

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Winston Park Elementary School (5961)

Feeder Pattern - Miami Sunset Senior

Regional Center VI

District 13 - Miami-Dade

Principal - Noreen Virgin

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Winston Park K-8 Center is located in a suburban, middle to lower class multiethnic community in the southwest section of Miami-Dade County, Florida and is part of the Miami Sunset Senior High School feeder pattern. The school serves 1,256 pre-kindergarten to seventh grade students of which 87 percent are Hispanic, eight percent are White, one percent are Black, and four percent are Other. The socioeconomic make-up reflects that 53 percent of the students receive free or reduced lunch. The school employs a total of 106 full-time staff members and 45 part-time staff members. Of the full-time staff group, 86 are teachers and three are counselors with an ethnicity breakdown for the group of sixty percent Hispanic, 26 percent White and 14 percent Black.

Winston Park K-8 Center opened as an elementary school 31 years ago and is now in its second year as a K-8 Center. The school provides students with a quality educational program with a strong academic focus delivered by well trained, state certified, and highly motivated teachers using research based programs. The staff functions under the guidance of a strong, visible, educational, and managerial leadership. The administrative team works collaboratively with a dynamic and committed Instructional Leadership Team, comprised of key classroom teachers. The staff is committed to a Continuous Improvement Model, which assesses progress and reviews data. A school wide priority is to identify strengths and weaknesses in the instructional program and to implement interventions for those students who are in need of additional assistance. The school has been awarded several grants, including Title III Emergency Immigration Education and the Florida Schoolyard Project, that are used to enrich the curriculum and help implement interventions that address the needs of students.

The Florida Department of Education grades Winston Park K-8 Center as an "A" school for the sixth consecutive year, recognizing the outstanding performance of its students. The collaborative efforts of staff, students, and parents continue to maintain excellent attendance rates and high academic standards. Eighty two percent of students met or surpassed the state's high standards in reading and in math while 94 percent of standard curriculum students scored at or above the state standard in writing. Time on task is an essential ingredient of the school's academic success. Student average attendance increased from 97.00 in 2005-2006 to 97.32 in 2006-2007 ranking the school once again as #1 in Regional Center VI and for the first time #1 for all of the K-8 Centers in the district. In addition,, the school's No Child Left Behind (NCLB) sub-groups of Hispanics and Economically Disadvantaged students met Adequate Yearly Progress (AYP) for three consecutive years. Overall, 24 percent of students scored at Levels 1 or 2 in the FCAT Reading Test and 26 percent scored in these two lower levels in the 2007 FCAT Mathematics Test. The school's average teacher to student ratio is 17.97 in Pre-K to grade three and 21.58 in grades four through seven. A retention rate of 2.6 percent compares favorably with the last available data from the state and district. The 2005-2006 report documents 6.7 percent and 3.5 percent retention rates for the district and state respectively.

Essential stakeholders who serve on the Educational Excellence School Advisory Council and the Parent Teacher Student Association keep the mission of the school in focus and reinforce the commitment towards the maintenance of high expectations. Winston Park K-8 Center endeavors to strengthen its partnership with the community throughout the year. Monthly meetings with the Parent Teacher Student Association (PTSA) and the Educational Excellence School Advisory Council (EESAC) create an ongoing dialogue which allows for collaborative planning for parent and student programs/events and opportunities to participate in decision making in a non-threatening atmosphere. The school runs a large volunteer program allowing parents and others to actively participate and the school has been recognized for over 28 years of volunteer excellence. Furthermore, the school enjoys a collaborative relationship with the University of Miami, Barry University, Florida International University, Nova Southeastern University and Miami Dade College. Strong business partnerships exist with multiple organizations in the community including Publix, IHOP, Papa John's, Target, Super Wheels, the University of Miami Pediatric Van and the Children's Psychiatric Center.

Through this collaborative design, which stresses communication among all stakeholders, the school successfully achieved its academic goals during the school year 2006-2007 and will continue to assess and improve its performance for the current school year of 2007-2008.

Given instruction based on the Sunshine State Standards, students in grades three through seven will demonstrate skilled proficiency in reading as evidenced by 87 percent of students meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in grades three through seven will demonstrate skilled proficiency in mathematics as evidenced by 87 percent of students meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 87 percent of students achieving high standards on the 2008 Administration of the FCAT Writing + Test.

Given instruction based on the Sunshine State Standards, 73 percent of students in grade 5 will meet high standards on the 2008 FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

Given the school wide emphasis on parental involvement, 40 percent of the parents of students in grades Kindergarten through seven will attend workshops that provide information on ways to assist their children with their schoolwork as documented by parental sign-in sheets.



School Improvement Plan

2007-2008



Given classroom guidance interventions at least 93 percent of students in grades two through seven will indicate knowledge of the peer mediation program as measured by the spring administration of the School Safety Survey.

Given instruction on the use of Miami-Dade County Public School's Parent Portal the parents of at least 25% of students in grades 1 through 7 will visit and utilize the site to monitor their child's progress as documented by school survey.

Given instruction based on the National Standards for Physical Education, 50 percent of students in Grades four through seven will become award recipients following the administration of the 2007-2008 FITNESS-GRAM TEST.

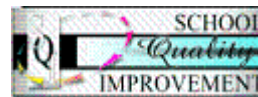
Given the need to increase opportunities for students to develop an appreciation of the fine arts at least 15 percent of students in grade five through seven will join an art club/class and be actively engaged in activities that enrich the content area curriculum through art as evidenced by enrollment and membership logs.

Winston Park K-8 Center's Return On Investment (ROI) percentile ranking will improve by at least one percentage point.

Results of the Spring 2007 Organizational Performance Improvement Snapshot indicate that the lowest scores were noted in the area of Strategic Planning. This category scored at a 4.2 versus other categories at 4.5 and 4.6. More specifically, one item with the lowest scores of 3.7 demonstrates that there is a need to disseminate more clearly how the school is addressing budgetary issues. This is one of nine items in the Business Results focus category. All categories will be addressed by the Administration in collaboration with the Instructional Leadership Team and the Educational Excellence School Advisory Council.



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.

5961 - WINSTON PARK ELEMENTARY SCHOOL

VISION

Winston Park K-8 Center successfully educates and prepares students from multicultural backgrounds to make economic, political, moral and social decisions that will positively impact the future.

MISSION

The mission of Winston Park K-8 Center is to create a fair and equitable learning environment in which all students strive for personal and academic excellence in a "family centered" atmosphere as they develop skills to become lifelong learners and successful participants in a global community.

CORE VALUES

At Winston Park K-8 Center we believe

- o School is a student's place of work where mutual respect, concern and positive attitudes towards lifelong learning are promoted on a daily basis
- o School is a place where students need to think critically and apply knowledge productively
- o School is a place where the tools of technology are an integral part of our curriculum and daily lives.
- o School is a place where ethical and moral character traits are developed to prepare our students to actively participate in a democratic society.

School Demographics

Winston Park K-8 Center, built in 1978, is located on ten acres in a multi-ethnic community in the southwest section of unincorporated Miami-Dade County, Florida. Due to its transformation into a K-8 Center ongoing construction and renovation has been taking place. The school has added a new three story modular building, a P.E. pavilion, basketball courts, soccer field, parking lots, and is anticipating the addition of a dining room.

The student body is comprised of eighty seven percent Hispanic students, eight percent White, one percent Black and four percent Other. Sixteen percent (199 students) participate in the Gifted Program, 7 percent (85 students) are special education students and 14 percent (178 students) are classified as English Language Learners (ELL). The socioeconomic make-up reflects that 53 percent of our students receive free or reduced priced meals.

