

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Goulds Elementary School (0311)

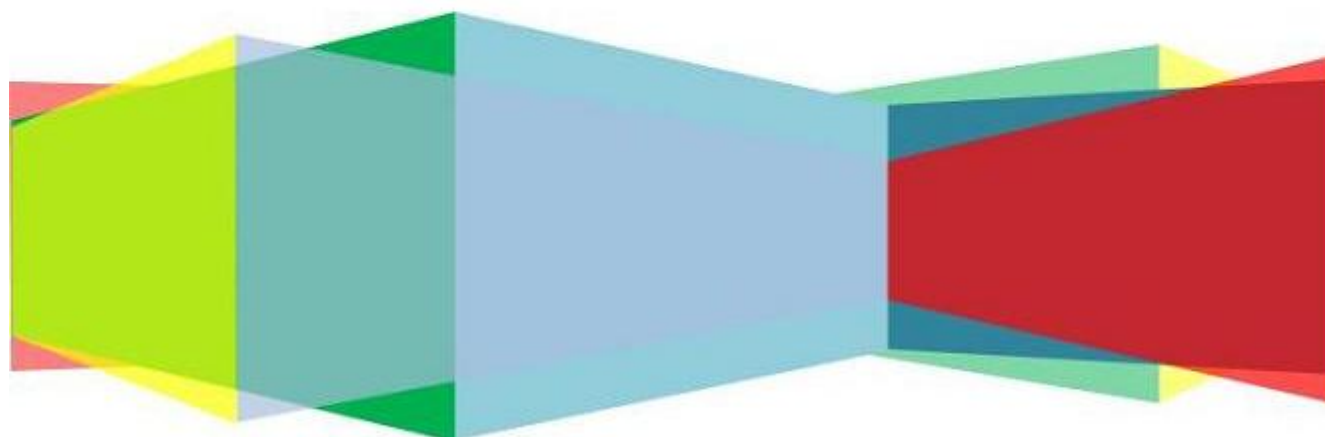
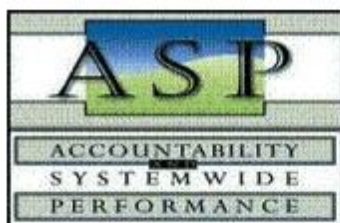
Feeder Pattern - Miami Southridge Senior

Regional Center VI

District 13 - Miami-Dade

Principal - Crystal Coffey

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Goulds Elementary School is a new school, constructed in 2007 on 5 acres, in a multi-ethnic community. The facility is surrounded by middle income housing developments and undeveloped agricultural land. The surrounding agricultural land will aid in the support of the agriscience program that has been developed for the Goulds Elementary student population. The school has five buildings which house eight stand alone collaboration stations, and a full time parent resource center.

Goulds Elementary School, with a total population of 543 students, serves kindergarten through fourth grade students. In addition the school houses a modern music and art suite and an enclosed patio area which supports a variety of schoolwide programs. The socioeconomic background of our community spans from lower to upper middle class. Efforts are being made at this time to develop long term working relationships with community groups such as: Goulds Community Development Coalition, and other local churches. School community partners are being identified and contacted in an effort to develop mentor and volunteer programs at the school which will aid in efforts to develop a positive learning environment.

Goulds Elementary serves approximately 543 kindergarten through grade four students which reflects the diversity of the surrounding community. The school has an ethnic breakdown of 66 percent Black, 25 percent Hispanic, three percent White, and six percent other. Ten percent of the student population has been identified as Students with Disabilities, sixteen percent have been identified as English Language Learners, and 81 percent economically disadvantaged students. The student population is comprised of 53 percent male students, and 47 percent female students. Review of student performance data on the 2006-2007 FCAT Assessment Administration states that 34% of students currently enrolled in third grade received a Level I on the 2006-2007 Reading Assessment, in fourth grade 19% of the students scored at a Level I and 31% scored at a Level II on the 2006-2007 FCAT Reading Assessment. Review of students performance data indicates that in third grade there are 25 students who have been identified as Tier 1, 37 students that have been identified as Tier 2, and three students that have been identified as Tier 3. In fourth grade, eleven students have been identified as Tier 1, 22 students have been identified as Tier 2; and one student has been identified as Tier 3.

Goulds Elementary School's leadership team is comprised of a principal, one assistant principal, a reading coach, and grade level chairpersons. There are 23 certified classroom teachers, two Special Education (SPED) teachers, one elementary guidance counselor, one media specialist, one full time art teacher, one full time music teacher, one physical education teacher, one English for Speakers of Other Languages (ESOL) teacher, one Spanish teacher, and one reading coach. The ethnic composition of the staff is 67 percent Black, 24 percent Hispanic, and nine percent White Non-Hispanic.

