
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 4241 - Palm Lakes Elementary School

FeederPattern: Hialeah-Miami Lakes Senior

Region: Regional Center I

District: 13 - Miami-Dade

Principal: Alina Iglesias

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Palm Lakes Elementary School

Palm Lakes Elementary educates over 970 students enrolled in pre kindergarten through fifth grade. The student population is predominantly Hispanic and come from homes where Spanish is the home language. Although, a large number of our Hispanic students are the children of Hispanic-Americans, many of them come to school not speaking the English language. This is the reason for our large ESOL population. The school is surrounded by single family homes and townhomes which are well maintained and have an increasing market value. These homes are occupied by middle class professional and blue collar workers. In addition, there are a series of apartment complexes that also are within the boundaries of the school. The school's main building was constructed in the early 70's and accommodates students in a pod style setting. The media center is the hub of the school and is located in the center of this main building. In addition to the main building, student stations are also housed in an adjacent 6 pack building and an 8 pack building. A new two story building is scheduled for completion before July of 2006. This new building will be a two story, 24 classroom modular building. Currently, there are 7 portables that are scheduled to be removed or demolished when the new building is completed. The faculty, staff, parents and students are anxiously awaiting this new addition.

With approximately 120 faculty and staff members, Palm Lakes is able to provide educational services to students through various programs, such as gifted, Exceptional Student Education, Extended Foreign Language and Academic Excellence. Students needing remedial instruction participate in tutoring sessions and at risk students are assisted by highly qualified retired teachers and senior volunteers which serve as mentors. In order to meet the goals of our School Improvement Plan, we have proposed several objectives that will assist in the realization of our goal.

Given instruction based on the Sunshine State Standards, students in grades 3-5 will improve their reading skills as evidenced by 82 percent, a four percent increase, scoring at a level 3 or higher on the 2006 FCAT-Reading.

Given instruction based on the Sunshine State Standards, students in grades 3-5 will improve their mathematics skills as evidenced by 73 percent, a five percent increase, of students meeting high standards on the 2006 FCAT-Mathematics.

Given instruction using the Sunshine State Standards, students in grade 4 will improve their writing skills as evidenced by 81 percent of the students achieving high standards on the 2006 FCAT- Writing.

Given instruction using the Sunshine State Standards, students in grade 5 will improve their science skills as evidenced by an increase of 4 points in the mean scale score of 282 to meet the District mean scale score of 286 on the 2006 FCAT-Science.

Given the school wide emphasis on parental and community involvement, the school will demonstrate a 5 percent increase in parental and community interactions as evidenced by comparing the monthly parent participation logs for the 2004-2005 and 2005-2006 school years.

Given an emphasis on a safe and orderly learning environment, the student attendance percentage rate will increase by a minimum of .17% as evidenced by the Percentage of Attendance Report for the 2005-2006 school year as compared to the 2004-2005 report.

Given the increased emphasis on the use of technology, 80 percent of students in grades 1-5 will demonstrate an increase of at least .75 on the SuccessMaker gains report in Reading.

Given instruction based on the M-DCPS mandated Fitness Gram standards, students in grades four through five will improve their running skills as evidenced by a minimum of 75 percent of the students meeting high standards.

Given emphasis on the benefits of participating in extracurricular activities, the number of students participating in after school activities will increase by 5 percent during the 2005-2006 school year as evidenced by attendance rosters.

Palm Lakes Elementary School will improve its ranking on the State of Florida ROI index publication from the 75th percentile in 2003 to the 80th percentile on the next publication of the index.

Based on the results of the Organizational Performance Improvement Tool Snapshot survey administered to faculty and staff there are two areas that require attention. The two categories that received the lowest average scores were: Strategic Planning and Process Management. In both of these categories, we received a score of 4.2, which was the lowest score given for a category. It is of utmost importance that we address Strategic Planning since this is a process utilized in our Continuous Improvement Model. Faculty and staff felt a need to be part of the future planning of the school and also indicated a need to know what progress has been made on the work group's part of the plan. There also appears to be a need to clarify how the organization's plan will affect each individual and their work. In the category of Process Management, we must strive to provide teachers with the resources needed to perform their jobs and utilize the available data to inform the instructional staff of the quality and effectiveness of their work. Our goal is to provide opportunities for faculty and staff to join the leadership team in the decision-making process by encouraging participation in the EESAC meetings and by facilitating grade group and department meetings which embrace a model for continuous improvement and meaningful discussions.

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.

Palm Lakes Elementary School

VISION

Palm Lakes Elementary ameliorates the neighborhood it serves through: the edification of the cultural heritage of the nation; the furnishing of the best possible educational experiences to our students and the surrounding community; and the extension of the services of the school to encompass the needs of the whole individual. Our vision is to create citizens that are productive members of society.

