
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 0771 - Dr. William A. Chapman Elementary School

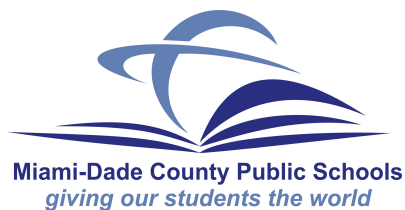
FeederPattern: Homestead Senior

Region: Regional Center VI

District: 13 - Miami-Dade

Principal: Linda Amica

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Dr. William A. Chapman Elementary School

Dr. William A. Chapman Elementary School is located in Naranja, Florida. The diverse student population is multiethnic with approximately twenty-six percent Limited English Proficient (LEP) students. Nineteen percent of the students are presently enrolled in Special Education (SPED) programs and nine percent attend an in-house program for emotionally handicapped students. The school also serves children from migrant families and children residing in the Homeless Assistance Center. The school has a fifty percent mobility rate. Ninety-eight percent of the students receive free or reduced priced meals.

After analyzing and evaluating pertinent data such as the School's Organizational Improvement Snapshot Assessment, the Florida Comprehensive Assessment Test (FCAT), and the Stanford Achievement Test, Dr. William A. Chapman Elementary School, in conjunction with the Educational Excellence School Advisory, has suggested the following strategies for the 2005-2006 school year: monitoring the instruction of the Sunshine State Standards; implementation of the K-12 Reading Plan; differentiated instruction, collaborative planning, the implementation of instructional calendars, tutoring targeted students from special areas; before, during and Saturday tutorial programs; infusion of technology throughout instruction; staff development and on-going support from the District and community-based services. These strategies/resources serve all students including Limited English Proficient (LEP) and Special Education (SPED) program participants. All endeavors are designed to achieve our mission to develop each student's potential for success and become lifelong learners and responsible citizens in our global society.

Dr. William A. Chapman Elementary School will continue to implement an instructional program with a primary focus on literacy from kindergarten to fifth grade. Common instructional materials will be employed at the school as well as supplemental materials and literacy interventions across grade levels. A structured curriculum will be delivered through instruction that is data driven. A strong emphasis will be placed on continuous assessment which monitors student achievement through a variety of assessments including a monthly in-house progress monitoring assessment which will yield student performance data. This data will be carefully analyzed and used to focus instruction and to set monthly achievement goals.

Given instruction using Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 44 percent scoring at Level 3 or above on the 2006 administration of the FCAT Reading Test.

Given instruction using Sunshine State Standards, Students with Disabilities in grades three through five will improve their reading skills as evidenced by 44 percent scoring at a Level 3 or above on the 2006 administration of the FCAT Reading Test.

Given instruction using Sunshine State Standards, Economically Disadvantaged students in grades three through five will improve their reading skills as evidenced by 44 percent scoring at a Level 3 or above on the 2006 administration of the FCAT Reading Test.

Given instruction using Sunshine State Standards, Limited English Proficient (LEP) students in grades

three through five will improve their reading skills as evidenced by 44 percent scoring at a Level 3 or above on the 2006 administration of the FCAT Reading Test.

Given instruction using Sunshine State Standards, African American students in grades three through five will improve their reading skills as evidenced by 44 percent scoring at a Level 3 or above on the 2006 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 50 percent of students scoring a Level 3 or higher as documented by scores of the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Students with Disabilities in grades three through five will improve their mathematics skills as evidenced by 50 percent of students scoring a Level 3 or higher as documented by scores of the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, African American students in grades three through five will improve their mathematics skills as evidenced by 50 percent of students scoring a Level 3 or higher as documented by scores of the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Hispanic students in grades three through five will improve their mathematics skills as evidenced by 50 percent of students scoring a Level 3 or higher as documented by scores of the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students in grades three through five will improve their mathematics skills as evidenced by 50 percent of students scoring a Level 3 or higher as documented by scores of the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 91 percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Writing+ Test.

Given instruction using the Sunshine State Standards in Science, fifth grade students will improve their scientific knowledge as evidenced by an increase of five percent Mean Scale Score on the 2006 administration of the FCAT Science Test.

Given increased contact via the efforts of the Community Involvement Specialist, parent/family/community attendance at Title I Workshops during the 2005-2006 school year will increase by five percent as compared to attendance during the 2004-2005 school year as evidenced by sign-in logs.

By implementing the "Chapman County" discipline plan there will be a decrease in student referrals. Given an emphasis on a safe and orderly environment, student behavior in grades kindergarten through five will improve as evidenced by a three percent decrease in the number of student referrals in the 2005-2006 school year when compared to the number of referrals in the 2004-2005 school year.

Given the results of the 2004 System for Technology Accountability and Rigor Survey (STaR), student and teacher usage and understanding of technology will increase by 12 percent when compared to the 2005 STaR Survey.

Given instruction using the Sunshine State Standards, student will improve their overall National Fitness scores as evidenced by 35 percent of the students meeting national standards.

Given an increased emphasis on participation in the appreciation of the fine arts, 20 percent of students in second through fifth grade will participate in a fine arts before/after school program during the 2005-2006 school year as documented by attendance rosters.

Dr. William A. Chapman Elementary School will improve its ranking on the State of Florida ROI index publication from the eleventh percentile in 2003 to the fifteenth percentile on the 2006 publication of the index.

Analysis of Dr. William A. Chapman Elementary School's Organizational Improvement Snapshot Assessment indicates a high level of stakeholder satisfaction as indicated by 100% of the category score rankings averaging 4 or above (based on a scale of 1-5 where 1 equals never, 3 equals sometimes, and 5 equals always). Further analysis identified the following categories as being in need of improvement: 7c: "I know how well my organization is doing financially" (category score = 3.3); 7e: My organization removes things that get in the way of progress (category score = 3.8). To further address these areas of concern, Dr. William A. Chapman Elementary will identify and provide staff development that will enable staff members to develop an improved understanding of the school's budget.

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.

Dr. William A. Chapman Elementary School

VISION

Dr. William A. Chapman Elementary School enhances the community through its commitment to providing the best possible educational experiences for learners, their families and the community we serve. The collaborative efforts of peers, professional staff, school support personnel, parents and those who provide services, will contribute to the overall development of the individual learner by meeting his/her academic, emotional, social and physical needs within a nurturing, supportive community of learners. The environment at Dr. William A. Chapman Elementary School encourages exploration, discovery and self-empowerment as new skills are developed and applied. Utilizing technology to access information and interact within a larger community of learners will enable students to compete with, and learn from, students across the state, nation and world.

MISSION

The mission of Dr. William A. Chapman Elementary School is to develop all students' potential for success. To attain this goal, Chapman's staff provides a supportive and healthy environment, which enhances the students' academic, social, physical, and emotional development. Students will become lifelong learners and responsible citizens in a global society.

CORE VALUES

Dr. William A. Chapman Elementary School's core values are to help students develop into engaged, productive members of society who put knowledge to work. Students are nurtured, challenged and encouraged to reach the extent of their potential. Individual student needs are identified and met in an effort to help each student reach his/her full potential.

School Demographics

Dr. William A. Chapman is located on nine acres in southern Miami-Dade County community of Naranja. The two-story main building was built as an open space school, but has been partially partitioned into smaller classroom areas.