After analyzing and evaluating pertinent data such as the School Demographics, Academic Profile, Goulds Elementary, in conjunction with the Educational Excellence School Advisory Council, has identified the following objectives as schoolwide priorities for the 2007-2008 school year:

Given instruction using the Sunshine State Standards 58 percent of students in grades three through four will score at a level three or above as documented by the 2008 FCAT Reading Assessment Administration.

Given instruction using the Sunshine State Standards 62 percent of students in grades three through four will score at a Level III or above as documented by the 2008 FCAT Mathematics Assessment Administration.

Given instruction using the Sunshine State Standards 90 percent of students in grade four will score at a 3.5 or higher on the 2008 FCAT Writing Plus.

Given instruction based on the Sunshine State Standards, 50 percent of fifth grade students will meet high standards as determined by student performance on the 2009 FCAT Science Assessment.

Given schoolwide emphasis on parent outreach, it is expected that at least 800 parent volunteer/involvement hours will be documented as demonstrated by parent sign-in sheets/volunteer logs.

Given the implementation of the school-wide discipline plan, the percentage of outdoor suspensions will not exceed ten percent of the current student population for the 2007-2008 school year.

Given the emphasis on the use of technology in education, all students will augment their usage of the FCAT Explorer program as evidenced by 85% of the students utilizing the program during the 2007-2008 school year.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grade four will improve their running skills as evidenced by 50% of the students meeting high standards in running the one mile test on the 2007-2008 administration of the FITNESSGRAM Test.

Given school wide initiative to involve students in extracurricular programs, a minimum of 50 students in grades two through four will participate in extra-curricular activities as evidenced by 2007-2008 attendance records from school clubs.

Given the state of Florida ROI Index publication, Goulds Elementary will work toward performing in the 75th percentile or above on the next publication of the index.



School Improvement Plan 2007-2008



To achieve these objectives, appropriate strategies have been suggested and planned by all of the school's stakeholders. Strategies to be implemented include: providing in-school and after school tutoring for targeted students in need of assistance; reading promotion and recognition programs; implementation of a schoolwide agriscience careers instructional curriculum; integrating the use of technology into the curriculum for teachers and students; increasing the use of authentic writing experiences for students; continuing the use of a variety of inservice training for staff as well as continuous monitoring of the School Improvement Plan.



School Improvement Plan 2007-2008



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.

0311 - GOULDS ELEMENTARY SCHOOL

VISION

Goulds Elementary School will provide a positive and nurturing environment where all students are encouraged to strive toward and achieve their fullest potential. Students will be given the foundation to become productive and conscientious citizens for the 21st century. At Goulds Elementary School, No Child Will Be Left Behind.

MISSION

Goulds Elementary School Offers programs that foster children's ability to think critically. The administration, professional staff, community leaders, and stakeholders utilizes a challenging curriculum and provide all students with a learning environment that reflects district and state standards in literacy, mathematics, science and social studies. The school's mission is to deepen students' commitment to agriscience careers, mold students to become productive citizens in society, and develop civic virtue and moral character in our youth-qualities that are essential to leading productive lives in an environmentally-conscious society.

CORE VALUES



School Improvement Plan 2007-2008



Excellence

Success for all learners is a key component to the instructional program at Goulds Elementary.

Character Education

We instill core values such as: responsibility, honesty, citizenship, and integrity throughout the curriculum.

Equity

We provide a fair and equal opportunity for success and academic achievement for all students in an effective learning environment/setting.

School Demographics

Goulds Elementary School, built in 2007, is located on five acres in South Miami-Dade County at 23555 SW 112th Avenue. A forty-four classroom building including art and music labs is augmented by a cafeteria and a media center. This new school site has been equipped to provide internet access to 100 percent of the classrooms. The media center will house a state-of-the-art closed circuit television system with internet access computer stations.

Goulds Elementary is located in a rapidly growing community. There are several new housing developments with approximately two hundred new single-family homes currently under construction within the school's attendance boundaries. This new growth is having an immediate effect on the school. The economic level of the school population is low to moderate as evidenced by 81 percent of students qualifying for free or reduced priced meals.

Goulds Elementary serves approximately 543 kindergarten through grade four students which reflects the diversity of the surrounding community. The school has an ethnic breakdown of 66 percent Black, 25 percent Hispanic, three percent White, and six percent other. Ten percent of the student population has been identified as Students with Disabilities, sixteen percent have been identified as Limited English Proficient, and 81 percent economically disadvantaged students. The student population is comprised of 53 percent male students, and 47 percent female students. Review of student performance data on the 2006-2007 FCAT Assessment Administration states that 34% of students currently enrolled in third grade received a Level I on the 2006-2007 Reading Assessment, in fourth grade 19% of the students scored at a Level I and 31% scored at a Level II on the 2006-2007 FCAT Reading Assessment. Review of students performance data indicates that in third grade there are 25 students who have been identified as Tier 1, 37 students that have been identified as Tier 2, and three students that have been identified as Tier 3. In fourth grade eleven students have been identified as Tier 1, 22 students have been identified as Tier 2; and one student has been identified as Tier 3.

