

SCHOOL IMPROVEMENT PLAN 2007 - 2008

North Glade Elementary School (3861)

Feeder Pattern - American Senior

Regional Center I

District 13 - Miami-Dade

Principal - Tom Frederick

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

North Glade Elementary is a small PK-6 grade elementary school in the northwest area of Miami-Dade County. It was built in 1958. 560 students attend this school, and 67% of the student population is Hispanic and 33% Afro-American. North Glade has a schoolwide Title I program, and 87% of its students are on free or reduced lunch. North Glade has 2 administrators, 48 teachers, 8 paraprofessionals, 12 support staff, and 10 part-time staff. 34% of the students scored Levels 1 and 2 in mathematics; 32% of the students scored Levels 1 and 2 in reading. More specific demographic details are included in the School Profile Demographics section of this document.

Our school improvement plan goals are as follows:

Given instruction using the Sunshine State Standards, students in grades 3-6 will increase their reading comprehension as evidenced by 71% of the students reaching the state required mastery level as documented by scores on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Black students in grades 3-6 will increase their reading comprehension as evidenced by 58% of the students reaching the state required mastery level as documented by scores on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students in grades 3-6 will increase their reading comprehension as evidenced by 58% of the students reaching the state required mastery level as documented by scores on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, English Language Learners in grades 3-6 will increase their reading comprehension as evidenced by 58% of the students reaching the state required mastery level as documented by scores on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Students with Disabilities in grades 3-6 will increase their reading comprehension as evidenced by 58% of the students reaching the state required mastery level as documented by scores on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades 3-6 will increase their mathematics skills as evidenced by 72% of the students reaching the state required mastery level as documented by scores on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Black students in grades 3-6 will increase their mathematics skills as evidenced by 62% of the students reaching the state required mastery level as documented by scores on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, English Language Learners in grades 3-6 will increase their mathematics skills as evidenced by 62% of the students reaching the state required mastery level as documented by scores on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Students with Disabilities in grades 3-6 will increase their mathematics skills as evidenced by 62% of the students reaching the state required mastery level as documented by scores on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade 4 will increase their writing composition skills as evidenced by 63% of the students reaching the state required mastery level as documented by scores on the 2008 FCAT Writing +Test.

Given instruction using Sunshine State Standards, fifty-four percent of the eligible fifth graders will score Level 3 or higher on the 2008 FCAT-Science assessment.

Given the school wide emphasis on parental and community involvement, the school will demonstrate a 5 percentage point increase in parental and community interaction as evidenced by comparing logs for the 2007-2008 and 2006-2007 school years.

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a ten percentage point decrease in the number of outdoor suspensions during the 2007-2008 school year as compared to the 2006-2007 school year.

Given an emphasis on the use of technology in education, all students will augment their usage of the FCAT Explorer Program as evidenced by a 10 percentage point increase in the percent of use of technology during the 2007-2008 school year as compared to the 2006-2007 school year.

Given instruction based on the MDCPS mandated FITNESSGRAM standards, students in grades four through five 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.



School Improvement Plan

2007-2008



Given emphasis on the benefits of participating in advanced academic programs , the number of students completing the Academic Excellence Program will increase by a five percentage points during the 2007-2008 school year as compared to the 2006-2007 school year.

North Glade Elementary will improve its Return on Investment percentile by one percentile point over the most recent state publication of the return on investment data.

In order to return to to an "A" status, we must maintain our effectiveness as an organization. We must remain stakeholder friendly, encouraging input and participation from all members and all learning communities. We must use our collective talents and intelligence for the betterment of organizational goals.

Historically, there are only three OPIS indicators which score lower than 4.0. These indicators are "I know how well my work location is doing financially", "My work location removes things that get in the way of progress," and "'I can get all of the resources I need to do my job." These areas will be addressed again during the 2007-2008 school year.



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.

3861 - NORTH GLADE ELEMENTARY SCHOOL

VISION

North Glade Elementary envisions a school where everyone feels capable, connected, and contributing. Our vision is to instill a sense of belonging. With belonging, comes comfort. With comfort, comes confidence. Through confidence, true potential is unleashed.

MISSION

North Glade Elementary's mission is to take students from where they are to where they can be.

CORE VALUES



School Improvement Plan 2007-2008



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.

School Demographics

North Glade Elementary School was built in 1958 on 11 acres in Northwest Miami-Dade County. It has a capacity for 526 students with one portable. 2007-2008 construction projects include an upgrading of the fire alarm system, the air conditioning of the kitchen, and the construction of a physical education shed.

