
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 5831 - West Laboratory Elementary School

FeederPattern: Coral Gables Senior

Region: Regional Center IV

District: 13 - Miami-Dade

Principal: Jeanethe Thompson

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

West Laboratory Elementary School

West Laboratory School is located at 5300 Carillo Street, Coral Gables, Florida, and serves students in kindergarten through sixth grade, across the county. The school was established in 1954 through a legal agreement between Miami-Dade County Public Schools and the University of Miami, defining the school as a research facility. The school currently serves as a Professional Development School (PDS) for the University of Miami. Thus, the primary purpose of the partnership is to support a cooperative mission of reform in both inservice (school) and preservice (university) education. The PDS mission includes: high quality instruction, students reaching their maximum potential, educational research, and collaboration among all participants. The Educational Excellence School Advisory Council (EESAC) reviewed, analyzed, and evaluated pertinent data such as the School Demographic and Academic Profile, Stanford Achievement Test (SAT) reports, Florida Comprehensive Assessment Test (FCAT) reports, No Child Left Behind (NCLB) requirements, Adequate Yearly Progress (AYP) report, and the School Improvement Plan (SIP) results from 2005-2006. The EESAC formulated the following objectives as school wide priorities for the 2006-2007 year:

Given instruction using the Sunshine State Standards, students in grades three through six will increase their reading comprehension skills as evidenced by an increase from ninety-two to ninety-four percent of the students meeting high standards on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades three through six will increase their mathematics application skills as evidenced by an increase from eighty-three to eighty-five percent of the students meeting high standards on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade four will increase their writing skills as evidenced by an increase from fifty to fifty-two percent of the students scoring a 4.0 or above on the 2007 FCAT Writing!+ Test.

Given instruction using the Sunshine State Standards, students in grade five will increase their content knowledge and scientific thinking skills as evidenced by an increase from forty-one to forty-three percent of the students meeting high standards on the 2007 FCAT Science Test.

Given a schoolwide focus on parental involvement, parental roles as school volunteers will be increased as evidenced by an increase from thirty-five to thirty-seven percent in the number of volunteer hours logged in academic activities.

Given instruction using the Character Education Curriculum, students in kindergarten through sixth grade will maintain high levels of discipline as evidenced by a reduction from sixty to fifty-eight in the number of Student Case Management Referrals during the 2006-2007 school year.

Given instruction using the Sunshine State Standards for technology, students will demonstrate their use of technology as evidenced by an increase from thirty to thirty-two percent of all students creating

multimedia projects under the direction of their teacher.

Given instruction using the Competency Based Curriculum (CBC) for Physical Education, students in grades four through six will improve their health and physical fitness skills as evidenced by an increase from fifty-one to fifty-three students in grades four through six earning Gold Awards in the current year's FITNESSGRAM assessment.

Given instruction using the Visual Thinking Strategies (VTS) Curriculum, students will use works of visual art to develop their ability to analyze and construct meaning, as well as develop thinking, writing, and communication skills, as evidenced by an increase from fifteen to eighteen works of art being analyzed by students in grades three through five.

West Laboratory School will improve its ranking on the State of Florida ROI index publication from the twenty-second percentile in 2004-2005 to the twenty-fourth percentile on the next publication of the index.

To achieve these objectives, activities and strategies have been suggested and planned by all the school's stakeholders. In accomplishing these objectives, we will be able to ensure that the school is providing the best education possible, thus affording students the opportunity to maximize their academic, social, and physical potential.

Ninety-six percent of the staff responded to the Organizational Performance Improvement Snapshot Survey and ranked the categories in order of highest to lowest, as follows: Measurement, Analysis, and Knowledge Management (4.3); Customer and Market Focus (4.3); Leadership (4.0); Human Resource Focus (4.0); Business Results (4.0); Process Management (3.8); and Strategic Planning (3.8).

As determined by the results of the Organizational Performance Improvement Snapshot Survey, the two weakest areas are Process Management and Strategic Planning. Of the four indicators within the category of Process Management, the weakest score was 3.4 for the indicator stating "I have control over my work processes." In the category of Strategic Planning, the indicator stating "As it plans for the future, my organization asks for ideas," received the lowest score of 3.3. This indicates a need to provide staff more opportunities for reflection and input regarding their work processes.

