

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Village Green Elementary School (5641)

Feeder Pattern - G. Holmes Braddock Senior

Regional Center V

District 13 - Miami-Dade

Principal - MARIA CHAPPOTIN

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Village Green Elementary was built in 1963 on 7.79 acres; making this a 44 year-old facility. The school is located at 12265 Southwest 34th Street in the West Kendall area of Miami-Dade County. It is part of the G. Holmes Braddock Senior High School Feeder Pattern of Regional Center V. Village Green Elementary forms part of a socially, economically and ethnically diverse urban community. The school services students in grade Pre-Kindergarten through Fifth Grade. There are 468 students of which 90% are hispanic, 9% are white non-hispanic and 2% black. The student body is made up of 67 percent, standard curriculum; 33 percent, Special Education students; 26 percent, English Language Learners (ELL); and 58 percent, economically disadvantaged.

Our goals are accomplished by offering a myriad of programs that are research-based, data driven, and designed to provide high expectations for each child. The programs provided at Village Green Elementary School include Language Arts based pull-out Gifted Program, first through fifth grade; Spanish for Spanish Speakers and Spanish as a Second Language which promote bilingual and biliterate students. Additionally, our after school care program features a French Club; wherein students learn the basics of the French language and culture. Our Media Center offers instruction in Library Media Services with access to online programs and catalogs. The Art and Music programs promote appreciation for the Fine Arts and provide extension activities as fieldtrip experiences. We have a state of the art computer lab which is available in support of actively engaging family members in maintaining and raising our student achievement through its use. Our Physical Education services are an important part of the school's curriculum teaching the importance of healthy habits, good nutrition and exercise. Students participate in Jump Rope for the Heart and Playing with Your Kids Day. We offer special programs such as English Language Learners (ELL) and Special Education (SPED). These programs serve as a springboard to a multitude of academic and extracurricular activities for all students.

Teacher-student ratio in Kindergarten through third grade is 1 to 19; teacher-student ratio in fourth through fifth grade is 1 to 19. There are 32 students who have fifteen or more absences as of the last quarter of the 2006-2007 school year. Eighty-seven percent of the students met high standards in Reading; eighty-eight percent of the students met high standards in Mathematics; ninety-four percent of the students met high standards in Writing and seventy-five percent of the students met high standards in Science. The data indicates that nineteen percent of the students in third grade and twenty-eight percent of the students in fourth grade are at Level 1 and Level 2 in Reading. The school met Adequate Yearly Progress with all NCLB subgroups in 2007.

A total of 51 full-time staff members and 24 part-time staff members are employed at Village Green Elementary School. Of this group, two are administrators, 24 are classroom teachers, six are Special Education teachers, one is a media specialist and one is a guidance counselor. The demographics of the full-time staff include 17 percent white non-hispanic, 15 percent black non-hispanic and 66 percent hispanic. Additionally, there are four full-time paraprofessionals, three hourly teachers, seven clerical employees, three cafeteria workers and six custodians. Of the teaching staff, nine percent is new to the school with the average length of time teaching in Florida at 12 years; 36 percent of the instructors have advanced degrees and one teacher holds the National Board Certification.

Given instruction based on the Sunshine State Standards, students will increase in reading proficiency as evidenced by 81 percent of the students in grades 3 through 5 scoring at or above FCAT Level 3 on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards students will increase in mathematics proficiency as evidenced by 79 percent of the students scoring at FCAT Level 3 or higher on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 94 percent of the students in grade 4 will score at 3.5 or above on the 2008 FCAT Writing + Test.

Given instruction using the Sunshine State Standards, students in grade 5 will improve their Science processing skills as evidenced by a minimum of 54 percent of the students scoring at or above FCAT Level 3 on the 2008 administration of the FCAT Science Test.

Given the school wide emphasis on parental attendance, the school will demonstrate increase in parental attendance as evidenced by attendance at our Parent Resource Center and bilingual Parent Outreach Program attendance logs for the 2007-2008 school year.

Given an emphasis on a safe and orderly environment and student attendance, the school will decrease in the number of students with 15 or more absences from 32 to 28 as evidenced in the end of the year COGNOS Report.

Given an emphasis on the use of technology in education, faculty members will show an increase in their usage of technology as an instructional tool as evidenced by the use of the Electronic Gradebook, Teacher Portal, COGNOS, SPI, Riverdeep and FCAT Explorer software.

Given an emphasis on physical fitness, 40% of second through fifth graders who participated in the FITNESSGRAM will achieve 70% mastery during the 2007-2008 school year.

Given an emphasis on the benefits of participating in enrichment opportunities, the number of students enrolled in enrichment programs will increase by one percent during the 2007-2008 school year.