Eighty two percent of standard curriculum students in grades three through seven met high standards in Reading and Mathematics as measured by the 2007 FCAT Assessments. In reading, 12 percent of all curriculum students scored at Level 1 and 12 percent scored at Level 2. Seven percent of the students scored at Level 1 in Math and 19 percent scored at Level 2. All students in NCLB sub-groups made AYP. Winston Park K-8 Center feeds directly into Miami Sunset Senior High School, which earned a grade of a D in the 2006-2007 school year.

At Winston Park K-8 Center 100 percent of Special Education (SPED) students are serviced through an Inclusion/Co-Teaching Model. The average class size (including SPED) by grade level is 18 students for Pre- K, 18.7 students for Kindergarten, 19.1 students for First Grade, 19.75 students for Second Grade, 16.8 students for Third Grade, 19.1 students for Fourth Grade, 21.2 students for Fifth Grade, 18.8 students in Sixth Grade, and 22 students in Seventh Grade. In grades Kindergarten through six two point six percent of students were retained in the 2006-2007 school year. Last available data for the state and district indicate their retention rate in 2005-2006 to be six point seven and three point one respectively.

A committed community and a highly qualified staff are factors that contribute to the success of the school. The emphasis placed on staff and student attendance by all stakeholders increases "time on task" and maximizes instruction. As a result, a student attendance rate of 97.32 for the 2006-2007 school year ranked the school #1 in Regional Center VI and #1 among all of the K-8 Centers in the district. Another unique aspect that contributes to this success is the school's inclusive leadership where the Instructional Leadership and Literacy teams help with the planning and implementation of the curriculum. The membership of the Instructional Leadership Team and the Literacy Team include representative from each grade level and curriculum area. The school employs a total of 86 full-time and four part-time instructional staff members. Of the full-time teachers, 60 percent are Hispanic, 26 percent are White and 14 percent are Black. Sixty four are homeroom/academic classroom teachers, six are bilingual teachers, five are special education teachers, four are gifted teachers two are fine art teachers, three are physical education teachers, two are guidance counselors, one is a TRUST counselor, one is a Speech Pathologist, and one is a Media Specialist. In addition, the school employs one hourly teacher. There are currently eight first year teachers on the staff. Each has been assigned a veteran teacher as a mentor as well as a PACES Professional Growth Team. Vacancies, recruitment, and retention of instructional staff are not a concern.

Numerous special programs, some financed through grants, contribute to the school's success. A grant from the Florida Fish and Wildlife Department helps the staff create and maintain an Everglades Hammock and an outdoor science classroom. A Title III- Emergency Immigrant Education grant allowed the school to set up a Waterford Reading/Math/Science lab in Kindergarten to address the needs of Kindergarten ELL students. Technology and Chess Academic Excellence Programs, as well as the Science Engineering Communication Mathematics Enhancement Program (SECME) offer students opportunities to engage in after school hours activities in those fields, Strong Peer Mediation and Safety Patrol programs help establish a safe learning environment. In addition, numerous tutoring, and extra curricular activities through the After School Care Program create opportunities for student exploration of technology, sports, music and the fine arts.

The school enjoys a collaborative relationship with the University of Miami, Barry University, Florida International University, Nova Southeastern University and Miami Dade College. Strong business partnerships exist with multiple organizations in the community including Publix, IHOP, Papa John's, Target, Super Wheels, the University of Miami Pediatric Van and the Children's Psychiatric Center.

School Foundation

Leadership:

Results of the Spring 2007 OPIS in the leadership category, with an average score of 4.4, indicate that the leadership clearly sets the direction of the work location addressing the needs of all stakeholders. This is evident in the opening of the school agenda and meetings. The school leadership sets a tone in conjunction with the superintendent's message, regional center direction and the thorough review of all available school level data (i.e. School Climate Survey, State Accountability results and overall feedback from employees and staff). An Instructional Leadership Team consisting of grade level and special area representatives assists the leadership team by focusing on instructional planning and maintaining dialogue and feedback to the administration.

District Strategic Planning Alignment:

Results of this category, with an average score of 4.2, indicate that the work location sets direction based on available data from all stakeholders. Analysis of data from various sources (i.e. FCAT, SAT 10, STAR) which address academic achievement determine the school improvement plan objectives and adjustments if needed to on-going strategies. Input from teachers along with members of the EESAC and P.T.S.A. assist the staff in sharpening the school's focus and therefore making necessary adaptations to the academic program. As a result, teachers develop the SIP objectives and define those strategies which will create continuous improvement for our students.

Stakeholder Engagement:

Results of this category, with an average score of 4.4, indicate that the work location almost always satisfies its present and future customers. The school conducts Open House Meetings at which parents are clearly and definitively presented with their child's grade level expectations as well as school policies on attendance, discipline and home learning. Monthly newsletters delineating what is happening at the school along with an updated website, a school marquee, P.T.S.A. meetings and parent workshops are utilized to keep communication open and fluid. A review of the climate survey indicates that all stakeholders rate the school as an "A" and the goal is to maintain and improve. Any complaints are handled at the level at which they occur with administration maintaining an open door policy for all stakeholders.

Faculty & Staff:

Results of this category, with an average score of 4.3, indicate the work location provides opportunities for the sharing of positive and negative experiences among all stakeholders and gives feedback on job performance. The leadership team sets an example by maintaining an open door policy and conducting daily classroom visitations. The administration works with the Instructional Leadership Team to determine on-going needs for professional development and colleague mentorship. Teachers, whether new or veteran, are paired with peers to coach and assist them as needed. Faculty meetings are designed with a staff development component which will directly impact teaching strategies and student learning. The staff feels appreciated and identifies the school as a safe working site. The school is committed to maintaining a diverse and highly qualified staff and members feel encouraged to develop job skills and advance in their careers.

Data/Information/Knowledge Management:

Results of this category, with an average score of 4.5, indicate that the work location promotes collaboration among employees in order to accomplish the school's strategic objectives. This is evident in the weekly grade level and bi-weekly Instructional Leadership Team meetings which address instructional and curriculum concerns. In addition, open dialogue and constructive feedback occurs allowing staff to self evaluate. In turn, professional growth opportunities are disseminated to all staff. In addition to formal visitations and formal observations verbal and written feedback is regularly provided to all staff.

Education Design:

Results of the Human Resource Focus category, with an average score of 4.3, addresses the education design of the school. Results indicate the work location provides opportunities for the sharing of positive and negative experiences among all stakeholders in order to achieve better performance. The leadership team sets an example by maintaining an open door policy. The Instructional Leadership Team works diligently at focusing on the academic and instructional processes and suggesting adjustments as needed. In addition, this team along with the EESAC reviews the school's budget to determine how the services are being delivered in order to support every day operations. The school is committed to maintaining a diverse and highly qualified staff.



School Improvement Plan 2007-2008



Performance Results:

Results of this category, with an average score of 4.5, indicate a general satisfaction with the school's efforts to improve performance and maintain high standards and ethics. Student referrals are handled promptly and expeditiously addressing the cause and issuing appropriate consequences. The suspension rate is less than .1 percent as strict adherence to the Code of Student Conduct is paramount. The school has maintained its "A" state accountability grade for six consecutive years. Parents, students and staff rate the school an "A" in the School Climate Report. In addition, the student attendance ranks the school as number one for K-8 centers in the district. One item in this category received the lowest score of 3.7 demonstrating that there is a need to disseminate more clearly how the school is addressing budgetary issues. This will be addressed by the administration in collaboration with Instructional Leadership Team and the Educational Excellence School Advisory Council.



