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# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

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*School Name:* 3021 - Little River Elementary School

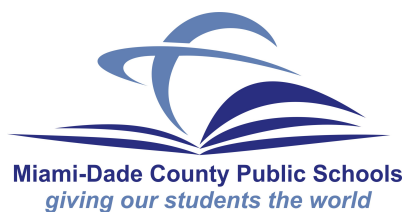
*FeederPattern:* Miami Edison Senior

*Region:* Regional Center IV

*District:* 13 - Miami-Dade

*Principal:* Isabel Castillo

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



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

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### *Little River Elementary School*

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In order to cultivate the changes necessary to advance high achievement while eliminating low performance, Little River Elementary School will institute an instructional program with a strong focus on literacy from kindergarten to fifth grade. Little River Elementary School has developed this plan with the involvement of all stakeholders. The plan includes the Organizational Performance Improvement Snapshot that concluded two priority areas. The first category addressing student achievement, entitled Measurement, Analysis and Knowledge Management. The other area of importance is Human Resource Focus. Many of the strategies included in the plan will address these areas in a sequential manner to improve student achievement.

Given instruction using the Sunshine State Standards, the percentage of all students assessed scoring at FCAT Achievement Level 3 or higher will increase from 42 percent on the 2005 FCAT Reading Test to 44 percent or higher on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, the percentage of tested students with Limited English Proficiency scoring at FCAT Achievement Level 3 or higher will increase from 30 percent on the 2005 FCAT Reading Test to 44 percent or higher on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, the percentage of tested Students with Disabilities scoring at FCAT Achievement Level 3 or higher will increase from 14 percent on the 2005 FCAT Reading Test to 44 percent or higher on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, the percentage of all tested students scoring at FCAT Achievement Level 3 or higher will increase from 35 percent on the 2005 FCAT Mathematics Test to 50 percent or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of all tested Black students scoring at FCAT Achievement Level 3 or higher will increase from 30 percent on the 2005 FCAT Mathematics Test to 50 percent or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of all tested Free and Reduced Lunch students scoring at FCAT Achievement Level 3 or higher will increase from 33 percent on the 2005 FCAT Mathematics Test to 50 percent or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of all tested Limited English Proficient students scoring at FCAT Achievement Level 3 or higher will increase from 22 percent on the 2005 FCAT Mathematics Test to 50 percent or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade four will increase their writing skills as evidenced by 92 percent of the students achieving proficiency level of 4.0 on the 2006

administration of the FCAT Writing Plus test.

Given instruction using the Sunshine State Standards, students in grade 5 will increase the mean scale score of 232 on the 2005 FCAT Science Test in order to meet or exceed the District mean scale score on the 2006 FCAT Science Test.

Given the need to establish school, home, and community partnership, parental involvement will increase by five percent in the number of parents participating in school activities during the 2005-2006 school year as compared to the records of parental involvement of the 2004-2005 school year.

Given the number of indoor and outdoor suspensions of 64 students during the school year of 2004-2005 a decrease of 15 percent will be reflected using SCM Forms during the 2005-2006 school year.

Given a school-wide emphasis on Technology and the adoption of new software, teachers will develop management procedures for children to interact daily with software programs that improve student achievement as shown by the increase of use of Technology by five percent as compared to 2004-2005.

Given instruction in Physical Education and a health and nutrition program through the cafeteria, the school will achieve an annual increase of five percent in gold award recipients as measured by the FITNESSGRAM based on the previous year's percent of award winners.

Given an opportunity to use partnerships to develop enrichment programs, students will participate in performances during the school year 2005-2006.

Little River will improve its ranking on the State of Florida ROI index publication from the 31 percentile in 2004 to the 50th percentile on the State of Florida ROI index in 2005

In order to achieve these objectives, strategies to be implemented will address the core reading program, as well as, Math/Science activities emphasizing problem solving and critical thinking skills. The priorities to be addressed were selected based on our self assessment of all employees. The EESAC wanted to address the critical issue of student achievement through the Measurement, Analysis and Knowledge Management. The supporting area of concern is the Human Resource Focus in which teachers will increase their knowledge using data to affect instruction. These objectives compliment our mission to develop each student maximum potential.

# 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.

## Little River Elementary School

### VISION

We are committed to provide educational excellence for all of our students.

