
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 5021 - Ben Sheppard Elementary School

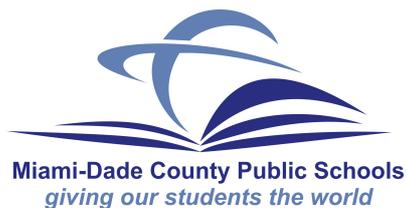
FeederPattern: Barbara Goleman Senior

Region: Regional Center I

District: 13 - Miami-Dade

Principal: John Lux

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Ben Sheppard Elementary School

Ben Sheppard Elementary School is a Regional Center I School located in West Hialeah, a predominantly Hispanic community. The school serves approximately 1365 students of low socioeconomic background. Approximately 85 percent of the students receive free or reduced priced meals. Through a grant award, the Ben Sheppard community receives the services of a full time nurse, a nurse technician, and a social worker, all located in the school clinic. Students receive medical and other services from the Miami Children's Hospital's Pediatric Van, the Mobile Dental Clinic, Children's Psychiatric Center and the Citrus Network.

Given instruction using the Sunshine State Standards students in grades three through five will improve their reading skills as evidenced by 78 percent of the students achieving Level three or higher on the 2007 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, students in grades three through five, will improve their mathematics skills as evidenced by 74 percent of the students scoring at a Level 3 or higher on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, Students With Disabilities (SWD) in grades three through five will improve their mathematics skills as evidenced by 56 percent of the students scoring at a Level 3 or higher on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 92% scoring at 3.5 or above on the 2007 administration of the FCAT Writing Plus Assessment.

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by 64 percent of students scoring at Level 3 or above on the 2007 administration of the FCAT Science Assessment.

Given a school-wide emphasis on encouraging greater parental and community involvement, the school will demonstrate a 5 percent increase in the number of parental and community interactions as evidenced by comparing the monthly logs for 2005-06 to the 2006-07 school year.

Given the percent of students suspended due to violations of the Code of Student Conduct, as documented by Student Case Management reports for both indoor/outdoor suspensions, Ben Sheppard Elementary School will decrease by one percent the number of incidents requiring a Student Case Management report, as compared to the 2005-2006 school year.

Given the increased emphasis on Accelerated Reader, eighty percent of the students will actively engage in utilizing technology as evidenced by Accelerated Reader Management Reports.

Given instruction using the Competency Based Curriculum, students in grades four and five will improve their fitness level in the 2006-2007 school year, as evidenced by a one percent increase in the total number of Silver and Gold award winners on the FitnessGram Test, when compared to the number of Silver and Gold award winners in the 2005-2006 school year.

Given instruction using the Competency Based Curriculum, students in grades three through five will participate in academic and/or enrichment activities throughout the school year, as evidenced by a one percent increase in student participation in SECME and Chess.

Ben Sheppard Elementary School will improve its ranking on the State of Florida ROI Index publication from the 54th percentile in 2004-2005 to the 55th percentile on the next publication of the Index.

Overall the results of the Organizational Performance Improvement Snapshot survey tool indicated an average score of 4.2 on a five point scale. Our objective is to achieve a 5.0. This challenges all stakeholders to make a concerted effort for improvement. Two critical areas for improvement based on the results are Process Management and Strategic Planning. The new school year has brought changes to the administrative team and faculty at Ben Sheppard Elementary. We have a new assistant principal and thirteen new faculty members. These are tantamount to stimulating a positive school climate; therefore, we plan to improve the areas of Process Management and Strategic Planning throughout the school year as described below.

Process Management Focus: Administration will communicate with faculty and staff long range plans which directly affect them. Staff will be updated of progress through monthly faculty and staff meetings. Faculty and staff will continue to be asked for their input as it directly relates to school wide plans.

Strategic Planning: Administration will continue to attend scheduled grade level/special area meetings where faculty/staff will be able to present any data and request any available resources pertaining to their needs.

Performance Results: The administration will guide the teachers in their endeavors by interpreting and utilizing the most up-to-date and relevant data on student performance.

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.

Ben Sheppard Elementary School

VISION

Ben Sheppard Elementary School is committed to providing our students the educational opportunities needed to succeed in all academic programs.

MISSION

Ben Sheppard will accomplish this by enriching the existing Competency Based Curriculum and Sunshine State Standards with higher order thinking skills, as well as technological resources that will enhance the instructional program. This will empower students with the fundamental knowledge required to effectively function in a global society.

CORE VALUES

Ultimately, Ben Sheppard Elementary, along with the collaboration of administrators, teachers, parents, and the community, will triumph as a School of Excellence.