The diverse population at Dr. William A. Chapman Elementary School is multiethnic. The school has identified several issues that present challenges to the learning environment. The large migrant population and students from the Homeless Assistance Center contribute to the high mobility rate. Promoting regular attendance presents a challenge, which also impacts the academic achievement of these students. Since these students are transported by bus, they are often unable to participate in before and after school tutoring and other activities. To meet the needs of these students additional tutoring is provided during the school day. Dr. William A. Chapman Elementary School is located in a low socio-economic community. Special Education (SPED) students include groupings of Emotionally Handicapped and students with Varying Exceptionalities. These class units have small student/teacher ratios and have a full-time paraprofessional. These Special Education (SPED) students benefit from all curriculum and tutoring provided to the entire school population. The student population in the 2004-2005 school year consisted of approximately 870 students in pre-kindergarten through grade five, with an ethnic breakdown of forty-seven percent African-American, fifty-two percent Hispanic and one percent other. The number of students qualifying for free or reduced priced lunch averages ninety-eight percent each year. The Special Education (SPED) population constitutes nineteen percent of the enrollment. Limited English Proficient (LEP) students constitute twenty-six percent of the enrollment.

Enrollment at Dr. William A. Chapman Elementary School is on the increase. There is further anticipated increase in enrollment due to the completion of several housing developments adjacent to the school. This will pose a challenge in that classroom space is extremely limited because of the design of the building. The structure of the school is an open classroom concept with large amounts of distractions and movement. The school has no solid walls and temporary partitions are used to divide space. Often space is limited for each classroom area. Dr. William A. Chapman Elementary School also identified several issues concerning challenges in relationships with internal operations and external forces. Rental communities and new housing developments will add numerous students to the school's enrollment. It is anticipated that the additional students will cause overcrowding and further challenge to the already restricted classroom space and impact the learning environment.

Another challenge Dr. William A. Chapman Elementary School faces is the high rate of mobility which stems from the large migrant population and students from the Homeless Assistance Center. Promoting regular attendance presents a challenge, which also impacts the academic achievement of these students. Additionally, many of the parents lack the level of education needed to adequately help their children at home. Monthly workshops and meetings are held to inform parents of school activities and expose them to the kinds of skills their children receive in school. A large number of parents do not speak or read English. Fewer than ten percent of the students have computers at home. This makes it difficult to expect students to receive the level of support from home that is required for home learning assignments. The school administration, teachers and the Community Involvement Specialist are instrumental in promoting positive communications between school and home and in facilitating parent support services.

Dr. William A. Chapman Elementary School has identified several issues concerning challenges in process improvement. Students' scores on the FCAT indicate a need to modify instructional methods to raise the level of achievement and reduce the number of students at the lowest performance levels. Collaborative planning and focused instruction continue to be implemented throughout the grade levels. A team concept has been implemented to allow grade levels to plan together and with other grade levels, share best practices and use item analysis information to analyze student weaknesses to drive instruction. Frequent monitoring of instruction in the classrooms, continuous teacher support, and assessments aligned with the Sunshine State Standards have been developed to address the need to raise levels of student performance in all subgroups.

Dr. William A. Chapman is a Title I School, receiving additional federal funds. The school has: an inclusion model for students with diagnosed exceptionalities; a Limited English Proficiency (LEP) program which provides instruction in English for Students of Other Languages; and an Academic Excellence Program (AEP) that is implemented for students who benefit from enrichment strands of instruction. These programs focus on improving the educational achievement of all students. The Florida Department of Education grades Dr. William A. Chapman Elementary as a "C" level school. A decrease in the number of struggling students achieving learning gains had a significant impact on overall scores. According to data collected from the 2004-2005 Florida Comprehensive Assessment Test (FCAT), sixty-five percent of students made a year's worth of progress in reading, sixty-seven percent of the students in grades three through five made learning gains in mathematics and ninety percent of the students in grade four met state standards or higher in writing.

The administrative team is comprised of a principal and an assistant principal who serve as the instructional leaders of the school. There are 76 certified classroom teachers, 11 special area teachers, and two guidance counselors. There is also a speech therapist, a media specialist, a Title I reading coach, a Reading First reading coach, and 10 paraprofessionals employed at the school. Thirty-five percent of the teachers have advanced degrees. The student-teacher ratios are at state-level requirements as evidenced by data reported on the District and School Profile Report. The ethnic make-up of the staff at Dr. William A. Chapman Elementary School is 24 percent White Non-Hispanic, 43 percent Black Non-Hispanic, and 33 percent Hispanic.

School Foundation

Leadership:

According to data derived from the Organizational Improvement Snapshot Assessment the faculty and staff at Dr. William A. Chapman Elementary School are extremely satisfied (score = 4.3) with the leadership team. The leadership team at Dr. William A. Chapman Elementary School is committed to preparing students for the challenges and expectations of the twenty-first century. Instructional decisions are data driven, however, staff is encouraged to implement new/innovative ideas and programs in the never ending quest to meet the goals of the school's vision and mission. School leaders provide support and opportunities for professional and personal growth. The leadership team actively seeks involvement from the community in an effort to provide an effective educational continuum.

District Strategic Planning Alignment:

According to data derived from the Organizational Improvement Snapshot Assessment the faculty and staff at Dr. William A. Chapman Elementary School are confident in the school's strategic plan (score = 4.1). Dr. William A. Chapman Elementary School's goals are delineated in the school's mission. These goals include: 1) developing life-long readers and learners; 2) improving student's self-esteem by providing opportunities where they can contribute to their cultural values and traditions to the school and community; 3) developing proficient learners who are capable of utilizing critical thinking, writing skills, and problem-solving strategies; and 4) developing student's personal responsibility to promote decision-making in daily life. To attain this mission, Dr. William A. Chapman Elementary School will provide a supportive and healthy environment, which will enhance the students' academic, social, physical, and emotional development.

Stakeholder Engagement:

According to data derived from the Organizational Improvement Snapshot Assessment the faculty and staff at Dr. William A. Chapman Elementary School are satisfied (score = 4.1) with the leadership team. The stakeholders of Dr. William A. Chapman Elementary School will include representatives from the parent, community, student and parent groups. The stakeholders will review, analyze and evaluate pertinent data such as FCAT Reports and the School Demographic and Academic Profile, and formulate objectives as school wide priorities. The stakeholders will schedule meetings, notify participants, and create agendas, as per state and district guidelines. Concerns related to academic progress, safety, instructional materials and supplies will be other areas addressed by the stakeholders. The stakeholders will support the efforts of the PTA in achieving a higher level of parental involvement. The EESAC will make recommendations for expenditures of EESAC funds, including reading support materials for students, student awards and incentives, materials to enhance the Media Center and a teacher incentive program. The stakeholders will recommend additional training for all teachers in reading, mathematics, science and higher order thinking skills. The EESAC will recommend the purchase of software to support instruction and enhance learner performance. The EESAC will suggest the hiring of additional teachers and tutors to promote a better learning environment. The EESAC will support incentives for the school-wide discipline plan.