School Improvement Plan 2007-2008



Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :

Schools Offering Primarily Grades 6 through 12

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

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



School Improvement Plan 2007-2008



Different Innovative Approaches to Instruction

See Strategies/Professional Development for Reading, Mathematics, Writing and Science Objectives

Responsibility of Teaching Reading for Every Teacher

See Reading Strategies

Quality Professional Development for Teachers and Leaders

Professional Development section in all Goals.

Small Learning Communities (SLC)

A master schedule designed with common planning time and middle school teams creates the foundation for grade level teachers to function as small learning communities. Likewise an emphasis on collaborative groups will allow students to function as small learning communities within their classrooms.

Intensive Intervention in Reading and Mathematics

See Strategies for Reading and Mathematics Objectives

Intensive Reading/Intensive Reading Plus and Intensive Math courses are scheduled for all students who scored at Level 1 or 2 in the FCAT Reading and/or FCAT Mathematics assessments.

Course Choice Based on Student Goals / Interests / Talent

Informal and formal surveys were conducted to identify students' interests and needs. Academic core subjects are offered at all levels, from Basic to Gifted/Honors. Teacher recommendations and student choice received priority in scheduling. An after school hours Enrichment Program offers students the opportunity to pursue interests in the fine arts, sports and technology.

Informal and formal surveys were conducted before creating elective course schedules. Intensive Reading, Intensive Mathematics and Course Recovery courses are scheduled so that all students in need of these remediations have access. Advanced and Gifted/Honors level courses are scheduled for all areas.

Parental Access and Support

See Reading, Math, Writing and Technology strategies

Applied and Integrated Courses

Interdisciplinary units encourage students to see the relationship between subjects. Infusion of technology and a strong career strand in all subjects help students see the relevance of these courses to their future.

Academic and Career Planning

An academic and career planning component is implemented through the M/J Civics curriculum. The school is currently planning articulation meetings with Miami Sunset Senior High School to align programs to career academies.

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

Reading Statement

All students will be literate members of society.

Needs Assessment

Scores of the 2007 FCAT Reading Test indicate that 82 percent of students in grades three through six achieved high standards in reading and 71 percent made learning gains. These scores reflect a decrease of 5 percentage points in the number of students achieving high standards, and a decrease of one percentage point in the number of students making learning gains. The percentage of students in the lowest twenty-five percent who made learning gains in reading remained the same. Students in grade five had the highest percentage achieving high standards, 79 percent, while students in grades three, four and six performed at 71, 75, and 69 percent respectively.

An analysis of the mean percent correct scores by content cluster area indicates that students in grades three through six scored equal to or above the state and district averages in all areas and that they scored the lowest in the content clusters of Reference and Research and Words and Phrases with an average mean percent correct score of 64 and 66 respectively.

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 in grades three through seven will demonstrate skilled proficiency in reading as evidenced by 87 percent of students meeting high standards on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Sunshine State Standards and the Comprehensive Research Based Reading Plan.	Principal Assistant Principal Reading Coach Instructional Team Leaders Classroom Teachers	08/20/07	6/04/2008	District-wide Literacy Plan	0
Implement the District Language Arts/Reading Pacing Guide and Regional Instructional Focus Calendar.	Principal Assistant Principal Curriculum Leader Reading Coach Instructional Team Leaders Classroom Teachers	08/20/2007	06/04/2008	Other/ Not Applicable	0
Disaggregate and analyze data from the 2007 FCAT Reading Test/Regional Center VI FCAT Reading Pre-test to identify strengths and weaknesses in student performance, and develop an instructional focus calendar for reading benchmarks.	Principal Assistant Principal Curriculum Leader Reading Coach Instructional Team Leaders Classroom Teachers	08/20/2007	06/04/2008	Continuous Improvement Model	0
Monitor reading practices through the use of reading logs in grades kindergarten through seven.	Principal Assistant Principal Curriculum Leader Reading Coach Classroom Teachers	08/20/2007	06/04/2008	District-wide Literacy Plan	0
Utilize Reciprocal reading strategies and implement through the content area curriculum on a weekly basis.	Principal Assistant Principal Curriculum Leader Reading Coach Instructional Team Leaders Classroom Teachers	08/20/2007	06/04/2008	District-wide Literacy Plan	0
Utilize Progress Monitoring Plans to address the needs of those students not meeting grade level standards in reading.	Principal Assistant Principal Instructional Team Leaders Classroom Teachers	08/20/2007	06/04//200	District-wide Literacy Plan	0
Create and implement a rotating schedule to provide small group reading instruction a minimum of two times a week for students performing below grade level (FCAT Levels 1 and 2/SAT-10 25% and below) in grades three through seven utilizing Reading Plus/Computer Curriculum Corporation (SuccessMaker) Reading Component, Riverdeep, FCAT Explorer and PLATO applications in the classroom centers/computer labs.	Principal Assistant Principal Classroom Teachers Paraprofessionals	08/20/2007	06/04/2008	District-wide Literacy Plan	0
Provide small group instruction via the After School Care FCAT Tutorial Program that emphasizes instruction in words/phrases and reference/research benchmarks for those students performing below grade level in grades three through five and monitor progress through monthly assessment scores.	Principal Reading Coach ASC Manager Selected Teachers	10/01/2007	6/04/2008	District-wide Literacy Plan	5000
Implement the Strategic Steps to Reading Success Program (Spanish edition) through the Spanish curriculum in grades three through five to reinforce reading instruction and target students in the English Language Learners (ELL) subgroup.	Principal Assistant Principal Spanish S Teachers	08/20/2007	06/04/2008	District-wide Literacy Plan	0
Schedule teacher-conducted workshops to familiarize parents with reading applications available online, such as FCAT Explorer, and Riverdeep to support acquisition of reading skills at home. Schedule teacher-conducted workshops to familiarize parents with reading applications available online, such as FCAT Explorer and Riverdeep to support acquisition of reading skills at home.	Principal Technology Coach Reading Coach Selected Teachers	10/01/2007	06/04/2008	District-wide Literacy Plan	0