Goulds Elementary School's leadership team is comprised of a principal, one assistant principal, a reading coach, and grade level chairpersons. There are 23 certified classroom teachers, two Special Education (SPED) teachers, one elementary guidance counselor, one media specialist, one full time art teacher, one full time music teacher, one physical education teacher, one English for Speakers of Other Languages (ESOL) teacher, one Spanish teacher, and one reading coach. The ethnic composition of the staff is 67 percent Black, 24 percent Hispanic, and nine percent White Non-Hispanic.

The current advantage for the 2007-2008 school year at Goulds Elementary is that the school is new. The potential for success and achievement is limitless. The goal of this year is to develop a positive work environment that fosters student learning through exposure to technology and a focus on agriscience careers through utilization of the Florida Agriscience in the Classroom curriculum.

School Foundation

Leadership:

Overall, the staff feels competent in knowing the vision and mission of the school. The school's administration will consider the need to further solicit input from the staff as a way to increase involvement in the day to day operation of the school.

District Strategic Planning Alignment:

The EESAC committee will analyze information to focus on goals and objectives of the school.

Stakeholder Engagement:

Faculty is aware of who the most important customers are, staff will recognize whether or not customers are satisfied or dissatisfied. Emphasis will be placed on including staff in making decisions to solve problems for the customers.

Faculty & Staff:

Faculty/staff through professional development, and staff development activities will be provided with the strategies and tools necessary to work in an efficient and an effective manner. In order to foster an atmosphere that is positive and productive, staff recognition activities, and critical friend groups will be developed at the school site.

Data/Information/Knowledge Management:

Faculty and staff will be encouraged to pursue training and instruction in their field of experience to improve the quality and effectiveness of their work.

Education Design:

Data measurement by all stakeholders will be instrumental in assessing the quality of performance, in an effort to meet school site, district, and state developed goals.

Performance Results:

Work products will meet all requirements for high quality and school excellence.



School Improvement Plan 2007-2008



Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :



School Improvement Plan
2007-2008



Schools Offering Primarily Grades 6 through 12

Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :

Reading Goal

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

Florida Education Priorities

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.
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Reading Statement

All students will demonstrate high academic achievement in reading.

Needs Assessment

Results of the sending schools 2007 FCAT Reading Assessment data indicate that 57 percent of the students in grades three through four met the state mastery level of three or higher.

Students scoring at Level I and II on the 2007 FCAT Reading Test included the following information:

- Students in Grades 3 – 33% of students scored at Level I and 19% scored at Level II for a total of 52% of students scoring at Level I and II.
- Students in Grade 4 – 30% of students scored at Level I and 19% scored at Level II for a total of 49% of students scoring at Level I and II.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards 58 percent of students in grades three through four will score at a level three or above as documented by the 2008 FCAT Reading Assessment Administration.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize the Accelerated Reading Program, FCAT Explorer and Riverdeep to enrich the Comprehensive Research Based Reading Plan.	Principal, Teachers, Reading Coach	10/29/07	6/5/08	District-wide Literacy Plan	0
Conduct monthly grade level meetings to analyze and disaggregate data and ensure continuity of the instructional focus calendars.	Principal, Assistant Principal, Reading Coach, Teachers	08/20/07	06/05/07	Continuous Improvement Model	0
Utilize Voyager Passport to provide remediation for all Tier one, two, and three students.	Principals, Teachers, Paraprofessionals	08/20/2007	06/05/07	District-wide Literacy Plan	1500
Provide professional development for teachers in kindergarten through fifth grade to ensure effective instruction through the use of the Comprehensive Research Based Reading Plan.	Principal, Assistant Principal, Reading Coach	8/13/07	6/5/07	District-wide Literacy Plan	0
Conduct small, flexible, differentiated instruction reading groups daily, for students in kindergarten through fifth grade, based on results of DIBELS Reading Assessment.	Principal, Teachers, Reading Coach	8/20/07	6/5/08	District-wide Literacy Plan	0
Implement the Continuous Improvement Model (CIM) eight step-process with faculty and staff.	Principal, Assistant Principal, Reading Coach, Leadership Team	8/20/07	6/5/08	Continuous Improvement Model	0
Encourage teachers to attend professional development workshops at district or region regarding reading and share information obtained with the faculty and staff members.	Principal, Assistant Principal, Reading Coach, Leadership Team	8/20/07	6/5/08	Continuous Improvement Model	5000
Demonstrate model lessons in the classroom for teachers, using the Comprehensive Research-Based Reading Plan.	Principal, Reading Coach	8/20/2007	6/5/2008	Continuous Improvement Model	0
Utilize Reading Coach to conduct literacy center training for kindergarten through fourth grade teachers.	Principal, Assistant Principal, Reading Coach	8/20/07	6/5/08	District-wide Literacy Plan	0
Analyze and disaggregate data based on the Progress Monitoring Report Network (PMRN).	Principal, Assistant Principal, Reading Coach	8/20/07	6/5/08	Continuous Improvement Model	0
Analyze results from the Reading Instructional Focus Benchmark tests, and other formative assessments based on the Instructional Focus Calendars, utilizing CIM Model to identify students and enrichment, revise groups as needed.	Teachers, Reading Coach, Principal, Assistant Principal	8/20/07	6/5/08	Continuous Improvement Model	0
Provide pullout and Saturday School intervention groups for Reading Level I and II students and ensure that lessons are aligned with the Instructional Focus Calendars, utilizing the CIM Model to identify students in all curriculum groups needing intervention and enrichment; revise groups as needed.	Teachers, Reading Coach, Leadership Team, Principal, Assistant Principal	10/29/07	4/7/08	District-wide Literacy Plan	10000
Identify and closely monitor the progress of the lowest 25th percentile students consistently; revising instruction and intervention groups as needed.	Principal, Assistant Principal, Teachers, Reading Coach	8/20/07	6/5/08	Continuous Improvement Model	0

