

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Joella C. Good Elementary School (2181)

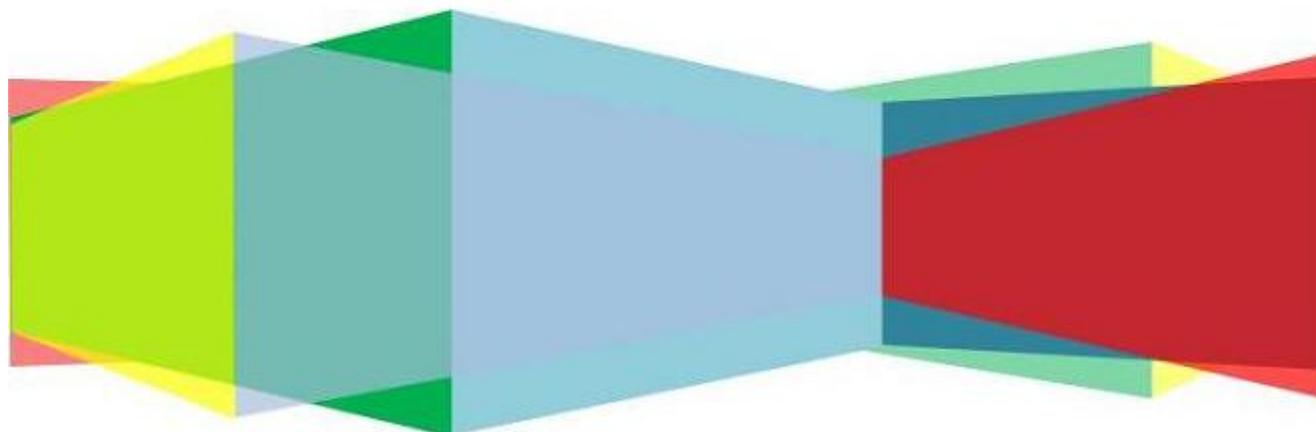
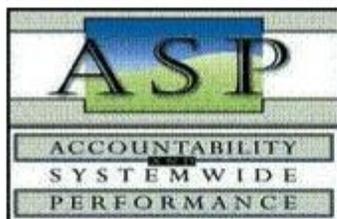
Feeder Pattern - American Senior

Regional Center I

District 13 - Miami-Dade

Principal - Lizette Campa

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Joella C. Good Elementary School services a learning community of 1,033 students in pre-kindergarten through grade five. A Montessori Magnet Program serves 203 of these students in pre-kindergarten to fifth grade from five targeted areas within the county. In addition, there are a variety of school-wide programs to meet the diverse needs of the students. Our Academic Excellence Program challenges students in the areas of Art Appreciation and Journalism. There is also a gifted program that provides acceleration and enrichment to academically advanced students. Other enrichment programs include Saturday Academy, Science Engineering Communication Mathematics Enhancement (SECME), Future Educators of America, Drama Club, Art Club, Recorder Club, Bells Club and Chorus. The Extended-Day Tutorial Programs in reading targets English Language Learners (ELL) students, students performing in the lowest quartile, and students demonstrating high-risk in reading. The School Improvement Plan of Joella C. Good Elementary School represents a comprehensive group effort by which data was analyzed to determine our strengths and areas of need. This allows for the identification of strategies that will provide our students with an educational program to enhance student achievement.

After conducting a needs assessment, the following objectives have been developed to meet the needs of our learning community:

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by seventy-two percent of the students scoring at Level 3 or above on the 2008 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, ELL students in grades three through five will improve their reading skills as evidenced by fifty-eight percent of the students scoring at Level 3 or above on the 2008 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by sixty-six percent of the students scoring at Level 3 or above on the 2008 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, students in the Black subgroup will improve their mathematics skills as evidenced by sixty-two percent of the students scoring at Level 3 or above on the 2008 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, students in the ELL subgroup will improve their mathematics skills as evidenced by sixty-two percent of the students scoring at Level 3 or above on the 2008 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, students in the economically disadvantaged subgroup will improve their mathematics skills as evidenced by sixty-two percent of the students scoring at Level 3 or above on the 2008 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, students in grade four will improve or maintain their writing skills as evidenced by at least ninety-three percent of the students score at 3.5 or above on the 2008 administration of the FCAT Writing+ Assessment.

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by fifty-two percent of students scoring at Level 3 or above on the administration of the 2008 FCAT Science Assessment.

Given the need to establish a link between school, home, and community to support the efforts of improved academic achievement, the attendance from Parent Outreach Program and PTA membership will increase by five percentage points during the 2007-2008 school year as compared to the parent involvement logs of the 2007-2008 school year.

