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# *SCHOOL IMPROVEMENT PLAN*

## *2006-2007*

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*School Name: 5791 - West Homestead Elementary School*

*FeederPattern: South Dade Senior*

*Region: Regional Center VI*

*District: 13 - Miami-Dade*

*Principal: Frederic Conde, Ed.D.*

*Superintendent: Rudolph F. Crew, Ed.D.*



# SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

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## *West Homestead Elementary School*

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West Homestead Elementary, located in a rural Miami-Dade community, is a large, multiethnic school with ninety-eight percent of the students on free and reduced priced meals and a large Exceptional Student Education Center. Based on the School Demographic and Academic Profile, Stanford Achievement Test reports, Florida Comprehensive Assessment Test (FCAT) results, School Report Card, and the results of the 2005-2006 School Improvement Plan adequate progress review, the faculty and staff, in cooperation with the Education Excellence School Advisory Council, have identified four schoolwide priorities for the 2006-2007 school year:

- Given instruction using the Sunshine State Standards 51% of the students in grades three through five will score three or higher on the 2007 FCAT Reading Test.
  
- Given instruction using the Sunshine State Standards, 51% percent of the lowest performing students will make a years worth of progress on the 2007 FCAT Reading Test.
  
- Given the instruction using the Sunshine State Standards, 51% of the Students with Disabilities in grades three through five will score level three or higher on the 2007 FCAT Reading Test.
  
- Given the instruction using the Sunshine State Standards, 51% of Limited English Proficient (LEP)students in grades three through five will score level three or higher on the 2007 FCAT Reading Test.
  
  
  
  
  
  
  
  
  
  
- Given instruction using the Sunshine State Standards 56% of the students in grades three through five will score level three or higher on the 2007 FCAT Mathematics Test.
  
- Given instruction using the Sunshine State Standards,56% percent lowest performing students will make adequate progress on the 2007 FCAT Mathematics Test.
  
- Given instruction using the Sunshine State Standards, 56% of Limited English Proficient (LEP) students

in grades three through five will score level three or higher on the 2007 FCAT Mathematics Test.

-Given instruction using the Sunshine State Standards, 56% of Hispanic students in grades three through five will score level three or higher on the 2007 FCAT Mathematics Test.

-Given instruction using the Sunshine State Standards, 56% of SWD students in grades three through five will score level three or higher on the 2007 FCAT Mathematics Test.

-Given instruction using the Sunshine State Standards, 82% of students in grade four will score 3.5 or higher on the 2007 FCAT Writing Plus test.

-Given instruction using the Sunshine State Standards, there will be a 10% increase in the number of students in grades five scoring at level three or higher on the 2007 FCAT Science Test.

-Given schoolwide emphasis on parent outreach, parental involvement will increase by ten Percent as documented by comparing the 2005-2006 and the 2006-2007 Title I Annual Parent Involvement Survey.

Given school-wide emphasis on socially appropriate behavior, students will improve their behavior as evidenced by a ten percent decrease in the number of students being suspended for aggressive behavior when compared to 2006 suspension records.

- Given instruction using computer based instruction, eight-five percent of students will show acceptable performance on Success Maker courseware as evidenced by data retrieved from Success Maker Enterprise High Stakes Management Report based on The Continuous Improvement Model.

Given training in the fitness components, students in grades 3-5 will improve their fitness levels as evidenced by sixty-percent of the students tested on the 2007 FITNESSGRAM assessment test will receive a gold or silver award.

In an attempt to increase multicultural opportunities, and cultural awareness, membership in choir, chess, and orchestra activities will increase from twenty-two student in 2005-2006 to forty-four students in 2006-2007 as evidenced by students attendance roster.

West Homestead Elementary School will improve its ranking on the State of Florida Return On Investment (ROI) index publication from thirty-three percentile in 2004 to the thirty-six percentile on the next publication of the Florida Return On Investment.

# 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.

## West Homestead Elementary School

### VISION

Vision:

The vision of the West Homestead Elementary faculty and staff is to be the catalyst acting to make dreams a reality: the dreams that parents have for their children, the dreams that children have for themselves, and the dreams that the community has for its future. At West Homestead Elementary we believe that "If you can dream it...you can achieve it."

### MISSION

Our mission at West Homestead Elementary is to pursue excellence, actualize potential, and promote social skills and responsibilities within a multicultural community and changing world.

We will pursue academic excellence through an emphasis on basic skills while developing critical thinking and cooperative learning skills.

The school's staff will strive to actualize each student's potential by: raising the academic expectations of our community, providing opportunities for success for all, and encouraging parent and community participation.

At West Homestead, we believe that we can light the way to a brighter tomorrow by providing an environment and educational experience which promote the acquisition of appropriate social skills and responsibilities.

## CORE VALUES

Core Values: West Homestead Elementary believes that as the primary vehicle for the education of its community's children, we are dedicated to attaining the highest possible quality of content, delivery, and service. We believe that our responsibility is to our students, to our employees, and to the community and the society that we serve.

## *School Demographics*

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### School Location/Characteristics:

West Homestead Elementary is located at 1550 SW 6th Street in Homestead, Florida. West Homestead Elementary School is located in a rural multi-ethnic community with "inner city" characteristics. The school site has been servicing students in the community since its inception in 1960, and sits on fourteen acres on land. The schools has been updated with an average of 95% of the classrooms having internet and intranet access. In addition there are three stand alone computer labs, and each teacher's classroom has been equipped with a teacher computer workstation. A modern music suite, and an enclosed pation area allow for a variety of school wide programs which includes the monthly FCAT Pep Rally.

We concluded the 2006-2007 school year with appoximately 803 students in pre-kindergarten through grade five. The ethnic breakdown is thirty nine percent African-American, fifty-eight percent Hispanic, two percent Anglo American and one percent other. The number of students qualifying for free or reduced priced meals is ninety-five percent. The exceptional student population constitutes twenty-nine percent of the enrollment. by data reported on the District and School Profile Report.

West Homestead Elementary has a Title I School-wide Program utilizing allocated funds to supplement the basic program to address the specific needs of our students. Additional programs include Exceptional Student Education with six inclusion units for students diagnosed with exceptionalities; Limited English Proficiency Program which provides instruction in English for speakers of other languages, Migrant Program which provides support to dependents of migrant workers, Academic Excellence Program (AEP) for students who benefit from an enrichment strand of instruction; Learning Through Movement, Strings Program which provides learning strategies for students and their parents. These programs will focus on improving the educational achievement of all students.

West Homestead Elementary earned a "B" on the school accountability grading system. An increase in the number of lowest performing students acheiving learning gains, there were other successes according to the data provided by the FDOE accountabilty report. Sixty percent of students in grades three through five made learning gains in reading comprehension skills. The 2006 FCAT Mathematic test scores reflected sixty-seven percent of the students in grades three through five made learning gains. The 2006 FCAT Writing Plus Test scores indicated 82% of the students in grades four met high standards. Limited English Proficiency Students constitute fifty-two percent of the enrollment. The daily attendance for the school averages ninety percent.

