
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 2081 - Fulford Elementary School

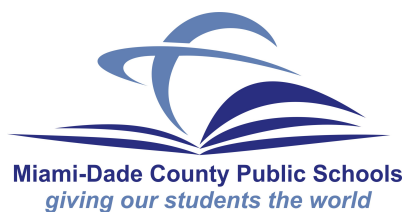
FeederPattern: North Miami Beach Senior

Region: Regional Center II

District: 13 - Miami-Dade

Principal: Rhonda Turner

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Fulford Elementary School

It is simple to recognize why Captain William H. Fulford was attracted to what is now North Miami Beach, and chose to build a home at 1901 NE 18th Avenue. Captain Fulford found the area a retreat from the fury of the Atlantic. Today, on the identical parcel of land, sits Fulford Elementary School, appropriately named in his honor. Fulford Elementary School is also a retreat where teachers, students, and parents gather daily in pursuit of educational excellence. As you enter the school, you immediately recognize a spotless and well maintained facility. As you stroll from room to room, the teachers are diligently educating students. Students are motivated and on task. Just as North Miami Beach is an established, attractive city that likes to support its community, Fulford Elementary School is an established, comprehensive organization that addresses the needs of its multicultural community.

After a review of its data, the EESAC recommends the following objectives for the 2005-2006 school year:

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills from 69 percent to 72 percent of students reaching the state required mastery level as evidenced by scores 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 from 64 percent to 67 percent of students reaching the state required mastery level as documented by scores of the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, grade four students will maintain or increase their writing skills from 92 percent to 93 percent of the students reaching the state required mastery level at 3.5 or above as documented by scores on the 2006 administration of the FCAT Writing+ Test.

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills from a mean scale score of 277 to 286 on the 2006 administration of the FCAT Science Test to meet the district's average.

Given the need to establish a link between the home and community in order to support the efforts of improving the academic achievement of students, parental and community involvement will increase 10 percent from 1675 during the 2004-2005 to 1843 during the 2005-2006 school year as documented by attendance logs maintained by the Community Involvement Specialist.

Given an increased focus on the established guidelines of the Student Code of Conduct, the number of student referrals to the Student Case Management System will decrease by five percent from 469 in 2005 to 446 in 2006 as reflected in the 2005-2006 Student Case Management System Referral Action/Suspension Breakdown report.

Given an emphasis on technology, the average score on the Teacher Access to Technology and the Professional Development areas of the Educators & Technology section of the 2004-2005 STaR Survey will increase from an average of 1.5 (Entry Stage) to an average of 2.7 (Intermediate Stage) for both in 2005-2006 STaR Survey.

Given instruction using the Sunshine State Standards, grades four and five students will improve their physical

fitness skills from 66 percent to 69 percent of the students reaching the state required mastery level as measured by the 2005-2006 FITNESSGRAM.

Given art instruction based on the Sunshine State Standards with emphasis on the production and appreciation of visual arts, students in grades two through five will display art work in quarterly grade level Art Fair as evidenced by 70 percent participation.

Fulford Elementary School will improve its ranking on the State of Florida ROI index publication from the 31st percentile in 2003 to the 34th percentile on the next publication of the index.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills from 69 percent to 72 percent of students reaching the state required mastery level as evidenced by scores on the 2005 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills from 64 percent to 67 percent of students reaching the state required mastery level as documented by scores of the administration of the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, grade four students will maintain or increase their writing scores from 92 percent to 93 percent of the students reaching the state required mastery level at 3.5 or above as documented by scores on the 2006 administration of the FCAT Writing+ Test.

Given instruction using the Sunshine State Standards, students in grade five will increase their science scores from a mean scale score of 277 to 286 as evidenced by a gain of nine mean scale points or more on the administration of the 2006 FCAT Science Test to meet the district's average.

Given the need to establish a link between the home and community in order to support the efforts of improving the academic achievement of students, parental and community involvement will increase 10 percent from 1675 during the 2004-2005 to 1843 during the 2005-2006 school year as documented by attendance logs maintained by the Community Involvement Specialist.

Given an increased focus on the established guidelines of the Student Code of Conduct, the number of student referrals to the Student Case Management System will decrease by five percent from 469 in 2005 to 446 in 2006 as reflected in the 2005-2006 Student Case Management System Referral Action/Suspension Breakdown report.

