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# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

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*School Name:* 2541 - Howard Drive Elementary School

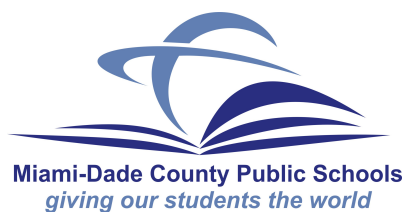
*FeederPattern:* Miami Palmetto Senior

*Region:* Regional Center V

*District:* 13 - Miami-Dade

*Principal:* Deanna Dalby

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



# SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

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## *Howard Drive Elementary School*

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Howard Drive Elementary is a pre-kindergarten through fifth grade school located at 7750 S.W. 136 Street in Miami, Florida. Howard Drive Elementary School is in the Miami Palmetto Senior High School feeder pattern. Howard Drive has an enrollment of 688 students. The student population is 45.7% White, 21% Black, 27.9% Hispanic, and 5.4% Asian/Indian Multiracial. The percentage of student attendance is 96.02%.

Howard Drive Elementary has a family atmosphere where the Parent Teacher Association has 100% enrollment. Students participate in an array of programs that include English for Speakers of Other Languages, Exceptional Student Education, and Gifted. The Gifted program (Cosmos Center) is a pull-out gifted program providing services to Coral Reef Elementary, Howard Drive Elementary, Palmetto Elementary, and Pinecrest Elementary for grade four and grade five students. Before school, students participate in the Art Club, Music Club, Running Club, and Jump Rope Club. After school, extracurricular activities include the Academic Excellence Program, Student Council, Future Educators of America, and academic tutoring; Safety Patrol is offered before and after school. The school has a Teacher Outreach Parent Support (TOPS) for our Severely Emotionally Disturbed (SED) students, two self-contained Emotionally Handicapped (EH) classes for primary and intermediate students, and resource classes for Learning Disabled (LD) students. We also offer one Inclusion/co-teaching model class in grades three through five.

After analyzing and evaluating the school's demographic profile and the Florida Comprehensive Assessment Test results, Howard Drive Elementary, in conjunction with the Educational Excellence School Advisory Council, has identified the following objectives as school-wide priorities for the 2005-2006 school year.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 85% of the students achieving a level 3 or higher on the 2005-2006 FCAT Reading test.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their math skills as evidenced by 84% of the students achieving a level 3 or higher on the 2005-2006 FCAT Mathematics test.

Given instruction using the Sunshine State Standards, 86% or more of the students in grade 4 will score at or above level 4.0 on the administration of the 2006 FCAT Writing-Plus Test.

Given instruction using the Sunshine State Standards, grade five students will improve their science content skills as evidenced by meeting or exceeding the district mean scale score on the 2006 FCAT Science test.

Given the school wide emphasis on parental and community involvement, the school will demonstrate a 3% increase in 2005-2006 parent Parent Curriculum Nights.

Given an emphasis on a safe and orderly learning environment, Case Management referrals will decrease by 5% during the 2005-2006 school year compared to the 2004-2005 school year as demonstrated by the 2005-2006 Case Management report.

Given increased opportunity for professional development, a minimum of 75% of teachers will attend technology workshops/activities as evidenced by administrative logs and the 2005 STaR School Profile.

Given instruction based on the Miami-Dade County Public Schools mandated FITNESSGRAM, students in grades four and five will improve their fitness as evidenced by 58% of the students meeting high standards on the 2005-2006 administration of the FITNESSGRAM Test.

Given emphasis on the benefits of participating in advanced academic programs the combined number of students enrolled in the Advanced Academic Excellence Program, Art Excellence Club and Young Rembrandts will increase to 60 students during the 2005-2006 school year as documented by class rosters.

Given supplemental instruction/programs in reading, of the students scoring in the lowest 25th percentile on the 2005 FCAT Reading Test, 60% of those students will achieve a year's worth of progress on the 2006 FCAT Reading Test.

Two areas of concern were identified based on the results of the Organizational Performance Improvement Snapshot. Areas of improvement lie in the best communication possible with our customers (3d) and receiving the best resources possible in order to complete our job thoroughly (6a); in continuing our systematic process for success, we must understand the customer's needs and gather the best possible resources. Our school will promote better communication with all our stakeholders and with the assistance of EESAC, the administration will provide all the resources possible to ensure our constant movement toward improvement.

