

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Silver Bluff Elementary School (5041)

Feeder Pattern - Coral Gables Senior

Regional Center IV

District 13 - Miami-Dade

Principal - Brenda Dawkins, Ed.D.

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Silver Bluff Elementary School, situated in the city of Miami, has been serving the needs of the community since 1925. Silver Bluff Elementary School is a Title I, SINI school with a grade designation of "A". The area is predominantly composed of families from a lower middle socio-economic level. The school educates 600 children in pre-kindergarten through fifth grade. The student body is 93 percent Hispanic, 3 percent White, 1 percent Black, and 2 percent Other. Currently, 30 percent of the students are English Language Learners (ELL), which consists of 35 Level 1 students, 35 Level 2 students, 44 Level 3 students, and 62 Level 4 students. Eighty percent of the students qualify to receive free or reduced lunch. Additionally, 21 percent of the students receive Special Education Services (SPED), which consists of 29 Emotionally Handicapped (EH), 44 students with Specific Learning Disabilities (SLD), 35 Speech and/or Language Impaired, 7 Other Health Impaired, and 33 students participate in the Gifted program. The student mobility index is 24 percent and Silver Bluff Elementary School has a stability rate of 93.8 percent. The staff of Silver Bluff Elementary School is committed to providing all students in the community with a positive learning environment. The staff includes 72 full-time staff and 3 administrators with a demographic breakdown of 22% Black non Hispanic, 10% White non Hispanic, 67% Hispanic, and 1% Asian. The teacher to student ratio is 14:1. The staff attendance rate average is 95.8% and the student attendance rate average is 95.6%. Special programs include the Extended Foreign Language Programs in grades K - 2. Silver Bluff Elementary School together with the Educational Excellence School Advisory Council (EESAC), has identified the objectives in this plan as school-wide priorities for the 2007-2008 school year.

Given instruction using the Sunshine State Standards (SSS), students in grades three through five will improve their reading skills as evidenced by 72% of students scoring at FCAT Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards (SSS), Students With Disabilities (SWD) in grades three through five will improve their reading skills as evidenced by 58% of students scoring at FCAT Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards (SSS), students in grades three through five will improve their mathematics skills as evidenced by 68% scoring at FCAT Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards (SSS), students in grade four will improve their writing skills as evidenced by an increase of one percent of students scoring at or above 4.0 on the 2008 FCAT Writing + Test.

Given instruction using the Sunshine State Standards (SSS), students in grade five will improve their scientific process skills as evidenced by 25% scoring at FCAT Level 3 or higher on the 2008 administration of the FCAT Science Test.

Silver Bluff Elementary School will increase parent/family/community involvement as evidenced by a two percent increase in the number of parent in-services held during the 2007-2008 school year as documented through sign-in logs.

Given a need to maintain a safe environment, Silver Bluff Elementary School will improve school wide safety as evidenced by a 10 percent decrease in the number of accidents documented during the 2007-2008 school year.

To promote an increase in the use of technology in grades 3-5, students will increase their use of instructional technology, as documented by a 10% increase in the number of classrooms implementing the Reading Plus program and evidence by Reading Plus' Rate and Level Report.

Given school-wide focus on health and physical fitness, students in grades four and five will improve their physical fitness skills as evidenced by a one percentage point gain in students obtaining a level Gold and Silver in the 2008 FITNESSGRAM.

Given instruction using the Sunshine State Standards for Art, students in grades one through five will increase their exposure to art by a fifty percent increase in the number of students that will participate in art exhibits as documented in participation logs.

Silver Bluff Elementary's ROI percentile ranking will increase by at least one percentage point.

Silver Bluff Elementary School, in conjunction with the Educational Excellence School Advisory Council, analyzed the results of the 2007 Spring Organizational Performance Improvement Snapshot Survey and concluded that the two weakest areas were related to the fiscal operations of the school and solicitation of feedback. In order to address these concerns, the administration will provide training for faculty and EESAC in the area of fiscal operations. A needs assessment survey will also be administered to all stakeholders. Literacy Leadership Team meetings as well grade level meetings will be conducted to ensure that staff input is considered.



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.

5041 - SILVER BLUFF ELEMENTARY SCHOOL

VISION

We believe in creating a learning environment that encourages students to develop academically, socially, and emotionally to become lifelong learners and quality contributors to our society.

MISSION

Our mission is to focus on academic and personal excellence through research-based instructional programs, expanding current teaching methodologies, increasing parental involvement, organizing available community resources, and planning to meet the needs of the whole child in the 21st Century.

CORE VALUES

We adhere to the Miami-Dade County Public Schools' core values.



