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# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

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*School Name:* 3781 - Barbara J. Hawkins Elementary School

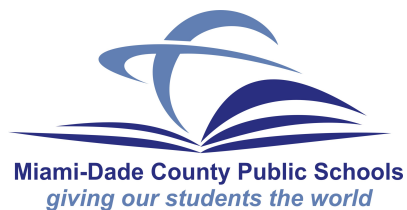
*FeederPattern:* Miami Carol City Senior

*Region:* Regional Center I

*District:* 13 - Miami-Dade

*Principal:* Evelyn Harrison

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



# SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

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## *Barbara J. Hawkins Elementary School*

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Barbara Hawkins Elementary School is located at 19010 NW 37th Avenue in Miami Gardens, Florida, a predominately African American community. The school is an attractive, well-maintained facility which was constructed in 1960 and has undergone two major additions and renovations. It consists of grades pre-kindergarten through five in the regular program, and a resource Gifted program. Instruction is provided by a highly trained staff of 51 teachers, paraprofessionals and administrators who are committed to providing appropriate and challenging educational programs for our students. After analyzing and evaluating pertinent data, Barbara Hawkins Elementary School, in conjunction with the Educational Excellence School Advisory Council, has identified the following objectives as school-wide priorities for the 2005-06 school year.

Given instruction based on the Sunshine State Standards students in grades three through five will improve their reading skills as evidenced by 44 percent scoring at or above Achievement Level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction based on Sunshine State Standards, students in grades 3 through 5 will improve their math skills as evidenced by 50 percent scoring a Level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

#### NCLB SUBGROUP:

Given instruction based on the Sunshine State Standards, African American and Economically Disadvantaged students will improve their mathematics skills as evidenced by 50 percent scoring at a Level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards students in grade four will improve their writing skills as evidenced by a one percent increase of students scoring at 3.5 or higher on the 2006 administration of the 2006 FCAT Writing Test.

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase in the mean scale score to meet the District mean score of 286 on the 2006 administration of the FCAT Science Test.

Given the school wide emphasis on parental and community participation, the school will demonstrate a five percent increase in parental and community interaction as evidenced by comparing parental rosters for the 2004-05 and 2005-06 school years.

Given the school wide emphasis on discipline and safety, students will improve their attendance as evidenced by a five percent increase in the 2005-06 attendance of Barbara Hawkins Elementary School.

Given an emphasis on the use of technology in education, all students will increase their usage of Accelerated Reader to become a SUPER READER as evidenced by a ten percent increase during the 2005-06 school year as compared to the 2004-05 school year.

Given instruction based on the Miami-Dade County Public School mandated FITNESSGRAM standards, students in grades four through five will improve their skills as evidenced by 60 percent of students meeting high standards on the 2005-06 administration of the FITNESSGRAM Test.

Given the opportunity, the students in the Fine Arts department will increase their involvement as evidenced by a three percent increase in participation of art contests and musical presentations.

Barbara Hawkins Elementary School will improve its ranking on the State of Florida ROI Index publication from the 8th percentile in 2003 to the tenth percentile on the next publication of the index.

The results of the 2005-2006 Organizational Performance Improvement Snapshot Survey reveal that 82 percent of the staff of Barbara Hawkins Elementary School completed the assessment. The two areas of priority from the results of the survey are from Process Management Category 6 (item 6a) and Business Results Category 7 (7c). These two areas were selected because they reflect the greatest need for attention from the survey. The first area of attention concerns "getting the necessary resources to do my job." First, teachers will be asked, at grade levels to discuss needed resources and share where available. Next, grade level chairpersons will submit a list of resources that are not available on grade level. A list of needed resources will be compiled and distributed school-wide. All stakeholders will be asked to monitor the needs list and work together to provide assistance when and where necessary. Finally, the second area that needs attention is "I know how well my organization is doing financially." An environment of professional collaboration at Barbara Hawkins Elementary School will enlighten the stakeholders of the financial status of our school. The principal and the elected members of the EESAC will conduct a financial workshop to ensure that all stakeholders are familiar with the financial structure and expenditures of our organization. We will do our best to address these two areas throughout the year.

## 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.

## Barbara J. Hawkins Elementary School

### VISION

Barbara Hawkins Elementary School is committed to enhancing the performance of all students and maximizing their potential as life-long learners in a technologically changing world. Therefore, educational technology will be integrated into the curriculum and accessible to all students, ensuring their ability to successfully meet the challenges of the 21st Century.