Two Administrators, a principal and an assistant principal, serve as the instructional leaders of the school. There are thirty (30) certified basic classroom teachers, fifteen (15)ESE teachers, one (1) guidance counselor, one (1) speech pathologist, a media specialist, eight(8) special area teachers, a reading leader, a reading coach, a Math/Science specialist, one (1) Occupational Therapists, and twelve full-time paraprofessionals. There are forty-five (45) teachers with Bachelor's degrees, thirteen (13) teachers with Master's degrees and (0) with Doctoral Degrees. The ethnic make-up of the staff is nineteen percent White Non-Hispanic, forty-three percent Black Non-Hispanic, thirty-seven percent Hispanic, and 1 percent Asian/American Indian. The student-teacher ratios are at state level requirements as evidenced

# *School Foundation*

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## ***Leadership:***

West Homestead Elementary enjoys a collaborative system of leadership that includes representatives from all stakeholders on the Educational Excellence School Advisory Council. Leaders in the school provide the technical support and professional support as well as additional opportunities that stakeholders need in order to make informed decisions. Innovation is encouraged and new ideas are given every opportunity to succeed. West Homestead Elementary provides an eclectic approach to instruction in order to guarantee quality educational experiences for its students. In facilitating this approach, input from all stakeholders is considered as an essential part of program improvement. This ongoing communication between the school leadership team and the stakeholders enables us to provide educational programs that are tailored to our students' needs. All stakeholders will be provided with opportunities to become fully immersed in areas identified in the O.P.I. survey as deficient. Focus of training will be to develop stakeholder initiatives that support the educational programs and meet the needs of all students.

Our mission at West Homestead Elementary School is to pursue excellence, actualize potential, and promote appropriate social skills and responsibilities within a multicultural and changing world.

The vision of the West Homestead Elementary faculty and staff is to be the catalyst acting to make dreams a reality.

## ***District Strategic Planning Alignment:***

The School Advisory Council review, analyze, and evaluate pertinent data such as the School's Demographics and Academic Profiles, FCAT Reports and formulate objectives as school wide priorities. The Council schedules meetings, notifies participants, and create agendas, as per State and District guidelines.

## ***Stakeholder Engagement:***

In an attempt to provide continuous improvement and appropriately serve the stakeholders of West Homestead Elementary, all stakeholders were administered the School Climate Survey. The data revealed that although the staff was satisfied with the overall performance of the school they felt improvement was needed in understanding how well the organization was doing financially. As a result emphasis will be placed on providing professional training opportunities that inform on said matters.

Additionally, the results of the School Climate Survey were used to determine that even though eighty percent of the parents agreed that West Homestead Elementary was making learning interesting and relevant, the results were still two standard deviations below all elementary schools in the District. This area of improvement will be addressed by providing more professional development opportunities to staff, which focus on improving student engagement.

Finally, a further review of the data contained within the school School Climate Survey revealed that only eighty-two percent of parents having students at West Homestead Elementary thought teachers were effectively teaching students in the basics of reading. The results were significantly low when compared to ninety-three percent of the population of all elementary schools responding to the same survey.

### ***Faculty & Staff:***

Teacher Mentoring Programs: All teachers new to the profession and/or school system will be involved in the New Teacher Orientation provided by Miami-Dade County Public Schools. The school will provide new teachers assistance with planning, setting goals, and effective classroom management strategies in a mentorship program. This will be further supported by pairing veteran teachers with new teachers. Professional Growth Teams will also be assigned to provide additional growth activities on an individual basis. New teachers will participate in workshops provided by the curriculum support team.

### ***Data/Information/Knowledge Management:***

Adequate progress will be deemed to have been made if progress has been made toward achieving all objectives. Within the district, there is a system in place, SCHOOL IMPROVEMENT PLAN mid-year reviews. Utilizing quarterly assessments which serve as part of the monitoring process, which is then reviewed at the Region Center. Base on the Continuous Improvement Model utilized at the school site, data meetings are conducted biweekly to review assessments and make curriculum decisions.

### ***Education Design:***

Extended Learning Opportunities: West Homestead Elementary will offer a wide array of learning opportunities for all students. Special tutorial programs to address the specific needs of each subgroup will occur during and after-school. The before school program includes: The Title I Chess club program which provides opportunities for students in grades kindergarten through five to develop critical thinking skills. School day tutorials include Voyager PASSPORT, a reading program for Tier two and Tier three students, READ 180 provides remedial help for students participating in the Students with Disabilities program. The Lexia program provides support for the Limited English Proficient (LEP) students. The after-school tutorials provide additional remedial opportunities for Reading and Mathematics to all students in Grades Kindergarten through five.

Extended Learning Opportunities:

West Homestead Elementary was awarded the Family Literacy Grant. The grant will bring together several community-based groups to form the structure of a tutorial initiative. Participants will include: South Dade Skills Center, PTSA, and Sweet Vine. The program will focus on reading and mathematics improvement. The Family Literacy Grant will also focus on parenting skills, student tutorials and parent/child activities. In addition, the school was awarded the Title V Part A Innovative Program Grant. This program will culminate with a presentation to showcase students' achievements.

School-wide Improvement Model:

West Homestead Elementary School will incorporate the SIM Instructional Cycle. The SIM Instructional Cycle is a four step process for improvement in the educational services of students. The cycle includes: Disaggregation of test scores, time-line development direct instructional focus. assessment, tutorial, enrichment, maintenance and monitoring of student progress.

### ***Performance Results:***

West Homestead Elementary has identified several issues concerning improvement in education design and support



process improvement. The following programs/initiatives address this concern:

- Truancy Intervention Program
- Daily announcements of perfect attendance
- Monthly and quarterly attendance awards

To increase the student's ability to peacefully resolve conflict, West Homestead Elementary will continue to implement the PEACE Foundation conflict resolution program.

According to the Climate Summary Report, the school climate at West Homestead Elementary is conducive to learning. A climate of high expectations that all students can learn in a safe and orderly environment allows teachers and students to focus on academic achievement. A need to increase attendance has been identified. A community involvement specialist, in conjunction with the assistant principal, has the responsibility of organizing and implementing strategies to increase attendance.

# ***Additional Requirements***

Only for schools under state sanction

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## **• High Quality, Highly Qualified Teachers:**

West Homestead Elementary School is staffed with classroom instructors who have been certified and deemed highly qualified by the State of Florida per the issuance of a state teaching certificate, which documents the completion of a bachelor's degree and knowledge of subject area(s) taught. All teachers will be involved in the instruction of reading during the 2006 - 2007 school year.

All teachers new to the profession and/or school system will be involved in the New Teacher Orientation provided by Miami-Dade County Public Schools. West Homestead Elementary School will provide new teachers assistance with planning, setting goals, and effective classroom management strategies in a mentorship program. This will be further supported by pairing veteran teachers with new teachers. Professional Growth Teams will also be assigned to provide additional growth activities on an individual basis. New teachers will participate in workshops provided by the curriculum support team.

