
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 4491 - Henry E. S. Reeves Elementary School

FeederPattern: Miami Central Senior

Region: Regional Center III

District: 13 - Miami-Dade

Principal: Julian Gibbs

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Henry E. S. Reeves Elementary School

The campus is located at 2005 Northwest 111th Street, Miami, Florida 33167, on 12.72 acres of land. The school is composed of four buildings linked by hallways and covered walkways. Building one houses the main office, media center, cafeteria, art and music labs. Building two houses the computer lab, science labs, and classrooms for primary grades one and two. Building three houses kindergarten, math lab, an Students With Disabilities (SWD). classroom and office, the parent resource center, and offices for physical education, world language teachers and security personnel. Building four houses third through fifth grade with an ESOL Lab.

Programs at the school, include English for Speakers of Other Languages (ESOL), Spanish for Spanish Speakers (Spanish S), Curriculum Content in Home Language (CCHL), and Spanish as a Second Language (Spanish SL), Students With Disabilities (SWD), (Gifted/Talented, Speech Impaired, Visually Impaired, Educable and Mentally Handicapped (EMH), and Specific Learning Disabilities), Drug Abuse Resistance Education (D.A.R.E., Teaching Enrichment Activities to Minorities (TEAM), and an Academic Excellence Program (AEP). Rocket Learning and Education Station will provide Saturday tutorials, which offers extended learning opportunities. For the 2007-2008 school year, Henry E. S. Reeves Elementary will become a Choice School within the district, focusing on the theme of, "Academy of Applied Technology - Preparing for Success."

Our student body has an enrollment of 824 students. They are 79.6 percent Black, 19 percent Hispanic, .02 percent White, and 01 percent, Other. The school provides free or reduced lunch to 90.6 percent of the student body. In addition 18.6 percent of the students participate in English for Speakers of Other Languages (ESOL) program. As a result, the following will occur:

Given instruction based on the Sunshine State Standards, students in grades three through five will increase by 5 percent their reading skills on the 2007 FCAT Reading Test as compared to the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in grades three through five will increase by 5% their mathematics skills on the 2007 administration of the FCAT Mathematics Test as compared to the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Black students will improve their mathematics skills as evidenced by 56% scoring at a Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Hispanic students will improve their mathematics skills as evidenced by 56% scoring at a Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will improve their mathematics skills as evidenced by 56% scoring at a Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Limited English Proficient (LEP) students will improve their mathematics skills as evidenced by 56% scoring at a Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade four will increase their skill proficiency in writing, as evidenced by a 1% increase in the number of students scoring Level 3.5 or higher on the 2007 administration of the FCAT Writing Test as compared to the 2006 administration of the FCAT Writing Test.

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase of 25 percentage points in the percent of students achieving Level 3 and above on the 2007 administration of the FCAT Science Test as compared to the 2006 administration of the FCAT Science Test.

Given the school wide emphasis on parental and community involvement, the school will demonstrate a 10% increase in parental and community interaction as evidenced by comparing the hourly logs for the 2005-2006 and the 2006-2007 school years.

Given the emphasis on safe and orderly environment, student behavior will improve as evidenced by a 10% decrease in the number of outdoor suspensions during the 2006-2007 school year as compared to the 2005-2006 school year.

Given an emphasis on the use of technology in education, all students in kindergarten through grade five will augment their usage of the Accelerated Reading Program as evidenced by a 10% increase in computer lab usage during the 2006-2007 school year as compared to the 2005-2006 school year.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades four through five will improve their fitness skills as evidenced by 10% of the students meeting high standards on the 2006-2007 administration of the FITNESSGRAM.

Given emphasis on the benefits of participating in advanced academic programs, the number of students being referred to the gifted program will increase by 10% during the 2006-2007 school year as compared to the 2005-2006 school year.

Henry E. S. Reeves Elementary School will improve its ranking on the Florida ROI index publication from the 19th Percentile in 2004 to the 20th Percentile on the next publication of the index.

Based on the results of the Organizational Performance Improvement Snapshot, one area needing improvement is providing faculty and staff members an opportunity to share their views and ideas for future organizational planning. By conducting bi-weekly Team Leader meetings and common grade level planning times, in addition to monthly faculty meetings, the staff will be given the opportunity to share and exchange ideas as they pertain to the future

development of school goals.