School Improvement Plan

2007-2008



Village Green Elementary School will improve its ranking on the State of Florida ROI index publication from the 59th percentile to the 60th percentile on the next publication of the index.

Top quality programs provided at Village Green Elementary School include Language Arts based pull-out Gifted Program, first through fifth grade; Spanish for Spanish Speakers and Spanish as a Second Language promote bilingual and biliterate students. Additionally, our after school care program features a French Club; wherein students learn the basics of the French language and culture. Our Media Center offers instruction in Library Media Services with access to online programs and catalogs. The Art and Music programs promote appreciation for the Fine Arts and provide extension activities as fieldtrip experiences, creative ideas using mixed media, Chorus and Strings Ensemble. Physical Education is an important part of the school's curriculum teaching the importance of healthy habits, good nutrition and exercise. Students and parents participate in Jump Rope for the Heart and Playing With Your Kids Day.

Eighty-nine percent of our staff completed the Organizational Performance Improvement Snapshot Survey tool (OPIS). Two areas for improvement based on the results of the Organization Performance Improvement Snapshot Survey tool are:

Education Design Performance Results

Education Design is selected since it serves as the pedestal for performance improvement. The faculty and staff will build upon opportunities for short and long range planning, Curriculum Mapping and Instructional Leadership providing the blueprint for quality instruction. To this end, inservice training, current materials and ongoing assessments will continue to facilitate the Continuous Improvement Model.

Performance Results is selected as it provides information regarding the finances supporting the school's services. The administration will continue to provide financial information to faculty, staff and the EESAC via faculty and department meetings, EESAC meetings, as well as individual communication.



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.

5641 - VILLAGE GREEN ELEMENTARY SCHOOL

VISION

Our vision at Village Green Elementary School is that all children, enabled by our faculty and staff, will access their education in order to promote their success in academic, creative and leisure endeavors.

Our mission at Village Green Elementary School, in cooperation with the parents and the community, is to prepare our students academically, socially, and emotionally in a positive and safe learning environment. We strive to provide them with the knowledge and necessary skills to think critically and make wise decisions in a multicultural world. Our aim is to empower students to meet the challenges of citizenship in the 21st Century.

The Core Values at Village Green Elementary promote the highest standards in academic achievement. This is promoted through enhancing our students' self-confidence, self-respect and respect for the rights of others; encouraging students to think globally; helping students develop decision-making skills through problem-solving techniques; teaching conflict resolution skills in order to foster cooperation; and encouraging creativity and the productive use of leisure time.

EXCELLENCE

Village Green Elementary School is committed to providing educational excellence for all students.

MISSION



School Improvement Plan 2007-2008



Our mission at Village Green Elementary School, in cooperation with the parents and the community, is to prepare our students academically, socially, and emotionally in a positive and safe learning environment. We strive to provide them with the knowledge and necessary skills to think critically and make wise decisions in a multicultural world. Our aim is to empower students to meet the challenges of citizenship in the 21st Century. We will promote self-confidence, self-respect, and respect for the rights of others, encourage students to think globally, help students develop decision-making skills through problem-solving techniques, teach conflict resolution skills in order to foster cooperation and encourage creativity and the productive use of leisure time.

CORE VALUES

EXCELLENCE

Village Green Elementary School is committed to providing educational excellence for all students.

INTEGRITY

Village Green Elementary School builds positive relationships through honesty, respect and compassion enhancing our students' self-esteem, safety and well-being.

EQUITY

Village Green Elementary School fosters an environment which respects and honors our diverse community leading students to success in all areas.

CITIZENSHIP

Village Green Elementary School is committed to work as a team with our educational community promoting democratic principles.

School Demographics

Village Green Elementary School was built in 1963 in 7.79 acres of land. It is located at 12265 Southwest 34th Street in the West Kendall area of Miami-Dade County. The school houses three permanent buildings, a Fine Arts Suite, and six portable classrooms. There are 468 students of which 90% are Hispanic, 9% are White Non-Hispanic and 2% Black. The student body is made up of 67% standard curriculum; 33 Special Education students; 26% English Language Learners (ELL); and 58% economically disadvantaged. From our total population of 468 students, 38% percent of the students qualify for free lunch and 15% qualify for reduced lunch. We have 46 gifted students and 12 Voluntary Pre-K (VPK) students and four role models in the Pre-Kindergarten Program. There are a total of thirty-six Level 1 and Level 2 students in grades four and five.