Faculty & Staff:

According to data derived from the Organizational Improvement Snapshot Assessment the faculty and staff at Dr. William A. Chapman Elementary School are satisfied (score = 4.1). Dr. William A. Chapman Elementary School will implement a master schedule which enables grade level/subject area planning throughout the school. The

leadership team, comprised of the Principal, Assistant Principal, Grade/Subject Area Chairpersons, one Title I reading coach, one Reading First reading coach and a Curriculum Leadership Team (consisting of teachers from grades kindergarten through grade 5) will meet regularly and provide suggestions, solutions, and feedback for all aspects of the school's programs. Bi-weekly planning meetings provide opportunities for grade level/subject area teams to review and provide additional feedback for concerns that the leadership team is addressing. Monthly data meetings will be conducted with grade levels and Dr. William A. Chapman Elementary School's leadership team to review and analyze data in order to drive instruction. Collaborative decision making is based upon total quality management principles.

Data/Information/Knowledge Management:

According to data derived from the Organizational Improvement Snapshot Assessment the faculty and staff at Dr. William A. Chapman Elementary School are satisfied (score = 4.0). Dr. William A. Chapman Elementary School will utilize a data driven approach to implement effective instructional programs. Data will be analyzed and disaggregated as soon as it is available. Instructional teams will review the results and then participate in any restructuring that may be needed to meet the identified areas of concern. Instructional focus calendars will then be developed and utilized to ensure that instruction addresses the identified needs. This process will be repeated throughout the year and adjustments to academic programs are made as necessary.

Education Design:

According to data derived from the Organizational Improvement Snapshot Assessment the faculty and staff at Dr. William A. Chapman Elementary School are satisfied (score = 4.0). The School Improvement Model utilized at the school is the Continuous Improvement Model (CIM) consisting of the "Plan, Do, Study, Act (PDSA) Cycle." This systematic approach to making improvement has been effective in identifying areas in need of attention and modification, and breaks down each stage into manageable steps that allow for evaluation and refinement. This model is being implemented in all areas of curriculum and academic concerns. An example of this approach has been utilized in the teaching of reading skills. By gathering available data based on previous state tests and in-house tests, the staff is better able to understand the needs of the students. These needs can then be addressed with a plan of action. Continuous evaluation of the students' progress allows for adjustments. Ongoing evaluations of the process identify problems or ineffective curriculum strategies, which can then be modified.

Performance Results:

Faculty and staff at Dr. William A. Chapman Elementary School are satisfied with the overall leadership with an average score of 4.1 on the Organizational Improvement Snapshot Assessment. The leadership team, faculty, and staff work in collaboration with parents and students to effectively communicate behavioral and academic expectations. Dr. William A. Chapman Elementary School uses alternative discipline methods (N.E.S.T., Peer Mediation, one-to-one counseling, Family Counseling Services, Chapman County School-wide discipline plan) to reduce student referrals and suspensions. Through this shared vision, all stakeholders are confident that the school's suspension rate will decrease.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

High quality, highly qualified teachers at Dr. William A. Chapman Elementary School include: Two Reading Coaches (S. Beall, # 168371, certified in Elementary Education, 1-6, and ESOL Endorsed and M. Perez, # 205243, certified in Elementary Education, K-3, and ESOL Endorsed) are assigned to Dr. William A. Chapman Elementary School. Both have Masters' Degrees in reading and have been extensively trained in all district and state reading programs. Both are qualified to instruct the staff on professional development in the area of reading. There are two Pre-K Teachers (Perez, # 217299, certified in Varying Exceptionalities, and Shaw, # 142406, certified in Early Childhood Education, Nursery through Kindergarten, Elementary Education, 1-6, and ESOL Endorsed), seven Kindergarten teachers (Pagan, #275378, certified in elementary education, K-6, Perez, #240213, certified in Prekindergarten/Primary Education, Age 3-Grade 3, and ESOL Endorsed, Shipp, # 256709, certified in Prekindergarten/Primary Education, Age 3-Grade 3, Sears, #269002, certified in Elementary Education, Revelin, #276484, certified in Elementary Education, K-6, Navarro, #268737, certified in Elementary Education, K-6, ESOL Endorsed, and Guzman, #259466, certified in elementary education K-6, ESOL Endorsed); six first grade teachers (Holden, # 187189, certified in Primary Education K-3, Rose, # 263434, certified in Prekindergarten-3, ESOL Endorsed, Downer, #120335, certified in Elementary Education, K-6 and Primary Education, Hoye-Browning, #270230, certified in Elementary Education, K-6, Mantaras, #275704, certified in Elementary Education, K-6, ESOL Endorsed, and Gamble, #254421, certified in elementary education K-3, ESOL Endorsed); seven second grade teachers (Hall, # 098323, certified in Elementary Education, 1-6, Houghton, # 258786, certified in Prekindergarten/Primary Education, Age 3- Grade 3, L. Smith, #108583, certified in Elementary Education, K-6, Hickman, # 214383, certified in Elementary Education, 1-6, and ESOL Endorsed, Buquet, # 245697, certified in Educational Media Specialist, Prekindergarten-12, Elementary Education, 1-6, and ESOL Endorsed, Taveras, #259397, certified in Elementary Education, K-6, ESE K-12, Harrington, #276005, certified in elementary education, 1-6); nine third grade teachers (Fontaine, # 241172, certified in Elementary Education 1-6, and ESOL Endorsed, Kitchens, # 137781, certified in Elementary Education, 1-6, Merchant, # 228210, certified in Elementary Education, 1-6, and ESOL Endorsed, Pratt, # 261757, certified in Elementary Education, K-6, Smith, # 188453, certified in Elementary Education, and ESOL Endorsed, O. Jones, #152995, certified in Pre-K - 3, M. Brown, #272628, certified in Elementary Education, ESOL Endorsed, Pedraza, #235086, certified in Elementary Education, K-6, and Costello, #253259, certified in Elementary Education); five fourth grade teachers (Perez, # 232108, certified in Elementary Education, 1-6, and ESOL Endorsed, Silveira, # 235232, certified in Elementary Education, 1-6, and ESOL Endorsed, Brown, # 220142, certified in Elementary Education, 1-6, Varying Exceptionalities, K-12, and ESOL Endorsed, Wagner, # 087406, certified in Elementary Education, 1-6, and ESOL Endorsed, and Turton, #275373, certified in elementary education); seven fifth grade teachers (Wilson, # 171867, certified in Elementary Education, 1-6, Goldberger, # 085191, certified in Elementary Education, 1-6, and ESOL Endorsed, Jenkins, #276011, certified in Elementary Education, K-6, ESOL Endorsed, Nix, #276679, certified in social services with waiver, Bales-Brandt, #268759, certified in elementary education K-6, ESOL Endorsed, Martinez, #245578, certified in Elementary Education, and Brown, # 267809, certified in Elementary Education, 1-6, Varying Exceptionalities, K-12), four ESE-VE teachers (Burststein, # 155816, certified in Emotionally Handicapped, K-12, Specific Learning Disabilities, K-12, and ESOL Endorsed, Lane, # 166353, certified in Varying Exceptionalities, K-12, and ESOL Endorsed, Santana, # 186393, certified in Specific Learning Disabilities, K-12, and Varying Exceptionalities, K-12, and Nunn, #252549, certified in Exceptional Student Education, K-12, and ESOL Endorsed), five ESE-EH teachers (Aenllerocha, #207015, certified in Emotionally Handicapped, K-12, and ESOL Endorsed, Valle, # 209705, certified in Emotionally Handicapped, K-12, and ESOL Endorsed, and Thompson, # 135592, certified in Emotionally Handicapped, K-12, and ESOL Endorsed, Bencosme, #266008, certified in Emotionally Handicapped, and Sanchez, #276006, certified in Emotionally Handicapped), three reading tutors (Zilberberg, #099387, certified in Elementary Education, 1-6, and ESOL Endorsed, Quiroga, # 236882, certified in Elementary Education, 1-6, and ESOL Endorsed, and Lenger, #200220, certified in Elementary Elementary), nine paraprofessionals (Collins, # 065327, Edwards, # 222764, Martin, #274888, Fulton, #094361, Haponuk, # 133414, Hatcher, # 265718, Martinez, # 085843, Ordenez, # 221941,