MISSION

The mission of Palm Lakes Elementary school is to Strive for Excellence in Education for Kids (SEEK) by providing our students with the tools which will enable them to become life-long, self- sufficient learners. This daily mission of preparing life-long, self- sufficient learners will be achieved through the dedication and commitment of staff, administration, parents and community participation. We are committed to this endeavor and will support, encourage, and engage our students in meaningful activities that will promote their growth toward becoming independent, literate and productive citizens of the world.

CORE VALUES

Palm Lakes Elementary encompasses, demonstrates and is committed to teaching values that will assist in the attainment of our mission. These values include: loyalty, tenacity, commitment, patience, creativity, motivation and enthusiasm. We seek to achieve our mission through our dedicated and highly-qualified faculty and staff.

School Demographics

Palm Lakes Elementary School, a Title I school, provides instruction based on the Sunshine State Standards to students in grades pre-kindergarten through fifth. Additionally, the school has pre-kindergarten classes dedicated to offering services to students with varying exceptionalities. The faculty and staff provide serve a predominantly Hispanic population. Many of the students attending the school come from homes where their parents are non- English speakers. This presents a challenge for parents in providing assistance to their children in the English language. There has also been an increase in the number of students attending the school being raised by individuals other than their parents, such as grandparents, aunts/uncles, foster parents and even great grandparents. The student population is composed of approximately 93 % Hispanic, 5% White, 1% Black and 1% Asian. The faculty and staff is comprised of 70% Hispanic, 17% Black and 13% White.

Palm Lakes has been recognized as a "A" school under the Governor's A+ Plan. Additionally, the District has recognized Palm Lakes as a superior school with a Platinum Performance Award. Palm Lakes Elementary has been awarded a Title III grant for technology in the ESOL Department as well as an inclusion grant. The Title III ESOL grant has enabled the removal and replacement of obsolete computers and additionally provided a set of new computers and software for our LEP students. Faculty and staff are encouraged to apply for grants on a continuous basis. The grant committee is kept abreast of available grants and applies accordingly.

The faculty and staff feel the need to improve parent participation, as well as offer the parents workshops that will assist them with parenting skills, behavior management and techniques to help their children. Currently, there is also a need for additional classrooms as a result of the Class Size Reduction Act. The school is scheduled for the construction of a two story modular building with twenty-four classrooms.

Instruction is provided in traditional classroom settings and is enhanced through computer-based activities in grades kindergarten through fifth. School-to-home connections are fostered through planned activities, workshops and access to websites designed to keep parents abreast of developments in the school and the classroom.

Palm Lakes Elementary provides a variety of services to students and their families, such as counseling, referrals to community agencies, psychological services and a Parent Resource Center. The Parent Resource Center is staffed with a full time Community Involvement Specialist that is able to assist parents with the educational and social-emotional needs of our students.

School Foundation

Leadership:

The administration is comprised of two individuals, one principal and one assistant principal. The principal is beginning her sixth year as the school leader. Her primary goal has been to have parents "buy into education", meaning that parents need to be informed and involved in their child's education. She has also strived to foster an environment where the team concept is visible throughout the building. The school also has a leadership team which consists of a reading coach, a mathematics and science curriculum leader, a bilingual department leader, and a special areas department leader. The grade level chairs also provide leadership for the grade groups and input in the decision-making process. The media specialist participates in the leadership team as does the technology coordinator. Feedback is received from EESAC members and in particular from one of the community/business partners which has been involved with the school for several years. Based on the results of the Organizational Performance Improvement Survey, faculty and staff rated the Leadership category the highest with an average score of 4.6. Faculty and staff strongly agreed that the leadership strives to maintain an atmosphere of support and guidance that assists to accomplish the mission of the organization as well as of the individual.

The leadership team has worked diligently to create a school culture that fosters success for students, parents, faculty and staff. Open lines of communication help send the message of our mission to all of the stakeholders, including students. Parents, students, faculty and staff are encouraged to share concerns and assist in coming up with practical solutions to improve the operation of the school and student achievement. All stakeholders are kept abreast of important information that affects day to day operations.

District Strategic Planning Alignment:

Our primary goal is to educate students to their full potential academically and socially. Our faculty and staff are committed to maximizing students potential in reading, mathematics and writing, as well as all the other subject areas. We are striving for all of our students to perform at or above the state and national average. Each employee is dedicated to meeting those objectives in reading, writing and mathematics while fostering a love for learning. We want our students to be well rounded and culturally diverse citizens that can become leaders in our technologically driven society. Faculty and staff are also committed to informing and educating parents about the education initiatives of our school, district, state and nation. Based on the Organizational Performance Improvement survey, faculty and staff rated the Strategic Planning category with an average score of 4.2. Emphasis should be placed on defining individual's roles in the organization and the impact of each person's work on the overall success of the school.