### MISSION

The staff and community of Barbara Hawkins Elementary accept the challenge to develop the academic and social potential of all students, and to provide a nurturing environment for their emotional growth, enabling them to become productive citizens in a global society.

### CORE VALUES

Barbara Hawkins Elementary uses the following beliefs as our guide toward instruction and forms the foundation of all of our programs. We believe that all children can learn and that our responsibility is to motivate and assist our students to realize their potential and to make sure that no child is left behind.

## *School Demographics*

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Barbara Hawkins Elementary School serves 494 students including basic curriculum students, 29 ESE students, 17 gifted students, 17 ESOL students and 95 percent economically disadvantaged students. The students population is made up of different ethnic/racial groups including Black (91 percent) and Hispanic (nine percent) and Other (four tenth percent). The mobility index of the school is 38. Most of our students come from families where there are limited resources. This creates a disadvantage for our students because they do not have a lot of exposure to educational experiences outside of school. In addition, many of our students need extra help to master basic skills. Parents and other members of the community are encouraged to attend P.T.A. and School Advisory Council, so they can participate in decision-making activities. We offer an after school care program with many activities to support academics including computer skills, library activities, and home learning support. The staff of Carol City Middle School provides our teachers with appropriate information to ensure that our students are prepared with the prerequisite knowledge they need to be successful in middle school. Most of the fifth grade students leaving our school will attend Carol City Middle School. Barbara Hawkins Elementary School also enjoys a relationship with local colleges including Miami-Dade College, Florida Memorial, Union Institute and the University of Miami. Students from these colleges provide tutoring for our students. Additionally, Barbara Hawkins Elementary School provides supervision for interns from various colleges and universities. We also have several business partners including Pro Player Stadium/Miami Dolphins who donate tickets for our students. Additionally, a local fraternity donates food for our holiday baskets which are given to needy families in our community. The enrollment at Barbara Hawkins Elementary has increased by (nine percent) this year. The school received a grade of "C" by the Florida Department of Education. Our school offers a strong academic program, after school care, SECME and a gifted resource program. In addition, we are partnered with Miami-Dade Police Department to provide the KAPOW program to our fifth grade students. We also have an aesthetically beautiful enviroment which includes a butterfly garden. There are several challenges that Barbara Hawkins Elementary School faces in providing educational activities that result in student learning. Our student population is highly transient as indicated by our mobility index. Some students seem reluctant to spend the time needed outside of the classroom to master basic skills and lack the parental involvement at home to reinforce learning. Many families in our neighborhood rely on government services to provide for the basic needs of the students. In addition, most of our students do not have access to computer technologies at home or access to the Internet.

## *School Foundation*

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### ***Leadership:***

The leadership begins at the top with Mrs. Evelyn Harrison, Principal of Barbara Hawkins Elementary School. She works very closely with the Leadership Council. The Staff Survey with a score of 4.6 feels very positive about the leadership and day to day operation of the school. Barbara Hawkins Elementary School employs shared decision making between all stakeholders which includes members of the Educational Excellence School Advisory Council (EESAC). Leaders in the school provide support and professional growth opportunities so that all stakeholders can make informed decisions. New ideas are accepted and encouraged by the administrators. It is important to offer support beyond the basic curriculum for all students and parents.

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

The Staff Survey indicated with a score of 4.4 that employees are satisfied with their involvement in the development of school goals. EESAC and the staff of Barbara Hawkins Elementary School analyzed the goals and objectives of our school and the entire faculty worked together to make dramatic gains in student performance. We will continue to monitor the goals and objectives of our school so that they are in align with State and District goals and objectives.

### ***Stakeholder Engagement:***

The Staff Survey indicated with a score of 4.4 that the level of satisfaction of its customer is good but there is always room for improvement. Barbara Hawkins Elementary School is committed to enhancing the level of satisfaction of our customers and maximizing their potential in a technologically changing world. The three areas of concentration are in education, personal/social, and the world of work. We strive to link with the community in many ways. We have school volunteers from local colleges who tutor our students. Each year we have parent workshops which focus on a variety of topics for our customers. Members of our community are encouraged to attend EESAC so they can participate in decision-making activities. Our Parent Resource Center is a focal point of our school where parents gather to exchange ideas and receive support services. In addition, we offer an after school care program for the children of working parents. This program offers many activities to support academics including computer skills, library activities, and home learning support. Our customers and community are very supportive and satisfied with the operation of our school.

