
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 2521 - Oliver Hoover Elementary School

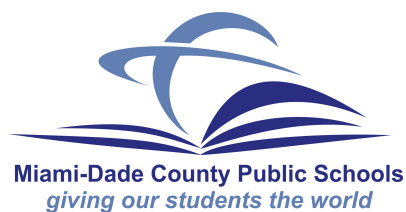
FeederPattern: Felix Varela Senior

Region: Regional Center VI

District: 13 - Miami-Dade

Principal: Henry Ferrer

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

Oliver Hoover Elementary School

The Oliver Hoover Elementary School Improvement Plan is designed to achieve the state education priorities, and to ensure high academic student performance. This School Improvement Plan (SIP) addresses issues relative to budget, training on the use of instructional materials, technology, staffing, Student Support Services, safety, discipline, health, and parental involvement. Achievement will be based on an analysis of student performance and other pertinent school performance data.

Given instruction using the Sunshine State Standards, students in grade three through five will improve their reading skills as evidenced by 83 percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grade three through five will improve their mathematics skills as evidenced by 67 percent of the students reaching the state required mastery level 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 92 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, students in grade five will improve their science skills as evidenced by meeting or exceeding the state's mean scale score of 296 as documented by scores of the 2006 FCAT Science Test.

Given school wide emphasis on parent outreach, parent/school communication will improve by two percent as evidenced by the 2005-2006 sign in log.

Given school-wide emphasis on attendance, student attendance will improve by one percent in the 2005-2006 school year as evidenced by the 2005-2006 attendance report.

Given instruction using the FCAT Explorer, students in grades three through five will be able to complete and achieve benchmarks at a 70 percent mastery level, using their technological skills as evidenced by completion of the designated programs.

Given instruction in the Physical Education Sunshine State Standards, 87 percent of students in grades four and five will master the benchmarks as evidenced by the Fitnessgram.

Given school-wide emphasis on Art and Music curriculum, students in grades kindergarten through five, will show an increase of five percent improvement in grades when comparing the first semester grades to the second semester grades.

Oliver Hoover Elementary School will improve its ranking on the State of Florida ROI index publication from the 80th percentile in 2003 to the 83rd percentile on the next publication of the index.

The Organizational Performance Improvement Snapshot Survey (OPIS) reveals that the staff at Oliver Hoover Elementary has concerns regarding the following categories: including all faculty and staff in the decision making process, and being familiar with how the School Improvement Plan (SIP) affects each individuals work assignment. Scheduled meetings will be held to address the School Improvement Plan (SIP). Experiences will be shared and discussed. Feedback from the meetings will be collected and used to better serve the unique needs of Oliver Hoover Elementary School.

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

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

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

Oliver Hoover Elementary School

VISION

Oliver Hoover Elementary aspires to be a caring community of learners in which all stakeholders fulfill their potential, personal, professional and intellectual excellence.

MISSION

The mission of Oliver Hoover Elementary School is to make learning an exciting, productive, and vital part of each child's life.

CORE VALUES

Responsibility

We foster an environment that promotes and encourages students to care for one another.

Honesty

We encourage truthfulness, sincerity and integrity to build honest and responsible citizens.

Cooperation

We motivate our student body to work together toward common goals.

Citizenship

We promote an environment that will create a society based upon democratic values and decision-making.

School Demographics

Oliver Hoover Elementary has been designated an "A" school for six consecutive years. Its student population for the 2004-2005 school year consisted of approximately 1,180 students in Pre-Kindergarten through grade five comprising a multi-ethnic population; with an ethnic breakdown of 74 percent Hispanic, 12 percent White Non-Hispanic, seven percent Black Non-Hispanic, and eight percent Asian/Indian Multiracial. Oliver Hoover has 15 percent of the students enrolled in Limited English Proficient (LEP) Programs; 49 percent of the students are on free or reduced price lunch.