Stakeholder Engagement:

On the School Climate Survey for the 2004-2005 school year, parents rated the school a grade of B+. Parents seemed content with the instructional staff and leadership at the school. Parents indicated that the school is effectively teaching students.

Students indicated on the 2004-2005 School Climate Survey that overall, they too are content with the school. The students graded the school a B+ as well. Students also indicated satisfaction with the leadership and instructional staff at the school. They also indicated that they feel safe at the school.

Faculty and staff at Palm Lakes rated the school an A-. The overall climate and satisfaction with the school was very positive in all areas surveyed.

Based on the Organizational Performance Improvement Survey, faculty and staff rated the Customer and Market

Focus category with an average of 4.5. Faculty and staff agrees that they know who their most important customers are, identify what their needs are and able to assist in solving their problems.

Faculty & Staff:

One of the missions of the leadership team has been to establish an atmosphere of collaboration and support among the individual grade groups and departments. As a result, teacher assignments are given careful consideration each year to help build strong and united groups that will work harmoniously to accomplish the vision and mission of the school. Grade group planning is in effect to assist with the implementation of the scope and sequence in all subject areas. Non-instructional staff is also motivated and encouraged to work as one in order to improve the efficiency of the work being accomplished.

Based on the Organizational Performance Improvement Survey, faculty and staff rated the Human Resource Focus category with an average of 4.4. Faculty and staff agrees that there is an atmosphere of cooperation and teamwork which contributes to a positive climate at the school.

Data/Information/Knowledge Management:

Teacher enrollment in professional development activities are regularly researched and analyzed in order to determine what needs have been filled and addressed. Based on the Organizational Performance Improvement Survey, faculty and staff rated the Measurement, Analysis and Knowledge Management category with an average of 4.5. Faculty and staff agrees that the measures used in their work tie into the organization's overall measures of improvement and how to use these analyses for making decisions at the workplace.

Education Design:

The school is driven by the continuous improvement model which consists of: plan, do, study, act. Data is analyzed throughout the school year to determine the progress that the school is making in academic areas as well as other areas, such as parental involvement, safety, maintenance, attendance, discipline, referrals to special programs and many other issues that directly impact our student population and community. The data is shared with faculty, staff, parents and community members who provide feedback and possible solutions. The data is then used to modify instruction and identify strengths as well as weaknesses. We have found that this data driven instructional modification is effective at focusing instruction. Additionally the school is driven by the No Child Left Behind Act (NCLB) and the Governor's A+ Plan which ensures that all state and federal mandates are met.

Based on the Organizational Performance Improvement Survey, faculty and staff rated the Process Management category the lowest with an average of 4.2. Faculty and staff agrees that the issues impacting this category are the result of lack of control over work processes and a shortage of resources needed to effectively perform their functions.

Performance Results:

While the School Improvement Plan process has assisted with the academic achievement of the students, it has also assisted us with targeting other areas of need. Student attendance is one area which we have placed great emphasis on the past few years. As a result, we have seen improvement in the attendance averages from year to year. We have also worked diligently to improve parent participation at school functions, workshops and meetings in order to inform parents of the educational offerings available to our students and the demands that they must meet in order to be promoted. Through the efforts of faculty and staff, we have been able to identify students that meet eligibility for participation in the gifted program as well as the exceptional student education program. As a result, a second gifted

unit was added last school year and an inclusion program is now in place for the ESE students in grades 3, 4, and 5. Based on the Organizational Performance Improvement Survey, faculty rated the Business Results category with an average of 4.4. Faculty and staff agrees that the organization has high standards and ethics, they are satisfied with their jobs and that the organization obeys laws and regulations set forth.

GOAL 1: READING

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

Florida Education Priorities

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

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

GOAL 1 STATEMENT:

All students will read fluently at or above grade level and acquire a love for reading.