The second area for improvement is keeping the staff informed about the organization's finances. This area of need will be addressed by providing faculty and staff members with financial updates during faculty meetings as they relate to the allocation and distribution of funds including the EESAC minutes which are on the District's website.

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.

Henry E. S. Reeves Elementary School

VISION

Henry E.S. Reeves' vision is to be a model for quality public education. In being that model we will provide a rigorous academic environment that targets literacy in reading, writing, and math across all content areas. As a result, our students will perform at a high academic level throughout their educational career. We believe, in order to achieve this end, we must develop the whole child by including ethical decisions and appropriate interactions in a social context so that each child has the opportunity to grow into a productive citizen as a life long learner. Finally, we have an expectation for all members of our community to be actively involved in the development of our children.

MISSION

As we fulfill our mission to strive for excellence and share responsibility, the Henry Reeves' staff, parents, and community will provide the skills and training that will enable each student to become a responsible, productive and contributing member to a multicultural society. Looking at data to see each child's needs we commit ourselves to enabling each child to reach their full academic potential. The restructuring of our reading program, which includes an increase in time and a more focused delivery, will result in our meeting more individual student needs. The formation of tutoring and enhancement groups, based on test data indicating individual student needs, will allow support and growth activities for each child. The reduction of class size for students in the lowest quartile will allow for increased individualized instruction. Continued professional development for the staff to support this restructuring will be provided. An increase in computer-based individualized instruction in the areas of math and reading will allow students to become actively involved in their own learning. For Students With Disabilities, the Inclusion Model with instructional support will provide increased opportunities for grade level activities. Our children's character will be supported by a monthly focus from Miami-Dade County Public Schools' Nine Core Character Values program. A school wide behavioral program will support the emphasis on ethical decision-making. In order to foster this climate of academic excellence and character development, the Educational Excellence School Advisory Committee (EESAC), parents, and the staff at Reeves will continue to monitor the continuing success of our students.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

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School Demographics

Henry E.S. Reeves serves an urban community, which is composed of a lower to middle socio-economic population. Most of the surrounding neighborhood is composed of single-family homes, local businesses, and apartment complexes. Henry E.S. Reeves Elementary School is a Title I School that serves kindergarten through fifth grades. The school opened in August 1996 serving a multi-cultural population. Our student body has an enrollment of 830 students. They are 79 percent Black, 19 percent Hispanic, .01 percent White, and .01 percent Other. The school provides free or reduced lunch to 90 percent of the student body. In addition, 9 percent of the students participate in Limited English Proficient (LEP) program. Furthermore, 10 percent participate in the Students With Disabilities program.

There are fifty-two instructional staff members at Henry E. S. Reeves Elementary. Fifteen percent of the teachers are new to the profession. Sixty-nine percent of the instructional staff have bachelor's degrees. Twenty-seven percent of the instructional staff have a masters degree. Four percent of the instructional staff have a specialist degree. There are five paraprofessional/teacher assistants. Reeves has two administrators, one principal, and one assistant principal. There is one guidance counselor, one media specialist, and two reading coaches. There are three security monitors. There are three clerical/secretaries. There are six full-time custodial staff members. This year our cafeteria staff consists of one manager and seven cafeteria personnel. The staff is ethnically diverse with nineteen percent White, thirty-eight percent Hispanic, and forty-three percent Black. The staff gender is eleven percent male and eighty-nine percent female.

Technology is a driving force at Henry E.S. Reeves Elementary School. There are two computer labs, one being a mobile lab on a cart. In addition, each classroom has a minimum of five computers. Every teacher receives a laptop computer and is provided technical assistance and professional development in the area of technology.

A grant was awarded through the Division of Bilingual Education and World Languages to assist with academic instruction for all LEP students. This grant included twenty additional student computer stations and one hundred site licenses from Learning Today to provide additional support in the area of reading.

Henry E. S. Reeves Elementary also participates in the Academic Excellence Program (AEP) which gives students the opportunity to work the school's studio television production lab create and computerized art in the computer lab.

As of the 2005-2006 academic school year, Henry E. S. Reeves Elementary no longer has a partnership with the Edison Project, Inc. The school had a new administrative staff, who assisted with transitioning from the Edison Project to Miami-Dade School Public Schools. Equipment was replaced by M-DCPS which includes 180 computers, additional wiring, software licenses, and equipment. The school retained a core group of teachers and staff with high energy and an in-depth knowledge of implementing Best Practices and the Plan-Do-Study-Model.