A total of 47 full-time staff members and 26 part-time staff members are employed at Village Green Elementary. Of this group, two are administrators, 24 are classroom teachers, six are Special Education teachers and one is a media specialist. The demographics of the full-time staff includes 11% white non-hispanic (4) individuals, 17% black non-hispanic (6) individuals, 69% hispanic (25) individuals and 3% Asian/American Indian (1) individual. Additionally, there are four full-time paraprofessionals, three hourly teachers, seven clerical employees, three cafeteria workers, and six custodians. The student attendance rate in Quarter 4 based on the COGNOS Report indicated that 32 students had 15 or more absences. In order to motivate student attendance, we have an assigned staff member that provides a courtesy call to parents and guardians on a daily in order to provide guidance and support to minimize absentee rates.

Our average class size for Kindergarten - Grade 3 is 19 students and for Grade 4-5, 19 students respectively. Our average class size for general education and Special Education is 19 students.

Our Leadership Team is comprised of our Principal, Temporary Assistant Principal, Department Chairperson K-2 Department Chairpersons Grades 2-3, Department Chairperson Grades 4-5, Special Education Department Chairperson, EESAC Committee Chairperson and UTD Steward.

Our school counselor is the liaison for our Dade Partners Program. Our partners include McDonalds, Home Depot, Wachovia Bank and Publix.

We have the advantage of hiring our retired teachers as hourly employees to service our Level 1 and Level 2 students; which attributes to the success of those students. Our main area of concern is the high mobility of students at a rate of 21 students per school year.

Village Green Elementary School is part of the G. Holmes Braddock Senior High Feeder Pattern where we strive to set high expectations while providing each student with guidance and instill in them high ethical standards. Graduating students from Village Green Elementary transition to W.R. Thomas Middle School and Howard D. McMillan Middle School where students from grades sixth through eighth are serviced.

Village Green Elementary has Gifted Education as a special program which enhances the curriculum for students that qualify. America Reads is another special program which enhances the curriculum for our low performing students. We also offer after school care tutoring services as well as tutorial services for our lowest 25% scoring students.

School Foundation

Leadership:

According to the Office of Professional Improvement Snapshot Survey results, faculty and staff know that their supervisors share information about the work location (1d) and creates a work environment that helps them do their job. An area for improvement is to ensure to ask opinions from staff members (1g). An area for improvement would be to ensure that all stakeholders are involved in feedback (1g). Faculty, staff and EESAC members will form a team to draft the School Improvement Plan, monitor its implementation and assess its results.

District Strategic Planning Alignment:

According to the Office of Professional Improvement Survey results, faculty and staff feel comfortable on how the school's progress addresses the School Improvement Plan (2c); however, they would appreciate having their ideas solicited (2a). Faculty, staff and EESAC members will monitor the School Improvement Plan's progress providing input.

Stakeholder Engagement:

According to the Office of Professional Improvement Snapshot Survey results, knowing who the most important customers are rated the highest with the faculty (3a); however, encouraging stakeholders to make decisions to solve customers' problems should be promoted (3e).

Faculty & Staff:

According to the Office of Professional Improvement Snapshot Survey results, faculty members indicate that they know how to analyze the quality of their work (4a) and make necessary changes (4b). A few faculty members feel that they do not receive all of the information they need to do their work (4e). Faculty and staff will ensure their meeting job requirements with the district's assistance in disseminating information in a timely manner.

Data/Information/Knowledge Management:

According to the Office of Professional Improvement Snapshot Survey results, faculty and staff indicate that they feel safe in their work place and cooperate as a team (5e); however, some feel that they are not recognized enough for their work (5d). Faculty and staff receive monthly certificates from a drawing in order to promote one hundred percent attendance. These gift certificates are provided by the school's PTA.

Education Design:

According to the Office of Professional Improvement Snapshot Survey results, good processes are in place for faculty and staff to do their work (6c); however, a few feel that they have little control over their work processes (6d). The administration is readily available to support and enhance the instructional program and provide the guidance that educators need in order to successfully commit to their students' achievement.

Performance Results:

According to the Office of Professional Improvement Snapshot Survey, the majority of faculty and staff feel that their work products are of high standards and that customers are satisfied with their work (7b). Approximately, 13 percent of the faculty feel a need to know more about the financial aspect of the school (7c). Faculty and staff members will form a team to advise how school finances may support student achievement.

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

Reading Statement

All students will make annual learning gains sufficient to acquire the knowledge, skills and competencies needed to master state standards in the area of Reading.