In order to achieve these objectives, appropriate strategies have been planned by all the school's stakeholders. These strategies include the implementation of and staff development on the Comprehensive Research-Based Reading Plan, Bridges-to-Career Math and Science Plan, PACES, feeder pattern and school efforts to narrow the achievement gap among low performing students, and integration across the curriculum of School-to-Career, Discipline and Safety, Return on Investment, technology, and parental involvement strategies. These strategies will complement our mission for growth and excellence in all areas of the curriculum and foster students' potential in the pursuit of becoming lifelong learners.

## 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.

## Howard Drive Elementary School

### VISION

Howard Drive students will become contributing members of society by becoming effective communicators, creative problem solvers, critical reflective thinkers, and self-directed lifelong learners. They will develop an understanding of rights and responsibilities leading to good citizenship, as well as understanding and respecting individual differences and diversity among cultures.

### MISSION

The Howard Drive Elementary School staff, parents, and the community are committed to providing a supportive environment for each student by promoting a firm academic and technological foundation, including multicultural experiences, and by fostering intellectual, emotional, and social development.

### CORE VALUES

Howard Drive Elementary School holds the following beliefs as the motivation for all endeavors undertaken by the school. We are dedicated to quality: quality of service, quality of relationships, and quality of communications. We believe that we should be, for all who are involved, a place of realized potential; and, we believe that our responsibility is to our students, to our employees, and to the community and the society that we serve.

## *School Demographics*

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Howard Drive Elementary is a prekindergarten through grade five school. It is located at 7750 S.W. 136 Street in Miami, Florida. Howard Drive Elementary is in the Miami Palmetto Senior High School feeder pattern. Howard Drive has an enrollment of 688 students. The student population is 45.7% White, 21% Black, 27.9% Hispanic, and 5.4% Asian/Indian Multiracial. The average percentage of daily student attendance is 96.02%.

Howard Drive has a faculty of 52 teachers. The teacher population is 43% White, 25% Black, 32% Hispanic. Howard Drive has received awards such as; The Florida School Recognition Platinum Award, The Golden School Award, Math Superstars Competition Award, Miami-Dade County History Bee, Miami-Dade County Geography Bee, and the United Way Award.

Howard Drive Elementary provides services to both standard curriculum students and students with disabilities in grades pre-K through five. These services include psychological testing, speech therapy, and behavior management. The school employs both a contracted counselor to meet the needs of emotionally handicapped students, as well as an on-staff counselor to meet student needs on a day-to-day basis. The school's Teaching Outreach Parent Support (TOPS) program, dedicated to serve our severely emotionally disturbed students, employs their own psychologist, art therapist, and diagnostician. The school's Cosmos Center is a pull-out gifted program providing services to Coral Reef Elementary, Howard Drive Elementary, Palmetto Elementary, and Pinecrest Elementary for grade four and grade five students.

# *School Foundation*

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## ***Leadership:***

Howard Drive's mission and values are well defined as indicated by an average score of 4.5 out of 5 in leadership on the Organizational Performance Improvement Snapshot(OPIS). Administration works within a constructive framework to create an environment that fosters positive communication and encourages life-long learning. In an effort to further this relationship, administration will continue to strive to maintain and improve two-way communication regarding the day to day operation of the school.

## ***District Strategic Planning Alignment:***

Howard Drive scored an average score of 4.2 out of 5 on the OPIS, indicating that goals and objectives are frequently addressed in an effort to provide a continuous improvement planning model. The staff participates in strategic planning sessions through department chairs and grade group meetings. The administration supports an open door policy that encourages the input of ideas, allowing a fluid evolution of realistic and attainable school-wide goals.

## ***Stakeholder Engagement:***

Howard Drive Elementary School scored a 4.4 out of 5 on the OPIS, indicating it does an effective job of encouraging communication from all stakeholder groups. Its primary decision making group, the Educational Excellence School Advisory Council (EESAC), guarantees that teachers, parents, administrators and members of the community are involved in providing feedback, an essential ingredient in determining customer satisfaction.

Howard Drive also strives to solicit parental feedback by developing relationships that encourage school-community involvement. This feedback enables the school to tailor its educational program to meet the needs of its customers. Howard Drive must continue to encourage its customers to share areas of concern in order to have the necessary information to identify and solve problems on an ongoing basis.