Needs Assessment

Results on the 2005 FCAT-Reading indicate that 77 percent of the students read at or above grade level, 68 percent of students made a year's worth of progress, and 63 percent of struggling readers made a year's worth of progress. Adequate yearly progress reports indicate that all subgroups had at least 37 percent of students meet high standards. Analysis of the results of the 2005 FCAT reading scores leads to the conclusion that students in grades two – five show a great weakness with Vocabulary and Main Idea strands of the Sunshine State Standards.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades 3-5 will improve their reading skills as evidenced by 82 percent, a four percent increase, scoring at a level 3 or higher on the 2006 FCAT-Reading.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Use Voyager Program with tier 2/3 with students (grade 3).	Hourly Teacher, Administrator	10/5/2005	5/19/2006
Implement Soar to Success Program with tier 2 students in grades 3-5.	Language Arts Teachers, Administrator	11/1/2005	5/19/2006
Use CRISS Strategies to facilitate reading instruction.	Instructional Staff, Administrator	8/8/2005	5/24/2006
Use Accelerated Reader Program.	Instructional Staff / Media Specialist/ Administrator	9/19/2005	5/12/2006
Incorporate the computer based Success Maker program to improve students' basic reading skills.	Instructional Staff / Administrator	10/17/2005	05/24/06
Provide Buddy Readers for pre kindergarten students through the Future Educators Club.	FEA Sponsor/ Classroom Teachers/ Administrator	10/17/2005	5/19/2006
Offer students dual language education by implementing the Extended Foreign Language program in grades K through 5.	Classroom Teachers, Administration	8/8/2005	5/24/2006
Implement an Inclusion model in grades 3 to 5 to increase student achievement and provide ESE students an opportunity to participate in the least restrictive environment.	Classroom Teachers ESE Teachers Assistant Principal Hourly Teachers/Paraprofessionals	8/8/2005	5/24/2006
Conduct weekly grade level meetings to facilitate collaborative planning and share best practices.	Administration Grade Level Chairpersons Instructional Staff	8/5/2005	5/26/2006
Schedule vertical and horizontal articulation meetings to discuss student attainment of Sunshine State Standards and opportunities for improvement.	Reading Coach, Curriculum Coordinator, Instructional Staff, Administrator	9/5/2005	5/26/2006
Use guided reading instruction to meet individual student needs.	Reading Teachers, Administrator	8/18/2005	05/24/2006
Provide after school tutoring for selected Level I, Level II and/or lowest quartile students twice a week.	Hourly Teachers Administration	10/25/2005	4/6/2006

Research-Based Programs

Houghton-Mifflin Reading Series, Voyager

Professional Development

Introduction to Houghton-Mifflin Reading Series

DIBELS Training

CRISS Strategies

Wild About Words Training

Evaluation

Eighty-two percent of students in grades 3 - 5 will score level 3 or higher on the 2006 FCAT-Reading as compared to the 2005 FCAT-Reading.

Weekly basal assessments will be analyzed for weak strands and provide ideas for mini-lessons.

Cold read passages will be provided on a monthly basis in order to monitor student progress on individual benchmarks.

DIBELS will be administered on a quarterly basis.

District issued portfolio passages will be administered to all third grade students.

STAR test will be administered on a quarterly basis.

Houghton-Mifflin Integrated Theme Test will be administered at the end of each theme in the reading basal.

Administer Pre-Post tests to tutoring students to assess progress.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

Palm Lakes Elementary's goal is to produce logical and critical thinkers.

Needs Assessment

Results on the 2005 FCAT-Mathematics indicate that 68 percent of students scored at or above grade level and 72 percent of students made a year's worth of progress. All subgroups made progress according to NCLB. Analysis of results indicates that we need to place greater emphasis on the Number Sense strand of the Sunshine State Standards.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades 3-5 will improve their mathematics skills as evidenced by 73 percent, a five percent increase, of students meeting high standards on the 2006 FCAT-Mathematics.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct weekly grade level meetings to facilitate collaborative planning and share best practices.	Administration Grade Level Chairpersons Instructional Staff	8/5/2005	5/26/2006
Implement an Inclusion model in grades 3 to 5 to increase student achievement and provide ESE students an opportunity to participate in the least restrictive environment.	Classroom Teachers ESE teachers Assistant Principal	8/8/2005	5/24/2006
Incorporate Successmaker to remediate and/or enrich students' mathematical experience.	Classroom Teacher Administrator	10/17/2005	5/19/2006
Administer monthly multiplication drills in grades three through five.	Mathematics Teachers Administrator	10/17/2005	5/15/2006
Provide Bi-weekly mathematics hands-on lessons utilizing manipulatives.	Mathematics Teachers/ Math Leader Administrator	9/5/2005	5/24/06
Schedule vertical and horizontal articulation meetings to discuss student attainment of Sunshine State Standards and opportunities for improvement.	Reading Coach Curriculum Coordinator Instructional Staff Administrator	8/5/2005	5/26/2006
Use Riverdeep to reinforce basic computation skills.	Classroom Teachers Administrator	10/24/2005	5/19/2006
Provide afterschool tutoring for at risk students.	Hourly Teachers Administrator	10/17/2005	4/14/2006
Provide afterschool tutoring for selected Level I and Level II students twice a week.	Hourly Teachers Administrator	10/17/2005	4/14/2006

Research-Based Programs

Scott Foresman Mathematics, Riverdeep

Professional Development

District offered workshops:

SMILE

Hands On Equations

Evaluation

Seventy-three percent of students in grades 3-5 will score at level 3 or higher on the 2006 FCAT-Mathematics as compared to the 2005 FCAT-Mathematics.