Needs Assessment

As a result of 2007 FCAT Reading Test, a total of 78 percent of the students scored at Level 3 or above. The data further indicated that students in Grade 3 demonstrated a 12 point increase in Main Idea/Purpose; however, a decrease of 15 points was reflected in Reference/Research. Students in Grade 4 demonstrated a 15 point increase in Reference/Research; nevertheless, decreased by 7 points in the area of Words/Phrases. Students in grade 5 demonstrated an 8 point increase in Reference/Research, but decreased 11 points in the area of Main Idea/Purpose. Efforts will focus on the Reading program for students in Grade 3 through Grade 5 in all strands but specifically address Reference/Research in Grade 3 and Main Ideal/Purpose and Word Phrases in Grades 4-5. The No Child Left Behind Act requirements were met by all subgroups.

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 based on the Sunshine State Standards, students will increase in reading proficiency as evidenced by 81 percent of the students in grades 3 through 5 scoring at or above FCAT Level 3 on the 2008 FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Ensure that all subgroups are included in all strategies with Tier II and Tier III students receiving additional tutoring support to reach proficiency level as evidenced by teacher schedules, rosters, and plans.	Classroom Teachers	08/20/07	05/30/08	Other/ Not Applicable	0
Utilize technology for Language Arts/Reading implementation of Accelerated Reader, FCAT Explorer, Eduplace.com/kids, and Riverdeep as evidenced by scheduled computer lab times.	Classroom Teachers	8/20/07	5/30/08	Other/ Not Applicable	0
Utilize the Interim Assessment provided by the District as a teacher tool to guide instruction every quarter in grades 3 through 5.	Classroom Teachers	10/05/07	4/22/08	Other/ Not Applicable	0
Implement the Comprehensive Research-Based Reading Plan (CRRP) strategies to ensure growth in reading comprehension for students in Level 3 and above as evidenced by teacher plans and grade level meeting minutes.	Classroom Teachers	8/20/07	5/30/08	Other/ Not Applicable	0
Train special area teachers on effective use of FCAT task cards using CRISS strategies. Implement a tutorial program with emphasis on main idea and reference and reserach for FCAT Level 1 and 2 students and lowest 25 percent to provide intensive small group instruction during the school day.	Reading Coaches	8/20/07	5/30/08	Other/ Not Applicable	0
Implement a tutorial program with emphasis on Main Idea and Reference and Research for FCAT Level 1 and 2 students and lowest 25% to provide intensive small group instruction during the school day.	Assistant Principal Hourly Staff	8/20/07	5/30/08	Other/ Not Applicable	10795
Ensure that the use of the Teacher Portal and Riverdeep is available for teachers in order to assist with data accessibility.	Professional Development Support Personnel	8/20/07	5/30/08	Other/ Not Applicable	

Research-Based Programs

The Miami-Dade County Public Schools' Houghton Mifflin Reading Series. Additional resources for remediation include Voyager Passport, Leap Frog and Edusoft.

Professional Development

Reading Leaders Staff Development, The Miami-Dade Public Schools' Houghton Mifflin Reading Series, Student Performance Indicators, Curriculum Mapping, Riverdeep, and CRISS.

Evaluation

This objective will be evaluated by scores on the administration of 2008 FCAT Reading Test. Ongoing interim assessments will be utilized to monitor students' growth. Reports will be generated through the Voyager Passport Program to monitor student progress in the tutorial programs.

Mathematics Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Mathematics Statement

All students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master state standards in the area of Mathematics.

Needs Assessment

2007 FCAT Mathematics scores are improving with an average of 88 percent of all students in grades 3 through 5 meeting high standards in the 2007. Efforts need to be directed at increasing the number of students moving out of Level 3 into Levels 4 and 5. Data shows that Data Analysis is the weakest content area; with no growth in Grade 3, a decrease of 14 points in Grade 4 and no growth in Grade 5; while Number Sense shows the strongest growth in Grades 3 and respectively. Implementation of the Nine Week Pacing Guide from the District will assist in the effort of maintaining our percentage of students meeting high standards. Additionally, professional development opportunities will be provided for teachers in Grades 4 and 5. The No Child Left Behind Act requirements were met by all subgroups.