## **• Highly Qualified, Certified Administrators:**

Principal

Dr. Frederic E. Conde, Principal, has been employed with the Miami-Dade School Board for the past fifteen years, during which he has proven himself a charismatic and dynamic individual at different levels. He has effectively tackled challenges designed to improve the educational system as a teacher, Educational Specialist, Technology Coordinator, Executive Director of both Professional Standards and School Operations; and Assistant Principal of two inner city elementary schools in Homestead (Laura C. Saunders and West Homestead Elementary School). Dr. Conde has developed and collaborated on a series of training initiatives designed to increase knowledge of personnel procedures and increase accountability while decreasing District liability; such as: Human Resource management trainings; ethics trainings; diversity awareness and compliance training & personnel evaluation workshops. More specifically, he has proactively tackled employee standards and personnel evaluation issues; conducting employee relations workshops, promoting ethical conduct, and implementing changes designed to ensure and improve the quality of the instructional program.

Moreover, at the school-site level he has been instrumental in establishing key initiatives such as curriculum alignment teams and common planning blocks. As an Assistant Principal of two inner city elementary schools, his area of responsibilities have included line supervision of faculty, setting and aligning strategic vision, coaching and mentoring employees, Human Resource and succession planning, performance management, personnel evaluation, personnel recruitment, scheduling, community relations and curriculum implementation. Dr. Conde has shown his excellent administrative ability by overseeing both Regular Education and Exceptional Student Education (ESE) programs ensuring that staff collaborates to accomplish all school related tasks despite the reduction of one administrative unit. For example, he has demonstrated strong leadership ability by coordinating the following: the Feeder Pattern Young Author's Fair; the Mathematics Textbook Series adoption; 3rd Grade Student Progression/Retention Process (Florida §1008.25); conducting mini-internal and property inventory audits; conducting both instructional & non-instructional personnel meetings; monitoring truancy intervention processes; guiding curriculum improvement meetings; monitoring School Support Team meetings and staffings; overseeing student conflict resolution; monitoring facilities operations; monitoring safety-to-life concerns and personnel compliance; conducting bilingual parent trainings (English and Spanish); overseeing the implementation of the new Academic Improvement Plan; guided the training of teachers in programs implementing a school-wide discipline plan; collaborating on developing several procedural handbooks

(parent, faculty, custodial); monitoring systems integration for over 400 computer work stations; guiding the effective implementation of three major computer software initiatives (Success Maker and Assess2Learn); monitoring the implementation of the new Inclusion programs designed to increase ESE and Regular Education student contact time. The implementation of these programs has resulted in the improvement of student achievement in all of the core subjects.

Additionally, at the District level, Dr. Conde has directed the creation of: real-time interactive training vignettes; electronic work tools/templates; supervisor HR training manuals and website; and conflict resolution workshops. Dr. Conde has also provided generalist support from a professional standards office effecting over 1000 site supervisors. He has directed strategic performance management initiatives designed to improve employee performance and overall operational effectiveness. As well as providing direction in revamping internal training procedures/manuals designed to establish best practices and performance monitoring systems in support of continuous improvement. He has served as the liaison to the following offices: the State Attorneys Office, Labor Unions, Office of Civil Rights, Florida Commission on Human Relations & Florida Commission on Ethics. Additionally he has created A Series of E-Training Briefs Specifically Used for Management Training (Topics: FMLA, ADA, OSHA, FLSA)

As a lead member of the training staff, responsibilities included supervising other trainers, providing administrative expertise and supervision in the areas of technology planning, technology acquisition, personnel selection and Local Area Network administration. Additional skills involved: setting strategic vision, coaching and mentoring employees, performance management, personnel evaluation, and training on technology curricula inclusive of internal HRIS, Microsoft Applications and Networking systems. Additionally, Dr. Conde has coordinated and conducted district-wide trainings, providing technological assistance to high-level Technology Committees. He has presented at the U.S. Department of Education's Blue Ribbon Conference and to delegates from the United Soviet State of Russia Ministry of Education. Dr. Conde has demonstrated tremendous interpersonal skills. Dr. Conde has received awards from numerous community members and agencies (e.g. Children's Psychiatric Center, and Miami-Dade County Mayor's Blue Ribbon Technology Committee). Dr. Conde was the department's liaison to School Board Members needing technological assistance.

Dr. Conde has been a Miami-Dade County resident since he moved to Miami from New York in 1978. He is a graduate of Monsignor Edward Pace Catholic High School. His undergraduate degree was attained at Heidelberg College in Ohio, with majors in Business Administration and Spanish Literature. Dr. Conde received his Master's degree in Educational Leadership from Nova Southeastern University. And finally Dr. Conde completed his Doctoral Studies in Educational Leadership also at Nova Southeastern University.

#### Assistant Principal

Mrs. Barbara Leveille-Brown, Assistant Principal, has been employed with Miami-Dade County Public Schools for the past ten years. Mrs. Leveille-Brown has been a Miami-Dade County resident since she moved to Miami from New York City in 1988. She attained her Bachelor of Science degree from Barry University with majors in Elementary Education and Early Childhood graduating with a G.P.A. of 3.8 and attaining the honor of Magna Cum Laude in May of 1997. While serving her students she continued her educational goal and pursued her Masters degree in Educational Leadership from Barry University where she graduated in May of 2003.

Mrs. Leveille-Brown has been newly assigned as Assistant Principal at West Homestead Elementary School. Prior to her assignment of assistant principal, she taught as a Kindergarten, Second Grade, and Third Grade Teacher at Miami Heights Elementary School. While educating the students at Miami Heights Elementary School, Mrs. Leveille-Brown has held the position of Grade Level Chairperson where she worked closely with the Administrative team and her current grade level.

Mrs. Leveille-Brown continued her commitment to all stakeholders by eagerly taking on tasks that were placed before her. She

began a program to promote parent/family involvement in 2003 where she initiated monthly seminars while working closely with the Bilingual Parent Outreach Program of Miami-Dade County Public Schools. Facilitating this program entitled her the title of Parent Liaison. While serving all stakeholders of Miami Heights Elementary, Mrs. Leveille-Brown continued to set personal and professional goals through her hard work and dedication. She has also held the following leadership positions: Educational Excellence School Advisory Committee Recording Secretary, where she assisted the Chairperson with recording, transcribing and posting the online minutes; Citizens Advisory Council Chairperson for the Southridge Feeder Pattern from 2003-2005, where she worked closely with the Lead Principal to ensure proper representation of the Feeder Pattern. Her next level of leadership while at Miami Heights Elementary School was the position of Lead Teacher. As the Lead Teacher, Mrs. Leveille-Brown assisted the Administrative Team in fostering a safe learning environment, facilitating a Beginning Teachers Program and served as an adjunct administrator in the absence of administrators.