School Foundation

Leadership:

Results of the Organizational Performance Improvement Snapshot (OPIS) Survey indicate that the faculty and staff strongly agree that the school leaders provide the school organization with high standards and ethics and obey laws and regulations. This data is supported by an average score of 4.5 in the Leadership section in the Business Results section of the survey.

District Strategic Planning Alignment:

According to the results of OPIS Survey, the faculty and staff strongly agree on how the school organization's plans will affect them and their work. This data is evident with a score of 4.5 on the Strategic Planning portion of the (OPIS) Survey.

Stakeholder Engagement:

Based on the results of the OPIS Survey, the faculty and staff strongly agree and know who their most important customers are. This is supported by a score of 4.3 on the Customer and Market Focus section of the survey.

Faculty & Staff:

The faculty and staff have weekly common grade level planning. This allows for collaboration that lends itself to the enhancement, of Best Practices and the effective delivery of academic instruction. The result of Human Resource Focus section of the OPIS Survey indicated an average score of 4.2 concluding that the faculty and staff cooperate as a team.

Teacher Mentoring Programs: All beginning teachers are assigned to a veteran teacher buddy that provides guidance and support. The new teachers attend the Beginning Teacher Orientation Program and are continuously provided support and assistance from the administrative team. Professional Growth Teams are composed of experienced teachers that have completed a mentoring training program which guides them in assisting new teachers in lesson planning, classroom management, and establishing successful teaching techniques. This team is identified in the Instructional Professional Evaluation and Growth Systems (IPEGS).

Data/Information/Knowledge Management:

The faculty and staff strongly agree that they have the knowledge and ability to utilize data to monitor the quality of their work to determine how instructional decisions are made. This is supported by an average score of 4.4 in the Measurement, Analysis, and Management section of the OPIS Survey.

Education Design:

The faculty and staff agreed with the learning opportunities offered through a varied of programs. This information is supported by the Process Management section by a score of 4.2 on the OPIS Survey.

Performance Results:

Based on the OPIS Survey, the highest overall category ranking is in the area of Strategic Planning. This data reveals a high score of 4.5. We have developed our school's motto, "A Community of High Achievers." Teachers, faculty and staff at Henry E. S. Reeves Elementary School will continue to strive for excellence for the 2006-2007 academic school year.

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 literate members of society.

Needs Assessment

The March 2006 FCAT Reading Test results showed that 54 percent of third grade students performed at or above Level 3, 54 percent of fourth graders performed at or above Level 3 and 50 percent of fifth graders performed at or above Level 3. In comparison to the March 2005 FCAT Reading scores, third, fourth and fifth graders made a combined total increase of 50 percent on Level 3 or above. Upon closer analysis, it is clear that fifth grade students outperformed both third and fourth graders in three of the four content areas tested. The greatest area of performance gap between the three groups was in Reference and Research whereby fifth graders scored 67 percent as opposed to 50 percent for both third and fourth graders. The second area of gap discrepancy was Comparison and Contrast with fifth graders scoring in the 60 percentile, while third and fourth graders scored in the 52 percentile. In the area of Main Idea, fifth graders scored highest in the 59 percentile, while third and fourth graders scored in the 55 percentile. In the area of Words and Phrases fourth graders scored 67 percent, where as, both third and fifth grade students scored in the 57 percentile. In addition, 58 percent of students in the bottom quartile made learning gains in 2006 as opposed to 63 percent in 2005. Data indicates a mean scale score increase for third graders from 280 in 2005 to 283 in 2006; a mean scale score decrease for fourth graders from 304 in 2005 to 297 in 2006; and a mean scale score for fifth graders from 270 in 2005 to 283 in 2006. Adequate Yearly Progress (AYP) data for 2006 FCAT Reading

indicates 44 percent of students are proficient at Level 3 or above in all subgroups

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will increase by 5 percent their reading skills on the 2007 FCAT Reading Test as compared to the 2006 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Develop an instructional focus timeline and calendar for all grade levels that encompass all tested benchmarks to ensure that all strands are thoroughly covered before state testing.	Reading Coach Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Conduct IPEGS formal and informal observations to enhance the quality of instructional planning and delivery.	Reading Coach Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Model reading lessons and conduct professional development workshops for teachers and staff members to improve classroom instruction.	Reading Coach Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide a grade level and differential instructional reading program to focus on specific student needs and prepare students for grade level state assessment.	Reading Coach Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement the Plan-Do-Study-Act instructional model to impact achievement in reading.	Reading coach Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide an Intensive Reading program for Level 1 and Level 2 students to develop proficiency of Sunshine State Standards through a tutorial program.	Reading Coach Administration	8/14/2006	5/30/2007	District Strategic Plan	\$20000.00