The students at Oliver Hoover receive instruction in reading, language arts, mathematics, science, social studies as described in the Miami-Dade County Public Schools Competency Based Curriculum. Music, art, physical education and bilingual courses are also staples of the curriculum. Oliver Hoover has 24 percent of their students enrolled in Exceptional Student Education (ESE) programs, including Gifted, Learning Disabilities, Other Health Impaired, Developmentally Delayed, Trainable Mentally Handicapped and Autism. These children have a wide range of exceptionalities and their social, emotional, and academic programs are governed by their Individual Educational Plans (IEP), and Education Plans (EP). In addition, the school provides services for Speech, Language Therapy, Occupational and Physical Therapy and guidance services. The school also receives assistance from a school social worker, a school psychologist and a staffing specialist.

Four administrators, a principal and three assistant principals serve as the instructional leaders of the school. The Oliver Hoover instructional staff includes 78 teachers: 50 in the general education curriculum, 22 Exceptional Student Education, 12 in special subject areas, two counselors, one media specialist and one Technology Coordinator. The instructional staff is 50 percent Hispanic, 29 percent white Non-Hispanic, 20 percent black Non-Hispanic and two percent Asian. This year the school welcomed seven beginning teachers. On our staff 34 percent have obtained Master's degrees; eight percent have obtained Specialist degrees.

Oliver Hoover Elementary School was established in 1982 and was named for a prominent educator who served the school system as a teacher, Dean of Boys and Principal and who served the community in many leadership roles. The school is comprised of two facilities. The main campus is located on six-acres on Hammocks Boulevard in the Hammocks, a suburban community in Miami-Dade County, and is adjacent to a five-acre park. The main campus has 44 classrooms and three resource rooms, a cafeteria, a media center, a computer lab and a large main office. There are 14 portable classrooms on this site. The Oliver Hoover Primary Learning Center is located one and a half miles from the main campus. This facility has 11 classrooms for children in Pre-Kindergarten, Kindergarten and First grade.

Oliver Hoover Elementary has established a school advisory council designed to focus on school improvement and educational accountability. The Educational Excellence School Advisory Council (EESAC) is composed of seven parents, five teachers, one student, one education support employee, one business/community representative, the Designated UTD Steward, and the Principal. With the exception of the Principal, the business/community representative and the Designated UTD Steward, all other members are elected by their constituent group. The Principal, teachers, parents, students, and education support employees all have alternate representation.

Oliver Hoover Elementary also has a very active Parent/Teacher Association (PTA). The organization provides numerous opportunities for parents to become acquainted with the school program. The PTA sponsors cultural and recreational activities for students and holds several fundraising activities each year. Monies generated by fundraising events are used to supplement the purchase of costly materials and equipment needed to reinforce the basic curriculum. Several Dade Partners are also very influential in the school's pursuit of educational excellence. Employees for these organizations assist the school with motivational incentives, monetary donations and mentoring/tutoring of students.

School volunteers assist the Oliver Hoover Elementary teachers and students with various tasks. They act as listeners: provide

one-to-one tutoring; work with groups of children in the classroom; and assist in many other ways.

In order to provide a safe and stimulating environment for students of working parents, Oliver Hoover Elementary School provides before-school care beginning at 7:15 a.m. and after-school care ending at 6:00 p.m. at both the main campus and the Primary Learning Center.

School Foundation

Leadership:

The Organizational Performance Self Assessment Survey reveals that the faculty and staff at Oliver Hoover Elementary ranked leadership at 4.1 out of a possible 5.0. The school's vision, mission, and core values will be referred to daily to focus, guide, and achieve identified goals in all areas of the School Improvement Plan.

District Strategic Planning Alignment:

The Organizational Performance Self Assessment Survey reveals that Oliver Hoover's faculty and staff ranked strategic planning and alignment at 3.7 out of a possible 5.0. The School Improvement Plan will be used as a guide, and this survey as a needs assessment for planning, implementing, monitoring, and then evaluating to show growth in this area as a faculty and staff.

Stakeholder Engagement:

The Organizational Performance Self Assessment Survey Reveals that the Oliver Hoover faculty and staff ranked customer satisfaction at 4.1 out of a possible 5.0. The stakeholders at Oliver Hoover Elementary are focused on the school's vision and mission to make learning an exciting, productive, and vital part of each child's life, thus producing a caring community of learners aspiring to be responsible citizens.