### MISSION

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

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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.

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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.

## *School Demographics*

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Little River Elementary School, a historically designed building, was established in 1924. Situated on 8.71 acres of Northwest Miami-Dade County, Little River Elementary School sits within a community of families of mostly low socio-economic status. It is a prekindergarten through fifth grade configuration with a membership of 640. The school offers specialized instruction including Exceptional Student Education (ESE), English for Speakers of Other Languages (ESOL), and a parent resource room. Each of our school based leaders has had success with improving student achievement.

Little River Elementary School serves its 640 students from multi-ethnic backgrounds within a defined attendance boundary. Of this total, 94.3 percent are economically disadvantaged and receive free or reduced meals. Due to the economic fluctuations of the families that are part of the Little River community, the school has a mobility index of 42 percent and an absentee rate of 93.82. Our students are 85 percent Black, 13 percent Hispanic, less than 1 percent Caucasian, Non-Hispanic, and 1.2 percent mixed. Of the student population 24 percent are Limited English Proficient (LEP), and 11 percent are in Exceptional Student Education (ESE).

Of the ESOL population 20 students are Level 1, 40 are Level 2, 22 are Level 3, and 75 are Level 4. Within the ESE population, there are eight exceptionalities represented; 44 students in Specific Learning Disabilities, 1 in Physically Handicapped, 1 in Educable Mentally Handicapped, 1 in Emotionally Handicapped, 11 in Speech Impaired, 1 in Developmentally Delayed, 1 in Other Health Impaired, 3 in Language Impaired, and 8 in Gifted. Little River Elementary School had 100 percent of its students participate in the Physical Fitness Test with 50 percent being Award Winners and eight students receiving the Gold Award. Little River Elementary School's instructional staff hold the following degrees; 2 percent hold a Doctorate Degree, 25 percent of our teachers hold a Master's Degree or above, 3 percent hold a Specialists Degree and the remainder hold a Bachelors Degree. The average number of years that teachers are teaching in Florida is 13 and there are 6.7 percent teachers who are new to this school year. The staff at Little River Elementary School is divided up into the following ethnic groups; 70 percent Black, 17 percent Hispanic, 12 percent White, non-Hispanic, and 1 percent Indian. Teacher attendance is at 97.2 percent.

# *School Foundation*

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## ***Leadership:***

The Organizational Performance Improvement Snapshot Survey results identify Leadership as one of the top accomplishments within the school with a score of 3.9. Staff acknowledges the organizations' mission indicating the supervisor shares information about the organization. The work environment reflects leadership and sets the direction for the school.

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

Future plans include staff ideas and the staff is knowledgeable of the plans and how they affect their work. This survey measured how well the staff understands the progress of their work as determined by a score of 4.1 on the Organizational Performance Improvement Snapshot Survey given to staff.

## ***Stakeholder Engagement:***

Stakeholders engagement means keeping in touch with customers and asking their evaluation of the work. Staff is given permission to make decisions to solve problems for the stakeholders. The satisfaction of the customers is considered a priority in school operations.

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

Staff indicated through the survey that they could make changes that will improve their work. The staff stated they cooperate with one another and work as a team. Collegiality is an important area of staff daily functioning.

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

The staff feels they have the information to determine how the organization is functioning. They are assured of the measures used to fit into the overall measures of improvement.

## ***Education Design:***

The staff recognized that they have good processes for doing their work. They collect data about the quality of their work and have control over the work processes. Staff states that they can get all of the resources they need to get their job done.

## ***Performance Results:***

Little River administration removes things that get in the way of progress. The staff is aware of the financial operations of the school but this area of operation has limited exposure due to district control within this area.

# *Additional Requirements*

Only for schools under state sanction

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## **• High Quality, Highly Qualified Teachers:**

To attract high quality, highly qualified teachers, the administrative team has participated in many recruitment fairs, stipulating all of the programs and activities that increase student achievement. High quality and highly qualified teachers are attracted to our school using 20 percent increase in salary for working in the zone, and the supplemental pay scale. To attain high quality, higher qualified teachers, the administrative team has developed a leadership team in which teachers can seek educational experiences outside of the classroom and district to enhance their professional career.