Eighty-seven percent of North Glade Elementary's students are on free or reduced lunch, and the school's ethnic composition Black. Thirty four percent of the students scored Levels 1-2 in mathematics. Subgroups not meeting No Child Left Behind (NCLB) goals include: Black, English Language Learners, and Students with Disabilities in reading and math and the Economically Disadvantaged in reading only. The school's strength is its large number of students meeting high performance standards in reading and math. Area of concerns are the subjects of writing and science, in addition to the subgroups not meeting standards.

North Glade Elementary has 2 administrators, 48 teachers, 8 paraprofessionals, 12 support staff, and 10 part-time staff. The Leadership Team is comprised of the two administrators, union steward, Educational Excellence School Advisory Council (EESAC) chairperson, and 8 grade level chairs. The staff's composition is 41% Black, 30% Hispanic, and 29% other. Vacancies have been quickly filled with qualified people.

In 2006-2007, North Glade was awarded a \$75,000 Family Literacy Grant, a \$6,000 Community Involvement Grant, and a \$10,000 IBM Reading Companion Grant.

North Glade Elementary met class size amendment limits of 18 in every K-3 classroom and 22 in every 4-6 class. North Glade has an emotionally handicapped cluster and a severely languaged impaired program with class size averages of 12. Forty-two percent of our Special Education (SPED) population are included into the regular program.

Attendance has been an issue at North Glade Elementary. We routinely rank in the middle of the school district in attendance. Attendance rose from 94.6% in 2005-2006 to 95.1% in 2006-2007.

Retention rates in third grade are relatively low of eighteen percent. This ranks in the top half of the district. Retentions in K-2 are above district averages as high performance levels are monitored in all grade levels.

North Glade Elementary is a part of the Miami Carol City Senior High School feeder pattern. Most of our students transition to Lake Stevens Middle School which earned a "C" in 2006-2007 and Miami Carol City Senior High which earned an "F" in 2006-2007.

Community partners include the International House of Pancakes, BJ's Wholesale Club, New Life Baptist Church of Carol City, and Jethro's Cash N Carry. North Glade Elementary is a part of the Miami-Dade County Public School System and assigned to Region I.

School Foundation

Leadership:

Historically, with a median score of 4.4, the Leadership Foundation is the second highest scoring using the OPIS scale. The lowest scoring item is "My work location asks me what I think," at 4.2.

District Strategic Planning Alignment:

Historically, the Strategic Planning foundation is the second lowest scoring section on the OPIS. "As it plans for the future, my work location asks for my ideas" and "I know the parts of my work location's plans that will affect me and my work" are the lowest indicators at 4.0 each.

Stakeholder Engagement:

Historically, the Staff Survey component of the school improvement plan indicates a general satisfaction among staff. Category ratings ranged from a high of 4.4 to a low of 4.0. The lowest rated section was "I ask my customers if they are satisfied with my work."

Faculty & Staff:

Historically, the Human Resource Focus category was the fourth highest ranking section on the staff survey administered as part of the school improvement process. It scored a rating of 4.2.

There is a consistency in the responses in this category. Three indicators received a grade of 4.3. The other four indicators received grades of 4.2.

Data/Information/Knowledge Management:

Historically, the Human Resource Focus category was the fourth highest section on the staff survey administered as part of the school improvement process. It scored a rating of 4.2.

There is consistency in the responses in this category. Three indicators received a grade of 4.3; the other four indicators received grades of 4.2.

Education Design:

The Measurement, Analysis, and Knowledge Management category was the tied for the highest ranking section on the staff survey. It scored a rating of 4.4.

Highest rated areas in this section were (4a) "I know how to measure the quality of my work" (4.5), (2) "I know how to analyze (review) the quality of my work to see if changes are needed." (4.5)

Lowest rated areas were (1) "I get the information I need to know about how my organization is doing" (4.2) and (2) "I get all of the important information I need to do my work." (4.2)

Performance Results:

Past school improvement plans have focused entirely on academic performance in reading, writing, math, and science and on the influence of parental involvement for the purpose of academic goal attainment. This School Improvement Plan expands that focus to include a commitment to reducing the suspension rate, to increasing performance on the district's physical fitness test, to expanding the software selection for our students, and to involving parents in developmental programs that have the potential of assisting them in both their parental and their personal lives. We also focus on the expansion of the extracurricular program with the purpose of making our students feel more capable, connected, and contributing.