### **• Teacher Mentoring:**

All teachers new to the profession and /or school system will be involved in the New Teacher Orientation provided by Miami-Dade County Public Schools. The school will provide new teachers assistance with planning, setting goals, and effective classroom management strategies in a mentorship program. This will be further supported by pairing veteran teachers with new teachers. Professional Growth Teams will also be assigned to provide additional growth activities on an individual basis. New teachers will participate in workshops provided by the curriculum support team.

### **• School Advisory Council:**

The School Advisory Council (SAC) assisted in the preparation of the School Improvement Plan relative to the following areas and made recommendations within as follows:

1. Budget - Allocate additional funds for materials to be used for remediation of FCAT skills.
2. Training - Implement staff development in Reading, Writing, and Math training at scheduled meetings; provide inclusion training, provide research based instructional strategies training.
3. Instructional Material - Purchase of manipulatives to enhance student performance in mathematics and science.
4. Technology - Establish additional computer labs and increase wireless environment.
5. Staffing - Create an interview committee for the purpose of selecting and hiring personnel.
6. Student Support Services - Implement character education curriculum in all grade levels.
7. Benchmarking-Establishing before school and after-school tutorial program with standardized curriculum which will be tied to biweekly assessments.
8. Assessment - Implement biweekly assessment in support of the Continuous Improvement Model.

### **• Extended Learning Opportunities**

West Homestead Elementary will offer a wide array of additional learning opportunities for all students. Special tutorial programs to address the specific needs of each subgroup will occur during and after-school. The before school program includes:

Title I Chess club and the strings program which provide opportunities for students in grade kindergarten through five to develop critical thinking skills. School day tutorials will include the Voyager Passport a reading program for Tier two and Tier Three students, and READ 180 provides remedial help for students participating in the Students with Disabilities program. The after-school tutorials provide additional remedial opportunities for Reading, Writing, Mathematics, and Science to all students in Grades kindergarten through five.

West Homestead Elementary was awarded the Family Literacy Grant. The grant will bring together several community-based groups to form the structure of a tutorial initiative. Participants will include: South Dade Skills Center, PTSA, Sunset Adult Center, Haitian Organization of Women, and Sweet Vine Community Center. The program will focus on reading and mathematics improvement. The Family Literacy Grant will also focus on parenting skills, student tutorials and parent/child activities. In addition, the school was designated a health connect school which provides a nurse and a social worker to assist with health related issues.

### **• School Wide Improvement Model**

West Homestead Elementary School will incorporate the SIM Instructional Cycle. The SIM model will consist of a four step process for improvement in the educational services of students. The cycle includes: disaggregation of test scores, time-line development direct instructional focus, assessment, tutorial, enrichment, maintenance and monitoring of student progress.

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 1 STATEMENT:***

All students will be proficient in Reading.

### ***Needs Assessment***

Fifty-nine percent of the student population scored at level three or higher in Reading. The results attained from the Performance Accountability Report indicate that sixty percent of the students tested made learning gains.

At the current level of performance, the school is faced with the challenge of increasing the percent of students achieving high standards by ten percentage points and maintaining the percent of students making the learning gains by the same points in order to meet the state's required level of performance.

An analysis of the data shows evidence that third grade will need to increase students' skills in the words/phrases cluster as well as the comparisons cluster. An analysis of grade four reading achievement data indicated that increased instruction in the content clusters word/phrases, main idea/purpose and reference/research are paramount. The words phrases and reference and research are indicated at the area of greatest need in grade five. This year's concerted instructional effort in these areas should result in increase student achievement.

Twenty-five percent of the Students with Disabilities population scored at level three or higher in Reading. This data indicates an area of need.

Forty-three percent of the Limited English Proficiency population scored at level three or higher in Reading. This data indicates an area of need.

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

## Measurable Objective

-Given instruction using the Sunshine State Standards 51% of the students in grades three through five will score three or higher on the 2007 FCAT Reading Test.

-Given instruction using the Sunshine State Standards, 51% percent of the lowest performing students will make a years worth of progress on the 2007 FCAT Reading Test.

- Given the instruction using the Sunshine State Standards, 51% of the Students with Disabilities in grades three through five will score level three or higher on the 2007 FCAT Reading Test.

- Given the instruction using the Sunshine State Standards, 51% of Limited English Proficient (LEP)students in grades three through five will score level three or higher on the 2007 FCAT Reading Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Increase the amount of time Students with Disabilities spend with general education students.	Principal, Assistant Principal, Students with Disabilities Program Specialist.	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Schedule and conduct parent meeting workshops in reading strategies and skills to support the reading curriculum and provide more parental support.	Reading Coaches, Curriculum Support Specialist, Title I Community Involvement Specialist.	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Identify the students in all subgroups scoring at Level 1 and Level 2 on the FCAT Reading Test, as delineated in the AYP disaggregated data, and implement a tutorial program to address the reading deficiencies of students.	Assistant Principal, Reading Coaches	08/14/2006	05/30/2007	District Strategic Plan	\$30000.00
Provide NCSLearn reading services and READ-180 computer-based reading instruction in each classroom for students in grades kindergarten through five, as budgetary constraints allow.	SME Leader, SME Consultant, Computer Teacher	08/14/2006	05/30/2007	District Strategic Plan	\$10000.00
Implement recognition programs to improve the attendance rate of all subgroups identified in the NCLB requirements.	Community Involvement Specialist	08/14/2006	05/30/2007	District Strategic Plan	\$2000.00
Implement the School-Parent Compact Agreement.	Principal, Community Involvement Specialist	08/14/2006	05/30/2007	District Strategic Plan	\$500.00
Implement biweekly assessments to monitor	Principal, Assistant Principal, and	10/01/2006	05/30/2007	District Strategic	\$0.00



benchmark progress.	Reading Coaches			Plan	
Provide inservice training for teachers and paraprofessionals in reading and language arts strategies including computer-assisted learning to enhance reading instruction, as budgetary constraints allow to include training on Houghton Mifflin reading series, Voyager Passport, Quick Reads, Early Success and Soar To Success and Thinking Maps.	Reading Coaches, Title I Support Specialist	08/14/2006	05/30/2007	District Strategic Plan	\$20000.00
Implement the Competency-Based Curriculum, the Sunshine State Standards and the Comprehensive Research-Based Reading Plan.	Reading Coaches and classroom teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Provide small group tutoring to students scoring below the minimum achievement standards to include Students With Disabilities, lowest 25th percentile, and LEP students to insure increased reading scores.	Principal, Assistant Principal, Reading Coaches, Tutoring Coordinator	08/14/2006	05/30/2007	District Strategic Plan	\$10000.00

### Research-Based Programs

- Houghton Mifflin Reading Series
- Voyager Passport
- Quick Reads
- Early Success
- Soar To Success
- Diagnostics Assessments of Reading
- Thinking Maps
- NCSLearn

## **Professional Development**

-In-house activities related to the teaching of reading during the 2006-2007 school year. These include training in Comprehensive Reading Program and NCSLearn software, guided reading workshops, and Thinking maps .