School Improvement Plan 2007-2008



School Demographics



School Improvement Plan 2007-2008



Silver Bluff Elementary School, situated in the city of Miami, has been serving the needs of the community since 1925. Silver Bluff Elementary School is a Title I, SINI school with a grade designation of "A". The area is predominantly composed of families from a lower middle socio-economic level. The school educates 600 children in pre-kindergarten through fifth grade. The student body is 93 percent Hispanic, 3 percent White, 1 percent Black, and 2 percent Other. Currently, 30 percent of the students are English Language Learners (ELL), which consists of 35 Level 1 students, 35 Level 2 students, 44 Level 3 students, and 62 Level 4 students. Eighty percent of the students qualify to receive free or reduced lunch. Additionally, 21 percent of the students receive Special Education Services (SPED), which consists of 34 Emotionally Handicapped (EH), 29 students with Specific Learning Disabilities (SLD), 35 Speech and/or Language Impaired, 7 Other Health Impaired, and 33 students participate in the Gifted program. The student mobility index is 24 percent and Silver Bluff Elementary School has a stability rate of 93.8 percent. The staff of Silver Bluff Elementary School is committed to providing all students in the community with a positive learning environment. The staff includes 72 full-time staff and 3 administrators with a demographic breakdown of 22% Black non Hispanic, 10% White non Hispanic, 67% Hispanic, and 1% Asian. The teacher to student ratio is 14:1. The staff attendance rate average is 95.8% and the student attendance rate average is 95.6%. Special programs include the Extended Foreign Language Programs in grades K - 2. Silver Bluff Elementary School together with the Educational Excellence School Advisory Council (EESAC), has identified the objectives in this plan as school-wide priorities for the 2007-2008 school year.

Teacher Mentoring

Silver Bluff Elementary School's Teacher Mentoring Program adheres to the policies and procedures set forth in the District's IPEGS manual. At the beginning of the school year, all new teachers participate in the Beginning Teacher Orientation provided by the District, as well as school sponsored orientations to familiarize themselves with Miami-Dade County Public Schools' policies and procedures. All new teachers are provided with the M-DCPS Employee Handbook, School Handbook, and Opening of School materials. Silver Bluff Elementary conducts an on-site orientation to lend assistance with long range planning, setting goals, and effective classroom management strategies using a mentoring model. The model pairs experienced teachers with beginning teachers. All beginning teachers are assigned a Professional Growth Team comprised of members mutually agreed upon by the teachers and the administrative staff. Grade level meetings are conducted on a weekly basis with an administrator to address concerns. Staff development activities are provided to new teachers with additional curriculum support and opportunities for professional growth. Monthly faculty meetings incorporate a "Best Practices" component, which provides all teachers with innovative ways of implementing benchmarks in all core subjects.

The Mentor Teachers will be utilized in each area of the professional development plan that helps and supports teachers to strengthen their teaching skills in reading, build school site capacity, and provide for the follow-up activities that extend the application of new knowledge to impact student achievement. Mentor Teachers will be utilized within their classrooms to network and model exemplary teaching strategies and techniques for staff as needed. In order to maximize professional development activities at the school site, school administrators, Reading Coaches, and Mentor Teachers will articulate and coordinate the plan for professional growth showing differentiation, as needed, within the staff.

School-Wide Improvement Model

Silver Bluff Elementary School will utilize the 8-Step Continuous Improvement Model. The model is comprised of an 8-step data-driven process that assesses students on a regular basis for enrichment and remediation. The steps include test scores, disaggregation of data, time-line development, instructional focus, assessment, tutorials, enrichments, maintenance, and monitoring of the progress.

District Curriculum Pacing Guides in Reading, Math and Science will be implemented in grades kindergarten through five. In addition, a site-developed Reading Focus Benchmark Calendar will be incorporated by teachers in grades three through five. Literacy team meetings, weekly grade level meetings, and monthly meetings with administrators will be held to monitor student progress and disaggregate data.

Educational Excellence School Advisory Council

The Educational Excellence School Advisory Council (EESAC) at Silver Bluff Elementary School is dedicated to promoting an environment that supports the school's goals for the improvement of student performance. The EESAC is comprised of faculty, administration, parents, students, and community members. The EESAC meets monthly throughout the school year on the third Wednesday of the month. All interested parties are invited to analyze and discuss issues pertaining to school improvement.