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

The Staff Survey indicated a score of 4.4. The survey revealed that the staff worked as a team and that the supervisor encouraged them to develop skills necessary to do their job. Instruction at Barbara Hawkins Elementary School is provided by a highly trained team of educators who are committed to providing the best instruction for our students. Barbara Hawkins Elementary School uses a variety of strategies to mentor our beginning teachers that supplement the district programs. Each new teacher is assigned a Professional Growth Team including a veteran teacher to assist in orienting them to our school and transmitting the culture of the system to our novice teacher. Our grade levels meet regularly to plan and share. Our reading coach works with the novice teacher sharing our academic plans and any needed professional growth workshops available. Our school's media center specialist works with the novice teacher and keeps them informed of mentoring sessions available for them, such as those provided by the National Board of Teachers of Miami-Dade and the United Teachers of Dade.

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

The Staff Survey indicated with a score of 4.4 that they are comfortable interpreting data and using it to make decisions.

Barbara Hawkins Elementary School will continue to review and analyze data in order to monitor the progress of our stakeholders and school functions. This implementation process will provide continuous monitoring of data for making necessary revisions and provide the necessary information needed for proper management of school functions.

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

This was the lowest of the scores on the Staff Survey with a score of 4.2. The one area that revealed the greatest concern was the inability to get the needed resources to complete the assigned job. The research based school improvement model chosen for Barbara Hawkins Elementary School is the Eight-step Process found in the book, Closing the Achievement Gap. Barbara Hawkins Elementary School has identified several issues concerning improvement in educational design. Among these are: Our students are highly mobile and frequently miss days of school - To address this need, we have an attendance program designed to reward classes with perfect attendance for the week. - Many students seem reluctant to spend the time needed outside of the classroom to master basic skills and lack parental involvement at home to reinforce learning. - To address this need, Barbara Hawkins Elementary School has instituted SECME as an after school program. Also, the following enrichment activities are offered: gifted pull-out, chess club, AEP, Read to Lead and a book club using Sunshine State Books. We also have volunteers from the America Reads program who tutor our children in the classroom. In addition, we offer parent workshops to help parents learn how to help their children with their skills at home.

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

The Staff Survey was a score of 4.3 Barbara Hawkins Elementary School has identified some issues concerning challenges in performance results. Among these issues are students' attendance, mobility rate and parental involvement. All issues will be addressed by targeting each group and providing additional resources to provide these areas as an opportunity for improvement.

## GOAL 1: READING

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

*Florida Education Priorities*

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

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 1 STATEMENT:**

Barbara Hawkins Elementary School students will make annual level gains sufficient to acquire the knowledge, skills, and competencies needed to master Sunshine State Standards in the area of Reading.

**Needs Assessment**

The data attained from the 2005 FCAT Reading Test indicate that overall 56 percent of the students tested made annual learning gains and 56 percent achieved high standards in reading. Additionally, results indicate that 34 percent of students in grade three have scored at or above FCAT Achievement Level 3, a three percent increase over scores of the 2004 administration. Fifty-eight percent of our students in the lowest 25 percent made learning gains in reading. However, based on the results of the 2005 FCAT Reading Test continued instruction is needed in all reading strands.

**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 three through five will improve their reading skills as evidenced by 44 percent scoring at or above Achievement Level 3 or higher on the 2006 administration of the FCAT Reading Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize Best Practices Model for reading instruction.	Administration Reading Coaches Classroom Teacher	8/8/2005	5/23/2006
Implement the Eight-Step Improvement Model.	Administration Reading Coaches Classroom Teacher	8/8/2005	5/23/2006
Utilize Accelerated Reader Program.	Administration Media Specialist Classroom Teacher	8/8/2005	5/23/2006
Identify the students at Achievement Levels 3 and above to provide instructional strategies in Riverdeep and FCAT Explorer.	Administration Reading Coaches Classroom Teacher	8/8/05	5/23/06
Provide inservice for parents of students in grades 3 through 5 to focus on FCAT strategies.	Administration Reading Coaches Classroom Teacher	8/8/05	5/23/06
Implement and monitor CRRP instruction.	Administration Reading Coaches Classroom Teacher	8/8/2005	5/23/2006
Implement CRISS strategies throughout grade level	Administration Reading Coaches Classroom Teacher	8/8/2005	5/23/2006
Utilize Reading and Writing Response Journals.	Administration Reading Coaches Classroom Teacher	8/8/2005	5/23/2006
Analyze data from the 2004-05 FCAT Reading Test and the 2005 reading pretest to identify students' weaknesses and strengths and to develop an instructional calendar.	Administration Reading Coaches Classroom Teacher	8/8/05	5/23/06
Implement one day per week tutoring for any third and fifth students not attending the SECME Program. Evaluation will be based on the scores of the 2005-06 FCAT Reading Test.	Administration Reading Coaches Classroom Teacher	8/8/2005	5/23/2006
Provide three Saturday Academy sessions for students in grades three and five who need	Administration Reading Coaches	8/8/05	5/23/06