Faculty & Staff:

The Organizational Performance Self Assessment Survey reveals that Oliver Hoover's faculty and staff ranked the team approach to the overall function of the school at a 4.0 out of a possible 5.0. Professional Learning Communities will be developed to address the needs of beginning teachers and teachers that have changed assignments. During meetings, more in-depth practical knowledge will be shared in a comfortable environment to mentor and assist new personnel and beginning teachers.

Data/Information/Knowledge Management:

The Organizational Performance Self Assessment Survey reveals that Oliver Hoover's faculty and staff ranked Measurement, Analysis, and Knowledge Management at 4.2 out of a possible 5.0. According to the survey, this area ranked highest when compared to all other categories. At Oliver Hoover Elementary, data is used to drive instruction and to make crucial decisions in the day-to-day operations of the school. Data is used to identify each student's strengths, weaknesses and potential. Strategies are created to ensure proficiency in the learner, teacher, and administrator.

Education Design:

Extended Learning Opportunities:

Oliver Hoover Elementary has a full time Technology Coordinator who is used to train teachers and students for academic success. A second grade TEAM class was started for the 2005-2006 school year to provide a different instructional approach for minority students. The Chess Club opened during after school hours with over 70 students actively involved in competition. The chorus and bells students meet on alternating days after school to practice bells

and songs to present at the special events. Tutoring is held daily after school for Level 1 FCAT Reading students, LEP students, and students scoring at or below the 25th percentile on the Stanford 10. Oliver Hoover's teachers, as well as students from Felix Varela High School provide tutoring sessions after school. Oliver Hoover's teachers are enrolled in in-services after school, during school hours, and on Saturdays to meet the challenge of being highly qualified. Oliver Hoover has implemented several models of Inclusion. At the present time, we have one full-time third grade Inclusion Class of General Education and Autistic students. Plans are being made to include more full-time Inclusion models for the 2006-2007 school year.

Part-time paraprofessionals have been placed at each grade level to assist with remediation and enrichment activities. Monthly informational meetings have been planned by grade levels to assist, train, and inform parents about grade-specific curriculum. The Computer Lab will be used at these meetings to provide parents with a hands-on approach so they may assist their children at home with programs used during the school day.

Performance Results:

The 2004-2005 Student Case Management System revealed that out of 1,111 students, there were 32 general disruptive conduct reports, one fight, one simple assault, 26 reprimands, six suspensions, zero indoor suspensions, zero expulsions and zero denial of bus privileges. Living the vision, mission, and practicing the core values daily have made a tremendous impact on the behavior of the students at Oliver Hoover Elementary. The character education word for the month is announced daily over the closed-circuit T.V. and students are rewarded for acts of kindness.

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 type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

Oliver Hoover Elementary students will improve their achievement in reading and meet state standards.

Needs Assessment

The results of the 2005 Reading test administration of the FCAT reflect that reading scores on the 2005 test indicate that 80 percent of students in grades three through five scored at or above FCAT Achievement Level 3. Additionally, third grade students need improvement in Word/Phrases with an overall average score of 50 percent correct. Fourth grade students need improvement in Reference/Research with an overall average score of 50 percent correct. This year's concerted instructional effort in these areas should result in an increase in student achievement in reading.

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 three through five will improve their reading skills as evidenced by 83 percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Disaggregate and analyze data from the 2005 FCAT Reading Test to identify strengths and weaknesses of students in grades three through five and develop an instructional focus calendar for reading.	Classroom Teacher / Administrators	8/8/2005	5/24/2006
2. Implement the Comprehensive Reading Plan (CRP) with intensive focus on Guided Reading and vocabulary development for students in grades kindergarten through five.	Classroom Teacher / Administrators	8/8/2005	5/24/2006
3. Implement the Miami-Dade County Public Schools Elementary Physical Education Reading, Writing, and Mathematics FCAT Resource.	Physical Education Teacher / Administrators	8/8/2005	5/24/2006
4. Conduct on-going Instructional Team meetings with administrative and leadership teams to ensure and direct effective application of strategies.	Classroom Teacher / Administrators	8/8/2005	5/24/2006
5. Utilize Accelerated Reader/Star, Advanced Learning System, Riverdeep, Academy of Reading and FCAT Explorer computer assisted resources to reinforce and enhance reading skills for students in grades one through five.	Classroom Teacher / Administrators/ Technology Coordinator/Media Specialist	8/8/2005	5/24/2006
6. Identify students scoring at Levels 1 and 2 on the FCAT, as delineated in the AYP disaggregated data and provide tutorial assistance during school hours to address the reading deficiencies of all subgroups represented.	Classroom Teacher / Administrators	8/8/2005	5/24/2006
7. Reduce class size for low performing students in order to improve student achievement.	Classroom Teacher/Administrators	08/08/05	05/24/06