## **• Highly Qualified, Certified Administrators:**

The school's administrators consist of the principal, Ms. Isabel D. Castillo, and an assistant principal, Ms. Janell W. Ferguson. Ms. Castillo is a second year principal whose positive attitude and love of children is reflected in her 24 years of service to Miami-Dade County Public Schools. She has served as an elementary teacher, ESOL teacher, and an assistant principal displaying her knowledge and creativity that have marked her professional life. She is certified in Elementary Education, Early Childhood, ESOL, and Educational Leadership. Ms. Castillo holds a Bachelor's of Science Degree from the University of Miami and a Master's of Science Degree from Nova Southeastern University. Ms. Castillo began her tenure at Morningside Elementary School as an ESOL resource teacher for grades K-5. It was there that she received a Chapter 1 Award of Appreciation as well as the Francisco R Walker Teacher of the Year Nominee and Morningside teacher of the Year. Through her efforts, academic achievement by the students has risen tremendously. She facilitated and trained the teachers in the use of research-based programs and materials and using technology as the basis of instruction in order to increase student achievement. Ms. Castillo was awarded with the Mainstreaming Teacher of the Year in 1995, Mathematics Teacher of the Year in 1996, and was a nominee for the Teacher of the Year in July 1994. While participating in the Executive Training Program, Ms. Castillo trained teachers at Rainbow Park Elementary School to adapt the curriculum to enhance the educational needs of the students through the use of effective teaching strategies while incorporating content based curriculum and novels. Furthermore, Ms. Castillo implemented an Early Bird project that resulted in increasing students' love for reading.

Mrs. Ferguson has been employed with Miami Dade County Public Schools for seven years. Mrs. Ferguson taught second and third grade. She served as grade level chairperson, reading coach, and curriculum support specialist before becoming an administrator.

Mrs. Ferguson attended grade school in Miami Dade County Public Schools. Upon graduation, Mrs. Ferguson attended Florida Agricultural and Mechanical University receiving a Bachelor's of Science degree in Elementary Education. Mrs. Ferguson received a Master's of Science degree in Urban Education from Florida International University. She received certification in Educational Leadership from Nova Southeastern University and is currently enrolled in the Organizational Leadership doctoral program.

## **• Teacher Mentoring:**

The Teacher Mentoring Program at Little River Elementary School is composed of the administration, teachers and support staff. Both the principal and assistant principal serve as role models to teachers by actively being involved in the fostering of student learning and achievement. In addition, the administration is responsible for identifying a core leadership team who serves as liaisons between administration and the grade level. As per PACES, the professional growth team will provide new teachers with assistance in lesson planning, classroom management, and the execution of all areas of the curriculum. The Reading Coaches provide teachers with classroom resources, demonstration lessons, data analysis, and on-site professional development in the areas of reading and language arts. A mathematics and science resource teacher, a writing resource teacher, and a technology resource

teacher work with the students and staff to help facilitate and monitor each respective program.

### **• School Advisory Council:**

The EESAC brings together all stakeholders and involves them in an authentic role in decisions that affect instruction and the delivery of programs. One of the ways the EESAC will do this is by preparing and evaluating the School Improvement Plan. The EESAC at Little River Elementary School is also responsible for the final decision-making relating to the implementation of the components of the School Improvement Plan. EESAC assists the principal in the development of the annual budget. Throughout the year EESAC will make recommendations on technology, budget, instructional resources, and other student support services in an effort to improve academic achievement.

### **• Extended Learning Opportunities**

Little River Elementary School is designated as one of the schools in the School Improvement Zone. Zone schools prescribe an extended day and extended school year. Utilizing this format, students with reading deficiencies participate in a structured tutorial that addresses their area of weakness. The program being used with the extended day students is Houghton Mifflin's Early Success Intervention Program, Soar to Success and Voyager Passport. Additional opportunities are provided before school through a partnership program with the HEAT organization. While the Academic Excellence Program is funded thru the MDCPS. The Saturday Academy with Platform Learning provides another avenue of extended learning.

### **• School Wide Improvement Model**

Little River Elementary School uses the 8-step Continuous Improvement Model (CIM) to ensure that quality instruction takes place in every classroom. This research-based model adheres to an eight step instructional process, which includes Desegregation of Test Scores; Development of Instructional Time Line; Delivery of Instructional Focus; Assessments; Tutorials; Enrichment; Maintenance and Monitoring. This model allows the school to continue to evaluate, correct and prescribe decisions that will improve the quality of instruction and positively impact student achievement, leaving no child behind.



