
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 2801 - Lake Stevens Elementary School

FeederPattern: American Senior

Region: Regional Center I

District: 13 - Miami-Dade

Principal: Apryle Kirnes

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Lake Stevens Elementary School

Lake Stevens Elementary is a school with a diverse population of 515 students located in a community with a variety of both, social and educational needs.

As the areas of strengths and weaknesses are examined, through the Continuous Improvement Model, specific goals and objectives are established. These assessments aid the administration and staff in focusing the resources of the school on the greatest areas of need, and continue with programs and strategies which have contributed to the school's success. Specific focus areas of greatest need for the 2005-2006 school year, include Mathematics achievement in LEP (Limited English Proficient), Economically Disadvantaged, African American Subgroups and Parental Involvement. A variety of strategies will be implemented to improve these areas, which fall short of acceptable progress. Together faculty, staff, stakeholders, and community will continue to focus on and educate the whole child.

Lake Stevens provides basic educational services based on the Curriculum Based Content and the Sunshine State Standards to students in grades Pre-K - 5. Instruction is provided in traditional classroom settings and is enhanced through computer based activities in grades K-5. In addition to the regular classroom setting, Exceptional Student Education and English for Speakers of Other Language programs are provided. Teaching Enrichment Activities to Minority Students (TEAM) and Gifted Classes, as well as the Academic Excellence Program, promote critical thinking skills. School to home connections are fostered through various parent meetings and through the Community Involvement Specialist. Some students are in need of extra help in mastering basic skills in reading, writing and mathematics. These students receive intensive in school intervention which is provided through tutoring programs before and after school and Saturday Academy.

The following objectives will be addressed throughout the 2005-2006 school year:

Given instruction based on the Sunshine State Standards, students in grades 3-5 will improve their reading skills as evidenced by 53% scoring at or above level 3 on the 2006 administration of the FCAT Reading Test.

General Population: Given instruction using the Sunshine State Standards, students will improve their mathematics skills as evidenced by 55% of the students meeting high standards on the administration of the FCAT.

LEP Subgroup: Given instruction using the Sunshine State Standards, students will improve their mathematics skills as evidenced by 54% of the students meeting high standards on the administration of the 2006 FCAT.

African-American Subgroup: Given instruction using the Sunshine State Standards, students will improve their mathematics skills as evidenced by 54% of the students meeting high standards on the administration of the 2006 FCAT.

Economically Disadvantaged Subgroup: Given instruction using the Sunshine State Standards, students will improve their mathematics skills as evidenced by 54% of the students meeting high standards on the administration of the 2006 FCAT.

Given instruction using the Sunshine State Standards, students will improve their writing skills as evidenced by 75% of the students scoring a 3.5 or above on the 2006 administration of the FCAT Writing Test.

Given instruction using the Sunshine State Standards Hispanic students in grade 4 will increase their writing skills as evidenced by 75% of the students scoring a 3.5 or above on the 2006 administration of the FCAT Writing Test.

Given instruction using the Sunshine State Standards Economically Disadvantaged Students will improve their writing skills as evidenced by 75% of the students scoring a 3.5 or above on the 2006 administration of the FCAT Writing Test.

Given instruction using the Sunshine State Standards (SSS) students will improve their science skills as evidenced by an increase in the mean scale score by 10 points, to meet or exceed the District's mean score on the 2006 FCAT-Science.

Utilizing school and district resources and personnel, parents of 3rd grade Tier 2 and Tier 3 students will increase their involvement in school-related activities as measured by an average of 25% of the target group attending school events throughout the 2005 – 2006 school year.

Given instruction in avoiding violent situations, students in Grades K-5 will improve their behavior as evidenced by 10% fewer disciplinary referrals for disruptive behavior from 2004-2005 to 2005-2006.

Given the District's emphasis on technology (as measured by professional development logs), 75% of teachers will be trained on the electronic grade book system, as measured by professional development logs.

Given attention to the District's achievement goal, Lake Stevens Elementary students in grades 4 and 5 will achieve an annual increase of 3% of award recipients as measured by the FITNESSGRAM, based on the previous year's percent of award winners.

Given the need for the additional emphasis on Fine Arts, twenty-five percent of students in grades 3 – 5 will participate in Art, Music and/or Foreign Language extra-curricular activities as evidenced by parent-contact logs, sign-in sheets, and contest-entry forms, from 2004-2005 to 2005-2006.