Given an emphasis on technology, the average score on the Teacher Access to Technology and the Professional Development areas of the Educators & Technology section of the 2004-2005 STaR Survey will increase from an average of 1.5 (Entry Stage) to an average of 2.7 (Intermediate Stage) for both in 2005-2006 STaR Survey.

Given instruction using the Sunshine State Standards, grades four and five students will increase their physical fitness skills from 66 percent to 69 percent of the students reaching the state required mastery level as measured by the 2005-2006 FITNESSGRAM.

Given art instruction based on the Sunshine State Standards with emphasis on the production and appreciation of visual arts, students in grades two through five will display art work in quarterly grade level Art Fairs as evidenced by 70 percent participation.

Fulford Elementary School will improve its ranking on the State of Florida ROI index publication from the 31st percentile in 2003 to the 34th percentile on the next publication of the index.

In order to achieve these objectives, appropriate strategies have been suggested and planned by all of the organization's stakeholders.

Ninety-three percent of the staff completed the Organizational Performance Improvement Snapshot assessment. Based on the responses, Strategic Planning and Process Management both scoring 4.1 out of 5.0 possible points. The senior leaders in conjunction with the EESAC will develop enhanced strategies to solicit and incorporate input from the staff by encouraging greater participation and enhance sources for communication to improve both strategic planning and process management, thus increasing participation in the school improvement process.

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.

Fulford Elementary School

VISION

Fulford Elementary School provides a quality education and believes that self-pride, respect, confidence, and the ability to work cooperatively with others will enable students to become successful life-long learners, critical thinkers, effective problem solvers, technologically literate, and participatory citizens in a global society. As our challenge, we accept the responsibility of teaching students the skills necessary to achieve these goals.

MISSION

The Mission of Fulford Elementary School is to improve and maintain an environment where all are committed, attuned, and responsive to the individual needs and guidance of its multicultural population: to ensure all students academic, social, and physical development and to prepare them to make well-reasoned, thoughtful, and healthy life-long decisions.

CORE VALUES

Fulford Elementary School provides the best possible educational experience for our students and believes that self-pride and confidence will enable our students to become successful life-long learners.

School Demographics

Fulford Elementary, a Title I funded school, is an established, comprehensive organization that addresses the needs of its multicultural community. Fulford Elementary School is located at 16140 NE 18th Avenue, North Miami Beach, Florida. Fulford Elementary is within a community that is comprised of private homes, apartment buildings, a super store, and many businesses that cater to a variety of needs. Fulford is fortunate to be located near a public library and two universities. The school currently serves 768 students in pre-kindergarten through grade five, with an ethnic breakdown of 79.6 percent African-American, 16.8 percent Hispanic, 0.9 percent White, and 2.7 percent other. Our exceptional student population comprises five percent of the enrollment. The gifted population comprises nine percent of the population. The Limited English Proficient population comprises 24 percent of the school population. Eighty-four percent of the students receive free or reduced lunch. The average daily attendance for 2004-2005 was 96.18 percent.

Fulford Elementary School offers: Comprehensive Research-Based Reading Program (CRRP), Academic Excellence Program (AEP), Home-Based Gifted, and Teaching Enrichment Activities to Minorities (TEAM). In addition, specialty programs which are provided include Exceptional Student Education (ESE) with an inclusion model for students with diagnosed exceptionalities; Limited English Proficiency Program (LEP) which provides instruction for students of other languages.

Two administrators, a principal and an assistant principal, serve as instructional leaders of the organization. There are thirty-one certified classroom teachers, two ESE teachers, two teachers of gifted students, one elementary guidance counselor, one media specialist, one part-time media clerk, four special area teachers, one reading coach, one computer teacher, one community involvement specialist, five bilingual education teachers, one part-time speech therapist, one full-time microsystems technician, three full-time paraprofessionals, and one part-time paraprofessionals employed at the school. There are five beginning teachers, twenty-eight teachers with a Bachelor's degree, sixteen teachers with a Master's degree, and four teachers with a Doctorate or Specialist's degree. The ethnic make-up of the staff is 23 percent White Non-Hispanic, 49 percent Black Non-Hispanic, and 28 percent Hispanic.