Extended Learning Opportunities

The students at Silver Bluff Elementary School are provided with extended learning opportunities in Reading, Mathematics, Writing, and Science. Before-school, during-school, and after-school tutoring programs are offered to assist students needing remediation within the core subject areas. Immediate intensive interventions will be used to focus on the individual student's deficiencies. Strategies will be used to enhance their skills within these areas. An after-school Academic Excellence Program is offered to promote higher order critical thinking skills. Additional remedial assistance is provided throughout the school day for third grade students who scored in the lowest 25th percentile, Special Education Students, and Title I students.

School Foundation

Leadership:

The Spring 2007 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Leadership was the knowledge of the school's mission, item 1a, whereas the weakest item in that section was item 1g, the work location solicits feedback. Based on the aforementioned results, it is evident that the administration and the EESAC should continue to use consensus management to ensure the school's mission is achieved and that stakeholders are provided with opportunities to provide feedback.

District Strategic Planning Alignment:

The Spring 2007 Organizational Performance Improvement Snapshot Survey reflects that our strongest items in the area of Strategic Planning was knowledge of what the plan is and how it affects the stakeholders and their work as well as awareness of when progress is made, items 2b and 2c. The weakest item in that area was item 2a, which reveals that staff perceives they lack input into the organization's plans for the future. The staff at Silver Bluff Elementary School will encourage more participation in the EESAC so that more input can be solicited for future plans of the organization.

Stakeholder Engagement:

The Spring 2007 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Stakeholder Engagement/Customer and Market Focus was item 3a, which indicates that stakeholders are aware of the needs of their customers. Weakness in Item 3c shows that the staff perceives they are unable to communicate their needs and desires. The EESAC will devise a needs assessment survey that will provide stakeholders an opportunity to express ideas and concerns regarding stakeholder engagement and focus in the school improvement process.

Faculty & Staff:

The Spring 2007 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Human Resource Focus was item 5e, which indicates that most staff members agree that Silver Bluff Elementary is a safe work environment. Weakness in item 5b, shows that the stakeholders perceive they lack cooperation and teamwork. The staff at Silver Bluff Elementary School will continue to promote collaboration amongst staff and the community.

Data/Information/Knowledge Management:

The Spring 2007 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Information Knowledge Management was items 4a, 4b, and 4c, which indicate staff understands how their performances are rated and know how to make changes from their analysis of their work quality. Weakness in items 4e and 4f, reveal that staff members perceive that they are not totally informed on how the organization is doing and they lack the important information needed to complete their work. At Silver Bluff Elementary, the staff is monitored through IPEGS, Professional Development Plans (PDP), certification, and annual evaluations.

Education Design:

The Spring 2007 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Process Management is item 6b, which reflects staff members at Silver Bluff Elementary School know how to measure, analyze, and modify the quality of their work; have control over their work processes; and perceive that the products of their work results in high quality and excellence. Weakness in item 6a and 6d, reveals that teachers and staff perceive that they do not receive the necessary resources to complete and control their work processes.

Performance Results:

The Spring 2007 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Performance/Business Results our strongest areas were 7a, 7b and 7f. Stakeholders overwhelmingly were satisfied with the high quality of performance provided by the teachers and staff. Item 7c, however, was our weakest in this section which showed that Silver Bluff faculty lacks understanding of the fiscal operation of the school. The EESAC will conduct training regarding fiscal operations of the school.



School Improvement Plan 2007-2008



Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :



School Improvement Plan
2007-2008



Schools Offering Primarily Grades 6 through 12

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

Reading Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Reading Statement

The students will read at grade level.

Needs Assessment

Results of the 2007 FCAT Reading test indicates that 69 percent of students in grades three through five scored at the State mastery level. An analysis of student performance on the Reading 2006-2007 FCAT Achievement Test indicates that the weakest content cluster in reading for third grade students was Reference/Research performing at 50 percent mastery. Third grade students demonstrated strength on Main Idea/Purpose, performing at 59 percent mastery. The weakest content cluster in reading for fourth grade students was Words/Phrases where students scored at 60 percent. Fourth grade students demonstrated strength on Reference/Research, performing at 75 percent mastery. The weakest cluster for fifth grade students were Words/Phrases and Main Idea/Purpose scoring 56 percent mastery. Fifth grade students demonstrated strength on Research/Reference, performing at 75 percent mastery.