Given emphasis to an orderly and safe learning environment, the number of absent students will be decreased by one percent as evidenced by the 2007-2008 End-of-the-Year Attendance Bulletin Report.

Given instruction on the use of the electronic grade book, one hundred percent of the instructional staff will document student performance and attendance using the District's electronic gradebook as evidenced by the 2007-2008 Grade Book Reports.

Given instruction based on the Sunshine State Standards for physical education, students in grades four and five will improve their physical fitness as evidenced by seventy-one percent of the students achieving a silver or gold award on the District FitnessGram.



School Improvement Plan 2007-2008



Given opportunities to participate in extra-curricular activities encompassing the visual and performing arts, the number of students participating in pre-kindergarten through fifth grade for 2007-2008 will increase from twenty-four percentage points to twenty-nine percentage points of student population as compared to the 2006-2007 activity logs.

Given the ranking on the state of Florida Return On Investment (ROI) Index Publication, Joella C. Good Elementary School will improve from the sixty-fifth percentile in 2004-2005 to the sixty-sixth percentile by the next publication of the index.

The two areas for improvement based on the Organizational Performance Improvement Snapshot Survey (OPIS) are pending the completion of the fall results.

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.

2181 - JOELLA C. GOOD ELEMENTARY SCHOOL

VISION

The faculty and staff of Joella C. Good Elementary School envision a school where all learners are given multiple opportunities to develop lifelong skills that will enable them to be productive citizens in a global and technological world. Stakeholders will provide the learning resources that will enable all students to demonstrate competency in communication skills, mathematics and the social sciences in order to prepare students for the transition from school to career.

MISSION

The staff and community believe that all students can and will learn. We accept the responsibility to prepare all the students for mastery of the positive social behaviors, attitudes and lifelong learning skills that will elevate them to world class standards necessary for success in a competitive world.

CORE VALUES

The faculty and staff of Joella C. Good Elementary school are dedicated to maximizing the achievement of all students by:

- Fostering learning communities among faculty, staff, parents, guardians and community members
 - Maintaining high academic and ethical standards
 - Demonstrating a commitment to professional development
 - Supporting the ideals of our mission and vision

School Demographics

Joella C. Good Elementary School was built in 1989, and is located at 6350 Northwest 188 Terrace of Miami-Dade County on approximately five acres of land. The school services a middle/low socio-economic community comprised of single-family and high-density housing in the American High School Feeder Pattern. Based upon the most recent demographic profile, the ethnic composition of the student population is sixty-seven percent Hispanic, twenty-four percent Black, five percent White and four percent Other mirroring the ethnic composition of the community. Approximately fifty-seven percent of the total population receives free or reduced lunch and seven percent are classified as English Language Learners(ELL) students. Class size ratios are as follows: eighteen students to one teacher in kindergarten, twenty-two students to one teacher in grade one, nineteen students to one teacher in grade two, nineteen students to one teacher in grade three, twenty-two students to one teacher in grade four and twenty students to one teacher in grade five.

The attendance rate for the 2006-2007 school year was 95.60 showing an improvement from the 2005-2006 school year which was 95.11. In 2006-2007, the third grade retention rate was 13.60 for the 2005-2006 school year the retention rate was 11.07.

The staff consists of approximately one-hundred five full-time employees and fifteen part-time employees. This group includes three administrators and fifty-two classroom teachers, six of whom are National Board Certification recipients. The level of education of the instructional staff is as follows: thirty-three percent possess Masters Degrees, six percent possess Specialist Degrees.

There are three Special Education (SPED) teachers, one teacher of the Gifted, two guidance counselors and one media specialists. As per the Reading First Grant, two Reading Coaches support the implementation of the grant. Twenty-three percent of the full-time staff is White Non-Hispanic, nineteen percent is Black Non-Hispanic and fifty-eight percent is Hispanic.

Joella C. Good Elementary School has received numerous awards, recognitions and grants. The school has been a recipient of the Golden Apple Award for parent volunteer hours. Recognized by United Way for exceeding student campaign goals and acknowledged for its contributions to the American Heart Association Jump Rope for Heart Program. Our school Science Engineering Communication Mathematics Enhancement Program (SECME) has been awarded for their achievement in the Annual SECME Elementary Festival. In addition to awards, the school has earned various grants such as the following: Wal-Mart Literacy Grant, MECA mini-grant, IMPACT II and Education Fund Grants earned by individual teachers. Teachers, paraprofessionals and administrators have been honored for their outstanding contributions to education as Employees-of-the-Year.