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 Laboratory Elementary School

VISION

West Laboratory School will provide high quality education for all students and will pioneer change in the teaching and learning process. As a professional development school, in conjunction with the stakeholders and the University of Miami, our vision is to prepare students to become lifelong learners and productive citizens. As a clinical setting for preservice teachers, West Laboratory School will be available for teacher training to prepare students for future challenges.

MISSION

West Laboratory School provides a learning environment in which all students are able to attain their maximum academic, social, and physical potential, thus enabling them to become interested learners and contributing members in a changing, multicultural society. Students are afforded the opportunity to capitalize on their inherent strengths through their participation in high level curricular and extracurricular activities. Individualized instruction and tutorial programs are provided as needed. Periodic evaluations are designed to diagnose and assess achievement, provide data for addressing needs, and serve as a baseline for the School Improvement Plan. West Laboratory Elementary School and the University of Miami partnership provide educational opportunities for students by exposing them to research-based programs and best practices.

CORE VALUES

West Laboratory School believes in providing the highest standards for academic and social achievement of all students, aspiring to eliminate the achievement gap. We believe in working as a team not only within our organization but also with our students, parents, and community stakeholders with the ultimate goal of promoting student achievement.

School Demographics

Henry S. West Laboratory School serves as a Professional Development School (PDS) for the University of Miami. Students are selected through a Board approved admission policy with no defined boundaries. The nature of the admissions policy creates a diverse/multiethnic population of students. The school currently serves approximately 300 students in kindergarten through sixth grade. Of the student population, 47 percent are Hispanic, 25 percent are African-American, 26 percent are White, and 2 percent are Multiracial/Asian. Students at West Lab, as it is popularly known, come from a variety of socio-economic backgrounds; 19.4 percent of them are on Free or Reduced Priced Meals; 5.3 percent are Limited English Proficient (LEP); 17 percent are Gifted; and 12 percent are in other Special Education Programs.

The enrollment is stable with a mobility index of 10. West Laboratory School earned an A grade under the Governor's A+ Plan for Education. The culture of West Laboratory School reflects a structure that is collaborative. Empowerment makes employees feel they have contributed to the success of the organization, gives their work meaning, and creates a sense of community and family. The administration gives all stakeholders in the school the opportunity to share in decision making.

Additionally, there are 26 instructional staff members and 2 school-based administrators. Of the total instructional staff members, 36 percent hold a Bachelor's Degree, 48 percent hold a Master's Degree, 16 percent hold a Specialist Degree, and there are currently no instructional staff members with a Doctoral Degree. One administrator holds a Doctoral Degree. Of the instructional staff members, 25 percent are White Non-Hispanic, 25 percent are Black Non-Hispanic, 45 percent are Hispanic, and 5 percent are Asian/American Indian.

To provide assistance beyond the Professional Growth Team required by the District, new teachers are assigned a veteran teacher as mentor. This mentor works closely with the teacher on such areas as planning and classroom management as well as helps him/her adjust to the school and the profession. On teacher planning days, the mentor will provide more in-depth, practical knowledge in areas such as classroom management and ESE accommodations. In addition, each month new educators can participate in a round table discussion with their mentor teachers to resolve any issues or concerns. New educators can share their experiences in a comfortable environment, and mentor teachers can collect feedback and use this information to better serve the unique needs of new educators.

The Continuous Improvement Model (CIM) is being implemented utilizing assessment data to identify areas of deficiencies and develop an instructional focus calendar to target those areas. As part of our faculty meeting on August 14, there was a in-depth presentation on FCAT/SAT test data, which included identifying 5-year trends and disaggregation of results by grade, content clusters, strands, and achievement levels. Areas of strengths and weaknesses were identified and utilized to set school level goals and objectives.

Extended learning opportunities are offered before and after school. These consist of tutorials utilizing the SuccessMaker and Fast ForWord programs for students who scored in the lowest quartile in Reading and Mathematics on the 2006 FCAT; enrichment programs in band, strings, violin ensemble for kindergarten and first grade students, Chess, Mad Science, Broadcast Journalism, Art Appreciation, and Young Rembrandts.

One of the challenges identified at West Laboratory School is tardiness. All students are transported by parents and come from all parts of Miami-Dade County, thus, students miss important instructional time. Also, sixth grade enrollment has declined at West Laboratory School over the past 5 years due to competition from magnet schools, private schools, and traditional middle schools. Maintaining sixth grade at the elementary level is a challenging task. Finding innovative ways to offer a varied, challenging middle school curriculum for sixth graders, while using the faculty allotment of a small elementary school is difficult. The basic challenge for program enhancement is budgetary constraints due to the size of the school. It is a daily challenge to find money needed to

replace old and damaged furniture, provide manipulatives for enriching hands-on learning, expand technology, and update old materials, while continuing to provide a safe, orderly, and clean environment.