assistance based on the reading pretest. Evaluation will be based on the scores of the 2005-06 FCAT Reading Test.	Classroom Teacher	
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## **Research-Based Programs**

CRRP  
DIBELS  
DAR  
CRISS  
Voyager  
Riverdeep  
Quick Reads

## **Professional Development**

Differentiated Instruction  
CRISS Strategies  
Early Success Workshop  
Soar To Success Workshop  
Best Practice Workshop  
Voyager Workshop

## **Evaluation**

Formative assessments will be given bi-weekly and monthly. redirecting learning activities will occur on an on-going basis. Assessments will be directed by classroom teachers, reading coaches, and curriculum support specialist. The objective will finally be evaluated by scores on the 2005-2006 Administration of the FCAT Reading Test.

## GOAL 2: MATHEMATICS

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

*Florida Education Priorities*

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

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 2 STATEMENT:**

Barbara Hawkins Elementary School students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master Sunshine State Standards in the area of math.

**Needs Assessment**

Results of the 2005 FCAT Mathematics Test indicate the 41 percent of students scored at or above grade level making high standards and 61 percent of students making a years worth of progress in mathematics. Also, data attained from 2005 FCAT Mathematics Test for grades 3 and 4 indicate that there has been a decrease of scores in the cluster of Number Sense compared to the 2004 FCAT Mathematics Test. In grade 5 there was an upward trend of scores in the clusters of Geometry, Algebraic Thinking, and Data analysis compared to the 2004 FCAT Mathematics Test. However, Adequate Yearly Progress was not met in mathematics by African American and Economically Disadvantaged students.

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

## Measurable Objective

Given instruction based on Sunshine State Standards, students in grades 3 through 5 will improve their math skills as evidenced by 50 percent scoring a Level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

### NCLB SUBGROUP:

Given instruction based on the Sunshine State Standards, African American and Economically Disadvantaged students will improve their mathematics skills as evidenced by 50 percent scoring at a Level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Follow the "Best Practices" model for mathematics instruction.	Administration Classroom Teacher	8/8/05	5/23/06
Organize students in order to provide differentiated instruction following the diagnostic prescriptive model.	Administration Classroom Teacher	8/8/05	5/23/06
Provide developmentally appropriate activities utilizing hands-on approach to learning.	Administration Classroom Teacher	8/8/05	5/23/06
Use analyzed data to support mandated changes and student learning.	Administration Classroom Teacher	8/8/05	5/23/06
Emphasize problem solving, critical thinking, communication and higher order thinking skills to apply mathematical reasoning in real world situations.	Administration Classroom Teacher	8/8/05	5/23/06
Identify the students at Achievement Levels 3 and above to provide additional instructional strategies in Riverdeep and FCAT Explorer.	Administration Classroom Teacher	8/8/05	5/23/05
Analyze data from the 2005 FCAT Mathematics Test and the 2005 mathematics pretest results (District FCAT Mathematics Pretest) to identify students' weaknesses and develop an instructional school year calendar.	Administration Classroom Teacher	8/8/05	5/23/06
Provide inservice for parents to focus on FCAT strategies for grades 3 through 5 and SAT grade 2 in order to help student achievement in mathematics.	Administration Classroom Teacher Community Involvement Specialist	8/8/05	5/23/06

Implement after school tutoring one day per week for students in grades three and five. Evaluation will be based on the scores of the 2005-06 FCAT Mathematics Test.	Administration Classroom Teacher	8/8/05	5/23/06
Provide three Saturday Academy sessions for students in grades three and five who need assistance based on the reading pretest.	Administration Reading Coaches Classroom Teacher	8/8/05	5/23/06
Provide the SECME Program before school(5 days per week) and after school(4 days per week)additional instruction for ESE, LEP, ESOL and teacher recommended students. Evaluation will be based on the scoes of the 2005-06 FCAT Mathematics Test.	Administration SECME Facilitator Classroom Teacher	8/8/05	5/23/06