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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 1 STATEMENT:**

Improve reading comprehension in all grades

**Needs Assessment**

Based on the AYP report, LEP students scored 127 on the 2004 FCAT and scored 105 on the 2005 FCAT. SWD students scored 52 on the 2004 FCAT and scored 44 on the 2005 FCAT.

NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction using the Sunshine State Standards, the percentage of all students assessed scoring at FCAT Achievement Level 3 or higher will increase from 42 percent on the 2005 FCAT Reading Test to 44 percent or higher on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, the percentage of tested students with Limited English Proficiency scoring at FCAT Achievement Level 3 or higher will increase from 30 percent on the 2005 FCAT Reading Test to 44 percent or higher on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, the percentage of tested Students with Disabilities scoring at FCAT Achievement Level 3 or higher will increase from 14 percent on the 2005 FCAT Reading Test to 44 percent or higher on the 2006 FCAT Reading Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement Accelerated Reader to promote fluency and comprehension to be verified through progress reports.	Classroom teachers, Media Specialist, Administrators, Technology Facilitator	10/1/2005	5/19/2006
Implement the tutorial program for those students in LEP and SWD in the before school program and Saturday Academy.	Teachers of ESE, and SD Reading Coaches, Administrators, Identified teachers	9/5/2005	5/19/2006
Implement the Continuous Improvement Model in grades K-5.	Classroom Teachers, Administrators	8/16/2005	5/26/2006
Implement the Houghton Mifflin program as prescribed by the IEP, LEP plan, and district to include periodic assessments and continuous progress.	teachers of ESE and SWD, Classroom Teachers, Reading Coaches, Administrators	8/1/2005	5/26/2006
Utilize CRISS strategies in the classroom to improve student progress.	Classroom Teachers, Administrators	9/26/2005	5/26/2006
Implement the Soar to Success and Early Success in grades 1-5 in the extended hour and monitor by reading checklists reviews.	Classroom Teachers, Reading Coaches, Administrators	8/16/2005	5/26/2006
Implement the ReadingPlus Program in grades 2-5.	Classroom Teachers, Administrators Technology Facilitator	8/22/2005	5/26/2006
Implement the SuccessMaker Comprehensive tutorial program at the students' level in grades K-5.	Teachers of ESE and SWD, Classroom Teachers, Reading Coaches, Administrators, Technology Facilitator	9/5/2005	5/19/2006
Implement the Extended Day and Extended School Year.	Administrators, Classroom Teachers, Special Area Teachers, Resource	8/1/2005	5/26/2006

	Teachers	
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## **Research-Based Programs**

Houghton Mifflin, Soar to Success, Early Success, Readingplus, SuccessMaker

## **Professional Development**

Teachers will participate in school-based, regional, and district professional development training, which includes the core reading program, intervention programs, and assessments used at the elementary school level as follows; Continuous Improvement Model, implementing SuccessMaker and ReadingPlus.

## **Evaluation**

The evaluation component will include the 2006 FCAT Reading test as the final data of evaluation, but will also incorporate the district assessment(s), and the instructional focus calendar, as evidenced through the Continuous Improvement Model.

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 2 STATEMENT:**

Increase the mathematics performance of students in all grades

**Needs Assessment**

Based on the AYP report, 42 percent of Black students scored at or above grade level on the 2005 FCAT Mathematics test. Of the students receiving free and reduced lunch, 33 percent scored at or above grade level on the 2005 FCAT Mathematics test. Of the LEP students, 22 percent scored at or above grade level on the 2005 FCAT Mathematics test. Of the SWD students, 23 percent scored at or above grade level on the 2005 FCAT Mathematics test.