Research-Based Programs

Houghton Mifflin Reading Program

Riverdeep Reading Program

Academy of Reading

Professional Development

Professional Development for all teachers will include: the Comprehensive Reading Plan (CRP) and the Houghton Mifflin Reading Program to target guided reading, utilizing assessments and analysis of assessment data to drive curriculum. On-site training will be provided for all technology reading based programs.

Evaluation

This objective will be evaluated by the results of the 2006 FCAT. Additionally, the Bi-annual Interim Test will be used to monitor student progress and redirect learning activities. Compiled data will be shared with classroom teachers. Additional Assessment Instruments include: Dynamic Indicators of Basic Early Literacy Skills (DIBELS), FCAT Reading and textbook tests. The student tutorial program success will be measured by completion of the FCAT Explorer program at 70% mastery of the required benchmarks.

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 type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

Students will improve their achievement in mathematics and meet state standards.

Needs Assessment

The results of the Mathematics test administration of the FCAT reflect the areas of greatest difficulty for third grade students is geometry with an average of 57 percent correct. Fourth grade students need improvement in number sense with an average of 55 percent correct. The area of greatest difficulty for fifth grade is data analysis with an average of 50 percent correct. The results of the 2004-2005 FCAT Math Test revealed that 64 percent of the students met high levels of performance. This years concerted instructional effort in these areas should result in an increase in student achievement in mathematics.

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

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Disaggregate and analyze data from the 2005 FCAT Mathematics test to identify strengths and weaknesses of students in grades three through five and develop an instructional focus calendar for mathematics.	Classroom Teacher / Administrators	08/08/05	05/24/06
2. Provide students in grades kindergarten through five with performance based activities incorporating the use of manipulatives, problem solving, critical thinking and communication.	Classroom Teacher / Administrators	08/08/05	05/24/06
3. Utilize Riverdeep, Advanced Learning Systems, Scott Foresman Internet Program and FCAT Explorer computer assisted resources to reinforce and enhance mathematics skills for students in grades three through five.	Classroom Teacher/Administrators/Technology Coordinator	08/08/05	05/24/06
4. Conduct on-going Instructional Team meetings with administrative and leadership teams to ensure and direct effective application of strategies	Classroom Teacher / Administrators	08/08/05	05/24/06
5. Broadcast mathematics vocabulary school-wide over closed circuit television during the morning announcements.	Classroom Teachers/Administrators	08/08/05	05/24/06

Research-Based Programs

Scott Foresman Mathematics Program

Professional Development

Professional Development will be available for all teachers to review the mathematics strands and district provided scope and sequence. In-services will include Riverdeep Training, Scott Foresman Program Series, Advanced Learning System and use of manipulatives.

Evaluation

This objective will be evaluated by the results of the 2006 FCAT. Additionally, the Bi-annual Interim Test will be used to monitor student progress and redirect learning activities. Compiled data will be shared with classroom teachers. Additional Assessment Instruments include FCAT Math and textbook tests.

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

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

GOAL 3 STATEMENT:

Students will improve their achievement in writing and meet state standards.