-In-house professional development activities related to the teaching of reading during the 2006-07 school year. These include FCAT training, introduction to the Comprehensive Reading Program, Project CRISS, Houghton Mifflin training, DIBELS training, Literacy Centers, Data Analysis based on the Conitnuous Improvement Model, Reciprocal Teaching, Best Practices (Becoming Effective Active Readers (B.E.A.R.)), Opening Worlds of Literacy (O.W.L.), and Developing Reading and Writing (D.R.A.W.).Guided Reading workshops,tutoring and thinking maps.

-Literacy skills training-(Phonics, Comprehension, Vocabulary, Fluency and Phonemic Awareness)

-Increase family literacy activities with parents via trainings by the reading coaches.Provide inservice training for teachers and paraprofessionals in reading and language arts strategies including computer-assisted learning to enhance reading instruction, as budgetary constraints allow to include training on Houghton Mifflin reading series, Voyager Passport, Quick Reads, Early Success and Soar To Success and Thinking Maps.

## **Evaluation**

This objective/s will be evaluated by scores on the 2006-2007 FCAT Reading Test in addition, quarterly reports using DIBELS Houghton Mifflin formative assessment will be used to monitor progress. The tutorial programs success will be evaluated through the implementation of pre and post 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 2 STATEMENT:***

All students will demonstrate improved performance in Mathematics.

### ***Needs Assessment***

The data attained from the School Performance Accountability Results indicate that sixty-seven percent of the students tested made learning gains and fifty-seven percent achieved high standards in mathematics. Currently, thirty-two percent of the student population in grades three through five is scoring below the criteria mandated by the state. A comparative analysis of the students in grades 3-5 reflect the following areas of need: (a) Grade 5 demonstrated the greatest need for improvement in reference to five mathematical strands (number sense, measurement, geometry/spacial sense, algebraic thinking and data analysis/probability). The lowest achievement area was data analysis. Ranking second was number sense, a strand which needs continuous instruction for student achievement levels to increase; (b) Grade 4 ranked second in over all need with geometry, algebraic thinking and data analysis. (c) The data from Grade 3 reflects improvement in measurement and geometry is needed. Increased and continuous instruction is needed in these areas for significant student achievement to be realized, Professional development needs will focus on Innovative Teaching Strategies, NCS/Learn, FCAT Explorer, and using Manipulatives in conjunction with the mathematics series.

Forty-eight percent of the Hispanic student population scored at level three or higher in mathematics.

Forty-three percent of the LEP student population scored at level three or higher in mathematics.

Thirty-One percent of the SWD student population scored at level three or higher in mathematics.

NCLB SUBGROUP TARGET

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

## Measurable Objective

-Given instruction using the Sunshine State Standards 56% of the students in grades three through five will score level three or higher on the 2007 FCAT Mathematics Test.

-Given instruction using the Sunshine State Standards, 56% percent lowest performing students will make adequate progress on the 2007 FCAT Mathematics Test.

-Given instruction using the Sunshine State Standards, 56% of Limited English Proficient (LEP) students in grades three through five will score level three or higher on the 2007 FCAT Mathematics Test.

-Given instruction using the Sunshine State Standards, 56% of Hispanic students in grades three through five will score level three or higher on the 2007 FCAT Mathematics Test.

-Given instruction using the Sunshine State Standards, 56% of SWD students in grades three through five will score level three or higher on the 2007 FCAT Mathematics Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Employ a variety of assessment strategies including standardized test, district developed tests, and school-developed tests.	Assistant Principal	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Continue to implement Competency-Based Curriculum, the Sunshine State Standards, and the Comprehensive Mathematics and Science Plan.	Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Apply interactive technology and hands-on activities, which allows students to transform abstract ideas into concrete models in order to improve students' scientific literacy, logical reasoning, and their ability to apply these skill to solve real world problems.	Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Using graphic organizers, visual aids and audio-visual aids to assist in molding students understanding of algebraic thinking.	Classroom Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Identify the students in subgroups scoring level one and level two on the FCAT Math test. Delineated in AYP disaggregated data, and implement the tutorial program to	Principal, Assistant Principal, and Math teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00

address Math deficient students.					
Implement biweekly assessment strategies to monitor student progress in support of The Continuous Improvement Model.	Principal, Assistant Principal, Math Teacher	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Schedule and conduct parent workshops in mathematics to support the math curriculum and increase parental involvement.	Math Teacher, Curriculum Support Specialist, Math Teacher	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Increase home learning activities in the area of mathematics.	Classroom Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Utilize suggested "Mathematics Long Range Plans" (K-5) to insure accurate pacing and exposure to tested benchmarks.	Classroom Teachers/Mathematics-Science Leader	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Provide NCSLearn (Mathematics) computer-based instructions for students in Kindergarten thru grade five.	Math Teacher	08/14/2006	05/30/2007	District Strategic Plan	\$15000.00
Increase the amount of time students with Disabilities spend with general education students to provide exposure to high level instructional strategies.	Principal, Assistant Principal, Students with Disabilities Program Specialist	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Provide small group tutoring to students scoring below minimum achievement standards to include students with disabilities, LEP, and Spanish students to insure that they increase their Mathematics test scores.	Principal, Assistant Principal, and Math Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$20000.00
Provide opportunities for students at all grade levels to explore career choices and develop critical thinking skills. In the field of science through participation in West Homestead's Career Day.	Counselor	08/14/2006	05/30/2007	District Strategic Plan	\$1000.00
Provide inservice training for teachers and paraprofessional in mathematics strategies including computer assisted learning to enhance math concepts and math instruction.	Principal, Assistant Principal, Math Facilitator,	08/17/06	05/30/07	District Strategic Plan	\$10000.00

## **Research-Based Programs**

- MacMillan/McGraw-Hill Math Series
- NCS Learn SuccessMaker (Math)
- Navigating Thru Mathematics

## **Professional Development**

Professional development training will include inservices on the five essential components of mathematics (number sense, measurement, data analysis, algebraic thinking, and geometry) assessment and analysis of assessment data, and differentiated instruction for all students.

Additionally, the following will be provided:

- Innovative Teaching Strategies (Monthly at Scheduled faculty meetings) FCAT Explorer (Oct. 2006), and
- MacMillan-McGraw Hill Textbook Strategies (Oct. 2006).

Other inservices will be scheduled based on teacher surveys, data driven analysis and/or District/Region initiatives. Delivery of inservices will include model lessons based on Continuous Improvement Model, and mentoring of teachers by the mathematics coach and curriculum support personnel.

In addition, training will be provided through district trainings provided by the Division of Mathematics and Science in Oct. and Nov. 2007.

## **Evaluation**

Weekly, monthly, and quarterly assessments to monitor student progress and redirect learning activities will occur on an on-going basis. Monthly and quarterly assessments will be implemented and monitored by the Mathematics coach and curriculum support person from the District. Compiled data based on the Continuous Improvement Model will be shared with the classroom teachers for the purposes of reviewing the targeted subgroups. Progress towards achievement of the objective will be shared with the classroom teachers. Achievement of the objective will be determined by students demonstrating increased proficiency in mathematics, as evidenced by 56% or more of the students tested achieving high standards, fifty-six percent of the students with disabilities achieving high standards, and fifty percent or more making learning gains as documented by scores on the 2007 administration of the FCAT Mathematics subtest.