**NCLB SUBGROUP TARGET**

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL 1	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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Measurable Objective

Given instruction using the Sunshine State Standards, the percentage of all tested students scoring at FCAT Achievement Level 3 or higher will increase from 35 percent on the 2005 FCAT Mathematics Test to 50 percent or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of all tested Black students scoring at FCAT Achievement Level 3 or higher will increase from 30 percent on the 2005 FCAT Mathematics Test to 50 percent or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of all tested Free and Reduced Lunch students scoring at FCAT Achievement Level 3 or higher will increase from 33 percent on the 2005 FCAT Mathematics Test to 50 percent or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of all tested Limited English Proficient students scoring at FCAT Achievement Level 3 or higher will increase from 22 percent on the 2005 FCAT Mathematics Test to 50 percent or higher on the 2006 administration of the FCAT Mathematics Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize CRISS Strategies to foster and improve student achievement.	Classroom Teachers, Administrators	9/26/2005	5/26/2006
Implement the Continuous Improvement Model in grades K-5.	Classroom Teachers, Administrators	9/26/2005	5/26/2006
Implement the extended day and extended school year.	Administrators, Classroom Teachers, Special Area Teachers	8/1/2005	8/26/2006
Utilize the Gourmet Curriculum in grade 5 as a supplemental remedial program to increase achievement of targeted students.	Classroom Teachers, Mathematics Resource Teacher, Administrators, ESE Teachers, ESOL Teachers	10/3/2005	5/26/2006
Implement Harcourt Mathematics Program to include periodic assessments and continuous progress.	Classroom Teachers, Mathematics Resource Teacher, Administrators, ESE Teachers, ESOL Teachers	8/1/2005	5/26/2006
Increase the use of Mathematics manipulative materials with classroom instruction in all grades.	Classroom Teachers, Mathematics Resource Teacher, Administrators, ESE Teachers, ESOL Teachers	9/26/2005	5/19/2006
Participate in Mathematics competitions to enrich individual experiences such as the Chess program and the Math Bowl.	Classroom Teachers, Mathematics Resource Teacher, Administrators, ESE Teachers, ESOL teachers	10/1/2005	5/12/2006
Implement the Extended Day and the Extended School Year.	Administrators, Classroom Teachers, Special Area Teachers, Resource Teachers	8/1/2005	5/26/2006

Implement pull out math tutoring program daily for targeted students, using generated data, through Edusoft, to redirect classroom instruction as assessed through the regular core program.	Classroom Teachers, Mathematics, Resource Teacher, Administrators, ESE Teachers, ESOL teachers	10/10/2005	5/12/2006
Implement the SuccessMaker comprehensive tutorial program for students in grades 1-5 and monitor using frequent reports.	Classroom Teachers, Mathematics Resource Teacher, Administrators, ESE Teachers, ESOL Teachers	10/5/2005	5/26/2006

## **Research-Based Programs**

Harcourt Mathematics, SuccessMaker

## **Professional Development**

Teachers will participate in school-based, regional and district Mathematics professional development in Harcourt Mathematics series, SuccessMaker, using manipulatives, Edusoft and CRISS.

## **Evaluation**

Weekly and quarterly assessments will be given to monitor student progress as evidenced through the Continuous Improvement Model. Results will be shared within the individual grade levels as well as with the administrative team and district support personnel. Additional instruments for monitoring will include Electronic Gradebooks, PACES, and informal visitations. Edusoft Assessment data results will be used.

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

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

**GOAL 3 STATEMENT:**

Increase fourth grade students' scores in writing.

**Needs Assessment**

Fourth grade students scored 93 percent on the 2004 Florida Writes and scored 91 percent on the 2005 FCAT Writing Plus. Since students scored lower last year than the year before we need to increase the number of students who score higher on the 2006 FCAT Writing Plus.

NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grade four will increase their writing skills as evidenced by 92 percent of the students achieving proficiency level of 4.0 on the 2006 administration of the FCAT Writing Plus test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement simulated FCAT writing tests.	Classroom teachers, Writing resource teacher, Administrators	8/1/2005	5/19/2006
Implement daily instruction of writing conventions for fourth grade and will utilize a weekly format of multiple-choice tests.	Classroom teachers, Writing resource teacher, Reading Coaches, Administrators	8/1/2005	5/26/2006
Implement a writing plan in fourth grade to include periodic assessments of monthly prompts.	Classroom teachers, Writing resource teacher, Administrators	9/5/2005	5/26/2006
Integrate journal writing across the curriculum.	Classroom teachers, Writing resource teacher, Administrators	8/1/2005	5/26/2006
Utilize CRISS Strategies to foster and improve student achievement.	Classroom Teachers, Administrators	9/26/2005	5/26/2006
Implement the extended Day and extended school year.	Administrators, Classroom Teachers, Special Area Teachers	8/1/2005	5/26/2006
Implement the Continuous Improvement Model.	Classroom Teachers, Writing Leader, Administrators	8/1/2005	5/26/2006
Implement a writing portfolio measured through the Rubric to be evaluated quarterly in fourth grade.	Classroom teachers, Writing resource teacher, Administrators	9/5/2005	5/26/2006
Align instruction with theme genre and activities presented in Houghton Mifflin Series.	Classroom teachers, Writing resource teacher, Administrators	8/1/2005	5/26/2006