## ***Faculty & Staff:***

Howard Drive meets the challenge of ensuring the quality of its teachers by providing the faculty with curriculum development sessions, continuing education opportunity information, and personal and professional growth workshops. This was evidenced by an average score of 4.5 out of 5 on the OPIS. The challenge of retaining dedicated and motivated teachers is met by the administration's effort to involve teachers in the planning processes of school curriculum and its implementation and in making scheduling decisions. Being a part of these processes reinforces the teachers' commitment to go above and beyond what is expected to provide each child with the opportunity to learn. The school climate allows beginning teachers to become involved in the planning processes, along with veteran teachers. The staff is challenged with the need to continually meet higher standards, along with infusing the students with a love of learning.

## ***Data/Information/Knowledge Management:***

Howard Drive Elementary School provides a multi-faceted approach in providing quality educational experiences for its students; as a result it scored an average of 4.4 out of 5 on the OPIS. In facilitating this approach, teachers, parents

and administrators are involved in data gathering and evaluation, considered an essential part of program improvement. This collaboration facilitates the communication that enables the school to disseminate data effectively at all levels and tailor its educational program to meet the needs of stakeholders through effective global decision making.

### ***Education Design:***

The key stakeholder groups who strongly influence the services of the school are students' parents/caregivers and the surrounding community/businesses. The parents/caregivers are strongly encouraged to support and interact with school personnel by becoming involved in school activities, attending parent/caregiver conferences, and ensuring that their children attend school regularly. The PTA strives to meet parent and staff needs on an annual basis. These needs are prioritized and met through fund-raising activities. The surrounding community, along with the school's Dade Partners, support the district/school's goals and initiatives by providing incentives, serving as role models, and providing resources for supporting the curriculum, school beautification, and aides for classroom teachers. Scoring an average of 4.2 out of 5 on the OPIS indicates that Howard Drive needs to continue to work toward providing resources to staff.

### ***Performance Results:***

Howard Drive Elementary exhibits dedication to the development of the whole child as indicated by an average score of 4.3 out of 5 on the OPIS. Howard Drive teachers, with the support of the administration and counselor, work toward reducing Case Management referrals through strategic planning. The administration and teachers positively impact academic achievement by promoting good attendance through awarding incentives.

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 1 STATEMENT:**

Student achievement in reading will be increased by using data to improve instruction and provide remediation.

**Needs Assessment**

Results of the 2005 FCAT Reading Test indicate that 83% of the students in grades three through five met high standards in reading, 64% have made annual learning gains, and 57% of the lowest 25% made annual learning gains. Results of NCLB AYP report indicate that 35% of the Students with Disabilities made a year's worth of progress in reading. The need for our reading goal is to increase the amount of students achieving a level 3 or higher.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL 1	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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 as evidenced by 85% of the students achieving a level 3 or higher on the 2005-2006 FCAT Reading test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize appropriate technology programs for introduction, reinforcement, and evaluation of reading content to target the lowest 25 percentile including Riverdeep Reading, FCAT Explorer, Read 180, and Accelerated Reader.	Classroom Teachers	8/8/2005	5/24/2006
Utilize Assistance for Classroom Teachers (ACT) paraprofessionals to facilitate grouping for small group instruction, focusing on introduction and remediation of specific reading skills.	Classroom Teachers	8/8/2005	5/24/2006
Utilize data from DIBELS assessments for each student in grades kindergarten through three and level one and two students in grades four and five.	Reading Coach, Assistant Principal	8/8/2005	5/24/2006
Utilize the Comprehensive Research-Based Reading Plan to monitor student progress through the use of the district's Quarterly Standards Assessments for Reading.	Classroom Teachers	8/8/2005	5/24/2006
Utilize available school-wide reading resources aligned with the Sunshine State Standards to support reading instruction that includes the Houghton Mifflin (Miami-Dade County) reading series, along with available diagnostic and progress-monitoring assessments.	Principal, Assistant Principal, Reading Coach	8/8/2005	5/24/2006
Provide a tutorial program for those students identified as level one and two on the 2005 FCAT Reading Test and/or Stanford Achievement Test and monitor progress through individual Academic Improvement Plan (AIP) and utilize the Continuous Improvement Model (CIM), Plan Do Study Act(PDSA) to meet the needs of the students.	Assitant Principal, Reading Coach	10/11/2005	3/3/2006
Utilize grade level planning time to network, plan, and review curriculum using Creating Independence through Student-owned Strategies(CRISS) with administrators and media	Principal, Assistant Principal, Reading Coach, Media Specialist	8/8/2005	5/24/2006

specialist to address individual needs.	
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## **Research-Based Programs**

Houghton Mifflin Reading (Miami-Dade County Public Schools) is the research-based reading program being utilized in grades kindergarten through five.

