
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: *0321 - Biscayne Elementary School*

FeederPattern: *Miami Beach Senior*

Region: *Regional Center II*

District: *13 - Miami-Dade*

Principal: *Luis Bello*

Superintendent: *Rudolph F. Crew, Ed.D.*



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Biscayne Elementary School

Biscayne Elementary Community School was established in 1941. Over the years, it has evolved into a nurturing and dynamic educational environment that services the needs of the entire community. Our community is a caring and concerned community, but with 88% percent of families qualifying for free or reduced lunch, it is also a socio-economically needy community that faces many challenges in preparing students for the commencement of their academic career. The student body is comprised of 83% Hispanic students, 9.3% White students, 5.6% Black students and 2.2% other. Biscayne Elementary Community School proudly offers a rigorous academic program to Pre-k through sixth grade students. The school offers various programs including the Extended Foreign Language Program, Gifted Program for students first through sixth grade, and a Strings Program. Through the community school, we offer a variety of enrichment classes for students including ballet, computer training and self-defense classes as well as educational courses for adults. The School Improvement Plan for our school aims at improving student achievement and the overall well being of our students in various areas including reading, writing, mathematics, science, technology, parental involvement, discipline and safety, health and physical fitness, extracurricular activities and our use of funds to maximize returns. Our School Improvement Plan through the objectives listed below, reflects our efforts to fulfill our school's mission of "achieving academic excellence in a safe and healthy environment".

Given instruction using the Sunshine State Standards, students in grades 3-6 will increase reading comprehension from 59 to 62 percent of students demonstrating high standards, as documented by scores on the 2006 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, Students with Disabilities in grades 3-6 will increase reading comprehension from 32 to 44 percent of students demonstrating high standards as documented by scores on the 2006 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades 3-6 will increase by 3 percentage points, from 61 to 64 percent, the attainment of high standards, as documented by scores on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 50 percent of Students with Disabilities (SWD) in grades 3-6, as compared to 32 percent in 2005, will score at level 3 or higher on the 2006 administration of the FCAT Mathematics test.

Given instruction using the Sunshine State Standards, the percent of students scoring 3.5 or above will increase by one percent, from 78 to 79 on the 2006 FCAT Writing Test.

Given instruction using the Sunshine State Standards, students in grade 5 will improve their science skills as measured by a 3 percent increase in the mean scale score from 265 to 286 on the 2006 FCAT Science test.

Given the need to establish a link between school, home and community, parental involvement will increase from 357 attendees to 368 attendees, a 3 percent increase, at school-sponsored events related to

student achievement during the 2005-2006 school year.

Given training and support to students, the number of outdoor suspensions issued will be reduced by 10% from 98 to 88 in 2005-2006 as measured by the Referral Action and Suspension Report.

Teachers will increase their delivery of lessons with the use of technology from 1%-24% to at least 50% - 74% and increase their use of technology to complete administrative tasks from 50%-74% to 75% - 100% as measured by the STaR School profile in the 2005-2006 school year.

Given instruction using the Sunshine State Standards, students in grades 4-6 will show an increase in passing fitness scores by 3 percent, from 160 students to 178 students as evidenced by student performance on the 2006 administration of the FitnessGram Test.

Given the opportunity to participate in extracurricular activities, twenty students, or two percent of Biscayne Elementary Community School's population will participate in the after school Chess Program.

Biscayne Elementary Community School will improve its ranking on the State of Florida ROI index publication from the 32nd percentile in 2003 to the 50th percentile on the next publication of the index.

Based on careful analysis of the Organizational Performance Improvement Snapshot Assessment completed by our school faculty and staff, two areas have been selected to improve during the forthcoming year. The areas our faculty and staff rated least favorably on the above-mentioned survey were: District Strategic Planning Alignment and Data/Information/Knowledge Management. In order to address these concerns, our school will create a survey given during the last quarter of the school year that will solicit the opinions and suggestions of faculty and staff, as the leadership team plans for the upcoming year. Furthermore, the administrative team will disseminate, discuss and address concerns regarding budgetary information with faculty and staff at faculty meetings on a quarterly basis. These efforts will keep faculty and staff involved in both the budgetary and operational aspects of the school.

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.