Monthly multiplication drills will be administered to monitor mastery of basic facts as evidenced by students scoring 70% or higher on assessments.

Weekly teacher made tests will be administered to monitor attainment of skills as evidenced by students scoring 70% or higher on assessments.

Administer Pre-Post tests to tutoring students to assess progress.

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.)

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<input 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

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

GOAL 3 STATEMENT:

Develop students writing skills that will allow them to express their thoughts and opinions on paper so they can communicate effectively.

Needs Assessment

Review of the 2005 FCAT Writing results indicate that the percentage of students achieving high standards dropped from 84 to 80 percent and that the school's writing average did not increase. Palm Lakes Elementary was able to maintain our 3.6 average because we had a decrease in the number of students scoring below 3.0, yet we also had a decrease in the number of students scoring above 5.0. Therefore, we will place an emphasis on developing more effective writers.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade 4 will improve their writing skills as evidenced by 81 percent of the students achieving high standards on the 2006 FCAT- Writing.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Hold Language Arts Fair to publish students and class written books.	Instructional Staff Administration	3/27/2006	4/14/2006
Incorporate at least one technique from 'Revision Toolbox' a month in grades 3 - 5.	Intermediate Language Arts Teachers Administrator	11/7/2005	5/24/06
Provide small group instruction to remediate writing weaknesses.	Instructional Staff Administrator	11/7/2005	2/3/2006
Provide third grade students writing instruction from fourth grade teachers.	Administrator Scheduling Committee	2/27/2006	5/24/06
Conduct weekly grade level meetings to facilitate collaborative planning and share best practices.	Administration Grade Level Chairpersons Instructional Staff	8/5/2005	5/26/2006
Schedule vertical and horizontal articulation meetings to discuss student attainment of Sunshine State Standards and opportunities for improvement.	Reading Coach Curriculum Coordinator Instructional Staff Administration	8/5/2005	5/26/2006
Administer monthly writing prompts to monitor progress and growth.	Language Arts Teachers Administrator	10/10/2005	5/15/2006
Implement one Writing Picture Level a month in grades K - 2.	Language Arts Teacher Administration	11/7/2005	5/24/06

Research-Based Programs

Houghton-Mifflin Reading Series

Professional Development

Revision Tool Box (Grades 3 -5)

Writing Pictures (Kindergarten - 2nd Grade)

Evaluation

Eighty-one percent of students will achieve high standards on the 2006 FCAT-Writing.

Monthly writing prompts will be administered in order to monitor progress as evidenced by 70% of students scoring 4.0 or higher.

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 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

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

GOAL 4 STATEMENT:

Students will become inquisitive scientific learners who will use the scientific process to find solutions to questions.

Needs Assessment

Although there was a significant increase in the mean scale score on the 2005 FCAT Science test, we are still scoring below the District and State mean scale scores of 286 and 296 respectively.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade 5 will improve their science skills as evidenced by an increase of 4 points in the mean scale score of 282 to meet the District mean scale score of 286 on the 2006 FCAT-Science.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Expand science lab materials by purchasing additional supplies.	Administration	10/24/2005	4/28/2006
Conduct weekly grade level meetings to facilitate collaborative planning and share best practices.	Administration Grade Level Chairperson Instructional Staff	8/5/2005	5/26/2006
Schedule vertical and horizontal articulation meetings to discuss student attainment of Sunshine State Standards and opportunities for improvement.	Reading Coach Curriculum Coordinator Instructional Staff Administration	8/5/2005	5/26/2006
Conduct biweekly science labs.	Classroom Teachers Administration	9/5/2005	5/24/2006
Align instruction to District recommended scope and sequence.	Classroom Teacher Administrator	8/22/2005	5/24/2006
Display intermediate science fair projects as models for the primary grades.	Classroom Teachers Administration	3/27/2006	5/19/2006
Conduct science lessons for at least 30 minutes daily.	Classroom Teachers Administration	8/8/2005	5/24/2006

Research-Based Programs

Harcourt Brace Science, FOSS Kits

Professional Development

District offered workshops

Evaluation

The 2006 FCAT-Science scores will be analyzed in order to determine if the mean scale score increased by a minimum of 4 points.