## **Professional Development**

Administrators will provide on-going professional development opportunities for teachers relevant to reading instruction (B.E.A.R., O.W.L., CRISS, READ 180 Leap Frog, Riverdeep, D.R.A.W.). Continuous mentoring will be provided for beginning teachers and /or teachers new to the school or grade level.

## **Evaluation**

This objective will be evaluated through the administration of the 2006 FCAT Reading Test. Student progress will be monitored on an ongoing basis utilizing: STAR Reading, EduSoft quarterly diagnostic reports, DIBELS, FCAT Explorer student reports (grades three and four), and the Houghton Mifflin (Miami-Dade County Public Schools) basal reader support material.

## GOAL 2: MATHEMATICS

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

*Florida Education Priorities*

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

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 2 STATEMENT:**

Students will develop solid mathematical foundations by improving critical thinking and problem solving skills.

**Needs Assessment**

Results of 2005 FCAT math scores indicate that 18% of the students did not meet the state mastery level, 29% of the students did not make learning gains, and 65% of Students With Disabilities subgroup did not meet the state mastery level. The need for our mathematics goal is to increase the amount of students achieving a level 3 or higher.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL 1	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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 math skills as evidenced by 84% of the students achieving a level 3 or higher on the 2005-2006 FCAT Mathematics test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Encourage participation in the Sunshine Math Superstars program for students in grades one through five.	Teachers, Principal, Assistant Principal	8/8/2005	5/24/2006
Utilize FCAT Explorer in grade five and Riverdeep Math in grades kindergarten through five to diagnose math difficulties and reinforce math concepts.	Technology Coordinator/Teachers	8/8/2005	5/24/2006
Utilize the Scott Foresman basal mathematics text assessments to monitor weekly math progress in content area strands.	Teachers	8/8/2005	5/24/2006
Utilize "EduSoft" data reports in grades three through five to monitor student progress, determine instructional needs, and facilitate small group instruction.	Teachers	8/8/2005	5/24/2006
Provide a tutorial program for children identified as level one and two on the administration of the 2005 FCAT Mathematics Test/or Stanford Achievement Test and monitor progress through individual AIPs and utilizing the Continuous Improvement Model (PDSA) to meet the needs of the students.	Principal, Assistant Principal	10/11/2005	3/3/2006

## Research-Based Programs

Scott Foresman Mathematics is the research-based mathematics program being utilized in grades kindergarten through five.

## **Professional Development**

Administrators will provide on-going professional development opportunities for teachers relevant to mathematics instruction (Riverdeep Mathematics, FCAT Explorer, Calendar Math, Sunshine Superstars). Continuous mentoring will be provided for beginning teachers and/or teachers new to the school or grade level.

## **Evaluation**

This objective will be evaluated through the administration of the 2006 FCAT Mathematics Test.

## GOAL 3: WRITING

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

*Florida Education Priorities*

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

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 3 STATEMENT:**

Students will learn to communicate effectively through instruction on narrative and expository writing.

**Needs Assessment**

Combined narrative and expository scores on the 2005 FCAT Writing Test indicate that 47% of grade four students did not score 4.0 or above. The need for our writing goal is to increase the amount of students achieving a level 4.0 or higher.

**NCLB SUBGROUP TARGET**

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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, 86% or more of the students in grade 4 will score at or above level 4.0 on the administration of the 2006 FCAT Writing-Plus Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Incorporate writing across the curriculum into daily journals to increase effective writing skills.	Teachers	8/8/2005	5/24/2006
Utilize word processing programs in grades two through five for students to create, revise and publish assignments.	Teachers	8/8/2005	5/24/2006
Network with schools that demonstrate higher percentages of students scoring level four and above on the FCAT writing test and apply select interventions.	Teachers	8/8/2005	5/24/2006
Provide a support system for Students With Disabilities (SWD) included in general education classes to promote successful writing practices for inclusion students.	Principal, Behavioral Management Teacher	8/8/2005	5/24/2006
Utilize district FCAT Writing pre and post-tests in grades one through five utilizing the Rubric scoring system to identify students not meeting adequate writing requirements, implement a writing program to meet specific needs, and monitor progress through individual AIPs.	Teachers	8/8/2005	5/24/2006
Provide monthly ongoing practice in planning, writing, revising, editing using the Continuous Improvement Model (PDSA) and focus on conventions of writing with narrative and expository prompts.	Teachers	8/8/2005	5/24/2006

### Research-Based Programs

Houghton Mifflin Reading (Florida) is a researched-based program being used by grades kindergarten through five to teach writing.