## **Research-Based Programs**

Harcourt  
Riverdeep  
KAPOW  
SECME

## **Professional Development**

Analyzing Data to Target Instruction Workshop  
Riverdeep-Curriculum Resource for Intensive Mathematics Workshop  
Elementary Mathematics Resource Leaders: Raising the Bar Workshop

## **Evaluation**

This objective will be evaluated by scores on the 2005-06 administration of the FCAT Mathematics Test. Progress toward the objective will be monitored by district and school developed assessments.

### GOAL 3: WRITING

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

*Florida Education Priorities*

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

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 3 STATEMENT:**

Barbara Hawkins Elementary School students will make annual learning gains sufficient to acquire the knowledge, skills and competencies needed to master state standards in the area of writing.

**Needs Assessment**

Results of the 2004-05 FCAT Writing Test(expository) indicate that 68 percent of students in grade 4 scored 3.5 or higher, a seven percent increase and that 62 percent of students in grade 4 scored 3.5 or higher on the 2004-05 FCAT Writing Test (narrative).

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 grade four will improve their writing skills as evidenced by a one percent increase of students scoring at 3.5 or higher on the 2006 administration of the 2006 FCAT Writing Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Plan, implement, and monitor a schedule for writing prompts.	Administration Reading Coaches Classroom Teacher	8/8/05	5/23/06
Utilize classroom journal writing and integrating reading.	Administration Reading Coaches Classroom Teacher	8/8/05	5/23/06
Implement the Eight-Step Continuous Improvement Model.	Administration Reading Coaches Classroom Teacher	8/8/05	5/23/06
Implement CRISS strategies.	Administration Reading Coaches Classroom Teacher	8/8/05	5/23/05
Provide writing tutoring during one Saturday Academy in January for fourth grade students who need assistance based on the pretest writing test. Evaluation will be based on the 2005-06 FCAT Writing Test scores.	Administration Reading Coaches Classroom Teacher	8/8/05	5/23/06
Implement daily after-school tutoring for students in fourth grade who need assistance based on the writing pretest. Evaluation will be based the 2005-06 FCAT Writing Test scores.	Administration Reading Coaches Classroom Teacher	8/8/05	5/23/06
Utilize "Best Practices" for instruction.	Administration Reading Coaches Classroom Teacher	8/8/05	5/23/06

### Research-Based Programs

CREating Independence through Student-owned Strategies

Eight-Step Continuous Improvement

CRRP

## **Professional Development**

CRISS

Writing workshops

Text Pattern workshop

### **Evaluation**

This objective will be evaluated by scores on the 2006 FCAT Writing Test. Quarterly reports will provide formative assessment which will be used to monitor progress.



## GOAL 4: SCIENCE

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

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

Barbara Hawkins Elementary School students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master State and District standards in the area of science.

### ***Needs Assessment***

Results of the 2005 FCAT Science indicate students in grades 5 scored an average of 49 percent on the content clusters, a ten percent difference when compared to the State's average score of 59 percent, and a six percent difference when compared to the District's average of 55 percent. The data reveals students need intensive instruction in all strands.

## Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase in the mean scale score to meet the District mean score of 286 on the 2006 administration of the FCAT Science Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide Science Fair project informational workshop for parents so they can help students prepare for participation in the school-wide Science Fair.	Administration Classroom Teacher Community Involvement Specialist	8/8/2005	5/23/2006
Conduct bi-monthly hands-on science activities in class.	Administration Classroom Teacher	8/8/2005	5/23/2006
Demonstrate science experiments that utilize the scientific method that will instruct teachers and students using the closed circuit T.V.	Administration On-site resource science teachers	8/8/2005	5/23/2006
Administer a pre-test, progress, and post-test during the 2005-2006 school year and use the data from these assessments to drive instruction.	Administration Classroom Teacher	8/8/2005	5/23/2006
Provide professional development for teachers to motivate and equip them to solve real world problems involving the scientific process in their classrooms.	Administration Division of Math and Science	8/8/2005	5/23/2006
Implement the Sunshine State Standards to teach science in innovative and creative ways to promote learning in all areas relating to Science Item Specifications.	Administration Classroom Teacher	8/8/2005	5/23/2006

## Research-Based Programs

Harcourt Science

SECME Spectrum Lab

Riverdeep Science Software

## **Professional Development**

SECME Mini-conference & Follow-up Session-Elementary - Division of Math & Science, October 1, 2005, November 4, 2005.