and Timmons, #203825), one Technical Facilitator (Ruperto, # 174500, certified in Emotionally Handicapped, K-12), and one Media Specialist (Camejo, # 191562, certified in Elementary Education, 1-6). All staff members have been trained in the appropriate curriculum programs, tutorials, projects, and materials. Staff members continue to develop their skills by attending further curriculum trainings, both on and off campus, as they become available.

Two administrators, a principal, and an assistant principal, serve as the instructional leaders of the school. There are 76 certified classroom teachers, 11 special area teachers, and two guidance counselors. There is also a speech therapist, a media specialist, two reading coaches, and 11 paraprofessionals are employed at the school. Thirty-five percent of the teachers have advanced degrees. The student-teacher ratios are at state level requirements as evidenced by data reported on the District and School Profile Report.

• Highly Qualified, Certified Administrators:

The administrative staff of Dr. William A. Chapman Elementary School is comprised of a principal and an assistant principal.

Over her 17 year tenure, Ms. Amica has served in low performing schools at all levels; Elementary, Middle, and Senior High Schools. Ms. Amica is certified in Speech Pathology, Elementary Education, Educational Leadership and is META Endorsed. She has been an administrator for nine years. As principal of Dr. William A. Chapman Elementary School, she utilizes the Continuous Improvement Model (CIM). The eight step process was implemented for the first time during the 2003-2004 school year to improve the school's grade of quadruple "D" to "C". Her experience has been in schools located in low socio-economic communities. Specifically, she has been a kindergarten teacher, second grade teacher, fifth grade teacher, and an ESOL teacher in the Adult and Community School. Additionally, she has been an Academic Excellence Teacher, Grade Level Chairperson, and an Assistant to the Administration. She began her administrative experience as an elementary school Assistant Principal. As the Assistant Principal of Curriculum in middle school, Ms. Amica served as the Title I Coordinator and ESE administrator. As the Assistant Principal of Curriculum in senior high school, Ms. Amica was designated as the ESE administrator, served as SACS subcommittee chairperson, created the schools curriculum bulletin, devised the school's master schedule and created academies for implementation with incoming freshman class. Ms. Amica has facilitated various professional development activities to include: Teacher Assessment and Development System (TADS) and Professional Assessment and Comprehensive Evaluation System (PACES) and Ethics Trainer. She has conducted various parent trainings: Conducting Parent Conferences and Promoting Family Literacy and What Every Parent Should Know About the FCAT. As principal of Dr. William A. Chapman Elementary School, she utilizes the Continuous Improvement Model (CIM). The eight step process was implemented for the first time during the 2003-2004 school year to improve the school's grade of quadruple "D" to "C". Parental improvement activities organized by Ms. Amica have generated an increase in parental involvement by 75% as evidenced by professional development activities that would enhance her role as an "instructional leader". Ms. Amica is a Ph.D. candidate at Barry University in Miami Shores, Florida.

Ms. Krtausch draws on a wealth of knowledge and experience from her previous positions as a classroom teacher, Reading Leader, and school leader. She has worked in the Miami-Dade County Public School system for eight years. She has a Master of Science in Elementary Education. She was instrumental in developing, implementing and facilitating a successful plan that resulted in her previous school's jump from a "D" to a "C," and finally to an "A," under the state's grading system. Prior to joining the administrative team at Dr. William A. Chapman Elementary, she served as a Title I Reading Leader for more than two years. Ms. Krtausch has collaborated with administration and staff to: (1) Oversee the Comprehensive Reading Plan, making sure all of the components are being implemented and that progress is being made in reading; (2) Develop a detailed lesson plan overview containing a scope and sequence action plan that was data driven and targeted specific areas of weakness; (3) Develop and implement student benchmark assessment folders, in order to analyze data regularly; (4) Develop and implement a Spiral Curriculum Program to ensure continuity and coverage; (5) Develop and implement a data driven monthly mathematics calendar;

(6) Develop, implement and facilitate a Saturday Academy Tutoring Program; (7) Develop and implement monthly parent, teacher and community workshops; (8) Develop and monitor an extensive staff development/in-service program for faculty and parents. Ms. Krtausch was responsible for the language arts/reading curriculum, and was designated Academic Improvement Plan Team Leader. Prior to this assignment she served as grade level chair and classroom teacher. She has experienced many successes and has obtained a broad and comprehensive wealth of information. She has participated in scheduling and set up tutorial programs. Ms. Krtausch's expertise in reading, writing, and curriculum, will enable her to become a powerful agent in increasing student academic achievement at her current assignment.

• Teacher Mentoring:

All teachers new to the profession and/or school system will be involved in the Beginning Teacher Orientation provided by the district. The school will provide new teachers with a Professional Growth Team to assist with planning, setting goals, and effective classroom management strategies. This will be further supported by pairing veteran teachers with new teachers. In addition, there will be "Critical Friends" groups to solve any issues that arise among the staff. Training for this program was received through the "SPARKS" Grant. Many of the staff have been trained in the Teacher Fellowship Program sponsored by the University of Florida and can facilitate the groups. Beginning teachers are encouraged to observe their peers, acting as positive role models. Grade Level Chairpersons directly interact with the teachers on their grade level, to insure that the staff and students' needs are being met. In addition, teachers are sent to district and Regional Center sponsored workshops to enhance their skills. Curriculum Spotlight workshops are scheduled bi-weekly to provide professional development. Each grade level facilitates an in-house workshop designed to spotlight best practices. Through the "Work In Progress" (WIP) Program, all teachers have staff development notebooks with teaching strategies, curriculum calendars, short and long range plans, the Competency Based Curriculum, and on-going projects.

• School Advisory Council:

The Educational Excellence School Advisory Council (EESAC) includes representatives from the parent, community, student and parent groups. The School Advisory Council reviewed, analyzed and evaluated pertinent data such as FCAT Reports and the School Demographic and Academic Profile, and formulated objectives as school wide priorities. The council scheduled meetings, notified participants, and created agendas, as per state and district guidelines. Concerns related to academic progress, safety, instructional materials and supplies will be other areas addressed by the School Advisory Council. The Council will support the efforts of the PTA in achieving a higher level of parental involvement. The EESAC has made recommendations for expenditures of EESAC funds, including reading support materials for students, student awards and incentives, materials to enhance the Media Center and a teacher incentive program. The EESAC recommended additional training for all teachers in reading, mathematics, science and higher order thinking skills. The EESAC has recommended the purchase of software to support instruction and enhance learner performance. The EESAC also suggested the hiring of additional teachers and tutors to promote a better learning environment. In addition, the EESAC suggested various safety and discipline programs and incentives to improve student behavior and enhance student learning.