The Florida Department of Education graded Fulford Elementary School as an "A" school for three consecutive years. According to data received from the 2004-2005 Florida Department of Education Accountability Report, 92 percent of our students met or exceeded high standards in writing. Sixty-eight percent of students made learning gains in reading which is a nine percentage point increase from 2003-2004 results. The adequate progress of the students at the lowest 25 percentile decreased eight percentage points from 61 percent in 2004 to 53 percent in 2005.

School Foundation

Leadership:

The results of the 2005 Organizational Self Assessment Survey indicate that there is strong satisfaction with the administration of Fulford Elementary School. On all the questions asked, the leadership at Fulford Elementary scored an average of 4.4 out of 5.0. The area that scored the lowest was the item, "My organization asks me what I think." The leadership of Fulford Elementary does various things to include and encourage the participation of all employees and bolster staff morale. There are weekly grade level meetings. At these meetings, staff can voice their opinions and concerns in an open, non-judgmental environment. The Principal and Assistant Principal have an open door policy where all staff members can meet individually with administration. Senior leaders set and communicate direction and performance expectations by encouraging shared decision making and by empowering staff members to both make decisions and to take necessary actions for improvement. Staff morale is important to the leadership since they realize that positive attitude is reflected in student achievement.

District Strategic Planning Alignment:

The results of the 2005 Organizational Self Assessment Survey indicates that there is satisfaction with strategic planning at Fulford Elementary. This category scored an average of 4.2. The area that scored the lowest was the item, "As it plans for the future, my organization asks for my ideas." All concerned parties at Fulford Elementary are made aware of any decision that affects their productivity and community. Progress towards the goals that affect all stakeholders are discussed at monthly meetings. The EESAC, Leadership Team, and School Committees meet with administration monthly to discuss and monitor the progress made towards the goals and objectives in the SIP. Input is always considered when ordering new materials.

Stakeholder Engagement:

The results of the 2005 Organizational Self Assessment Survey indicates that there is satisfaction with the way employees feel about their relationship with parents and students. The average score is 4.4 on the Customer Market focus section of the survey. The areas that scored the lowest was the item, "I ask my customers if they are satisfied or dissatisfied with my work." The contact with parents and students is both formal and informal. Parents can communicate with teachers in various ways. The school has a Community Involvement Specialist that keeps in contact with parents when needed.

Faculty & Staff:

The results of the 2005 Organizational Self Assessment Survey indicate that there is satisfaction in the educational design at Fulford Elementary. On the survey, the section entitled, "Human Focus" received an average score of 4.2. The areas that scored the lowest was the item "I am recognized for my work." Administration makes every effort so teachers on the same grade level have a common planning time. Additionally, grade levels meet monthly with administration to discuss concerns, success and progress made towards meeting the school's goal. School committees were formed in the following areas: Leadership Team, Writing/Oratoricals, Reading, Mathematics/Science, Technology, School Safety/Parent Involvement, Social, Sunshine, and United Way Committees. Teacher mentoring program: New teachers and teachers who have transferred to Fulford Elementary are paired with a professional growth team by grade level or subject area. They meet regularly to discuss concerns and successes.

Data/Information/Knowledge Management:

The results of the 2005 Organizational Self Assessment Survey indicate that there is satisfaction in the way data and knowledge is measured, analyzed and managed at Fulford Elementary. On the survey, the section entitled "Measurement, Analysis, and Knowledge Management," received an average score of 4.4. The area that scored the lowest was the item, "I get all of the important information I need to do my work." Teachers meet weekly to discuss data pertaining to student achievement. Data is also shared at faculty and the EESAC meetings. This data includes progress made towards meeting the objectives and goals set forth in the SIP and budgeting.

Education Design:

The results of the 2005 Organizational Self Assessment Survey indicate that there is satisfaction with the educational design at Fulford Elementary. On the survey, the section entitled, "Process Management" received an average score of 4.1. The areas that scored the lowest were the items, "I can get all the resources I need to do my job" and "I collect information (data) about the quality of my work." The following are some processes that drive the function of the school:

1. Weekly grade level meetings.
2. Administrative monitoring of progress towards meeting the school's objectives and goals.
3. The collaboration of teachers and the administrative team in curricular decision making.
4. Administration makes available District workshops to staff members based on teaching assignments and interests.
5. Leadership Team meetings to monitor the progress made on the SIP's goals.
6. Collaboration with the EESAC on both fiscal and curriculum decisions.
7. After-school tutorials in mathematics, reading, and writing three times per week.
8. An Academic Excellence Program in place that offers journalism, hands-on science and chess twice a week.
9. Implementation of the Continuous Improvement Model. The PDSA Cycle is a continuous quality improvement model consisting of a logical sequence of four repetitive steps for continuous improvement and learning: Plan, Do, Study and Act.