Biscayne Elementary School

VISION

Our vision at Biscayne Elementary Community School is to provide every student the encouragement and opportunity to achieve his/her full potential through educational, social and cultural experiences encompassing the school, the family, and the entire community.

MISSION

The mission at Biscayne Elementary Community School is to achieve academic excellence in a safe and healthy environment.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through 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.

School Demographics

Biscayne Elementary Community School was established in 1941. Over the last 64 years, the school has evolved into a nurturing and dynamic educational environment serving Pre-K - 6th grade students in the northern Miami Beach community. Our total population is approximately 1000 students: 10% White Non-Hispanic, 5% Black Non-Hispanic, 83% Hispanic and 2% Asian/Indian/Multiracial. Approximately 88% of students qualify for free or reduced lunch. Of the 74 teachers in the school, 14% are Black, 27% are White, and 59% are Hispanic. Most of the families are newly arrived immigrants from Central and South America with a limited understanding of the English language. The school has been experiencing a decline in population partially due to the conversion of many of the surrounding apartment houses into condominiums.

Biscayne Elementary is a Title I funded school. The supplemental funds are used to reduce class size, purchase technology, and hire part-time tutors. We proudly offer special programs aimed at meeting the academic needs of all students. Some of these programs include: the Exceptional Student Education Program delivered through a full inclusion model for students with learning disabilities, a growing program for children with Autism, a Title I prekindergarten class and a prekindergarten class designed to provide inclusion for children in the Exceptional Education Program. The Limited English Proficiency Program provides instruction in English for students of other languages in an inclusion setting.

Biscayne Elementary School is also a community school. Extracurricular classes are given in such subjects as ballet, chess, and violin. In addition the community school gives adult classes in English acquisition.

Since most of the parents have limited English proficiency, they are unable to assist their children with homework or enrich their vocabularies. This challenge means that the school must assist with added tutoring in the mornings and afternoons. Computer-assisted instruction is utilized to bridge the gap. Four Waterford labs, a new Media Center with 18 computers, and our Compass Learning lab with 28 student stations are utilized to assist the students. There is a Parent Literacy Program offered by the Community School. Successful ESOL, ESE, and private grants have provided additional computers in various classrooms.

Another challenge faced by our school is the limited ability in expressive writing our students demonstrate. Intensive exposure to writing activities must begin prior to the fourth grade. The school needs to enable more students to hone writing skills by allowing them to write, edit, exchange, and revise their written work via computers which are easily accessible in the classroom and under the direct instruction of the classroom teachers. Additional access to computers also exposes students to literature, rich with expressive language necessary to improve student vocabulary which in turn will increase student achievement on the FCAT Writing Test. The use of e-mail will provide opportunities to expand the horizons of students by joining pen pal organizations throughout the world. Through our administration, faculty, staff, PTSA, and Dade Partners, our aim is to get our students ready for tomorrow by providing them with hands-on experiences with technology.

School Foundation

Leadership:

Leadership was an area of strength in the OPIS. Employees felt that the leadership uses the organization's values to guide and that employees are well aware of the school's mission. Furthermore, employees felt that their supervisors create an atmosphere that enables them to do their respective jobs. The OPIS did suggest that more feedback from employees about their opinions should be sought by the administration.

District Strategic Planning Alignment:

Employees felt that they are able to discern the progress that they are making towards achievement of the School's achievement plan. However, employees marginally felt that they knew how the organization's plans would affect their jobs and they felt that as the organization plans for the future, their input should be solicited more often.

Stakeholder Engagement:

The OPIS indicated that employees felt that they are very much in contact with customers, and that they frequently ask what customers desire. Likewise, customers frequently express their needs and wants to employees.

Faculty & Staff:

The OPIS indicated that the faculty and staff work well as a team and that they feel the environment surrounding them is safe and cooperative. Grade levels work cooperatively to support one another and to develop interesting and comprehensive instructional lesson plans. Furthermore, faculty and staff feel like they are recognized for their performance and that their supervisor and the organization cares about their well-being.

Data/Information/Knowledge Management:

Although employees felt that they frequently are able to self-assess and control work processes, this area was amongst the weakest areas of the survey. Employees demonstrated that more reflective practices about the work they do are needed so that more informed adjustment to work processes may be made.