## GOAL 3: WRITING

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

*Florida Education Priorities*

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

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

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

**GOAL 3 STATEMENT:**

All students will be proficient in Writing.

**Needs Assessment**

The results attained from the School Performance Accountability Results indicate that eighty-two percent of the students tested met the state standard of 3.5 or above in writing. The needs assessment reveals that students require further development in the writing benchmarks. The data revealed that improvement is needed in narrative writing. Though data based on the Continuous Improvement Model dictates a strength is expository writing, continuous instruction is required as we seek to raise student achievement levels. On-going conversations among grade group members regarding progress on monthly assessments will drive instruction. Additionally, professional development needs such as pre-writing skills; vocabulary development, editing and using the rubric to score the students' writing will be addressed.

**NCLB SUBGROUP TARGET**

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



## Measurable Objective

-Given instruction using the Sunshine State Standards, 82% of students in grade four will score 3.5 or higher on the 2007 FCAT Writing Plus test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Plan, Implement, and monitor a schedule for writing using the Continuous Improvement Model, that includes daily instruction and weekly practice opportunities across the curriculum.	Classroom Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Improve the quality of writing through the use of strategies such as magnified moments, vivid verbs, sentence variety, and writing pictures and magic words.	Classroom Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Continue to implement the Competency-Based Curriculum, the Sunshine State Standards, and the Comprehensive Research-Based Reading Plan.	Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Utilize writing prompts for grades two through five to ensure that students practice the use of effective narrative techniques.	Teacher	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Incorporate classroom journal writing to provide additional writing opportunities.	Classroom Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$4000.00
Utilize Write Time for Kids and National Geographic to expand and enhance instructional activities and cross-curricular writing.	Classroom Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$2000.00
Provide workshops for parents to enable them to assist their children to achieve academically in writing.	Community Involvement Specialist	08/14/2006	05/30/2007	District Strategic Plan	\$500.00
Provide staff development in narrative and expository writing, holistic scoring and authentic assessment using portfolios.	Principal	08/14/2006	05/30/2007	District Strategic Plan	\$500.00

### Research-Based Programs

Houghton Mifflin Core Reading Program

CIM

## **Professional Development**

Professional development training for all teachers, in all grades will include workshops on:

- Techniques to improve the delivery of instruction: "How to " maximize the opportunities for learning.
- The art of teaching writing;
- Scoring of student writing samples using a rubric, Pre-writing skills, Vocabulary development, and Editing.
- Opening Worlds of Literacy (O.W.L.)
- Developing Reading and Writing (D.R.A.W.)
- Best Practices
- FCAT Writing+
- Creating Independence through student-owned strategies (C.R.I.S.S.)
- CIM
- TIME FOR KIDS
- Portfolios
- Holistic Scoring

## **Evaluation**

Writing pre- and post-tests; weekly monthly and quarterly writing assessment will be used to monitor the writing objective. Students will demonstrate increase writing skills, as evidenced by eighty-two percent of the students reaching the state required mastery level of 3.5 or above, as documented on the 2006 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

### **GOAL 4 STATEMENT:**

All students will be proficient in science.

### **Needs Assessment**

The results of the Science test administration reflect 9% of the students met high standards in science. The score reflects an increase of seventy-five percent mean scale points when compared to 2004 test score of 205. The score also indicates that students are performing below both the district and state averages. The needs assessment reveals that students require intensive remediation in all the benchmarks. The greatest areas of need (in ranking order from most need to least need) are Earth & Space Science, Scientific Thinking, Physical & Chemical, and Life & Environment. On-going data conversations based on the Continuous Improvement Model among grade group members regarding progress on monthly assessment will drive instruction. Additionally, professional development needs such as experimental demonstrations, concept development, and scientific thinking will be addressed.

## Measurable Objective

-Given instruction using the Sunshine State Standards, there will be a 10% increase in the number of students in grades five scoring at level three or higher on the 2007 FCAT Science Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Incorporate effective teaching strategies using the Continuous Improvement Model to develop students' understanding of scientific concepts through classroom activities and project-based learning such as: Cooperative groups, hands-on activities, and using problem solving/critical thinking strategies.	Mathematics/Science Leader, Classroom Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Promote the use of computer-assisted research and investigation to enhance scientific learning.	Principal, Assistant Principal, Classroom Teacher, Technology Specialist	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Employ a variety of assessment strategies including standardized tests, district developed tests, and school-developed tests.	Assistant Principal	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Provide opportunities for students at all grade levels to explore career choices and develop critical thinking skills in the field of science through participation in West Homestead's Career Day.	Assistant Principal	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Disaggregate and analyze data from the 2007 FCAT Science test to identify strengths, and weaknesses and develop an instructional focus calendar for science.	Principal, Assistant Principal, Mathematics/Science Leader	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Intergrade grade appropriate Science content with the Language Arts curriculum through the use of non-fiction text during shared or guided reading.	Mathematics/Science Leader, Classroom Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$15000.00
Invite parents and community members to participate in science-related workshops and West Homestead's science fair to improve parental involvement and to enhance student achievement.	Community Involvement Specialist	08/14/2006	05/30/2007	District Strategic Plan	\$15000.00
Implement the Competency-Based Curriculum, the Sunshine State Standards, and the Comprehensive Mathematics and Science Plan to reinforce scientific thinking	Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$4000.00

and real life science experience. Children will be provided fieldtrips geared to improving Earth and Space science knowledge, scientific thinking, physical and chemical knowledge, and life and environment.					
Utilize the Foss Science Kits in the instructional program.	Classroom Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$4000.00

## Research-Based Programs

- Harcourt-Brace Science Series
- Foss Science Kits
- Houghton Mifflin Mathematics Series

## Professional Development

Professional Development training will include:

- Training and understanding the eight strands of science
  - Use of hands-on activities
  - Managing and guiding cooperative groups
  - Strategies to maximize learning opportunities
- Training in experimental demonstrations, concept development, and scientific thinking will also be addressed. The Regional Curriculum Support Specialist will provide additional assistance in content delivery and/or strategies.
- CIM/PDSA

## Evaluation

Site-Based assessments based on the Continuous Improvement Model, will be used to analyze progress and redirect instruction or reinforcement and/or enrichment. Achievement of the objective will be considered when students demonstrate improvement in science concepts and knowledge on the 2007 administration of the 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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

### ***GOAL 5 STATEMENT:***

The school will provide an environment that allows parents and educators to work collaboratively to foster academic excellence.

### ***Needs Assessment***

The data based on the Continuous Improvement Model, reflected on the 2005-2006 Annual Survey of Title I Annual Parent Involvement Survey indicated 748 fewer parents participated in school-based activities. The level of involvement of both parents and community based organizations will need to be highly focused and well planned to maximize the efforts to generate increased participation and support.