The Joella C. Good Elementary School learning community demonstrates strengths, faces challenges and seeks opportunities for improvement. Strengths include a supportive community, a faculty and administrative team dedicated to professional development and the implementation of varied academic programs designed to enhance student achievement. The aforementioned is demonstrated by an active PTA and parent/guardian participation in Outreach Programs, on-going professional development and articulation through Curriculum Teams and the presence of the Montessori Magnet, SECME and Extended-Day Programs. The challenge Joella C. Good Elementary School faces is striving to provide services to meet the diverse needs of our student population. Furthermore, the faculty and staff need additional resources, such as supplemental reading materials for intervention and updated technology with support, to effectively manage student learning. In closing, the School Improvement Process will address these challenges as opportunities for improvement.

School Foundation

Leadership:

The Organizational Performance Improvement Snapshot (OPIS) survey, are pending.

District Strategic Planning Alignment:

The Organizational Performance Improvement Snapshot (OPIS) survey, are pending.

Stakeholder Engagement:

The Organizational Performance Improvement Snapshot (OPIS) survey, are pending.

Faculty & Staff:

The Organizational Performance Improvement Snapshot (OPIS) survey, are pending.

Data/Information/Knowledge Management:

The Organizational Performance Improvement Snapshot (OPIS) survey, are pending.

Education Design:

The Organizational Performance Improvement Snapshot (OPIS) survey, are pending.

Performance Results:

The Organizational Performance Improvement Snapshot (OPIS) survey, are pending.



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

Miami-Dade County Public Schools

District Strategic Plan

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

Reading Statement

Students at Joella C. Good Elementary School will continue to improve and develop reading skills enabling them to master the state standards in reading.

Needs Assessment

A data analysis of the 2007 FCAT Reading Assessment indicates that sixty-seven percent of all students tested met high standards in reading and seventy percent made learning gains. Seventy-one percent of the students in the lowest twenty-five percentile made learning gains. All subgroups tested met the criteria for Adequate Yearly Progress (AYP) as defined by the No Child Left Behind Act (NCLB).

According to the 2007 School Data Summary of FCAT reading scores, a content cluster comparative analysis of students in grades three through five identify the following target areas for growth:

(a) Students in grade three demonstrated a need for improvement in the strands of Comparisons, Main Idea/Purpose, Reference/Research, and Word/Phrases achieving a mean of sixty-two percent.

(b) Students in grade four demonstrated a need for improvement in the stands of Comparisons, Main Idea/Purpose, and Words/Phrases achieving a mean of sixty percent.

(c) Students in grade five demonstrated a need for improvement in the strands of Comparisons, Main Idea/Purpose, Reference/Research, and Word/Phrases achieving a mean of fifty-seven percent.

NCLB Subgroup Target



School Improvement Plan 2007-2008



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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by seventy-two percent of the students scoring at Level 3 or above on the 2008 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, ELL students in grades three through five will improve their reading skills as evidenced by fifty-eight percent of the students scoring at Level 3 or above on the 2008 administration of the FCAT Reading Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Improve instructional delivery through resources funded by the Reading First Grant.	Administrative Team, Reading Coaches, and Instructional Staff	08/20/2007	06/05/2008	District-wide Literacy Plan	0
Provide opportunities for articulation between grade levels through curriculum team meetings focusing upon instructional strategies.	Administrative Team, Instructional Staff, Support Staff	08/20/2007	06/05/2008	District-wide Literacy Plan	0
Integrate "Creating Independence through Student-Owned Strategies" (CRISS) during content area reading.	Instructional Staff and Administrative Team	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Implement the Comprehensive Reading Plan utilizing the Houghton Mifflin program.	Reading Coaches, Instructional Staff and Administrative Team	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Utilize technology to access FCAT Explorer, Riverdeep, Successmaker, and EasyTech to learn about and practice the skills tested on FCAT.	Instructional Staff and Administrative Team	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Assess students in grades kindergarten through five utilizing DIBELS and district interim assessments to guide instruction.	Reading Coaches, DIBELS Team, Instructional Staff and Administrative Team	9/17/2007	6/05/2008	District-wide Literacy Plan	0
Implement the Continuous Improvement Model.	Instructional Staff, Administrative Team and Support Staff	8/20/2007	6/05/2008	Continuous Improvement Model	0
Implement a tutorial program to target high-risk readers twice a week from October through February using the on-going DIBELS evaluation.	Reading Coaches, Instructional Staff, and Administrative Team	10/01/2007	2/29/2008	District-wide Literacy Plan	7500
Implement the Title III Grant funding the ELL tutorial program three times a week from October through February using the on-going DIBELS evaluation.	Reading Coaches, Instructional Staff, and Administrative Team	10/1/07	2/29/08	District-wide Literacy Plan	

