
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 4491 - Henry E. S. Reeves Elementary School

FeederPattern: Miami Central Senior

Region: Regional Center III

District: 13 - Miami-Dade

Principal: Julian Gibbs

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Henry E. S. Reeves Elementary School

The campus is located at 2005 Northwest 111th Street, Miami, Florida 33167, on 12.72 acres of land. The school is composed of four buildings linked by hallways and covered walkways. Building one houses the main office, media center, cafeteria, art and music labs. Building two houses the computer lab, science lab, and classrooms for primary grades one and two. Building three houses kindergarten, the reading coaches' office, world language offices, Exceptional Student Education (ESE) rooms, the community resource center, a security office, and the physical education office. Building four houses grades three through five. Programs at the school, include English as a Second Language (ESOL), Spanish for Spanish Speakers (Spanish S), Curriculum Content in Home Language (CCHL), and Spanish as a Second Language (Spanish SL), Exceptional Student Education, ESE, (Gifted/Talented, Speech Impaired, Visually Impaired, Emotional and Mentally Handicapped (EMH), and Specific Learning Disabilities), DARE, and an Academic Excellence Program. Saturday school, a program which offers extended learning opportunities, is offered to targeted students. Our student body has an enrollment of 842 students. They are 79.6 percent Black, 19 percent Hispanic, .02 percent White, and 01 percent, Other. The school provides free or reduced lunch to 90.6 percent of the student body. In addition 18.6 percent of the students participate in English for Speakers of Other Languages (ESOL) program. As a result, the following will occur:

Given instruction based on the Sunshine State Standards, students in grades three through five will increase by 5% their reading skills on the 2006 FCAT Reading Test as compared to the 2005 administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards, Students with Disabilities will improve their reading skills as evidenced by 44% scoring at a level 3 or higher on the administration of the FCAT Reading Test.

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

Given instruction based on the Sunshine State Standards, Black 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, Hispanic 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, 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, Limited English Proficiency 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 with Disabilities 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, student in grade four will maintain their writing skills as evidenced by 90% of the students achieving high standards on the 2006 administration of the FCAT Writing + Test.

Given instruction based on the Sunshine Standards, students in grade five will improve their science skills as evidenced by an increase in the mean scale score of 15 points as documented on the administration of the 2006 FCAT Science Test.

Given the school wide emphasis on parental and community involvement, the school will demonstrate a 10% increase in parental and community interaction as evidenced by comparing the hourly logs for the 2004-2005 school years.

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10% decrease in the number of SCAM and accident reports during the 2005-2006 school year as compared to the 2004-2005 school year.

Given an emphasis on the use of technology in education, students and staff will augment their usage of computers to maintain in the use of programs such as FCAT Explorer, Accelerated Reader, and STAR during the 2005-2006 school year as compared to the 2004-2005 school year.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades four through five will improve their running skills as evidenced by 50% of the students meeting high standards running the one mile test on the 2005-2006 administration of the FITNESSGRAM.

Given emphasis on the benefits of participating in advanced academic programs, the number of students referred to the Academic Excellence Program will increase by 10% during the 2005-2006 school year as compared to the 2004-2005 school year.

Henry E. S. Reeves Elementary School will improve its ranking on the Florida ROI index publication from the 12% Percentile in 2003 to the 17 Percentile on the next publication of the index.

Based on the results of the Organizational Performance Self Assessment Survey, one area of needing improvement is providing faculty and staff members an opportunity to share their views and ideas for future organizational planning. By conducting bi-weekly Team Leader meetings and common grade level planning times, in addition to monthly faculty meetings, the staff will be given the opportunity to share and exchange ideas as they pertain to the future

development of school goals.

The second area for improvement is keeping the staff informed about the organization's finances. This area of need will be addressed by providing faculty and staff members with financial updates during faculty meetings as they relate to the allocation and distribution of funds including the EESAC minutes which are on the District's website.

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.

Henry E. S. Reeves Elementary School

VISION

Henry E.S. Reeves' vision is to be a model for quality public education. In being that model we will provide a rigorous academic environment that targets literacy in reading, writing, and math across all content areas. As a result, our students will perform at a high academic level throughout their educational career. We believe, in order to achieve this end, we must develop the whole child by including ethical decisions and appropriate interactions in a social context so that each child has the opportunity to grow into a productive citizen as a life long learner. Finally, we have an expectation for all members of our community to be actively involved in the development of our children.