NCLB Subgroup Target

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

Measurable Objective

Given instruction using the Sunshine State Standards (SSS), students in grades three through five will improve their reading skills as evidenced by 72% of students scoring at FCAT Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards (SSS), Students With Disabilities (SWD) in grades three through five will improve their reading skills as evidenced by 58% of students scoring at FCAT Level 3 or higher on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Promote Family Library Night to encourage reading amongst all grade levels.	Principal, Assistant Principal, Community School Assistant Principal	08/20/2007	5/30/2008	District-wide Literacy Plan	0
Utilize Edusoft and PMRN reports to analyze third through fifth grade data resulting from District-Interim Assessments, site-developed benchmark assessments, and DIBELS assessments to target students' deficiencies in reading.	Principal, Assistant Principal, Reading Coach, Technology Coordinator	08/20/2007	5/30/2008	Continuous Improvement Model	0
Implement a site- developed focus benchmark calendar for grades kindergarten through fifth to drive instruction utilizing the Sunshine State Standards (SSS)	Principal, Assistant Principal, Reading Coach	08/20/2007	5/30/2008	Continuous Improvement Model	0
Provide before/after school tutorial assistance to the Students With Disabilities subgroup targeting identified deficiencies in reading benchmarks in grades three through five.	Principal, Assistant Principal, Reading Coach, Classroom teachers	08/20/2007	05/30/2008	Inclusion of SWD	3000
Utilize research-based instructional technology programs with students targeting phonemic awareness and comprehension.	Principal, Assistant Principal, Reading Coach, Classroom Teachers	09/01/2007	05/30/2008	Education Innovation	0
Provide before/after school tutorial assistance targeting students' identified deficiencies in reading benchmarks in third through fifth grades.	Principal, Assistant Principal, Reading Coach, Classroom Teachers	09/24/2007	03/01/2008	District-wide Literacy Plan	3000
Utilize research-based instructional technology programs with Students With Disabilities targeting phonemic awareness and comprehension.	Principal, Assistant Principal, Technology Coordinator	08/20/2007	05/30/2008	Inclusion of SWD	0
Utilize Accelerated Reader to monitor the independent reading level for students and their progress.	Principal, Assistant Principal, Media Specialist, Classroom Teachers	09/01/2007	03/01/2008	Education Innovation	0

Research-Based Programs

The research-based program utilized are Houghton Mifflin State Adopted Series, Voyager Intervention, Early Success, Soar to Success, and Learning Today software program.

Professional Development

During the 2007-08 school year teachers will receive professional development in the following programs: Houghton Mifflin, Riverdeep, Learning Today, Voyager, Early Success, Soar to Success, FCAT Explorer, Destination Reading, Differentiated-Instruction, and Edusoft.

Evaluation

This objective will be evaluated using scores from 2008 FCAT Reading Test. District Interim Assessments as well as site-developed benchmark assessments will be administered throughout the year to monitor student progress. Teacher lesson plans using IPEGS guidelines will be used to monitor instruction.

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 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"/>

Mathematics Statement

The students mathematics skills will be at grade level.

Needs Assessment

Results of the 2007 FCAT Mathematics test indicates that 63 percent of students in grades three through five scored at the State mastery level. An analysis of student performance on the Mathematics 2006-2007 FCAT indicates that the weakest content clusters in mathematics for third grade students were Geometry and Data Analysis. The data indicates that our students scored 57 percent on each. Third grade students demonstrated strength on Algebraic Thinking, performing at 66 percent. The weakest content cluster in Mathematics for fourth grade students was Number Sense. The data indicates that our students scored at 55 percent on Number Sense. Fourth grade students demonstrated strength on Measurement, performing at 62 percent. The weakest content cluster in Mathematics for fifth grade students was Algebraic Thinking, performing at 38 percent. Fifth grade students demonstrated strength on Data Analysis with 50 percent mastery.

NCLB Subgroup Target

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

Measurable Objective

Given instruction using the Sunshine State Standards (SSS), students in grades three through five will improve their mathematics skills as evidenced by 68% scoring at FCAT Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize resource-based instructional technology programs with students (i.e. Accelerated Math in fourth and fifth grades, Star Math, Riverdeep, FCAT Explorer, Math Flash).	Principal, Assistant Principal, Technology Coordinator	08/20/2007	05/30/2008	Academic Enrichment Opportunities	0
Provide before/after school tutorial assistance to students' identified deficiencies in mathematics benchmarks.	Principal, Assistant Principal, Reading Coach	08/20/2007	05/30/2008	Academic Enrichment Opportunities	3000
Develop and implement curriculum mapping utilizing the Sunshine State Standards (SSS).	Principal, Assistant Principal, Reading Coach	08/20/2007	05/30/2008	Continuous Improvement Model	0
Utilize Edusoft reports to analyze third through fifth grade data resulting from District Interim Assessments to target students' deficiencies in mathematics.	Principal, Assistant Principal, Reading Coach, Technology Coordinator	08/20/2007	05/30/2008	Continuous Improvement Model	0
Implement the use of a mathematics vocabulary folder in third - fifth grades.	Principal, Assistant Principal, Classroom Teachers	08/20/2007	05/30/2008	Continuous Improvement Model	0
Expose students to mathematics vocabulary through displays of diagrams, graphs, numberlines and shapes, via closed-circuit television during morning announcements.	Principal, Assistant Principal, Classroom Teachers	08/20/2007	05/30/2008	Academic Enrichment Opportunities	0

Research-Based Programs

The research-based program utilized is the Houghton-Mifflin Mathematics Series.