Education Design:

Our organization offers a variety of opportunities for academic advancement of students.

During the school day attention is closely paid to assisting teachers in providing a rigorous academic program for our students. Furthermore, before and after school tutoring are offered to students who require additional instruction to master specific skills. Additionally, students who have demonstrated proficiency and talent academically are recruited and placed in advanced academic programs including team classes and classes for students who are considered gifted. Through leadership team and grade level meetings, continuous improvement is sought through careful analysis of data and the constant evolution of practices to better meet the needs of our customers.

Performance Results:

This process has impacted various areas including improving specific practices in planning for the future as an

organization. Also, it has highlighted our need to focus academically on all students, but specifically students with disabilities and in improving our approach to providing a comprehensive writing program at our school. Furthermore it has demonstrated our need to emphasize an anti-violence program at our school to reduce the number of incidents, that result in physical altercations between students.

GOAL 1: READING

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

All students will be able to read on or above grade level.

Needs Assessment

The results of the 2005 FCAT Reading Test indicate that that 59 percent of all the students met high standards in reading, while only 32 percent of Students with Disabilities met high standards in reading. In addition, a comparison of scores across the grade levels indicate a drop of 19 percent between fourth and fifth grade reading scores and a drop of 9 percent between fifth and sixth grade reading scores underlining the need for a refocus on reading comprehension in the fifth and sixth grades. A disaggregation of the 2005 data indicates the need for focusing on main idea and compare and contrast as scores remain below the state average in these two clusters.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades 3-6 will increase reading comprehension from 59 to 62 percent of students demonstrating high standards, as documented by scores on the 2006 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, Students with Disabilities in grades 3-6 will increase reading comprehension from 32 to 44 percent of students demonstrating high standards as documented by scores on the 2006 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the CRRP with an emphasis on guided reading.	Reading coach/teachers	8/8/2005	5/24/2006
Provide grade-level instruction using the inclusion model.	ESE Teachers	8/8/2005	5/24/2006
Provide small group instruction, one-on-one remediation and support by teachers of exceptional students.	ESE Teachers	8/8/2005	5/24/2006
Utilize computer-assisted resources such as Waterford.	ESE Teachers	8/8/2005	5/24/2006
Remediate small groups including intensive and intensive+ in sixth grade and utilize designated intervention materials (Voyager, Success for All, etc) and retired teachers as tutors.	Reading coach/teachers/tutors	8/8/2005	5/24/2006
Disaggregate data to identify areas of weakness and to develop instructional plans.	Reading coach/teachers	8/8/2005	5/24/2006
Provide parent workshops to keep parents informed about reading requirements and state assessments and to encourage collaboration between school and home.	Reading coach/counselors	10/10/2005	1/27/2006
Tutor select students four times a week before/after school (lowest 25%).	Reading coach/teachers	10/10/2005	3/31/2006
Implement Continuous Improvement Model using 8 steps incorporated into grade level planning.	All	8/8/2005	5/24/2006

Research-Based Programs

Houghton Mifflin
Voyager
Success for All
Soar to Success

Professional Development

Professional development for all teachers will include: Houghton Mifflin seminars, techniques to improve instruction, training in all elements of the CRRP and interpreting data to plan instruction. Other services will be scheduled based on PDP's, district/state initiatives, teacher requests and recognized needs. Delivery of services will include model lessons, grade level planning, sharing of materials and best practices.

Evaluation

Researched-based and district assessments to monitor student progress will occur on an on-going basis. Additional assessment instruments used are: Dynamic Indicators of Basic Early Literacy Skills (DIBELS) in grades K-5 and Oral Reading Fluency in grade 6. Waterford printouts will track skill development of ESE students. Compiled data will be shared with classroom teachers to guide planning and instruction. The objective will be met if 62 percent standard curriculum students and if 44 percent of Students with Disabilities (SWD) meet high standards on the 2006 FCAT Reading Test.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

GOAL 2 STATEMENT:

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

Needs Assessment

An analysis of the 2005 FCAT Mathematics Test indicates that 61 percent of students have met the state required mastery level (FCAT level 3 and above) while 74 percent of students made learning gains. The analysis of the 2005 FCAT Mathematics Test also indicates that 32 percent of Students with Disabilities (SWD) scored at or above grade level in Mathematics. Upon reviewing the data of the 2005 FCAT, the results indicate that only 44 percent of our fifth graders met the state required mastery level while 71 percent of students made learning gains. In third grade the strand of Geometry decreased by 14 percent while the other four strands remained constant. In fourth grade no strands decreased but Number Sense, Algebraic Thinking, and Geometry remained the same. In fifth grade Number Sense decreased by 15 percent and Measurement decreased by 10 percent. Two strands remained constant for fifth graders - Geometry and Algebraic Thinking. Focused strategic instruction is needed in these areas for significant student achievement to be realized. Throughout all grade levels, students require exposure to collecting, analyzing, and using meaningful data to make inferences. All students need to develop a broader understanding of mathematical vocabulary to read, comprehend texts, and express their thinking verbally. Throughout all grade levels, Students with Disabilities (SWD) require exposure to collecting, analyzing, and using meaningful data to make inferences. All Students with Disabilities (SWD) need to develop a broader understanding of math related vocabulary in order to read, comprehend texts, and express their thinking verbally.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades 3-6 will increase by 3 percentage points, from 61 to 64 percent, the attainment of high standards, as documented by scores on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 50 percent of Students with Disabilities (SWD) in grades 3-6, as compared to 32 percent in 2005, will score at level 3 or higher on the 2006 administration of the FCAT Mathematics test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide small group instruction for students who scored at the lowest quartile on the 2005 Mathematics FCAT and 2005 Mathematics SAT.	Math Resource Teacher & Science Resource Teacher	8/8/2005	5/24/2006
Implement the Continuous Improvement Model (CIM) utilizing the eight-step process.	Administration, Math Resource Teacher & Science Resource Teacher	8/8/2005	5/24/2006
Provide students with performance-based activities incorporating the use of manipulatives, problem-solving, critical thinking, communication skills and technology.	Homeroom Teachers, Math Resource Teacher & Science Resource Teacher	8/8/2005	5/24/2006
Utilize technology based activities such as - FCAT Explorer, EduSoft, RiverDeep, Compass Learning, and Access2Learn software to reinforce and enhance mathematical skills.	Homeroom Teachers & Math Resource Teacher	8/8/2005	5/24/2006
Integration of mathematics and science will enhance instruction for students as well as expose them to increased higher order problem solving skills.	Homeroom Teachers, Math Resource Teacher & Science Resource Teacher	8/8/2005	5/24/2006
Address the mathematical deficiencies of Students with Disabilities through the use of inclusion teachers who will use the multiple sensory approach including the use of manipulatives such as Cuisenaire Rods, base ten blocks, pattern blocks, etc.	ESE Teachers	8/8/2005	5/24/2006
Develop a weekly instructional focus calendar for mathematics using the scope and sequence from the district's mathematics long-range goals.	Reading Coach, Math Resource Teacher & Science Resource Teacher	8/8/2005	5/24/2006
Assess strands regularly with biweekly benchmark tests. The results will guide instruction.	Administration, Math Resource Teacher & Science Resource Teacher	8/8/2005	5/24/2006
Implement suggested Mathematics Long-Range	Administration, Math Resource	8/8/2005	5/24/2006

Plans for kindergarten through sixth grade.	Teacher & Science Resource Teacher		
Provide small group, one-on-one remediation and support to SWD in Mathematics.	ESE Teachers	8/8/2005	5/24/2006

Research-Based Programs

Houghton-Mifflin Mathematics Program

Professional Development

All teachers, including ESE teachers, will be trained on the five essential components of Mathematics (number sense, measurement, data analysis, algebraic thinking, and geometry). Inservices will be provided by Houghton-Mifflin on using the mathematical manipulatives supplied by them with our textbook series. In-house inservices will include training on the technological resources required for the implementation of the School Improvement Plan such as: FCAT Explorer, RiverDeep, Compass, and Access2Learn. The administration will facilitate teacher enrollment in TEC mathematical workshops to create new and innovative lesson plans that will enrich and make mathematics fun for their students.

Evaluation

This objective will be evaluated by scores of the 2006 FCAT Mathematics Test. District provided interim assessments and/or biweekly benchmark tests will be used to monitor progress toward the objective. The objective will be met if 64 percent standard curriculum students and if 50 percent of Students with Disabilities (SWD) meet high standards on the 2006 FCAT Mathematics Test.