School Foundation

Leadership:

The 2006 Performance Improvement Snapshot results indicate that staff felt strongly that they are aware of the mission of the work location; however, several of them felt that the work location did not ask them what they thought.

District Strategic Planning Alignment:

The 2006 Performance Improvement Snapshot results indicate that staff felt strongly that they know the part of the work location plans that affect their work and how to tell if they are making progress. The weakest area in this category was the indicator which states "as it plans for the future, my work location asks for my ideas."

Stakeholder Engagement:

The 2006 Performance Improvement Snapshot results indicate that staff felt strongly that they know who are their most important customers. Some of them, however, felt that they are not allowed to make decisions to solve problems for their customers.

Faculty & Staff:

The 2006 Performance Improvement Snapshot results indicate that staff felt very strongly that their workplace is safe. A few of them felt that they are not recognized for their work.

Data/Information/Knowledge Management:

The 2006 Performance Improvement Snapshot results indicate that the staff felt strongly that they know how to measure the quality of their work and how to analyze the quality to see if changes are needed. A few of them felt that they did not get the information needed to tell how the work location is doing.

Education Design:

The 2006 Performance Improvement Snapshot results indicate that staff felt strongly that they collect information about the quality of their work; however, some felt that they did not have control over their work processes.

Performance Results:

The 2006 Performance Improvement Snapshot results indicate that staff felt very strongly that the work location obeys laws and regulations. The areas that received the lowest scores in this category were the

indicators: " I know how well my work location is doing financially" and " my work location removes things that get in the way of 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 checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 1 STATEMENT:

Students will increase their reading comprehension skills.

Needs Assessment

Results of the 2006 FCAT Reading Test indicates that ninety-two percent of the students in grades three through six met high standards in Reading. An analysis of student performance indicates that the strongest Content Clusters for third grade were Comparisons and Reference/Research; for fourth grade was Words/Phrase; for fifth grade was Reference/Research; and for sixth grade was Comparisons. The weakest Content Clusters for third grade was Words/Phrases; for fourth grade was Reference/Research; and for fifth and sixth grades were Words/Phrases and Main Idea/Purpose. The data indicates a need for students to participate in a variety of research-based reading activities in order to enhance skills in Words/Phrases and Main Idea/Purpose. A closer analysis of the data revealed that although the number of students achieving high standards increased, the percentage of students scoring at Level 4 declined in grades 4 and 5. There is a need to challenge students meeting high standards to maintain or increase their achievement levels. There is also a need to provide differentiated instruction in order to build vocabulary skills and improve the students' reading comprehension.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through six will increase their reading comprehension skills as evidenced by an increase from ninety-two to ninety-four percent of the students meeting high standards on the 2007 FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize technology such as the Pearson Digital Learning's SuccessMaker and Accelerated Reader (AR) Programs to enhance reading skills in kindergarten through six grades.	Principal Assistant Principal Classroom Teachers	9/25/2006	5/30/2007	Continuous Improvement Model	\$0.00
Infuse CReating Independence through Student-owned Strategies (CRISS)	Principal Assistant Principal Classroom Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Continue the inclusion model in grades two through six and expand to Kindergarten and first grades.	Principal Assistant Principal Classroom Teachers Teachers of Students with Disabilities	8/14/2006	5/30/2007	Inclusion	\$0.00
Implement the Continuous Improvement Model (CIM) utilizing assessment data to identify areas of deficiencies and develop an instructional focus calendar.	Principal Assistant Principal Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide small group tutoring during and/or after school for students in the lowest 25% and identified students in all subgroups scoring below the State required mastery level of the FCAT Reading Test.	Principal Assistant Principal Classroom Teachers	9/25/2006	2/9/2007	District-wide literacy plan	\$3500.00

Research-Based Programs

Core: Houghton Mifflin Reading Miami-Dade County Edition and Houghton Mifflin English/Spelling Miami-Dade County Edition.

Supplemental: Fast ForWord, SuccessMaker, Riverdeep, Voyager, Soar to Success, Early Success, and Project CRISS.