Science Workshop for Teachers of Students with Cognitive Disabilities - Division of Exceptional Student Education, October 13, 2005.

Education Science Leadership Institute – Division of Math & Science, October 29, 2005.

Elementary Science Inquiry Workshop – Division of Exceptional Student Education, November 1, 2005.

Hands-on Science Activities – Tracy Trippman, JFK, October 1, 2005, October 15, 2005.

On-site workshops, Dates T.B.A.

## **Evaluation**

This objective will be evaluated by scores on the 2005-06 administration of the FCAT Science Test. Progress toward objective will be monitored by district and school-developed assessments.

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

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

Barbara Hawkins Elementary School will build better relationships between home and school by involving parents in school activities.

### ***Needs Assessment***

The 2004-05 parent involvement rosters indicate that 33 percent of the parents attended at least one inservice related to educational needs in order to help them acquire strategies that would assist their child/children.

## Measurable Objective

Given the school wide emphasis on parental and community participation, the school will demonstrate a five percent increase in parental and community interaction as evidenced by comparing parental rosters for the 2004-05 and 2005-06 school years.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Build partnerships with parents by using school/parent contract agreements.	Administration Community Involvement Specialist Teachers	8/8/05	5/23/06
Address needs and concerns of parents through parental surveys.	Administration Community Involvement Specialist Administration	8/8/05	5/23/06
Increase the number of school volunteers.	Administration Community Involvement Specialist Counselor	8/8/05	5/23/06
Invite parents and staff to "Coffee Talk" once a month.	Administration Classroom Teacher Community Involvement Specialist	8/8/05	5/23/06
Employ Community Involvement Specialist to schedule and coordinate parent workshops throughout the year.	Administration Classroom Teacher Community Involvement Specialist	8/8/05	5/23/06
Utilize Community Involvement Specialist to visit homes, make telephone contacts with parents, pass out flyers and keep parents informed about school activities.	Administration Classroom Teacher Community Involvement Specialist	8/8/05	5/23/06

## Research-Based Programs

PTA

## Professional Development

Reading/Math workshops  
FCAT Tips for Parents Workshop  
School volunteer workshops

## **Evaluation**

This objective will be evaluated by using data from parent rosters for the 2005-06 school year.

## 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:**

Barbara Hawkins School will create a safe and orderly environment by improving attendance.

### **Needs Assessment**

Analysis of the 2004-2005 Principal's Report on Attendance for students at Barbara Hawkins Elementary School indicate attendance average of 93.61 percent. The data indicates a need for improvement of attendance.

## Measurable Objective

Given the school wide emphasis on discipline and safety, students will improve their attendance as evidenced by a five percent increase in the 2005-06 attendance of Barbara Hawkins Elementary School.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Telephone parents through TELESOFT to inform them of their child's absences.	Administration TELESOFT employee	8/8/05	5/23/06
Establish an attendance "lotto" for students with weekly perfect attendance.	Administration Classroom Teacher	8/8/05	5/23/06
Utilize closed-circuit television for announcements of weekly perfect attendance students.	Administration Classroom Teacher Media Specialist	8/8/05	5/23/06
Promote perfect attendance with a quarterly perfect attendance celebration.	Administration Classroom Teacher	8/8/05	5/23/06
Conduct monthly character lessons.	Administration Counselor Classroom Teacher	8/8/05	5/23/06
Recognize students with perfect attendance at the awards assembly.	Administration Classroom Teacher	8/8/05	5/23/06
Visit to homes of students with three or more absences by Community Involvement Specialist.	Administration Classroom Teacher Community Involvement Specialist	8/8/05	5/23/06

### Research-Based Programs

TIPS (Truancy Intervention Program)

University of Miami Walk Safe Program

### Professional Development

Truancy Program

University of Miami Walk Safe Program



## **Evaluation**

This objective will be evaluated using the District Principal's Final Attendance Report by a five percent increase over 2004-05 District Final Report.

## GOAL 7: TECHNOLOGY

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

#### *Florida Education Priorities*

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

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

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

### **GOAL 7 STATEMENT:**

Barbara Hawkins Elementary School students will improve knowledge, skills and competencies in the area of technology education.