## **Professional Development**

Administrators will provide common planning time for each grade level so that teachers can collaborate and design appropriate writing instruction. Continuous mentoring will be provided for beginning teachers and/or teachers new to the school or grade level. Administrators will provide ongoing professional development opportunities relevant to writing instruction.

## **Evaluation**

This objective will be evaluated through the administration of the 2006 FCAT Writing-Plus Test. Ongoing evaluations will take place in grades kindergarten through five through utilization of pre- and post-test writing prompts, evaluation of student writing assignments, and portfolios.



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

### **GOAL 4 STATEMENT:**

Through inquiry-based science instruction, students will develop critical thinking and problem solving skills to attain the knowledge needed to construct their own understanding of science, technology, and the world in which they live.

### ***Needs Assessment***

Analysis of the 2005 Science data indicated that 85% of the teachers did not complete more than two inquiry-based science instructions with their classes. The lack of scheduling flexibility did not facilitate the utilization of the Cosmos Gifted Center Science Lab and materials for additional hands-on science lesson. Also, more than 10% of the students in grades three through five did not enter an Invention Convention project during the 2004-2005 school year. By utilizing all these educational experiences the need for our science goal is to increase the amount of students scoring at or above the district mean scale score.

## Measurable Objective

Given instruction using the Sunshine State Standards, grade five students will improve their science content skills as evidenced by meeting or exceeding the district mean scale score on the 2006 FCAT Science test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide grade four and five teachers with flexible scheduling options that will enable them to utilize the Cosmos Gifted Center science lab to facilitate additional inquiry based science instruction.	Teachers	8/8/2005	5/24/2006
Monitor teacher lesson plans to evaluate the number of FOSS units of study and/or inquiry-based instruction completed during the 2005-2006 school year.	Principal, Assistant Principal	8/8/2005	5/24/2006
Hold a science fair for students in grades all students so they can demonstrate and communicate science process skills.	Science Committee/ Teachers	8/8/2005	5/24/2006
Provide students in grades four and five with quality science instruction through an inclusion model which pairs an SWD and regular education teacher for content area instruction.	Teachers	8/8/2005	5/24/2006
Improve critical thinking skills in grade kindergarten through five by utilizing FOSS materials and the necessary science equipment to facilitate inquiry-based science instruction.	Teachers	8/8/2005	5/24/2006
Research and disseminate appropriate web-based science material and any other resources designed to develop student critical thinking and problem solving skills in science content areas. In addition the Curriculum Improvement Model (PDSA) will be used to meet the needs of each student.	Science Committee	8/8/2005	5/24/2006

### Research-Based Programs

Harcourt Science and the Full Option Science System (FOSS) are the research-based science programs being utilized in grades kindergarten through five.

## **Professional Development**

Administrators will provide ongoing professional development opportunities for teachers relevant to science instruction and the utilization of Harcourt and FOSS science materials. Continuous mentoring will be provided for beginning teachers and/or teachers new to the school or a grade level through the school's science committee.

## **Evaluation**

Utilize "FCAT Coach Science" pre-test and post-test in grades four and five to help teachers analyze student competencies and evaluate science content mastery. The results of the 2006 FCAT Science test.

## GOAL 5: PARENTAL INVOLVEMENT

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

*Florida Education Priorities*

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

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

**GOAL 5 STATEMENT:**

Opportunities for involving parents and guardians as active partners in achieving school improvement and education accountability will be provided.

**Needs Assessment**

Fewer than 20% of the Howard Drive parents attended the two Curriculum Nights offered in 2004-2005. The need for our parental involvement goal is to increase the amount of parent participation in the two Parent Curriculum Nights by 3%.

## Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate a 3% increase in 2005-2006 parent Parent Curriculum Nights.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct parent FCAT Math training workshops appropriate to various grade levels which focus on strategies parents can use to impact student learning.	Principal, Assistant Principal, Teachers	12/1/2005	12/15/2005
Invite parents to form literary groups with students during lunchtime on a weekly basis.	Teachers	8/8/2005	5/24/2006
Conduct a parent technology workshop to inform parents of appropriate web-based educational resources available through the Internet that can impact home student learning. In addition, provide awareness of educational resources linked to the school's website at the school's open house resource fair.	Principal, Assistant Principal, Teachers.	12/1/2005	12/15/2005
Conduct an FCAT Reading workshop for parents of grade three through five students to provide information on how to help their children improve their reading achievement.	Principal, Assistant Principal, Teachers.	12/1/2005	12/15/2005
Contact parents of students scoring at FCAT Achievement Levels one and two to encourage participation in school workshops/activities.	Teachers	8/8/2005	5/24/2006
Promote school involvement by disseminating information about the school's activities via the monthly school calendar and "Hurricane Happenings," the quarterly "Howard Herald," newsletters, fliers, website, marquee, and home visits by the Community Involvement Specialist (CIS).	Principal, Assistant Principal, Teachers.	8/8/2005	5/24/2006
Conduct a pre-curriculum night planning session that would provide information for all staff members in conducting two successful Parent Curriculum Nights.	Principal, Assistant Principal, Teachers	11/1/2005	12/14/2005

## **Research-Based Programs**

The National PTA Standards for Parents and Family Involvement Program are parental research-based programs.

## **Professional Development**

The school will provide a curriculum fair and technology night for parents. Administrators will provide professional development opportunities for the counselor, media specialist, teachers and parents. These programs include: Bilingual Outreach, United Way Community Connections, Nurtured Here Approach, district initiatives, and trainings. Newly elected EESAC members will attend district scheduling training sessions.

## **Evaluation**

This objective will be evaluated as evidenced by an increase in participation in Howard Drive's 2005-2006 curriculum nights as compared the 2004-2005 Parent Curriculum Nights as documented by parent sign-in logs.

## GOAL 6: DISCIPLINE & SAFETY

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

*Florida Education Priorities*

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

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 6 STATEMENT:**

Through improved student attendance and reduced Case Management referrals, students will develop an increased awareness of a safe, violence-free learning environment.

**Needs Assessment**

Analysis of the 2004-2005 School Case Management data showed that 558 Case Management referrals were written. The need for the discipline and safety goal is to decrease the amount of Case Management referrals.

## Measurable Objective

Given an emphasis on a safe and orderly learning environment, Case Management referrals will decrease by 5% during the 2005-2006 school year compared to the 2004-2005 school year as demonstrated by the 2005-2006 Case Management report.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Continue recommendations for "Caught Doing the Right Thing" with recognition over morning announcements.	Guidance Counselor	8/8/2005	5/24/2006
Provide annual Perfect Attendance awards.	Principal, Assistant Principal	8/8/2005	5/24/2006
Utilize "Telesoft," a telecommunication program that automatically phones parents to inform them of their child's absence.	Principal, Assistant Principal	8/8/2005	5/24/2006
Provide positive incentive plans for classrooms with perfect attendance.	Principal, Assistant Principal	8/8/2005	5/24/2006
Continue adhering to the Truancy Intervention Plan (TIPS) for students who are excessively absent according to Florida Statutes.	Assisant Principal	8/8/2005	5/24/2006
Discipline plans will be reviewed in classrooms and documentation of parent contacts will be kept through a telephone/conference log.	Teachers	8/8/2005	5/24/2006

## Research-Based Programs

Miami-Dade County Case Management Report and Miami-Dade County Percentage of Attendance Report are research-based programs.

## Professional Development

Administrators will provide ongoing professional development opportunities for teachers relevant to classroom management skills. Continuous mentoring will be provided for beginning teachers and/or teachers new to the school or grade level.



## **Evaluation**

This objective will be evaluated by a review of the Case Management Report for 2005-2006 as compared to 2004-2005.

## GOAL 7: TECHNOLOGY

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

#### *Florida Education Priorities*

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

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

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

### ***GOAL 7 STATEMENT:***

Teachers will develop technology skills through professional development workshops/activities.

### ***Needs Assessment***

On a 4 point scale, the 2004 STaR School Profile indicates a score of 1.8 (entry-level) in the area of Educators and Technology/Professional Development as compared to a 2.7 (intermediate-level) at both the district and state levels. The need for the technology goal is to increase the amount of professional development our teachers receive.

