey, Customer and Market Focus, received a ranking of 4.5 which is above the "Agree" mark. Item 3b., "I keep in touch with my customers", received a 4.6, which is above the "Agree" mark. The staff agreed the most with question 3a., "I know who my most important customers are" received a ranking of 4.7 which is almost at the "Strongly Agree" mark.

Faculty & Staff:

According to 91 percent of the staff who responded to the online survey, Human Resources Focus received a ranking of 4.5 which is above the "Agree" mark. Item 5e., "I have a safe workplace" received a ranking of 4.7, which is closest to the "Strongly Agree" mark. Similarly, item 5b., "The people I work with cooperate and work as a team" as well as item 5c., "My supervisor encourages me to develop my job skills so that I can advance in my career" both received a ranking of 4.6, also close to the "Strongly Agree" mark.

Data/Information/Knowledge Management:

According to 91 percent of the staff who responded to the online survey, Measurement Analysis and Knowledge Management received an overall ranking of 4.6 which is above the agree mark. Item 4a, "I know how to measure the quality of my work" and 4b, "I know how to analyze the quality of my work to see if changes are needed." both received a 4.7 ranking which is very close to the "strongly agree" mark.

Education Design:

According to 91 percent of the staff who responded to the online survey, PROCESS MANAGEMENT received a ranking of 4.4, which is slightly above the agree mark. All 4 items received a ranking of 4.4.

Performance Results:

According to the percentage of staff who responded to the online survey, Business Results received a ranking of 4.4,

which is above the "Agree" mark. Item 7g., "My organization has high standards and ethics", received a ranking of 4.7, which is closest to the "Strongly Agree" mark. Whereas, item 7c., "I know how well my organization is doing financially" received a ranking of 3.9.

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:

Students will improve their reading proficiency according to the Sunshine State Standards and the No Child Left Behind (NCLB) requirements.

Needs Assessment

The data from the 2006 FCAT Reading test reveals that while 82 percent of students scored at or above Level 3, there are opportunities for improvement in the areas of reference/research and comparisons. According to the data, third grade students answered only 58 percent of the comparison questions correctly. Fourth grade students answered only 50 percent of the reference/research questions and 65 percent of the comparison questions correctly.

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 based on the Sunshine State Standards, at least 83 percent of students in grades three through five will score at Level 3 or higher on the 2007 FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Plan and organize FCAT workshops to inform parents of the local, state, and federal requirements regarding student performance.	Teachers, Administrators, Reading Coach, Technology Facilitator	10/05/06	05/30/07	District Strategic Plan	\$0.00
Provide students in grades one through five with pre/post S.T.A.R. tests to evaluate, assess and analyze the data using the Continuous Improvement Model.	Teachers, Administrators, Reading Coach, Media Specialist, Technology Faciliator	08/14/06	05/30/07	District Strategic Plan	\$0.00
Develop and implement weekly lesson plans based on the school's scope and sequence using the Houghton Mifflin Reading Program and the Comprehensive Researched-Based Reading Program (CRRP).	Administrators, Reading Coach	08/10/06	05/30/07	District Strategic Plan	\$0.00
Implement content based enrichment program for gifted students.	Gifted Teachers, Administrators	08/14/06	05/30/07	District Strategic Plan	\$0.00
Administer site-authored assessments to monitor and guide the instructional focus.	Teachers, Administrators, Technology Faciliator	08/14/06	05/30/07	Continuous Improvement Model	\$0.00
Incorporate technology into the reading curriculum via student participation in the Accelerated Reader Program, Riverdeep, Learning Today and FCAT Explorer to monitor and evaluate student progress.	Teachers, Administrators, Reading Coach, Media Specialist, Technology Faciliator	08/14/06	05/30/07	District Strategic Plan	\$7000.00
Implement an inclusion program for Students With Disabilities (SWD).	Teachers, Varying Exceptionality Teachers, Administrators, Support Personnel	08/14/06	05/30/07	Inclusion	\$0.00
Identify students not meeting state standards on the FCAT Reading test, and implement an after school tutorial program to address their reading deficiencies.	Administrators, Teachers, Reading Coach, Technology Facilitator, Tutorial Coordinator	10/10/06	03/15/07	District Strategic Plan	\$20000.00

Research-Based Programs

The researched-based programs used at Perrine Elementary include Houghton Mifflin Reading Program, Voyager Passport, Riverdeep, Learning Today, AIM HIGHER and FCAT Reading Coach Programs.