Schools Graded 'C' or Below

Professional Development:

All teachers at North Glade Elementary School have a personalized professional development plan. This plan focuses on grade level and individual classroom goals. These goals are based upon needs determined by the teacher and the administrator after careful review of performance data.

The EESAC and School Leadership Team have identified certain areas for school-wide professional development for the 2007-2008 school year. These areas include differentiated instruction, the writing process, performance tasks in mathematics, and hands on science. Money has been allocated by the EESAC to begin professional development in these areas on the two days prior to teachers reporting back to school in August. In addition, the school leadership team will be completing training in a Florida Educational Leaders course in the area of school change.

Professional development is not a one time event. All professional development will have follow-up components. Trainings will be shared in grade level groups and in staff development meetings.

Disaggregated Data :

Data from the 2007 FCAT test will be disaggregated by grade level and by individual teacher and shared with staff at the opening of the school year meetings. This data will be used to adjust instructional calendars and to plan lesson enhancements.

2007 FCAT data was reviewed with the leadership team at a debriefing conference in June. This data was used to initiate changes for the 2007-2008 school year. 2007 FCAT data will be reviewed with staff at the initial faculty meetings.

Informal and Formal Assessments:

Beginning in August, students will begin taking monthly summative assessments. These assessments will be computer generated using the Brainchild Online Assessment and the SuccessMaker computer programs. Additionally, students will take district directed interim tests. These tests are formative in nature. Because of the decline in writing test scores, a system to have fourth grade monthly writing prompts read by outside readers is being investigated, but, as of July, is still not in place.

The principal and assistant principal review the monthly results of progress tests. Coaching, conferencing, and support are provided based on these results. Teachers use the data to make curricular decisions about the success of their programs and to make diagnostic/prescriptive decisions.

Informal data is essential as the teacher makes day to day decisions about student mastery. However, inconsistencies between formal and informal data need to be carefully analyzed. A teacher, not unlike a doctor, makes daily decisions about the condition of learning in the classroom. However, like the doctor, the teacher must pay close attention to test results as they provide valuable information as to the long term health of the child.

Alternative Instructional Delivery Methods :

Learning style research indicates that individuals learn in different ways. As a result, teachers are urged to approach material in as many modalities as possible. When possible, a concept is addressed with visual, auditory, and kinesthetic approaches.

In addition, the one size fits all approach to education does not work. North Glade Elementary pledges to fit its program to the child rather than to fit the child into our program. With this pledge comes the realization that alternative educational models need to be provided. Our school currently has special programs in the following areas: English as a Second Language (ESOL), Exceptional Student Education (learning disabilities, emotional disabilities, and speech), gifted, academic excellence, reading and mathematics interventions, and an array of after school tutorial programs. We also sponsor activities to meet the non-academic needs of the child. Intramurals, dance, family literacy, and Optimist sports activities are offered for our children.

Schools Offering Primarily Grades 6 through 12

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

<input type="checkbox"/>	Different Innovative Approaches to Instruction
<input type="checkbox"/>	Responsibility of Teaching Reading for Every Teacher
<input type="checkbox"/>	Quality Professional Development for Teachers and Leaders
<input type="checkbox"/>	Small Learning Communities (SLC)
<input type="checkbox"/>	Intensive Intervention in Reading and Mathematics
<input type="checkbox"/>	Course Choice Based on Student Goals / Interests / Talent
<input type="checkbox"/>	Master Schedules Based on Student Needs
<input type="checkbox"/>	Parental Access and Support
<input type="checkbox"/>	Applied and Integrated Courses
<input type="checkbox"/>	Academic and Career Planning

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

Reading Statement

All students will read at or above grade level.

Needs Assessment

Sixty-six percent of the eligible students scored at or above grade level on the 2007 FCAT. However, the following subgroups failed to attain federal AYP standards: Blacks, Economically Disadvantaged, English Language Learners, and Students with Disabilities.