Performance Results:

This section will analyze additional areas that the Continuous Improvement Model has impacted. The results of the 2005 Organizational Self Assessment Survey indicate that there is satisfaction in the educational results at Fulford Elementary. On the section entitled, "Business Results" the average score was 4.2. The item in this section that scored the lowest was, "I know how my organization is doing financially." Besides testing, there are other measures that indicate that our school is making an impact:

1. The student attendance percentage for the 2004-2005 school year was 96.18. This ranked Fulford Elementary 43 out of 183 elementary schools.
2. The inclusion rate is 64.4 percent.

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

GOAL 1 STATEMENT:

All students will be literate members of society.

Needs Assessment

Results of the 2005 FCAT Reading Test indicate that 69 percent of students have met the state required mastery level and 68 percent have made annual learning gains. The scores reflect an eight percentage point increase in students achieving learning gains and a nine percentage point increase in students achieving high standards.

An analysis of the 2005 FCAT Reading content cluster results for grade three indicates a need to focus instruction in the area of Comparisons and Main Idea/Purpose.

An analysis of the 2005 FCAT Reading content cluster results for grade four indicates a need to focus instruction in the content cluster of Reference/Research.

An analysis of the 2005 FCAT Reading content cluster results for grade five students indicates a need to focus instruction in the content clusters of words/phrases, main idea/purpose, and comparisons.

The data indicates that the greatest movement was from Levels 1 and 2 to Levels 3 and 4. The data also indicates a need to focus on FCAT Level 5 students to ensure that they maintain as well as make adequate gains. These concerted instructional efforts should result in a substantial increase in student achievement.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 reading skills from 69 percent to 72 percent of students reaching the state required mastery level as evidenced by scores on the 2005 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement District Provided Intervention Programs	Reading Coach Selected Teachers	8/8/2005	5/24/2006
Computer Assisted Instruction	Technology Coordinator	8/8/2005	5/24/2006
Reading Club	Reading Committee	11/1/2005	5/24/2006
Conduct After-School Tutorials three times per week	Reading Coach Selected Teachers	10/31/2005	3/15/2006
Analyze and Interpret Data	Reading Coach Classroom Teachers Leadership Team EESAC	8/8/2005	5/24/2006
Implement and monitor Accelerated Reader Program in grades 2-5	Media Specialist Computer Teacher Classroom Teachers	8/15/2005	5/10/2006
Implement Comprehensive Research-Based Reading Program	Reading Coach Classroom Teachers	8/8/2005	5/24/2006

Research-Based Programs

Houghton Mifflin Reading Series

Professional Development

The Reading Coach will provide professional development for all teachers and administrators. In-services will include training on the Comprehensive Research-Based Reading Program (CRRP) and the five essential components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Additional in-services will include training on the resources required for the implementation of the School Improvement Plan, CRIS, Best Practices, Reading Standards, and DIBELS Screening Training and Data Interpretation. Other in-services will be scheduled based on teacher surveys, data driven analysis, and/or district initiatives.

Evaluation

Weekly and monthly grade level assessments will be used to direct and redirect instruction for all students. Assessment instruments will include Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and the Diagnostic Assessment of Reading (DAR) for those students not making progress. Houghton-Mifflin assessments will help target areas of need and provide systematic monitoring of student progress.

The final data of evaluation will be the results of the 2006 administration of FCAT Reading Test.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

GOAL 2 STATEMENT:

All students will demonstrate increased performance in mathematics.

Needs Assessment

Results of the 2005 FCAT Mathematics Test indicate that 64 percent of students have met the state required mastery level and 69 percent have made annual gains.

Although students have exceeded the minimum state required mastery level, a cluster analysis of the mathematics achievement indicates a need to focus instruction on number sense in grades three through five as well as algebraic thinking in grades three and measurement in grade five.