MISSION

As we fulfill our mission to strive for excellence and share responsibility, the Henry Reeves' staff, parents, and community will provide the skills and training that will enable each student to become a responsible, productive and contributing member to a multicultural society. Looking at data to see each child's needs we commit ourselves to enabling each child to reach their full academic potential. The restructuring of our reading program, which includes an increase in time and a more focused delivery, will result in our meeting more individual student needs. The formation of tutoring and enhancement groups, based on test data indicating individual student needs, will allow support and growth activities for each child. The reduction of class size for students in the lowest quartile will allow for increased individualized instruction. Continued professional development for the staff to support this restructuring will be provided. An increase in computer-based individualized instruction in the areas of math and reading will allow students to become actively involved in their own learning. For students with disabilities, the inclusion model with instructional support will provide increased opportunities for grade level activities. Our children's character will be supported by a monthly focus from Miami-Dade County Public Schools' Nine Core Character Values program. A school wide behavioral program will support the emphasis on ethical decision-making. In order to foster this climate of academic excellence and character development, the Educational Excellence School Advisory Committee (EESAC), parents, and the staff at Reeves will continue to monitor the continuing success of our students.

CORE VALUES

Excellence

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

Integrity

We foster positive character relationships through honesty, respect, and compassion among our school community.

Equity

We are committed to an environment that serves all students.

Citizenship

We embrace and respect the diversity of our school community by working collaboratively to ensure the educational success of all our students and recognize our professional responsibilities to promote demographics principles.

School Demographics

Henry E.S. Reeves serves an urban community, which is composed of a lower to middle socio-economic population. Most of the surrounding neighborhood is composed of single-family homes, local businesses, and apartment complexes. Reeves is a Title I School that serves kindergarten through fifth school grade. The school opened in August 1996 serving a multi-cultural population. Our student body has an enrollment of 842 students. They are 79.6 percent Black, 18.6 percent Hispanic, .02 percent White, and .01 percent Other. The school provides free or reduced lunch to 90.6 percent of the student body. In addition, 18.6 percent of the students participate in English for Speakers of Other Languages (ESOL) program.

There are fifty-two instructional staff members at Henry E. S. Reeves Elementary. Fifteen percent of the teachers are new to the profession. Sixty-nine percent of the instructional staff have bachelor's degrees. Twenty-seven percent of the instructional staff have a masters degree. Four percent of the instructional staff have a specialist degree. There are five paraprofessional/teacher assistants. Reeves has two administrators, one principal, and one assistant principal. There is one guidance counselor, one media specialist, and two reading coaches. There are three security monitors. There are three clerical/secretaries. There are six full-time custodial staff members. This year our cafeteria staff consists of one manager and seven cafeteria personnel. The staff is ethnically diverse with nineteen percent White, thirty-eight percent Hispanic, and forty-three percent Black. The staff gender is eleven percent male and eighty-nine percent female.

Technology is a driving force at Henry E.S. Reeves Elementary. There are two computer labs, one being a mobile lab on a cart. In addition, each classroom has a minimum of five computers. Every teacher receives a laptop computer and is provided technical assistance and professional development in the area of technology.

A grant was awarded through the Division of Bilingual Education and World Languages to assist with academic instruction for all ESOL students. This grant included twenty additional student computer stations and one hundred site licenses from Learning Today to provide additional support in the area of reading.

Henry E. S. Reeves Elementary also participates in the Academic Excellence Program which gives students the opportunity to work the school's studio television production lab create and computerized art in the computer lab.

For the the 2005-2006 academic school year, Henry E. S. Reeves Elementary no longer has a partnership with the Edison Project, Inc. The school has a new administrative staff, who assisted with transitioning from the Edison Project to Miami-Dade School Public Schools. Equipment was replaced by M-DCPS which includes 180 computers, additional wiring, software licenses, and equipment. The school retained a core group of teachers and staff with high energy and an in-depth knowledge of implementing Best Practices and the Plan-Do-Study-Model.