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 will increase in mathematics proficiency as evidenced by 79 percent of the students scoring at FCAT Level 3 or higher on the 2008 FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the district-adopted Houghton Mifflin Mathematics Program K-5, with emphasis on home learning and parent involvement.	Classroom Teachers	8/20/07	5/30/08	Other/ Not Applicable	0
Train teachers with the utilization the Student Performance Indicators Process to individualize instruction to meet the needs of Level 1 and 2 as evidenced by an increase in student performance on unit tests.	Principal and Classroom Teachers	8/20/07	5/30/08	Other/ Not Applicable	0
Utilize the Interim Assessment provided by the district as a teacher tool to guide instruction every quarter in grades 3 through 5.	Classroom Teachers	10/05/07	5/22/08	Other/ Not Applicable	0
Implement the suggested Mathematics Scope and Sequence developed by the District Curriculum Support Specialist to ensure that Sunshine State Standards are developed in a timely manner.	Classroom Teachers	8/20/07	5/30/08	Other/ Not Applicable	0
Implement the Continuous Improvement Model conducting small group tutoring by FCAT teachers using the Houghton Mifflin Mathematics Program with emphasis on Algebraic Thinking, Measurement and Geometry in collaboration with classroom teachers as evidenced by teacher plans and group rosters.	Hourly Teachers	8/20/07	5/30/08	Other/ Not Applicable	18478
Implement the Riverdeep Mathematics Software school-wide.	Classroom Teachers	8/20/07	5/30/08	Other/ Not Applicable	0
Provide professional development for teachers in order to improve instruction with topics on increased use of technology and accessing data within the mathematics content clusters.	Professional Liaison/ Administrators	8/20/07	5/30/08	Other/ Not Applicable	

Research-Based Programs

Houghton Mifflin Mathematics Program, FCAT Explorer, Riverdeep.

Professional Development

Mathematics and Science Leadership, Student Performance and Indicator Workshop update, usage of data within the Teacher Portal and Riverdeep Inservice.

Evaluation

This objective will be evaluated by scores on the 2008 FCAT Mathematics Test. Ongoing interim assessments will be utilized to monitor student growth. Reports will be generated to monitor student progress in the tutorial program.

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

Writing Statement

All students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master state standards in the area of writing.

Needs Assessment

The results of the 2007 Writing + Test indicate that the mean score in expository writing decreased from 4.1 to 3.8 as compared to the narrative mean score of 3.9 which remained the same. The focus will be on developing diversified sentence structure and the use of specific vocabulary throughout the writing process.

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, 94 percent of the students in grade 4 will score at 3.5 or above on the 2008 FCAT Writing + Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize District Writing Lessons to improve writing instruction and meet the needs of the lowest 25% of students in grades 1 through 5 as evidenced by improved writing skills on district assigned pre/post tests.	PrincipalClassroom Teachers	8/20/07	5/30/08	Other/ Not Applicable	0
Utilizing the Continuous Improvement Model and collaboration between the classroom teachers and hourly teachers in order to expand instruction in both narrative and expository writing in grade 4 as evidenced by student writing samples.	Classroom TeachersHourly Teachers	8/20/07	5/30/08	Other/ Not Applicable	0
Model effective writing techniques in all Kindergarten through fifth grade classes in order to expose students to effective writing with an emphasis on narrative writing as evidenced by teacher lesson plans and student writing.	Classroom Teachers	8/20/07	5/30/08	Other/ Not Applicable	0
Feature authors of children's books on morning announcements each nine weeks to support student writing in grades 1 through 5 as evidenced by student writing and teacher lesson plans.	Media Specialist	8/20/07	5/30/08	Other/ Not Applicable	0
Utilizing the Continuous Improvement Model, teachers will assess students' short and extended responses quarterly in grades 3 through 5 and provide feedback, as well as implement CRISS strategies as evidenced by teacher plans and student responses.	Classroom Teachers	8/20/07	5/30/08	Other/ Not Applicable	0

Research-Based Programs

The Miami-Dade County Public Schools' Houghton Mifflin Reading Series including the District Pre/Post Test.

Professional Development

The Miami-Dade County Public Schools' Houghton Mifflin Reading Series Professional Development focusing on accessing writing data in the Teacher Portal to guide instruction, Rubric Training and CRISS Strategies.

Evaluation

This objective will be evaluated by scores on the 2008 FCAT Writing + Test. Additional evaluations will include district developed pre/post tests that will be utilized to monitor student growth.

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

Science Statement

All students will maintain or increase annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master state standards in the area of science.