Professional Development

Provide professional development and training for all teachers in the following areas: Houghton Mifflin Reading Series, Inclusion/Collaborative Teaching, SuccessMaker, and Edusoft.

Evaluation

Formal Assessments: 2007 FCAT Reading Test, Stanford Achievement Test, District Reading Interim Assessments, DIBELS, and MAZE.

Informal Assessments: STAR Test, Houghton Mifflin Reading Series Integrated Themed Skills Tests, Fast ForWord, and SuccessMaker.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

Students will increase their mathematics skills.

Needs Assessment

Results of the 2006 FCAT Mathematics Test indicates that eighty-three percent of the students in grades three through six met high standards in Math. An analysis of student performance indicates that the strongest areas in mathematics for third grade was Algebraic Thinking; for fourth grade was Number Sense; for fifth grade were Measurement and Algebraic Thinking; and for sixth grade were Number Sense and Geometry. The weakest areas for third grade were Geometry and Data Analysis; for fourth grade were Geometry, Algebraic Thinking and Data Analysis, for fifth grade was Data Analysis, and for sixth grade was Algebraic Thinking. The percentage of students scoring at levels 4 and 5 in grades three through six increased by ten percentage points. A further analysis of the data indicates the weakest areas in mathematics were Geometry and Data Analysis. This indicates a need to provide differentiated and small group teacher-directed mathematics instruction.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through six will increase their mathematics application skills as evidenced by an increase from eighty-three to eighty-five percent of the students meeting high standards on the 2007 FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the Continuous Improvement Model (CIM) utilizing assessment data to identify areas of deficiencies and develop an instructional focus calendar.	Principal Assistant Principal Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilize strategies such as Project CRISS, manipulatives, and graphic organizers to enhance instruction and student achievement.	Principal Assistant Principal Classroom Teachers	8/14/2006	5/30/2007	Communities of Practice	\$0.00
Provide small group tutoring during and/or after school for students in the lowest 25% and identified students in all subgroups scoring below the State required mastery level of the FCAT Mathematics Test.	Principal Assistant Principal Classroom Teachers	9/25/2006	2/9/2007	Small Learning Communities	\$3500.00
Utilize technology such as Riverdeep/Destination Mathematics and Pearson Digital Learning SuccessMaker to enhance mathematics skills in grades K-6.	Principal Assistant Principal Classroom Teachers	8/14/2006	5/30/2007	Communities of Practice	\$2000.00
Continue an inclusion model in grades two through six and expand to kindergarten and first grades.	Principal Assistant Principal Teacher of Students with Disabilities Classroom Teachers	8/14/2006	5/30/2007	Inclusion	\$0.00
Implement and monitor the Bridges to Careers Mathematics Comprehensive Plan utilizing the Harcourt Brace Mathematics Series in grades kindergarten through fifth, with a sixty-minute block schedule.	Principal Assistant Principal Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement schoolwide data analysis activities on a monthly basis and display student work.	Principal Assistant Principal Classroom Teachers	9/1/2006	5/30/2007	Communities of Practice	\$0.00

Research-Based Programs

Core: Harcourt Brace Mathematics Series and Glencoe Mathematics for Grade Six.

Supplemental : SuccessMaker, Riverdeep, and Project CRISS.

Professional Development

Provide professional development and training for all teachers in the following areas: SuccessMaker Training and modeling of the Pacing Guide.

Evaluation

Formal Assessments: 2007 FCAT Mathematics Test, Stanford Achievement Test, and District Mathematics Interim Assessments.

Informal Assessments: Harcourt Brace Mathematics Chapter Tests, FCAT Explorer, SuccessMaker, Riverdeep, and Fast ForWord.

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 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 3 STATEMENT:

Students will improve their writing skills.