School Demographics

Ben Sheppard Elementary is located in the City of Hialeah and serves a multi-ethnic population, predominantly Hispanic. The community consists mostly of rental apartments and condominiums of low socioeconomic status. Ben Sheppard Elementary School serves approximately 1,365 students from the surrounding neighborhood in grades Prekindergarten through five. The student population consists of 97 percent Hispanic, one percent African-American, one percent White Non-Hispanic, and one percent Asian. Currently, 85 percent of our students participate in the free and reduced lunch program, thus qualifying Ben Sheppard Elementary as a Title I school.

Ben Sheppard Elementary has achieved the distinction of being an "A" school for three consecutive years as designated by the Florida Department of Education. Adequate Yearly Progress (AYP) was achieved for the 2005-2006 school year by all sub groups with the exception of Students With Disabilities (SWD) in Math.

Our school was selected and awarded a grant to be a full service school. This means we have additional support services to help our students and their parents. It easily facilitates onsite health services and outside agency support.

Ben Sheppard Elementary historically has been the recipient of numerous awards and recognitions. The school held the state mental mathematics championship for six years in a row, a national record. Students continue to excel in the Division of Mathematics and Science Education's Science Engineering Communications and Mathematics Enhancement (SECME) competition. Our students have consistently ranked in the top two places in most categories. As demonstrated in the 2006 competition results, our students won second place in all of the following categories: Build & Design and Science Brain-bowl. The students also won third place in the Essay category. A total of twenty-three Ben Sheppard Elementary students went to competition in the 2006 school year.

Once again, the Chess Club will be available to our students with the addition of Kindergarten this year. During the 2005-2006 school year thirty -five students were enrolled in the Chess Program. They were in grades 1-5. There were no awards given, due to the lack of attendance at the tournament. This year 62 children are currently enrolled in the Chess Program. They are in grades K-5.

Ben Sheppard Elementary leads the district with 42 percent of our instructional staff holding a Master's Degree or higher. Ben Sheppard Elementary is also the home of three National Board Certified Teachers, who provide leadership in mentoring future candidates. The instructional staff population is comprised of 46 percent Hispanic, 26 percent African-American, 27 percent White Non-Hispanic, and one percent Asian/Pacific Islander.

Ben Sheppard Elementary provides a wide range of services to Students with Disabilities, including students with the following exceptionalities: Emotional Handicaps, Severely Emotionally Disturbed, Specific Learning Disabilities, Autism, Speech and Language Delays, Visual Impairments, and students who are Educable Mentally Handicapped.

The EH / SED program assists students with their social and emotional needs within a positive, safe learning environment. The EH/SED program provides the services of the following support staff: EH & SED clinicians, a part-time art therapist and a Behavior Management Teacher.

Ben Sheppard Elementary is at the forefront when it comes to servicing students with exceptional needs. We are entering our sixth year as an inclusion model school. It is our philosophy that children participating in the inclusion program grow academically, socially and emotionally.

Some of the challenges the school faces are: a student population mobility rate of 25 percent, Limited English Proficiency of the students and their families, increasing and changing district and state regulations, which make it difficult for our teachers to effectively plan and customize instruction, level of parental involvement and motivating lower performing students. The current teacher shortage causes recruitment challenges, in addition, securing daily emergency substitutes impacts our ability to provide release time for teachers to participate in staff development activities.

Ben Sheppard Elementary has identified several opportunities for improvement. Strategies will be developed based on data collected from the following assessments: FCAT, DIBELS, SAT, DAR, and benchmark tests. This data will be used to plan and customize instruction for targeted groups using the continuous improvement model. Leadership Teams comprised of representatives from each grade level and each discipline will be utilized to address issues that pertain to the school curriculum as a whole and individual subject areas. Grade level teams continuously analyze assessment data, determine student needs, and evaluate appropriate intervention strategies.

School Foundation

Leadership:

Overall results according to the Organizational Performance Self Assessment Survey indicates leadership as one of the highest ranked scores for Ben Sheppard Elementary with a score of 4.3. This is an indication that the staff recognizes the mission and feels that the administration creates an environment that enables them to effectively do their job.

District Strategic Planning Alignment:

Overall results according to the Organizational Performance Self Assessment Survey indicates District Strategic Planning Alignment as one of the lowest ranked scores for Ben Sheppard Elementary with a score of 4.1. Staff at Ben Sheppard Elementary were unaware of the necessity for their direct involvement in the strategic long range planning of the curriculum for the students. As a result of this, teachers feel that they are constrained due to the required assessments mandated by the State.