Needs Assessment

The data shows that 75 percent of the students scored at Level 3 or above on the FCAT Science Test. For all curriculum students, the weakest cluster was Physical/Chemical which had a 9 point decrease. Increases in Life/Environmental and Earth/Space were 5 and 3 points respectively. Efforts will focus on the application of State adopted text in the area of science and ensuring delivery of the scientific inquiry lessons to students in grades K-5. Fifth Grade level articulation regarding usage of pacing guides as well as access to all District support materials in the delivery of instruction will be in place for pacing purposes to ensure that all components of Science on Sunshine State Standards are addressed and enhanced.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade 5 will improve their Science processing skills as evidenced by a minimum of 54 percent of the students scoring at or above FCAT Level 3 on the 2008 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Develop a school Science Fair in April 2008 with children in grades 3-5 preparing an individual project while students in grades K-2 will prepare a class project.	Science Fair Chairperson	4/09/08	4/13/08	Other/ Not Applicable	0
Administer Science Pre-Test and Post-Test based on District Benchmarks to all 5th graders utilizing Edusoft in order to guide instruction.	5th Grade Teachers	10/01/07	5/30/08	Other/ Not Applicable	0
Increase student interest in science by scheduling presentations, through classroom usage of science content based periodicals, demonstrations and field trips which relate to Sunshine State Standards with emphasis on Environmental Science.	Kindergarten Science Sponsor, 5th Grade Science Sponsor	10/1/07	5/30/08	Other/ Not Applicable	0
Implement the suggested Science Scope and Sequence developed by the District Curriculum Support Specialists to ensure that Sunshine State Standards are developed in a timely manner as evidenced by teacher plans.	Classroom Teachers	8/20/07	5/30/08	Other/ Not Applicable	0
Incorporate Science Inquiry Lab lessons that reinforce strategies presented for students through the District adopted Scott Foresman series.	Classroom Teachers	8/20/07	5/30/08	Other/ Not Applicable	

Research-Based Programs

Scott Foresman Science Program.

Professional Development

Best practices will be shared at faculty as well as grade level meetings. S.M.I.L.E. workshop attendance for faculty members that have not attended.

Evaluation

This objective will be evaluated by scores on the 2008 FCAT Science Test.

Parental Involvement Goal

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

Florida Education Priorities

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

Parental Involvement Statement

Parental Involvement will increase in 2007-2008 as compared to the 2006-2007 school year.

Needs Assessment

During the 2006-2007 school year, diverse parental attendance at activities/events were planned as per interests and current trends. Additions included the school's Parent Resource Center, Reading With the Stars, 5th Grade D.A.R.E. Assembly, Book Fair, Career Week, American Education Week, Pre-Kindergarten Thanksgiving Feast and 5th Grade Luncheon volunteers. Timing of planned events will be assessed so as to not conflict with parents/community seasonal events.

Measurable Objective

Given the school wide emphasis on parental attendance, the school will demonstrate increase in parental attendance as evidenced by attendance at our Parent Resource Center and bilingual Parent Outreach Program attendance logs for the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Plan special activities to increase attendance by stakeholders at school events. Examples: FCAT Parent Training Workshops, Parent Resource Center, Reading With the Stars, 5th Grade D.A.R.E. Assembly, Book Fair, Career Week, Playing With Your Kids Day, American Education Week, Pre-Kindergarten Thanksgiving Feast, and 5th Grade Luncheon.	Classroom Teachers	8/20/07	5/30/08	Other/ Not Applicable	0
Encourage parents, staff and community members to actively participate in the on-goings of the total school's program by becoming involved in the EESAC or PTA as documented by rosters.	Principal, EESAC Chair, PTA President	8/20/07	5/30/08	Other/ Not Applicable	0
Develop a schedule of events of interest to parents/guardians to encourage participation in school during American Education Week as documented by rosters.	Assistant Principal	11/2007	11/2007	Other/ Not Applicable	0
Document students attendance represented by their parents/guardians at the yearly Open House by parent rosters.	Classroom Teachers	9/12/07	9/12/07	Other/ Not Applicable	0
Document parent participation during Career Week to demonstrate the wide variety of careers via parent rosters.	Counselor	5/1/08	5/16/08	Other/ Not Applicable	0
Offer parent workshops on various topics: Pre-Kindergarten Phonological Awareness and Bilingual Outreach Program.	Classroom Teachers, Department Chairpersons	08/20/07	05/30/08	Other/ Not Applicable	

Research-Based Programs

National Council of PTA

Professional Development

EESAC inservice for interested staff and parents. School level review of School Board Rule 6Gx13- 1B-1.011: Parental Involvement -A Home-School Partnership, and School Volunteer Program.

Evaluation

This objective will be evaluated by the Parent Resource Center attendance logs for the school year 2007-2008.

Discipline & Safety Goal

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

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

Discipline & Safety Statement

The school will provide a safe, well-managed environment in which students display good attendance and feel motivated to learn.

Needs Assessment

The data shows that 32 students in grades K through 5 are on the 2006-2007 Miami-Dade County Public Schools COGNOS Truancy Report. These students had a minimum of 15 absences during the 2006-2007 school year. Out of the 32 students, 4 have been previously retained.