Research-Based Programs

Research-Based Programs include:

1. Houghton Mifflin Core Reading Program
2. Voyager Passport
3. Comprehensive Research-Based Reading Program

Professional Development

After surveying teacher instructional knowledge in the area of reading, professional development will be provided as follows:

1. Comprehensive Research Based Reading plan training for new teachers.
2. DIBELS administration training for teachers in kindergarten through fourth grade.
3. EduSoft training for all teachers in order to assist with assessments and alignment for data for instruction.
4. FCAT Data Review for all teachers in order to inform them of school site instructional goals.
5. Accelerated Reader training and overview for all teachers in kindergarten through fourth grade.
6. Literacy Centers training for teachers in kindergarten through fourth grade.
7. DAR administration for teachers in kindergarten through fourth grade.
8. PMRN training on how to analyze data for teachers in kindergarten through fourth grade.
9. Continuous improvement model training for all instructional staff.

Evaluation

- 2008 FCAT Reading Test (Annually)
- 2007-2008 Interim Reading Assessment (Tri-Annually)
- Instructional Focus Benchmark Assessments (Monthly)
- DAR
- PMRN Reports
- STAR Reading Assessment
- Reading Plus Results
- Classroom Walkthrough Reports
- Intervention Groups Attendance Logs
- Professional Development Agendas and Attendance Logs
- Progress Monitoring Logs
- Reading Coaches' Logs indicating professional development and classroom visits

Mathematics Goal

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

Florida Education Priorities

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 checked="" type="checkbox"/>

Mathematics Statement

All students in third through fourth grade will demonstrate high academic achievement in mathematics as demonstrated by student performance on the 2008 FCAT Mathematics Assessment administration.

Needs Assessment

Results of the 2007 FCAT Mathematics Assessment for the Goulds Elementary student population indicate that 49 percent of the students in grades three through four met the state mastery level of three or higher.

Students scoring at Level I and II 2007 FCAT Mathematics Assessment included the following information:

- Students in Grades 3 – 37% of students scored at Level I and 19% scored at Level II for a total of 56% of students scoring at Level I and II.
- Students in Grade 4 – 30% of students scored at Level I and 19% scored at Level 2 for a total of 49% of students scoring at Level I and II.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards 62 percent of students in grades three through four will score at a Level III or above as documented by the 2008 FCAT Mathematics Assessment Administration.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Analyze results from the Mathematics Instructional Focus Benchmark Assessments and other formative assessments based on the instructional focus calendars, utilizing CIM Model to identify students in all curriculum groups needing intervention and enrichment; revise groups as needed.	Teachers, Reading Coach, Assistant Principal, Principal	10/1/07	06/05/08	Continuous Improvement Model	0
Model lessons, conduct professional development, and enhance classroom instruction to improve student performance.	Principal, Assistant Principal, Reading Coach, Leadership Team	10/1/07	06/05/08	Continuous Improvement Model	2000
Implement the Continuous Improvement Model (CIM) eight-step process with faculty and staff.	Principal, Assistant Principal	8/20/07	6/5/08	Continuous Improvement Model	0
Analyze benchmark assessment during grade level meetings, to identify specific needs of students in each of the tested benchmark areas in order to direct and differentiate instruction.	Principal, Assistant Principal, Teachers	8/20/07	6/5/08	Continuous Improvement Model	0
Identify students in third through fourth grade scoring in the lowest 25 percentile and provide appropriate interventions through small group instruction in each of the tested benchmark areas.	Principal, Assistant Principal, Teachers	8/20/07	6/5/08	Academic Enrichment Opportunities	7000
Provide instruction using differentiated instructional groups to increase the performance of students who scored at a Level III or above, focusing on each of the tested benchmarks.	Principal, Assistant Principal, Teachers	8/20/07	6/5/08	Academic Enrichment Opportunities	0
Implement Math Superstars program in grades kindergarten through fourth grade to increase student exposure to mathematics benchmarks.	Principal, Reading Coach, Future Educators of America, PTA	10/29/07	06/05/08	Academic Enrichment Opportunities	500
Identify students who did not demonstrate acceptable learning gains and provide small group tutoring through an after school/Saturday School tutorial program with a structured mathematics curriculum.	Principal, Assistant Principal, Teachers	10/29/07	3/3/08	Academic Enrichment Opportunities	1000