Lake Stevens Elementary School will improve its ranking on the State of Florida ROI index publication from the 48th percentile in 2003 to the 50th percentile on the next publication of the index.

As a result of analyzing and reviewing the survey results, two items were identified as areas of greatest need.

The first focus area is related to teachers and staff having the resources needed to do their job. This area received an average score rating of 3.8. The second focus area is the knowledge that the faculty and staff have regarding the financial status of the school. This area received a score of 3.2. Both of these areas will be addressed throughout the 2005-2006 school year. Staff will be asked to complete regular updates of their needs for materials/ resources and the administration will strive to gather any available resource to assist staff in carrying out their job responsibilities. Also, faculty and staff will be apprised of the school's financial situation, at faculty meetings and at other small group meetings, to make all involved personnel aware of the status of the budget.

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

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

CORE VALUES

Excellence

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

Integrity

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

Equity

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

Citizenship

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

Lake Stevens Elementary School

VISION

Lake Stevens Elementary School enriches the community through multicultural activities that seek to educate students, parents and the surrounding community. The school focuses on the needs of the whole child and provides a center for community activities.

MISSION

The mission of Lake Stevens Elementary is to equip our students with basic skills in: literacy, technology, and sound decision making. Students are expected to relate these skills to their personal lives and to the world of work, so that they can become productive citizens in a global community. Furthermore, it is our mission to actively involve parents and community members in school activities to ensure the success of our students.

CORE VALUES

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School Demographics

Lake Stevens Elementary School serves 515 students from the surrounding neighborhood. Our demographics include: standard curriculum students (76%), ESE (4%), ESOL (20%), Gifted (4%), and economically disadvantaged students (85%). The ethnic/racial makeup of the student population is 41.7% African American, 51.7% Hispanic, 4.3% Anglo and 2.3% other. The mobility rate of the school is (31%). Of the 40 teachers on staff at Lake Stevens Elementary, 13% are white, 50% are African American, 35% are Hispanic and 3% are Asian/Pacific Islanders. The teaching staff is comprised of 8% males and 93% females, 10% of the staff is beginning teachers, 38% have a Master's degree, and the average number of years teaching is 14 years. The school, established in 1971, is located on 12.63 acres in northwest Miami-Dade County at 5101 NW 183 Street. One portable houses the pre-kindergarten class. The school has been equipped to provide internet access school wide and computers are located in each classroom as well as the Media Center.

The socio-economic level of the community in the Lake Stevens area has changed from primarily middle class to somewhat economically disadvantaged. Various issues concerning challenges in learning have been identified in this community. First, many students lack exposure to literacy experiences; therefore, are reading below grade level. Secondly, roughly 25% of the population is limited English proficient, and this affects not only academic achievement, but also parent involvement. Several of the students are from economically disadvantaged homes, which, in many cases, means they come to school unprepared to learn. While this may be challenging, the staff at Lake Stevens is committed to providing educational excellence.

School Foundation

Leadership:

According to the data derived from the Organizational Improvement Snapshot Assessment the faculty and staff at Lake Stevens Elementary School are satisfied (score = 4.5) with the Leadership Team. Instructional decisions are data driven and staff is encouraged to implement new and innovative ideas and programs. School leaders provide support and opportunities for growth. The school's mission and vision are communicated to the stakeholders via faculty meetings, Educational Excellence Advisory Council (EESAC) meetings, grade level meetings, Parent Teacher Association (PTA) meetings, the marquee, and parent newsletter. Overall, the staff indicates great satisfaction in the area of leadership, receiving the highest rating on the survey.

District Strategic Planning Alignment:

According to the data derived from the Organizational Improvement Snapshot Assessment the faculty and staff at Lake Stevens Elementary School are satisfied with the school's strategic plan (score = 4.2). The school's goals are outlined in the mission statement. The goals include: 1) basic literacy skills; 2) technology skills; and 3) critical thinking skills. To accomplish these goals, Lake Stevens will create and maintain a nurturing, supportive environment to enhance the students' educational experience.

Stakeholder Engagement:

According to the data derived from the Organizational Improvement Snapshot Assessment the faculty, staff, and stakeholders at Lake Stevens Elementary School are extremely satisfied (score: 4.3). The stakeholders include representatives from the community, student, and parent groups. Respondents indicated that they were well aware of who their most important customers were and that communication between school stakeholders was a definite strength. The weakest item in this section was that those at the school site did not elicit from stakeholders whether or not they were satisfied with the work being done at the school.