Needs Assessment

An analysis of student performance data from the 2006 FCAT Writing!+ Test indicates that seventy-five percent of the students scored at a 3.5 or above. A further analysis shows that one hundred percent of the students scored 3.5 or above in Expository and fifty-two percent in Narrative. This indicates a need to provide differentiated instruction in order to improve students' skills, particularly in the area of Narrative Writing.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade four will increase their writing skills as evidenced by an increase from fifty to fifty-two percent of the students scoring a 4.0 or above on the 2007 FCAT Writing!+ Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the Continuous Improvement Model (CIM) utilizing assessment data to identify areas of deficiencies and develop an instructional focus calendar.	Principal Assistant Principal Classroom Teacher	8/28/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize writing across the curriculum strategies to enhance writing skills of all students in grades kindergarten through six.	Principal Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Administer District's Florida Writes!+ 2006/2007 pre and post tests to assess progress.	Principal Assistant Principal Classroom Teachers	8/28/2006	5/30/2007	District Strategic Plan	\$0.00
Implement conferencing, peer editing, and graphic organizer techniques to enhance the writing program.	Principal Assistant Principal Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilize multimedia technology and instructional software such as Kidspiration/Inspiration to support and enhance classroom writing instruction.	Principal Assistant Principal Classroom Teachers	8/14/2006	5/30/2007	Communities of Practice	\$0.00
Continue the inclusion model in grades two through six and expand to Kindergarten and first grades.	Principal Assistant Principal Classroom Teachers Teachers of Students with Disabilities	8/14/2006	5/30/2007	Inclusion	\$0.00
Implement schoolwide writing program which includes monthly writing prompts, journal entries, contests, Character Education monthly theme reflections, pen pals, and showcasing student authors' work.	Principal Assistant Principal Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide differentiated instruction to small flexible groups based on monthly writing prompts and ongoing assessments.	Principal Assistant Principal Classroom Teachers	8/14/2006	5/30/2007	Small Learning Communities	\$5000.00

Research-Based Programs

Core: Houghton Mifflin Reading/Writing

Supplemental: Project CRISS

Professional Development

Provide professional development and training for all teachers in the following areas: Holistic scoring utilizing the six-point rubric, Houghton Mifflin Technology Component, District's Keys to Effective Writing.

Evaluation

Formal Assessments: 2007 FCAT Writing!+ Test.

Informal Assessments: District's Florida Writes!+ 2006/2007 pre/post tests and monthly prompts.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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 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 will improve their scientific thinking skills.

Needs Assessment

Results of the 2006 FCAT Science Test indicates that forty-one percent of the students in grade five met high standards in Science. The mean scale score for students in grade five on the 2006 FCAT Science Test was 318. This exceeded the District and State scale score of 288 and 299, respectively. An analysis of the student data from the 2006 FCAT Science Test indicates that the strongest content cluster area was Life and Environmental Sciences, while the weakest area was Earth and Space Science with fifty percent correct. This indicates a need for hands-on, inquiry-based instruction in Earth and Space Science.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will increase their content knowledge and scientific thinking skills as evidenced by an increase from forty-one to forty-three percent of the students meeting high standards on the 2007 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the District-designed science pacing guide, aligned to the Sunshine State Standards and Grade Level Expectations to provide consistency and purpose within the delivery of content.	Principal Assistant Principal Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize the District-developed Resource Guide for grades K-2, 3-5, and 6-8.	Principal Assistant Principal Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Expose students to the scientific method through weekly hands-on/inquiry-based investigations, culminating in a schoolwide science fair.	Principal Assistant Principal Classroom Teachers	8/14/2006	5/30/2007	Communities of Practice	\$0.00
Implement and monitor the Science For All Curriculum, with the assistance of the University of Miami Associate Teachers.	Principal Assistant Principal Classroom Teachers	10/2/2006	5/30/2007	Community Partnerships	\$1500.00
Implement the Mad Science Program after school for students in grades K-6.	Principal Assistant Principal Parent Teacher Organization (PTO)	9/25/2006	5/30/2007	Community Partnerships	\$0.00

Research-Based Programs

Core: McGraw Hill Science, McDougal Littell Science, Science For All Curriculum, and Windows on Science

Professional Development

Provide professional development and training for all teachers in the following areas: Demonstration lessons and inquiry-based professional development by the University of Miami Staff.

Evaluation

Formal Assessments: 2006 FCAT Science Test.

Informal Assessments: Science For All pre/post tests.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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 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 5 STATEMENT:

Increase parental involvement in volunteer activities.

Needs Assessment

There is a large parent participation in schoolwide activities. However, the hours logged for parent involvement in academic activities for the 2005-2006 school year indicate a thirty-five percent participation. This indicates a need to improve the record-keeping of volunteer participation, as well as the number of parent volunteers in academic activities.