Needs Assessment

The results of the Writing test administration of the FCAT reflect that the expository scores were 25 percentage points lower than the narrative scores. Students in fourth grade need continued growth to score at 4.0 or better as evidenced by 44 percent of students who did not meet this requirement. The results of the 2004-2005 FCAT Writing Test revealed that 91 per cent of the students met high levels of performance. This year's concerted instructional effort in these areas should result in an increase in student achievement in writing.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 92 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
1. Promote effective writing through the implementation of technology for grades kindergarten through five.	Classroom Teacher / Administrators/Technology Coordinator	08/08/05	05/24/06
2. Provide in-service for all administrators and instructional staff to ensure effective delivery of writing instruction and monitor its implementation.	Classroom Teacher / Administrators/District	08/08/05	05/24/06
3. Conduct parent workshops and training sessions to support student achievement in writing.	Classroom Teacher / Administrators	08/08/05	05/24/06
4. Administer the district provided expository and narrative pre and posttest to all students in grades one through five, and utilize the assessment data to plan areas of need in the writing curriculum.	Classroom Teacher / Administrators	08/08/05	5/24/06
5. Administer monthly writing prompts for all students in grades one through five that will be scored utilizing a grade-appropriate rubric to assess student effective narrative and expository writing techniques and determine further instruction.	Classroom Teacher / Administrators	08/08/05	5/24/06
6. Improve the quality of writing through the use of strategies such as, magnified moments, vivid verbs, sentence variety, writing pictures and magic words for students in grades kindergarten through five.	Classroom Teacher / Administrators	8/08/05	5/24/06
7. Incorporate classroom journal writing using non-fiction prompts to provide additional writing opportunities in the content areas for students in grades kindergarten through five.	Classroom Teacher / Administrators	08/08/05	05/24/06

Research-Based Programs

Houghton Mifflin Reading Program (writing component)

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

This objective will be evaluated by the results of the 2006 FCAT. Additionally, all students in grade one through five will participate in the administration of the district provided expository and narrative pre and post-test. Students will also participate in the administration of a monthly assessment prompt. Writing test given monthly and quarterly writing assessments will be used to monitor the writing objective. These will also be used as instructional tools. Students in grade four will participate in the administration of the FCAT Writing PLUS Test.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

Students will improve their achievement in Science and meet the state and districts mean scale score.

Needs Assessment

The results of the 2005 Science test administration of the FCAT reflect that the mean scale score was a 295, with the state's mean scale score being 296. Therefore, fifth grade students need improvement in the area of Scientific Thinking as evidenced by 42 percent, which need to meet this requirement. This year's concerted instructional effort in this area should result in an increase in student achievement in science.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by meeting or exceeding the state's mean scale score of 296 as documented by scores of the 2006 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Disaggregate and analyze the 2005 FCAT Science Test to identify strengths and weaknesses of students in grade five.	Classroom Teacher / Administrators	08/08/05	05/24/06
2. Utilize the district developed science scope and sequence to enhance the delivery of instruction in science and ensure that all science benchmarks are taught in grades kindergarten through five.	Classroom Teacher / Administrators	08/08/05	05/24/06
3. Continue to utilize The Advanced Learning Science Technology program and utilize the assessment data to plan areas of need in the science curriculum for grades three through five.	Classroom Teacher / Administrators/ Technology Coordinator	08/08/05	05/24/06
4. Conduct staff development workshops to promote the teaching of science process skills.	Classroom Teacher / Administrators	08/08/05	05/24/06
5. Incorporate effective teaching strategies to develop students' understanding of scientific concepts through classroom activities, and project-based learning, such as: cooperative groups, hands-on activities and problem-solving/critical thinking strategies.	Classroom Teacher / Administrators	08/08/05	05/24/06
6. Conduct a school wide Science Fair for students to demonstrate application of the Scientific Process for students in grades kindergarten through five.	Classroom Teacher / Administrators	08/08/05	05/24/06
7. Increase students' participation in hands-on science activities by conducting experiments that demonstrate concrete applications of the Scientific Method for students in grades kindergarten through five.	Classroom Teacher / Administrators	08/08/05	5/24/06

Research-Based Programs

McGraw-Hill Science Program

Professional Development

Professional development training for teachers will include district provided science training. Training in experimental demonstration, concept development, and scientific thinking will be addressed.

Evaluation

This objective will be evaluated by the results of the 2006 FCAT. Additionally, the school-site will develop pre and post tests to be administered to students in grades Kindergarten through Fifth. Students in grade five will participate in the 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.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 5 STATEMENT:

Oliver Hoover will foster open communication between home and school.

Needs Assessment

Parent participation sign-in sheets show that the average participation rate for all school site activities and meetings was 27 percent during the 2004-2005 school year. Therefore, showing the need to promote parental involvement.