Research-Based Programs

Houghton Mifflin Reading Florida Edition
 Soar to Success
 Voyager
 Early Success

Professional Development

Teachers will participate in the following workshops during the 2006-2007 school year as referred through the District's Professional Development Catalog and Calendar:

- Plan-Do-Study-Act Model
- Ethics in Education
- Professional Growth Plan
- IPEGS training with a focus on teaching strategies
- Portfolio Assessment for Third Grade Alternative Promotion with a focus on holistic scoring

The reading coaches will: work with teachers interpreting and analyzing assessment data to drive instruction; coordinate the school's reading program; present model reading lessons; attending district or region staff development workshops and provide professional development for the staff.

Evaluation

Through grade level planning and data utilization meetings we will monitor the District's Interim Assessment (IA) and the delivery of the instructional calendar and the implemented instructional programs as evidenced from lesson plans and informal observations. Test data will be used to identify all FCAT Level 1 students and to document their progress. Monthly Benchmark Assessments (second through fifth) on-going monitoring using the DIBELS Assessment (kindergarten through fifth), Accelerated Reader, STAR Testing (first through fifth), Pre/Post FCAT Writing district assessments (first through fifth) and the 2007 FCAT Test.

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:

Increase mathematics performance of all students at Henry E.S. Reeves Elementary School.

Needs Assessment

Results on the March 2006 FCAT Mathematics test indicated the following: 48 percent of the third graders performed at Level 3 or above; 51 percent of fourth grade students performed at Level 3 or above and 33 percent of fifth grade students performed at Level 3 or above. It is evident that fourth graders out performed fifth graders by increasing the number of students performing at Level 3 or above by 17 percent. In closer analysis, third grade out performed fourth grade in three out of the five content clusters and outperformed fifth grade in five out of five content clusters. While scoring 57 percent in Geometry and 57 percent in Data Analysis it was the lowest scoring area for third graders. The highest cluster scored by third graders was Algebraic Thinking at 67 percent. Fourth graders area of lowest performance was Data Analysis, Geometry and Algebraic Thinking, scoring 43 percent in all three areas. The highest cluster scored by fourth graders was Number Sense at 60 percent. Fifth graders' areas of lowest performance were in Number Sense (31 percent), and Data Analysis (33 percent). Furthermore, the results of the 2006 FCAT Mathematics test indicate mean scale score increases for third graders from 289 in 2005 to 304 in 2006. The mean scale score for fourth graders went from 278 in 2005 to 293 in 2006. Fifth grade mean scale score increase from 287 in 2005 to 300 in 2006. Third and Fifth grades increased by thirteen points and fourth grades increased by fifteen points.

Our 2006 Math FCAT results reflect that 48 percent of African American students, 43 percent of Hispanic Students, 46 percent of Economically Disadvantage students, 41 percent of Limited English Proficiency students, and 11

percent of Students with Disabilities scored Level 3 or above. Adequate Yearly Progress on the 2006 FCAT Math Test indicated there was a 38 percent proficiency in all subgroups.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will increase by 5% their mathematics skills on the 2007 administration of the FCAT Mathematics Test as compared to the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Black students will improve their mathematics skills as evidenced by 56% scoring at a Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Hispanic students will improve their mathematics skills as evidenced by 56% scoring at a Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will improve their mathematics skills as evidenced by 56% scoring at a Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Limited English Proficient (LEP) students will improve their mathematics skills as evidenced by 56% scoring at a Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Identify the students in grades three through five scoring Level 1 or 2 to provide small group tutorial services in the school tutorial program.	Administration / Grade Chairs / Mathematics Coach	8/14/2006	5/30/2007	District Strategic Plan	\$15000.00
Provide all students daily opportunities to engage in authentic problem solving activities using critical thinking, manipulatives, problem solving procedures in order to prepare students for state testing.	Administration / Grade Chairs / Mathematics Coach	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement the Plan-Do-Study-Act Instructional model to impact student achievement in mathematics.	Administration / Grade Chairs / Mathematics Coach	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Disaggregate data to identify individual students strengths and weaknesses	Administration / Grade Chairs / Mathematics Coach	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Develop an instructional focus timeline and calendar for all grade levels that incorporates district provided Mathematics Scope and	Administration / Grade Chairs / Mathematics Coach	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Sequence to ensure that all strands are covered before the state test.					
Utilize technology to deliver utilization of FCAT Explorer with students in grades three through five in order to reinforce and enhance mathematics skills.	Administration / Grade Chairs / Mathematics Coach	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Harcourt Brace Math Florida Edition