## Measurable Objective

Given increased opportunity for professional development, a minimum of 75% of teachers will attend technology workshops/activities as evidenced by administrative logs and the 2005 STaR School Profile.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide training on new Riverdeep Destination Math system.	Principal	11/1/2005	5/24/2006
Provide training on Electronic Gradebook.	Principal	11/1/2005	5/24/2006
Assign grade level mentors.	Assistant Principal	8/8/2005	5/24/2006
Provide training on the use of Smartboard technology.	Principal	11/1/2005	5/24/2006
Provide training on Scott-Foresman SuccessNet.	Principal, Assistant Principal, Technology Coordinator	11/1/2005	5/24/2006
Utilize Professional Growth Days to provide training/information on emerging technologies appropriate to the integration of technology in education.	Principal	11/1/2005	5/24/2006

### Research-Based Programs

Riverdeep Destination Math and Scott-Foresman Math are the research based programs being utilized in grades kindergarten through five.

### Professional Development

Administrators will disseminate information about ongoing professional development opportunities provided by the District for teachers relevant to the use of technology in instruction.

### Evaluation

This objective will be evaluated through administrative logs and Region V monthly in-service logs and 2005-2006 STaR School Profile.

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

### ***GOAL 8 STATEMENT:***

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

### ***Needs Assessment***

Analysis of the 2005 FITNESSGRAM tests indicates that 55% of the students met high standards. The need for the health and physical fitness goal is to increase the number of students receiving high standards in the FITNESSGRAM test.

## Measurable Objective

Given instruction based on the Miami-Dade County Public Schools mandated FITNESSGRAM, students in grades four and five will improve their fitness as evidenced by 58% of the students meeting high standards on the 2005-2006 administration of the FITNESSGRAM Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Teach students the names of various muscle and skeletal parts to further their understanding of function as it relates to physical activity as indicated in teacher lesson plans and documented in class folders.	Physical Education Teacher	8/8/2005	5/24/2006
Direct students to keep an after school fitness activity log of their participation in physical activity.	Physical Education Teacher	8/8/2005	5/24/2006
Send information home as well as hold class discussions during physical education to further awareness of proper diet and nutrition.	Physical Education Teacher	8/8/2005	5/24/2006
Ensure daily participation in fitness-related activities for students in grades two through five in order to improve cardiovascular, flexibility, and muscular strength and endurance: a progressive running program, exercises to increase abdominal and upper body strength, and exercises to increase flexibility of the trunk and legs.	Physical Education Teacher	8/8/2005	5/24/2006
Administer the FITNESSGRAM to grades two through five students as a pre-test to determine baseline measures and use as a post-test to determine student/school improvement.	Physical Education Teacher	8/8/2005	5/24/2006

## Research-Based Programs

The FITNESSGRAM, a health-related fitness test, is the research-based program utilized by Miami-Dade County Public Schools.

## **Professional Development**

Physical education teachers will attend a FITNESSGRAM and Fitness Activities workshop on December 7, 2005, monthly MDCPS physical education workshops, and will collaborate with physical education teachers in Miami-Dade County to discuss ideas related to fitness.

## **Evaluation**

The FITNESSGRAM will be administered to grade four and five students and used to evaluate each student's progress, providing a prescriptive report for both students and parents. One copy will go in the student's classroom portfolio and another copy will be sent home to parents.

## GOAL 9: ELECTIVES & SPECIAL AREAS

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

#### *Florida Education Priorities*

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

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

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

### ***GOAL 9 STATEMENT:***

Student awareness and participation in art appreciation will be increased by offering before, during, and after-school opportunities.

### ***Needs Assessment***

Analysis of the number of students that participated in the art appreciation portion of the Academic Excellence Program and the Art Excellence Club indicated a combined membership of 40 students. The need for the electives and the special area goal is to increase the amount of students that participate in activities that support art appreciation at Howard Drive.

## Measurable Objective

Given emphasis on the benefits of participating in advanced academic programs the combined number of students enrolled in the Advanced Academic Excellence Program, Art Excellence Club and Young Rembrandts will increase to 60 students during the 2005-2006 school year as documented by class rosters.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the Art Excellence Club before school.	Art Teacher	9/1/2005	5/24/2006
Use Scholastic Art and Art Connections along with a variety of art books with students in art class.	Art Teacher	8/8/2005	5/24/2006
Utilize visual thinking strategies (developed by Philip Yenawine and Abigail Housen) with students.	Art Teacher	8/8/2005	5/24/2006
Compare and contrast responses to works of art through historical context.	Art Teacher	8/8/2005	5/24/2006
Participate in three field trips to "A Page at a Time" program at the Wolfsonian-FIU for selected students.	Art Teacher	8/8/2005	5/24/2006
Provide opportunities for students to assess various styles of art as documented through teacher checklists and student rubrics.	Art Teacher, Academic Excellence Program	8/8/2005	5/24/2006
Provide experiences for students to develop art appreciation through the Academic Excellence Program and art class.	Academic Excellence Program Teacher	9/1/2005	5/24/2006

## Research-Based Programs

The research-based programs used at Howard Drive Elementary for the art program are Art Connections and Scholastic Art.