Sponsor a Curriculum Fair to increase parental awareness of effective reading skills.	Principal Assistant Principal Curriculum Leader Reading Coach Instructional Team Leaders Classroom Teachers	03/24/2008	05/01/2008	District-wide Literacy Plan	0
Implement a school wide incentive driven attendance policy to increase instructional time on task and reinforce work ethics.	Principal Assistant Principal Counselors Classroom Teachers	08/20/2007	06/04/2008	District-wide Literacy Plan	0
Utilize the Student Performance Indicators database to identify students performing in the lowest quartile to ensure they receive additional instructional support through small group instruction and computer based reading skills applications.	Principal Assistant Principal Curriculum Leader Reading Coach Instructional Team Leaders Classroom Teachers	08/20/2007	06/04/2008	Continuous Improvement Model	0
Utilize the E-Reader software program to provide oral reading support for Students with Disabilities (SWD) as needed.	Principal Assistant Principal Selected Teachers	08/20/2007	06/04/2008	District-wide Literacy Plan	0
Instruct students in grade six and seven in the use of five graphic organizers, two column notes, compare/contrast, cause/effect, summary frame, main idea/details that will be used across the curriculum to enhance reading comprehension.	Principal Assistant Principal Curriculum Leader Reading Coach Instructional Team Leaders Classroom Teachers	08/20/2007	06/04/2008	District-wide Literacy Plan	0
Schedule Intensive Reading/Intensive Reading Plus courses for all grade six and seven students scoring FCAT Levels 1 or 2 in the 2007 FCAT Reading Assessment.	Principal Assistant Principal	08/20/2007	06/04/2008	District-wide Literacy Plan	0
Implement the Florida Continuous Improvement Model (FCIM) to monitor student achievement and the instructional program on an on-going basis.	Principal Assistant Principal Curriculum Leader Reading Coach Instructional Team Leaders Classroom Teachers	08/20/2007	06/04/2008	Continuous Improvement Model	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Principal Assistant Principal Curriculum Leader Reading Coach Classroom Teachers	08/20/2007	06/04/2008	Continuous Improvement Model	0
Implement weekly cold reads with FCAT-type reading questions to establish familiarity and acquire skills with the SSS tested benchmarks in reading.	Principal Assistant Principal Curriculum Leader Reading Coach Classroom Teachers	08/20/2007	06/04/2008	District-wide Literacy Plan	0
Schedule Intensive Reading intervention tutorials utilizing Voyager Passport Program for all students in grades K through five who scored Intensive in the DIBELS Assessment or Level 1 or 2 in the 2007 FCAT Reading Test.	Principal Assistant Principal Curriculum Leader Reading Coach Selected Teachers	09/04/2007	06/04/2008	District-wide Literacy Plan	0
Implement the text based Jamestown Reading Program and the web-based Reading Plus program as supplemental reading instruction through the Intensive Reading/ Intensive Reading Plus classes to target fluency development of FCAT Level 1 and 2 students in grades 6 and 7 utilizing program assessments to monitor progress.	Principal Assistant Principal Curriculum Leader Reading Coach Instructional Team Leaders Selected Teachers	08/20/2007	06/04/2008	District-wide Literacy Plan	0
Create and implement a rotating schedule to provide daily small group reading instruction for ESOL Level 1 and 2 ELL Kindergarten students through the computer based Waterford Reading Program utilizing the program's assessment tools to monitor progress.	Principal Assistant Principal Selected Teachers	08/20/2007	06/04/2008	District-wide Literacy Plan	0
Create and implement a rotating schedule to provide daily small group reading instruction for ELL students in grades 6 and 7 through the Web based Teen Biz 3000 utilizing the program's assessment tools to monitor progress.	Principal Assistant Principal Selected Teachers	08/20/2007	06/04/2008	District-wide Literacy Plan	0
Emphasize Words and Phrases through the implementation of school-wide weekly "college words."	Principal Assistant Principal Curriculum Leader Reading Coach Instructional Team Leaders Classroom Teachers	08/20/2007	06/04/2008	District-wide Literacy Plan	0



School Improvement Plan 2007-2008



Research-Based Programs

The core reading program is the Houghton Mifflin Reading Program. Voyager Passport(K-5), Scholastic's Read XL and the Jamestown Reading Program (grades 6 and7) are used for intensive reading intervention tutorials and courses. In addition, computer-based Computer Curriculum Corporation (SuccessMaker)/Reading Plus programs are used as remedial/supplemental resources. The Waterford Reading/Teen Biz 3000 programs are utilized to support reading instruction and language acquisition for ELL Kindergarten students and ELL students in grades 6 and 7 respectively. The Spanish edition of the Curriculum Associates Strategic Steps to Reading Success Program is used to reinforce reading instruction and to target students in English Language Learners (ELL) subgroup.

Professional Development

Professional development for teachers will include training on the Houghton Mifflin Reading Program, Jamestown Reading, Voyager Passport, Waterford Reading, Teen Biz 3000, PLATO, and Reading Plus intervention programs as well as the reading assessment instruments, i.e. Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Florida Oral Reading Fluency (FORF), Diagnostic Assessment of Reading (DAR.).

Evaluation

Daily, weekly, monthly and interim assessments to monitor student progress and redirect learning activities will occur on an ongoing basis. Data will be compiled and shared by grade level teachers. The 2008 FCAT Reading Test will serve as the summative evaluation. Additional assessment instruments that will be used are DIBELS, FORF, DAR, the MDCPS Reading Standards Interim Assessment and Regional Center VI FCAT Pre- and Post-Tests.

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

District Strategic Plan

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

Mathematics Statement

All students will be able to function on or above grade level in mathematics.

Needs Assessment

Scores of the 2007 FCAT Mathematics Test indicate that 82 percent of students in grades three through six achieved high standards in math and 72 percent made learning gains. Students in all tested grades scored equal to or above the state and district averages in all content clusters. A comparison with the scores from the 2006 FCAT Math Test indicates an increase in the percentage of students achieving high standards and an increase of eight percentage points in learning gains. In general, scores in the 2007 FCAT Mathematics Test indicate that students in grade three through five maintained the mean percent correct scores in most content areas with a significant growth of 15 percentage points in Data Analysis for Grade 3 students and a significant decline of 13 percentage points in the same content cluster for Grade 4 students.

Eighty percent of all curriculum students in grade 2 scored above the 50th percentile in the 2007 FCAT NRT, with 58 percent scoring above the 75th percentile. The Median NPR for grades 4, 5 and 6 is 84 percent, 76 percent and 72 percent respectively. These scores reflect growth at all grade levels, including rising grade 7.

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 in grades three through seven will demonstrate skilled proficiency in mathematics as evidenced by 87 percent of students meeting high standards on the 2008 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the grade level Sunshine State Standards	Principal Assistant Principal curriculum Leader Instructional Team Leaders Classroom Teachers	08/20/2007	06/04/2008	Seamless PreK-12 Curriculum	0
Implement the District Math Pacing Guide along with the Regional Instructional Focus Calendar.	Principal Assistant Principal Curriculum Leader Instructional Team Leaders Classroom Teachers	08/20/2007	06/04/2008	Seamless PreK-12 Curriculum	0
Disaggregate and analyze data from the 2007 FCAT Mathematics Test to identify strengths and weaknesses in student performance, and develop an instructional focus calendar for mathematics.	Principal Assistant Principal Instructional Team Leaders Classroom Teachers	08/20/2007	06/04/2008	Continuous Improvement Model	0
Utilize the Student Performance Indicators database to identify students performing in the lowest quartile to ensure they receive additional instructional support through small group instruction.	Principal Assistant Principal Instructional Team Leaders Classroom Teachers	08/20/2007	06/04/2008	Continuous Improvement Model	0
Utilize Progress Monitoring Plans to address the needs of those students not meeting grade level standards in mathematics.	Principal Assistant Principal Instructional Team Leaders Classroom Teachers	08/20/2007	06/04/2008	Continuous Improvement Model	0
Provide a math tutorial through the After School Care program for students in grades three through seven who scored below a Level 3 in the 2007 FCAT and monitor progress through monthly assessments	Principal ASC Assistant Manager Selected Teachers	10/01/2007	06/04/2008	Other/ Not Applicable	5000
Create and implement a rotating schedule to provide small group instruction in mathematics for students in grades three through seven who scored Level 1 or 2 on the 2007 Mathematics Test utilizing Computer Curriculum Corporation (SuccessMaker), Riverdeep FCAT Explorer and PLATO applications in the classroom computer center and monitor progress through program reports.	Principal Assistant Principal Curriculum Leader Instructional Team Leaders Classroom Teachers	08/20/2007	06/04/2008	Other/ Not Applicable	0
Implement the Calendar Math Program/180 days of Math (problem of the day) in grades kindergarten through seven to increase effective metacognitive teaching strategies.	Principal Assistant Principal Curriculum Leader Instructional Team Leaders Classroom Teachers	08/20/2007	06/04/2008	Seamless PreK-12 Curriculum	0
Implement the Spanish Edition of the Strategic Steps to Math Success in grades two through five CCHL mathematics instruction.	Principal Assistant Principal Selected Teachers	08/20/2007	06/04/2008	Academic Enrichment Opportunities	0
Conduct workshops to increase parental awareness of available internet resources, i.e. FCAT Explorer, Riverdeep, mhlm.com (MacMillan McGraw Hill Math Textbook site), that support acquisition of SSS skills at home.	Principal Assistant Principal Curriculum Leader Instructional Team Leaders Selected Teachers	10/01/2007	05/01/2008	Other/ Not Applicable	0
Sponsor a Curriculum Fair to increase parental awareness of effective mathematical skills.	Principal Assistant Principals Instructional Team Leaders Classroom Teachers	3/24/2007	5/01/2008	Improve Public Perception	0
Implement a school wide incentive driven attendance policy to increase instructional time on task and reinforce work ethics.	Principal Assistant Principal Counselors Instructional Team Leaders Classroom Teachers	08/20/2007	06/04/2008	Other/ Not Applicable	0