Measurable Objective

Given school wide emphasis on parent outreach, parent/school communication will improve by two percent as evidenced by the 2005-2006 sign in log.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Promote school wide presentations, such as Back to School Night/Open House, Science Fair Parent Night, Technology Parent Night and monthly parental information meetings by grade level to encourage parental involvement.	Classroom Teacher / Administrators/ Technology Coordinator	08/08/05	05/24/06
2. Promote the use of the Parent Resource Center located in the Media Center, Primary Learning Center Office, and the Main Office.	Classroom Teacher / Administrators	08/08/05	05/24/06
3. Encourage parents to actively participate in groups such as Parent Teacher Association (PTA), and the Educational Excellence School Advisory Council (EESAC).	Classroom Teacher / Administrators	08/08/05	05/24/06
4. Maintain an on-going line of communication in students' home language between the home and the school, in the following forms of communication: use of student progress reports, report cards, letters, flyers, monthly activity calendar, school newsletters, parent teacher conferences, home visits, monthly parental meetings and computer based grade book parental viewer (when it becomes available).	Classroom Teacher / Administrators	08/08/05	05/24/06
5. Monitor the participation of parents and community based organizations by maintaining sign in sheets and logs of attendance.	Classroom Teacher / Administrators	08/08/05	05/24/06
6. Promote the Oliver Hoover Elementary website for school information, school activities, district information, access to instructional computer programs, the on-line calendar, and the Excelsior Software Parent Viewer to see grades.	Classroom Teacher / Administrators/ Technology Coordinator	08/08/05	05/24/06

Research-Based Programs

National Parent Teacher Association
National Standards for Parent Involvement

Professional Development

Administrators, teachers and parents will participate in district/school based parent involvement workshops that address the needs of parents in helping their children achieve academically and in helping them enhance their own personal growth.

Evaluation

This objective will be evaluated by sign in sheets, logs and surveys collected at all meetings and parent seminars.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 6 STATEMENT:

Oliver Hoover will foster a safe learning environment for its students.

Needs Assessment

In the 2004-2005 school year, the attendance rate was 96.21 percent, showing a need for improvement in this area. Also, in an effort to provide an environment that is safe, a Placement Review Committee has been established to follow procedures established by Miami-Dade County Public Schools' Code of Student Conduct.

Measurable Objective

Given school-wide emphasis on attendance, student attendance will improve by one percent in the 2005-2006 school year as evidenced by the 2005-2006 attendance report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Promote school-wide incentive programs for behavior improvements for grades kindergarten through five such as, "Student of the Month," "Do the Right Thing," "Papa John's Winner Circles."	Classroom Teacher / Administrators	08/08/05	05/24/06
2. Promote school-wide incentive programs for students in grades kindergarten through five for attendance improvements such as "Perfect Attendance Awards," "Glad You're Here."	Classroom Teacher / Administrators	08/08/05	05/24/06
3. Include Character Education as a school wide activity to help introduce and reinforce core character traits each month.	Classroom Teacher / Administrators	08/08/05	05/24/06
4. Maintain and monitor proactive discipline procedures.	Classroom Teacher / Administrators	08/08/05	05/24/06
5. Incorporate interactive bulletin boards that will include classroom responsibilities, rewards and consequences.	Classroom Teacher / Administrators	08/08/05	05/24/06
6. Continue to have security staff personnel supervise all main hallways during school hours. Arrival and dismissal areas will be monitored by security personnel, administrators and teachers.	School Security Personnel / Classroom Teacher / Administrators	08/08/05	05/24/06

Research-Based Programs

Houghton Mifflin Classroom Management Program

Professional Development

Professional development training for school security monitors will include district in-service training. Teachers will also be provided with in-services on classroom management.

Evaluation

This objective will be evaluated by a school site form for attendance. This form will be compiled and evaluated daily, weekly, and quarterly.

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"/>

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

GOAL 7 STATEMENT:

Oliver Hoover will provide students with exposure to technological skills needed compete in a global economy.