Professional Development

Teachers will participate in the following workshops during the 2006-2007 school year as referred through the District's Professional Development Catalog and Calendar:

- Plan-Do-Study-Act Model
- Ethics in Education
- Professional Growth Plan
- IPEGS training to support best practices

Evaluation

District and bi-weekly benchmark assessments will monitor the program's effectiveness and students' progress. The final evaluation will be the administration of the 2007 administration of the FCAT Mathematics Test.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

All students will be able to communicate effectively through writing.

Needs Assessment

The March 2006 Florida Comprehensive Assessment Test (FCAT) Writing results showed that 82 percent of fourth grade students scored 4.0 on Expository and/or 3.7 on the Narrative. Therefore, having a combined score of 3.9.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade four will increase their skill proficiency in writing, as evidenced by a 1% increase in the number of students scoring Level 3.5 or higher on the 2007 administration of the FCAT Writing Test as compared to the 2006 administration of the FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the Plan-Do-Study-Act Instructional model in order to support and maintain increased student achievement.	Reading Coaches Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement bi-weekly planning sessions to ensure focus on writing instruction.	Reading Coaches Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement the PLORES workshop quality of short and extended responses to enhance instruction.	Reading Coaches Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement school wide monthly writing prompts to increase writing in all grades.	Reading Coaches Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide parent workshops that focus on FCAT writing techniques to provide home support for students.	Reading Coaches Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Houghton Mifflin Reading Florida Edition

Professional Development

Reading Coaches will provide staff development in:

- interpreting and analyzing assessment data
- consistency of delivery and preparation in writing (kindergarten through fifth)
- selection and organization of materials for the implementation of the writing plan
- holistic scoring, effective writing strategies, and writing across the curriculum

Delivery of all training includes model lessons and follow up activities to ensure transfer and application of newly learned strategies and techniques. Also, teachers will participate in professional development during the 2006-2007 school year as referred through the District's Professional Development Catalog and Calendar.

Evaluation

FCAT Writing Pre and Post tests, as well as, monthly writing prompts and weekly assessments created by teachers will be administered throughout the year for progress monitoring purposes. Final evaluation will be the scores on the 2007 FCAT Writing + Test.

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:

Increase the scientific knowledge of all students.

Needs Assessment

Henry E. S. Reeves' fifth grade science mean score on the 2006 Science FCAT was 247, which was 41 points lower than the district mean score, and 52 points lower than the state. Only 6% scored at a Level 3. Physical and Chemical, Earth and Space, Life and Environmental and Scientific Thinking were about 38 percent and needs improvement.

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase of 25 percentage points in the percent of students achieving Level 3 and above on the 2007 administration of the FCAT Science Test as compared to the 2006 administration of the FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Involve students with hands-on investigative activities to increase cognitive intellectual development.	Administration Grade Level Chairs / Science Coach	8/14/2006	5/30/2007	District Strategic Plan	\$15000.00
Implement the Plan-Do-Study-Act model in order to support and maintain increased student achievement.	Administration Grade Level Chairs / Science Coach	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide classroom materials that allow for student exploration in order to strengthen the understanding of the scientific process.	Administration Grade Level Chairs / Science Coach	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Create and implement an instructional calendar based on the District Scope and Sequence to ensure insure instruction of all strands prior to the FCAT science test.	Administration Grade Level Chairs / Science Coach	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Integrate science instruction with the use of nonfiction text to reinforce content learned in science.	Administration Grade Level Chairs / Science Coach	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Engage all students in problem solving to increase students' cognitive skills.	Administration Grade Level Chairs / Science Coach	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

- FOSS (Full Option Science System K–6)
- TRACS

Professional Development

Teachers will participate in the following workshops during the 2006-2007 school year as referred through the District's Professional Development Catalog and Calendar:

- district and region personnel focusing on FCAT item specifications
- staff providing model lessons

Evaluation

Bi-weekly and monthly assessments created through FCAT Test Maker and Exam View in alignment with Sunshine State Standards in science will be administered bi-weekly throughout the year for progress monitoring purposes. Final evaluation will be the scores on the 2007 FCAT Science Test.