School Foundation

Leadership:

Results of the Organizational Performance Self Assessment Survey indicate that the faculty and staff strongly agree that the school leaders provide the school organization with high standards and ethics and obey laws and regulations. This data is supported by an average score of 4.5 in the Leadership section in the Business Results section of the survey.

District Strategic Planning Alignment:

According to the results of Organizational Performance Self Assessment Survey, the faculty and staff strongly agree on how the school organization's plans will affect them and their work. This data is evident with a score of 4.1 on the Strategic Planning portion of the Organizational Performance Self Assessment Survey.

Stakeholder Engagement:

Based on the results of the Organizational Performance Self Assessment Survey, the faculty and staff strongly agree and know who their most important customers are. This is supported by a score of 4.7 on the Customer and Market Focus section of the survey.

Faculty & Staff:

The faculty and staff have weekly common grade level planning. This allows for collaboration that lends itself to the enhancement, of Best Practices and the effective delivery of academic instruction. The result of Human Resource Focus section of the Organizational Performance Self Assessment Survey indicated an average score of 4.3 concluding that the faculty and staff cooperate as a team.

Teacher Mentoring Programs: All beginning teachers are assigned to a veteran teacher buddy that provides guidance and support. The new teachers attend the Beginning Teacher Orientation Program and are continuously provided support and assistance from the administrative team. Professional Growth Teams are composed of experienced teachers that have completed a mentoring training program which guides them in assisting new teachers in lesson planning, classroom management, and establishing successful teaching techniques. This team is identified in the Professional Assessment and Comprehensive Evaluation System (PACES).

Data/Information/Knowledge Management:

The faculty and staff strongly agree that they have the knowledge and ability to utilize data to monitor the quality of their work to determine how instructional decisions are made. This is supported by an average score of 4.5 in the Measurement, Analysis, and Management section of the Organizational Performance Self Assessment Survey.

Education Design:

The faculty and staff agreed with the learning opportunities offered through a varied of programs. This information is supported by the Process Management section by a score of 4.1 on the Organizational Performance Self Assessment Survey.

Henry E. S. Reeves Elementary School has an array of extended learning opportunities for all students. We offer programs that cater to limited English proficient students, students with disabilities and enrichment programs such as Gifted. The Gifted program targets mathematics and science for primary and secondary students. After school tutoring is offered to targeted students in need of additional academic assistance. In addition, Special area teachers provide additional instructional support to classroom teachers in grades three through five.

Henry E. S. Reeves implements the research based school improvement model Plan-Do-Study-Act. This model helps to improve student achievement by analyzing student assessment data. Teachers are following set timelines using research based materials such as the Houghton Mifflin reading series. Administrative and Team Leader meetings are conducted bi-weekly to review school wide progress reports and address specific assessments.

Performance Results:

Based on the Organizational Performance Self Assessment Survey, the highest overall category ranking is in the area of Customer and Market Focus. This data reveals a high score of 4.7. We have developed our school's motto, "A Community of High Achievers." Teachers, faculty and staff at Henry E. S. Reeves Elementary School will continue to strive for excellence for the 2005-2006 academic school year.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

Increase reading performance levels of all students at Henry E.S. Reeves Elementary.

Needs Assessment

The March 2005 FCAT Reading Test results showed that 50 percent of third grade students performed at or above Level 3, 57 percent of fourth graders performed at or above Level 3, and 42 percent of fifth graders performed at or above Level 3. In comparison to the March 2004 FCAT Reading scores, third, fourth, and fifth graders made a combined total increase of 33 percent on Level 3 or above. Upon closer analysis, it is clear that fifth grade students outperformed both third and fourth graders in three of the four content areas tested. The greatest area of performance gap between the three groups was in Reference and Research whereby fifth grades scored 75 percent as opposed to 50 percent and 60 percent respectively for third and fourth graders. The second area of gap discrepancy was Words/Phrases with fifth grades scoring in the 60th percentile, while third and fourth graders scored in the 50th percentile. In the area of Comparisons, third and fifth scored highest in the 60th percentile, while fourth graders scored in the 50th percentile. In addition, 63 percent of students in the bottom quartile made learning gains in 2005 as opposed to 52 percent in 2004. Data also indicates the following: 68 percent of third graders met the state requirements of promotional eligibility; a mean scale score increase for third graders from 276 in 2004 to 280 in 2005; a mean scale score increase for fourth graders from 293 in 2004 to 304 in 2005; and a mean scale score for fifth graders from 247 in 2004 to 270 in 2005. Adequate Yearly Progress data for the 2005 FCAT Reading indicates