Faculty & Staff:

The focus on human resources was viewed as a strength by those responding to the survey (score = 4.3). Faculty and staff members feel that they work in a safe environment and that there is cooperation and team effort taking place.

As an example of the team approach to the overall function of the school, the administration at Lake Stevens Elementary School is committed to having new staff members feel welcomed and supported. The new teacher mentoring program includes annual contract teachers, as well as newly transferred staff members, and these teachers are mentored according to procedures outlined in the district's Performance Assessment and Comprehensive Evaluation System (PACES) manual. The mentoring team provides feedback in order to facilitate growth and the administration also provides assistance and comments to new teachers by observing them formally and informally. The leadership team meets regularly to analyze data and provide feedback on all areas of the instructional program.

Data/Information/Knowledge Management:

According to the data derived from the Organizational Improvement Snapshot Assessment in the area of Data/ Information Knowledge Management the faculty and staff at Lake Stevens

Elementary School are satisfied (score: 4.3). Data is analyzed and disaggregated as it is available (FCAT scores, PMRN, DIBELS, etc.). Instructional teams review the results and provide professional development and best practices to provide for instruction that addresses the identified needs.

This process is repeated throughout the year and adjustments to academic programs are made, as needed.

Education Design:

According to the data derived from the Organizational Improvement Snapshot Assessment in the area of Education Design the faculty and staff at Lake Stevens Elementary School are satisfied (score: 4.0). The School Improvement Model utilized at Lake Stevens Elementary School is the Continuous Improvement Model (CIM) consisting of the "Plan, Do, Study, Act (PDSA) Cycle". This model is implemented in all areas of the curriculum. Continuous evaluation of the students' progress allows for adjustments and regular evaluations. The process identifies problems or ineffective curriculum strategies, which are then modified as needed.

Performance Results:

The faculty and staff at Lake Stevens Elementary School believe that the school has set high standards as indicated by an average score of 4.1 on the Organizational Improvement Snapshot Assessment. An indicator of this result is the high rating of 4.5 in two (2) areas:

- 1) My organization obeys laws and regulations.
- 2) My organization has high standards and ethics.

The area of knowing how well the organization is doing financially, was the area rated lowest on the survey, at a score: 3.2. This area will be a particular focus for the administration during the 2005-2006 school year.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

• Highly Qualified, Certified Administrators:

• Teacher Mentoring:

• School Advisory Council:

• Extended Learning Opportunities

• School Wide Improvement Model

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

Lake Stevens Elementary will continue to improve reading achievement across all subgroups.

Needs Assessment

According to data, the cluster Word Phrases on the FCAT is an area that needs strengthening in grades 3-5. Our main focus of instruction this year will be Word Phrases. At least 33% of 3rd graders, 33% of 4th graders and 57% of 5th graders need to be strengthened in the content cluster Word Phrases.

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 based on the Sunshine State Standards, students in grades 3-5 will improve their reading skills as evidenced by 53% scoring at or above level 3 on the 2006 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide professional development opportunities for staff.	Reading Coach; Administrators	8/22/2005	5/19/2006
Administer frequent assessments to measure progress bi-weekly.	Administrators; Reading Coach; Teachers	8/22/2005	5/19/2006
Hold Quarterly Reading Celebrations by monitoring how many books each class has read, monitoring the number of books read by individual students, and celebrating the successful passing of Accelerated Reader Tests.	Administrators; Reading Coach	8/22/2005	5/19/2006
Provide enrichment activities to students reading at or above grade level. These students will be provided opportunities to further develop their skills through extension activities related to the Houghton Mifflin Reading Themes in their Anthologies.	Administrators; Reading Coach; Teachers	8/22/2005	5/19/2006
Create a school wide focus calendar which is aligned with the District's Scope and Sequence will be used bi-weekly to identify and monitor students' progress on benchmark assessments and cumulative benchmarks.	Reading Coach; Administrators	8/22/2005	5/19/2006
Meet with grade level on a weekly basis to discuss student data, review data which is critical for instruction and to align data to drive instruction.	Administrators; Reading Coach; Grade Level Chairpersons	8/22/2005	5/19/2006
Summarize the Comprehensive Researched-Based Reading Program and will train teachers at the beginning and throughout the school year.	Administrators; Reading Coach; Teachers	8/22/2005	5/19/2006
Implement reading tutorial programs for students in grades 3-5, before and after school. Progress will be measured by pre-post tests.	Administrators; Reading Coach; Teachers	8/22/2005	5/19/2006