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 grades three through five will improve their mathematics skills from 64 percent to 67 percent of students reaching the state required mastery level as documented by scores of the administration of the 2006 FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the Scott Foresman - Addison Wesley Mathematics Series	Classroom Teachers	8/8/2005	5/24/2006
Employ computer-assisted instruction	Computer Teacher Technology Committee	8/8/2005	5/24/2006
Analyze and Interpret Data	Classroom Teachers Leadership Team EESAC	8/8/2005	5/24/2006
Use manipulatives	Classroom Teachers	8/8/2005	5/24/2006
Integrate science into the mathematics curriculum	Math/Science Committee	8/8/2005	5/24/2006
Follow District Suggested Scope and Sequence	Classroom Teachers	8/8/2005	5/24/2006
Conduct After-School Tutorial three days per week	Selected Teachers	8/8/2005	5/24/2006

Research-Based Programs

Scott Foresman-Addison Wesley Mathematics Series

Professional Development

Continuous professional development training will include in-services on the five essential components of mathematics (number sense, measurement, data analysis, algebraic thinking, and geometry). In-services will include training on the resources required for the implementation of the School Improvement Plan such as Scott-Foresman Addison-Wesley Mathematics Program. Other in-services will be scheduled based on teacher surveys and District/Region initiatives and support.

Evaluation

Weekly and monthly grade level assessments will be used to direct and redirect instruction for all students. Scott Foresman - Addison Wesley assessments will help target areas of need and provide systematic monitoring of student progress and redirect learning activities on an on-going basis.

The final data of evaluation will be the results of the 2006 administration of the FCAT Mathematics Test.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

GOAL 3 STATEMENT:

All students will be able to communicate effectively through writing.

Needs Assessment

Data attained from the 2005 School Performance Accountability Results indicates that 92 percent of the students in grade four met the state standard of 3.5 or above in the 2005 administration of the FCAT Writing+ Test.

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, grade four students will maintain or increase their writing scores from 92 percent to 93 percent of the students reaching the state required mastery level at 3.5 or above as documented by scores on the 2006 administration of the FCAT Writing+ Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct Monthly Writing Camps	Writing Leader	8/8/2005	5/24/2006
Administer Expository/Narrative Monthly Writing Prompts	Classroom Teachers	8/8/2005	5/24/2006
Conduct a Journalism Club	AEP Teachers	9/13/2005	5/24/2006
Conduct Scoring Camps	Writing Leader Classroom Teachers	10/3/2005	5/24/2006
Model Effective Writing	Writing Leader Classroom Teachers	8/8/2005	5/24/2006

Research-Based Programs

Houghton Mifflin Reading Series

Professional Development

The Writing Leader will provide professional development for all teachers and administrators. In-services 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

District required writing pre- and post-tests as well as weekly, monthly, and quarterly in-house writing assessments will be used to monitor writing objectives for all students in kindergarten through grade five.

The final data of evaluation will be the 2006 administration of the 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

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

GOAL 4 STATEMENT:

Increase the scientific knowledge of all students.

Needs Assessment

The results of the administration of the 2005 FCAT Science Test reflect a mean scale score of 277. The score indicates an increase of 17 mean scale points when compared to the 2004 test score of 260.

An analysis of the 2003-2004 and 2004-2005 Science Content Cluster Comparative Data Results indicates that instruction needs to be focused in the areas of Earth/Space, Life/Environment, and Scientific Thinking.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will increase their science scores from a mean scale score of 277 to 286 as evidenced by a gain of nine mean scale points or more on the administration of the 2006 FCAT Science Test to meet the district's average.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct bi-weekly hands-on science experiments	Classroom Teachers	8/8/2005	5/24/2006
Utilize FOSS Kits	Classroom Teachers	8/8/2005	5/24/2006
Administer site-developed pre- and post science assessments	Classroom Teachers	8/8/2005	5/24/2006
Conduct an Annual Science Fair	Math/Science Committee Classroom Teachers	8/8/2005	5/24/2006
Utilize the District Suggested Science Scope, Sequence, and Pacing Plan	Classroom/ESE Teachers	8/8/2005	5/24/2006
Integrate mathematics and reading into science instruction	Classroom Teachers	8/8/2005	5/24/2006
Conduct "Hands-On Science" Club	AEP Teacher	9/13/2005	5/24/2006

Research-Based Programs

McGraw-Hill series

Professional Development

Professional development will include a focus on the eight strands of science, use of hands-on activities, managing and guiding cooperative groups, and strategies to maximize learning opportunities.