GOAL 3: WRITING

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

GOAL 3 STATEMENT:

All students will be able to incorporate the following elements in their writing: focus, organization, support, and conventions.

All students will be able to communicate effectively through writing.

Needs Assessment

The results of the 2005 FCAT Writing Test indicates that 78 percent of the fourth grade students met high standards in writing by scoring 3.5 or higher. However, only 5 percent scored 5.0 or higher. The Data shows that our students had a stronger grasp of the narrative and scored higher (64 percent achieved 4.0 or higher on that portion as compared to 58 percent on the expository). While there is a need for improving the writing skills in both areas, our main focus needs to be on improving the necessary skills in expository writing.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, the percent of students scoring 3.5 or above will increase by one percent, from 78 to 79 on the 2006 FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the Continuous Improvement Model utilizing the eight-step process.	All	8/8/2005	5/24/2006
Disaggregate and analyze results from the expository and narrative pretest to identify areas of weakness in student performance and to develop instructional focus.	Home Room Teachers	8/8/2005	5/24/2006
Implement modeling strategies such as magnified moment, show-not-tell, and analysis of student work.	Writing Leader	8/8/2005	5/24/2006
Conduct small group and one-to-one student conferencing.	Writing Leader	8/8/2005	5/24/2006
Tutor select grade 4 students four times a week before, during, and after school.	Home Room Teachers	10/10/2005	5/24/2006
Conduct grade-level planning sessions to assure consistency of instruction.	Home Room Teachers	8/8/2005	5/24/2006

Research-Based Programs

Houghton-Mifflin

Professional Development

Professional development of teachers will occur through modeling of the Zelda Glazer writing institute techniques by the writing leader. The topics discussed at the institute such as: techniques to improve the delivery of instruction, the art of teaching to improve the quality of writing through the use of strategies, i.e., magnified moment, show-not-tell, and hooks will be disseminated to all teachers. Other services will be scheduled based on PDP's, district/state initiatives, teacher requests and recognized needs. Delivery of services will include model lessons, grade level planning, sharing of materials and best practices.

Evaluation

Ongoing assessments will include the writing pre- and post tests, weekly writing assignments and monthly prompts, which will be used to monitor writing objectives. The objective will be met when 79 percent of fourth grade students achieve at or above the state required mastery level of 3.5 or above as documented on the 2006 FCAT Writing Test.

GOAL 4: SCIENCE

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

Students in Grade 5 will be able to apply the scientific method and experience a wide variety of laboratory experiments exposing students to each area of the science curriculum.

Needs Assessment

The results of the 2005 FCAT Science test reflect a mean score of 265. The district mean score was 286. The score of 265 reflects an increase of 7 mean scale points when compared to the 2004 test. The needs assessment reveals that students require remediation in all benchmarks. The greatest areas of need (in order from most to least) are as follows: Earth and Space, Scientific Thinking, Life and Environmental, and Physical and Chemical.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade 5 will improve their science skills as measured by a 3 percent increase in the mean scale score from 265 to 286 on the 2006 FCAT Science test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the Continuous Improvement Model (CIM) utilizing the eight –step process.	Science Resource Teacher	8/8/2005	5/24/2006
Disaggregate and analyze data from the 2005 FCAT Science test to identify strengths and weaknesses.	Science Resource Teacher, Sixth Grade Science Teachers	8/8/2005	5/24/2006
Utilize the FOSS curriculum focusing on the Sunshine State Standards.	Science Resource Teacher	1/2/2006	3/31/2006
Demonstrate understanding of the Scientific Method through student presentations.	Science Resource Teacher, Sixth Grade Science	9/12/2005	11/30/2005
Increase students' participation in hands-on science activities by conducting experiments that demonstrate concrete applications and abstract thinking of the Scientific Method through the utilization of the science lab for students in grades 4-5.	Science Resource Teacher, Sixth Grade Science	8/8/2005	5/24/2006
Implement student participation in a school-wide Science Fair to reinforce the Scientific Method.	Science Resource Teacher	9/12/2005	11/30/2005

Research-Based Programs

Scott Foresman, FOSS

Professional Development

Professional development training will include the four essential components of Science (Physical and Chemical, Earth and Space, Life and Environment, Scientific Thinking). Workshops on the Scientific Method will be held for parents, teachers, and students to facilitate participation in the Science Fair. The administration will facilitate teacher enrollment in TEC science workshops to create new and innovative lesson plans that will enrich instruction and make science fun for their students. The science resource teacher will provide additional assistance in content delivery and/or strategies.