Stakeholder Engagement:

Overall results according to the Organizational Performance Self Assessment Survey indicates Stakeholder Engagement received one of its highest marks for Ben Sheppard Elementary as evidenced by a score of 4.3. The community and our stakeholders have a positive image of Ben Sheppard Elementary and are satisfied with the way the faculty and staff deal with the day to day challenges and how they are resolved.

Faculty & Staff:

Overall results according to the Organizational Performance Self Assessment Survey indicates that the Human Resource Focus received its highest mark for Ben Sheppard Elementary as evidenced by a score of 4.4. This is an indication that the staff recognizes the mission and feels that the administration creates an environment that enables them to effectively do their job. As a result, the administration will continue to provide the teachers with the support of a professional development team which will be charged with honing teachers' skills and providing professional feedback based on observations and collaborative planning.

Data/Information/Knowledge Management:

Overall results according to the Organizational Performance Self Assessment Survey indicates Data Driven Decision Making ranks a score of 4.2 for Ben Sheppard Elementary. As a result the administration will continue to provide teachers with comprehensive indicators of performance feedback and recognition based on up-to-date and relevant data. In addition, Professional Development will be more directly focused on student achievement.

Education Design:

Overall results according to the Organizational Performance Self Assessment Survey indicates that Process Management received one of the lowest marks for Ben Sheppard Elementary as evidenced by a score of 4.1. Ben Sheppard Elementary will continue to employ the Plan-Do-Study-Act model of Continuous Improvement Model (CIM). The academic needs of students will be identified by using the web-based Student Performance Indicators

(SPI). A curriculum scope and sequence has been developed aligned to the Sunshine State Standards to ensure that the instructional program maintains focus on the benchmarks assessed on the Florida Comprehensive Assessment Test. Ongoing assessment of student performance will be closely monitored so that instructional practices may be revised to meet the individual needs of students. Based on pertinent data, students will have the opportunity to participate in a variety of programs designed to reinforce and/or enrich reading, writing, science and mathematics skills. (The after school tutoring program will serve children who require added support to achieve higher levels of proficiency on the FCAT through program enhancement.) A Saturday Academy will also be provided to children who score at moderate to high levels on the FCAT. This Saturday Academy will allow children to enhance their reading, writing, science and mathematics skills and abilities. In addition, students will have the opportunity to participate in an Academic Excellence Program which focuses on the development of critical thinking through a diverse set of instructional strategies.

Performance Results:

Overall results according to the Organizational Performance Self Assessment Survey indicates that Performance Results received a high mark for Ben Sheppard Elementary as evidenced by a score of 4.2. As a result, the administration is putting attendance incentives in place for both students and teachers of Ben Sheppard Elementary. These incentives will further improve the attendance rate of both the students and staff which will have a positive effect on their performance.

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 type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

Students in grades three through five will improve their achievement in reading and make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master the Sunshine State Standards.

Needs Assessment

65.4 percent of the Students with Disabilities, (SWD), did not achieve high standards on the 2006 FCAT assessment. The concentration of students scoring at a Level one was 42.3 percent.

Overall, 89 percent of LEP students did not achieve high standards on the 2006 FCAT assessment. The concentration of the students scoring at a Level one being was 75.7 percent. The data further indicates that the majority of the students did not demonstrate proficiency in the areas of word/phrases, main idea/purpose, and comparisons.

Overall, students in grades three through five responded incorrectly more frequently to questions that dealt with main idea/purpose and reference and research.

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

Measurable Objective

Given instruction using the Sunshine State Standards students in grades three through five will improve their reading skills as evidenced by 78 percent of the students achieving Level three or higher on the 2007 administration of the FCAT Reading Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Demonstrate lessons and provide coaching activities to teachers on all grade levels based on student assessment data.	Administrators, Reading Coach, Selected Teachers	9/18/2006	5/18/2007	District Strategic Plan	\$0.00
Analyze student assessment data to design professional development in reading, aligned to the Houghton-Mifflin Pacing Guide at each grade level.	Administrators, Reading Coach	9/18/2006	5/18/2007	District Strategic Plan	\$0.00
Identify students' independent reading level using Star testing and afford students the opportunity to check out Accelerated Reader books.	Administrators, Media Specialist and Classroom Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Identify and provide intervention strategies, as indicated in the district's Comprehensive Research-based Reading Plan, for targeted students not meeting grade level expectations, including Limited English Proficient (LEP), Students With Disabilities (SWD), and economically disadvantaged students.	Administrators, Title I Personnel, Reading Coach	9/18/2006	5/30/2007	District Strategic Plan	\$0.00
Use Creating Independence through Student-owned Strategies (CRISS) to assist students increase their reading comprehension.	Administrators, Classroom Teacher, Reading Coach	9/18/2006	5/30/2007	District Strategic Plan	\$0.00
Implement a diagnostic/prescriptive intervention program during the school day, focusing on the reading deficiencies of targeted students.	Administrators and Reading Coach	9/18/2006	5/30/2007	District Strategic Plan	\$0.00
Identify students for Saturday Enrichment Academy who score at mid-range Level three or above on the FCAT Sunshine State Standards (SSS) and/or 70% or higher on the Stanford Achievement Test.	Administrators, Reading Coach	11/13/2006	2/24/2007	District Strategic Plan	\$0.00
Identify students in all subgroups scoring at Level one or two on the FCAT Reading Test, and those scoring in the lowest twenty-five percent on the Reading Comprehension	Administrators, Reading Coach	9/18/2006	5/25/2007	District Strategic Plan	\$0.00