Research-Based Programs

Voyager

Read 180

Houghton Mifflin

Comprehensive Reading Research Plan

Quick Reads

Brain Child

Soar Success

Early Success

Professional Development

CRISS

Reciprocal Teaching

Evaluation

Formative assessments such as DIBELS, Houghton Mifflin Theme-Based Tests, District Assessments, and School developed bi-weekly assessments will be given to monitor students' progress. Accomplishment of this objective will be evaluated based on the 2006 FCAT Reading results.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

Lake Stevens Elementary will strive to improve mathematics achievement across all subgroups.

Needs Assessment

Scores on the 2005 FCAT-Mathematics indicate a 2 percentage point decrease of the students meeting high standards at level 3 or above, while the number of students not meeting high standards increased by 2 percentage points. Students' test scores that met high standards were 9 percentage points away from the school's objective of 55% at level 3 or above. Analysis of FCAT data by strands indicate that Measurement and Geometry are strengths while Number Sense, Algebraic Thinking and Data Analysis are weaknesses. In addition, 62% percent of the population made learning gains on the 2005 FCAT-Mathematics, whereas 38% of the students did not make learning gains in mathematics. One can infer that the subgroups (Limited English Proficiency, African American, and Economically Disadvantaged) represent the 38%. The 2005 FCAT-Mathematics Scores indicate that the Hispanic subgroups scored 48% on or above grade level in mathematics while African American, Limited English Proficient and Economically Disadvantaged subgroups had fewer than 44% that scored above grade level and need improvement. The results of the 2005 FCAT-Mathematics require a comprehensive mathematics plan that will equip 55% of Lake Stevens Elementary students to meet high standards in mathematics, increase student learning gains and ensure that each subgroup will achieve 54% at level 3 or above. A concerted school wide effort to improve student achievement includes, hands-on activities that encourage students to use higher-order thinking skills such as: communication, connections, reasoning and problem solving, the use of manipulatives to bridge the gap between concrete and abstract concepts, data-driven instruction, research based textbooks and strategies, staff development and parent involvement.

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

Measurable Objective

General Population: Given instruction using the Sunshine State Standards, students will improve their mathematics skills as evidenced by 55% of the students meeting high standards on the administration of the FCAT.

LEP Subgroup: Given instruction using the Sunshine State Standards, students will improve their mathematics skills as evidenced by 54% of the students meeting high standards on the administration of the 2006 FCAT.

African-American Subgroup: Given instruction using the Sunshine State Standards, students will improve their mathematics skills as evidenced by 54% of the students meeting high standards on the administration of the 2006 FCAT.

Economically Disadvantaged Subgroup: Given instruction using the Sunshine State Standards, students will improve their mathematics skills as evidenced by 54% of the students meeting high standards on the administration of the 2006 FCAT.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide tutoring classes to students in mathematics levels 3, 4, and 5 to enrich and challenge the mathematics curriculum and evaluate progress via pre-post tests (Morning Tutoring, After-school Tutoring, Academic Excellence Program, and Saturday Academy).	Administrators; Mathematics Leader; Teachers	8/22/2005	5/19/2006
Departmentalization in grades 3-5 has been implemented allocating 1.5 hours daily of math instruction.	Administrators; Mathematics Leader; Teachers	8/22/2005	5/19/2006
Implement district designed mathematics scope and sequence to provide consistency and purpose within the delivery of content.	Administrators; Mathematics Leader; Teachers	8/22/2005	5/19/2006
Use Creating Independence through Student-owned Strategies (CRISS) to teach/review essential mathematics vocabulary words and mathematics concepts.	Administrators; Mathematics Leader; Teachers	8/22/2005	5/19/2006
Incorporate hands-on Wednesday, performance tasks, manipulatives (resource room) and technology to instruct Grade Level Expectations in the mathematics classroom.	Administrators; Mathematics Leader; Teachers	8/22/2005	5/19/2006
Implement cooperative learning groups ensuring LEP students work with higher achieving students.	Administrators; Mathematics Leader; Teachers	08/22/2005	05/19/2006