Evaluation

The objective will be met if students demonstrate an increase of 21 mean scale points, on the 2006 FCAT Science test.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

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

GOAL 5 STATEMENT:

Biscayne Elementary will increase recruitment and provide opportunities for parents to be involved in their children's education.

Needs Assessment

Parental involvement at Biscayne Elementary Community School has shown improvement; however, there is still a definite need to increase parental participation. Our logs demonstrated that a total of 357 parents attended FCAT workshops from August 2004 - May 2005. In an effort to improve parental attendance at academic events, the following needs have been identified: (a) the need for a liaison to make recommendations and coordinate school-sponsored activities; (b) the need for more school-sponsored events which are designed to assist parents in promoting literacy at home (ie., Family Literacy Nights); and (c) the need for expanding existing student recognition efforts to promote positive parental involvement.

Measurable Objective

Given the need to establish a link between school, home and community, parental involvement will increase from 357 attendees to 368 attendees, a 3 percent increase, at school-sponsored events related to student achievement during the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Maintain ongoing communication through the following: Student progress reports, report cards, flyers, parent/teacher conferences and home visits.	Faculty members	8/8/2005	5/24/2006
Provide two FCAT/Home Learning Workshops for Grades 3-6.	Counselor, 3rd-6th Grade Level Chairpersons	10/10/2005	3/17/2006
Implement Monthly Parent Calendar.	Administration	8/8/2005	5/24/2006
Written notifications in parents' home language.	Administration	8/8/2005	5/24/2006
Motivate parents to participate in the following: PTSA and EESAC.	Community School Assistant Principal, Counselor	8/8/2005	5/24/2006
Utilize the Parent Compact.	Community Involvement Specialist	8/8/2005	5/24/2006

Research-Based Programs

Just Read Families! National PTA Standards for Parent Family Involvement Program

Professional Development

Not Applicable

Evaluation

The objective will be met if the 2005-2006 parental involvement attendance logs show a 3 percent increase when compared to the 2004-2005 school year.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 6 STATEMENT:

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

Needs Assessment

Many elementary age students lack the strategies to solve problems in positive ways without using aggressive techniques. When considering the total school population, 3.2 % of students received outdoor suspensions. Forty-two percent of the 2004-2005 referrals dealt with fighting. Forty-one percent were involved in inappropriate behaviors in the classroom and towards adults. The school has an obligation to introduce educational programs to teach appropriate strategies to solve situations that occur at this age. Additionally, as many of our students walk to school, appropriate pedestrian safety information is necessary for students.

Measurable Objective

Given training and support to students, the number of outdoor suspensions issued will be reduced by 10% from 98 to 88 in 2005-2006 as measured by the Referral Action and Suspension Report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement The Students Against Bullying to reduce the number of incidents involving bullying.	Counselor	10/24/2005	5/19/2006
Participate in the Truancy Intervention Programs sponsored by Miami-Dade County Public Schools and Miami Beach.	Assistant Principal and counselor	10/24/2005	5/17/2006
Implement the Mediation Program to allow trained students to mediate problems between other students.	Counselor	10/3/2005	5/19/2006
Analyze Accident Reports and recommend practices and procedures evolving from the reports.	Safety Committee	9/21/2005	5/17/2006
Participate in the nation wide WalkSafe Program which will involve parents, teachers, and students in an educational program to reduce pedestrian accidents.	P.E. teachers, counselor	10/10/2005	10/21/2005

Research-Based Programs

Not Applicable

Professional Development

Workshop for counselors: "Student Against Bullying"

Workshop for Physical Education teachers: WalkSafe Program

Evaluation

Given increased training and support for students in maintaining a safe learning environment, the Referral Action and Suspension Report for the 2005-2006 school year will reflect 88 or less outdoor suspensions, a 10% decrease from 2004-2005.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

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

GOAL 7 STATEMENT:

Biscayne Elementary Community School teachers will use technology to enhance their delivery of lessons and assist in completion of administrative tasks.