52 percent of students are proficient at Level 3 or above in all subgroups except Students with Disabilities. Other subgroups, including 50 percent of African Americans, 57 percent of Hispanics, 52 percent of Economically Disadvantaged, and 41 percent of Limited English Proficiency students were proficient.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will increase by 5% their reading skills on the 2006 FCAT Reading Test as compared to the 2005 administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards, Students with Disabilities will improve their reading skills as evidenced by 44% scoring at a level 3 or higher on the administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Implement the Plan-Do-Study-Act instructional model to impact achievement in reading.	Reading coach Administration	8/8/2005	5/24/2006
2. Provide a grade level and differential instructional reading program to focus on specific student needs and prepare students for grade level state assessment	Reading coach Administration	8/8/2005	5/24/2006
3. Provide an intensive reading program for Level 1 and Level 2 students to develop student proficiency of Sunshine State Standards through a tutorial program.	Reading coach Administration	8/8/2005	5/24/2006
4. Model reading lessons and conduct professional development workshops for teachers and staff members to improve classroom instruction.	Reading coach Administration	8/8/2005	5/24/2006
5. Conduct PACES formal and informal observations to enhance the quality of instructional planning and delivery.	Reading coach Administration	8/8/2005	5/24/2006
6. Develop an instructional focus timeline and calendar for all grade levels that encompass all tested benchmarks to ensure that all strands are thoroughly covered before state testing.	Reading coach Administration	8/8/2005	5/24/2006

Research-Based Programs

Houghton Mifflin Reading Florida Edition
Soar to Success

Professional Development

Teachers will participate in the following professional during the 2005-2006 school year:

- Academic Improvement Plan
- Plan-Do-Study-Act Model
- Ethics in Education
- Professional Growth Plan
- PACES training with a focus on teaching strategies
- Portfolio Assessment for Third Grade Alternative Promotion with a focus on holistic scoring

The reading coaches will: work with teachers interpreting and analyzing assessment data to drive instruction; coordinate the school's reading program; present model reading lessons; attending district or region staff development workshops and provide professional development for the staff.

Evaluation

Through grade level planning and data utilization meetings we will monitor the delivery of the instructional calendar and the implemented instructional programs as evidenced from lesson plans and informal observations. Test data will be used to identify all FCAT Level 1 students and to document their progress. Monthly Benchmark Assessments (second through fifth) on-going monitoring using the DIBELS Assessment (kindergarten through fifth), Accelerated Reader, STAR Testing (first through fifth), Pre/Post FCAT Writing district assessments (first through fifth), the 2006 FCAT SSS, and FCAT NRT (third through fifth) will be utilized to monitor, and evaluate performance.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

Increase mathematics performance of all students at Henry E.S. Reeves.

Needs Assessment

Results of the March 2005 FCAT Mathematics test indicated the following: 48 percent of the third graders performed at Level 3 or above; 34 percent of the fourth grade students performed at Level 3 or above; and 26 percent of the fifth grade students performed at Level 3 or above. It is evident that fourth graders outperformed fifth graders by increasing the number of students performing at Level 3 or above by 14 percent. In closer analysis, third graders outperformed the fourth and fifth graders in three of the five content clusters. While Number Sense was the lowest scoring area for the third and fifth graders, third graders scored 42 percent compared to the fifth graders score of 31 percent. Third graders scored highest in Measurement with 63 percent. Fourth graders' areas of lowest performance were Data Analysis and Geometry scoring 43 percent in both areas. Furthermore, results of the 2005 FCAT Mathematics test indicate mean scale score increases for third graders from 272 in 2004 to 289 in 2005. Mean scale score increases for fourth graders went from 265 in 2004 to 278 in 2005. The greatest increase was in the fifth grade where the mean scale score of 260 in 2004, increased by 27 mean scale points to 287 in 2005.