### Research-Based Programs

Houghton Mifflin Reading

### Professional Development

Teachers will participate in school based, regional and district writing activities to enhance instructional practices as well as train in CRISS Strategies.



## **Evaluation**

The evaluation component will include the FCAT Writing Plus as the final data of evaluation, but will also incorporate the periodic school assessment(s) as a progress-monitoring tool.

## 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.)

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

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#### *District Strategic Plan*

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

### ***GOAL 4 STATEMENT:***

Increase fifth grade scores to meet the curriculum objectives of the Florida Sunshine State Standards in Science.

### ***Needs Assessment***

Scores of the 2005 FCAT Science Test indicate that fifth grade students achieved a mean scale score of 232 points in comparison to the District's mean scale score of 286 points. The needs assessment reveals that students require intensive remediation in Science.

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grade 5 will increase the mean scale score of 232 on the 2005 FCAT Science Test in order to meet or exceed the District mean scale score on the 2006 FCAT Science Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Integrate vocabulary building and mathematics experiences into the science curriculum for grade 5.	Classroom teachers, Science resource teacher, Administrators	8/1/2005	5/26/2006
Increase the use of hands on activities with classroom instruction in grade 5.	Classroom teachers, Science resource teacher, Administrators	8/1/2005	5/19/2006
Implement a science fair including all grades in the Spring of 2006 with an emphasis in grade 5.	Classroom teachers, Science resource teacher, Administrators	3/31/2006	4/7/2006
Utilize CRISS Strategies to foster and improve student achievement.	Classroom Teachers, Administrators	9/26/2005	5/26/2006
Implement the Harcourt Science Program to include periodic assessments and continuous progress in grade 5.	Classroom teachers, Science resource teacher, Administrators	8/1/2005	5/26/2006
Implement the Continuous Improvement Model in grades 1-5.	Classroom Teachers, Administrators, Resource Teachers	8/1/2005	5/26/2006
Implement the extended day and the extended school year to provide students with additional instruction and time on task.	Administrators Classroom teachers, and Special Area teacher	8/1/2005	5/26/2006

### Research-Based Programs

FOSS kits

### Professional Development

Teachers will participate in school-based, regional and district training in the application of the scientific process and CRISS.

### Evaluation

The evaluation component will include the FCAT district mean score as the final data of evaluation. Science Fair will provide evidence of effectiveness in using the scientific process.

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 5 STATEMENT:***

Increase the participation of parents in school programs

### ***Needs Assessment***

Based on parental attendance rosters, participation of parents for the school year 2004-2005 has increased. Further increased participation is still needed for the school year of 2005-2006.

## Measurable Objective

Given the need to establish school, home, and community partnership, parental involvement will increase by five percent in the number of parents participating in school activities during the 2005-2006 school year as compared to the records of parental involvement of the 2004-2005 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Encourage parent participation in the District Parents' Academy and other literacy programs to promote personal growth for parents.	Community Involvement Specialist, Administrators	10/15/2005	5/26/2006
Plan and implement school activities to involve parents in the community to include sign parent handbooks, school logs, interim progress reports and parent-teacher conferences.	Classroom teachers, Guidance counselor, Community Involvement Specialist, Administrators	9/13/2005	5/21/2006
Encourage parent participation in EESAC, Title I, PAC, and PTA in order to support student learning.	Administrators, EESAC members	9/13/2005	5/5/2006
Utilize the Community Involvement Specialist and the Parent Resource Center to enhance parental involvement and academic achievement.	Community Involvement Specialist, Administrators	8/1/2005	5/12/2006
Assign room parents for each homeroom to encourage parental involvement.	Classroom teachers, Community Involvement Specialist, Administrators	10/15/2005	12/15/2006
Implement a plan to increase community involvement in collaboration with the school volunteer program and Dade Partners in order to enhance parental involvement and academic achievement.	Classroom Teachers, Community Involvement Specialist, Counselor, Social Worker, Administrators	8/1/2005	5/26/2006

## Research-Based Programs

Passport to Success, PTA Standards

## Professional Development

Teachers will participate in school-based professional development on how to increase parental communication, support, and community involvement. Parents will participate in Parent Academy.