Measurable Objective

Given an emphasis on a safe and orderly environment and student attendance, the school will decrease in the number of students with 15 or more absences from 32 to 28 as evidenced in the end of the year COGNOS Report.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Recognize students' good citizenship on a monthly basis based on acceptable conduct and regular attendance.	Principal, Classroom Teachers	8/20/07	5/30/08	Other/ Not Applicable	0
Faculty and staff will implement and follow the schoolwide discipline plan with support from the school's social worker.	Classroom Teachers, Social Worker	8/20/07	5/30/08	Other/ Not Applicable	0
Contact homes of absent students daily as evidenced by telephone logs.	Parent Liaison	8/20/07	5/30/08	Other/ Not Applicable	0
Conduct a daily student attendance drawing promoting attendance.	Media Specialist	8/20/07	5/30/08	Other/ Not Applicable	0
Implement Attendance Review Committee meetings and monitor COGNOS Reports.	Principal ,Assistant Principal	8/20/07	5/30/08	Other/ Not Applicable	0

Research-Based Programs

Truancy Intervention Programs.

Professional Development

Administrators, student services personnel and teachers will attend district inservices which target improving discipline, attendance, personal safety and behavioral strategies. Additionally, staff will work with the Attendance Review Committee.

Evaluation

This objective will be evaluated by weekly monitoring of the Miami-Dade County Public Schools COGNOS report during 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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Technology Statement

Increase faculty usage of technology including, Teacher Portal, use of district e-mail and online educational resources, such as the Electronic Gradebook, Riverdeep and FCAT Explorer. Additionally, actively engage the school community to become our partners in raising high student achievement through the use of technology.

Needs Assessment

Communication needs to be expanded between administration and faculty through the use of electronic mail. There is also a need for teachers to receive training in the following research based programs: FCAT Explorer and Riverdeep. Expand the use of research-based programs that enhance student computer skills as well as the content areas.

Measurable Objective

Given an emphasis on the use of technology in education, faculty members will show an increase in their usage of technology as an instructional tool as evidenced by the use of the Electronic Gradebook, Teacher Portal, COGNOS, SPI, Riverdeep and FCAT Explorer software.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Train new faculty on the usage of the Electronic Gradebook and provide an update in-service for needed staff members as needed.	Principal, District Personnel	8/20/07	5/30/08	Other/ Not Applicable	0
Provide faculty members with adequate training in order to effectively use online educational research tools such as Riverdeep, FCAT Explorer and the Miami-Dade County Public Schools' Houghton Mifflin Reading Series software (www.eduplace.com).	Professional Development Liaison	8/20/07	5/30/08	Other/ Not Applicable	0
Provide professional development workshops to enhance computer skills and the use of educational software.	Technology Facilitator	8/20/07	5/30/08	Other/ Not Applicable	0
Increase parental and community communication through the use of the Parent Portal and school's website.	Website Facilitator	10/1/07	5/30/08	Other/ Not Applicable	

Research-Based Programs

The Miami-Dade County Public Schools' Houghton Mifflin Reading Series.

Professional Development

Faculty will be trained on the implementation of the district's electronic mail as a form of communication as well as utilization of the Electronic Gradebook. Teachers will be trained on the classroom usage of online educational software such as Riverdeep, access to Teacher Portal contents and FCAT Explorer.

Evaluation

This objective will be evaluated by monitoring the sign-in activity logs for the 2007-2008 school year.

Health & Physical Fitness Goal

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

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Health & Physical Fitness Statement

Given instruction based on the M-DCPS FITNESSGRAMM standards, Village Green Elementary School students will improve physical fitness performance.

Needs Assessment

Two hundred and eighty students participated in the FITNESSGRAM for the 2006-2007 school year. Seventy nine students received awards; 29 gold and 50 silver.

Measurable Objective

Given an emphasis on physical fitness, 40% of second through fifth graders who participated in the FITNESSGRAM will achieve 70% mastery during the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Include a daily Physical Education routine where activities related with the Physical Fitness Program are incorporated.	PE Teacher	8/20/07	5/30/08	Other/ Not Applicable	0
Participate in special events promoted by the District including, but not limited to: Walk Safe Program, Jump Rope for Heart, and the Elks Hoop Shoot.	Classroom Teachers, PE Instructors	8/20/07	5/30/08	Other/ Not Applicable	0
Implement Competency-Based Curriculum for Physical Education emphasizing the development of the fundamental motor skills of the students.	PE Teacher	8/20/07	5/30/08	Other/ Not Applicable	0
Organize the Village Green Elementary Field Day (Olympic Day) from PK to 5th grade.	PE Teacher	8/20/07	5/30/08	Other/ Not Applicable	0
Organize a Saturday Playing With Your Kids Day with the participation of parents and community.	PE Teacher	8/20/07	5/30/08	Other/ Not Applicable	0
Utilize the Village Green Elementary School website as an informative learning tool to involve students, parents and the community in the Physical Education Department activities.	Classroom Teachers, PE Teacher	8/20/07	5/30/08	Other/ Not Applicable	0

Research-Based Programs

The physical fitness test FITNESSGRAM, Miami-Dade County Public Schools Competency-Based Curriculum.