## **Professional Development**

Administrators will provide ongoing professional development opportunities for teachers relevant to the Arts as they become available to the Miami-Dade County Public Schools calendar and registration system. The art teacher will attend and present at the FAEA (Florida Arts Education Association) conference, October 2005. The art teacher is also a Nationally Board Certified Teacher who will continue to mentor and work with other art teachers.

## **Evaluation**

An increase in the number of students participating in the Academic Excellence Program, Art Excellence Club, and Young Rembrandts will be documented by club or class rosters.

## GOAL 10: RETURN ON INVESTMENT

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

*Florida Education Priorities*

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

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

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

**GOAL 10 STATEMENT:**

Student achievement in reading will be improved by surveying research-based programs that impact achievement and by making cost-effective purchasing decisions.

**Needs Assessment**

The most recent data supplied from the FLDOE indicate that in 2003, Howard Drive Elementary ranked at the 61st percentile on the State of Florida ROI index.

## Measurable Objective

Given supplemental instruction/programs in reading, of the students scoring in the lowest 25th percentile on the 2005 FCAT Reading Test, 60% of those students will achieve a year's worth of progress on the 2006 FCAT Reading Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Consider reconfiguration of existing resources or taking advantage of a broader resource base; e.g., private foundations, volunteer networks.	Principal, Assistant Principal, EESAC Committee	11/1/2005	5/24/2006
Consider shared use of facilities, partnering with community agencies.	Principal, Assistant Principal, EESAC Committee	8/8/2005	5/24/2006
Collaborate with the district on resource allocation.	Principal, Assistant Principal	8/8/2005	5/24/2006
Become more informed about the use of financial resources in relation to school programs.	Principal, Assistant Principal, EESAC Committee	8/8/2005	5/24/2006

## Research-Based Programs

Read 180, Riverdeep Destination Reading, and Houghton Mifflin Reading (Florida) are the research-based programs being utilized in grades kindergarten through five.

## Professional Development

Administrators will provide ongoing professional development opportunities provided by the District for teachers, relevant to reading to gain knowledge/information about current research-based reading programs.

## Evaluation

This objective will be evaluated through the administration of the 2006 FCAT Reading Test in which improved learning gains indicate a higher return of investment.

## *EESAC Compliance*

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

### ***Budget:***

The EESAC recommended the allocation of EESAC dollars, FCAT Enhancement money, and the FCAT Recognition funds relative to the school's academic needs.

### ***Training:***

The EESAC recommended various relevant staff development opportunities (i.e. FCAT, PACES, Calendar Math, FOSS Science, Riverdeep's Destination Reading) and attended educational conferences to further school improvement and participated in various School Improvement Plan training sessions.

### ***Instructional Materials:***

The EESAC recommended the establishment of sub-committees to review the curriculum in all instructional areas, make recommendations for implementing hands-on science instruction and purchase supplemental materials in reading and math.

### ***Technology:***

The EESAC recommended that a sub-committee be established to address issues related to the acquisition and utilization of technology in support of the School Improvement Plan.

### ***Staffing:***

The EESAC recommended support for the ACT program to provide additional paraprofessionals in grades K through 5 in support of the remediation of target students.

### ***Student Support Services:***

The EESAC recommended assisting students with special needs through individual, small group and class counseling, parent conferences, and Child Study Team meetings.

***Other Matters of Resource Allocation:***

The EESAC recommended the support of a school developed FCAT Recognition allocation plan that allocates 15% of generated FCAT Recognition money to address critical academic needs.

***Benchmarking:***

The EESAC recommended addressing Adequate Yearly Progress (AYP) by looking at the performance of each subgroup of students as identified by the NCLB Act and by developing School Improvement Plan goals assuring that all subgroups score at state mastery levels.

***School Safety & Discipline:***

The EESAC recommended the fostering of a positive school environment through student council, safety patrols, cafeteria rewards, group counseling sessions and beautification effort throughout the school.

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

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

*Required Signatures:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*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.

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*Region Superintendent*