Needs Assessment

An analysis of the 2004 STaR School profile indicates that teachers need to increase their delivery of lessons with the use of technology from 1 - 24% and increase their use of technology for administrative tasks such as lesson plans, grade books, etc. from 50 - 74%. The 2004 STaR School profile also shows that only 5% of teachers have access to technology. This percent represents the number of classroom computers that are used strictly by teachers. This number is misleading since they have access to all computers in their classrooms plus the ones in the media center and the computer lab.

Measurable Objective

Teachers will increase their delivery of lessons with the use of technology from 1%-24% to at least 50% - 74% and increase their use of technology to complete administrative tasks from 50%-74% to 75% - 100% as measured by the STaR School profile in the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement new Grade Book Manager for all teachers to use.	Math Resource Teacher	1/2/2006	5/24/2006
Implement the Continuous Improvement Model (CIM) utilizing the eight-step process.	Administration, Math Resource Teacher	8/8/2005	5/24/2006
Assess strands regularly with our biweekly benchmark tests, using EduSoft software.	Math Resource Teacher & Science Resource Teacher	8/8/2005	5/24/2006
Utilize Smart Boards to deliver instruction.	Math Resource Teacher & Science Resource Teacher, Gifted Teacher	8/8/2005	5/24/2006
Utilize technology based activities such as - FCAT Explorer, RiverDeep, EduSoft, Compass Learning, and Access2Learn software to reinforce and enhance teaching skills.	Homeroom Teachers, Math Resource Teacher & Science Resource Teacher	8/8/2005	5/24/2006

Research-Based Programs

Not applicable.

Professional Development

Professional development will include on site training on the new Grade Book Manager, Edusoft, FCAT Explorer, and RiverDeep.

Evaluation

This objective will be evaluated by scores of the 2006 STaR School profile. The objective will be met if teachers show an increase in their delivery of lessons with the use of technology from 1% - 24% to at least 50% - 74% and increase their use of technology when it comes to completing administrative tasks such as lesson plans, grade books, etc. from 50% - 74% to 75% - 100% in the 2005-2006 school year.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

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

GOAL 8 STATEMENT:

Through participation in the physical education program, students expand interest and skills that promote and encourage lifetime fitness for daily living and overall wellness.

Needs Assessment

To properly assess both student fitness performance and programmatic success, we will administer a pre- and post-test to determine student baseline measures. The implementation of the FitnessGram test program will be the assessment tool used. The results of the 2005 FitnessGram test indicate that 40 percent of all the students met high standards in physical fitness.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades 4-6 will show an increase in passing fitness scores by 3 percent, from 160 students to 178 students as evidenced by student performance on the 2006 administration of the FitnessGram Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Administer FitnessGram Pre-test to determine baseline measure in order to provide feedback to each physical education teacher as to whether his or her individual instructional program is effective in improving student performance.	Physical Education Teacher	9/12/2005	5/19/2006
Ensure that an appropriate amount of instructional time is dedicated to fitness related activities on a daily basis. Activities will emphasize improvement in flexibility, cardiovascular, and muscular strength and endurance.	Physical Education Teacher	8/8/2005	5/24/2006
Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items, which would enhance specificity of training.	Administration	8/8/2005	5/24/2006
Introduce games such as Parachute fitness, or Activity verb relay that target the components of physical fitness.	Physical Education Teacher	8/8/2005	5/24/2006
Provide incentives that will encourage students to participate and become more physically active.	Physical Education Teacher	8/8/2005	5/24/2006
Develop a physical education action plan to ensure its goals and objectives are met.	Physical Education Teacher	8/8/2005	5/24/2006

Research-Based Programs

Not applicable.

Professional Development

Professional development for all physical education teachers will include: techniques to improve the delivery of instruction, attending FitnessGram, Fitness Activities, and Fitness Walking workshops, the Criss Strategies in-service, and any other M-DCPS programs that will assist with the enhancement of student productivity.