Implement the Florida Continuous Improvement Model (FCIM) to monitor student achievement and the instructional program on an on-going basis.	Principal Assistant Principal Curriculum Leader Instructional Team Leaders Classroom Teachers	08/20/2007	06/04/2008	Continuous Improvement Model	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Principal Assistant Principal Curriculum Leader Instructional Team Leaders	08/20/2007	06/04/2008	Continuous Improvement Model	0
Schedule Intensive Mathematics courses for all grade six and seven students scoring FCAT Levels 1 or 2 in the 2007 FCAT Mathematics Assessment.	Principal Assistant Principals	08/20/2007	06/04/2008	Seamless PreK-12 Curriculum	0
Implement the Voyager VMath Program through the Intensive Mathematics courses targeting students who scored FCAT Level 1 and 2 in the 2006 FCAT Mathematics Assessment and monitor progress through program reports.	Principal Assistant Principal Instructional Team Leaders Selected Teachers	08/20/2007	06/04/2008	Education Innovation	0

Research-Based Programs

The core mathematics program in grades K through 5 is the McMillan/McGraw Hill Mathematics Program and in grades 6 and 7 the Glencoe Mathematics Course 1-3 and Pre-Algebra/Algebra 1 series. The computer-based Computer Curriculum Corporation (SuccessMaker) program and the Web based Riverdeep program are used as a remedial/supplemental resource in grades K through 5. Voyager's Math program, both text and web-based, is implemented in the Intensive Math classes of grades 6 and 7. The Spanish Edition of the Curriculum Associates Strategic Steps to Math Success Program is used to target students in the ELL subgroup.

Professional Development

Professional development training for teachers will include training on the VMath and PLATO mathematics basic skill programs. Model lessons and observation classrooms will target innovative mathematics instruction to increase use of manipulatives and to enhance the mathematics curriculum, the use of the Student Performance Indicators data base and the Pinnacle Electronic Grade Book System.

Evaluation

Daily, weekly, monthly, and interim assessments to monitor student progress and redirect learning activities will occur on an ongoing basis. In addition, the Regional Center VI FCAT Pre- and Post-Tests will be used to establish a base line and measure mid-year progress. The 2008 FCAT Mathematics Test will serve as the summative evaluation.

Writing Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Writing Statement

All students will be able to communicate effectively through writing.

Needs Assessment

Scores of the 2007 FCAT Writing + Test indicate that 86 percent of all curriculum students and 94 percent of standard curriculum students in grade four achieved or exceeded the high standard score of 3.5. A comparison of the scores indicates a higher percentage of students achieved high standards in the FCAT expository essay portion of the FCAT Writing + Test, versus the narrative essay portion of the FCAT Writing + Test. The mean score of grade four students in the essay portion 2007 FCAT Writing + Test increased from 3.7 to 3.8 for the narrative prompt and decreased from 4.3 to 4.2 for the expository prompt. The combined mean score remained at 4.1. This reflects greater mastery of the expository writing style.

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 in grade four will improve their writing skills as evidenced by 87 percent of students achieving high standards on the 2008 Administration of the FCAT Writing + Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Sunshine State Standards, and the Writing Across the Curriculum Program to demonstrate and apply writing skills.	Principal Assistant Principal Curriculum Leader Reading Coach Instructional Team Leaders Classroom Teachers	08/20/2007	06/04/2008	Seamless PreK-12 Curriculum	0
Disaggregate and analyze data from the 2007 FCAT Writing + Test and the 2007 District FCAT Writing Pre-Test to identify strengths and weaknesses in student performance to direct instruction.	Principal Assistant Principal Curriculum Leader Reading Coach Instructional Team Leaders Classroom Teachers	08/20/2007	06/04/2008	Continuous Improvement Model	0
Develop and utilize monthly prompts (alternating narrative/persuasive/ and expository) at each grade level to be scored using a writing rubric and recorded on teacher's logs.	Principal Assistant Principal Reading Coach Instructional Team Leaders Classroom Teachers	08/27/2007	06/04/2008	District-wide Literacy Plan	0
Utilize student rubrics for self and peer evaluation in grades two through seven.	Principal Assistant Principal Curriculum Leader Reading Coach Instructional Team Leaders Classroom Teachers	08/20/2007	06/04/2008	District-wide Literacy Plan	0
Provide small group instruction a minimum of three times a week via classroom settings and the After School Care FCAT Tutorial Program to enhance writing gains among students scoring three and below in the District Writing Plus pre-test.	Principal ASC Assistant Manager Selected Teachers	10/01/2007	06/04/2008	District-wide Literacy Plan	5000
Infuse use of word processor in writing instruction to use Microsoft Word's Readability Scale and Thesaurus to increase sentence complexity and precise word choice.	Principal Assistant Principal Instructional Team Leaders Selected Teachers	08/20/2007	06/04/2008	District-wide Literacy Plan	0
Utilize EReader software program to provide aural feedback to SWD students during writing activities.	Principal Selected Teachers	08/20/2007	06/04/2008	District-wide Literacy Plan	0
Implement "Exploding Sentence" activity into the daily language arts routine at all grade levels.	Principal Assistant Principal Curriculum Leader Reading Coach Instructional Team Leaders Reading Coach Classroom Teachers	08/20/2007	06/04/2008	District-wide Literacy Plan	0
Sponsor a Curriculum Fair to increase parental awareness of effective writing skills.	Principal Assistant Principals Instructional Team Leaders Reading Coach Classroom Teachers	03/24/2007	05/01/2008	Improve Public Perception	0
Implement a school wide incentive driven attendance policy to increase instructional time on task and reinforce work ethics.	Principal Assistant Principal Counselors Instructional Team Leaders Classroom Teachers	08/20/2007	06/04/2008	Other/ Not Applicable	0
Implement instruction on word processing and writing skills through the use of THE WRITER hardware and Inspiration software in grades three through five co-teaching classrooms.	Principal Assistant Principal Instructional Team Leaders Classroom Teachers	08/20/2007	06/04/2008	District-wide Literacy Plan	0

Create and implement a Curriculum Map to align instruction to SSS and Curriculum Pacing Guides to address particular standards earlier in the school year, thus allowing reinforcement throughout the year.	Principal Assistant Principals Instructional Leader Reading Coach Instructional Team Leaders Classroom Teachers	08/20/2007	06/04/2008	Seamless PreK-12 Curriculum	0
Implement instruction of advanced vocabulary in grades Kindergarten through seven through the use of "College Words."	Principal Assistant Principal Curriculum Leader Reading Coach Instructional Team Leaders Teachers	08/20/2007	06/04/2008	District-wide Literacy Plan	
Schedule an Intensive Writing Intervention tutorial for grade 4 students who score below a 3 in the essay component of the FCAT Writing + Pre-test.	Principal Assistant Principal Curriculum Leader Selected Teachers	10/01/2007	06/04/2008	District-wide Literacy Plan	0

Research-Based Programs

The writing component of the Houghton Mifflin Reading Program will be implemented.