Research-Based Programs

Houghton Mifflin a Legacy of Literacy
Reading First

Professional Development

Creating Independence through Student-owned Strategies (CRISS)
EasyTech
Edusoft
FCAT EXPLORER
Houghton Mifflin Reading Series
Reading First
Riverdeep
Successmaker
Learning Today
Continuous Improvement Model (CIM)

Evaluation

The formative evaluation utilized to monitor progress will include the DIBELS and the interim assessments in reading. The summative evaluation will be based upon the 2008 FCAT Reading Assessment.

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

Miami-Dade County Public Schools

District Strategic Plan

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

Mathematics Statement

Students at Joella C. Good Elementary School will continue to improve and develop the mathematic skills, concepts and competencies necessary to master the state standards in mathematics.

Needs Assessment



School Improvement Plan 2007-2008



A data analysis of the 2007 FCAT Mathematics Assessment indicates that sixty-one percent of all students tested met high standards and sixty percent made learning gains. Forty-seven percent of the students tested in the subgroup of Black students made Adequate Yearly Progress as defined by the No Child Left Behind Act (NCLB). To demonstrate Adequate Yearly Progress fifty-six percent of the subgroup of Black students must score at or above Level 3 on the 2008 FCAT Mathematics Assessment.

According to the 2007 School Data Summary of FCAT mathematics scores, the target areas for growth are:

(a) Students in grade three demonstrated a need for improvement in the areas of Number Sense, Algebraic Thinking and Data Analysis with a mean below fifty-five percentage of points earned.

(b) Students in grade four demonstrated a need for improvement in the areas of Geometry, Algebraic Thinking, Measurement, Number Sense, and Data Analysis with a mean below fifty-two percentage of points earned.

(c) Students in grade five demonstrated a need for improvement in the areas of Number Sense, Measurement, Geometry, Algebraic Thinking and Data Analysis with a mean below forty-six percentage of points earned.

Throughout all grade levels, students need hands-on experiences with manipulatives to enhance their understanding of Number Sense. These experiences should be infused with science lessons so that students can learn concepts through cross-curricular activities and apply their understanding to real life situations. In order to align teaching and learning, professional development activities for teachers should focus on effective strategies for developing solid mathematical concepts.

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by sixty-six percent of the students scoring at Level 3 or above on the 2008 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, students in the Black subgroup will improve their mathematics skills as evidenced by sixty-two percent of the students scoring at Level 3 or above on the 2008 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, students in the ELL subgroup will improve their mathematics skills as evidenced by sixty-two percent of the students scoring at Level 3 or above on the 2008 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, students in the economically disadvantaged subgroup will improve their mathematics skills as evidenced by sixty-two percent of the students scoring at Level 3 or above on the 2008 administration of the FCAT Mathematics Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide opportunities for articulation between grade levels through curriculum team meetings focusing upon instructional strategies.	Instructional Staff, Administrative Team and Support Staff	8/20/2007	6/05/2008	Continuous Improvement Model	0
Implement the Continuous Improvement Model.	Instructional Staff, Administrative Team and Support Staff	8/20/2006	6/05/2008	Continuous Improvement Model	0
Provide students with performance-based activities incorporating the use of manipulatives to problem-solve and think critically.	Instructional Staff and Administrative Team	8/20/2007	6/05/2008	Continuous Improvement Model	0
Utilize technology to access FCAT Explorer, Riverdeep, Successmaker, and EasyTech to learn about and practice the skills tested on FCAT.	Instructional Staff and Administrative Team	8/20/2007	6/05/2008	Continuous Improvement Model	0
Access Scott Foresman SuccessNet textbook resources and practice math skills.	Instructional Staff and Administrative Team	8/20/2007	6/5/2008	Continuous Improvement Model	0
Assess student performance on District interim assessments to guide instruction.	Instructional Staff and Administrative Team	10/2/2007	1/31/2008	Continuous Improvement Model	0
Implement tutorial programs targeting students performing in the lowest quartile twice a week from October through February using a pre and post evaluation.	Instructional Staff and Administrative Team	10/23/2007	3/3/2008	Continuous Improvement Model	7500

Research-Based Programs

Scott Foresman Mathematics Program

Professional Development

EasyTech
 FCAT Explorer
 New Educators Support Team
 Riverdeep
 Scott Foresman SuccessNet
 Successmaker
 SECME Mini Conferences and Follow-up Session

Evaluation



School Improvement Plan 2007-2008



The formative evaluation that will be utilized to monitor progress is the district interim assessments in mathematics.
The summative evaluation will be based upon the 2008 FCAT Mathematics Assessment.