subtest of the Stanford Achievement Test (SAT), as delineated in AYP disaggregated data.	
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Research-Based Programs

Use state/district adopted core reading program, (Houghton- Mifflin), along with the programs listed below:

Riverdeep
Voyager Passport
Project CRISS
Quick Reads
“Soar to Success” and “Early Success” programs
Reading Plus
Learning Today

Professional Development

Teachers will be trained in the following:

CRISS
DIBELS
Houghton Mifflin Core Reading Program Implementation
Riverdeep
Reading Plus
Using Assessment Data to Drive Instruction

Evaluation

Formative Evaluation:

DIBELS
Houghton-Mifflin Theme Tests
District Provided Interim Assessments

Summative Evaluation:

This goal will be evaluated by 78 percent of the students achieving Level three or higher on the 2007 administration of the FCAT Reading Assessment.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

Students in grades three through five will improve in achievement in Math and make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master the Sunshine State Standards.

Needs Assessment

Results indicate that as a whole, the SWD students did not make adequate yearly progress in Math. However, overall 49% of Students With Disabilities scored at or above grade level according to the 2005-2006 FCAT.

81.1% (30 LEP students) did not achieve high standards as measured on the 2006 FCAT results.

Intervention is recommended in the strand of:

Number Sense and Algebraic Thinking for students in grades 3-5.

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five, will improve their mathematics skills as evidenced by 74 percent of the students scoring at a Level 3 or higher on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, Students With Disabilities (SWD) in grades three through five will improve their mathematics skills as evidenced by 56 percent of the students scoring at a Level 3 or higher on the 2007 administration of the FCAT Mathematics Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Evaluate students in grades 3-5 by schoolwide assessment.	Administrators, Grade Chairs	10/23/2006	5/30/2007	District Strategic Plan	\$0.00
Provide Students With Disabilities with Math resource teacher support on a weekly basis.	Administrators, Math and Science Coach	9/25/2006	5/30/2007	District Strategic Plan	\$0.00
Provide all students in grades 3-5 weekly access to Riverdeep and FCAT Explorer.	Administrators, Classroom Teachers	11/13/2006	5/30/2007	District Strategic Plan	\$0.00
Review and maintain math skills through completing weekly maintenance worksheets aligned to the district's pacing guide, for students in grades 3-5.	Administrators, Grade Chairs and Classroom Teachers.	11/13/2006	5/30/2007	District Strategic Plan	\$0.00
Offer students at ESOL Levels 1-4 the opportunity to have after school tutoring in math in their home language for four hours per week.	Administrators	10/2/2006	5/30/2007	District Strategic Plan	\$0.00
Tutor students at FCAT Levels 3-5 using math enrichment strategies during Saturday School Academy and evaluate by Pre and Post Tests.	Administrators, and Saturday School Teachers	11/13/2006	2/24/2007	District Strategic Plan	\$9600.00

Research-Based Programs

Utilize state adopted research-based text (Scott Foresman).

Riverdeep

Professional Development

District Math Workshops
Riverdeep

Evaluation

Formative:

Scott-Foresman Chapter Assessments
District Provided Interim Assessments

Summative:

Limited English Proficient (LEP) students in grades three through five will be evaluated by 61 percent of the students scoring at a Level 3 or higher on the 2007 administration of the FCAT.

Students With Disabilities (SWD) in grades three through five will be evaluated by 56 percent of the students scoring at a Level 3 or higher on the 2007 administration of the FCAT.

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 type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

Students in grades three through five, will improve their achievement in Writing and make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master the Sunshine State Standards.