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:

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

Needs Assessment

Three hundred and forty-three (343) parents attended our FCAT Family Night and Parent Workshops. In addition, Henry E. S. Reeves partnered with Miami-Dade Department of Human Services by sponsoring a weekly parent training and life skills program designed for a maximum of 10 parents.

Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate a 10% increase in parental and community interaction as evidenced by comparing the hourly logs for the 2005-2006 and the 2006-2007 school years.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Organize, plan, and implement an incentive program by homeroom to encourage attendance at PTA, parent workshops, and school activities.	Administration Community Resource Director	8/14/2006	5/30/2007	District Strategic Plan	\$2000.00
Implement parent training (FCAT Family Night Out) to increase parental understanding of FCAT.	Administration Community Resource Director	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Identify a core group of parents who can translate during workshops, conferences, and school activities to increase parent participation of non-English speaking parents.	Administration Community Resource Director	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement a Parent Training & Life Skills Program in partnership with Miami-Dade Department of Human Services to increase parenting skills.	Administration Community Resource Director	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Post and distribute monthly parent communications via newsletters, e-mail, and websites to increase communication.	Administration Community Resource Director	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide workshops using the Bilingual Parent Outreach Program (BPOP) for limited English proficiency parents in their native language to increase their participation at school events.	Administration Community Resource Director	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Community Involvement Specialist Training

Customer service training for teachers and staff on how to welcome and communicate with parents.

Evaluation

Conduct quarterly analysis of parent participation in school activities by monitoring the amount of parental involvement through workshop sign-in sheets, home visit logs, and PTA membership. The final evaluation will be reflected in the sign-in sheets at the end of the 2006-2007 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

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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 6 STATEMENT:

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

Needs Assessment

Data from 2005-2006 indicates that there was a total of 60 Outdoor and 52 Indoor Suspensions of students which were entered into the Student Case Management System.

Measurable Objective

Given the emphasis on safe and orderly environment, student behavior will improve as evidenced by a 10% decrease in the number of outdoor suspensions during the 2006-2007 school year as compared to the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement safety procedures that will be reinforced by staff to decrease the opportunity for unsafe/negative student behavior.	Administration Grade Chairs	8-15-06	5-30-07	District Strategic Plan	\$0.00
The Climate Committee will develop and assist staff members on guidelines to identify students who have shown positive/improved behavior.	Administration Leadership Team	8-15-06	5-30-07	District Strategic Plan	\$0.00
Review the school wide discipline policy to increase teacher awareness of expected behaviors.	Administration Grade Chairs	8-15-06	5-30-07	District Strategic Plan	\$0.00
Implement district's Character Education Program to enforce the development of strong character traits of students in kindergarten through fifth.	Administration Grade Chairs Counselor	8-15-06	5-30-07	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

The counselor will provide strategies for classroom teachers to implement in their classrooms to assist students with their decision making skills. This will result in a safer environment at Henry E. S. Reeves Elementary School.

Evaluation

Ongoing evaluation will occur by reviewing quarterly reports (COGNOS) to ensure progress toward the goal set for the year is being met.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

The school will promote equitable and universal access to technology.

Needs Assessment

During the 2005-2006 school year, students in grades kindergarten through two utilized Accelerated Reader (AR) for 200 hours in the computer lab. Grades three through five did not use the computer lab to engage in AR activities.

Measurable Objective

Given an emphasis on the use of technology in education, all students in kindergarten through grade five will augment their usage of the Accelerated Reading Program as evidenced by a 10% increase in computer lab usage during the 2006-2007 school year as compared to the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Allow students to take Accelerated Reader tests corresponding to books read.	Principal Assistant Principal Reading Coaches Media Specialist Microsystems Technician	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Monitor student participation by providing teachers with monthly usage reports.	Principal Assistant Principal Reading Coaches Media Specialist Microsystems Technician	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Conference with students regarding their progress in the Accelerated Reader Program.	Principal Assistant Principal Reading Coaches	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide teachers with data regarding students' progress on the Accelerated Reader Program.	Principal Assistant Principal Reading Coaches Media Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Teachers will receive professional development on the Accelerated Reader Program at the school site.