### **Needs Assessment**

Results of on-site analysis of 2004-05 Accelerated Reader Management Software indicated 39 students in grades 3 through 5 were SUPER READERS. This data indicates a need for more students to read chapter books and indicate this by using technology, participating in the Accelerated Reader Program and becoming SUPER READERS.

## Measurable Objective

Given an emphasis on the use of technology in education, all students will increase their usage of Accelerated Reader to become a SUPER READER as evidenced by a ten percent increase during the 2005-06 school year as compared to the 2004-05 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Take pictures of award winners and display them throughout the school.	Administration Media Specialist	8/8/05	5/23/06
Recognize award winning classrooms with a trophy.	Administration Media Specialist	8/8/05	5/23/06
Develop a Technology Plan with the Technology Committee, incorporating both short and long term plans to best meet the needs of our school.	Administration Media Specialist Classroom Teacher Computer Technician	8/8/05	5/23/06
Increase independent student use of FCAT Explorer and Riverdeep software programs, showing documentation with a log.	Administration Media Specialist Classroom Teacher	8/8/05	5/23/06
Conduct a Technology Needs Assessment Survey with teachers.	Administration Media Specialist	8/8/05	5/23/06
Recognize students' Accelerated Reader Achievement at Awards Assembly each nine week grading period.	Administration Media Specialist Classroom Teacher	8/8/05	5/23/06
Provide technology training for both staff and students using Atomic Learning	Administration Media Specialist	8/8/05	5/23/06

## Research-Based Programs

CRISS

Riverdeep

Accelerated Reader

## Professional Development

Atomic Learning – <http://www.atomiclearning.com> through Dade County Schools' Technology Department

## **Evaluation**

This objective will be evaluated by the 2005-06 collection of data from the Accelerated Reader Management software program. Progress will be monitored by number of students receiving SUPER READER certificates.

## GOAL 8: HEALTH & PHYSICAL FITNESS

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

#### *Florida Education Priorities*

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

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

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

Barbara Hawkins Elementary School students will participate and improve their FITNESSGRAM schoolwide.

### ***Needs Assessment***

Based on the results of the 2004-05 FITNESSGRAM, may be optional, 50 percent of students in grade 4 and 5 were award winners. The results indicate a need for improvement in instruction based on the District's mandated FITNESSGRAM standards.

## Measurable Objective

Given instruction based on the Miami-Dade County Public School mandated FITNESSGRAM standards, students in grades four through five will improve their skills as evidenced by 60 percent of students meeting high standards on the 2005-06 administration of the FITNESSGRAM Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Coordinate a special physical education activities field day.	Administration P.E. Teacher Classroom Teacher	8/8/05	5/23/06
Educate parents with a workshop on the importance of good nutrition.	Administration Classroom Teacher	8/8/05	5/23/06
Ensure that an appropriate amount of instructional time is dedicated to fitness related activities on a daily basis. Activities should emphasize improvement in cardiovascular, flexibility, and muscular strength and endurance.	Administration P.E. Teacher	8/8/2005	5/23/2006
Monitor the physical education program to ensure that teachers are selecting appropriate activities.	Administration P. E. Teacher	8/8/05	5/23/06
Administer a pretest to determine baseline measures.	Administration P. E. Teacher	8/8/05	5/23/06
Provide information to students concerning proper nutrition.	Administration P.E. Teacher Classroom Teacher	8/8/05	5/23/06

### Research-Based Programs

Florida Department of Education FITNESSGRAM Program  
TRUST Substance Education Curriculum

### Professional Development

Alcoholic, Steroid and Nutrition workshop  
Parent workshops – Good nutrition  
Career Day guest speaker (medical field)

## **Evaluation**

This objective will be evaluated by the 2005-06 administration of the FITNESSGRAM.

## GOAL 9: ELECTIVES & SPECIAL AREAS

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

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

Barbara Hawkins Elementary School will increase student activities in the Fine Arts Program.

### ***Needs Assessment***

Based on school-site analysis of 2004-05, seven students entered an art contest and 90 students attended a musical presentation. Based on this data there is a need for more student participation in art contests and musical presentations.