Needs Assessment

Although 91 percent of the fourth grade students achieved high standards on the 2006 Writing assessment, teachers expressed the need for continued enhancement of the instructional program, enabling students opportunities to gain the skills necessary to achieve high standards.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 92% scoring at 3.5 or above on the 2007 administration of the FCAT Writing Plus Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide weekly "Writing Workshops" for all students in grade four prior to the FCAT Writing Plus Assessment.	Administrators, Reading Coach and Classroom Teacher	10/16/2006	02/02/2007	District Strategic Plan	\$0.00
Provide weekly "Writing Workshops" for all students in grade three after the administration of the FCAT assessment.	Administrators, Reading Coach and Classroom Teachers	3/12/2007	5/18/2007	District Strategic Plan	\$0.00
Monthly Jeopardy-style competition with fourth grade students, focusing on the conventions and mechanics skills assessed on the FCAT Writing Plus.	Administrators, Reading Coach, Classroom Teachers	11/6/2006	2/2/2007	District Strategic Plan	\$0.00
Support the writing process through incorporating the use of text structures in informational texts across the curriculum in all grade levels.	Administrators, Classroom Teacher	10/16/2006	5/30/2007	District Strategic Plan	\$0.00
Incorporate CRISS strategies and graphic organizers to enhance the writing process.	Administrators, Classroom Teacher	10/16/2006	5/30/2007	District Strategic Plan	\$0.00
Develop appropriate writing skills in kindergarten and first grades as presented in the Houghton-Mifflin Core Reading Program and district recommended programs.	Administrators, Classroom Teacher, Reading Coach	10/16/2006	5/30/2007	District Strategic Plan	\$0.00
Develop and implement the "WOW" program (Writing element Of the Week), in grades one through five, focusing on a different element of writing each week.	Administrators, Reading Coach, Classroom Teachers	10/9/2006	5/25/2007	District-wide literacy plan	\$0.00
Design and provide professional development workshops in writing based on district assessment data.	Administrators, Reading Coach	10/16/2006	4/30/2007	District Strategic Plan	\$0.00
Identify students scoring "below 3.0" on the district writing pretest in grade four and provide intervention strategies.	Administrators, Reading Coach	10/16/2006	2/2/2007	District Strategic Plan	\$0.00
Participate in Daily Language Practice as provided in the Houghton Mifflin Core Reading Program to enhance grammar,	Administrators, Classroom Teacher	10/16/2006	5/30/2007	District Strategic Plan	\$0.00

punctuation, and writing skills for students in grades two through five.	
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Research-Based Programs

Houghton-Mifflin Core Reading Program

Miami-Dade County Comprehensive Research-based Reading Program

The Six Traits of Good Writing

Professional Development

Elements of Good Writing

The Writing Process

Holistic Scoring and the State Rubric

The Six Traits of Good Writing

Evaluation

Formative Evaluation:

District Writing Assessments

Classroom Assessments

Summative Evaluation:

Students in grade four will improve their writing skills as evidenced by 92 percent scoring at 3.5 or above on the 2007 administration of the FCAT Writing Plus Assessment.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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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"/>

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

Students in grades three through five will improve their achievement in Science and make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master the Sunshine State Standards.

Needs Assessment

Although 39 percent of the students achieved high standards on the 2006 FCAT Science assessment, there is room for improvement. Teachers expressed the need for continued hands-on experiences as part of the instructional program, allowing students to gain the skills and knowledge necessary to achieve state standards.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by 64 percent of students scoring at Level 3 or above on the 2007 administration of the FCAT Science Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement "Soaring Into Science" video program for grades four and five.	Administrators, Math/Science Coach and Classroom Teachers	10/16/2006	5/18/2007	District Strategic Plan	\$0.00
Provide professional development activities in science according to the needs of the school.	Administrators, Math/Science Coach	10/16/2006	5/18/2007	District Strategic Plan	\$0.00
Utilize MDCPS Science Scope and Sequence, Pacing Guide, and district provided activities for grades one through five.	Administrators, Math/Science Coach and Classroom Teachers	8/14/2006	5/18/2007	District Strategic Plan	\$0.00
Provide students in all grades with the opportunity to participate in the school-wide Science Fair.	Administrators, Math/Science Coach and Classroom Teachers	3/12/2007	4/27/2007	District Strategic Plan	\$0.00
Engage all students in grades kindergarten through five in a minimum of four, hands-on science experiments/experiences per grading period.	Administrators, Math/Science Coach and Classroom Teachers	8/28/2006	5/30/2007	District Strategic Plan	\$0.00
Invite parents to attend science workshops designed to inform them about the scientific process and hands-on experiments they can do at home with their child.	Administrators, Math/Science Coach, Science Resource Aide, Community Involvement Specialists	10/16/2006	4/27/2007	District Strategic Plan	\$0.00
Provide students in grades four and five with weekly hands-on, inquiry-based investigations in the Science Lab, which is in addition to the required hands-on classroom experiments.	Administrators, Math/Science Coach, Science Resource Aide	8/28/2006	3/9/2007	District Strategic Plan	\$0.00
Provide students in grades two and three with weekly hands-on, inquiry-based investigations in the Science Lab, which is in addition to the required hands-on classroom experiments.	Administrators, Math/Science Coach and Science Resource Aide	3/19/2007	5/30/2007	District Strategic Plan	\$0.00
Invite students in grades three through five to participate in the Science, Engineering, Communication Mathematics Enhancement (SECME) after	Administrators and SECME Coordinator	9/14/2006	5/18/2007	District Strategic Plan	\$4000.00