Measurable Objective

Given a schoolwide focus on parental involvement, parental roles as school volunteers will be increased as evidenced by an increase from thirty-five to thirty-seven percent in the number of volunteer hours logged in academic activities.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Organize an easy, accessible system for utilizing parent volunteers and provide ample training on volunteer procedures and school protocol.	Principal Assistant Principal Counselor	8/14/2006	5/30/2007	Communities of Practice	\$0.00
Provide a Parent Resource Fair to showcase programs and resources available at the school.	Principal Assistant Principal Classroom Teachers	9/12/2006	9/12/2006	Small Learning Communities	\$0.00
Establish a mechanism to log parent volunteer hours in and outside of school.	Principal Assistant Principal Classroom Teachers	8/14/2006	5/30/2007	Communities of Practice	\$0.00
Continue to support and facilitate the parent-sponsored motivational programs.	Principal Assistant Principal Classroom Teachers Parent Teacher Organization Sponsors	9/25/2006	5/30/2007	Community Partnerships	\$0.00
Distribute The Parent Academy information to parents to encourage involvement.	Principal Assistant Principal	9/12/2006	5/30/2007	Small Learning Communities	\$0.00
Encourage participation and provide recognition for involvement in the Parent Teacher Organization (PTO) and the various sub-committees.	Principal Assistant Principal Classroom Teachers	8/14/2006	5/30/2007	Community Partnerships	\$0.00

Research-Based Programs

The National Standards Parents/Family Involvement Programs.

Professional Development

Not Applicable

Evaluation

This objective will be evaluated by Volunteer logs and a list of the hours served.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 6 STATEMENT:

The number of indoor and outdoor suspensions will decrease during the 2006-2007 school year.

Needs Assessment

During the 2005-2006 school year there were sixty Student Case Management Referrals. There is a need to ensure that this number does not increase while working to maintain and promote a safe learning environment.

Measurable Objective

Given instruction using the Character Education Curriculum, students in kindergarten through sixth grade will maintain high levels of discipline as evidenced by a reduction from sixty to fifty-eight in the number of Student Case Management Referrals during the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Involve parents in the behavior management plan through telephone calls, notes, and conferences.	Principal Assistant Principal Counselor Classroom Teachers	8/14/2006	5/25/2007	Communities of Practice	\$0.00
Conduct Functional Assessment of Behavior (FAB) in a timely manner as needed.	Principal Assistant Principal FAB Team	8/14/2006	5/25/2007	District Strategic Plan	\$0.00
Provide social skills development for students through the implementation of recess three times per week.	Principal Assistant Principal Classroom Teachers	8/14/2006	5/25/2007	District Strategic Plan	\$0.00
Implement the District's Character Education Program.	Principal Assistant Principal Classroom Teachers Counselor	8/21/2006	5/25/2007	District Strategic Plan	\$0.00
Develop and implement a behavior management plan that includes rules, rewards, and consequences to ensure positive reinforcement of behavior.	Principal Assistant Principal Counselor Classroom Teachers	8/14/2006	5/25/2007	Communities of Practice	\$0.00
Conduct role play skits via closed-circuit television to reinforce the Monthly Character Education Theme.	Principal Assistant Principal Counselor Classroom Teachers	11/6/2006	5/25/2007	District Strategic Plan	\$0.00
Implement written reflections on the monthly Character Education Theme.	Principal Assistant Principal Counselors Classroom Teachers	10/6/2006	5/25/2007	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Provide training for teachers and other staff members as follows: Functional Assessment of Behavior (FAB), Kagan's Cooperative Learning and Character Education.

Evaluation

This component will be evaluated by a comparison of the number of indoor and outdoor suspensions for the 2005-2006 and 2006-2007 school years.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

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 7 STATEMENT:

Students and teachers will increase their use of technology for directed and independent learning activities during the 2006-2007 school year.

Needs Assessment

The Florida 2004 System for Technology Accountability (STaR) Profile indicates that Instructional Technology and Support and Funding for Technology at Henry S. West Laboratory School are at Stage 1/Entry level compared to the District and State, both of which are at Stage 2/Intermediate level. The STaR Profile also reveals that the School is at Stage 1/Entry level in Teacher Access and Teacher Use of Technology. The data for the 2005- 2006 school year showed that thirty percent of all students created a multimedia project, specifically in grades four and five. There is a need to include sixth grade this year in order to increase the percentage of students creating multimedia projects.