The data review on parental involvement indicated poor parent participation in the P.T.A..

## Measurable Objective

-Given schoolwide emphasis on parent outreach, parental involvement will increase by ten Percent as documented by comparing the 2005-2006 and the 2006-2007 Title I Annual Parent Involvement Survey.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide informational workshops to empower parents with the knowledge base to improve their parenting skills, their understanding of child-related issues, direct their own personal educational growth and the use of technology.	Principal/Assistant Principal, Technology Specialist	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Enhance the School to Career initiative through parental participation in West Homestead's Career Day and Science Fair.	Principal, Assistant Principal	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Implement the Title I Student, Parent/Guardian and School Compact Agreement.	Principal, Title I Community Involvement Specialist	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Provide and maintain a parent resource center with instructional materials for check-out and use at home.	Community Involvement Specialist	08/14/2006	05/30/2007	District Strategic Plan	\$5000.00
Plan and facilitate special "Family Activities" such as Open House, Title I Parent Orientation, Mathematics/Science Family Fun Night, Parent Breakfasts, and FCAT Literacy Nights to encourage additional opportunities for parental involvement.	Activities Director, Counselor, Community Involvement Specialist	08/14/2006	05/30/2007	District Strategic Plan	\$5000.00
Plan and deliver workshops to empower parents with the skills needed to assist students with home learning activities such as Lightspan.	Principal/Assistant Principal, Community Involvement Specialist	08/14/2006	05/30/2007	District Strategic Plan	\$5000.00
Maintain an on-going line of communication (In student's home language) via home visits by school's site personnel and transmission of written and electronic documents.	Community Involvement Specialist	08/14/2006	05/30/2007	District Strategic Plan	\$2000.00
Increase the P.T.A. to aid with academic improvement.	P.T.A., C.I.S. and teachers	08/14/2006	05/30/2007	District Strategic Plan	\$2000.00

## **Research-Based Programs**

- State of Florida "Just Read Families." Getting Started". Families Building Better Readers
- National PTA standards

## **Professional Development**

Parents will be encouraged to actively participate in the following activities:

- The Title I Instructional Fair;
- An annual opening of school activity to acquaint the teachers and parents with instructional materials that can be used at school and at home;
- The Annual Technology conference that showcases technology-based instructional and productivity programs;
- The Educational Excellence School Advisory Council (EESAC)
- Workshop Series, a series of workshops presented during the school year that seeks to train parents on how to effectively participate in helping to make informed decisions on the school operation and its budget; and
- Region Center/School-Based Parent Involvement Workshops that addresses the needs of parents in helping their children achieve academically and enhance their own personal growth.
- Title I Community Involvement Specialist In-Service
- Title I Coalition conference
- Dade Partners/Volunteers Training

## **Evaluation**

Parental and community involvement will show a ten percent increase above the 2005-2006 level of participation, as measured by a the title one parent involvement log.



## 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.)

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

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

### ***GOAL 6 STATEMENT:***

The school will promote programs and practices that facilitate a safe and disciplined environment for students.

### ***Needs Assessment***

The data reflected a correlation with student positive behavior and on-task academic work. Students who feel safe in their surroundings show higher academic improvement. The schools data from the Student Case Management Referral System revealed that approximately five percent of students were suspended due to aggressive behavior during the 2005 - 2006 school year. The intent for the 2006 - 2007 school year is to lower the number of suspensions by 10 percent, thus increasing student participation, academic improvement and ensuring a safe learning environment.

## Measurable Objective

Given school-wide emphasis on socially appropriate behavior, students will improve their behavior as evidenced by a ten percent decrease in the number of students being suspended for aggressive behavior when compared to 2006 suspension records.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement safety patrol program to involve students in awareness of personal and school-wide safety.	Physical Education Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Implementing the Child Assault Prevention Program.	Counselor, Program Director	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Recognize students demonstration model behavior through the "Do the Right Thing" program.	Counselor, Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Acknowledge students with good citizenship on morning announcements.	Principal, Assistant Principal	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Provide verbal/written feedback to all teachers regarding disciplinary measures taken by the administration.	Principal, Assistant Principal	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Solicit help from outside agencies to offer necessary services to students and families.	Counselor, Principal, Title I Community Involvement Specialist	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Implement Harry Wong's classroom management.	Classroom Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Provide Student Code of Conduct awareness instruction.	Classroom Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Reward positive behavior in classroom using token incentives.	Classroom Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$2000.00
Utilize positive forms of communication with parents.	Classroom teacher	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Initiate a "Student of the Month" motivational program to promote exemplary academics and behavior.	Assistant Principal, Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$2000.00

## **Research-Based Programs**

N/A

## **Professional Development**

- Positive Behavior Support Training
- Harry Wong's classroom management workshop
- Student Code of Conduct awareness workshop
- Discipline plan procedures
- Effective classroom management work techniques
- "How to be an effective teacher" onsite training
- District Peer Mediation workshop
- PEACE Foundation Conflict resolution program

## **Evaluation**

There will be a 10 percent decrease in the number of suspension as evidenced by school data from the Student Case Management Referral System when comparing similar records in 2006.

## GOAL 7: TECHNOLOGY

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

#### *Florida Education Priorities*

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

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

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

### ***GOAL 7 STATEMENT:***

The school will promote equitable and universal access to technology.

### ***Needs Assessment***

A review of 2006 FCAT scores in Success Maker Enterprise in both Reading and Mathematics showed a significant need to improve reading and mathematics skills as it relates to technology. Additionally, the data reflected a need to increase the amount of time spent with technology.

## Measurable Objective

- Given instruction using computer based instruction, eight-five percent of students will show acceptable performance on Success Maker courseware as evidenced by data retrieved from Success Maker Enterprise High Stakes Management Report based on The Continuous Improvement Model.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Apply 'Last Session Activities' to daily instruction to include reading and mathematics assessments.	Teacher	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Provide cumulative performance assessments to prescribe instruction in Success Maker Enterprise courseware initiatives and technology related goals.	Teacher Technology Facilitator (For Admin.)	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Analyze course reports to ensure progress is made on target objectives in reference to Reading and Mathematics skills.	Teacher	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Implement effective classroom management workshops by sharing Harry Wong's class techniques, creating a discipline plan and sharing and communicating positive classroom management techniques.	Classroom Teachers, counselor, Assistant Principal	08/14/2006	05/30/2007	District Strategic Plan	\$5000.00
Utilize the Success Maker Enterprise courseware to improve Reading and Mathematics skills.	Teacher	08/14/2006	05/30/2007	District Strategic Plan	\$8000.00
Provide on-going staff developmet in the use of interactive technology, telecommunications, and multimedia (i.e. NCS Learn, Lexia, Fastforward) resources.	Principal, Technology Coordinator	08/14/2006	05/30/2007	District Strategic Plan	\$12000.00

## Research-Based Programs

Success Maker Enterprise (Reading & Mathematics) Courseware  
Accelerated Reader Program

## **Professional Development**

- Training for new teachers and paraprofessionals
- Refresher courses using Success Maker Enterprise Courseware (NCS Learn software).
- Staff training for use of computer for data analysis
- Accelerated Reading Training
- Progress Monitoring and Reporting Network (PMRN)

## **Evaluation**

This objective will be evaluated by scores on the Time-of-Test Success Maker Enterprise Hightstakes management report.