Professional Development

Perrine Elementary will provide professional development opportunities to all staff members. These activities will include Houghton Mifflin training, Students With Disabilities (SWD) inclusion workshops, school-site collaborative planning sessions, and training for the implementation of Riverdeep, Learning Today, DIBELS, PMRN reports, Edusoft and Multiple Intelligence Program.

Evaluation

This objective will be evaluated by at least 83 percent of students in grades three through five scoring at Level 3 or higher and achieving at least a one percent increase in comparisons and reference/research on the 2007 FCAT Reading Test. Additionally, 80% of students in grades two through five will score at least 70% proficiency on the 2007 site authored reading posttest.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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 2 STATEMENT:

Students will improve their mathematics proficiency according to the Sunshine State Standards and the No Child Left Behind (NCLB) requirements.

Needs Assessment

The data from the 2006 FCAT Mathematics test reveals that while 75 percent of students scored at or above Level 3, there are opportunities for improvement in the areas of geometry and data analysis. According to the data, fourth and fifth grade students correctly answered 57 percent of the geometry questions. Third grade students correctly answered 57 percent of the data analysis questions and fifth grade students correctly answered 42 percent.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL 1	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>											

Measurable Objective

Given instruction based on the Sunshine State Standards, at least 76 percent of students in grades three through five will score at Level 3 or higher on the 2007 FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Incorporate Multiple Intelligence instructional strategies to aid in individualizing mathematics instruction for all grade levels and subgroups.	Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Plan and conduct FCAT Mathematics workshop for parents.	Administrators, Teachers	10/05/06	05/30/07	District Strategic Plan	\$0.00
Implement an inclusion program for Students With Disabilities in grades two through five.	Teachers, Varying Exceptionalities Teachers, Administrators	08/14/06	05/30/07	Inclusion	\$0.00
Provide students with a variety of mathematical techniques that emphasize mastery of geometry and data analysis.	Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Create hands on lessons and activities to enhance students' mathematics proficiency across all grade levels and subgroups using Sunshine State Standards (SSS) and Grade Level Expectations (GLE)	Teachers, Administrators	08/14/06	05/30/07	District Strategic Plan	\$0.00
Provide staff with ongoing professional development in mathematics instruction and Multiple Intelligence strategies.	Teachers, Administrators	08/14/06	05/30/07	District Strategic Plan	\$0.00
Monitor student progress and redirect classroom instruction using the Continuous Improvement Model and Edusoft data management system to score school-wide mathematics quarterly assessments.	Teachers, Technology Facilitator	08/14/06	05/30/07	Continuous Improvement Model	\$0.00
Monitor student progress using the Continuous Improvement Model and Edusoft data management system to analyze and drive classroom instruction.	Teachers, Technology Facilitator	08/14/06	05/30/07	Continuous Improvement Model	\$0.00
Integrate technology into the mathematics	Teachers,	08/14/06	05/30/07	District Strategic	\$700.00

curriculum via various software programs such as Riverdeep, FCAT Explorer and Learning Today to enhance and individualize mathematics instruction.	Technology Facilitator			Plan	
Identify students not meeting state standards on the 2006 FCAT Mathematics Test and SAT, as delineated in the AYP disaggregated data, and implement an after school tutorial program using AIM HIGHER and FCAT Mathematics Coach to address the mathematics deficiencies of these students.	Administrators, Teachers, Tutorial Coordinator	10/10/06	03/15/07	District Strategic Plan	\$20000.00

Research-Based Programs

The researched-based programs used at Perrine Elementary include Scott-Foresman Addison-Wesley Mathematics Program, Riverdeep, and Learning Today.

Professional Development

Perrine Elementary will provide professional development opportunities to teachers in all grades. These workshops will include district mathematics workshops, school-site collaborative planning sessions, Multiple Intelligence training and training for Learning Today.