Our 2005 Math FCAT results reflect that 38 percent of African American students, 42 percent of Hispanic students, 25 percent of Economically Disadvantaged Students, 31 percent of Limited English Proficiency Students, and 10 percent of Students with Disabilities scored Level 3 or above. Adequate Yearly Progress on the 2005 FCAT Math Test indicated there was a 34 percent proficiency in all subgroups

NCLB SUBGROUP TARGET

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

Measurable Objective

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

Given instruction based on the Sunshine State Standards, Black 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, Hispanic 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, 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, Limited English Proficiency 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 with Disabilities 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
1. Implement the Plan-Do-Study-Act Instructional model to impact student achievement in mathematics.	Administration/Grade chairs	8/8/2006	5/24/2006
2. Identify the students in grades three through five scoring Level 1 or 2 to provide small group tutorial services in the school tutorial program.	Administration/ Grade chairs	8/8/2006	5/24/2006
3. Disagregtate data to identify individual students strengths and weaknesses	Administration/ Grade chairs	8/8/2006	5/24/2006
4. Develop an instructional focus timeline and calendar for all grade levels that incorporates district provided Mathematics Scope and Sequence to ensure that all strands are covered before the state test.	Administration/ Grade chairs	8/8/2005	5/24/2006
5. Provide all students daily opportunities to engage in authentic problem solving activities	Administration/ Grade chairs	8/8/2005	5/24/2006

using critical thinking, manipulatives, problem solving procedures in order to prepare students for state testing.			
6.Utilize technology programs such as FCAT Explorer with students in grades three though five in order to reinforce and enhance mathematics skills.	Administration/ Grade chairs	8/8/2005	5/24/2006

Research-Based Programs

Harcourt Brace Math Florida Edition

Professional Development

Teachers will participate in the following workshops during the 2005-2006 school year:

- Academic Improvement Plan
- Plan-Do-Study-Act Model
- Ethics in Education
- Professional Growth Plan
- PACES training to support best practices

Evaluation

We will use the SPI data to identify all FCAT Level 1 and 2 students and use the interim assessments and bi-weekly benchmarking tools to monitor the program's effectiveness and students' progress. We will use the data from the district to monitor, adjust, and evaluate student performance towards making learning gains and achieving proficiency. Data gained from Harcourt Brace chapter tests and unit tests provided in the district adopted math program will be used to evaluate student progress. We will review AIP documents for all students below proficiency to track progress, plan interventions, and conduct conferences. Tutorial sessions will be evaluated using a pre/post test. The final evaluation will be the administration of the 2006 administration of the FCAT Math Test.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

Increase writing performance for all fourth grade students.

Needs Assessment

The March 2005 Florida Comprehensive Assessment Test (FCAT) Writing results showed that 90% of fourth grade students performed on or above 3.5, therefore meeting high standards. In comparison to the March 2004 FCAT Writing scores, fourth graders showed a 10% increase in their average score.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on the Sunshine State Standards, student in grade four will maintain their writing skills as evidenced by 90% of the students achieving high standards on the 2006 administration of the FCAT Writing + Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Implement the Plan-Do-Study-Act Instructional model in order to support and maintain increased student achievement.	Reading coaches Administration	8/8/2005	5/24/06
2. Implement bi-weekly planning sessions to ensure focus on writing instruction.	Reading coaches Administration	8/8/2005	5/24/06
3. Implement the PLORES workshop quality of short and extended responses to enhance instruction.	Reading coaches Administration	8/8/2005	5/24/06
4. Implement school wide monthly writing prompts to increase writing in all grades.	Reading coaches Administration	8/8/2005	5/24/06
5. Provide parent workshops that focus on FCAT writing techniques to provide home support for students.	Reading coaches Administration	8/8/2005	5/24/06

Research-Based Programs

Houghton Mifflin Reading Florida Edition

Professional Development

Reading Coaches will provide staff development in:

- interpreting and analyzing assessment data
- consistency of delivery and preparation in writing (kindergarten through fifth)
- selection and organization of materials for the implementation of the writing plan
- holistic scoring, effective writing strategies, and writing across the curriculum

Delivery of all training includes model lessons and follow up activities to ensure transfer and application of newly learned strategies and techniques.