Professional Development

During the 2007-08 school year teachers will receive professional development in Houghton Mifflin, FCAT Explorer, Destination Math, Accelerated Math, Star Math, and Math Facts in a Flash.

Evaluation

This objective will be evaluated by scores of the 2008 FCAT Mathematics Test. District Interim Assessments will be administered throughout the year to monitor student progress. Teacher lesson plans using IPEGS guidelines will be used to monitor instruction.

Writing Goal

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

Florida Education Priorities

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

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

Writing Statement

The students will demonstrate at level writing skills.

Needs Assessment

An analysis of student performance on the 2006-2007 FCAT Writing + test indicates that 83% of students scored at or above 3.5 and 71% of students scored at or above 4.0. Fourth grade students scored highest in expository writing, earning a mean score of 3.9, while the mean score of narrative writing score was 3.7. 39 percent of fourth grade students scored below 4.0 and 24 percent of the fourth grade students scored below 3.5. All students will continue to receive instruction to improve upon their writing skills which are aligned to the Sunshine State Standards.

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

Measurable Objective

Given instruction using the Sunshine State Standards (SSS), students in grade four will improve their writing skills as evidenced by an increase of one percent of students scoring at or above 4.0 on the 2008 FCAT Writing + Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Promote the writing process throughout a variety of school events including contests and a culminating school-wide writing fair that involves the parents and community members in its implementation.	Principal, Assistant Principal, Reading Coach, Classroom Teachers	08/20/2007	05/30/2008	Academic Enrichment Opportunities	0
Model writing lessons and provide teachers with training in holistic scoring.	Principal, Assistant Principal, Reading Coach	09/01/2007	05/30/2008	District-wide Literacy Plan	0
Provide before/after school tutorial assistance in writing to students in grade 4.	Principal, Assistant Principal, Reading Coach	08/20/2007	05/30/2008	District-wide Literacy Plan	1000
Implement Sanron Enterprise's Teach Me Writing program in grades Kindergarten through fifth.	Principal, Assistant Principal, Classroom Teachers	08/20/2007	05/30/2008	District-wide Literacy Plan	0
Monitor adequate progress in writing by administering the District Pre/Post Writing test to modify instruction as needed.	Principal, Assistant Principal, Classroom Teachers	08/20/2007	05/30/2008	Continuous Improvement Model	0
Promote schoolwide writing through monthly expository/narrative writing prompts via closed circuit television during morning announcements.	Principal, Assistant Principal, Reading Coach	08/20/2007	05/30/2008	Academic Enrichment Opportunities	0

Research-Based Programs

The research-based programs implemented will include Houghton Mifflin Reading Series, and Sanron Enterprise's Teach Me Writing program.

Professional Development

During the 2007-08 school year, professional development will be provided in Sanron Enterprise's Teach Me Writing, expository and narrative writing, and holistic scoring.

Evaluation

The objective will be evaluated by scores of the 2008 FCAT Writing + Test. Progress monitoring will be conducted through the administration of the District Pre/Post Writing Tests.

Science Goal

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

Florida Education Priorities

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

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Science Statement

The students will demonstrate at grade level proficiency in science.

Needs Assessment

Scores on the 2007 FCAT Science Test indicate that 18 percent of students in grade five have demonstrated mastery in science, scoring at FCAT Level 3 or higher. Students scored 24 percent less than the State mean scores. The Science 2006-2007 FCAT data indicates that the weakest content cluster for fifth grade students was Life and Environmental where students scored 42 percent. The strongest content clusters were Physical and Chemical Science and Scientific Thinking each at 50 percent. All students will continue to be instructed in science concepts utilizing the Sunshine State Standards.