Measurable Objective

Given instruction using the Sunshine State Standards for technology, students will demonstrate their use of technology as evidenced by an increase from thirty to thirty-two percent of all students creating multimedia projects under the direction of their teacher.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize the Technology Lab for directed and independent learning activities.	Principal Assistant Principal Classroom Teachers	8/21/2006	5/30/2007	Communities of Practice	\$0.00
Implement and monitor the District's Technology Competency-Based Curriculum.	Principal Assistant Principal Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize the Type to Learn Jr. Network software to improve keyboarding skills.	Principal Assistant Principal Classroom Teachers	10/2/2006	5/30/2007	Small Learning Communities	\$0.00
Implement the Accelerated Reader component of the District's K-12 Comprehensive Researched-Based Reading Plan.	Principal Assistant Principal Classroom Teachers	8/21/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize the technology component of the Harcourt Brace Mathematics Series and Riverdeep/Destination to enhance students' mathematics skills.	Principal Assistant Principal Classroom Teachers	8/28/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize Kidspiration/Inspiration software to promote the use of graphic organizers in all curriculum areas.	Principal Assistant Principal Classroom Teachers	8/21/2006	5/30/2007	Small Learning Communities	\$0.00
Implement Atomic Learning to assist with multimedia projects.	Principal Assistant Principal Classroom Teacher	9/25/2006	5/30/2007	Communities of Practice	\$0.00

Research-Based Programs

Core: Houghton Mifflin Reading Miami-Dade County Edition Web-Based Activities, Harcourt Brace Math Web-Based Activities, Successmaker, and FastForWord.

Supplemental : e-Harcourt Math website, Kidspiration/Inspiration, Riverdeep/Destination, Accelerated Reader, Type to Learn Jr., and FCAT Explorer.

Professional Development

Provide professional development and training for all teachers in the following areas: Houghton Mifflin Reading Series Technology component, Successmaker, FCAT Explorer, Riverdeep/Destination, Edusoft, and Electronic Gradebook.

Evaluation

This objective will be evaluated based on student-developed multimedia projects under the direction of the teachers in grades four through six.

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 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 8 STATEMENT:

Students will improve their health and physical fitness skills.

Needs Assessment

Through participation in physical education, students develop interests and skills that promote and encourage lifetime fitness for daily living and overall wellness. The 2005-2006 District FITNESSGRAM assessment data indicates that ninety-one of the students tested earned awards: fifty-one earned gold awards and forty earned silver. There is a need to increase the number of students earning gold awards on the annual FITNESSGRAM assessment.

Measurable Objective

Given instruction using the Competency Based Curriculum (CBC) for Physical Education, students in grades four through six will improve their health and physical fitness skills as evidenced by an increase from fifty-one to fifty-three students in grades four through six earning Gold Awards in the current year's FITNESSGRAM assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Ensure that an appropriate amount of time is spent on fitness related activities such as cardiovascular, flexibility, and muscular strength and endurance daily.	Principal Assistant Principal Physical Education Teacher	8/14/2006	5/30/2007	Communities of Practice	\$0.00
Monitor Physical Education Program to ensure that selected activities specifically relate to assessment component and specificity training.	Principal Assistant Principal	8/14/2006	5/30/2007	Communities of Practice	\$0.00
Utilize District Education Specialist for Physical Education to provide support in meeting goals and objectives.	Principal Assistant Principal Physical Education Teacher	10/9/2006	5/30/2007	District Strategic Plan	\$0.00
Incorporate techniques that develop responsible personal and social behavior in students in order to promote a safe learning environment.	Principal Assistant Principal Physical Education Teacher Classroom Teachers	8/14/2006	5/30/2007	Communities of Practice	\$0.00
Implement the FITNESSGRAM pre/post tests to determine baseline measures.	Principal Assistant Principal Physical Education Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Professional development will be provided as follows: District Physical Education In-service Training and FITNESSGRAM Training.

Evaluation

This component will be evaluated by the number of students in grades four through six that earn Gold Awards on the 2006-2007 FITNESSGRAM assessment.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

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

GOAL 9 STATEMENT:

Students will use works of visual art to enhance their critical and visual thinking skills.

Needs Assessment

An analysis of student performance on the 2006 FCAT Reading Test indicates that one of the weakest Content Clusters for students in grades three through five was Words and Phrases which indicates a need for students to develop vocabulary. Additionally, the 2006 FCAT Writing Test data indicates that twenty-five percent of the students scored below 3.5. A further analysis shows that one hundred percent of the students scored 3.5 or above in Expository and fifty-two percent in Narrative. This indicates a need to improve their Narrative writing skills. Through the Visual Thinking Strategies (VTS) Curriculum, students will use works of visual art to develop their ability to analyze and construct meaning, as well as develop thinking, writing, and communication skills.