school program.					
Utilize "Measuring Up to the Sunshine State Standards" , a consumable workbook, with fifth grade students, as a supplemental instructional aid.	Administrators, Math/Science Coach and Classroom Teacher	1/8/2007	3/9/2007	District Strategic Plan	\$2370.13

Research-Based Programs

Measuring Up to the Sunshine State Standards
 CRISS Strategies
 Harcourt Science

Professional Development

Teachers will be trained in:

CRISS strategies
 Hands-On Science Activities
 Reading Across the Curriculum

Evaluation

Formative:
 Harcourt Science Textbook Assessments
 Hands-On Science Activities

Summative:
 This goal will be evaluated by 64 percent of students scoring at Level 3 or above on the 2007 administration of the FCAT Science Assessment.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

GOAL 5 STATEMENT:

The school will demonstrate growth in parental participation regarding any and all school-related activities.

Needs Assessment

Overall, the 2005-2006 logs and monthly reports indicate a three percent decrease in Involvement in the areas of Storytime Center and Storytelling Activities along with a two percent decrease in Family Involvement in Family Literacy Programs.

Measurable Objective

Given a school-wide emphasis on encouraging greater parental and community involvement, the school will demonstrate a 5 percent increase in the number of parental and community interactions as evidenced by comparing the monthly logs for 2005-06 to the 2006-07 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide all students with agendas in order to increase and facilitate communication between the school and the parents.	Administrators	8/18/2006	5/18/2007	District Strategic Plan	\$0.00
Provide workshops and seminars to assist parents with the educational, social and emotional development of their children in order to promote an effective relationship between home and school.	Administrators, Community Involvement Specialist	10/17/2006	5/18/2007	District Strategic Plan	\$0.00
Arrange meetings at a variety of times to maximize opportunities for parents to participate.	Administrators, Community Involvement Specialist	9/5/2006	5/18/2007	District Strategic Plan	\$0.00
Encourage parents to utilize the school library and Parent Resource Center and Resource Fair, which provide them with resources to assist their children at home.	Administrators, Community Involvement Specialists, and Media Specialist	8/14/2006	5/18/2007	District Strategic Plan	\$0.00
Increase parental participation by disseminating information about the school's activities via flyers, website, marquee and home visits by the Community Involvement Specialists.	Administrators, Community Involvement Specialist, and Computer Lab Specialist.	9/5/2006	5/18/2007	District Strategic Plan	\$0.00
Plan an FCAT Family Night that includes hands-on activities for parents and their children to explore together.	Administrators, Reading Coach, Math/Science Coach, Classroom Teachers	10/9/2006	11/8/2006	District Strategic Plan	\$200.00

Research-Based Programs

National Parent and Teacher Association's (PTA) Standards for Parent/Family Involvement Programs.

Professional Development

Provide training for teachers in the following topics for parent workshops:

Science Project Ideas

Parent Conferences

Family Literacy Night

How to be a Great Volunteer

Helping Your Child Improve their Reading

Evaluation

This goal will be evaluated by a five percent increase in the number of parental and community interactions as evidenced by comparing the monthly logs for 2005-06 and 2006-07 school years.

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

GOAL 6 STATEMENT:

Ben Sheppard Elementary School will provide students with a safe learning environment which is conducive to their academic and emotional needs.

Needs Assessment

During the 2005-2006 school year the staff at Ben Sheppard Elementary suspended 4 percent of the student population (62 students). According to the 2005-2006 School Climate Survey, parents feel overall that their child's learning environment is safe and clean.