Measurable Objective

Given instruction using the Sunshine State Standards (SSS), students in grade five will improve their scientific process skills as evidenced by 25% scoring at FCAT Level 3 or higher on the 2008 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Develop and implement curriculum mapping utilizing the Sunshine State Standards (SSS).	Principal, Assistant Principal, University of Miami PSELL Coordinator	08/20/2007	05/30/2008	Continuous Improvement Model	0
Provide before and after-school tutorial assistance to students targeting identified deficiencies in scientific process skills.	Principal, Assistant Principal	08/20/2007	03/01/2008	Continuous Improvement Model	1000
Implement the P-Sell program in conjunction with the University of Miami.	Principal, Assistant Principal, University of Miami PSELL Coordinator	08/20/2007	05/30/2008	Education Innovation	0
Implement the school-wide science program that promotes the scientific method through science experiment days where students engage in hands-on experimentation.	Principal, Assistant Principal, Classroom Teachers	08/20/2007	05/30/2008	Seamless PreK-12 Curriculum	0
Administer District Interim science pre/post test to monitor student differences in performance in order to modify instructional strategies.	Principal, Assistant Principal, Reading Coach, Technology Coordinator	08/20/2007	05/30/2008	Continuous Improvement Model	0
Increase awareness of the scientific process through hands-on investigations culminating in the annual school-wide Science Fair.	Principal, Assistant Principal, Science Fair Committee, Classroom Teachers	09/01/2007	05/30/2008	Academic Enrichment Opportunities	0

Research-Based Programs

The research-based programs implemented will include Scott Foresman State-Adopted Series, and the University of Miami's P-SELL program.

Professional Development

During the 2007-08 school year, professional development will be provided in P-SELL Program provided by the University of Miami, and District Professional Development.

Evaluation

This objective will be evaluated by scores of the 2008 FCAT Science Test. Progress monitoring will be conducted through the administration of the District Interim Assessments.

Parental Involvement Goal

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

Florida Education Priorities

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

Parental Involvement Statement

To increase parental involvement.

Needs Assessment

Several parent workshops were held during the 2006-2007 school year of which an average of 25 percent of parents attended as evidenced in parent logs. An increase number of parental workshops will be offered in the evening to accommodate parents' work schedules.

Measurable Objective

Silver Bluff Elementary School will increase parent/family/community involvement as evidenced by a two percent increase in the number of parent in-services held during the 2007-2008 school year as documented through sign-in logs.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide workshops for parents in their home language targeting areas in which they can support their child's academic achievement.	Principal, Assistant Principal, Reading Coach	08/20/2007	05/30/2008	Exchange Meaningful Information	0
Conduct membership drives and provide incentives to increase PTA membership.	Principal, PTA	08/20/2007	05/30/2008	Improve Public Perception	0
Maintain a Parent Resource Center in the main office where parents can readily access pertinent school information.	Principal, Assistant Principal, Reading Coach, Classroom Teachers	08/20/2007	05/30/2008	Exchange Meaningful Information	0
Encourage parental involvement through monthly school calendars, newsletters, school website, and Connect-Ed Communications.	Principal, Assistant Principal, Technology Coordinator	08/20/2007	05/30/2008	Exchange Meaningful Information	0
Promote parent participation in The Parent Academy.	Principal, Assistant Principal, Classroom Teachers	08/20/2007	05/30/2008	Exchange Meaningful Information	0
Sponsor Report Card Night to allow another opportunity for parents/guardians to meet with their child's teacher after school hours to discuss their academic progress.	Principal, Classroom Teachers	01/01/2008	02/01/2008	Exchange Meaningful Information	0

Research-Based Programs

The National Parents' Teacher Association is a nationally recognized organization that has researched the effects of parental involvement on student achievement (National PTA Standards for Parents and Family Involvement Programs).

Professional Development

To support parental involvement, both parents and teachers will receive inservices on strategies to help increase academic achievement.

Evaluation

Parent attendance rosters of all school-sponsored meetings and workshops will be used to evaluate this objective. The school climate survey results will also be reviewed.

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

Miami-Dade County Public Schools

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Discipline & Safety Statement

The school will maintain a safe an orderly environment.

Needs Assessment

School records indicate that there were 246 reported accidents during the 2006-2007 year, a total of 40% of the total school population. In an effort to decrease the amount of reported accidents as well as promote and maintain a safe learning environment the number of reported accidents will decrease by 10% in the 2007-2008 school year.

Measurable Objective

Given a need to maintain a safe environment, Silver Bluff Elementary School will improve school wide safety as evidenced by a 10 percent decrease in the number of accidents documented during the 2007–2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Promote fourth and fifth grade student participation in the Crime Watch Program.	Principal, Crime Watch Sponsor	08/20/2007	06/05/2008	Safe and High-quality Facilities	0
Review safety guidelines with all students during scheduled physical education classes.	Principal, Physical Education teachers	08/20/2007	05/30/2008	Safe and High-quality Facilities	0
Promote fourth and fifth grade student participation in the Safety Patrol Program.	Principal, Safety Patrol Sponsor	08/20/2007	05/30/2008	Safe and High-quality Facilities	0
Assign cafeteria monitors to supervise students during scheduled lunch times.	Principal, Assistant Principal	08/20/2007	5/30/2008	Safe and High-quality Facilities	0
Sponsor a school bus safety program.	Principal, Assistant Principal, Counselor	08/20/2007	05/30/2008	Safe and High-quality Facilities	0
Post Security Monitors throughout the school building to supervise student movements.	Principal, Assistant Principal, Security Monitors	08/20/2007	05/30/2008	Safe and High-quality Facilities	0

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

This objective will be evaluated using the data from the school's accident reports for the 2007-2008 school year.