Evaluation

Weekly and monthly grade level assessments will be used to direct and redirect instruction for all students. McGraw-Hill assessments will help target areas of need and provide systematic monitoring of student progress at all grade levels.

Pre- and post-test assessments will be administered to students in grades three through five.

The final data of evaluation will be the 2006 administration of the 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.)

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

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

An analysis of the 2005 Annual Survey of Title I Parental Involvement indicated that 1675 parents participated in school-based activities. This data indicated a 71 percent increase in the level of parent participation from 2004.

In order to continue to increase parental involvement a school-initiated survey will be developed to assess the interests and needs of the parents. The results of these surveys will guide the types of workshops offered to parents.

The level of involvement of both parents and community-based organizations will be highly focused and well planned to maximize the efforts to generate participation and support.

Measurable Objective

Given the need to establish a link between the home and community in order to support the efforts of improving the academic achievement of students, parental and community involvement will increase 10 percent from 1675 during the 2004-2005 to 1843 during the 2005-2006 school year as documented by attendance logs maintained by the Community Involvement Specialist.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Develop and conduct grade-level specific workshops to inform parents of expectations and help promote a partnership that engages parents in their child's achievement as well as enhances their own personal growth	Grade Level Teams Reading Committee Math/Science Committee Technology Committee Writing Committee	8/8/2005	5/24/2006
Develop and deliver a site-initiated survey in order to assess parental needs and interests	Parental Involvement Committee Leadership Team	8/8/2005	5/24/2006
Acquire a marquee in order to more effectively advertise school activities to the community	Parent Teacher Association EESAC	8/8/2005	5/24/2006
Increase parental contact through the Family Outreach Center	Community Involvement Specialist	8/8/2005	5/24/2006
Produce communications with parents in three languages	Community Involvement Specialist	8/8/2005	5/24/2006

Research-Based Programs

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

Professional Development

The Community Involvement Specialist will participate in ongoing training to enhance parental involvement support. Parents will be encouraged to actively participate in the following organizations and activities: the Educational Excellence School Advisory Council (EESAC), the Parent Teacher Association (PTA), Region Center/School-based parental involvement workshops that address the needs of parents in helping their children achieve academically and in helping them enhance their own personal growth, and the Annual Technology Conference that showcases technology-based instruction and productivity programs.

Evaluation

The level of parental and community involvement will be reflected in the tally of data obtained from activity/workshop sign-in sheets, logs of attendance and delivery of service as maintained by the Community Involvement Specialist.

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 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 type="checkbox"/>

GOAL 6 STATEMENT:

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

Needs Assessment

Analysis of the Student Case Management System Referral Action/Suspension Breakdown for all students indicates that 469 students were referred during the 2004-2005 school year.

According to the 2004-2005 School Climate Survey, 83 percent of the students who participated felt that the school is safe and 60 percent of the students usually follow the school rules.

In order to reduce disciplinary concerns, grade level Assertive Discipline Plans will be aligned with the Student Code of Conduct.

Measurable Objective

Given an increased focus on the established guidelines of the Student Code of Conduct, the number of student referrals to the Student Case Management System will decrease by five percent from 469 in 2005 to 446 in 2006 as reflected in the 2005-2006 Student Case Management System Referral Action/Suspension Breakdown report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Align grade level Assertive Discipline Plans with the Student Code of Conduct	Grade Level Chairpersons	8/8/2005	5/24/2006
Follow staff monitoring procedures for student arrival and dismissal	Selected staff members	8/8/2005	5/24/2006
D.A.R.E.	5th Grade Teachers North Miami Beach Police	8/8/2005	5/24/2006
Create a form to monitor referral procedures	Safety Committee	8/8/2005	5/24/2006
Monitor Student Case Management System (SCMS) reports on a quarterly basis	Assistant Principal Safety Committee	8/8/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

Professional development will continue to address conflict resolution, peer counseling, violence, and classroom management strategies.

Evaluation

The final evaluation will be the number of referrals as reported on the 2005-2006 Student Case Management System Referral Action/Suspension Breakdown report.

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

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

GOAL 7 STATEMENT:

The school will promote equitable and universal access to technology.