Professional Development

Professional development training for teachers will include: CRISS, workshops for scoring of student writing samples using the rubric, and the use of the Student Performance Indicators data base and the Pinnacle Electronic Grade Book.

Evaluation

Writing pre and post-tests, weekly, and monthly writing assessments will be used to monitor the writing objective. The 2007 District FCAT Writing + Test will serve as the summative evaluation.

Science Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Science Statement

Increase the scientific knowledge of all students.

Needs Assessment

An analysis of the 2007 FCAT Science Test scores indicates a mean scale score of 312, a decrease of eight points over the previous administration of the FCAT Science Test. Specifically 47 percent of the students in grade five scored a level 3 or higher. The score also indicates that students in grade five performed above the district and equal to the state average. A more detailed analysis of the content cluster percent scores indicates that students' scores remained the same in the Scientific Thinking cluster. Scores also indicate a decrease of 9 percent in the Physical and Chemical cluster, a 4 percent decrease in the Earth and Science cluster, and a 12 percent decrease in the Life Environmental cluster. Further analysis of student responses identifies extended responses as an area in need of targeting.

Measurable Objective

Given instruction based on the Sunshine State Standards, 73 percent of students in grade 5 will meet high standards on the 2008 FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the grade level Sunshine State Standards.	Principal Assistant Principal Curriculum Leader Instructional Team Leaders Classroom Teachers	08/20/2007	06/04/2008	Seamless PreK-12 Curriculum	0
Implement the district Science Pacing Guide along with the Regional Instructional Focus Calendar.	Principal Assistant Principal Curriculum Leader Instructional Team Leaders Classroom Teachers	08/20/2007	06/04/2008	Seamless PreK-12 Curriculum	0
Implement SECME Program after school to increase student knowledge and foster interest and enthusiasm for careers in science.	Principal SECME Sponsor	08/20/2007	06/04/2008	Academic Enrichment Opportunities	0
Conduct a Science Family Night Workshop and distribute "Science Activities for Families to Share" to enable parents to become actively involved in their children's science education, and increase their awareness of the Sunshine State Standards.	Principal Assistant Principal Science Teachers	02/04/2008	03/29/2008	Other/ Not Applicable	0
Sponsor a Curriculum Fair to increase parental awareness of effective scientific process skills.	Principal Assistant Principal Curriculum Leader Reading Coach Instructional Team Leaders Classroom Teachers	03/24/2008	05/01/2008	District-wide Literacy Plan	0
Provide a dedicated space for "Science Resource" materials in the classroom in support of inquiry based learning, emphasizing use of the science process skills school wide.	Principal Assistant Principal Classroom Teachers	08/20/2007	06/04/2008	Education Innovation	0
Implement a school wide incentive driven attendance policy to increase instructional time on task and reinforce work ethics.	Principal Assistant Principal Counselors Instructional Team Leaders Classroom Teachers	08/20/2007	06/04/2008	Other/ Not Applicable	0
Create an outdoor classroom through the implementation of the Florida School Yard Wildlife Project (Phase 2) to increase student knowledge of the Life/Environment and Scientific Thinking clusters in all grades, with emphasis on grades 5-7.	Principal Assistant Principal Instructional Team Leaders Classroom Teachers	08/20/2007	06/04/2008	Education Innovation	800
Implement the Florida Continuous Improvement Model (FCIM) to monitor student achievement and the instructional program on an on-going basis.	Principal Assistant Principal Curriculum Leader Reading Coach Instructional Team Leaders Classroom Teachers	08/20/2007	06/04/2008	Continuous Improvement Model	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Principal Assistant Principal Curriculum Leader Reading Coach Instructional Team Leaders	08/20/2007	06/04/2008	Continuous Improvement Model	0
Disaggregate and analyze data from the 2007 FCAT Science Test and the 2007 District FCAT Science Pre-Test to identify strengths and weaknesses in grade 5 student performance to direct instruction.	Principal Assistant Principal Curriculum Leader Instructional Team Leaders Classroom Teachers	08/20/2007	06/04/2008	Continuous Improvement Model	0
Purchase and implement Measuring Up Science series to target grade 5 student's ability to write extended responses and monitor progress through Measuring Up Science Assessments.	Assistant Principal Curriculum Leader Instructional Team Leaders Grade 5 Classroom Teachers	08/20/2007	06/04/2008	Education Innovation	0

Implement and align the Macmillan McGraw-Hill Intervention Activities for FCAT Science in grade 4.	Principal Assistant Principal Curriculum Leader Instructional Team Leaders Grade 4 Classroom Teachers	08/20/2007	06/04/2008	Continuous Improvement Model	0
Utilize District Science and DOE Science website resources such as Item Specifications to guide instruction	Principal Assistant Principal Science Leader Instructional Team Leaders Classroom Teachers	08/20/2007	06/04/2008	Continuous Improvement Model	0
Implement Scott-Foresman/ Glencoe developed assessments and regional bi-weekly assessments for grades K-7 and utilize acquired data to analyze progress and guide instruction.	Principal Assistant Principal Classroom Teachers	08/20/2007	06/04/2008	Continuous Improvement Model	0

Research-Based Programs

The Scot-Foresman Science Series textbook and scaffolded inquiry program will be implemented.

Professional Development

Professional development will include: increasing content knowledge of the Science Sunshine State Standards, implementation of the new Scott-Foresman Science series, emphasizing scaffolded inquiry, the modeling of Best Practices to facilitate effective instructional strategies, and assessing/analyzing data with a particular emphasis on the use of the Edusoft data reports.

Evaluation

Assessments aligned with the Regional Focus Calendar and District Interim Assessments will be used to analyze progress and redirect instruction for reinforcement and/or enrichment (in grades 5-7). Regional Center VI Grade 5 FCAT Science Pre- and Post -Test will be utilized to establish a base line and monitor mid-year progress. Additionally, the Scott-Foresman pre and post test will be used in grades 3 and 4. The 2008 FCAT Science Test will serve as the summative evaluation.

Parental Involvement Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Parental Involvement Statement

The school will provide increased opportunities for parents to be involved in their children’s education.

Needs Assessment

An analysis of the parental sign-in sheets for the 2006-2007 school year indicates that over 79 percent of parents attended the school’s Open House. Average attendance for parental workshops was 31 percent and for recognition ceremonies 31 percent. Attendance for parent conference day was 55 percent.

Reports from the Parent Academy for 2006-2007 indicate that the school met the district goal of involving parents in their child’s education. According to the data presented by the Parent Academy indicates the school exceeded by 300% the goal of having 55 parents participate in activities. According to their statistics the school is showing over 166 parents having participated in a least one event at the school. A parent’s name can only be counted once regardless of the number of events in which they may participate.