Utilize district sanctioned software such as Riverdeep and FCAT Explorer to supplement the mathematics curriculum. (LEP; African American; Economically Disadvantaged).	Administrators; Mathematics Leader; Teachers	08/22/2005	05/19/2006
Implement ESOL Strategies such as oral drills, modeling, visual cues, peer tutoring, flash cards, etc.(LEP).	Administrators; Mathematics Leader; Teachers	08/22/2005	05/19/2006
Identify students in Levels 1 and 2 on the FCAT Mathematics to provide and monitor small group tutoring intervention. (LEP; African American; Economically Disadvantaged).	Administrators; Mathematics Leader; Teachers	8/22/2005	5/19/2006
Implement the district designed quarterly formative assessments and schools' informal assessment to utilize assessment data as a tool to analyze progress and guide instruction/intervention.	Administrators; Mathematics Leader; Teachers	8/22/2005	5/19/2006
Utilize the co-teaching model between classroom teachers and Mathematics Leader.	Administrators; Mathematics Leader; Teachers	8/22/2005	5/19/2006
Encourage collaboration between the Mathematics Leader, CCHL teacher and classroom teachers to monitor LEP student progress and intervene as necessary.	Administrators; Mathematics Leader; Teachers	08/22/2005	05/19/2006

Research-Based Programs

Riverdeep
 Scott Foresman
 CRISS
 Renaissance Learning
 CIM

Professional Development

Areas of Focus: Number Sense, Algebraic Thinking, Data Analysis, Problem Solving, Riverdeep and CRISS Strategies

Evaluation

Formative assessments will be given weekly, monthly, and quarterly to monitor student progress. The accomplishment of this objective will be evidenced by an increase of scores on the administration of the 2006 FCAT Mathematics Test, for the targeted subgroups.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

Lake Stevens Elementary will strive to improve the overall writing performance of 4th grade students.

Needs Assessment

Results of the 2005 FCAT Writing Test indicate that 86% of our students made progress. However, our school still did not meet AYP. The Subgroups not meeting AYP in writing are Hispanic (met AYP in 2004; but only 81% in 2005) and Economically Disadvantaged (met AYP in 2005; 92% met AYP in 2004).

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 will improve their writing skills as evidenced by 75% of the students scoring a 3.5 or above on the 2006 administration of the FCAT Writing Test.

Given instruction using the Sunshine State Standards Hispanic students in grade 4 will increase their writing skills as evidenced by 75% of the students scoring a 3.5 or above on the 2006 administration of the FCAT Writing Test.

Given instruction using the Sunshine State Standards Economically Disadvantaged Students will improve their writing skills as evidenced by 75% of the students scoring a 3.5 or above on the 2006 administration of the FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide coaching and mentoring with implementation of the writing prompts, interpretation of the 6 point Scoring Rubric, analysis of student papers, and specific strategies to guide instruction to ensure writing gains.	Administrators; Reading Coach; Teachers	8/22/2005	5/19/2006
Utilize and analyze data from the District's Pre and Post Test narrative/ expository writing prompts to develop writing prompts and establish differentiated instruction groups.	Administrators; Reading Coach; Teachers	8/22/2005	5/19/2006
Conduct a workshop to demonstrate for parents good techniques for teaching writing.	Administrators; Reading Coach; Teachers	8/22/2005	5/19/2006
Utilize the Readers/ Writers Workshop from the Houghton Mifflin series.	Administrators; Reading Coach; Teachers	8/22/2005	5/19/2006
Incorporate writing throughout all content areas including strategies specific to each subgroup.	Administrators; Reading Coach; Teachers	8/22/2005	5/19/2006
Provide skill-focused writing help to Hispanic students by using the Houghton Mifflin Language Learners Manual.	Administrators; Reading Coach; Teachers	08/22/2005	05/19/2006
Assign District sanctioned software such as River Deep to Economically Disadvantaged students to supplement the Writing Curriculum.	Administrators; Reading Coach; Teachers	08/22/2005	05/19/2206

Research-Based Programs

Comprehensive Research-based Reading Program
Houghton Mifflin Reading Program

Professional Development

All teachers will receive training in how to teach students to write effectively- which will include:

- Examination and discussion of scientifically-based research in Reading/ Language Arts
- Delivery and scaffolding of instruction in the five major reading/language arts components.
- Administration and use of instructional assessment for screening, diagnostic testing, progress monitoring and outcome measures.
- Data analysis for planning instruction and effective use of time
- Methods for providing differentiated instruction in the classroom;
- Instruction in the classroom;
- Meeting the needs of all students specific to individual school sites, and
- Increasing instructional density.