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 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, students in grades 3-6 will increase their reading comprehension as evidenced by 71% of the students reaching the state required mastery level as documented by scores on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Black students in grades 3-6 will increase their reading comprehension as evidenced by 58% of the students reaching the state required mastery level as documented by scores on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students in grades 3-6 will increase their reading comprehension as evidenced by 58% of the students reaching the state required mastery level as documented by scores on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, English Language Learners in grades 3-6 will increase their reading comprehension as evidenced by 58% of the students reaching the state required mastery level as documented by scores on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Students with Disabilities in grades 3-6 will increase their reading comprehension as evidenced by 58% of the students reaching the state required mastery level as documented by scores on the 2008 FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Houghton-Mifflin Reading program as described by the district.	All Teachers, Reading Coach	08/20/2007	05/30/2008	District-wide Literacy Plan	0
Monitor the completion of reading log documents.	All teachers, Reading Coach	08/14/2007	05/30/2008	District-wide Literacy Plan	0
Monitor student progress by implementing monthly and quarterly testing, with emphasis on flagged subgroups.	Teachers, Reading Coach, Administrator	08/14/2007	05/30/2008	District-wide Literacy Plan	0
Adjust curriculum for all level 1-2 students so that in-school tutoring can be offered to these students.	Administration, Selected Teachers	08/28/2007	05/30/2008	District-wide Literacy Plan	0
ESE teachers will be included in every staff development, and ESE students will be eligible for every tutorial opportunity. Increase inclusion opportunities for ESE students by increasing adaptations that permit the child to participate in the regular classroom.	Administration Team, ESE Teachers	08/14/2007	05/30/2008	Inclusion of SWD	0
Use the Continuous Improvement Model to create, implement, assess, and revise all reading programs.	Administration Leadership Team	8/14/2007	5/30/2008	Continuous Improvement Model	0
Utilize computer assisted instruction to supplement reading instruction, particularly, Riverdeep, FCAT Explorer, and Brainchild Achiever/Web Achiever, and SuccessMaker.	Teachers, Students	08/14/2007	05/30/2008	Education Innovation	7500
Implement the Accelerated Reader Program and provide rewards to students monthly when they achieve their goal.	Media Specialist, Teachers	08/14/2007	05/30/2008	District-wide Literacy Plan	250
Interview prospective SES providers to identify programs that meet the needs of our students.	Administration, Reading Coach	08/20/2007	02/23/2008	Education Innovation	6000

Research-Based Programs

Houghton/Mifflin Reading program
Voyager
Soar to Success
Early Success

Professional Development



School Improvement Plan 2007-2008



Guided Reading
Voyager
Best Practices
Comprehensive Reading Plan

Evaluation

Formative
District Quarterly testing
Basal series tests
Summative
Brainchild Online Assessment
FCAT-Reading

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

Mathematics Statement

All students will perform on or above grade level in mathematics.

Needs Assessment

Sixty-seven percent of the eligible students scored at or above grade level on the 2007 FCAT. However, less than fifty-six percent of the Black, English Language Learners, and Students with Disabilities failed to meet this standard. Measurement and algebraic thinking were the lowest strands.

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades 3-6 will increase their mathematics skills as evidenced by 72% of the students reaching the state required mastery level as documented by scores on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Black students in grades 3-6 will increase their mathematics skills as evidenced by 62% of the students reaching the state required mastery level as documented by scores on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, English Language Learners in grades 3-6 will increase their mathematics skills as evidenced by 62% of the students reaching the state required mastery level as documented by scores on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Students with Disabilities in grades 3-6 will increase their mathematics skills as evidenced by 62% of the students reaching the state required mastery level as documented by scores on the 2008 FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the District's scope and sequence and a benchmark calendar based on the mathematics series that will align with Sunshine State Standards in grades K-6	Teachers	08/14/2007	05/30/2008	Other/ Not Applicable	0
Provide the teaching staff with professional development activities that include successful research-based mathematics instructional programs, strategies, hands-on activities, and working with performance task items.	Administrators/District Staff	08/14/2007	05/30/2008	Other/ Not Applicable	0
Identify students in all subgroups not meeting grade level standards in mathematics and offer tutoring services to these students in grades 1-6.	Teachers/Administrators	08/20/2007	05/30/2008	Education Innovation	0
Develop a "problem-of-the-day" activity for grades K-6 called Math Desserts in which students solve a mathematical problem in the cafeteria at lunch time.	Selected Teachers/Administrators	11/01/2007	12/20/2007	Education Innovation	0
Use Brainchild Online Assessment and SuccessMaker to chart the monthly progress of all grade 3-6 students including ESE.	BMT Teachers (Grades 3-6)	09/04/2007	05/30/2008	Inclusion of SWD	0
Utilize on-line computer programs to enrich and remediate students' mathematical skills in grades K-6.	Administration/Teachers	08/14/2007	05/30/2008	Education Innovation	7500
Inform parents of strategies that can be used at home to support students' achievement in mathematics.	Teachers/Family Literacy Staff	10/10/2007	05/30/2008	Other/ Not Applicable	300
Form a Mathematics Curriculum committee to research ways to improve the mathematics curriculum.	Administration	08/20/07	05/30/08	Continuous Improvement Model	0
Departmentalize grades 4-6.	Administration	08/20-07	05/30-08	Other/ Not Applicable	0

Research-Based Programs

Harcourt Brace Mathematics
Brainchild Achiever Plus/Web Achiever
SuccessMaker

Professional Development

Inservices will be scheduled based on teacher surveys, Professional Development Plans, data driven analysis and or district initiatives. Delivery of the inservices will include model lessons and mentoring of teachers by the reading leader and curriculum support personnel.