Measurable Objective

Given the percent of students suspended due to violations of the Code of Student Conduct, as documented by Student Case Management reports for both indoor/outdoor suspensions, Ben Sheppard Elementary School will decrease by one percent the number of incidents requiring a Student Case Management report, as compared to the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide parent workshops on positive ways to discipline their child at home.	Administrators, Community Involvement Specialists, Counselors	8/18/2006	5/18/2007	District Strategic Plan	\$0.00
Conduct fire, tornado, Code Red, and Code Yellow drills on a regular basis during the school year.	Administrators	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Refer parents to the Parent Academy for safety and discipline concerns.	Administrators, Community Involvement Specialists	8/18/2006	5/30/2007	District Strategic Plan	\$0.00
Encourage students and parents to refer to the Student Code of Conduct for safety and discipline issues.	Administrators, Classroom Teachers	8/18/2006	5/30/2007	District Strategic Plan	\$0.00
Encourage all teachers to attend professional development in-services pertaining to classroom and behavior management.	Administrators	8/18/2006	4/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Lee Cantor's Assertive Discipline

Professional Development

District Classroom Management Workshops/In-services

Evaluation

Ben Sheppard Elementary School will be evaluated by a one percent decrease in the number of incidents requiring Student Case Management Reports for the 2006-2007 school year, as compared to the 2005-2006 school year.

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 type="checkbox"/>

Miami-Dade County Public Schools

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

GOAL 7 STATEMENT:

Students will utilize technology in their weekly routine to access information and reinforce their academic skills.

Needs Assessment

There are 38 portables at Ben Sheppard Elementary School without student computers or internet access. As a result, not all students have equal access to technology in the classroom.

Measurable Objective

Given the increased emphasis on Accelerated Reader, eighty percent of the students will actively engage in utilizing technology as evidenced by Accelerated Reader Management Reports.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Expand the incentive program to promote participation in Accelerated Reader.	Administrators, Media Specialist and Classroom Teacher	8/14/2006	5/18/2007	District Strategic Plan	\$0.00
Promote the school-wide use of Accelerated Reader.	Administrators, Media Specialist and Classroom Teachers	8/14/2006	5/18/2007	District Strategic Plan	\$0.00
Access the Miami Dade County Elementary Resource Databases.	Administrators, Media Specialist	9/25/2006	5/30/2007	District Strategic Plan	\$0.00
Assign computer lab time available for whole class instruction.	Administrators, Media Specialist and Classroom Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Participate in virtual field trips to support research in content area curriculum.	Administrators, Media Specialist	9/25/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Students will utilize Accelerated Reader, Riverdeep, FCAT Explorer, Learning Today and Reading Plus.

Professional Development

Teachers and staff members will attend ongoing in-house training regarding various software applications throughout the year, given

by the Microsystems Technician and members of the school's technology team. Topics will include:

How to Access District/School Email selective groups as needed

How to Utilize Jump Drives selective groups as needed

Riverdeep Program Training

Accelerated Reader Training

Electronic Gradebook

Reading Plus

Learning Today (for ESOL)

Evaluation

Eighty percent of the students will actively engage in utilizing technology as evidenced by Accelerated Reader Management reports.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

GOAL 8 STATEMENT:

Seventy percent of students in grades three through five will be award winners in the MDCPS Physical Fitness Testing Program.

Needs Assessment

Results indicate that 64 percent of the students earned a Silver or Gold award during the 2005-2006 administration of the FitnessGram Test.

Measurable Objective

Given instruction using the Competency Based Curriculum, students in grades four and five will improve their fitness level in the 2006-2007 school year, as evidenced by a one percent increase in the total number of Silver and Gold award winners on the FitnessGram Test, when compared to the number of Silver and Gold award winners in the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Design activities/lessons that promote muscular strength and endurance for second through fifth grade students.	Administrators, PE Teachers	8/15/2006	5/30/2007	District Strategic Plan	\$0.00
Encourage all students and their families to participate in the State of Florida's "Family Day" activities promoting a healthy lifestyle.	Administrators, PE Teachers	8/18/2006	5/30/2007	District Strategic Plan	\$0.00
Encourage participation of regular physical activities and good eating habits for the purpose of improving skills and health.	Administrators, PE Teachers	8/18/2006	5/30/2007	District Strategic Plan	\$0.00
Encourage parental involvement in promoting physical fitness of students in second through fifth grade via parent education workshops.	Administrators, PE Teachers	8/18/2006	5/30/2007	District Strategic Plan	\$0.00
Provide students in grades two through five with cardiovascular/aerobic activities to enhance endurance.	Administrators, PE Teachers	8/15/2006	5/30/2007	District Strategic Plan	\$0.00
Implement activities to improve the flexibility levels of students.	Administrators, PE Teachers	8/18/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

District Physical Fitness Test
FitnessGram Test

Professional Development

Provide staff District Professional Development in the following areas:

Track and Field

Rhythm and Dance

Team Sports

Physical Fitness

Evaluation

Ben Sheppard Elementary students in grades four and five will improve their fitness level as evidenced by a one percent increase in the total number of Silver and Gold award winners on the 2006-2007 FitnessGram Test.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 9 STATEMENT:

Ben Sheppard Elementary students will develop skills that encourage and promote critical thinking by participating in academic and enrichment activities.