Evaluation

The accomplishment of this objective will be evidenced by the scores on the 2006 Writing section of the FCAT.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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:

Lake Stevens Elementary will strive to improve the mean scale score for 5th grade students in science.

Needs Assessment

According to the data provided by the FCAT-Science 2005 and an analysis of the science skills, students' strengths lie in the strand of Earth and Space. However, weaknesses are evident in the strands of Physical and Chemical, Life and Environment, and Scientific Thinking. Targeted areas of weakness will be strengthened through data-driven instruction.

Measurable Objective

Given instruction using the Sunshine State Standards (SSS) students will improve their science skills as evidenced by an increase in the mean scale score by 10 points, to meet or exceed the District's mean score on the 2006 FCAT-Science.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide opportunity for staff members to attend professional development in-services provided by district.	Administrators; District	08/22/2005	05/19/2006
Implement district-designed science scope and sequence in grades K-5.	Administrators; Teachers	08/22/2005	05/19/2006
Implement district-designed quarterly formative assessments and utilize assessment data as a tool to analyze progress in grades 3-5.	Administrators; Teachers	08/22/2005	05/19/2006
Perform a Science/Mathematics Hands-on activity for grades K-2 once a month and one bi-weekly for grade 3-5.	Administrators; Teachers	08/22/2005	05/19/2006
Reinforce grade-appropriate science content within the language arts curriculum through the use of non-fiction texts during shared or guided reading.	Administrators; Reading Coach; Teacher	08/22/2005	05/19/2006
Utilize the scientific method as a continuous model for teaching students (Science Fair).	Administrators; Teachers	08/22/2005	05/19/2006
Familiarize parents with the scientific method by hosting a Science Fair Workshop for Parents in English and Spanish.	Administrators; Mathematics Leader; Teacher	08/22/2005	05/19/2006

Research-Based Programs

Riverdeep
Textbook-Harcourt Science
CIM

Professional Development

Areas of Focus: Scientific Method and the use of FOSS kits

Evaluation

The accomplishment of this objective will be evidenced by an increase of 10 points on the 2006 FCAT-Science.

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

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 type="checkbox"/>

GOAL 5 STATEMENT:

Lake Stevens Elementary will continue to involve all parents in the academic success of the students.

Needs Assessment

During the 2004 – 2005 school year only the 14% target group parents participated in parent activities at Lake Stevens Elementary.

Measurable Objective

Utilizing school and district resources and personnel, parents of 3rd grade Tier 2 and Tier 3 students will increase their involvement in school-related activities as measured by an average of 25% of the target group attending school events throughout the 2005 – 2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide and maintain a Parent Resource Center for parents to access instructional materials and school and community information.	Administrators; Community Involvement Specialist	9/12/2005	5/19/2006
Monitor level of involvement of parents via logs and sign-in sheets.	Administrators; Community Involvement Specialist; Teachers	9/12/2005	5/19/2006
Encourage PTSA membership by offering incentives.	Administrators; PTA; Teachers	9/12/2005	5/19/2006
Invite parents to meetings and events via phone calls.	Administrators; CIS; 3rd Grade Teachers	09/12/2005	05/19/2006
Hold 3rd grade parent meetings regarding FCAT reading and mathematics.	Administrators; 3rd Grade Teachers	09/12/2005	05/19/2006
Maintain the school's website to include parent event information.	Administrators; Technology Specialist	9/12/2005	5/19/2006

Research-Based Programs

PTA

CIM

Professional Development

Parent Workshops

Evaluation

The evaluation component will include parent participation logs as well as teacher and CIS phone 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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

GOAL 6 STATEMENT:

Lake Stevens will strive to create and maintain a safe and secure learning environment for all students, faculty and staff.

Needs Assessment

As the District-generated Executive Summary for Student Case Management (referrals) states, there were 155 incidents of general disruptive conduct, 79 instances of defiance, and 41 reports of fighting for the 2004-2005 school year. Through specific strategies, Lake Stevens Elementary will attempt to reduce the instances of disruptive behavior school wide.