Evaluation



School Improvement Plan 2007-2008



Formative

- District Quarterly testing
- Math series tests

Summative

- Brainchild Online Assessment
- FCAT-Mathematics
- SuccessMaker

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 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 grade 4 students will perform on or at grade level in writing.

Needs Assessment

Sixty-two percent of the fourth graders scored 3.5 or higher on the 2007 FCAT Writing+.

NCLB Subgroup Target

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade 4 will increase their writing composition skills as evidenced by 63% of the students reaching the state required mastery level as documented by scores on the 2008 FCAT Writing +Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Plan, implement, and monitor a schedule for writing which includes daily instruction and weekly practice opportunities across the curriculum.	Teachers, Reading Coach, Administration	08/14/2007	05/30/2008	District-wide Literacy Plan	0
Utilize age appropriate writing exercises from the Houghton Mifflin Reading program in order to improve quality of writing through the use of strategies such as magnified moments, vivid verbs, sentence variety, writing pictures, and magic words.	Teachers	08/14/2007	05/30/2008	District-wide Literacy Plan	0
Administer monthly prompts to K-4th grade students as practice for FCAT-Writing. Have these prompts graded by an outside source.	Reading Leader Fourth grade Teachers	08/14/2007	05/30/2008	District-wide Literacy Plan	0
Provide staff inservices for grades K-5 teachers on instructional strategies to improve writing performance.	Administration	08/10/2007	09/13/2007	Other/ Not Applicable	1500
Departmentalize grade 4 into Reading, Mathematics/Social Studies, Writing/Science discipline.	Teachers, Reading Coach, Academic Club Sponsor	08/20/2007	05/30/2008	Other/ Not Applicable	250

Research-Based Programs

Houghton-Mifflin Core Reading Program

Professional Development

All new and beginning teachers will receive continuous mentoring. The following staff development will be provided to teachers as needed: Best Practices, Project CRISS.

Other inservices will be scheduled based on teacher surveys, Professional Development Plans, data driven analysis and or district initiatives. Delivery of the inservices will include model lessons and mentoring of teachers by the reading leader and curriculum support personnel.

Evaluation

Formative

- Monthly Writing Prompts-Fourth Grade
- Quarterly Writing Prompts-Grades 1-6

Summative

- FCAT-Writing+

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

Science Statement

All fifth grade students will score at or above the state's mean scale score.

Needs Assessment

Twenty-nine percent of the eligible fifth grade students met state standards on the 2007 FCAT Science.

Measurable Objective

Given instruction using Sunshine State Standards, fifty-four percent of the eligible fifth graders will score Level 3 or higher on the 2008 FCAT-Science assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Administer cumulative tests based on standards taught per nine weeks.	Administration/5th Grade Teachers	08/14/2007	05/30/2008	Continuous Improvement Model	0
Implement district designed science scope and sequence, aligned to the Florida Sunshine State Standards.	Teachers	08/14/2007	05/30/2008	Other/ Not Applicable	0
Reinforce grade appropriate science content within the language arts curriculum through the use of non-fiction text during shared or guided reading.	Teachers	08/14/2007	05/30/2008	Other/ Not Applicable	0
Utilize the new science series to implement a hands-on scientific approach to curriculum delivery and provide in-service training for all teachers.	Teachers	08/14/2007	05/30/2008	Other/ Not Applicable	0
Provide a Hands-On Science academic excellence program for fourth and fifth graders.	Academic Excellence Teachers	09/25/2007	05/01/2008	Academic Enrichment Opportunities	3000
Plan and implement a school-wide Science Fair utilizing the scientific method with a night presentation for parents in how to assist their child with a project.	Science Fair Committee/ Assistant Principal	08/14/2007	05/30/2008	Other/ Not Applicable	200
Provide staff development for administrators and faculty in the areas of instructional strategies in science, Best Practices assessment, and the analysis of assessment data and science content.	Administration/District Staff	08/14/2007	05/30/2008	Continuous Improvement Model	600
Departmentalize grades 4-6.	Administration	08/20/07	05/30/08	Other/ Not Applicable	0
Utilize Brainchild WebAchiever for science.	Administration	08/20/07	05/30/08	Other/ Not Applicable	0

Research-Based Programs

FOSS Kits
Science Core Program

Professional Development

All new and beginning teachers will receive continuous mentoring. All teachers will receive training in the new science series.