• Extended Learning Opportunities

A before school ("The Breakfast Club") and after school tutorial program for students in grades two through five will be implemented to assist in remediation and mastery of skills. Monthly reading workshops and "Family Literacy Nights" will be

provided to enable parents to better assist their children in improving reading skills. The Parent Academy is also available for parent participation. It is a year-round initiative designed to help parents become full partners in their children's education. The Parent Academy offers a curriculum that equips parents with needed skills and techniques to enhance their child's educational experience.

In addition, ongoing reading and mathematics workshops will be provided for parents to assist their children with reading and mathematics home learning assignments. A "Florida Comprehensive Assessment Test (FCAT) Night," will be scheduled for parents and students to further educate and inform them about the tested benchmarks and the upcoming testing process.

• School Wide Improvement Model

The School Improvement Model utilized at the school is the Continuous Improvement Model (CIM) consisting of the "Plan, Do, Study, Act (PDSA) Cycle." This systematic approach to making improvement has been effective in identifying areas in need of attention and modification, and breaks down each stage into manageable steps that allow for evaluation and refinement. This model is being implemented in all areas of curriculum and academic concerns. An example of this approach has been utilized in the teaching of reading skills. By gathering available data based on previous state tests and in-house tests, the staff is better able to understand the needs of the students. These needs can then be addressed with a plan of action. Continuous evaluation of the students' progress allows for adjustments. Ongoing evaluations of the process identify problems or ineffective curriculum strategies, which can then be modified.

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 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"/>

GOAL 1 STATEMENT:

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

Needs Assessment

The results obtained from the School Performance Accountability Report indicate that 65 percent of the students tested made learning gains. The scores reflected a 8 percent increase in the students achieving learning gains from the 2005 FCAT administration. At the current level of performance, the school is faced with the challenge of increasing the percentage of learning gains of Students with Disabilities (SWD), African-American, Hispanic, Economically Disadvantaged, and Limited English Proficiency (LEP) students in order to meet the state's required level of performance. Analyzing the data across the grade levels shows evidence that the third, fourth and fifth grades will need to increase skills in the Multiple Representation cluster, Cause/Effect cluster, Author's Purpose cluster, and Plot Development cluster. Using this data to drive classroom instruction, these areas should result in student learning gains.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 44 percent scoring at Level 3 or above on the 2006 administration of the FCAT Reading Test.

Given instruction using Sunshine State Standards, Students with Disabilities in grades three through five will improve their reading skills as evidenced by 44 percent scoring at a Level 3 or above on the 2006 administration of the FCAT Reading Test.

Given instruction using Sunshine State Standards, Economically Disadvantaged students in grades three through five will improve their reading skills as evidenced by 44 percent scoring at a Level 3 or above on the 2006 administration of the FCAT Reading Test.

Given instruction using Sunshine State Standards, Limited English Proficient (LEP) students in grades three through five will improve their reading skills as evidenced by 44 percent scoring at a Level 3 or above on the 2006 administration of the FCAT Reading Test.

Given instruction using Sunshine State Standards, African American students in grades three through five will improve their reading skills as evidenced by 44 percent scoring at a Level 3 or above on the 2006 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide daily guided reading sessions using other support personal in order to meet with all groups daily.	Reading Coaches and Tutors Classroom Teachers	8/8/2005	5/24/2006
Implement the K-12 Reading Plan with intensive focus on data driven remediation needs.	Reading Coaches and Tutors Classroom Teachers	8/8/2005	5/24/2006
Develop an academic improvement plan for struggling students in Kindergarten through fifth grades.	Classroom Teachers	10/6/2005	5/24/2006
Continuously analyze data to drive instruction and monitor progress.	Reading Coaches Computer Teacher Classroom Teachers	8/8/2005	5/24/2006
Utilize Accelerated Reader, STAR and FCAT Explorer computer assisted resources to reinforce and enhance reading skills.	Computer Teacher	8/8/2005	5/24/2006
Conduct Interim District Assessments that will allow teachers to analyze, reteach, and monitor student progress.	Classroom Teachers Reading Coaches	10/28/2005	4/28/2006
Disaggregate and analyze data from the 2005 FCAT	Reading Coaches and Reading Tutors	8/8/2005	5/24/2006

Reading Test to identify strengths and weaknesses in student performance and develop an instructional focus calendar for reading.	Computer teacher Classroom teachers	
---	--	--

Research-Based Programs

The Houghton Mifflin Reading Series will be used school-wide, kindergarten through fifth grade as the basic reading program. Voyager Passport Tutorial, Early Success Tutorial and Soar to Success Tutorial will be used for remediation. K-12 Reading plan will be utilized in grades kindergarten through fifth.

Professional Development

Modeling and Coaching by Reading Coaches as needed or requested.

CRISS strategies based on tested benchmarks will be modeled during bi-monthly Curriculum Spotlight meetings. Guided Reading modeling done through Houghton Mifflin training video during Curriculum Spotlight meetings.

Evaluation

The FCAT assessment will be utilized to determine mastery of skills, or the need for remediation. Interim District assessments will be used to determine weaknesses in the tested benchmarks and will then assist in driving instruction. Dynamic Indicators of Basic Early Skills (DIBLES) will be administered to all students in grades kindergarten through fifth, four times a year. Those scoring at intensive and strategic levels will be provided additional tutoring. The Diagnostic Assessments of Reading (DAR) will be given to those scoring at the high risk level on the DIBLES assessment. The DAR is used to pinpoint the area of continuous weakness.

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

GOAL 2 STATEMENT:

All students will demonstrate increased performance in Mathematics.

Needs Assessment

The data obtained from the School Performance Accountability Results indicate that 67 percent of students tested made learning gains. The scores reflected a 17 percentage point gain of the students achieving learning compared to the 2004 test scores. The algebraic thinking and measurement strands showed the lowest areas of student performance. Increased and continuous data based instruction in the needed areas will increase student achievement.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 three through five will improve their mathematics skills as evidenced by 50 percent of students scoring a Level 3 or higher as documented by scores of the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Students with Disabilities in grades three through five will improve their mathematics skills as evidenced by 50 percent of students scoring a Level 3 or higher as documented by scores of the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, African American students in grades three through five will improve their mathematics skills as evidenced by 50 percent of students scoring a Level 3 or higher as documented by scores of the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Hispanic students in grades three through five will improve their mathematics skills as evidenced by 50 percent of students scoring a Level 3 or higher as documented by scores of the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students in grades three through five will improve their mathematics skills as evidenced by 50 percent of students scoring a Level 3 or higher as documented by scores of the 2006 FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Develop an Academic Improvement Plan (AIP) for struggling students in kindergarten through fifth grades.	Classroom teachers	10/6/2005	3/31/2006
Disaggregate and analyze data from the 2005 FCAT Mathematics Test to identify strengths and weaknesses in student performance, and develop an instructional focus calendar for mathematics for grades three through five.	Administration Computer Teacher Classroom Teachers	8/8/2005	5/24/2006
Utilize Mathematics long-range plans for kindergarten through fifth grade.	Classroom Teachers	8/8/2005	5/24/2006
Provide an uninterrupted daily sixty minute block	Classroom Teachers	8/8/2005	5/24/2006

in mathematics for grades kindergarten through fifth grade.			
Provide timed mathematics drills bi-weekly for grades three through five.	Classroom teachers	8/8/2005	5/24/2006
Continuously analyze data to drive instruction and monitor progress for grades three through five.	Classroom teachers	8/8/2005	5/24/2006
Utilize Riverdeep and FCAT Explorer computer-assisted resources to reinforce and enhance mathematics skills in grades three through five.	Computer teacher	8/8/2005	5/24/2006
Conduct Interim District Assessments that will allow teachers to analyze, reteach, and monitor student progress for grades three through five.	Classroom Teachers	10/28/2005	4/28/2006
Provide students in kindergarten through five with performance based activities incorporating the use of manipulatives, problem solving, critical thinking, and analysis.	Classroom teachers	8/8/2005	5/24/2006