Measurable Objective

Given instruction in avoiding violent situations, students in Grades K-5 will improve their behavior as evidenced by 10% fewer disciplinary referrals for disruptive behavior from 2004-2005 to 2005-2006.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement an incentive program to promote school wide discipline plan.	Administrators; Teachers	08/22/2005	05/19/2006
Conduct parenting skills workshops to help parents address discipline in at school and at home.	Administrators; Community Involvement Specialist	9/12/2005	5/19/2006
Utilize district-education strategies monthly.	Administrators; Teachers; Counselor	9/12/2005	5/19/2006
Hold in-class mediation sessions with counselor.	Administrators; Counselor	8/22/2005	05/19/2006
Create a peer mediation team.	Administrators; Counselor; ESE Teacher	08/22/2005	05/19/2006

Research-Based Programs

Character Education Program
CIM

Professional Development

Peer Mediation training
The Bully-Free Classroom Program

Evaluation

The evaluation component will include logging the number of disciplinary referrals submitted from teachers of students in grades K-5.

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 7 STATEMENT:

Lake Stevens Elementary will strive to stay relevant and updated as it relates to technology and its utilization by students, faculty, and staff.

Needs Assessment

At the end of the 2005-2006 school year, the District has expressed the desire for all teachers to be trained to use the electronic gradebook. To date, 0% of Lake Stevens Elementary teachers are trained.

Measurable Objective

Given the District's emphasis on technology (as measured by professional development logs), 75% of teachers will be trained on the electronic grade book system, as measured by professional development logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Encourage use of technology by all faculty and staff.	Administrators; Leadership Team	9/12/2005	5/19/2006
Engage in Professional Development for the electronic gradebook.	Administrators; District Staff	08/22/2005	05/19/2006
Maintain professional development logs.	Administrators; Teachers	08/22/2005	05/19/2006
Update technology at school site.	Administrators; Micro-Technician	08/22/2005	05/19/2006
Implement the district's electronic gradebook school wide.	Administrators; Techers	9/12/2005	5/19/2006

Research-Based Programs

CIM

Professional Development

Electronic Gradebook Training

Evaluation

The evaluation component will include the teacher's Professional Development Logs as final data for evaluation.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 8 STATEMENT:

It is the unique role of quality physical education programs to develop the health-related fitness, physical competence, and cognitive understanding about physical activity for all students so that they can adopt healthy and physically active lifestyles.

Needs Assessment

To properly assess both student fitness performance and programmatic success, the Physical Education department at Lake Stevens Elementary analyzed last year's data to determine student baseline measures. In 2004-2005, 30% of students in grades 4 and 5 passed the FITNESSGRAM test program.

Measurable Objective

Given attention to the District's achievement goal, Lake Stevens Elementary students in grades 4 and 5 will achieve an annual increase of 3% of award recipients as measured by the FITNESSGRAM, based on the previous year's percent of award winners.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Administer Pre-test Fitnessgram.	Administrators; Physical Education Teacher	08/22/2005	09/12/2006
Demonstrate/ practice each test area.	Administrators; Physical Education Teacher	08/22/2005	05/19/2006
Monitor Physical Education Program.	Administration	08/22/2005	05/19/2006
Administer Post-test Fitnessgram.	Administrators; Physical Education Teacher	08/22/2005	09/12/2006
Provide professional development opportunities for Physical Education teachers.	Administrators; District	9/12/2005	5/19/2006

Research-Based Programs

Fitnessgram Program

CIM

Professional Development

Inservice opportunities provided by Division of Life Skills

Evaluation

Lake Stevens Elementary will increase by 3% the award recipients as measured by the FITNESSGRAM as compared to the 2004-2005.

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 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 9 STATEMENT:

Lake Stevens Elementary School will strive to increase participation in extra-curricular activities in the areas of Music, Art and Foreign Language.

Needs Assessment

An informal interview of the special area teachers revealed that only 10% of students at Lake Stevens Elementary participated in contests and activities in the area of the arts. Through the variety of strategies listed, Lake Stevens strives to increase the number of students participating from 10% to 25%.