The DOE Sample FCAT Science Test will be administered to determine mastery of skills and drive instruction in order to achieve the mean scale score goal of 286.

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.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 5 STATEMENT:

Palm Lakes Elementary will provide more opportunities for parents to become involved in student's education, which will yield more involved parents and improve student academic performance.

Needs Assessment

Results from a Title One Parent survey indicated that parents would like to be provided with more information on FCAT strategies, parenting skills and how to cope with students with disabilities.

Parent participation logs from 04-05 indicate that 4,106 parents participated in a school function or activity. There was a significant increase from the previous year from 2,564 to 4,106 parents. Our goal is to increase participation by a minimum of 5 percent of parents attending school functions.

Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate a 5 percent increase in parental and community interactions as evidenced by comparing the monthly parent participation logs for the 2004-2005 and 2005-2006 school years.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide parents with helpful techniques on how to best raise a child with ADHD, provided by Children's Psychiatric Center.	Counselor Administration	9/22/2005	9/22/2005
Coordinate parenting classes on discipline and strategies to help raise productive individuals provided by Children's Psychiatric Center.	Counselor Administration	10/3/2005	11/18/2005
Conduct a resource fair showcasing the parent volunteer program.	Community Involvement Specialist Administration	9/14/2005	5/19/2006
Showcase student writing by hosting a Language Arts Fair.	Instructional Staff Administration	4/10/2006	4/21/2006
Invite parents and community members to share their vocational experiences through our annual Career Day event.	Student Services Community Involvement Specialist PTA Administration	3/13/2006	5/19/2006
Implement a seniors tutorial program to assist at risk second grade students.	Counselor Administration	9/15/2005	5/19/2006
Hold evening functions such as plays and performances that will showcase student talents and allow parents to participate in school events.	Administration Instructional Staff Counselor Community Involvement Specialist	10/19/2005	4/26/2006
Schedule Open House and other school activities in the evening to increase parent participation.	Administration Instructional Staff/ Student Services/ Community Involvement Specialist	9/14/2005	5/19/2006
Provide parents with strategies that will enable them to assist their children with school to career skills.	Reading Coach Math Leader and Community Involvement Specialist Administration	10/24/2005	2/22/2006

Research-Based Programs

Parent Teacher Association (PTA)

Professional Development

Provide workshops for parents on various topics:

Effective parenting classes

FCAT Strategies for Reading and Mathematics

ADD/ADHD

Writing Workshop

Using Computer Based Instruction, e.g. Riverdeep, FCAT Explorer

Evaluation

This goal will be evaluated by monthly parent participation logs which will reflect a 5 percent increase in parent participation.

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"/>

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GOAL 6 STATEMENT:

Palm Lakes Elementary's goal is to create and maintain a safe and orderly learning environment where students, faculty and staff are able to learn and work effectively.

Needs Assessment

Based on the most recent School Climate Survey, 80 percent of parents, 94 percent of students and 100 percent of staff members feel that the school provides a safe learning environment. This demonstrated sentiment of security should contribute to an increase over the percentage of 95.83 in 2004-2005.

Measurable Objective

Given an emphasis on a safe and orderly learning environment, the student attendance percentage rate will increase by a minimum of .17% as evidenced by the Percentage of Attendance Report for the 2005-2006 school year as compared to the 2004-2005 report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide perfect attendance trophies to students at end of school year.	Administration PTA	8/8/2005	5/24/2006
Recognize students with certificates on a quarterly basis.	Classroom Teacher Administration	8/8/2005	5/24/2006
Contact parents through automated messages provided by L and R Communications.	Administration	8/8/2005	5/24/2006
Provide awards and incentives to students and classes with good attendance records.	Administration PTA	8/8/2005	5/24/2006
Identify students with excessive absences and initiate the Truancy Intervention Program (TIP)	Administration Counselor	8/8/2005	5/24/2006
Conduct conferences and/or home visits for truant students.	Community Involvement Specialist Student Services Staff Assistant Principal	8/8/2005	5/24/2006

Research-Based Programs

Truancy Intervention Program (TIP)

Professional Development

District Truancy Intervention Program (TIP) Workshop

Evaluation

This goal will be evaluated by a .17% increase in student attendance as reflected on the Percentage of Attendance Report 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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GOAL 7 STATEMENT:

Palm Lakes Elementary's goal is to produce a technologically savvy community of teachers and students who can function in an ever-changing technologically infused society.

Needs Assessment

The initial placement data provided by the SuccessMaker program, indicated that over 70 percent of students placed below grade level in Reading. Students will increase use of SuccessMaker on a daily basis. The program provides individual remediation using data gathered about each individual's performance and needs.