Evaluation

This objective will be evidenced by at least 76 percent of students in grades three through five scoring at Level 3 or higher and achieving at least a one percent increase of the correct answer percentages in the areas of geometry and data analysis on the 2007 FCAT Mathematics Test. Additionally, 80% of students in grades two through five will score at least 70% proficiency on the 2007 site authored math posttest.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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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 3 STATEMENT:

Students will increase their writing proficiency according to state standards and No Child Left Behind (NCLB) requirements.

Needs Assessment

The results of the 2006 FCAT Writing Plus Test indicate that while 86 percent of fourth grade students met state standards there is an opportunity for improvement.

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 on the Sunshine State Standards, at least 87 percent of the students in grade four will score a 3.5 or above on the 2007 FCAT Writing Plus Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Incorporate writing throughout all content areas in an effort to ensure that students will be able to compete in the workforce.	Teachers	08/14/06	05/30/07	School-to-Career	\$0.00
Provide an after school Academic Excellence Program (AEP) with the focus on improving writing proficiency of fourth grade students.	Teachers, Reading Coach	09/14/06	05/30/07	District Strategic Plan	\$0.00
Provide professional development opportunities for teachers during collaborative planning sessions in the utilization of the 6 point rubric, student writing analysis, and strategies for writing instruction.	Teachers, Reading Coach, Administrators	08/14/06	05/30/07	Mentoring Opportunities	\$0.00
Conduct FCAT Writing Plus workshops for parents.	Administrators, Teachers, Reading Coach	11/09/06	02/15/07	District Strategic Plan	\$0.00
Administer the district's pre/post writing test.	Teachers, Reading Coach, Administrators	08/30/06	05/30/07	District Strategic Plan	\$0.00
Review the writing process with students and provide them with the opportunity to write, edit and publish their work using technology.	Teachers, Technology Facilitator	08/14/06	05/30/07	School-to-Career	\$0.00
Implement Write Traits Writing Program in grades one through five.	Administrators, Teachers	09/13/06	05/30/07	Continuous Improvement Model	\$0.00

Research-Based Programs

Perrine Elementary will utilize the Write Traits Writing Program as well as the writing component section of the Houghton Mifflin Research-Based Reading Program.

Professional Development

Perrine Elementary will provide professional development opportunities to teachers, which will include training in the utilization of the 6 point rubric, student writing analysis and strategies for writing instruction. In addition, beginning teachers will receive ongoing mentoring and training with the implementation of the monthly prompts.

Evaluation

This objective will be evidenced by at least 87 percent of fourth grade students scoring at Level 3.5 or above on the 2007 FCAT Writing Plus Test. Additionally, students in grades one through five will achieve a one point mean gain using the district pre/post writing assessments.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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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 4 STATEMENT:

Fifth grade students will meet Sunshine State Standards and No Child Left Behind (NCLB) requirements.

Needs Assessment

According to the 2006 FCAT Science Test, only 36% of fifth grade students scored at Level 3 or above. According to the data students answered only 50% of the Physical/Chemical and Earth/Space questions correctly.

Measurable Objective

Given instruction based on the Sunshine State Standards (SSS) and the Miami-Dade County Public School's scope and sequence in science for elementary schools, at least 61 percent of students in grade five will meet Sunshine State Standards on the 2007 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Increase students' participation in hands-on science activities by conducting science investigation and experiments that demonstrate concrete applications of the scientific method.	Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Provide parents with information regarding science grade level benchmarks, resources and websites aimed at enhancing student achievement in science.	Teachers, Administrators, Technology Facilitator	08/14/06	05/30/07	District Strategic Plan	\$0.00
Provide staff development on instructional strategies in assessment and analysis of data, and differentiated instruction for all students.	Teachers, Administrators, Technology Facilitator	08/14/06	05/30/07	District Strategic Plan	\$0.00
Utilize the Science Mathematics Integrated with Literacy Experiences (SMILE) Program in the appropriate grade levels. Funds will be provided by EESAC	Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$500.00
Utilize the Full Option Science System (FOSS) Program in grades two through five.	Teachers, Administrators, Technology Facilitator	08/14/06	05/30/07	District Strategic Plan	\$0.00
Align the long range Science plan with the Mathematics scope and sequence.	Teachers, Administrators	08/14/06	05/30/07	District Strategic Plan	\$0.00
Utilize CRISS strategies in grades two through five.	Teachers, Administrators	10/23/06	05/30/07	District Strategic Plan	\$0.00

Research-Based Programs

Perrine Elementary School uses the researched-based Harcourt Brace Science Program, Full Option Science System Program (FOSS) and Science Math Integrated with Literacy Experiences (SMILE).