Measurable Objective

Given the need for the additional emphasis on Fine Arts, twenty-five percent of students in grades 3 – 5 will participate in Art, Music and/or Foreign Language extra-curricular activities as evidenced by parent-contact logs, sign-in sheets, and contest-entry forms, from 2004-2005 to 2005-2006.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase student/parent/school involvement participation through AEP activities.	Administrators; Music; Art; Spanish Teachers	08/22/2005	05/19/2006
Increase student participation through Art contests.	Administrators; Art Teacher	08/22/2005	05/19/2006
Integrate reading through humanities.	Administrators; Music; Art; Spanish Teachers	08/22/2005	05/19/2006
Increase parent and schoolwide participation in extra-curricular AEP presentations.	Administrators; Principal; Assistant Principal; Humanities; PTA; CIS	09/12/2005	05/19/2006
Hold Resource Fair during Open House.	Administrators; Principal; Assistant Principal; Art; Music; Foreign Language Teachers	9/14/2005	9/14/2005
Increase student participation in Feria-Olé, a reading and writing Foreign Language contest.	Administrators; Foreign Language Teachers	03/06/2006	04/28/2006

Research-Based Programs

Foreign Language: Utilize Resources from the National K-12 Foreign Language Resource Center

Music: Utilize Resources from the Interdisciplinary Communities and Research Issues in Music Association

Art: Utilize "Art and Cognition Integrating The Visual Arts into the Curriculum" resource

Professional Development

Inservice opportunities in the teacher's area of expertise.

Evaluation

The evaluation component will include the logs of entries of contests and participation in extra-curricular events as the final data of evaluation. These logs will be compared to the logs from the previous year to measure growth.

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

Miami-Dade County Public Schools

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

GOAL 10 STATEMENT:

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

Needs Assessment

The most recent data supplied from the FLDOE indicates that in 2003, Lake Stevens Elementary School ranked at the 48th percentile on the State of Florida ROI index.

Measurable Objective

Lake Stevens Elementary School will improve its ranking on the State of Florida ROI index publication from the 48th percentile in 2003 to the 50th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administrators	08/22/2005	05/19/2006
Consider shared use of facilities, partnering with community agencies.	District; Administrators	08/22/2005	05/19/2006
Become more informed about the use of financial resources in relation to school programs.	Administrators	08/22/2005	05/19/2006
Collaborate with the district on resource allocation.	Administrators	08/22/2005	05/19/2006

Research-Based Programs

Houghton Mifflin Reading Series
 Scott Foresman Mathematics Series
 CIM

Professional Development

District; Federal; State sponsored inservice opportunities
 CRISS
 Reciprocal Teaching
 Data Analysis

Evaluation

On the next State of Florida ROI index publication, Lake Stevens Elementary School will show progress toward reaching the 50th percentile.

EESAC Compliance

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

Budget:

EESAC Funding is used to support the overall instructional program at Lake Stevens Elementary School. The \$10 per student usually is approximately \$5,500.00 and has been used to fund Saturday Academy. This year's anticipated EESAC budget is generated through FTE for the 2005-06 school year and will be allocated for expenditures to enhance the S.I.P. pending EESAC approval.

Training:

Based on the selection of School Improvement Plan objectives, necessary staff development workshops were identified and included in coordinating strategies for the 2005-2006 School Improvement Plan.

Instructional Materials:

The EESAC will consider the purchase of instructional materials to enhance the overall program and meet the goals of the 2005-06 School Improvement Plan.

Technology:

The EESAC recommends increase teacher training in technology to promote the consistent use of technology in the classroom. (i.e. Riverdeep, FCAT Explorer, Accelerated Reader, Compass Learning WSPI)

Staffing:

Members of the staff have been included in interview committees to hire personnel for open positions. Staff input is sought at every instance of an open position.

Student Support Services:

The EESAC recommends more support services to improve student attendance, therefore an attendance monitoring service was purchased to notify parents when a child is absent from school. It also notifies parents of important school activities/meetings. Moreover, the community involvement specialist also calls homes to communicate attendance concerns.

Other Matters of Resource Allocation:

The EESAC will continue to offer input with regards to the allocation of funds pertaining to school improvement, especially the use of EESAC funds to facilitate strategies of the 2005-2006 School Improvement Plan pending stakeholder approval.

Benchmarking:

The EESAC chair will continue to utilize benchmarking activities to enable the committee to assess progress points and implementation of objectives and strategies of the 2005-2006 School Improvement Plan. The principal, reading leader, mathematics leader and other staff members report quarterly on the status of student achievement and the status of schoolwide initiatives designed to improve student achievement.

School Safety & Discipline:

Members of the EESAC are actively involved in decision making which impacts the overall safety and discipline of students in the school. This fosters a safer and more healthy learning environment.

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