Other inservices will be scheduled based on teacher surveys, Professional Development Plans, data driven analysis and or district initiatives. Delivery of the inservices will include model lessons and mentoring of teachers by the reading leader and curriculum support personnel.

Evaluation

Formative
Monthly SIZ Science assessments
Brainchild WebAchiever

Summative
FCAT-Science

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

Miami-Dade County Public Schools

District Strategic Plan

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

Parental Involvement Statement

Parental involvement will increase in all school activities.

Needs Assessment

Parent needs surveys indicate a desire for ESOL, citizenship, family literacy, and GED programs.

Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate a 5 percentage point increase in parental and community interaction as evidenced by comparing logs for the 2007-2008 and 2006-2007 school years.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Notify parents of school related events, parent academy schedules, and available community resources.	Community Involvement Specialist	08/14/2007	05/30/2008	Other/ Not Applicable	0
Open the school on Monday and Wednesday evenings to give the community access to computers and to implement adult education classes.	Principal/Selected Teachers/CIS	07/01/2007	06/20/08	District-wide Literacy Plan	50000
Honor parents for their involvement by nominating them as parents of the month.	CIS	10/01/2007	05/30/2008	Other/ Not Applicable	0
Host Book Fair and Science Fair at night so that parents can have access to these functions.	Science Fair Committee/ Media Specialist	01/10/08	05/30/2008	District-wide Literacy Plan	0
Begin procedures to reinstate the North Glade Elementary PTSA.	Principal	08/14/2007	05/30/2008	Other/ Not Applicable	0
Encourage parents to check out materials from our parent resource center, including books, Leapfrogs, and Study Buddies.	CIS	08/14/2007	05/30/2008	Other/ Not Applicable	0
Involve parents and community members in family literacy activities like ESOL, GED, Citizenship, Computer Education, and Utilizing School and Community.	CISFamily Literacy Staff	07/01/07	6/30/08	District-wide Literacy Plan	0
Rent field to North Glade Optimist in order to provide team activities for youngsters.	Administration	07/01/07	06/30/08	Other/ Not Applicable	0

Research-Based Programs

PTSA National Standards

Professional Development

Parents will be encouraged to actively participate in the following activities: the Title I Instructional Fair, annual opening of school activity to acquaint parents with instructional materials that will be used at school and can be used at home; the Educational Excellence School Advisory Council (EESAC), monthly parent workshops presented by grade levels, monthly parent-student activities conducted by individual grade levels and the ACCESS Center. School-Based Parent Involvement Workshops that address the needs of parents in helping their children achieve academically and assist them enhance their own personal growth.

Evaluation

Parent attendance in family literacy activities will increase 5 percentage points when comparing logs for 2006-2007 to 2007-2008.

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

Discipline & Safety Statement

North Glade Elementary will provide a safe and effective learning environment for all stakeholders.

Needs Assessment

The number of suspensions for the 2004-2005 school year was 112. The number of suspensions for the 2005-2006 school year was 34. The number of suspensions for the 2006-2007 school year was 23. These numbers show great improvement in the light that we are a center for the emotionally disciplinary disabled.

Measurable Objective

Given an emphasis on a safe and orderly environment , student behavior will improve as evidenced by a ten percentage point decrease in the number of outdoor suspensions during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Involve students in activities like student council, students mediators, safety patrol.	FEA and Club Sponsors/Teachers	08/14/2007	05/30/2008	Other/ Not Applicable	0
Implement a counseling program focusing on student needs with groups such as anger management, peer pressure, and self-esteem.	Counselor	08/14/2007	05/30/2008	Other/ Not Applicable	0
Restructure the EH program to include limited class sizes, a positive reinforcement program, inclusion, and emotional support for students.	Administration/EH Teachers	08/14/2007	05/30/2008	Inclusion of SWD	0
Establish school climate by emphasizing positive reinforcement more than negative reinforcement.	Administration/Teacher s/Counselor	08/14/2007	05/30/2008	Other/ Not Applicable	1000
Honor students of the month, Do The Right Thing, and the other self-esteem building categories.	Activity Sponsor Counselor	08/14/2007	05/30/2008	Other/ Not Applicable	300

Research-Based Programs

Peer mediation
Cooperative Discipline

Professional Development

Student Mediation
First Days of School

Evaluation

North Glade Elementary will be evaluated by a ten percentage point decrease in the number of outdoor suspensions during the 2007-2008 school year as compared to the 2006-2007 school year.