Professional Development

Perrine Elementary will provide professional development opportunities to teachers. Training will include district workshops as well as collaborative planning sessions strategies from the SMILE and CRISS workshops. All newly-assigned and beginning teachers will receive continuous mentoring and support.

Evaluation

This objective will be evaluated by at least 61 percent of the fifth grade students scoring at Level 3 on the 2007 FCAT Science Test. Additionally, 80 percent of students in grades two through five will score at least 70 percent proficiency on the 2007 site authored reading posttest.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

GOAL 5 STATEMENT:

Perrine Elementary School will increase parent involvement during the 2006-2007 school year as compared to the 2005-2006 school year.

Needs Assessment

The 2005-2006 parent sign-in logs for parent workshops indicate 123 parents participated in school sponsored educational workshops. This indicates a need to increase parent participation within the school.

Measurable Objective

Given school wide emphasis on community outreach, parental involvement will improve as evidenced by at least a 10 percent increase in parent attendance to educational workshops as documented by the parent sign-in logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide parent workshops to inform parents of the local, state, and federal requirements regarding grade level assessments and curriculum programs/initiatives.	Administrators, Teachers	10/05/06	02/15/07	District Strategic Plan	\$0.00
Develop a parent resource center.	Administrators	08/14/06	05/30/07	District Strategic Plan	\$0.00
Sponsor a Volunteer Breakfast to encourage parent support.	Administrators, Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Conduct parent workshops at a time that accommodates most families.	Administrators, Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Conduct workshop for parents to encourage participation in the "Lunch Bunch" Reading Program.	Administrators, Counselor	10/05/06	05/30/07	District Strategic Plan	\$0.00

Research-Based Programs

Perrine Elementary School utilizes ideas from Building Successful Partnerships "A Guide for Developing Parent and Family Involvement Programs" as a resource to improve parent involvement. Additionally, the National PTA is one of the more widely recognized researched-based parental involvement programs the school will utilize to deliver effective parent involvement activities.

Professional Development

Parents and staff at Perrine Elementary School will participate in school sponsored parent workshops and the Parent Academy.

Evaluation

The objectives will be evaluated by at least a 10 percent increase in parent attendance to educational workshops during the 2006-2007 school year as documented by parent sign-in logs, compared to those of the 2005-2006 school year.

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 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 6 STATEMENT:

Perrine Elementary School will provide a safe, orderly working and learning environment for students and staff.

Needs Assessment

Analysis of the Executive Summary for Student Case Management for 2005-2006 indicated improved student behavior. However, there were 39 referrals processed for general disruptive conduct. This indicates a need to continue a proactive approach to discipline to provide a safe and orderly learning environment.

Measurable Objective

Given an emphasis on providing a safe and orderly learning and working environment, student behavior will improve as evidenced by at least a 5 percent decrease in the number of student referrals as documented by the 2006-2007 Executive Summary for Student Case Management as compared to the 2005-2006 document.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Invite Miami-Dade County Public School Police to speak to students about various subjects including bullying, vandalism and theft.	Counselor, Administrators, Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Select and train students and implement the Peer Mediation Program.	Counselor, Teachers, Administrators, Support Personnel	08/14/06	05/30/07	District Strategic Plan	\$0.00
Select and train student council representatives and implement a Character Education program.	Counselor, Administrators, Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Implement Bullying Prevention Program.	Counselor, Administrator, Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Provide staff with professional development opportunities in classroom management.	Administrators, Teachers, Counselor	08/14/06	05/30/07	District Strategic Plan	\$0.00

Research-Based Programs

Perrine Elementary will utilize the researched-based Peer Mediation/Conflict Resolution Program and Bullying Prevention Program (Olewus) K-8.