Measurable Objective

Given the school wide emphasis on parental involvement, 40 percent of the parents of students in grades Kindergarten through seven will attend workshops that provide information on ways to assist their children with their schoolwork as documented by parental sign-in sheets.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide a resource fair before Open House to inform parents about community involvement (i.e. Dade partners, volunteer procedures, extra curricular activities offered by the school) and upcoming workshops at the school site.	Principal Assistant Principal Selected Teachers	09/04/2007	09/06/2007	Improve Public Perception	0
Sponsor Open House meetings to inform parents about: attendance policy, uniforms, materials etc.	Principal Assistant Principal Curriculum Leader Teachers	09/04/2007	09/06/2007	Improve Public Perception	0
Plan and deliver workshops addressing each of the major school improvement goals.	Principal Assistant Principal Instructional Leadership Team Selected Teachers	10/01/2007	06/04/2008	Other/ Not Applicable	0
Assign each grade level a designated parent workshop presentation.	Principal Assistant Principal	10/01/2007	06/04/2008	Other/ Not Applicable	0
Schedule workshops to precede or follow PTSA meetings to encourage and facilitate attendance.	Principal Assistant Principal	10/01/2007	06/04/2008	Other/ Not Applicable	0
Provide on-going translations at all formal meetings and with all home-school communiqué.	Principal Assistant Principal	08/20/2007	06/04/2008	Other/ Not Applicable	0
Advertise and disseminate school events via the school marquee, the school website, Connect ED-Communication System, flyers, M-DCPS Parent Academy, and the Neighbor's section in the Miami Herald.	Principal Assistant Principal	08/20/2007	06/04/2008	Exchange Meaningful Information	0
Update the school's website and increase the number of individual classroom websites.	Principal Assistant Principal Web Master Selected Teachers	08/20/2007	06/04/2008	Exchange Meaningful Information	0
Sponsor multiple activities that involve parents in sharing student success such as Honor Roll, Student of the Month, Winter and Spring Musical, Art Show and Curriculum Fair.	Principal Assistant Principal	08/20/2007	06/04/2008	Improve Public Perception	0
Communicate with the home regarding parental workshops through monthly bilingual calendar/newsletter, school website, Connect-ED Communication System and marquee.	Principal Assistant Principal	08/20/2007	06/04/2008	Improve Public Perception	0
Sponsor "Meet and Greet" orientation meetings before opening of school for students and parents of grades Pre-K, K and 1.	Principal Assistant Principal	08/20/2007	06/04/2008	Other/ Not Applicable	0
Plan and deliver a series of workshops to familiarize parents with the new M-DCPS Parent and Teacher Portals.	Principal Assistant Principal Media Specialist	09/04/2007	06/04/2008	Improve Public Perception	

Research-Based Programs

The following programs were used to provide strategies for increasing parental involvement: Developing and Improving Positive School Cultures Through Family Engagement, Comprehensive Evaluation for Family Engagement, and Family Friendly Schools Five Step Process.

Professional Development

Parents will be encouraged to participate in the many workshops/ trainings offered by MDCPS and local community agencies such as: Instructional Technology Conference, P.T.A./P.T.S.A training meetings, Town Hall Meetings, Educational Excellence School Advisory Council workshops, and all school level sponsored workshops.

Evaluation



School Improvement Plan 2007-2008



Parental sign-in logs documenting at least seven workshops presented by the school to parents on ways to assist their children with their schoolwork will serve as evaluation and will be monitored on a monthly basis.

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

District Strategic Plan

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

Discipline & Safety Statement

The school will promote programs and practices that facilitate a safe and disciplined environment for students.

Needs Assessment

The results of the spring administration of the School Safety Survey indicate that 92.5% of the students in grades two through five have knowledge of the peer mediation program. This knowledge was evidenced by a positive response to question number two of the School Safety Survey for 2006-2007. Question number two reads: "I know about our school's Peer Mediation Program." This result exceeds the goal of having at least 85 percent of the students being familiar with peer mediation program and shows an increase of over ten percentage points from the 2005-2006 administration of this survey. The addition of a grade 7 to the Upper Academy calls for the implementation of the program in the higher grades.

Measurable Objective

Given classroom guidance interventions at least 93 percent of students in grades two through seven will indicate knowledge of the peer mediation program as measured by the spring administration of the School Safety Survey.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Present the purpose, structure, and procedures of the peer mediation program to students in grades two through seven during classroom guidance lessons.	Principal Assistant Principal Counselors	09/19/2007	11/30/2007	Other/ Not Applicable	0
Introduce the peer mediators to all students on school announcements.	Principal Assistant Principal Counselors	10/01/2007	12/19/2007	Other/ Not Applicable	0
Provide all peer mediators with t-shirts to facilitate identification.	Principal Counselors	10/01/2007	12/19/2007	Other/ Not Applicable	0
Create a schedule for classroom visitations by assigned mediators to reinforce availability of mediation to all students.	Principal Assistant Principal Counselors	10/01/2007	12/19/2007	Other/ Not Applicable	0
Present the peer mediation program during Recognition Ceremonies.	Principal Assistant Principal Counselors	09/30/2007	02/27/2008	Other/ Not Applicable	0

Research-Based Programs

The following programs are used to provide strategies and procedures:
 Peace Works - Peace Education Foundation
 Conscious Discipline

Professional Development

Train teachers in classroom implementation of Conscious Discipline.

Evaluation

Data from the spring administration of the School Safety Survey will document that at least 93 percent of the students in grades two through six are familiar with the school's peer mediation program. A midyear survey will serve to monitor progress.

Technology Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Technology Statement

The school will promote equitable and universal access to technology.

Needs Assessment

Research indicates that parental involvement and monitoring of student progress is a significant factor in student academic achievement. A parent survey indicates the need to assist parents with access and usage of the new Parent Portal.

Measurable Objective

Given instruction on the use of Miami-Dade County Public School's Parent Portal the parents of at least 25% of students in grades 1 through 7 will visit and utilize the site to monitor their child's progress as documented by school survey.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide professional development for the staff in the use of M-DCPS Parent, Student and Teacher Portal.	Principal Assistant Principal Media Specialist Selected Teachers	08/29/2007	06/04/2008	Other/ Not Applicable	0
Schedule a series of workshops on the Parent and Student Portals for parents of students in grades one through seven.	Principal Assistant Principal Media Specialist Selected Teachers	10/01/2007	05/15/2008	Other/ Not Applicable	0
Disseminate information on Student and Parent Portals through Resource Fair, parent letters, parent workshops and conferences.	Principal Assistant Principal Media Specialist Selected Teachers	10/01/2007	05/15/2008	Other/ Not Applicable	0

Research-Based Programs

n/a

Professional Development

Professional Development will be provided in the use/management of the following: the Parent Student and Teacher portals to facilitate communication and support.

Evaluation

A parent survey will be conducted to measure parental participation and usage.

Health & Physical Fitness Goal

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

Florida Education Priorities

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

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

Health & Physical Fitness Statement

The school will promote interests and skills that encourage lifetime fitness for students.

Needs Assessment

Data from the 2006-2007 FITNESSGRAM test program indicate that 100% of the 473 students in grades four through six were tested, The data further indicates that 47 percent of students in grades four through six were award recipients. One hundred six students received the Gold Fitness award and 117 received the Silver Fitness Award, with a total of 223 students receiving recognition. This data reflects a 21% increase from the previous year. Fifty three percent of students in grades four through six did not meet the minimum health-related standards.

Successful implementation and monitoring of the FITNESS-GRAM Test, Presidential Fitness Program and Personal Fitness Logs have significantly promoted students' health consciousness. The increased activity and emphasis show 22.2% of our student successfully passed 5 out of 6 tests on the FITNESS-GRAM Test and 24.7% successfully passed 6 out of 6 tests on the same test. Results of the FITNESS-GRAM test indicate the need to continue the implementation of the Presidential Fitness Program and Personal Fitness Logs in grades four through seven.