Evaluation

FCAT Writing Pre and Post tests, as well as monthly writing prompts and weekly assessments created by teachers will be administered throughout the year for progress monitoring purposes. Compiled assessment data will be reviewed by teachers and used to fine tune or redirect instruction in the areas of focus, organization, support, and or conventions. Final evaluation will be the scores on the 2005-2006 FCAT Writing + Test.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

Increase science performance for all students at Henry E.S. Reeves.

Needs Assessment

Henry E.S. Reeves' fifth grade science mean score on the 2005 Science FCAT was 255, which was 31 points lower than the district mean score, and 41 points lower than the state. All cluster areas were about 50%, and need improvement.

Measurable Objective

Given instruction based on the Sunshine Standards, students in grade five will improve their science skills as evidenced by an increase in the mean scale score of 15 points as documented on the administration of the 2006 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Implement the Plan-Do-Study-Act model in order to support and maintain increased student achievement.	Administration Grade Level Chairs	8/8/2005	5/24/2006
2. Involve students with hands-on investigative activities to increase cognitive intellectual development	Administration Grade Level Chairs	8/8/2005	5/24/2006
3. Provide classroom materials that allow for student exploration in order to strengthen the understanding of the scientific process.	Administration Grade Level Chairs	8/8/2005	5/24/2006
4. Create and implement an instructional calendar based on the District Scope and Sequence to ensure insure instruction of all strands prior to the FCAT science test.	Administration Grade Level Chairs	8/8/2005	5/24/2006
5. Integrate science instruction with the use of nonfiction text to reinforce content learned in science.	Administration Grade Level Chairs	8/8/2005	5/24/2006
6. Engage all students in problem solving to increase students' cognitive skills.	Administration Grade Level Chairs	8/8/2005	5/24/2006

Research-Based Programs

T.R.A.C.S.

Professional Development

On going staff development includes:

- district and region personnel focusing on FCAT item specifications
- staff providing model lessons

Evaluation

The mean score on the 2005-2006 FCAT Science will show an increase of 10 points as compared to the mean score of the 2004-2005 FCAT Science test

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 5 STATEMENT:

Increase parental representation at school functions at Henry E. S. Reeves Elementary School.

Needs Assessment

Parental involvement at Henry E.S. Reeves is highest with a core group of parents of those students who are performing at proficiency level. This group includes students demonstrating proficiency on both the SAT and FCAT in grades second through fifth. We also have involvement early in the year from parents who have students new to the school. Our need is to break that pattern of disconnect from the school with those parents who feel it is the school’s responsibility to educate the child. There is also a group who feel some discomfort with in the school’s environment. Specifically, we are speaking of families of students in the following subgroups: Students With Disabilities (SWD) and Limited English Proficient (LEP) The communication of negative concerns regarding a parent’s child serves as a deterrent for parent participation. Discomfort with the language is also a stumbling block for involvement. We need increased communications through home visits. Strengthening PTA for the 2005-2006 school year is a priority. Volunteers are needed to work in the school community.

Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate a 10% increase in parental and community interaction as evidenced by comparing the hourly logs for the 2004-2005 school years.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Implement parent training (FCAT Family Night Out) to increase parental understanding of FCAT.	Administration Community Resource Director	8-8-05	5-24-06
2. Organize, plan, and implement an incentive program by homeroom to encourage attendance at PTA, parent workshops, and school activities.	Administration Community Resource Director	8-8-05	5-24-06
3. Identify a core group of parents who can translate during workshops, conferences, and school activities to increase parent participation of non-English speaking parents.	Administration Community Resource Director	8-8-05	5-24-06
4. Implement a Parent Training & Life Skills Program in partnership with Miami-Dade Dept. of Human Services to increase parenting skills.	Administration Community Resource Director	8-8-05	5-24-06
5. Post and distribute quarterly parent communications via newsletters, e-mail, and websites to increase communication.	Administration Community Resource Director	8-8-05	5-24-06
6. Provide workshops using the Bilingual Parent Outreach Program (BPOP) for limited English proficiency parents in their native language to increase their participation at school events.	Administration Community Resource Director	8/24/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

Community Involvement Specialist Training

Customer service training for teachers and staff on how to welcome and communicate with parents.