Measurable Objective

Given instruction using the Visual Thinking Strategies (VTS) Curriculum, students will use works of visual art to develop their ability to analyze and construct meaning, as well as develop thinking, writing, and communication skills, as evidenced by an increase from fifteen to eighteen works of art being analyzed by students in grades three through five.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement open-ended questioning strategies to encourage divergent thinking.	Principal Assistant Principal Classroom Teachers	8/14/2006	5/30/2007	Communities of Practice	\$0.00
Implement the Visual Thinking Strategies (VTS) Curriculum.	Principal Assistant Principal Classroom Teachers	10/23/2006	5/30/2007	Small Learning Communities	\$4300.00
Utilize (VTS) writing assignments to allow students to express their opinions and consider multiple view points, build on each other's ideas, and revise their conclusions.	Principal Assistant Principal Classroom Teachers	10/23/2006	5/30/2007	Communities of Practice	\$0.00
Utilize projected visual images from different cultures and times and in various mediums to promote discussion	Principal Assistant Principal Classroom Teachers	10/23/2006	5/30/2007	Expanding arts opportunities	\$0.00
Participate in partnership with University of Miami Lowe Art Museum to integrate museum visits with classroom studies.	Principal Assistant Principal Classroom Teachers	8/14/2006	5/30/2007	Community Partnerships	\$0.00

Research-Based Programs

Core: Visual Thinking Strategies (VTS) Curriculum

Professional Development

Provide professional development and training for teachers of grades three through five in Visual Thinking Strategies (VTS).

Evaluation

As a result of participating in the Visual Thinking Strategies Curriculum (VTS), students in grades three through five will analyse at least three additional works of art as compared to 2005-2006.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 10 STATEMENT:

West Laboratory School will increase its ROI index of value and cost effectiveness of its program.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2004-2005 Henry S. West Laboratory School ranked at the twenty-second percentile on the State of Florida ROI index.

Measurable Objective

West Laboratory School will improve its ranking on the State of Florida ROI index publication from the twenty-second percentile in 2004-2005 to the twenty-fourth percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Collaborate with the District on resource allocation.	Principal	10/9/2006	5/30/2007	District Strategic Plan	\$0.00
Consider shared use of facilities and/or partnering with community agencies.	Principal Assistant Principal Teachers EESAC	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Become more informed about the use of financial resources in relation to school programs.	Principal Assistant Principal EESAC	8/14/2006	5/30/2007	Communities of Practice	\$0.00
Consider reconfiguration of existing resources or taking advantage of a broader base, such as private foundations and volunteer networks.	Principal Assistant Principal Teachers EESAC	8/14/2006	5/30/2007	Community Partnerships	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

In the next State of Florida ROI index publication, West Laboratory School will show progress toward reaching the twenty-third 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:

The EESAC reviewed available funds and recommended developing a spending plan based on teachers' needs.

Training:

The EESAC recommended training for teachers to support the implementation of the Visual Thinking Strategies curriculum.

Instructional Materials:

The EESAC recommended that teachers develop a list of materials for them to prioritize and purchase.

Technology:

The EESAC recommended that the school seek grant funds in order to enhance the technology hardware and software in line with Twenty-First Century requirements.

Staffing:

The EESAC recommended lowering the teacher/student ratio through the use of paraprofessionals if and when funds become available.

Student Support Services:

The EESAC recommended the continuation of parent-sponsored incentive activities such as Read-On, Mad Science, Chess, Young Rembrandts, Violin, Strings, and Band Programs to enhance student achievement.

Other Matters of Resource Allocation:

The EESAC recommended a review of resources to locate funds to provide personnel to assist the school in expanding the technology program. They also recommended using the partnership with University of Miami to provide additional personnel and resources.

Benchmarking:

The EESAC developed a schedule of meetings to review and monitor the implementation of the School Improvement Plan.

School Safety & Discipline:

The EESAC recommended the implementation of recess to provide students the opportunity to develop social skills.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$3,500.00
Goal 2: Mathematics	\$5,500.00
Goal 3: Writing	\$5,000.00
Goal 4: Science	\$1,500.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$4,300.00
Goal 10: Return On Investment	\$0.00
Total:	\$19,800.00

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

Region Superintendent