## **Evaluation**

The evaluation component will include the interim progress reports, school attendance rosters, signed parent handbooks, parent-teacher conferences and sign in sheets.

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

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

### ***GOAL 6 STATEMENT:***

Decrease the number of indoor and outdoor suspensions

### ***Needs Assessment***

Based on SCM forms submitted during the 2004-2005 school year, there is a need to decrease the number of suspensions.

## Measurable Objective

Given the number of indoor and outdoor suspensions of 64 students during the school year of 2004-2005 a decrease of 15 percent will be reflected using SCM Forms during the 2005-2006 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Establish a peer mediation program using the Peace Education Foundation Program Strategies.	Classroom teachers, counselor, Administrators	11/1/2005	5/26/2006
Participate actively in the Miami Police "Do the Right Thing" Program on a monthly basis.	Classroom teachers, counselor, Administrators	8/1/2005	5/26/2006
Provide a student safety patrol to maintain student traffic and identification of safety issues within the school.	Classroom teachers, counselor, Administrators	8/8/2005	5/26/2006
Implement a "Parent Discipline Support Program."	Classroom teachers, counselor, Administrators	8/1/2005	5/26/2006
Establish a discipline committee to prepare a set of guidelines to strengthen the Code of Student Conduct.	Classroom teachers, counselor, Administrators	8/15/2005	5/26/2006

### Research-Based Programs

Student mediation program, "Peace Education Foundation Program"

### Professional Development

Teachers will participate in school-based, regional, and district professional development training in "Peace Education Foundation Program Strategies." Collaborate with TEC to provide professional development in classroom management and discipline for teachers and appropriate staff.

### Evaluation

Based on the the number of students suspended, the number of students suspended will be decreased by 15 percent during the school year of 2005-2006.



## 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.)

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

### *Miami-Dade County Public Schools*

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

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

Little River Elementary School will integrate technology across the curriculum and will promote equitable and universal access to technology.

### ***Needs Assessment***

Twenty-five licenses for SuccessMaker is inadequate for a school-wide program. Primary classrooms do not have adequate hardware to implement available software requirements. Many of our primary classrooms cannot run the available software because the operating system on these older computers will not install the software. This indicates a need for an increase in the effective and efficient use of technology in the classrooms.

## Measurable Objective

Given a school-wide emphasis on Technology and the adoption of new software, teachers will develop management procedures for children to interact daily with software programs that improve student achievement as shown by the increase of use of Technology by five percent as compared to 2004-2005.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Establish a schedule in each classroom for student interaction with academic support software programs.	Classroom Teachers, Technology resource teacher, Administrators	9/1/2005	12/1/2005
Utilization of the Electronic Grade book will be instituted throughout the school year.	Classroom Teachers, Technology resource teacher, Administrators	9/19/2005	5/26/2006
Establish a schedule for replacement and updating of hardware.	Technology resource teacher, Technician, Administrators	8/1/2005	5/26/2006

## Research-Based Programs

SuccessMaker, ReadingPlus

## Professional Development

Teachers will participate in school-based, regional, and district professional development training in Electronic Grade book, ReadingPlus and SuccessMaker, as well as any other software program that becomes available.

## Evaluation

The use of technology will increase by five percent as compared to the 2004-2005 school year.

## 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.)

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

### *Miami-Dade County Public Schools*

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

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

Increase the number of students who achieve the Gold Medal in the Physical FITNESSGRAM.

### ***Needs Assessment***

Based on the FITNESSGRAM Test Summary, out of the 168 students tested, eight received the gold award. Based on this there is a need to heighten awareness in Physical Fitness through exercise and nutrition.