Research-Based Programs

Researched-Based Programs will include:

- Scott Foresman Mathematics Series (K-4)
- Riverdeep
- FCAT Explorer Mathematics

Professional Development

After surveying teacher instructional knowledge in the area of mathematics, professional development will be provided as follows:

1. Provide Professional Development to teachers in the areas of: Item Specifications, Core Knowledge Standards (Number Sense, Data Analysis/Probability, Algebraic Thinking, Geometry, and Measurement).
2. Provide professional development in the following programs: Riverdeep, and FCAT Explorer.
3. Provide EduSoft training for all teachers in order to assist with assessments and alignment of data to instruction.
4. Homeroom teachers will receive monthly professional development from the mathematics coach on various topics of importance and interest to increase student achievement.
5. Continuous Improvement Model training for all instructional staff.

Evaluation



School Improvement Plan 2007-2008



The objective will be evaluated utilizing the results of the 2008 FCAT Mathematics Assessment results. Progress monitoring will occur throughout the year utilizing interim assessments, after school tutorial program pre- and post-tests and other teacher-made assessments.

Writing Goal

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

Florida Education Priorities

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"/>

Writing Statement

All students will be able to communicate effectively through writing.

Needs Assessment

An analysis of district results of the 2007 FCAT Writing+ indicated the following: 78% of the students scored at a 3.5 or above on a scale of 6.0.

After analyzing the data, interventions will be implemented to ensure that instruction addresses student needs and deficiencies in the area of writing.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards 90 percent of students in grade four will score at a 3.5 or higher on the 2008 FCAT Writing Plus.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide fourth grade students with tutorial services to assist in enhancing writing skills.	Principal, Reading Coach, Teachers	8/20/07	6/5/08	District-wide Literacy Plan	5000
Increase opportunities for expository and narrative writing in all grades through writing across the curriculum.	Principal, Reading Coach, Teachers	8/20/07	6/5/08	District-wide Literacy Plan	0
Implement extension and elaboration strategies using one writing sample per week in grades three through four.	Principal, Assistant Principal, Teachers	8/20/07	6/5/08	District-wide Literacy Plan	0
Conduct monthly writing assessments to monitor the progress of the kindergarten through fourth grade writing plan.	Principal, Assistant Principal, Reading Coach, Classroom Teachers	8/20/07	6/5/08	Continuous Improvement Model	0
Analyze writing pretest scores to identify students in need of intensive instruction in writing.	Principal, Reading Coach	8/20/07	6/5/08	District-wide Literacy Plan	0
Provide teachers with professional development on the utilization of the "District Developed Writing Curriculum" to develop techniques and strategies for teaching expository and narrative writing.	Principal, Assistant Principal, Reading Coach, Writing Coach	8/20/07	6/5/08	District-wide Literacy Plan	500

Research-Based Programs

Research-Based Programs will include:

1. Region Developed Writing Instruction Curriculum
2. Houghton Mifflin Reading Series Writing Component

Professional Development

After surveying teacher instructional knowledge in the area of writing, professional development will be provided as follows:

- Teachers in kindergarten through fourth grade will be provided training on the District Developed Writing Program.
- Teachers will be trained on the holistic scoring method by the writing coach.
- Reading Coach will attend professional development workshops on FCAT Writing Plus and effective writing strategies provided by the District.
- Continuous Improvement Model training for all instructional staff.

Evaluation

The objective will be evaluated by scores of the 2008 FCAT Writing Plus. Monthly writing prompts, and District Pre- and Post-Test Writing Assessments will be utilized to monitor student progress toward meeting the objective.

Science Goal

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

Florida Education Priorities

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"/>

Science Statement

All students will demonstrate high academic achievement in science as dictated by the Sunshine State Standards.

Needs Assessment

An analysis of district scores for 2007 FCAT Science Test revealed the following data:

Of the students in grade 5, 31 % scored at Level I and 35 % scored at Level II.

An analysis of the district scores for 2007 FCAT Science data are as follows in the Science content clusters:

- Physical/ Chemical Strand – 50 %, means points earned on this cluster.
- Earth/Space Strand- 47 %, means points earned on this cluster.
- Life/Environment Strand- 50 %, means points earned on this cluster.
- Scientific Thinking Strand- 50 %, means points earned on this cluster.