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

Miami-Dade County Public Schools

District Strategic Plan

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

Writing Statement

Students at Joella C. Good Elementary School will continue to improve and develop the knowledge, skills, and competencies necessary to master the state standards in writing.

Needs Assessment

An analysis of 2007 FCAT Writing+ scores indicate that ninety-three percent of students have met the state standard of 3.5 or above in writing. The 2007 FCAT Writing+ scores also reveal that 86 percent of students scored a 3.5 or above in narrative writing and 92 percent of students scored 3.5 or above in expository writing. This indicates a need for improvement in the area of narrative writing. Students need continued practice in narrative writing that will develop their voice, use of supporting details, and enhance their use of conventions and written expression. Students need to be immersed in a print rich environment through literature.

According to the 2007 School Data Summary of FCAT Writing+ scores, the target areas of Support and Focus with a mean fifty-five percent of points earned.

NCLB Subgroup Target

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade four will improve or maintain their writing skills as evidenced by at least ninety-three percent of the students score at 3.5 or above on the 2008 administration of the FCAT Writing+ Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Continuous Improvement Model.	Instructional Staff, Administrative Team and Support Staff	8/20/2007	6/05/2008	Continuous Improvement Model	0
Provide opportunities for articulation between grade levels through curriculum team meetings to identify and increase instruction in writing skills needed	Instructional Staff, Administrative Team and Support Staff	8/20/2007	6/05/2008	Continuous Improvement Model	0
Assess students utilizing pre and progress assessments to guide instruction and determine frequent areas of errors.	Instructional Staff and Administrative Team	8/29/2007	1/31/2008	Continuous Improvement Model	0
Utilize CRISS strategies to support instructional focus of increasing vocabulary and sentence expansion in expository writing.	Instructional Staff and Administrative Team	08/20/2007	6/05/2008	Continuous Improvement Model	0
Incorporate journal writing across the curriculum to maximize writing opportunities.	Instructional Staff and Administrative Team	8/20/2007	6/05/2008	Continuous Improvement Model	0
Provide teachers with professional development in research-based writing strategies via the Reading Coaches.	Reading Coach and Administrative Team	08/29/2007	06/05/2008	Continuous Improvement Model	0

Research-Based Programs

Houghton Mifflin: A Legacy of Literacy Reading Program

Professional Development

Houghton Mifflin Reading Series
Using Technology to Enhance Classroom Instruction

Evaluation

The formative evaluation that will be utilized to monitor progress is the pre and progress assessments in writing. The summative evaluation will be based upon the 2008 FCAT Writing+ Assessment.

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 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"/>

Science Statement

Students at Joella C. Good Elementary School will continue to improve and develop knowledge in science process skills to master the state standards in science.

Needs Assessment

The results of the 2007 FCAT Science Assessment indicate that twenty-seven percent of the students in grade five met the state standard of Level 3 or above. Further analysis of student achievement scores indicates that all strands are in need of improvement with a mean of only forty-nine percentage points earned. Students will need practice collecting, measuring, organizing, and interpreting data from charts and graphs. Practice in understanding and applying the scientific method with emphasis on the Earth and Space, Life/Environmental, Scientific Thinking, and Physical/Chemical content strands to support greater acquisition of science skills.

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by fifty-two percent of students scoring at Level 3 or above on the administration of the 2008 FCAT Science Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Continuous Improvement Model to improve and to monitor the mastery of the science skills.	Instructional Staff, Administrative Team and Support Staff	8/20/2007	6/5/2008	Continuous Improvement Model	0
Provide opportunities for articulation between grade levels through curriculum team meetings focusing upon instructional strategies.	Instructional Staff, Administrative Team, and Support Staff	8/20/2007	6/05/2008	Continuous Improvement Model	0
Assess students utilizing pre and progress assessments to guide instruction.	Instructional Staff and Administrative Team	08/20/2007	06/05/2008	Continuous Improvement Model	0
Engage students in scientific thinking through experiments and participation in the science fair.	Instructional Staff and Administrative Team	8/20/2007	6/05/2008	Continuous Improvement Model	0
Provide access to a science lab to provide opportunities for hands-on investigations.	Instructional Staff, Administrative Team and Support Staff	08/20/2007	6/05/2008	Continuous Improvement Model	0
Implement SECME activities that foster learning through discovery and inquiry.	Instructional Staff and Administrative Team	08/20/2007	06/05/2008	Academic Enrichment Opportunities	3479
Encourage grade level planning meetings that result in science lesson plans which reflect the District's Pacing Guides and include debriefing of data from assessments.	Instructional Staff and Administrative Team	8/20/2007	6/05/2008	Continuous Improvement Model	0

Research-Based Programs

Scott Foresman Science Series
Full Option Science System (FOSS)

Professional Development

Hands-on Science
Using Technology to Enhance Classroom Instruction
SECME Mini Conferences and Follow-up Session

Evaluation

The formative evaluation that will be utilized to monitor progress is the pre and progress assessments in science for grade five. The summative evaluation will be based upon the 2008 FCAT Science Assessment.