Technology Goal

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

Florida Education Priorities

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

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Technology Statement

Technology use will increase to support teaching and learning.

Needs Assessment

There are numerous web-based instructional technology resources available to students. These include Learning Today, Reading Plus, FCAT Explorer, and Destination Reading, Math, and Science. In order to promote the adequate yearly progress of students, it is important to ensure that these programs are being implemented with fidelity in at least 50 percent of the classes in grades 3-5.

Measurable Objective

To promote an increase in the use of technology in grades 3-5, students will increase their use of instructional technology, as documented by a 10% increase in the number of classrooms implementing the Reading Plus program and evidence by Reading Plus' Rate and Level Report.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide ongoing classroom teacher support on basic computer skills in order to promote the utilization of technological resources.	Principal, Technology Coordinator, Classroom Teachers	08/20/2007	5/30/2008	Seamless PreK-12 Curriculum	0
Promote classroom usage of FCAT Explorer in grades 3-5.	Principal, Technology Coordinator, Reading Coach, Classroom Teachers	08/20/2007	5/30/2008	Academic Enrichment Opportunities	0
Provide training for teachers on how to successfully implement Reading Plus.	Principal, Reading Coach, Technology Coordinator, Media Specialist, Classroom Teachers	08/20/2007	5/30/2008	Continuous Improvement Model	0
Support the implementation of Learning Today and Waterford in the ESOL program.	Principal, Technology Coordinator, ESOL Teacher	08/20/2007	5/30/2008	District-wide Literacy Plan	0
Monitor and support classroom integration of Reading Plus in grades 3-5.	Principal, Assistant Principal, Technology Coordinator	08/20/2007	5/30/2008	Continuous Improvement Model	0
Provide professional development for teachers in technology resources and integration (i.e. email, teacher portal, electronic gradebook, instructional software, etc.)	Principal, Assistant Principal, Technology Coordinator, Classroom Teachers	08/20/2007	5/30/2008	Exchange Meaningful Information	0

Research-Based Programs

Data collected from using Reading Plus.
National Education Technology Standards (NETS)

Professional Development

Teachers will receive ongoing training on the instructional technology resources available to them. In addition, teachers in grades 3-5 will receive additional training and support in implementing Reading Plus.

Evaluation

This objective will be evaluated by documentation of student gains on Reading Plus reports as well as documentation of the number of classrooms implementing the Reading Plus program with fidelity.

Health & Physical Fitness Goal

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

Florida Education Priorities

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Health & Physical Fitness Statement

The students will increase their awareness of the importance of health and physical fitness.

Needs Assessment

Results from the Physical Fitness 2006-2007 FITNESSGRAM indicates that 90% of students in grades four and five adequately performed on the Miami-Dade County FITNESSGRAM.

Measurable Objective

Given school-wide focus on health and physical fitness, students in grades four and five will improve their physical fitness skills as evidenced by a one percentage point gain in students obtaining a level Gold and Silver in the 2008 FITNESSGRAM.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Increase student exposure to the importance of good nutrition by displaying posters/bulletins throughout the cafeteria.	Principal, Food Services Manager	8/20/2007	5/30/2008	Healthcare & Healthy Choices	0
Implement exercises/activities during physical education classes that enhance students' upper body strength using pushups.	Principal, Physical Education teachers	8/20/2007	5/30/2008	Student Wellness	0
Implement exercises/activities during physical education classes that enhance students' abdominal strength using sit-ups.	Principal, Physical Education teachers	08/20/2007	05/30/2008	Healthcare & Healthy Choices	0
Implement exercises/activities during physical education classes that enhance students' endurance using step aerobics and running.	Principal, Assistant Principal, Physical Education teachers	08/20/2007	5/30/2008	Student Wellness	0
Encourage schoolwide student participation in Jump Rope for Heart.	Principal, Assistant Principal, Physical Education Teachers	08/14/2007	05/30/2008	Student Wellness	0
Promote schoolwide student participation in annual field day activities.	Principal, Assistant Principal, Physical Education Teachers	08/20/2007	05/30/2008	Student Wellness	0

Research-Based Programs

Not Applicable

Professional Development

Professional development related to nutrition, health, and physical fitness will be provided for physical education and classroom teachers. The entire staff will also participate in a national nutrition program which will entail the promotion of exercise and good eating habits throughout the school.