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"/>

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"/>

Technology Statement

Teacher comfort level with using application software to enhance and monitor instruction will be maximized.

Needs Assessment

In 2006-2007, computer software by Brainchild Corporation augmented FCAT Explorer software. A need was identified for an integrated learning software program. In 2007-2008, we will implement the SuccessMaker software program.

Measurable Objective

Given an emphasis on the use of technology in education, all students will augment their usage of the FCAT Explorer Program as evidenced by a 10 percentage point increase in the percent of use of technology during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the electronic grade book.	Administration/Computer Technology Team	08/20/07	05/30/2008	Other/ Not Applicable	0
Provide basic computer application training in various programs available in our school to teachers and parents.	Computer Specialist Family Literacy Staff	08/14/2007	05/30/2008	District-wide Literacy Plan	0
Replace old computer technology and increase the number of computers available in classrooms.	Administration	07/01/2007	06/30/2008	Other/ Not Applicable	8000
Establish a student computer club to train students in basic computer troubleshooting in order to provide assistance to classes.	Computer Specialist	10/07/2007	05/30/2008	Other/ Not Applicable	0
Implement the SuccessMaker integrated computer program in reading and math.	Teachers	10/01/07	06/01/08	District-wide Literacy Plan	20000

Research-Based Programs

Accelerated Reading
FCAT Explorer
Riverdeep
Brainchild Achievers
SuccessMaker

Professional Development

SuccessMaker
Electronic grade book

Evaluation

The minutes of use of the SuccessMaker software in 2007-2008 will be compared to the minutes of usage of FCAT Explorer in 2006-2007.

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 checked="" 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"/>

Health & Physical Fitness Statement

Motivate all students to earn awards on the districts Physical Fitness Test.

Needs Assessment

One hundred percent of North Glade's students participate in the physical fitness testing; less than 50% completed the mile run in the allotted time.

Measurable Objective

Given instruction based on the MDCPS mandated FITNESSGRAM standards, students in grades four through five 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 a plan to develop in all students a level of personal fitness commensurate with individual capabilities through the improvement or maintenance of such areas as cardio-respiratory fitness, general endurance, flexibility, and muscular strength.	PE Teachers	08/14/2007	05/30/2008	Academic Enrichment Opportunities	0
Implement all physical fitness testing	PE Teachers	08/14/2007	05/30/2008	Other/ Not Applicable	0
Implement an after-school intramural program.	Intramural Teachers	10/03/2007	05/30/2008	Academic Enrichment Opportunities	0
Continue efforts to provide a physical education shelter.	Principal	07/01/2007	06/30/2008	Other/ Not Applicable	0
Implement DARE, TRUST, AID/HIV curricular.	Teachers	08/14/2007	05/30/2008	Academic Enrichment Opportunities	0
Encourage good nutrition by increasing student participation in breakfast.	Administration/Teachers	08/14/20-7	05/30/2008	Other/ Not Applicable	0
Conduct a school field day.	PE Teachers	03/26/2008	04/20/2008	Other/ Not Applicable	250

Research-Based Programs

FITNESSGRAM testing

Professional Development

Best Practices

Evaluation

FITNESSGRAM results on the mile run will be analyzed.

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

Electives & Special Areas Statement

Increase student participation in the Academic Excellence Program.

Needs Assessment

North Glade had forty students begin its Academic Excellence Program last year. However, only fifteen completed the course.