Evaluation

The 2006-2007 End of the Year Usage report for the Accelerated Reader Program.

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"/>

Miami-Dade County Public Schools

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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:

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

Needs Assessment

Results of the FITNESSGRAM standards indicated that of the 287 fourth and fifth graders tested during the 2005-2006 school year, twenty-three students received gold awards and forty-one students received silver awards. A total of 41 students earned a gold or silver award on the 2005-2006 administration of the FITNESSGRAM.

Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades four through five will improve their fitness skills as evidenced by 10% of the students meeting high standards on the 2006-2007 administration of the FITNESSGRAM.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Administer the FITNESSGRAM Pre-test to students in grades two through five.	P.E. coaches Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Administer the FITNESSGRAM Post-test to students in grades four through five.	P.E. coaches Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide students in grade four through five with cardiovascular activities to physical endurance.	P.E. coaches Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement activities to improve flexibility	P.E. coaches Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Encourage participation in regular physical activities by teaching students enduring healthy life styles including eating habits and a home fitness program.	P.E. coaches Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Physical Education teachers will participate in district meetings and workshops covering the six national content standards delineated in the National Standards for Physical Education. Additionally, P.E. coaches will attend professional development addressing procedures and implementation of the FITNESSGRAM.

Evaluation

Pre and Post Running tests will be given to monitor progress of students' fitness throughout the year.

Results from the Physical Education FITNESSGRAM administered at the end of the 2006-2007 school year will be the final assessment.

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"/>

Miami-Dade County Public Schools

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

Needs Assessment

During the 2005-2006 school year there were a total of 18 gifted referrals.

Measurable Objective

Given emphasis on the benefits of participating in advanced academic programs, the number of students being referred to the gifted program will increase by 10% during the 2006-2007 school year as compared to the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the Plan-Do-Study-Act to identify eligible students.	Administration Counselor	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Conduct in-services for teachers to determine criteria for eligibility for placement in a gifted class.	Administration Counselor	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Include higher order thinking strategies, authentic problem solving activities and questioning strategies within all lessons in kindergarten through fifth.	Administration Counselor	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide parent workshops to review the characteristics of the gifted child	Administration Counselor	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Not applicable

Professional Development

Professional development will include:

Workshops for staff and parents on the characteristics of the gifted child and how to meet their needs.

Participation by teachers at district or region workshops.

Evaluation

We will review the number of students referred for gifted placement in 2006-2007 as compared to the 2005-2006 school year.

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 type="checkbox"/>

GOAL 10 STATEMENT:

Henry E. S. Reeves Elementary School will rank at or above the 90th percentile statewide in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicates that in 2004, Henry E.S. Reeves Elementary School ranked at the 19th percentile on the State of Florida ROI index.

Measurable Objective

Henry E. S. Reeves Elementary School will improve its ranking on the Florida ROI index publication from the 19% Percentile in 2004 to the 20th Percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Become more informed about the use of financial resources in relation to school programs.	Administration/EESAC	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Collaborate with the district on resource allocation.	Administration/EESAC	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks	Administration/EESAC	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Consider shared use of facilities, partnering with community agencies	Administration/EESAC	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

On the next State of Florida ROI index publication, Henry E.S. Reeves will show progress toward reaching the 20th percentile.

EESAC Compliance

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

Budget:

EESAC participated in the development of the school budget.

Training:

EESAC received budget, SIP, and technology training during monthly EESAC meetings.

Instructional Materials:

EESAC supported the alignment of resources to support instructional needs.

Technology:

EESAC posted meeting dates and minutes on the M-DCPS website.

Staffing:

EESAC worked with the school's budget to support needed instructional support.

Student Support Services:

EESAC worked in conjunction with the Community Resource Director to provide incentives that promote student achievement.

Other Matters of Resource Allocation:

EESAC supported the community with a distribution of gift baskets during the holidays. The committee also provided a process by which staff and stakeholders could present written proposals for consideration of monetary requests to supplement the FCAT.

Benchmarking:

EESAC continually monitored the School Improvement Plan goals to monitor the implementation of strategies and the analyze formal evaluative data.

School Safety & Discipline:

EESAC worked collaboratively in addressing the safety and discipline of the student body, providing recommendations that enhanced school goals and initiatives.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$20,000.00
Goal 2: Mathematics	\$15,000.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$15,000.00
Goal 5: Parental Involvement	\$2,000.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
Total:	\$52,000.00

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