Evaluation

The objective will be met if a 3 percent increase in students in grades 4-6 receive passing fitness scores as documented by the scores on the 2006 FitnessGram test.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

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

GOAL 9 STATEMENT:

Through an afterschool chess program, our goal is to build strong intellect, improve cognitive ability, develop concentration skills, self-discipline and the intellectual maturity of our students.

Needs Assessment

Due to Biscayne Elementary Community School’s rigorous academic requirements, additional special area programs are difficult to incorporate during school hours. In an effort to build a stronger intellect and improve the cognitive ability of the student population, a Chess Program will be implemented.

Measurable Objective

Given the opportunity to participate in extracurricular activities, twenty students, or two percent of Biscayne Elementary Community School's population will participate in the after school Chess Program.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Assess both student achievement and programmatic success in meeting the goals and objectives of the Chess Program.	Community School Assistant Principal	9/12/2005	5/18/2006
Administer a pre-Chess test to determine baseline measures and compare to a post-Chess test in order to obtain valid measures of student improvement.	Community School Assistant Principal	9/12/2005	5/18/2006
Monitor the Chess Program to ensure that that the Chess instructor selects activities specifically related to enhancing specificity of training.	Community School Assistant Principal	9/12/2005	5/18/2006
Develop and maintain student portfolios and Learning Logs to assess program effectiveness and student progress in the game of Chess.	Community School Assistant Principal	9/12/2005	5/18/2006
Participate in local and district wide tournaments and competitions.	Community School Assistant Principal	9/12/2005	5/18/2006

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

The objective will be met if at least 20 students, or two or more percent of Biscayne Elementary Community School's population participates in the after school Chess Program during the 2005-2006 school year.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

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

GOAL 10 STATEMENT:

Biscayne Elementary Community School will rank at or above the 90th percentile statewide in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicates that in 2003, Biscayne Elementary Community School ranked at the 32nd percentile on the State of Florida ROI index.

Measurable Objective

Biscayne Elementary Community School will improve its ranking on the State of Florida ROI index publication from the 32nd percentile in 2003 to the 50th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Collaborate with the district on resource allocation.	Principal & ESSAC	8/8/2005	5/24/2006
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal & ESSAC	8/8/2005	5/24/2006
Become more informed about the use of financial resources in relation to school programs.	Principal & ESSAC	8/8/2005	5/24/2006
Consider shared use of facilities, partnering with community agencies.	Community School Assistant Principal	8/8/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

On the next State of Florida ROI index publication, Biscayne Elementary Community School will show progress toward reaching the 50th 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 Educational Excellence School Advisory Council (EESAC) has advised the principal in the development of the school's budget. Budget training was provided by the principal and additional training by the district's budget analyst is forthcoming.

Training:

The principal, EESAC chairperson and the union steward have received training and are skilled in identifying resources and strategies necessary for the development and implementation of the School Improvement Plan. Additionally, the faculty and staff have been trained on new security measures. The EESAC also surveys the staff to determine future professional development activities.

Instructional Materials:

The EESAC has recommended that the school purchase additional educational materials, such as Leapfrog, overhead projectors, 200 dry-erase boards and Waterford Early Reading Program materials.

Technology:

The EESAC recommended that the school continue using Compass Learning and the Waterford Early Reading Program.

Staffing:

The EESAC meets monthly with the principal to discuss open positions and personnel needs.

Student Support Services:

The EESAC has recommended that the school continue to support school-wide programs that support positive personal growth for students such as Anti-bullying / Character Education, Peer Mediation, Nutrition Education & Obesity Prevention Intervention Program, Red Ribbon activities and Career Day.

Other Matters of Resource Allocation:

The EESAC recommended that their allocation of funds be spent on supplemental materials based on availability.

Benchmarking:

The EESAC receives regular reports on the progress related to the results of benchmark assessments. The reading leader is one of the persons responsible for ensuring that benchmark testing is being done at every grade level and she is a member of the School Advisory Council. Additionally, the EESAC recommended that Edusoft quarterly test results be distributed to teachers to aid with their planning.

School Safety & Discipline:

The EESAC monitors the discipline and safety committees. The school adopted a school-wide discipline plan that was reviewed by the EESAC and the faculty. Additionally, the EESAC recommended that Student Code of Conduct booklets be sent home and that parents be advised of new security measures at the school.

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

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