Measurable Objective

Given the increased emphasis on the use of technology, 80 percent of students in grades 1-5 will demonstrate an increase of at least .75 on the SuccessMaker gains report in Reading.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Train teachers on use of SuccessMaker program.	Microsystems Technician	9/19/2005	9/23/2005
Train students on login procedures	Classroom Teacher	9/26/2005	9/30/2005
Gather and compare monthly reports in order to redirect instruction and planning	Classroom Teacher	10/28/2005	5/24/2006
Increase targeted remedial student session time.	Classroom Teacher	9/26/2005	5/24/2006
Provide students with additional time on SuccessMaker after school as part of the tutoring program.	Tutor	11/1/2005	4/28/2006
Provide instruction on researching techniques using the World Wide Web.	Media Specialist Classroom Teacher	8/15/2005	5/19/2006
Purchase additional student work stations to replace obsolete equipment and equip a computer lab.	Administration Microsystems Technician	10/24/2005	12/16/2005

Research-Based Programs

SuccessMaker

Professional Development

SuccessMaker training will be provided for faculty in order to facilitate data analysis.

Evaluation

This goal will be evaluated by a .75 increase in the Student Gains Report of the SuccessMaker Program.

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

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GOAL 8 STATEMENT:

Palm Lakes Elementary's goal is to improve cardiovascular, stamina, endurance, performance and overall fitness level in students.

Needs Assessment

The 2004-2005 annual Fitness Gram Test results indicate that 30 percent of students have not met high standards on the mile run test. Only 155 earned gold and 87 earned silver cards.

Measurable Objective

Given instruction based on the M-DCPS mandated Fitness Gram standards, students in grades four through five will improve their running skills as evidenced by a minimum of 75 percent of the students meeting high standards.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase running distance gradually in order to improve endurance.	Physical Education Instructors Administration	8/15/2005	4/14/2006
Implement jump rope activities bi-weekly specifically targeting 4th and 5th grades.	Physical Education Instructors Administration	9/5/2005	5/24/2006
Implement Aerobic activities on a weekly basis.	Physical Education Instructors Administration	8/22/2005	5/24/2006
Implement Rhythm and Dance activities on a weekly basis.	Physical Education Instructors Administration	8/26/2005	5/19/2006
Increase student awareness of proper nutrition through planned lessons.	Physical Education Instructors Classroom Teachers Food and Nutrition Staff Administration	10/11/2005	5/24/2006

Research-Based Programs

Fitness Gram

Professional Development

The Physical Education faculty will attend District Physical Education workshops in order to achieve the professional development goals of the district.

Food and Nutrition staff will attend District meetings and workshops in order to provide proper nutrition for students and faculty.

Evaluation

The results of the 2005-2006 Fitness Gram will be evaluated by a 5 percent increase in the number of students meeting high standards on the mile run.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

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

GOAL 9 STATEMENT:

Palm Lakes Elementary's goal is to provide meaningful and enriching academic activities for all students.

Needs Assessment

Based on the low number of students scoring Level 5 on the FCAT Reading and Mathematics tests, there is a need to improve critical thinking skills across the board for our students.

Measurable Objective

Given emphasis on the benefits of participating in extracurricular activities, the number of students participating in after school activities will increase by 5 percent during the 2005-2006 school year as evidenced by attendance rosters.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement Chess group through Academic Excellence Program (AEP).	AEP Facilitator Administration	10/25/2005	4/27/2006
Purchase software and materials to support chess program.	Administration	11/7/2005	2/3/2006
Provide incentives in order to promote after school program attendance.	Administration AEP Facilitator	10/25/2005	4/27/2006
Purchase equipment and materials for chess program.	Administration AEP Facilitator	11/7/2005	2/3/2006
Participate in chess tournaments.	AEP Facilitator Administration	1/14/2006	3/25/2006

Research-Based Programs

Chess in the Schools

Professional Development

Facilitators of the after school activities and clubs will attend the Chess in the Schools workshop, Print and Journalism workshop and SECME workshops.

Evaluation

AEP Membership Reports indicate student participation.

Attendance Rosters reflect that 48 students were enrolled and completed the after school program in the 2004-2005 school year. The goal is to increase student participation in after school programs by 5 percent.

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

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

GOAL 10 STATEMENT:

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

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2003, Palm Lakes Elementary ranked at the 75th percentile on the State of Florida ROI index.

Measurable Objective

Palm Lakes Elementary School will improve its ranking on the State of Florida ROI index publication from the 75th percentile in 2003 to the 80th percentile on the next publication of the index.