Evaluation

Conduct quarterly analysis of parent participation in school activities by monitoring the amount of parental involvement through workshop sign-in sheets, home visit logs, and PTA membership. The final evaluation will be reflected in the sign-in sheets at the end of the 2005-2006 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.)

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

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

GOAL 6 STATEMENT:

To decrease the number of accident and scam reports for students at Henry E.S. Reeves.

Needs Assessment

Data from 2004-2005 indicates that 150 accidents reports and 170 SCAM reports were entered into the Student Case Management System.

Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10% decrease in the number of SCAM and accident reports during the 2005-2006 school year as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Implement safety procedures that will be reinforced by teachers in classrooms decrease the opportunity for unsafe behaviors.	Administration Grade Chairs	8-8-05	5-24-06
2. Implement a task force to set guidelines to identify students who show improved behavior.	Administration Grade Chairs	8-8-05	5-24-06
3. Review the school wide discipline policy to increase teacher awareness of expected behaviors.	Administration Grade Chairs	8-8-05	5-24-06
4. Implement district's Character Education Program to enforce the development of strong character traits of students in kindergarten through fifth.	Administration Grade Chairs Counselor	8-8-24	5-24-06
5. Identify adult mentors to work with students who have increased behavior needs. (Wednesday's Child)	Administration Grade Chairs Counselor	8-8-05	5-24-06

Research-Based Programs

Not Applicable

Professional Development

The counselor will provide strategies for classroom teachers to implement in their classrooms to assist students with their decision making skills. This will result in a safer environment at Henry E. S. Reeves.

Evaluation

Information gained from the District Student Case Management System will show a 10% decrease for SCAM and accident reports. The final report will be reviewed at the end of the 2005-2006 school year and compared to the SCAM and accident reports from 2004-2005. Ongoing evaluation will occur quarterly to ensure progress toward the goal set for the year.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

GOAL 7 STATEMENT:

To maintain computer access by students and staff at Henry E. S. Reeves.

Needs Assessment

Henry Reeves Elementary was a partnership school with M-DCPS/UTD/Edison, Inc. This partnership ended toward the end of the 2004-2005 school year. During the partnership, Henry E.S. Reeves was very active with technology. Computers were placed in the homes of students in grades three through five. Teachers each had a laptop. When the partnership ended, the servers for the school had to be replaced by M-DCPS. New licensing had to be obtained to upgrade the computers remaining in the school. New computers and equipment needed to be ordered and replaced. The technology specialist left the school, so a new specialist had to be hired, leaving him in the midst of the transition.

Measurable Objective

Given an emphasis on the use of technology in education, students and staff will augment their usage of computers to maintain in the use of programs such as FCAT Explorer, Accelerated Reader, and STAR during the 2005-2006 school year as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1 Purchase 180 computers to replace and upgrade from the 2004-2005 school year.	Micro System Tech Administration	8-8-05	5-24-06
2. Purchase site licenses to allow program usage in the school.	Micro System Tech Administration	8/8/2005	5/24/2006
3. Implement the STAR on-site server based reading program to monitor reading skill and prepare students for FCAT Reading.	Micro System Technician Reading Coaches Administration	8/8/2005	5/24/2006
4. Implement Accelerated Reader: on site server base reading program to motivate students and enhance the reading environment.	Micro System Technician Reading Coaches Administration	8/8/2005	5/24/2006
5. Implement FCAT Explorer to increase computer usage by students.	Micro System Technician Administration	8/8/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

Professional Development will take place for staff in a monthly training meeting conducted by Micro Systems Technician.

Evaluation

All monthly technology teachers training will be documented through the use of Excel sign in sheets with a progress report status indicating the competition of products mastered such as, Microsoft Office, Acrobat reader, Open Office, and learning how to operate basic windows functions. The fine Arts technology program progress is monitored through weekly quizzes on the use of digital cameras, scanners, printing, and photo editing. Computer graphical base applications such as, Star, Accelerated Reader, and Learning Today for ESOL, will be printed on site for teachers and parents to review each child's reading progress.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

GOAL 8 STATEMENT:

To increase fitness levels of students in grades two through five at Henry E. S. Reeves.