## Measurable Objective

Given instruction in Physical Education and a health and nutrition program through the cafeteria, the school will achieve an annual increase of five percent in gold 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
Increase the percentage of students reaching the gold level of the physical fitness test.	Physical Education teachers, Administrators	9/1/2005	4/15/2006
Introduce a salad bar to the cafeteria lunch line for a period of no less than 3 months.	Classroom teachers, Cafeteria Manager, Administrators	11/15/2005	3/15/2006

## Research-Based Programs

Physical FITNESSGRAM

## Professional Development

HIV awareness, Human Growth and Development, Walk Safe Program, Say No to Drugs

## Evaluation

The evaluation component will include an increase in the number of children who receive the Physical Fitness Gold Award.

## GOAL 9: ELECTIVES & SPECIAL AREAS

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

*Florida Education Priorities*

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

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

***GOAL 9 STATEMENT:***

Expand the number of enrichment programs for all students in the school community.

***Needs Assessment***

There has been a void in developing talent through enrichment programs due to economic conditions in the community and the lack of instructional resources.

## Measurable Objective

Given an opportunity to use partnerships to develop enrichment programs, students will participate in performances during the school year 2005-2006.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Identify space and resources for instrumental classes.	Administrators	10/15/2005	5/26/2006
Work cooperatively with community partners to provide resources.	Administrators	11/30/2005	5/26/2006
Monitor procedures and establish classes and instruction.	Administrators, Instructors	11/15/2005	5/26/2006
Establish schedules for identifying students.	Music Teacher, Administrators	11/1/2005	5/26/2006

### Research-Based Programs

Teachers will participate in cultural appreciation workshops and gain an understanding of the implications for students involvement in the arts.

### Professional Development

Teachers will participate in cultural appreciation workshops and gain an understanding of the implications for student involvement in the arts.

### Evaluation

Based on the number of students that this school has identified, instruction in the arts will result in performances at the end of the year for the community.

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

### *Miami-Dade County Public Schools*

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

### ***GOAL 10 STATEMENT:***

Little River Elementary School will rank at or above the 90th percentile statewide in the return on investment index of value and cost effectiveness of its programs.

### ***Needs Assessment***

The return on investment index shows the percent of the highest Return On Investment value as 31 percent with learning gains of 52 percent in mathematics and 40 percent in Reading. The school grade was reported as a "D".

## Measurable Objective

Little River will improve its ranking on the State of Florida ROI index publication from the 31 percentile in 2004 to the 50th percentile on the State of Florida ROI index in 2005

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become more informed about the use of financial resources in relation to school programs.	Administrators, EESAC	9/1/2005	5/26/2006
Partner with community businesses and agencies.	Administrators, Reading Coaches	9/1/2005	5/26/2006
Consider reconfiguration of existing resources and taking advantage of a broader resource base.	Administrators, Counselor	9/1/2005	5/26/2006

## Research-Based Programs

SuccessMaker, ReadingPlus, Soar to Success, Early Success, Voyager Passport

## Professional Development

EESAC members will participate in school-based training in reading the school budget.

## Evaluation

The evaluation component will include the FCAT as the final data of evaluation, but will also incorporate the District assessment(s) as a progress monitoring tool.



## *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 Educational Excellence School Advisory Council(EESAC)recommended the use of discretionary funds to update technology hardware and software for the school's programs.

### ***Training:***

The EESAC recommends staff development in the areas of reading, writing, mathematics, technology, and classroom management.

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

The EESAC recommends instructional material needs in an ongoing manner to ensure that students are engaged in teaching and learning process.

### ***Technology:***

The EESAC recommends the ongoing assessment of technology needs. Grants are written to supplement our needs and to enhance the teaching and learning process.

### ***Staffing:***

The EESAC develops the School Performance Excellence Plan, staffing is discussed and suggestions are given as to the hiring of new staff and utilizing funds as needed.

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

The EESAC recommends utilization of outside resources and the Family Support Team to render services for our students and their families throughout the school year.

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

The EESAC recommends the purchasing of additional computers and printers for use of existing and future software.

***Benchmarking:***

The EESAC recommends the support of the strategies of the School Performance Excellence Plan and is informed on the Sunshine State Standards, Competency-Based Curriculum, and the programs that support these ideas.

***School Safety & Discipline:***

The EESAC recommends that safety of our students be a priority. The code of student conduct is clearly defined and strictly enforced.

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*