Needs Assessment

In comparing the success of students utilizing SuccessMaker software and their FCAT achievement level, it was determined that seventy-nine percent of the students who scored a sixty-five percent or higher score on Success Maker's Reading Workshop achieved a Level 3 or higher on the 2005 administration of the FCAT Reading Test.

The data from the Technology Survey administered to the staff at the beginning of the school year was plotted in order to get a clear view of the staff's needs as they pertain to technology awareness and use. Analysis of the data obtained from the survey indicates varying levels of technology.

An analysis of the production and/or publication software licenses currently at the school indicates a need to purchase additional licenses that support increased utilization by staff to fully utilize district resources, plan instruction, manage student data, and prepare student reports.

A review of the STaR School Profile indicates that "Teacher Access to Technology" and "Professional Development" are two areas in need of improvement. The Technology Committee needs to develop a technology plan that aligns with the Information Technology Strategic Plan.

Measurable Objective

Given an emphasis on technology, the average score on the Teacher Access to Technology and the Professional Development areas of the Educators & Technology section of the 2004-2005 STaR Survey will increase from an average of 1.5 (Entry Stage) to an average of 2.7 (Intermediate Stage) for both in 2005-2006 STaR Survey.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Develop a Technology Action Plan	Technology Committee	8/8/2005	5/24/2006
Design a professional development plan to address staff needs to implement all of the software and technology assisted programs utilized at the school including, but not limited to, SuccessMaker, Test Tools, EduSoft, Accelerated Reader as well as completing AIP's and IEP's online	Technology Committee Leadership Team	8/8/2005	5/24/2006
Acquire additional software licenses	Technology Committee	8/8/2005	5/24/2006
Continue with Phase II of upgrading computers	Technology Committee Media Specialist Microsystems Technician	8/8/2005	5/24/2006
Provide staff training to increase technology access	Technology Committee Microsystems Technician Media Specialist	8/8/2005	5/24/2006

Research-Based Programs

National Educational Technology Standards (NETS)

International Society for Technology in Education (ISTE)

Professional Development

The Technology Committee will arrange for both district and in-house training opportunities that will enable the staff to effectively apply all of the software and technology assisted programs utilized at the school including, but not limited to SuccessMaker, Test Tools, EduSoft, Accelerated Reader, and e-mail applications. Teachers will also receive on-site in-services for accessing SPI as well as completing AIP's and IEP's online.

Evaluation

A post- Technology Survey of the staff will be administered to determine the effectiveness of the professional development activities.

The STaR report will reflect that "Teacher Access to Tehcnology" and "Professional Development" have increased and there is a technology plan in place.

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

Miami-Dade County Public Schools

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

GOAL 8 STATEMENT:

The school will align its physical fitness program with the National Standards for Physical Education.

Needs Assessment

Data obtained from the 2005 Physical FITNESSGRAM Test Summary indicates that 66 percent of the students in grades four and five met the minimum health-related standards and were award recipients.

Further analysis shows that 84 percent of the eligible students in grades four and five were tested in 2005. Every possible effort must be made to ensure that 100 percent of all eligible students in grades four and five are tested in 2006.

Measurable Objective

Given instruction using the Sunshine State Standards, grades four and five students will increase their physical fitness skills from 66 percent to 69 percent of the students reaching the state required mastery level as measured by the 2005-2006 FITNESSGRAM.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Administer a fitness pre-test to determine baseline measures	Physical Education Teachers	8/8/2005	5/24/2006
Develop an action plan to ensure input from the physical education department to meet the goals and objectives as stated	Physical Education Teachers EESAC Leadership Team	8/8/2005	5/24/2006
Dedicate instructional time to fitness related activities on a daily basis	Physical Education Teachers	8/8/2005	5/24/2006
Invite professional athletes to be guest speakers	Physical Education Teachers	8/8/2005	5/24/2006
Incorporate health and fitness videos into curriculum	Physical Education Teachers	8/8/2005	5/24/2006
Monitor the physical education program to ensure that physical education teachers select activities specifically related to assessment component items	Principal EESAC	8/8/2005	5/24/2006

Research-Based Programs

National Standards for Physical Education

Professional Development

Continuous professional development training will include in-services that support the six components of the CBC and the Sunshine State Standards along with other special events in order to keep abreast of best practices in the field of physical education. These in-services include such topics as CRISS Strategies, Fitness Gram and Fitness Activities, and Problem Solving Games (FCAT Strategies). This will provide a well balanced program of learning experiences that will assist all students in achieving the broad goals of physical education.