Professional Development

Perrine Elementary staff will receive professional development training in the following areas:

Student Case Management Procedures (SCM)

Peer Mediations and Conflict Resolution

Character Education

Bullying Prevention

Evaluation

The School Support Team (SST) along with the Discipline Committee will meet quarterly to monitor student referrals. The objective will be evaluated as evidenced by a 5 percent decrease in the number of student referrals as documented by the 2006-2007 Executive Summary of Student Case Management compared to the 2005-2006 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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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 7 STATEMENT:

Perrine Elementary will increase student use of technology by providing professional development to the teachers on the use of technology in the classroom and across the curriculum.

Needs Assessment

In expanding the school's technology program several Smartboards and other types of technology was purchased. Additionally, the implementation of E-Instruction, Learning Today, and other technology based programs have required teachers to enhance their skills in the utilization of technology.

Measurable Objective

Given an emphasis on the use of educational technology, all teachers will attend a minimum of four workshops on the use of technology during the 2006-2007 school year as evidenced by teacher sign-in logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize the Accelerated Reader Program in classrooms.	Media Specialist, Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Utilize Edusoft software to retrieve and evaluate student achievement data and progress.	Administrators, Media Specialist, Reading Coach, Teachers, Technology Facilitator	08/14/06	05/30/07	District Strategic Plan	\$0.00
Infuse technology such as E -Instruction and Smart Board as learning tools through all content areas.	Media Specialist, Teachers, Technology Facilitator	08/14/06	05/30/07	District Strategic Plan	\$0.00
Provide professional development in basic computer skills, and in the use of Riverdeep, FCAT Explorer, Accelerated Reader, Edusoft, E-Instruction, and Learning Today. Funds will be provided by EESAC.	Administrators, Media Specialist, Reading Coach, Teachers, Technology Facilitator	08/14/06	05/30/07	District Strategic Plan	\$500.00

Research-Based Programs

Perrine Elementary School's researched based programs include Riverdeep and Learning Today.

Professional Development

Perrine Elementary faculty and staff will participate in the following professional development:

- Edusoft
- FCAT Explorer
- Riverdeep
- E-Instruction
- Learning Today
- Smart Board

Evaluation

This objective will be evidenced by the teacher sign-in logs, observable evidence of the use of technology in the classroom as documented on administration monitoring forms, and the implementation of E-Instruction and Learning Today.

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

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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 8 STATEMENT:

Perrine Elementary students will improve their level of health and physical fitness.

Needs Assessment

According to 2005-2006 FITNESSGRAM data, 72 percent of fourth and fifth grade students tested received gold and silver awards. This indicates a need for an increase in the number of students to meet minimum health related standards.

Measurable Objective

Given the instruction in Physical Education Standards, fourth and fifth grade students will improve their physical fitness as evidenced by at least 75 percent of students winning gold or silver awards on the 2006-2007 FITNESSGRAM.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Notify parents in writing when students are not meeting Physical Education requirements.	Physical Education Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Conduct a Preventative Health and Safety Education for Students (PHASES) workshop for students.	Counselor	08/14/06	05/30/07	District Strategic Plan	\$0.00
Provide activities that promote nutrition and exercise.	Physical Education Teachers, Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Conduct health and fitness awareness workshop for teachers and parents.	Physical Education Teachers, Teachers, Administrators	08/14/06	05/30/07	District Strategic Plan	\$0.00
Direct and oversee students' participation in activities specifically related to the assessment component items of the FITNESSGRAM.	Physical Education Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00

Research-Based Programs

FITNESSGRAM

Professional Development

Perrine Elementary Physical Education Teachers will conduct a workshop for teachers regarding the Florida Department of Education requirements for health and fitness.

Evaluation

This objective will be evidenced by 75 percent or more of fourth and fifth grade students meeting minimum health related standards on the 2006-2007 FITNESSGRAM.

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

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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 9 STATEMENT:

Students will improve their reading proficiency according to the Sunshine State Standards and the No Child Left Behind (NCLB) requirements.

Needs Assessment

Data from the 2006 FCAT Reading Test reveals that while 75 percent of students scored at or above a Level 3, there is an opportunity to improve of reading skills by integrating reading instruction across the curriculum.