Professional Development

AIDS training update for staff, physical education training and workshops, Teacher Education Center workshop for web page development.

Evaluation

The objective will be evaluated based on the FITNESSGRAM data for the 2007-2008 school year.

Electives & Special Areas Goal

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

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Electives & Special Areas Statement

The school will provide various enrichment opportunities, promoting cultural awareness in order to gain global understanding as to how community resources can be accessed.

Needs Assessment

Approximately 15% of the student population enrolled in enrichment activities after school during 2006-2007. The French Club had the lowest enrollment.

Measurable Objective

Given an emphasis on the benefits of participating in enrichment opportunities, the number of students enrolled in enrichment programs will increase by one percent during the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Increase student participation in Feria OLE, Hispanic Heritage Month activities, and the Cervantes Outstanding Student Essay contest as evidenced by attendance rosters.	Spanish Teachers	8/20/07	5/30/08	Other/ Not Applicable	0
Increase student participation in various aspects of the morning announcements, reading competitions and media promotional events.	Media Specialist	09/17/07	5/30/08	Other/ Not Applicable	0
Increase student participation in Chorus and Drums ensemble as evidenced by attendance rosters.	Music Teacher	8/20/07	5/30/08	Other/ Not Applicable	0
Increase the enrollement of students involved in the French Club as evidenced by attendance rosters.	Bilingual Teachers	8/20/07	5/30/08	Other/ Not Applicable	0
Offer field trips to the Miami Children's Museum, the Jackie Hinchey Sipes Gallery, and the Lighthouse. Increase the number of students exhibiting work at the Youth Fair, the annual students show, and enter the Superintendent's Holiday Card Contest as evidenced by attendance rosters.	Art Teacher	8/20/07	5/30/08	Other/ Not Applicable	0

Research-Based Programs

Scott Foresman (Spanish), Harcourt (Spanish), Music; You MacMillan (Music), State of the Art Porfolio (AR), Art Appreciation Critiques (AR), LMS Library Media Science Policy and Procedures Manual.

Professional Development

Issues and Strategies (ESOL endorsement), Linguistics (ESOL endorsement), Elementary Choral Conducting (Music), Reading First Academy, Houghton Mifflin for Reading Coaches and Art of Story-telling Festival and Conference.

Evaluation

The objectives will be evaluated by monitoring the enrollment data in enrichment activities for the 2007-2008 school year.

Return On Investment Goal

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

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

Return On Investment Statement

Village Green Elementary School will improve ranking in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2004, Village Green Elementary School ranked at the 59th percentile on the State of Florida ROI index.

Measurable Objective

Village Green Elementary School will improve its ranking on the State of Florida ROI index publication from the 59th percentile to the 60th percentile on the next publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Become more informed about the use of financial resources in relation to school programs.	Principal	10/3/2006	5/31/2007	Other/ Not Applicable	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g., private foundations, volunteer networks.	Principal	10/3/2006	5/31/2007	Other/ Not Applicable	0
Consider shared use of facilities, partnering with community agencies.	Principal	10/3/2006	5/31/2007	Other/ Not Applicable	0
Collaborate with the district on resource allocation.	Principal	10/3/2006	5/31/2007	Other/ Not Applicable	0

Research-Based Programs

State of Florida ROI Index.

Professional Development

Dissemination of information gathered from ROI Index to teachers.

Evaluation

On the next State of Florida ROI index publication, Village Green Elementary School will show progress toward reaching the 61st percentile.

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 will be reviewing specific data relative to the budget and approve expenditures allocated to the EESAC budget structure.

Training:

Teacher training of curriculum trends has been enthusiastically supported by the EESAC. Also, the EESAC is interested in scheduling staff development relevant to the general functions of the EESAC.

Instructional Materials:

The EESAC has no recommendations to make at this time.

Technology:

The EESAC supports the school's technology goals, objectives and strategies.

Staffing:

The EESAC will consider allocating funds to hire hourly paraprofessionals to support the delivery of general instruction.

Student Support Services:

The EESAC has no recommendations to make at this time.

Other Matters of Resource Allocation:

The EESAC recommends that EESAC funds be used to meet the general needs of the school.

Benchmarking:

The EESAC will regularly meet to review the implementation of the School Improvement Plan.

School Safety & Discipline:

The EESAC supports the school's safety and discipline goals, objectives and strategies.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	10795
Mathematics	18478
Writing	0
Science	0
Parental Involvement	0
Discipline & Safety	0
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Total	29273



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