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

Miami-Dade County Public Schools

District Strategic Plan

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

Parental Involvement Statement

Parental and family involvement at Joella C. Good Elementary School will increase to create a successful link between the school community and home setting which will support the achievement of high academic standards.

Needs Assessment

In relation to the school population of 995, the PTA membership only represented one-third of the students' families. Based on parental involvement logs, there is a need to increase the number of volunteers and the number of attendees at Parent Outreach Programs and EESAC meetings.

Measurable Objective

Given the need to establish a link between school, home, and community to support the efforts of improved academic achievement, the attendance from Parent Outreach Program and PTA membership will increase by five percentage points during the 2007-2008 school year as compared to the parent involvement logs of the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Encourage parents to participate in our volunteer program.	Instructional Staff, Administrative Team, and Support Staff	8/17/2007	6/05/2008	Improve Public Perception	0
Survey parents regarding interests and concerns.	Instructional Staff, Administrative Team, and Support Staff	9/05/2007	6/05/2008	Improve Public Perception	0
Solicit parents to join and support the PTA.	Instructional Staff, Administrative Team, PTA Board and Support Staff	8/20/2007	6/05/2008	Improve Public Perception	0
Invite parents to attend outreach programs to introduce Parent Portal and other online resources.	Instructional staff, Administrative Team, and Support Staff	09/05/2007	6/05/2008	Improve Public Perception	0
Invite parents to attend orientation, open house and resource fair.	Instructional Staff, Administrative Team and Support Staff	8/20/2007	6/05/2008	Continuous Improvement Model	0
Notify parents to attend student exhibitions.	Instructional Staff, Administrative Team, and Support Staff	08/16/2007	6/5/2008	Improve Public Perception	0
Utilize the web-based program, Connect-ED, to encourage parent participation in the monthly PTA meetings.	Administrative Team and Support Staff	9/05/2007	6/05/2008	Improve Public Perception	0

Research-Based Programs

National Standards for Parent/Family Involvement Programs
 National Parent/Teacher Association
 PTA

Professional Development

New Educators Support Team
 Parent Outreach Procedures and Implementation

Evaluation

The evaluation that will be utilized is the parent involvement logs of the 2007-2008 school year.

Discipline & Safety 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

Discipline & Safety Statement

The learning community of Joella C. Good Elementary School will ensure a safe and positive academic environment.

Needs Assessment

According to the Student Education and Program Information Report, there was a decrease of three percent in student attendance from the first quarter of the 2006-2007 school year to the last quarter of the 2006-2007 school year. This indicates a need to improve student attendance for the last two quarters of the school year.

Measurable Objective

Given emphasis to an orderly and safe learning environment, the number of absent students will be decreased by one percent as evidenced by the 2007-2008 End-of-the-Year Attendance Bulletin Report.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Recognize classes with perfect attendance on a daily basis.	Instructional Staff, Administrative Team and Support Staff	8/20/2007	06/05/2008	Truancy Prevention	0
Award students who achieve perfect attendance on a quarterly basis.	Instructional Staff, Administrative Team, Support Staff	8/20/2007	06/05/2008	Truancy Prevention	0
Implement a "house call" program to encourage absentees to promptly return to school.	Instructional Staff, Administrative Team and Support Staff	8/21/2007	06/05/2008	Truancy Prevention	0
Develop an incentive program to improve daily attendance.	Instructional Staff, Administrative Team, Support Staff and PTA	8/20/2007	6/5/2008	Truancy Prevention	0
Adhere to Region I Attendance Intervention Plan.	Instructional Staff, Administrative Team, and Support Staff	8/20/07	6/05/08	Truancy Prevention	0

Research-Based Programs

Parent Teacher Association (PTA)

Professional Development

New Educators Support Team
 Attendance Review Team
 School-wide Media Attendance Encouragement Program

Evaluation

The evaluation that will be utilized is the End-of-the-Year Student Attendance Bulletin.