Measurable Objective

Given instruction based on the National Standards for Physical Education, 50 percent of students in Grades four through seven will become award recipients following the administration of the 2007-2008 FITNESS-GRAM TEST.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement a scope and sequence that gradually incorporates the required minimum health related standards established by the Presidential Fitness Program.	Principal Assistant Principal P.E. Teachers	08/20/2007	06/04/2008	Healthcare & Healthy Choices	0
Ensure that the daily calisthenics opening routine addresses cardiovascular, flexibility and muscular strength and endurance.	Assistant Principal P.E. Teachers	08/20/2007	06/04/2008	Healthcare & Healthy Choices	0
Administer a pre and post FITNESS-GRAM test to establish individual goals and determine end of the year progress.	Principal Assistant Principal P.E. Teachers	08/20/2007	06/04/2008	Healthcare & Healthy Choices	0
Require students to keep a personal record of their fitness progress.	Principal Assistant Principal P.E. Teachers	08/20/2007	06/04/2008	Healthcare & Healthy Choices	0
Participate in the "Jump Rope for Heart" day and the "Nike 5K Run" for students in grades two through six.	Principal Assistant Principal P.E. Teachers	3/3/2008	3/31/2008	Healthcare & Healthy Choices	0

Research-Based Programs

The program to establish standards for students is Moving Into the Future -National Standards for Physical Fitness.

Professional Development

Professional development will be provided on the use of the FITNESS-GRAM test software as well educational materials to encourage health and fitness awareness.

Evaluation

The FITNESS-GRAM TEST Program will be used to measure student physical fitness progress. Progress will be monitored by a quarterly review of individual student reports.

Electives & Special Areas Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Electives & Special Areas Statement

Students will develop an appreciation for the arts through expanded curricular and extra curricular offerings.

Needs Assessment

The school's activities calendar data indicates that three different clubs offer students the opportunity to pursue interests in the musical field. In the 2005-2006 school year an Art Club was created to provide extra-curriculum activities in the art field. The Art Club's attendance logs indicate 13 percent of students in grade five participated in at least 80 percent of the club's activities. Enrollment met but did not exceed the previous year's participation. Implementation of a Wednesday schedule accommodated over 22 students who maintained membership in the Art Club when compared to the previous year. It also created conflicts with faculty meetings scheduled at least one Wednesday of the month. Variation in projects and activities appealed to diverse student interests and maintained an 80% attendance rate. Art Club membership or art courses need to be offered to students in grades 6 and 7.

Measurable Objective

Given the need to increase opportunities for students to develop an appreciation of the fine arts at least 15 percent of students in grade five through seven will join an art club/class and be actively engaged in activities that enrich the content area curriculum through art as evidenced by enrollment and membership logs.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Create art course/club opportunities for students in grades 6 and 7 through Enrichment Program.	Principal Assistant Principal Selected Teachers	10/01/2007	06/04/2008	Other/ Not Applicable	0
Recognize art club members for their services during a ceremony at the end the year.	Principal Assistant Principal Art Club Sponsor	05/21/2008	06/04/2008	Other/ Not Applicable	0
Feature Art Club members involved in the different school projects (re-painting the map of the United States in the school's covered patio, creating a butterfly garden, constructing a fish pond, painting murals in the cafeteria) on the school's morning announcements.	Principal Art Club Sponsor	09/15/2007	06/04/2008	Other/ Not Applicable	0
Create an art display for the school's Curriculum Fair to recognize the work of students in grades two through five with a section dedicated to the work of the Art Club members	Principal Assistant Principal Art Club Sponsor	03/19/2008	03/31/2008	Other/ Not Applicable	0

Research-Based Programs

n/a

Professional Development

n/a

Evaluation

Club membership rolls will document a membership of at least 15 percent of the student population in grades five through seven. Progress will be monitored by a monthly review of attendance logs.

Return On Investment Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Return On Investment Statement

Winston Park K- 8 Center will rank at or above the 90th percentile statewide in the Return On Investment (ROI) index of value and cost effectiveness of its program.

Needs Assessment

The most recent data supplied from the Florida Department of Education indicates that Winston Park K-8 Center ranked at the 56 percent Florida ROI index for the 2004-2005 school year, a decrease from the 2003-2004 school year.

The value of expending funds in order to enhance technology based programs such as Accelerated Reader and SuccessMaker, and increasing the availability of teachers in the tutorial programs through the use of EESAC and FSRP monies yielded learning gains. This was evidenced in student grades, FCAT Writing Plus, FCAT NRT Reading and Math, and learning gains in the state testing program.

The before, during and after school tutorials were implemented for ten weeks prior to the administration of the FCAT assessments to address the needs of the low performing students. A greater effort to identify and schedule students for before, during, and after school tutorials needs to be initiated in order to ensure a minimum of 20 weeks of instruction prior to the administration of the FCAT assessment.

Measurable Objective

Winston Park K-8 Center's Return On Investment (ROI) percentile ranking will improve 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	08/20/2007	06/04/2008	Other/ Not Applicable	0
Collaborate with the district on resource allocations.	Principal	08/20/2007	06/04/2008	Other/ Not Applicable	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. grants, private foundations, volunteer networks.	Principal Assistant Principal Teachers	08/20/2007	06/04/2008	Other/ Not Applicable	0
Consider shared use of facilities, partnering with community agencies.	Principal	08/20/2007	06/04/2008	Other/ Not Applicable	0

Research-Based Programs

n/a

Professional Development

n/a

Evaluation

Progress documented on the next State of Florida ROI index publication will be used as evaluation. Progress will be monitored by a monthly review of the school's financial status report.

EESAC Compliance

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

Budget:

The EESAC has full knowledge of the funds available in the school's budget and in the EESAC budget structure. The members have listened to current budgetary restraints and have recommended that EESAC monies be designated to whatever the needs of the school are following the final school level budget meetings.

Training:

The EESAC recommended continuing the school's on-going efforts to encourage all staff to participate in professional development which enhances their knowledge base and skill level.

Instructional Materials:

The EESAC is apprised of the instructional materials being used by students and recommended that the school continue to purchase all necessary materials to support the educational programs.

Technology:

The EESAC recommended that the school acquire software that will facilitate the creation of bi-weekly assessments for all grade levels and that it continue to increase the number of computer stations in every classroom as funds become available either through the school budget and/or fund raising.

Staffing:

The EESAC has been thoroughly briefed on the staff allocations and the commitment of the administration to maintain the class size reduction mandate in all classrooms.

Student Support Services:

The EESAC recommended training for prospective parent volunteers to work with students in reading. They also recommend and support whatever additional support services, the school can afford to assist students. One such program is the After School Care Tutorial Program with certified teachers as in the tutors.

Other Matters of Resource Allocation:

The EESAC actively supports school initiatives which increase additional funds to support school programs, such as Attendance rewards and other recognition like enhancements for students.

Benchmarking:

The EESAC has been informed of the District's progress monitoring system and the expected benchmarks for all students. Teachers work towards these benchmark through ongoing assessments.



School Improvement Plan 2007-2008



School Safety & Discipline:

The EESAC is well informed of the efforts to maintain a safe and secure environment for staff and students and that the 2005-06 School Climate Survey clearly indicates that 94 percent of the parents agree that their child's school is safe and secure.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	5000
Mathematics	5000
Writing	5000
Science	800
Parental Involvement	0
Discipline & Safety	0
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Total	15800



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