Measurable Objective

Given instructions based on the Sunshine State Standards and FCAT strategies, special area teachers including Art, Music and Bilingual teachers will implement a minimum of three lesson that integrate reading standards.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Incorporate opera stories featuring music, story plots, and play puzzle vocabulary to enhance reading skills through a musical connection.	Music Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Discuss, compare, and contrast opera stories based on rhythm, sound, mood, and emotion presented in musical compositions and presentations.	Music Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Plan and implement Language Arts and Reading activities using the SRA Cross-Curricular Art Connections Program.	Art Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Plan and implement Language Arts and Reading activities using Scott Foresman's Lectura Spanish reading program.	Bilingual Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Collaborate with the District on resource allocation.	Administrators	05/14/06	08/30/07	District Strategic Plan	\$0.00
Use Multiple Intelligences strategies to enhance FCAT skills.	Special Area Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Use student performance data to influence decision-making.	Administrators, Reading Coach, Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Provide collaborative planning time for classroom, Art, Music and Bilingual teachers.	Administrators, Teachers, Reading Coach	08/14/06	05/30/07	District Strategic Plan	\$0.00

Research-Based Programs

Perrine Elementary Art, Music and Bilingual Programs will incorporate the Multiple Intelligences, McGraw Hill's SRA Art Connections, and Scott Foresman's Lectura Spanish Reading Programs.

Professional Development

Perrine Elementary will provide teacher training in the use of Multiple Intelligences.

Evaluation

This objective will be evidenced by a minimum of three student activities that reflect reading Sunshine State Standards and FCAT strategies in the Art, Music and Bilingual Programs.

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

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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:

Perrine Elementary will improve student performance by delivering a high quality instructional program and monitor its effectiveness and efficiency to produce a high return on investment and achieve high learning gains.

Needs Assessment

The most recent data supplied from the Florida Department of Education indicated that in 2004-2005, Perrine Elementary School ranked at the 71st percentile on the State of Florida Return On Investment(ROI)index.

Measurable Objective

Perrine Elementary School will improve its ranking on the State of Florida Return On Investment Index Publication from the 71st percentile in 2004-2005 to the 72nd 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.	Administrators	07/03/06	07/02/07	District Strategic Plan	\$0.00
Apply for grants to offset the school's financial obligation.	Administration, Teachers	08/14/06	05/29/07	District Strategic Plan	\$0.00
Monitor the use of the financial resources in relation to school programs.	Administrators, Teachers	08/14/06	05/29/06	District Strategic Plan	\$0.00
Use student data to target specific areas for improvement and make appropriate purchases that will assist the enhancement of student achievement	Administration, School Literacy Team	08/14/06	05/29/07	District Strategic Plan	\$0.00
Utilize parents to assist in school-wide reading activities.	Reading Coach, Teachers	08/14/06	05/29/07	District Strategic Plan	\$0.00

Research-Based Programs

N/A

Professional Development

N/A

Evaluation

On the next State of Florida Return On Investment index publication, Perrine Elementary School will show progress toward reaching the 72nd percentile or higher.

EESAC Compliance

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

Budget:

The EESAC will be provided with a presentation of the school budget and the steps involved in the budgeting process. Opportunities to make recommendations for the EESAC funds were provided.

Training:

The EESAC provided substitute funding for professional development opportunities.

Instructional Materials:

The EESAC members have been informed and made recommendations for school-wide instructional needs.

Technology:

The EESAC members were informed of current technology upgrades and needs.

Staffing:

The EESAC recommended the continuation of the school-wide staff development plan to support reading, writing, mathematics, and science instruction.

Student Support Services:

The EESAC recommended a school-wide effort to improve student achievement by providing media center funds.

Other Matters of Resource Allocation:

The EESAC is providing funding for an hourly Microsystem Technician in an effort to maintain the school-wide technology program.

Benchmarking:

The EESAC members were in support of the Continuous Improvement Model (CIM).

School Safety & Discipline:

The EESAC members are aware of safety concerns regarding morning student drop-off and dismissal procedures.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$27,000.00
Goal 2: Mathematics	\$20,700.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$500.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$500.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
Total:	\$48,700.00

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