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 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"/>

Technology Statement

The instructional staff at Joella C. Good Elementary School will become proficient utilizing technology to access data to guide instruction.

Needs Assessment

The instructional staff new to Joella C. Good Elementary School needs training utilizing the electronic gradebook to facilitate data reporting of student academic achievement. There is also the need for teachers to understand and use the management system of Riverdeep, FCAT Explorer, Successmaker and Edusoft to set up classes and print reports that will provide the data necessary to align instruction to meet the needs of the students.

Measurable Objective

Given instruction on the use of the electronic grade book, one hundred percent of the instructional staff will document student performance and attendance using the District's electronic gradebook as evidenced by the 2007-2008 Grade Book Reports.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Develop a basic computer skills in-service for teachers.	Administrative Team, Technology Curriculum Team and Technology Support Personnel	9/26/2007	6/05/2008	Continuous Improvement Model	0
Notify parents of available online resources.	Instructional Staff and Administrative Team	9/05/2007	6/5/2008	Continuous Improvement Model	0
Establish an in-house assistance program to help troubleshoot issues with the electronic gradebook.	Administrative Team, Technology Curriculum Team, and Technology Support Personnel	8/20/2007	6/05/2008	Continuous Improvement Model	0
Utilize district technology support for professional development and technical assistance.	District and Administrative Team	8/20/2007	6/5/2008	Continuous Improvement Model	0

Research-Based Programs

Continuous Improvement Model (CIM)
FCAT Explorer
Edusoft

Professional Development

Atomic Learning Online Courses
EasyTech Training
Edusoft Training
Pinnacle Gradebook Training
FCAT Explorer Training
Riverdeep Training
Successmaker Training
Using Technology to Enhance Classroom Instruction

Evaluation

The evaluation that will be utilized is a verification report documenting the instructional staff using the electronic gradebook to record student achievement and attendance.

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

Health & Physical Fitness Statement

Students at Joella C. Good Elementary School will increase their flexibility, endurance, strength and aerobic capacity to meet district standards in Physical Fitness.

Needs Assessment

The FitnessGram results in grades four and five indicate that in the 2006-2007 school year, seventy percent of the students received a district fitness award. There is a need to increase the number of students receiving a gold and silver award.

Measurable Objective

Given instruction based on the Sunshine State Standards for physical education, students in grades four and five will improve their physical fitness as evidenced by seventy-one percent of the students achieving a silver or gold award on the District FitnessGram.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement a daily fitness focus for wellness to allow students to practice skills.	Instructional Staff and Administrative Team	8/20/2007	6/05/2008	Healthcare & Healthy Choices	0
Provide opportunities for skill practice and self-evaluation.	Instructional Staff and Administrative Team	8/20/2007	6/05/2008	Healthcare & Healthy Choices	0
Participate in the American Heart Association "Jump Rope for Heart" program.	Instructional Staff and Administrative Team	8/20/2007	6/05/2008	Healthcare & Healthy Choices	0
Encourage students to participate in the "Sun Skippers" jump rope club.	Instructional Staff and Administrative Team	8/20/2007	6/05/2007	Healthcare & Healthy Choices	0
Encourage students to utilize safety skills as per the Walk Safe Program.	Instructional Staff and Administrative Team	10/1/2007	6/05/2008	Safe and High-quality Facilities	0
Participate in the Walk Safe Program activities.	Instructional Staff and Administrative Team	10/3/2007	10/05/2007	Safe and High-quality Facilities	0
Identify ways to incorporate and promote physical activity in the daily lives of students.	Instructional Staff and Administrative Team	8/20/2007	6/05/2008	Healthcare & Healthy Choices	

Research-Based Programs

FITNESSGRAM Program

Professional Development

Monthly Physical Education Curriculum Professional Development
State Physical Education Work Shops

Evaluation

The evaluation that will be utilized is the 2007-2008 District's FitnessGram.

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

Electives & Special Areas Statement

All students at Joella C. Good Elementary School will develop personal talents and interests through extra-curricular programs.

Needs Assessment

Based on the student participation logs and parent permission forms, eighty percent of the students involved in extra curricular activities encompassing the arts were enrolled in the third, fourth, and fifth grades. The recruitment of students from PreKindergarten through Second Grade to participate in extra curricular activities needs to be increased to accurately represent the total student population.