Research-Based Programs

The Scott Foresman Mathematics series will be utilized in all grade levels. Concrete materials and manipulatives that accompany the Scott Foresman Mathematics series will be used by the students to explore and learn about mathematical concepts. Word cards and transparencies that accompany the Scott Foresman Mathematics series will assist students in reading a problem and focusing on key words.

Professional Development

Teachers will participate in professional development activities on analysis and data driven decision making data. Modeling and Coaching for classroom teachers on Calendar Math activities will be given according to need and request. Classroom teachers will receive training in current technology for mathematics.

Evaluation

Chapter and Interim testing will be continuously administered by the classroom teachers as a skill is taught to prove mastery. Achievement of the objective will be attained when students demonstrate increased mathematics competency, as evidenced by the students reaching the state required mastery level as documented by scores on the 2006 FCAT Mathematics Test. In-house progress monitoring assessments will be implemented monthly.

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 type="checkbox"/>	<input checked="" 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, vocabulary and conventions.

Needs Assessment

The data obtained from the School Performance Accountability results indicates that 90 percent of the students tested met the state standard of 3.5 or above in writing. The 2005 score reflects a 6 percent decrease when compared to the 2004 test results. Students will need to show a 1 percent gain on the 2006 FCAT Writing+ test. The needs assessment reveals that students require further development in writing benchmarks. The data revealed that improvement is needed in expository writing. Though data indicates strength in narrative writing, continuous instruction is required to raise student achievement levels. On-going data analysis of monthly assessments will drive instruction. Additionally, professional development needs such as pre-writing skills; vocabulary development, editing and using the rubric to score student writings will be addressed.

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, students in grade four will improve their writing skills as evidenced by 91 percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Writing+ Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Disaggregate and analyze data from the 2005 FCAT writing test to identify strengths and weaknesses in student performance, and develop an instructional focus calendar for writing.	4th grade teachers, paraprofessionals, reading coaches	8/8/2005	5/24/2006
Continuously analyze data to drive instruction and monitor progress for grades kindergarten through five.	K through 5 teachers	8/8/2005	5/24/2006
Enhance the instruction of the writing process by the 4th grade teachers spiral teaching, 3rd grade students.	4th grade teachers, paraprofessionals, and reading team	8/8/2005	5/24/2006
Improve the quality of writing through the use of strategies such as magnified moments, vivid verbs, sentence variety, writing pictures and transitional words.	K through 5 teachers, paraprofessionals and reading team	8/8/2005	5/24/2006
Conduct monthly simulated FCAT type testing situations for grades kindergarten through fifth that will allow teachers to analyze, reteach and monitor student progress. Students will build stamina, familiarity and success by implementing mock testing.	K through 5th grade teachers, paraprofessionals and reading team	8/8/2005	5/24/2006
Implementation of Saturday school to remediate students strengths and weaknesses and focus on needed writing strategies for grades kindergarten through fifth.	4th grade teachers, paraprofessionals and reading team	11/14/2005	3/31/2006

Research-Based Programs

Houghton Mifflin Writers Workshop K-5,
Lucy Caulkins Writing Program

Professional Development

Professional development training for teachers will include: techniques to improve the delivery of instruction; how to maximize the opportunities for learning; the art of teaching writing; scoring of student writing samples using the rubric; pre-writing skills; vocabulary development; and editing.

Evaluation

Writing pre and post-tests, weekly, monthly and quarterly assessments will be used to monitor writing progress. Students will demonstrate increased writing skills, as evidenced by the students reaching 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 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 4 STATEMENT:

Increase the scientific knowledge of all students.

Needs Assessment

The results on the 2005 administration of the FCAT Science Test indicate that the students in grade five had a mean scale score of 268. These reveals that students require intensive remediation in all benchmarks. On-going analysis of monthly assessments will drive instruction. Additionally, professional development needs will be met with experiment demonstrations, concept development and scientific thinking modeling.

Measurable Objective

Given instruction using the Sunshine State Standards in Science, fifth grade students will improve their scientific knowledge as evidenced by an increase of five percent Mean Scale Score on the 2006 administration of the FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Continue to provide hands-on science experiences for students in grades two through five, using science lab activities.	Classroom Teachers	8/8/2005	5/24/2006
Analyze data from the 2005 FCAT Science Test to identify strengths and weaknesses in student performance, and develop an instructional focus for science lessons for grades three through five.	Curriculum Leadership Team	8/8/2005	5/24/2006
Provide opportunities during language arts/shared reading to reinforce grade appropriate science content through the use of non-fiction text in grades three through five.	Classroom Teachers	8/8/2005	5/24/2006
Continue to provide opportunities for students to increase their awareness of science vocabulary and concepts through the creation and maintenance of student science journals in grades kindergarten through five.	Classroom Teachers	8/8/2005	5/24/2006
Continue to utilize the Family Resource Center to provide families with equipment and activities that can be used in the home to reinforce students' science skills in grades three through five.	Community Involvement Specialist	8/8/2005	5/24/2006

Research-Based Programs

Mcgraw Hill Science textbooks and resources

Professional Development

Professional development training will include an emphasis on the scientific method, use of hands-on activities, including FOSS Science Kits, and managing and guiding cooperative groups and strategies to maximize learning opportunities. Professional development opportunities will include: Higher order thinking skills, SMILE, hands-on science, and FOSS training. In-services will be scheduled during each quarter based on data driven analysis and/or District/Regional Center initiatives.

Evaluation

District-approved assessments will be used to analyze progress and instruction to target weaknesses and reinforce areas of strength. Summative evaluation will be 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 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 5 STATEMENT:

The school will provide an environment that allows parents and educators to work collaboratively to foster academic excellence.

Needs Assessment

Dr. William A. Chapman faces the challenge of involving parents and community members. Although parents are encouraged to participate in school activities, parental participation in academic meetings was low during the 2004-2005 school year. Data gathered from the 2004-2005 parent participation logs and sign-in sheets indicates that an average of 35 percent of parents participated in parent training workshops, PTA meetings, and Title I meetings. Some parents may be employed in more than one job, with limited time to spare to attend their child's academic and social activities. The school continues to extend a welcoming hand to parents and offer training and assistance in the programs in which they are asked to encourage and support their children. Opportunities for parents to participate in school activities will continue throughout the 2005-2006 school year.