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.	Administration EESAC Committee Faculty and Staff	9/14/2005	5/26/2006
Collaborate with the district on resource allocation.	Administration	7/1/2005	6/30/2006
Consider reconfiguration of existing resources or taking advantage of a broader resource base.	Administration Leadership Team EESAC Committee	8/4/2005	5/26/2006
Continue sharing use of facilities with community agencies.	Administration Student Services	8/8/2005	5/26/2006

Research-Based Programs

Houghton-Mifflin
Scott-Foresman Mathematics
Harcourt Brace Science
SuccessMaker

Professional Development

Faculty will attend District sponsored Reading workshops such as Houghton-Mifflin training and CRISS training. Monthly Reading inservices will be provided by the Reading Coach. Faculty will receive SuccessMaker training to implement new program. ESOL teachers will receive training in ELLIS program.

Evaluation

On the next State of Florida ROI index publication, Palm Lakes Elementary will show progress toward reaching the 80th percentile.

EESAC Compliance

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

Budget:

In addition to the funds generated through the School Based Budget, Palm Lakes also receives federal funds through the Title I program to support the educational initiatives at the school. Student Enhancement funds are utilized primarily for hourly personnel to assist in the classrooms and for tutoring services. Title I funds allow the administration to purchase additional teachers which help keep class size lower. Additionally, to assist with parental involvement and the resources available to them, a full-time Community Involvement Specialist position is purchased. Title I funds, as well as EESAC funds have allowed the administration to keep the technology at the school up to date. From the purchases of classroom computers to the upgrade of the closed circuit television system, funds are fully expended each year to improve the school.

The EESAC committee is kept abreast of all budgetary matters that impact the operation of the school as well as student achievement throughout the course of the year. Each year, the EESAC votes on the expenditure of the EESAC funds and provides feedback regarding other school funding sources.

Training:

Training is offered to all the employees at the school site via school level workshops or district sponsored workshops. A needs assessment is conducted at the beginning of each school year to determine what professional development activities are needed for the faculty and staff. Additionally, select staff is trained each year to assist with meeting the needs of exceptional students, such as the visually impaired or orthopedically impaired. Results of the professional development survey are discussed with the EESAC committee to develop a schedule for professional development.

Instructional Materials:

Funds allocated for instructional materials such as textbooks are expended in a timely manner in order to provide the necessary and appropriate materials needed for delivery of instruction. Additionally, manipulatives for mathematics and science are purchased to facilitate the instruction of these subject areas. Classroom libraries, dictionaries, overhead projectors, charts, computer software, library books and technological tools are visible and utilized in every classroom. EESAC funds are targeted to support the attainment of necessary materials.

Technology:

Currently, the school has over 250 computers available to students and staff. Internet access is available on these computers as well as educational programs that assist with remediation and enrichment in various subject areas. Students are able to access FCAT Explorer, Riverdeep, Accelerated Reader and the Successmaker programs. Teachers utilize the computers as well for various purposes including the electronic gradebook, records and forms management, to analyze student data through SPI and for various other task such as communicating with parents through email and the school's website.

The school was awarded a Title III grant to replace and upgrade an obsolete ESOL computer lab and add an additional lab for ESOL students. Additionally, a new two story modular building will house a computer lab with approximately 25 work stations for student, parent and staff use. For several years, the EESAC committee has voted to expend available Title I funds to upgrade computer technology at the school.

Staffing:

As a result of the Class Size Reduction Act, the school has hired new personnel each year for the last couple of years. Some retirements and resignations have also given the school the opportunity to interview candidates for open teaching positions. The personnel committee assists in the selection of new teachers and shares the vision of the administration to hire individuals that will complement and work collaboratively with the existing staff. There has been a balance of new hires which include experienced teachers transferring from other schools, new beginning teachers and 3100's who have worked at the school. Members of the EESAC committee acknowledge that it has become a tremendous challenge to hire a diversified staff due to the lack of teacher candidates.

Student Support Services:

The student services team works vigorously to support the needs of the students, parents and staff. Our highly qualified and dedicated counseling team provides a wealth of resources and support to the parents and students. Additionally, they serve as a liason between the teacher, parent, and community agencies that serve the school.

Other Matters of Resource Allocation:

The EESAC committee recognizes the need for an increase in the allocation of funding for additional personnel for security.

Benchmarking:

The EESAC committee recognizes the need for increased strategic planning and more collaboration between EESAC and school personnel. Additionally, the need exists for data analysis and monitoring to be a collaborative effort within the school.

School Safety & Discipline:

The EESAC committee recognizes the need to maintain a safe and secure learning environment. As such, the committee regularly reviews safety concerns that are brought before the committee.

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

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

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

Region Superintendent