Measurable Objective

Given opportunities to participate in extra-curricular activities encompassing the visual and performing arts, the number of students participating in pre-kindergarten through fifth grade for 2007-2008 will increase from twenty-four percentage points to twenty-nine percentage points of student population as compared to the 2006-2007 activity logs.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Organize and implement Chorus, Bells, and Recorders After School Programs.	Instructional Staff, Administrative Team and Support Staff	9/10/2007	6/05/2008	Academic Enrichment Opportunities	0
Establish a Family Night committee.	Instructional Staff, Administrative Team, Support Staff and PTA	8/20/2007	6/05/08	Academic Enrichment Opportunities	0
Establish an Art Club that will involve students in a variety of visual arts competitions.	Instructional Staff and Administrative Staff	9/10/2007	6/05/2008	Academic Enrichment Opportunities	0
Continue Drama Club activities.	Instructional Staff, Administrative Team and Support Staff	8/20/2007	6/05/2008	Academic Enrichment Opportunities	0

Research-Based Programs

MacMillan/McGraw Music Program
Silver Burdett Ginn Music Program

Professional Development

District inservices on visual and performing arts
State-wide music conference

Evaluation

The evaluations that will be utilized are parent permission forms and attendance logs for each program for the 2007-2008 school year.

Return On Investment 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

Return On Investment Statement

Joella C. Good Elementary School will improve the ranking of sixty-fifth on the State of Florida ROI Index Publication.

Needs Assessment

The most recent data supplied by Florida Department of Education indicates that in 2004-2005, Joella C. Good Elementary School ranked in the sixty-fifth percentile in the State of Florida ROI Index. Based on the ROI Index Publication there is a need to effectively use available funds to increase student achievement by one percentage point.

Measurable Objective

Given the ranking on the state of Florida Return On Investment (ROI) Index Publication, Joella C. Good Elementary School will improve from the sixty-fifth percentile in 2004-2005 to the sixty-sixth percentile by the next publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Consider shared use of facilities, partnering with community agencies.	Administrative Team	10/2/2006	6/30/2007	Improve Public Perception	0
Collaborate with the district on resource allocation.	Administrative Team	8/14/2006	5/30/2007	Continuous Improvement Model	0
Inform stakeholders about the use of financial resources in relation to school programs.	Instructional Staff and Administrative Team	10/2/2006	6/30/2007	Continuous Improvement Model	0
Review reconfiguration of existing resources.	Instructional Staff and Administrative Team	10/2/2006	5/30/2007	Continuous Improvement Model	0

Research-Based Programs

Houghton Mifflin a Legacy of Literacy
Harcourt-Brace Science Series
Scott Foresman Mathematics Program

Professional Development

CRISS
Reading First
Houghton Mifflin Reading Series
Riverdeep
New Educators Support Team
SECME Mini Conferences and Follow-up Session
Using Technology to Enhance Classroom Instruction
Hands-on Science

Evaluation

The evaluation that will be utilized is the State of Florida Return On Investment Index Publication for 2007-2008.

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 budget will be utilized to fund Extended School Day Programs to target improved student achievement. Specifically, the EESAC will fund the purchase of student consumable materials. In addition, the budget will also support the hourly-teaching positions.

Training:

EESAC will coordinate training for the Extended School Day Program. Under the direction of the EESAC, the Reading Coaches will train facilitators to implement research-based strategies during tutorial instruction.

Instructional Materials:

EESAC will fund the resources to implement the Extended Day Program. EESAC will fund the purchase of the following materials: Comprehensive Assessment of Reading Strategies (CARS), and Strategies to Achieve Reading Success (STARS) for students in grades three through five.

Technology:

EESAC will use technology to obtain and analyze data to guide the school improvement process. The School Grade and Accountability Reports, as well as the Return on Investment Index will be accessed via the Internet. In addition, the instructional staff will utilize EduSoft for data analysis.

Staffing:

EESAC will provide funding to staff the Extended Day Program. Approximately twenty-eight teachers will be employed to deliver tutorial services.

Student Support Services:

The student support service team will assist in the monitoring of student attendance. EESAC participants in collaboration with the PTA will provide incentives for students attaining perfect attendance such as school supplies.

Other Matters of Resource Allocation:

The EESAC will oversee the allocation of resources needed to maintain and implement the Extended School Day Program. In collaboration with the Reading First Coaches and administrative leadership team, the EESAC will support the development of scheduling and targeting students for the tutorial program.

Benchmarking:

The EESAC will utilize the School Improvement Plan data to monitor progress and make appropriate modifications as needed (Continuous Improvement Model).



School Improvement Plan 2007-2008



School Safety & Discipline:

The EESAC will closely monitor attendance through the PTA incentive program. Daily attendance will be reported and charted to provide incentives and intervention when needed.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	7500
Mathematics	7500
Writing	0
Science	3479
Parental Involvement	0
Discipline & Safety	0
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Total	18479



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