Measurable Objective

Given increased contact via the efforts of the Community Involvement Specialist, parent/family/community attendance at Title I Workshops during the 2005-2006 school year will increase by five percent as compared to attendance during the 2004-2005 school year as evidenced by sign-in logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide informational workshops to empower parents with the knowledge base to improve their parenting skills, their understanding of child related health issues, direct their own personal education growth, and use of technology.	Administration Community Involvement Specialist	8/8/2005	5/24/2006
Combine the efforts of the administration, faculty, parent representatives, and community based organizations in surveying parent needs, prioritizing the areas of greatest concerns and planning activities to address needs.	Administration Faculty Parent Representatives Community Involvement Specialist	8/8/2005	5/24/2006
Enhance the open door policy of the school, welcoming parents to visit and volunteer their services.	Administration Community Involvement Specialist	8/8/2005	5/24/2006

Research-Based Programs

Not applicable

Professional Development

Parents will be encouraged to participate in the following activities: The Title I Instructional Fair, an annual opening of school activity to acquaint teachers and parents with instructional materials that can be used at school and at home; The Educational Excellence School Advisory Council (EESAC) Workshop series, a series of workshops presented during the school year that seeks to train parents on how to effectively participate in helping to make informed decisions on the school operation and its budget; Regional Center/School-Based Parent Involvement Workshops that address the needs of the parents in helping their child achieve academically and in helping them enhance their own personal growth; and monthly Title I in-house parent workshops.

Evaluation

Comparison of the Title I Community Involvement Specialist's "Parent/Family/Community Sign-In Logs" from the 2004-2005 school year with the 2005-2006 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 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 6 STATEMENT:

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

Needs Assessment

The results of the Executive Summary of Case Management Report (ESCMR) for the 2004-2005 school year indicates that there were 963 incidents in which students were referred to administration or school services for general disruptive conduct. By implementing the "Chapman County" discipline plan, student behavior in grades kindergarten through five will improve as evidenced by a three percent decrease in the number of student referrals in the 2005-2006 school year. This plan will allow students to be active members of a community where rules are followed. The schoolwide rules will be standardized so that students will follow the same set of rules throughout the school.

Measurable Objective

By implementing the "Chapman County" discipline plan there will be a decrease in student referrals. Given an emphasis on a safe and orderly environment, student behavior in grades kindergarten through five will improve as evidenced by a three percent decrease in the number of student referrals in the 2005-2006 school year when compared to the number of referrals in the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
<p>Give students lunch points as outlined in the cafeteria behavior plan resulting in a quieter school environment.</p> <p>Stack green, yellow and red plastic cups at the end of each lunch table. Each table begins with a green cup. As the tables get louder, the cup changes to yellow (warning). If the noise continues, the cup will be changed to red. Cafeteria monitors will be responsible for changing the cups. Points are awarded according to the color of the cups. Teachers track their points on a monthly chart. At the end of each month, points are counted. Classes are rewarded using different contest criteria each month.</p>	All security monitors, cafeteria monitors, and guidance counselors.	8/8/2005	5/24/2006
<p>Award students with an "I was caught being good coin" for moving throughout the school in a quiet, orderly fashion. Students can earn them individually or as a class. At the end of each month, coins will be traded for stamps in their "Chapman County Passport". At the end of the year, 200 students with the most stamps will be rewarded with a fieldtrip.</p>	<p>Behavior Intervention Committee Administration</p> <p>Griselda Camejo - Media Specialist</p> <p>Bonnie Baldatti - Music Teacher</p> <p>Maydelin Perez - Reading Coach</p> <p>Dr. Gail Brown - 5th Grade Teacher</p> <p>Sherri Beall - Reading Leader</p> <p>Many Hall - 2nd Grade Teacher</p> <p>Lunniece Sears - K Teacher</p> <p>Linda Smith - 2nd Grade Teacher</p> <p>Emily Holden - 1st Grade Teacher</p> <p>Suzy Burstein - ESE Teacher</p> <p>Lisette Perez - K Teacher</p>	8/8/2005	5/24/2006
<p>"Chapman County" Classroom Behavior Plan</p> <p>Give each classroom and special area teacher a copy of the "Basic Classroom Expectations". This provides a uniform set of rules to be used throughout the school. Teachers may add to these rules if necessary. Each class will use the green,</p>	Classroom and Special Area Teachers	8/8/2005	5/24/2006

yellow and red behavior plan indicating the student's behavior.			
Provide school wide incentives recognizing students for acts of good citizenship.	Administration, Counselors	08/08/2005	5/24/2006
Target students with excessive referrals for administrative counseling and intervention.	Administration, Counselors	08/08/05	5/24/06

Research-Based Programs

Not applicable

Professional Development

The Behavior Intervention Committee will highlight the rules and strategies at Curriculum Spotlight in-house trainings to assist with classroom behavior as well as traffic flow throughout the school. Teachers will share effective techniques used to improve behavior during Curriculum Spotlight trainings.

Evaluation

Program effectiveness will be monitored on a monthly basis by the Behavior Intervention Committee in order to make any necessary adjustments to the discipline plan. Data pertaining to the 2004-2005 school year's referrals and suspensions will be compared with current information for each grading period. Improvement can be assessed by a decrease in the number of referrals and suspensions as well as a quieter learning environment.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 7 STATEMENT:

The goal of Dr. William A. Chapman Elementary School is to promote and facilitate the use of technology by faculty and students.

Needs Assessment

The results of the 2004 System for Technology Accountability and Rigor Survey (STaR) demonstrates that Dr. William A. Chapman Elementary School's use of technology is below the Miami-Dade County elementary average. Student usage and understanding of technology is at an entry level stage while the Miami Dade County elementary average is at an intermediate level stage. In addition, teacher access to technology is at a low entry level stage (0 of 4), while the Miami Dade County elementary average is at an intermediate entry level stage (1.3 of 4). Teachers and students will be given opportunities to increase their technology skills and abilities through professional development and computer instruction. The Waterford Early Reading program will be used in the kindergarten ESOL classrooms. STaR Reading, mathematics, and early literacy will be utilized in the computer classes.

Measurable Objective

Given the results of the 2004 System for Technology Accountability and Rigor Survey (STaR), student and teacher usage and understanding of technology will increase by 12 percent when compared to the 2005 STaR Survey.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize Waterford Early Reading program to enhance language and pre-reading skills of Kindergarten ESOL Level 1& 2 students.	Self-Contained ESOL Classroom teachers.	8/8/2005	05/24/2006
Utilize Accelerated Math to continuously reinforce and monitor math skills/strategies for grades kindergarten through five.	Classroom Teacher	8/8/2005	5/24/2006
Conduct quarterly assessments on STaR Reading, STaR Math, and STaR Early Literacy that will allow teachers to monitor student progress in grades kindergarten through five.	Computer Teacher and Classroom Teacher	8/8/2005	5/24/2006
Utilize Accelerated Reader to continuously monitor comprehension of books read at independent /instructional level in kindergarten through five.	Classroom Teacher	8/8/2005	5/24/2006
Utilize Riverdeep and FCAT Explorer to enhance reading, math and test taking skills in grades three through five.	Computer Teacher and Classroom Teacher	8/8/2005	05/24/2006
Utilize Tumblebooks in grades kindergarten through grade fifth to enhance reading comprehension.	Classroom Teachers	8/08/05	5/24/06

Research-Based Programs

The use of technology will be utilized in all grade levels. The Waterford Early Reading program will be utilized in the kindergarten ESOL classrooms. Riverdeep will be utilized as enrichment resources.