Evaluation

This objective will be evaluated using the results from the 2008 Miami-Dade County FITNESSGRAM.

Electives & Special Areas Goal

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

Florida Education Priorities

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

Electives & Special Areas Statement

The students will increase their exposure to electives and special areas.

Needs Assessment

During the 2006-2007 school year, five students participated in annual art exhibitions. In order to promote higher order thinking skills and overall academic achievement a greater number of students should be exposed to the arts.

Measurable Objective

Given instruction using the Sunshine State Standards for Art, students in grades one through five will increase their exposure to art by a fifty percent increase in the number of students that will participate in art exhibits as documented in participation logs.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Engage student participation in on site and off site art activities and events.	Principal, Assistant Principal, Art teacher	08/20/2007	05/30/2008	Academic Enrichment Opportunities	0
Provide field trips to enhance exposure to art appreciation.	Principal, Assistant Principal, Art teacher	08/20/2007	5/30/2008	Academic Enrichment Opportunities	0
Incorporate higher order thinking skills during weekly art instruction.	Principal, Assistant Principal, Art teacher	08/01/2007	5/30/2008	Continuous Improvement Model	0
Promote art appreciation by displaying students' artwork throughout the school and community.	Principal, Assistant Principal, Art teacher	8/20/2007	5/30/2008	Education Innovation	0

Research-Based Programs

Not Applicable

Professional Development

The art teacher will attend professional development in related to art instruction.

Evaluation

This objective will be evaluated by documentation of the number of students participating in annual art exhibitions.

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"/>

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

Return On Investment Statement

Silver Bluff Elementary will improve its ROI percentile ranking.

Needs Assessment

Compared to similar schools, Silver Bluff Elementary's percentile ranking is 26 and the percent of the highest ROI value is 49%.

Measurable Objective

Silver Bluff Elementary's ROI percentile ranking will increase by at least one percentage point.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Become more informed about the use of financial resources in relation to school programs.	Principal, EESAC	08/20/2007	05/30/2008	Other/ Not Applicable	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal, EESAC	08/20/2007	5/30/2008	Other/ Not Applicable	0
Collaborate with the district on resource allocation.	Principal, EESAC	08/20/2007	5/30/2008	Other/ Not Applicable	0
Consider shared use of facilities, partnering with community agencies.	Principal, EESAC	08/20/2007	05/30/2008	Other/ Not Applicable	0

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

The percentage of students with learning gains will be divided by the program costs per weighted FTE students at the school.

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 budgetary guidelines to be utilized in the execution of the Silver Bluff Elementary School Improvement Plan will be jointly developed between the EESAC, administration, faculty, staff and all interested stakeholders. Said guidelines will be developed, implemented and monitored during the monthly EESAC meetings as evidenced by the EESAC meeting agendas, minutes, and sign-in rosters.

Training:

Ongoing training of the members of the EESAC will be conducted utilizing District personnel in order to ensure that all EESAC members are fully apprised of the information necessary for the execution of their responsibilities.

Instructional Materials:

The EESAC will ensure that all instructional materials are available for staff members. A survey will be conducted to make sure that all teachers have the necessary materials to facilitate teaching and learning.

Technology:

The EESAC supports the school in acquiring licenses for instructional software programs. The EESAC supports the school's effort in upgrading and purchasing hardware and software.

Staffing:

The EESAC supports the administration with the hiring of highly qualified instructional staff. New teachers will be given mentors and participate in the District established MINT program.

Student Support Services:



School Improvement Plan 2007-2008



The EESAC will ensure that adequate resources are made available to support the administration and staff in order to provide the students with the appropriate assistance necessary to enhance their educational experiences.

Other Matters of Resource Allocation:

The EESAC will ensure that adequate resources are made available to administration and staff in order to execute the goals, objectives, and strategies of the School Improvement Plan.

Benchmarking:

The EESAC will ensure that adequate monitoring of student progress takes place in order to facilitate academic success during the 2007-2008 school year.

School Safety & Discipline:

The EESAC will ensure that adequate resources are made available to administration and staff in order to execute the goals, objectives and strategies of the School Improvement Plan.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	6000
Mathematics	3000
Writing	1000
Science	1000
Parental Involvement	0
Discipline & Safety	0
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Total	11000



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