Measurable Objective

Given emphasis on the benefits of participating in advanced academic programs , the number of students completing the Academic Excellence Program will increase by a five percentage points during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Support school-wide thematic events like Hispanic/Black History, with elective projects and support.	Administration/Teachers	08/30/2007	05/30/2008	Academic Enrichment Opportunities	0
Collaborate and plan with classroom teacher in order to enrich curriculum.	Administration/Teachers	08/20/2007	05/30/2008	Academic Enrichment Opportunities	0
Increase student participation in the Miami-Dade County Youth Fair.	TeachersSpecial Area TeachersAdministration	10/1/2007	3/31/2008	Academic Enrichment Opportunities	0
Promote self-esteem by entering contests, by sponsoring contests, by displaying student work, and by rewarding student participants.	Teachers	08/20/2007	05/30/2008	Academic Enrichment Opportunities	0
Increase involvement in Dance, Academic Excellence, Intramurals, and Spanish contests.	Selected Teachers	08/20/2007	05/30/2008	Academic Enrichment Opportunities	0

Research-Based Programs

Hands On Science

Professional Development

Critical Thinking training

Evaluation

The number of students enrolled in the Academic Excellence Program will increase from 15 in 2006-2007 to 17 in 2007-2008.

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

Miami-Dade County Public Schools

District Strategic Plan

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

Return On Investment Statement

Return on Investment

Needs Assessment

Data from the 2004-2005 Department of Education Return on Investment (ROI) Index indicates a percentile rank of 31. The Percent of Highest ROI Value is 51 percent. The Total Program Cost per WFTE is \$7,404.

Measurable Objective

North Glade Elementary will improve its Return on Investment percentile by one percentile point over the most recent state publication of the return on investment data.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Become more informed about the use of financial resources in relation to school programs.	Administration	08/14/2007	05/30/2008	Exchange Meaningful Information	0
Collaborate with the district on resource allocation.	Administration	08/14/2007	05/30/2008	Business Process Redesign	0
Consider shared use of facilities, partnering with community agencies.	Administration	08/14/2007	05/30/2008	Other/ Not Applicable	0
Evaluate the cost effectiveness of each tutorial program in relation to results versus cost.	Administration	08/14/2007	05/30/2008	Continuous Improvement Model	0
Consider reconfiguration of existing resources or take advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administration	08/14/2007	05/30/2008	Business Process Redesign	0

Research-Based Programs

PTSA National Standards

Professional Development

Parents will be encouraged to actively participate in the following activities: the Title I Instructional Fair, annual opening of school activity to acquaint parents with instructional materials that will be used at school and can be used at home; the Educational Excellence School Advisory Council (EESAC), monthly parent workshops presented by grade levels, monthly parent-student activities conducted by individual grade levels and the ACCESS Center. School-Based Parent Involvement Workshops that address the needs of parents in helping their children achieve academically and assist them enhance their own personal growth.

Evaluation

Parent attendance in family literacy activities will increase 5% when comparing logs for 2006-2007 to 2007-2008.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input 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:

The EESAC has discussed their budget in relation to their commitment to the School Improvement Plan. Expenditure proposals have been placed on the agenda for the September 10, 2007 meeting.

Training:

Professional development suggestions have been included in the School Improvement Plan as recommended by the EESAC and the school Leadership team. The EESAC provided funding for stipends so that the teachers could attend training on differentiated instruction, the new science series, and classroom management prior to the start of the 2007-2008 school year.

Instructional Materials:

Instructional materials are vital to the education process. Teacher needs in relation to the delivery of instruction have been addressed. The EESAC allocated funds to support Saturday Academy, Accelerated Reading, the Science Fair in 2006-2007.

Technology:

A technology plan is in place which involves teacher training, and the updating of the school infrastructure. Additionally, we will be receiving the SuccessMaker integrated software program.

Staffing:

EESAC has been kept apprised of staffing needs. Suggestions for filling positions have been sought from staff.

Student Support Services:

An active Student Support Team is in operation. The school includes many exceptional service programs. Good support is provided from outside agencies.

Other Matters of Resource Allocation:

The EESAC was trained in school budgeting during November of 2005. The 2007-2008 school budget will be shared with the committee when it is finalized. Many of the EESAC were also trained in the Continuous Improvement Model in 2006.

Benchmarking:

Data driven instruction is essential to the operation of a successful academic program. Benchmarking based on last year's FCAT scores and on quarterly testing is in place. SuccessMaker software will be used to measure progress in grades 3-6.

School Safety & Discipline:



School Improvement Plan 2007-2008



Academic achievement increases with the security of a safe and orderly learning environment. The EESAC developed strategies to accentuate positive reinforcement. Monthly award assemblies and positive feedback to students is imperative to establishing an atmosphere where students feel capable, connected, and contributing.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	13750
Mathematics	7800
Writing	1750
Science	3800
Parental Involvement	50000
Discipline & Safety	1300
Technology	28000
Health & Physical Fitness	250
Electives & Special Areas	0
Return On Investment	0
Total	106650



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