Needs Assessment

Results of the FITNESSGRAM standards indicated that of the 243 fourth and fifth graders tested during the 2004-2005 school year, eighteen students received gold awards and thirty-six students received silver awards. This is only 23% of students receiving awards.

Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades four through five will improve their running skills as evidenced by 50% of the students meeting high standards running the one mile test on the 2005-2006 administration of the FITNESSGRAM.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1 Administer the FITNESSGRAM Pre-test to students in grades two through five.	P.E. coaches Administration	8/8/2005	5/24/2006
2. Administer the FITNESSGRAM Post-test to students in grades two through five.	P.E. coaches Administration	8/8/2005	5/24/2006
3. Provide students in grade two through five with cardiovascular activities to physical endurance.	P.E. coaches Administration	8/8/2005	5/24/2006
4. Implement activities to improve flexibility	P.E. coaches Administration	8/8/2005	5/24/2006
5. Encourage participation in regular physical activities by teaching students enduring healthy life styles including eating habits and a home fitness program.	P.E. coaches Administration	8/8/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

Physical Education teachers will participate in district meetings and workshops covering the six national content standards delineated in the National Standards for Physical Education. Additionally, P.E. coaches will attend professional development addressing procedures and implementation of the FITNESSGRAM.

Evaluation

Pre and Post Running tests will be given to monitor progress of students' fitness throughout the year.

Results from the Physical Education FITNESSGRAM at the end of the 2005-2006 school year will be the final assessment.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

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

GOAL 9 STATEMENT:

To increase student referrals to gifted program at Henry E. S. Reeves.

Needs Assessment

Not applicable

Measurable Objective

Given emphasis on the benefits of participating in advanced academic programs, the number of students referred to the Academic Excellence Program will increase by 10% during the 2005-2006 school year as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Implement the Plan-Do-Study-Act to identify eligible students.	Administration Counselor	8/8/2005	5/24/2006
2. Conduct in-services for teachers to determine criteria for eligibility for placement in a gifted class.	Administration Counselor	8/8/2005	5/24/2006
3. Include higher order thinking strategies, authentic problem solving activities and questioning strategies within all lessons in kindergarten through fifth.	Administration Counselor	8/8/2005	5/24/2006
4. Provide parent workshops to review the characteristics of the gifted child	Administration Counselor	8/8/2005	5/24/2006

Research-Based Programs

Not applicable

Professional Development

Professional development will include:

- Workshops for staff and parents on the characteristics of the gifted child and how to meet their needs.
- Participation by teachers at district or region workshops.

Evaluation

We will review the number of students referred for testing for the gifted program in 2005-2006 as compared to 2004-2005.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

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

GOAL 10 STATEMENT:

Henry E. S. Reeves Elementary School will rank at or above the 90th percentile statewide in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicates that in 2003, Henry E.S. Reeves ranked at the 12th percentile on the State of Florida ROI index.

Measurable Objective

Henry E. S. Reeves Elementary School will improve its ranking on the Florida ROI index publication from the 12% Percentile in 2003 to the 17 Percentile on the next publication of the index.

Action Steps

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

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

On the next State of Florida ROI index publication, Henry E.S. Reeves will show progress toward reaching the 17th 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:

EESAC participated in the development of the school budget.

Training:

EESAC received budget, SIP, and technology training during monthly EESAC meetings.

Instructional Materials:

EESAC supported the alignment of resources to support instructional needs.

Technology:

EESAC posted meeting dates and minutes on the M-DCPS website.

Staffing:

EESAC worked with the school's budget to support needed instructional support.

Student Support Services:

EESAC worked in conjunction with the Community Resource Director to provide incentives that promote student achievement.

Other Matters of Resource Allocation:

EESAC supported the community with a distribution of gift baskets during the holidays. The committee also provided a process by which staff and stakeholders could present written proposals for consideration of monetary requests to supplement the FCAT.

Benchmarking:

EESAC continually monitored the School Improvement Plan goals to monitor the implementation of strategies and the analyze formal evaluative data.

School Safety & Discipline:

EESAC worked collaboratively in addressing the safety and discipline of the student body, providing recommendations that enhanced school goals and initiatives.

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