Needs Assessment

The results of the 2004-2005 FCAT Explorer computer program indicates that 25 percent of students in grades three through five were unable to complete the program before the FCAT administration, therefore, showing that there is a need for improvement in this area. For the upcoming school year, there is a need for students to receive continuous support to facilitate the completion of this program within three months of its inception.

Measurable Objective

Given instruction using the FCAT Explorer, students in grades three through five will be able to complete and achieve benchmarks at a 70 percent mastery level, using their technological skills as evidenced by completion of the designated programs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Utilize Accelerated Reader/Star, Advanced Learning System, Riverdeep, Academy of Reading and FCAT Explorer computer assisted resources to reinforce and enhance reading skills for students in grades one through five.	Technology Coordinator / Classroom Teacher / Administrators	08/08/05	05/24/06
2. Utilize Riverdeep, Advanced Learning Systems, Scott Foresman Internet Program and FCAT Explorer computer assisted resources to reinforce and enhance all subject areas for students in grades three through five.	Technology Coordinator / Classroom Teacher / Administrators	08/08/05	05/24/06
3. Promote effective writing through the implementation of various computer-based programs, such as Microsoft Word, Kidspiration and PowerPoint for students in grades one through five.	Technology Coordinator / Classroom Teacher / Administrators	08/08/05	05/24/06
4. Utilize Excelsior Gradebook, Microsoft E-Mail and Intranet applications.	Technology Coordinator / Classroom Teacher / Administrators	08/08/05	05/24/06
5. Access programs, such as Brain Pop, FCAT Explorer, Riverdeep, EasyTech, for extended curriculum support at home for students in grades kindergarten through five.	Technology Coordinator / Students/ Parents	08/08/05	05/24/06
6. Promote the Oliver Hoover Elementary website for school information, school activities, district information, access to instructional computer programs, the on-line calendar, and the Parent Viewer for student grades.	Technology Coordinator / Classroom Teacher / Administrators	08/08/05	05/24/06

Research-Based Programs

Not Applicable

Professional Development

Professional development training will be available for teachers and staff utilizing total class, small group and individualized training and support. In addition, continuous classroom support is available for effective classroom implementation.

Evaluation

This objective will be evaluated by program generated reports indicating students performance and achievement of the required benchmarks and program completion.

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

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

GOAL 8 STATEMENT:

Oliver Hoover will promote Health and Physical Fitness through participation in various sports, team activities, and school wide events.

Needs Assessment

The results of the 2004-2005 Physical Fitness Testing Program (Fitnessgram) demonstrated that 84 percent of students in grades four through five received a passing score, indicating that 26 percent of fourth and fifth grade students need improvement in this area.

Measurable Objective

Given instruction in the Physical Education Sunshine State Standards, 87 percent of students in grades four and five will master the benchmarks as evidenced by the Fitnessgram.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Utilize the district developed Physical Education scope and sequence to enhance the delivery of instruction and assure that all Physical Education benchmarks are taught for students in grades two through five.	Physical Education Teachers / Administrators	08/08/05	05/24/06
2. Incorporate effective teaching strategies to develop students' understanding of the Health and Physical Fitness program through various sports activities, and games such as: catching, dribbling, fielding, running, passing, serving, shooting, striking, for students in grades two through five.	Physical Education Teachers / Administrators	08/08/05	05/24/06
3. Incorporate effective teaching strategies to develop an understanding of good Sportsmanship through understanding rules, boundaries and safety procedures for various sports and games for students in grades two through five.	Physical Education Teachers / Administrators	08/08/05	05/24/06
4. Increase students' participation in the Physical Fitness program by conducting a school- wide Field Day for students in grades two through five.	Physical Education Teachers / Classroom Teachers / Administrators	08/08/05	05/24/06
5. Implement the Miami-Dade County Public Schools Elementary Physical Education Reading, Writing, and Mathematics FCAT Resource for students in grades two through five.	Physical Education Teacher / Administrators	08/08/05	05/24/06

Research-Based Programs

Journal of Health and Physical Education and Recreation

Professional Development

Professional development training for physical education teachers will include in-service workshops, district and state seminars providing current fitness techniques and programs.

Evaluation

This objective will be evaluated by the administration of the Physical Fitness Testing Program (Fitnessgram) for all students in grades four and five.