Needs Assessment

Ben Sheppard Elementary experienced a lack of student participation with only 35 students enrolled in the Chess Club, due to low parental involvement. An alternate coach will be added for the 2006-2007 school year to encourage student participation and parental support.

Measurable Objective

Given instruction using the Competency Based Curriculum, students in grades three through five will participate in academic and/or enrichment activities throughout the school year, as evidenced by a one percent increase in student participation in SECME and Chess.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Demonstrate lessons and coach activities to students to build strategic thinking in Chess.	Administrators, Chess Club Sponsors	9/11/2006	5/18/2007	District Strategic Plan	\$0.00
Demonstrate lessons and coach activities to students to enhance critical thinking and problem solving in science.	Administrators & SECME Coordinator	9/14/2006	5/18/2007	District Strategic Plan	\$0.00
Implement the addition of an alternate coach to encourage student participation and parental support.	Administrators, Chess Club Sponsors	9/11/2006	5/18/2007	District Strategic Plan	\$0.00
Encourage all students in grades Kindergarten through five to join the after school Chess Club.	Administrators, Chess Club Sponsors	9/18/2006	5/18/2007	District Strategic Plan	\$0.00
Encourage all students in grades three through five to participate in the SECME Program after school for four and a half hours per week.	Administrators & SECME Coordinator	9/14/2006	5/18/2007	District Strategic Plan	\$4000.00

Research-Based Programs

SECME Program
CHESS Program

Professional Development

SECME Program

Evaluation

This goal will be evaluated by a one percent increase in the number of students participating in the SECME and CHESS 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.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 10 STATEMENT:

Ben Sheppard Elementary School will rank in the 55th 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 Ben Sheppard Elementary ranked at the 54th percentile on the State of Florida ROI Index.

Measurable Objective

Ben Sheppard Elementary School will improve its ranking on the State of Florida ROI Index publication from the 54th percentile in 2004-2005 to the 55th percentile on the next publication of the Index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Gather information about the use of financial resources as it relates to school programs.	Administrators	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Collaborate with District on resource allocation.	Administrators	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Review reconfiguration of existing resources.	Administrators	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Expand participation in Dade Partners Resource Program.	Media Specialists & Community Involvement Specialists	9/18/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Riverdeep Program
 Houghton-Mifflin Core Reading Program
 Scott-Foresman Florida Mathematics
 Harcourt Science
 Harcourt Florida Social Studies
 Reading Plus
 Accelerated Reader
 Learning Today

Professional Development

Teachers will be trained in:

Riverdeep

FCAT Explorer

Accelerated Reader

Learing Today

Reading Plus

Money Matters

MSAF

Paraprofessionals will be trained on how to best serve students and meet students' needs in conjunction with the Houghton-Mifflin Core Reading Program.

Evaluation

On the next State of Florida ROI Index publication, Ben Sheppard Elementary will show progress toward reaching the 55th 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:

Funds allocated by the state are disbursed based on the needs of students, educational programs, and areas in need of improvement. All fund disbursements are discussed, reviewed and approved by committee members in order to ensure resources support the overall school organization.

Training:

Student performance data is carefully reviewed with committee members so that professional development activities can be planned for staff.

Instructional Materials:

Supplemental, support and resource materials are considered and carefully screened by the committee for the purpose of determining cost effectiveness and material usability.

Technology:

EESAC members work closely with the technology committee, administrators, and computer specialist to continuously optimize and enhance the technology program.

Staffing:

The committee makes recommendations regarding the staffing needs of the school and, when available, allocates funds for this purpose.

Student Support Services:

The Student Support Team and the counseling programs provided at our school site are supported by the committee. Additionally, the services rendered by the psychologist, social worker and onsite therapists receive resources as needed from the EESAC.

Other Matters of Resource Allocation:

Resources for students and teachers are addressed as needed.

Benchmarking:

Benchmarks are continuously assessed and reviewed by members of the EESAC. Recommendations are made based on student performance.

School Safety & Discipline:

School Safety and Discipline are continuously assessed and reviewed by all staff members as well as the EESAC. Recommendations are made based on student, staff and community needs.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$0.00
Goal 2: Mathematics	\$9,600.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$6,370.13
Goal 5: Parental Involvement	\$200.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$4,000.00
Goal 10: Return On Investment	\$0.00
Total:	\$20,170.13

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