## GOAL 8: HEALTH & PHYSICAL FITNESS

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 8 STATEMENT:***

The school will align its physical fitness program with the National Standards for Physical Education.

### ***Needs Assessment***

The results of the FITNESSGRAM testing report for 2005-2006 showed fifty-four percent tested received a gold or silver award.

## Measurable Objective

Given training in the fitness components, students in grades 3-5 will improve their fitness levels as evidenced by sixty-percent of the students tested on the 2007 FITNESSGRAM assessment test will receive a gold or silver award.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implementation of the Fitnessgram.	Physical Education Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Provide home learning activities that promote healthy lifestyles and activities.	Physical Education Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Provide activities emphasizing improvement in cardiovascular, flexibility, and muscular strength and endurance (i.e. jump rope, strength training, etc...)	Physical Education Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items, which would enhance specificity of training.	Principal	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Utilize "Be Fit Kids" Magazine Resource to reinforce the importance of fitness and how it correlates to a healthy lifestyle.	Physical Education Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Provide training to students on the Fitnessgram.	Physical Education Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$1000.00

## Research-Based Programs

The Prudential Fitness Program (FITNESSGRAM)

## Professional Development

Physical Education Teachers will attend District wide workshops throughout the year on the FITNESSGRAM program implementation.

-Physical Education Teachers will attend the Florida Alliance For Health, Physical Education, Recreation and Dance State Convention.

-Physical Education Teacher will provide introductory workshops on the FITNESSGRAM program to staff.

-Instant movement activity workshop



## **Evaluation**

Sixty percent of the student tested on the 2007 FITNESSGRAM will receive a gold and silver award.

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

### ***GOAL 9 STATEMENT:***

Students will develop an appreciation for the arts through expanded curricular and extra curricular offerings.

### ***Needs Assessment***

The review of data revealed that twenty-two students participated in special area electives such as Chess, Music (band), and Chorus, in 2005-2006. The low enrollment justifies the need to increase student participation in the said areas for school year 2006-2007.

## Measurable Objective

In an attempt to increase multicultural opportunities, and cultural awareness, membership in choir, chess, and orchestra activities will increase from twenty-two student in 2005-2006 to forty-four students in 2006-2007 as evidenced by students attendance roster.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Increase performing ensembles visits to our school.	Music Teacher	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Rehearse with ensembles during school hours to increase the amount of time spent in musical instruction.	Music Teacher	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Increase the number of performance opportunities for student to participate in musical performance throughout the District.	Music Teacher	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Enlist the division of life skills to provide instructional support to teachers providing extra-curricular activities and to students participating in extra-curricular activities.	Region 6 String Specialist	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Provide opportunities to increase participation for students performing with other ensembles in feeder pattern.	Music Teacher	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
View concerts and take field trips.	Music Teacher	08/14/2006	05/30/2007	District Strategic Plan	\$2000.00

### Research-Based Programs

N/A

### Professional Development

Choral workshop for students and teachers

Opera Workshop for students and teachers

Strings Workshop for students and teachers

## **Evaluation**

The objective will be evaluated by the number of students participating in multicultural activities as documented by chorus and orchestra participation and when compared to participation records from the previous year as evidenced by student's attendance roster.

## GOAL 10: RETURN ON INVESTMENT

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

*Florida Education Priorities*

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

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

***GOAL 10 STATEMENT:***

West Homestead Elementary school will rank at or above the seventy-fifth percentile statewide in the ROI index of value and cost effectiveness of its programs.

***Needs Assessment***

The most recent data supplied from the FLDOE indicate that in 2004, West Homestead Elementary School ranked at thirty-three percentile on the State of Florida ROI index.

## Measurable Objective

West Homestead Elementary School will improve its ranking on the State of Florida Return On Investment (ROI) index publication from thirty-three percentile in 2004 to the thirty-six percentile on the next publication of the Florida Return On Investment.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide opportunities for stakeholders to become more informed about the use of financial resources in relation to school programs.	Principal, Assistant Principal, EESAC members	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Reconfigure existing resources to take advantage of a broader base of available resources (e.g. private foundations, volunteer networks, grants, etc...) privation of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal, Assistant Principal	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Consider shared use of facilities, partnering with community agencies to become more visible in the community.	Principal, Assistant Principal	08/14/2006	05/30/2007	District Strategic Plan	\$0.00

## Research-Based Programs

N/A

## Professional Development

- Financial and Budget workshops provided to staff.
- Dade Partners Meetings/Trainings
- Title I meetings/Trainings

## Evaluation

On the next State of Florida ROI index publication, West Homestead Elementary School will show progress toward reaching the thirty-six 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:***

ESSAC recommends the allocation of additional funds for materials to be used for remediation of FCAT skills.

### ***Training:***

ESSAC recommends the implementation of staff development training at scheduled faculty meetings; provide inclusion training.

### ***Instructional Materials:***

ESSAC recommends the purchase of manipulatives to enhance student performance in mathematics and science.

### ***Technology:***

ESSAC recommends the establishment of additional computer labs and increase wireless environment.

### ***Staffing:***

ESSAC recommends the creation of an interview committee for the purpose of selecting and hiring personnel.

### ***Student Support Services:***

ESSAC recommends the implementation of a character education curriculum.

### ***Other Matters of Resource Allocation:***

ESSAC recommends that a review of the Title I allocations regarding personnel utilization, supplies, budget and materials be conducted.

### ***Benchmarking:***

ESSAC recommends establishing pre-school and after-school tutorial program with standardized curriculum.

***School Safety & Discipline:***

EESAC recommends that repairs be continued throughout the 2006-2007 school year. Additionally, the principal will review pertinent safety procedures with appropriate staff members. West Homestead formed a discipline committee for the purpose of reviewing and revising the current schoolwide discipline plan and implementing the revised plan. A program of appropriate rewards and the incentives will be included.



## *Budget Summary*

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Goal 1: Reading	\$72,500.00
Goal 2: Mathematics	\$46,000.00
Goal 3: Writing	\$7,000.00
Goal 4: Science	\$38,000.00
Goal 5: Parental Involvement	\$19,000.00
Goal 6: Discipline & Safety	\$4,000.00
Goal 7: Technology	\$25,000.00
Goal 8: Health & Physical Fitness	\$1,000.00
Goal 9: Electives & Special Areas	\$2,000.00
Goal 10: Return On Investment	\$0.00
<hr/>	
<b>Total:</b>	<b>\$214,500.00</b>

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:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*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.

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*Region Superintendent*