Professional Development

District and In-house professional development and Curriculum Spotlight trainings will be utilized to facilitate and increase the use of technology by the faculty.

Evaluation

Quarterly computer-based tests, using research based programs will demonstrate an increase in student achievement in grades kindergarten through five. In addition, the 2005-2006 STaR Survey will demonstrate an increase in the use of technology by both teachers and students.

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"/>

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 8 STATEMENT:

The school will align its physical fitness program with the National Standards for Physical Education. Through participation, students will develop interest and skills that promote and encourage lifetime fitness for daily living and overall wellness.

Needs Assessment

The data obtained from the 2004-2005 Physical Fitness Test Summary indicates that 15 percent of the students tested met the minimum health related standard. The needs assessment reveals that 85 percent of students require further development in all areas of physical fitness. On-going monthly physical assessments will drive instruction.

Measurable Objective

Given instruction using the Sunshine State Standards, student will improve their overall National Fitness scores as evidenced by 35 percent of the students meeting national standards.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Continue to use the monthly parent newsletter and flyers to keep parents informed and advised of special events.	Computer Teacher Parent Involvement Specialist	8/8/2005	5/24/2006
Plan and administer workshops for parents to improve their understanding of school related business, parenting skills, and child related health issues.	Adminstration Parent Involvement Specialist	8/8/2005	5/24/2006
Administer a pre-test to determine baseline measures for students in grades two through five.	Physical education teachers	8/8/2005	9/2/2005
Warm-up drills will emphasize improvement in cardiovascular, flexibility, and muscular strength and endurance for students in grades two through five.	Physical education teachers	8/8/2005	5/24/2006
Monitor the physical education program, by school administrators, to ensure that activities are specifically related to assessment component items for students in grades two through five.	School site administrators	8/8/2005	5/24/2006
Implement activities such as Jump Rope for Heart emphasize improvement in overall fitness for students in grades two through five.	Physical Education Teacher	8/8/2005	5/8/2006
Continue to use the Parent Compacts to elicit parental support and encourage participation.	Parent Involvement Specialist	8/8/2005	5/24/2006
Compare pre and post data that will provide valid measures of student/school improvement for students in grades two through five.	Physical education teachers	8/8/2005	5/24/2006
Emphasize daily physical activities to ensure that students will master skills needed to pass the President's Physical Fitness Test (running, stretching, endurance)for students in grades two through five.	Physical education teachers	8/8/2005	5/24/2006

Research-Based Programs

Fitnessgram (health related fitness test)

Professional Development

Professional development for teachers will include techniques to improve the delivery on instruction; how to maximize opportunities for learning; and properly assess students achievement.

Evaluation

Pre and post fitness tests will be used to monitor the students fitness gains based upon the results of the 2005-2006 Fitnessgram.

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.)

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

GOAL 9 STATEMENT:

All Students will be given the opportunity to pursue areas of interest and special talents.

Needs Assessment

Attendance rosters for the 2004-2005 school year indicate that 11 percent of students participated regularly in the steel drums, chorus, chess and/or art club fine arts programs at Dr. William A. Chapman Elementary School. State mandated academic guidelines for tier one, tier two and tier three students who participate in after school tutorial programs have severely impacted student participation in the fine arts programs. Many of the students ride buses, live in the homeless shelter and migrant camps. These students have difficulties participating in electives or special area activities.

Measurable Objective

Given an increased emphasis on participation in the appreciation of the fine arts, 20 percent of students in second through fifth grade will participate in a fine arts before/after school program during the 2005-2006 school year as documented by attendance rosters.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Monitor all arts programs to ensure that students are exposed to a variety of artistic genres.	Administration Interested Teachers	8/8/2005	5/24/2006
Build a variety of after school activities such as Chess Club, Chorus, Art Club and Steel Drums based on available resources and interests of the student population.	Administration Interested Teachers	8/8/2005	5/24/2006
Create Tier 1, Tier 2 and Tier 3 groups of students to participate in activities of interest.	Administration Interested Teachers	8/8/2005	5/24/2006
Maintain the steel drum band through weekly practices and quarterly performances for students in grades three through five.	Administration Interested Teachers	8/8/2005	5/24/2006
Identify and provide additional opportunities for students in grades three through five to participate in arts experiences.	Administration Interested Teachers	8/8/2005	5/24/2006

Research-Based Programs

Not applicable

Professional Development

Professional development training will focus on in-services that will assist the instructional personnel to implement a before/after school fine arts program.

Evaluation

Summative evaluation will be based on 30 percent or more of the students in second through fifth grade participating in the 2005-2006 fine arts program as documented by attendance rosters.

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.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 10 STATEMENT:

Dr. William A. Chapman Elementary 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, Dr. William A. Chapman Elementary School ranked at the eleventh percentile on the State of Florida ROI index.

Measurable Objective

Dr. William A. Chapman Elementary School will improve its ranking on the State of Florida ROI index publication from the eleventh percentile in 2003 to the fifteenth percentile on the 2006 publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal	08/08/05	06/24/06
Collaborate with the district on resource allocation.	Principal	08/08/05	06/24/06
Consider shared use of facilities, partnering with community agencies.	Principal	08/08/05	06/24/06
Become more informed about the use of financial resources in relation to school programs.	Principal	08/08/05	6/24/05

Research-Based Programs

Not applicable

Professional Development

Not applicable

Evaluation

On the next State of Florida ROI index publication, Dr. William A. Chapman Elementary School will show progress toward reaching the fifteenth 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 School Advisory Council (EESAC) made recommendations for the following expenditures: allocate funds to enhance the Media Center programs; funds to provide additional reading resources for students in grades pre-kindergarten through fifth grade; funds to provide incentives for student achievement.

Training:

The EESAC recommended additional training for all teachers to continue the K-12 Reading Plan, integration of mathematics and science instruction and the infusion of higher order thinking skills across the curriculum.

Instructional Materials:

The EESAC recommended the purchase of additional books for independent reading at all grade levels and matching funds to support the media center. The EESAC further recommended funds to support the before school, in-house and Saturday Academy tutorial programs.

Technology:

The EESAC recommended purchasing software and equipment to fully implement the Accelerated Reader and Accelerated Mathematics programs as well as other software to support instruction and enhance learner performances.

Staffing:

The EESAC recommended the hiring of additional teachers, paraprofessionals, FCAT tutors, and clerical staff to promote a better learning environment.

Student Support Services:

The EESAC recommended the continuation of services from the Family Counseling Services of Greater Miami; continuation of the in-house N.E.S.T (Needing Extra Support Time) program, parent conferences and the Child Study Team that supports student achievement.

Other Matters of Resource Allocation:

The EESAC recommended providing incentives for increasing student achievement on the FCAT Reading, Mathematics, Science and Florida Writes! tests.

Benchmarking:

The EESAC recommended more frequent assessments of students' progress in reading, writing and mathematics to determine the gains made in each of these areas to provide intervention strategies to those students in need of academic support.

School Safety & Discipline:

The EESAC recommended the implementation of programs such as Youth Crime Watch, Safety Patrols, Do The Right Thing, Future Educators of America (FEA), a school-wide behavior plan, and 5000 Role Models.

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