Evaluation

Weekly site-developed assessments will be used to monitor student performance.

The final data of evaluation will be the 2006 administration of the 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.)

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

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

GOAL 9 STATEMENT:

Students will develop an appreciation for the arts.

Needs Assessment

Research indicates that schools with a strong art program often report a rise in test scores. One possibility is that the same schools that treat the arts seriously institute other kinds of innovations that are favorable to academic learning. Certain innovations are always found in schools that grant the arts a serious role. This finding could account for why schools with serious art programs have high academic performance.

Measurable Objective

Given art instruction based on the Sunshine State Standards with emphasis on the production and appreciation of visual arts, students in grades two through five will display art work in quarterly grade level Art Fairs as evidenced by 70 percent participation.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Demonstrate art techniques and the use of art media	Art Teacher	8/8/2005	4/28/2006
Promote hands-on engagement in art production	Art Teacher	8/8/2005	5/24/2006
Integrate the use of art prints and 3-D art	Art Teacher	8/8/2005	5/24/2006
Display student artwork in school and community	Art Teacher Community Partners	8/8/2005	5/24/2006
Continue Art Club	Art Teacher	8/8/2005	5/24/2006
Utilize the North Miami Beach Chamber of Commerce Business Partners (NMBCCB)	Art Teacher EESAC Leadership Team NMBCCB School Representative	8/8/2005	5/24/2006

Research-Based Programs

Portfolios: State of the Arts Program, Grades 2-5 (State adopted text for elementary art instruction)
National Art Education Association

Professional Development

The art teacher will continue to participate in professional development training that will enhance the use of various media and techniques. The venues for these activities are frequently held at museums, cultural centers, and cultural fairs/exhibits in the community.

Evaluation

Unit assessments will be used to monitor and analyze progress and redirect instruction for reinforcement and enrichment.

Teacher-developed assessments such as observations, written, and oral critiques will be utilized to evaluate the students' application of the skills being taught.

Document student participation in quarterly Art Fairs through a written log.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

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

GOAL 10 STATEMENT:

Fulford 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 indicate that in 2003, Fulford Elementary School ranked at the 31st percentile on the State of Florida ROI index.

If higher learning gains is the driving variable in obtaining a higher ROI index, then the organization must attain higher learning gains.

Measurable Objective

Fulford Elementary School will improve its ranking on the State of Florida ROI index publication from the 31st percentile in 2003 to the 34th percentile on the next publication of the index.

Action Steps

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

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

A major determining indicator for raising the ROI index will be the higher level of learning gains achieved by students in the 2006 administration of the FCAT Reading and Mathematics tests.

Fulford Elementary School will show progress toward reaching the 34th percentile on the next State of Florida ROI index publication.

EESAC Compliance

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

Budget:

The EESAC will continue to determine, in conjunction with the school principal, the process of establishing the budget system for the 2005-2006 school year and to expend the EESAC budget in support of school wide initiatives.

Training:

The EESAC will continue to make recommendations in areas of professional growth to enhance the staff's professional development plans in curriculum, technology, and safety management. In-services that target student achievement will continue to be an EESAC priority.

Instructional Materials:

The EESAC will continue to review and recommend instructional materials for use in the classroom.

Technology:

The EESAC will continue to recommend the purchase of technology for curriculum enhancement needed to improve student achievement.

Staffing:

The EESAC will continue to support the hiring of highly-qualified teachers and support staff.

Student Support Services:

The EESAC will continue to support the services of counseling, security, custodial staff, cafeteria staff, and after-school programs. These services will enhance the students' learning by contributing to a safe, comfortable, and inviting environment.

Other Matters of Resource Allocation:

The EESAC will continue to recommend funding for software, after school tutorial program personnel, additional technological equipment, curriculum materials, and the esthetic improvement of the students' surroundings.

Benchmarking:

The EESAC will continue to develop the School Improvement Plan and support curriculum developments that enhance student achievement. The EESAC will continue to support networking activities between feeder-pattern schools and other high performing schools.

School Safety & Discipline:

The EESAC will continue to participate in the school safety committee to evaluate safety/disciplinary issues and propose intervention strategies. The EESAC will continue to monitor and solicit input from parents, the PTA, and district and community law enforcement on school safety issues.

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