After analyzing the data, strategies have been developed to prepare fourth grade students for the fifth grade 2009 FCAT Science Assessment administration.

Measurable Objective

Given instruction based on the Sunshine State Standards, 50 percent of fifth grade students will meet high standards as determined by student performance on the 2009 FCAT Science Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct Data Chats with teachers and students to analyze, monitor, and create academic goals for success on the 2008 FCAT Science Test.	Principal, Assistant Principal, Teachers	8/20/07	6/5/08	Continuous Improvement Model	0
Analyze student performance in Science and restructure staff as needed to ensure student progress.	Principal, Assistant Principal	8/20/07	6/5/08	Continuous Improvement Model	0
Ensure Science Teacher Classes are implementing the Instructional Focus Calendar with fidelity including the weekly lab component.	Principal, Assistant Principal	8/20/07	6/5/08	Continuous Improvement Model	0
Analyze results from Science Assessments based on the Instructional Focus Calendars, utilizing the CIM Model. Identify students in all curriculum groups needing intervention and enrichment; revise groups as needed.	Principal, Assistant Principal	8/20/07	6/5/08	Continuous Improvement Model	0
Provide pullout, after-school tutoring, and Saturday school intervention groups for students who need intervention to meet high standards in Science and ensure that lessons are aligned with the Instructional Focus Calendar.	Principal, Assistant Principal, Teachers	8/20/07	6/5/08	Academic Enrichment Opportunities	0
Implement/Create Professional Learning Communities and professional development to promote collegial support for improved teaching of science with rigor and the spiraling of the curriculum, which allow students to allow students to achieve high standards on the FCAT Science Test.	Principal, Assistant Principal	8/20/07	6/5/08	Continuous Improvement Model	0
Ensure that greater rigor and relevance are evident in all classes and in all extended day experiences through consistent and focused classrooms visits by administrators.	Principal, Assistant Principal	8/20/07	6/5/08	Academic Enrichment Opportunities	0
Implement a school wide science fair for all students in kindergarten through fourth grade to increase instructional focus on the cluster of scientific thinking.	Principal, Assistant Principal, Reading Coach, Teachers	4/7/08	5/30/08	Academic Enrichment Opportunities	500

Research-Based Programs

Research-Based Programs will include:

- McGraw Hill Science Series

Professional Development

After surveying teacher instructional knowledge in the area of science, professional development will be provided as follows:

- Teachers will be trained on the effective use of the newly adopted science curriculum and series.
- Teachers will be trained on the scientific method and the implementation of hands-on science in weekly science instruction.
- Teachers will be trained on utilizing the instructional focus calendar.
- Continuous Improvement Model training for all instructional staff.

Evaluation

The objective will be evaluated through student performance on the District Developed Interim Assessment, and evaluation of teacher developed science assessments.

Parental Involvement Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Parental Involvement Statement

Goulds Elementary will provide opportunities to promote and encourage participation of stakeholders through parental and family involvement initiatives.

Needs Assessment

Parental involvement is an area of concern for the Goulds Elementary faculty and staff. In order to maximize the total efforts of parents and students, parental participation will be one of the elements utilized to link the home to school connection in the 2007-2008 school year. Increased parent participation will be encouraged through the implementation of the following school site programs: FCAT Mathematics/Science Night, Goulds Elementary Agriscience Fair, Volunteer and Mentor Programs, etc.

Measurable Objective

Given schoolwide emphasis on parent outreach, it is expected that at least 800 parent volunteer/involvement hours will be documented as demonstrated by parent sign-in sheets/volunteer logs.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Increase parent volunteers through an evening parental involvement recruitment fair.	Principal, Volunteer Liason, School Counselor	8/20/07	6/5/08	Parental Choice Options	0
Provide a monthly parent calendar that will be distributed to communicate important school dates, and highlight student achievement.	Principal	8/20/07	6/5/08	Exchange Meaningful Information	0
Facilitate greater interest in parent workshops by presenting inviting themes based on survey results and the needs of students.	Principal, Literacy Leadership Team	8/20/07	6/5/08	Parental Choice Options	0
Facilitate morning parent outreach workshops.	Principal, Assistant Principal, School Counselor, Media Specialist	8/20/07	6/5/08	Exchange Meaningful Information	0

Research-Based Programs

Research-Based Programs will include:

Children, Youth and Families Education and Research Network (CYFERNet)

Professional Development

After surveying teacher instructional knowledge in the area of parental involvement, professional development will be provided as follows:

Volunteer training seminars will be facilitated by the Administration and Leadership team throughout the 2007-2008 school year in the following areas: Reading Strategies, Reading is Fundamental, FCAT Science Night, FCAT Math Night, Discipline and Communication.