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

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

GOAL 9 STATEMENT:

Oliver Hoover will foster and create an environment that actively engages students in the appreciation of Music and Art.

Needs Assessment

An assessment of students' grades during the 2004-2005 school year revealed that 25 percent of the students in grades kindergarten through five need improvement in their Music and Art grades.

Measurable Objective

Given school-wide emphasis on Art and Music curriculum, students in grades kindergarten through five, will show an increase of five percent improvement in grades when comparing the first semester grades to the second semester grades.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Promote school -wide presentation of students' art work on school property, in the community, and district or state contests.	Art Teacher / Classroom Teacher / Administrators	08/08/05	05/24/06
2. Promote the use of the media center through activities such as a Book Fair, (Fall and Spring), and Oliver Hoover's T.V. Crew, for morning announcements.	Media Specialist / Administrators	08/08/05	05/24/06
3. Promote our Music program (Chorus and Bells) with Winter and Spring concert presentations in school, in the community and district or state activities.	Music Teacher / Administrators	08/08/05	05/24/06
4. Continue to implement multi-cultural experiences through classroom curriculum instruction to all grade levels.	Classroom Teachers/Administrators	08/08/05	05/24/06
5. Integrate all content areas utilizing a variety of methods to include multi-cultural programs.	Classroom Teachers/Administrators	08/08/05	05/24/06

Research-Based Programs

Curricular Art Program (County Wide) Spectrum of Music Program

Professional Development

Professional development training for the Art and Music teachers will include District in-service workshops in current techniques and curriculum updates.

Evaluation

This objective will be evaluated by assessing all students in grades kindergarten through five in Music and Art on an on-going weekly basis. The evaluation will include grades from the first semester to the end of the second semester.

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

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

GOAL 10 STATEMENT:

Oliver Hoover Elementary School will rank at or above the 90th percentile statewide in the State of Florida ROI index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the Florida Department of Education (FDLOE) indicates that in 2003, Oliver Hoover Elementary School ranked at the 80th percentile on the State of Florida ROI index.

Measurable Objective

Oliver Hoover Elementary School will improve its ranking on the State of Florida ROI index publication from the 80th percentile in 2003 to the 83rd percentile on the next publication of the index.

Action Steps

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

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

On the next State of Florida ROI index publication, Oliver Hoover Elementary will show progress towards reaching the 83rd percentile.

EESAC Compliance

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

Budget:

Members of the EESAC receive budget training and make recommendations for the 2005-2006 school site budget continuing the emphasis on acquiring materials needed to implement the Core Reading Program, practice of FCAT strategies and to support integration across the curriculum.

Training:

EESAC members, based on input from teachers, make suggestions for needed staff development activities in the areas of reading, mathematics, science, writing and technology for selected teachers in kindergarten through grade five.

Instructional Materials:

EESAC members, based on input from teachers, make suggestions for needed instructional materials that focus on phonemic awareness and writing skills. They also recommend the purchase of Time for Kids for students at all grade levels and Accelerated Reader components.

Technology:

EESAC members, based on input from teachers, make suggestions to continue to purchase computers and appropriate software. These materials will make teacher training available for the integration of technology into the curriculum through the use of student projects, PowerPoint presentations, Kidspiration projects and the use of the Internet.

Staffing:

EESAC members, based on input from teachers, make suggestions for school staffing of teacher aides to work primarily with teachers and students to improve student achievement in the lowest 25 percent of reading. EESAC and staff participate in staffing decisions in conjunction with the principal.

Student Support Services:

EESAC members, based on input from teachers and student support services personnel, make suggestions for items affecting student support services. These include the timely identification of potential gifted students and students with learning and behavior disorders.

Other Matters of Resource Allocation:

The EESAC recommends providing incentives for increasing student achievement on the FCAT Reading, Mathematics, Science, Florida Writes+ Test and improvement of attendance.

Benchmarking:

EESAC members endorsed monitoring Adequate Yearly Progress for all subgroups in order to meet the No Child Left Behind requirements.

School Safety & Discipline:

EESAC members, based on input from teachers and the Placement Review Committee, make suggestions to promote a safe school environment. These include funding school-wide incentive programs that are geared to encourage attendance, and positive student behavior.

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