## Measurable Objective

Given the opportunity, the students in the Fine Arts department will increase their involvement as evidenced by a three percent increase in participation of art contests and musical presentations.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Participate in art contests and district-wide exhibits.	Administration Art Teacher	8/8/2005	5/23/2006
Take students on field trips to music related programs.	Administration Music Teacher	8/8/2005	5/23/2006
Increase school-wide musical presentations attended.	Administrations Music Teacher	8/8/2005	5/23/2006
Take students on field trips to museums and/or art exhibits.	Administration Art Teacher	8/8/2005	5/23/2006
Increase art displays throughout the school.	Administration Art Teacher	8/8/2005	5/23/2006
Invite guest performers to our school to present plays, operas, etc.	Administration Music Teacher	8/8/2005	5/23/2006

## Research-Based Programs

State adopted books for Fine Arts

## Professional Development

The teachers in the Fine Arts Program will read articles and attend workshops related to their area of expertise.

## Evaluation

The number of students who participated in art contests and musical presentations for the 2005-2006 school year will be compared to the number of students who participated during the 2004-2005 school year.

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

**GOAL 10 STATEMENT:**

Barbara Hawkins Elementary School will rank at or above the tenth percentile statewide in the ROI Index of value and cost effectiveness of its programs.

**Needs Assessment**

The most recent data supplied from the FLDOE indicate that in 2003, Barbara Hawkins Elementary School ranked at the 8th percentile on the State of Florida ROI Index.

## Measurable Objective

Barbara Hawkins Elementary School will improve its ranking on the State of Florida ROI Index publication from the 8th percentile in 2003 to the tenth percentile on the next publication of the index.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Collaborate with the district on resource allocation.	Administration	8/8/05	5/23/06
Consider shared use of facilities, partnering with community agencies.	Administration EESAC	8/8/05	5/23/06
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administration EESAC	8/8/05	5/23/06
Become more informed about the use of financial resources in relation to school programs.	Administration EESAC Chairperson	8/8/05	5/23/06
Employ our business partner to enlighten and provide us with some financial information concerning return on investments.	Administration EESAC Business Partner	8/8/05	5/23/06

### Research-Based Programs

CRRP

Houghton-Mifflin

Harcourt Brace

KAPOW

### Professional Development

Financial Workshops

Soar to Success Workshop

Best Practices Workshop

Analzing Data to Target Instruction Workshop

Riverdeep-Curriculum Resource for Intensive Mathematics Workshop

Science Teachers of Students with Cognitive Disabilities Workshop

Hands-on Science Activities Workshop

## **Evaluation**

On the next State of Florida ROI Index publication, Barbara Hawkins Elementary School will show progress toward reaching the tenth percentile.

## *EESAC Compliance*

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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:***

EESAC will review the school budget and the use of allocated funds. Throughout the year, the council will discuss monthly reports to determine if the funds are being used for the best return on performance.

### ***Training:***

EESAC will make recommendations for staff development and parent workshops. These workshops will be based on the needs of the staff and parents during the year.

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

EESAC will review and make recommendations for the purchase of instructional materials. Grade level chairpersons have been asked to submit a list of needs at their grade levels. We will then review and make recommendations for the purchase of instructional materials. Some of the instructional needs might include hands-on materials and FCAT support materials.

### ***Technology:***

EESAC will determine the amount of funds to enhance technology programs. These funds will be determined after reviewing and balancing the needs in other areas funded by EESAC. We will then determine what we can purchase in technology that will provide the greatest return for our students .

### ***Staffing:***

EESAC will discuss and make recommendations for the use of discretionary dollars to hire staff for academic programs and hourly classroom paraprofessionals. These recommendations of additional staff and paraprofessionals will be determined from information gathered from administration and staff. EESAC will make a decision that would benefit the academic performance of the most students.

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

EESAC will discuss student support services and make recommendations for the use of school volunteers to assist students and teachers. The school volunteers will be processed and based on their areas of expertise placed in the proper positions.

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

EESAC funds will be allocated to purchase reading materials for the media center and to apply for library media matching funds. This allocation will be determined by reviewing the media specialist's list of library needs.

***Benchmarking:***

EESAC will assist with the implementation of strategies to accomplish the various objectives as well as the monitoring of student progress on benchmark and mid-year tests. During monthly EESAC meetings information will be shared by the principal to update the council on strategies being used and progress of students.

***School Safety & Discipline:***

EESAC will discuss and make recommendations to implement programs that impact the safety and discipline of our students. Security monitors will be asked to monitor the drop-off and faculty parking area so that students are not left unattended. In addition, students will have passes as they move through the building and their travels will be closely monitored by school staff and security monitors.

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*