Evaluation

The objective will be evaluated by the review of parent sign-in sheets and volunteer logs. Parent surveys and parent response and communication at PTA and EESAC meetings will be utilized to assess the effectiveness of schoolsite programs.

Discipline & Safety Goal

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

Florida Education Priorities

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

Discipline & Safety Statement

Students will demonstrate an understanding of appropriate behavior and an appreciation for a structured environment.

Needs Assessment

Outdoor suspensions for the 2007-2008 school year will remain below ten percent of the student body.

Measurable Objective

Given the implementation of the school-wide discipline plan, the percentage of outdoor suspensions will not exceed ten percent of the current student population for the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Inform parents via parent seminars to introduce the school wide discipline plan for the 2007-2008 instructional plan.	Principal, Assistant Principal, Counselor	8/20/07	6/5/08	Diversity & Educational Equity	0
Provide teachers and staff with strategies to assist with classroom management, anger management, and conflict resolution.	Principal, Assistant Principal, Counselor	8/20/07	6/5/08	Exchange Meaningful Information	0
Implement attendance incentives program schoolwide.	Principal, Assistant Principal	8/20/07	6/5/08	Continuous Improvement Model	0

Research-Based Programs

Not Applicable

Professional Development

Professional Development will be provided for all personnel in classroom management and strategies to decrease the number of outdoor suspensions.

Evaluation

This objective will be evaluated by the end of the year suspension report. Monthly reports will provide progress monitoring towards meeting this objective.

Technology Goal

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

Florida Education Priorities

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

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

Technology Statement

Goulds Elementary will employ the usage of technological tools to assist students in their learning.

Needs Assessment

Goulds Elementary will emphasize the infusion of technology in the classroom to prepare our students for a globally advanced community.

Measurable Objective

Given the emphasis on the use of technology in education, all students will augment their usage of the FCAT Explorer program as evidenced by 85% of the students utilizing the program during the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct parent seminars on the quarterly basis to assist their children with the utilization of FCAT Explorer and Riverdeep.	Principal, Assistant Principal, Reading Coach	8/20/07	6/5/08	Exchange Meaningful Information	0
Provide teachers with EduSoft training in order to interpret data on in-house and district interim assessments, as part of the Continuous Improvement Model.	Principal, Assistant Principal	8/20/07	6/5/08	Continuous Improvement Model	0
Provide professional development for the instructional staff on the utilization of Pinnacle Gradebook.	Principal, Gradebook Manager	8/20/07	6/5/08	Continuous Improvement Model	0
Train Exceptional Student Education teachers on documentation procedures of the Individualized Education Plan, WISE.	Principal, Assistant Principal	8/20/07	6/5/08	Inclusion of SWD	0
Provide and assist teachers with training on various technological programs such as FCAT Explorer, Riverdeep, Accelerated Reader, STAR, and classworks in order to increase productivity.	Principal, Assistant Principal	8/20/07	6/5/08	Continuous Improvement Model	0
Provide professional development for the instructional staff on the utilization of Dade Employee Portal and Professional Development portals.	Principal, Assistant Principal	8/20/07	6/5/08	Exchange Meaningful Information	0

Research-Based Programs

Research-Based Programs will include:

- Educational Technology Impact Analysis

Professional Development

All grade teachers will employ the use of technology through the following programs and/or software products:

- FCAT Explorer
- Pinnacle Online Gradebook
- Progress Monitoring and Reportin Network
- Promethean/Smart Boards Utilization

Evaluation

The objective will be evaluated based on the productivity of online programs, teacher generated monthly reports, and the STAR Survey.

Health & Physical Fitness Goal

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

Florida Education Priorities

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

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

Health & Physical Fitness Statement

Goulds Elementary will implement the use of FITNESSGRAM and the Presidential Fitness test to improve students' awareness of health and physical fitness that promote lifetime fitness for daily living and overall wellness.

Needs Assessment

Review of health and physical fitness guidelines developed by the State of Florida will drive the need to provide consistent instruction in the areas of health, wellness, and safety.

Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grade four will improve their running skills as evidenced by 50% of the students meeting high standards in running the one mile test on the 2007-2008 administration of the FITNESSGRAM Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement activities to enhance endurance and upper body strength for students in second through fourth grade.	Physical Education Teacher, Principal	8/20/07	6/5/08	Healthcare & Healthy Choices	0
Provide students with a variety of grade appropriate activities about dental health, personal hygiene and Human Growth Development.	Teachers, Principal	8/20/07	6/5/08	Healthcare & Healthy Choices	0
Monitor the physical education program to ensure that appropriate activities are selected that relate to the Sunshine State Standards, which include body fat, curl-ups, trunk lifts, push-ups, and back saver sit up and reach activities.	Principal, Assistant Principal	8/20/07	6/5/08	Healthcare & Healthy Choices	0
Provide students with a well-balanced meal to promote a healthy lifestyle on a daily basis.	Food Service Manager, Principal	8/20/07	6/5/08	Healthcare & Healthy Choices	0
Implement Field Day Olympics for all students in second through fourth grade to promote healthy fitness.	Physical Education Teachers, Principal	4/7/08	5/30/08	Healthcare & Healthy Choices	0

Research-Based Programs

Research-Based Programs include:

"Moving Into the Future: National Standards for Physical Education", The National Association for Sports and Physical Education.

Professional Development

- Professional development workshops provided by the District for Physical Education Teachers.
- Provide training on administering the FITNESSGRAM for all new Physical Education Teachers.

Evaluation

This objective will be evaluated utilizing the results of the 2007-2008 FITNESSGRAM Administration, a health-related fitness test, and teacher developed assessments.

Electives & Special Areas Goal

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

Florida Education Priorities

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

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

Electives & Special Areas Statement

All schools will develop an appreciation for the arts through the implementation of extra-curricular activities.

Needs Assessment

Students will be encouraged to participate in after school arts activities upon their inception. After school clubs will be developed and advertised upon identification of the programs that will be offered.

Measurable Objective

Given school wide initiative to involve students in extracurricular programs, a minimum of 50 students in grades two through four will participate in extra-curricular activities as evidenced by 2007-2008 attendance records from school clubs.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Develop and distribute a student survey to assess student interest in after school activities in order to recruit members.	Music Teachers, Principal, Assistant Principal	8/20/07	6/5/08	Diversity & Educational Equity	0
Purchase materials as needed to facilitate successful implementation of the clubs.	Principal, EESAC	8/20/07	6/5/08	Academic Enrichment Opportunities	0
Maintain attendance logs in order to monitor student participation in school clubs.	Music Teacher, Principal	8/20/07	6/5/08	Advanced Academics	0
Encourage student participation in extracurricular activities through closed circuit television, the public announcement system, and student handouts, which will inform students of requirements for entering and remaining in the clubs.	Club Sponsors, Principal	10/29/07	6/5/08	Exchange Meaningful Information	0

Research-Based Programs

Not Applicable

Professional Development

Selected instructional staff will attend professional development that will enhance the instruction of their programs.

Evaluation

This objective will be evaluated using the data obtained from the attendance logs and membership rosters.

Return On Investment Goal

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

Florida Education Priorities

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

Return On Investment Statement

Goulds Elementary School will rank at or above the 90th percentile statewide in the ROI Index of value and cost effectiveness of its program.

Needs Assessment

This new school has no data as it relates to this goal.

Measurable Objective

Given the state of Florida ROI Index publication, Goulds Elementary will work toward performing in the 75th percentile or above on the next publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Collaborate with district on resource allocation.	Principal	8/20/07	6/5/08	Safe and High-quality Facilities	0
Share use of facilities, partnering with community agencies.	Principal	8/20/07	6/5/08	Safe and High-quality Facilities	0
Provide training for faculty members to become more informed about the use of financial resources in relation to school programs.	Principal, Assistant Principal	8/20/07	6/5/08	Exchange Meaningful Information	0

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

On the next State of Florida Return On Investment Index publication, Goulds Elementary will perform at or above the 75th percentile.

EESAC Compliance

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

Budget:

EESAC, upon its inception, will make recommendations as they pertain to the utilization of EESAC funds for the following: additional instruction, after-school/Saturday School Tutoring, additional student incentives, and the support of administrative projects that will assist in the continued academic achievement of the student body.

Training:

Training for all faculty members in the programs of: Accelerated Reader, Electronic Gradebook, and FCAT Strategies should continue, with particular learning opportunities in the area of technology.

Instructional Materials:

The District mandated texts will accompany all academic instruction, and resources will be provided to enhance instruction within these areas. In addition, a research based curriculum will be provided.

Technology:

Students and teachers will have access computers daily, and will be provided learning opportunities on the utilization fo computer programs such as: Microsoft Word, FCAT Explorer, and Riverdeep.

Staffing:

School support staff will be funded through District budget allocations.

Student Support Services:

The Student Support Services Team will provide support to all classroom teachers by providing assistance to referred students in a timely manner. The team will also reach out to parents and families to provide workshops and resources which may assist them.

Other Matters of Resource Allocation:

Provisions will be made to assist in obtaining resources for Red Ribbon Week, Exceptional Student Education Week and Pan-American Week.

Benchmarking:

The EESAC will fully support academic programs provided by the District office. All instruction will be aligned to the Sunshine State Standards and will be in compliance with all District and School Benchmarks.

School Safety & Discipline:



School Improvement Plan 2007-2008



The EESAC will support the counselor in development of a conflict resolution team comprised of students in grades 3-4 to mediate problems that arise amongst their peers.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	16500
Mathematics	10500
Writing	5500
Science	500
Parental Involvement	0
Discipline & Safety	0
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Total	33000



School Improvement Plan 2007-2008



Date of Review: _____

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

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