
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 5081 - Skyway Elementary School

FeederPattern: Miami Carol City Senior

Region: Regional Center I

District: 13 - Miami-Dade

Principal: Linda Harrison

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Skyway Elementary School

Skyway Elementary is committed to maintaining the high level of achievement attained in the 2004-2005 school year. Skyway will utilize research-based instructional materials and supplemental materials across grade levels and the curriculum. Instruction in Reading and Language Arts is guided by the District Core Reading Program and will be data driven from continuous student assessment. Assessments will include classroom, school-wide and district-mandated evaluations as well as those mandated by the Reading First Grant. The data from these assessments will be carefully analyzed and used to drive instruction.

Skyway Elementary is part of the Schools Targeting Excellence in Literacy Learning and Reading (STELLAR) Initiative. A STELLAR school provides an approach to public education that promotes high achievement while eliminating low student performance. The main focus will be on literacy as the core component of the instructional program. In focusing extensively on literacy, a highly monitored curriculum that utilizes standards-based instruction will be targeted utilizing the Sunshine State Standards, and the Competency Based Curriculum. To advance teaching and learning, innovative and appropriate instructional strategies will be employed. These strategies are formed by frequent review and analyses of student achievement data. Professional development will compliment and support the instructional component that endorses high achievement.

Skyway Elementary School has developed the following objectives for the 2005-2006 school year:

Given instruction using the Sunshine State Standards, students in grades three through five will meet the reading proficiency target as evidenced by 89 percent of students achieving a level three or higher on the Florida Comprehensive Assessment Test (FCAT) and 44 percent of all NCLB AYP subgroups will meet high levels of performance.

Given instruction using the Sunshine State Standards, students in grades three through five will meet the mathematics proficiency target as evidenced by 75 percent of students achieving a level three or higher on the FCAT, and 50 percent of the NCLB AYP subgroups will meeting the targeted proficiency level of three.

Given instruction using the Sunshine State Standards, students in grade four will meet the writing proficiency target as evidenced by 97 percent of students achieving a 4.1 or higher and all NCLB AYP subgroups scoring a 3.0 or higher on the FCAT.

Given academic instruction using the Sunshine State Standards, students in grade five will meet the science proficiency target as evidenced by 60 percent of students achieving at or above the District's mean scale score.

Skyway Elementary will increase the number of parents by five percent in 2005-2006 as compared to the 2004-2005 school year's parent sign-in logs.

Placing an emphasis promoting a safe and orderly environment, student behavior will improve as evidenced by a one percent decrease in the number of outdoor suspensions during the 2005-2006 compared to the 2004-2005 school year.

Students will utilize web-based instructional programs a minimum of five times each grading period during the 2005-2006 school year as documented by a classroom sign-in log and applicable computer generated reports.

Given instruction based on the recommendations of the Florida Department of Education, students in kindergarten through fifth grade will improve their fitness as evidenced by 51 percent of the number of students passing the 2005-2006 FITNESSGRAM.

Given emphasis on the benefits of participating in extracurricular activities, students participating in clogging will increase school attendance during the 2005-2006 school year.

Given emphasis on improving our ranking on the State of Florida ROI index publication from the second percentile in 2003 to the 5th percentile on the next publication of the index.

After analyzing the results of the 2005-2006 Organizational Performance Improvement Snapshot Assessment, Process Management and Business Results are the two categories that stakeholders of Skyway Elementary have identified as opportunities for improvement. Out of the seven areas indicated on the survey, Process Management ranked number seven, resulting in a score of 4.3. Business Results ranked number six, resulting in a score of 4.4. In an effort to improve these essential areas, Skyway's administrators will promote shared decision making by disseminating information regarding the financial status of the school on a more frequent basis, exposing staff members to relevant data regarding the quality of their work, providing human capital support to assist with day-to-day challenges associated with the workload, and implementing structured processes that will assist in executing optimum results.

Skyway Elementary provides students with a strong foundation of academic achievement and personal growth. "Once a Skyhawk, always a Skyhawk," reflects the continuity of generations within our population. Parents, children and now grandchildren have and are still involved with Skyway Elementary, and are still being educated with the highest quality of education predicated on high standards of excellence.

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.

Skyway Elementary School

VISION

Skyway Elementary School provides educational opportunities for children to help exceed their academic potential and strive for excellence. Stakeholders are committed to creating and maintaining a safe, nurturing environment that fosters life long learning and values in our students. This prepares students to thrive in the dynamic, diverse, technologically advanced world.

MISSION

Skyway Elementary is more than a school. It is a loving caring, learning laboratory for lucky children who reach for the stars by reading, believing, achieving, and succeeding at everything.

CORE VALUES

Skyway Elementary School believes that building students' ethical and moral character is necessary to become active responsible citizens in a democratic society. We are dedicated to providing students with experiences which demonstrate honesty, integrity, respect and responsibility. These values, among others will assist them in making wise choices throughout life in their pursuit of excellence. At our school, "The Sky's the Limit"!

School Demographics

Skyway Elementary School was established in 1974 and is located on 7.87 acres in Miami-Dade County just south of the Miami-Dade/Broward County line. Skyway Elementary continues to be committed to academic excellence by providing opportunities which enable all students to succeed. This multicultural school incorporates curriculum related to different cultures and values while focusing on literacy and building strong academic practices that create life-long learners. We believe all students benefit from these experiences that introduce and infuse diverse points of view and lead to an enriched environment as learning flourishes.

Using the 2004-2005 demographic information, Skyway Elementary serves 706 students from the surrounding neighborhoods, which reside in single family and mobile homes. The student population is 49 percent Hispanic, 48 percent Black Non-Hispanic and 3 percent White Non-Hispanic. Over ninety percent of the population receives free or reduced meals. Five percent are enrolled in Student Education Classes (SE) and 19 percent are Limited English Proficient (LEP).

Skyway Elementary employs 63 full-time and 21 part-time staff members. The Leadership Team is comprised of the principal, assistant principal, guidance counselor, reading coach and math and science coach. Other support personnel include a community involvement specialist, speech therapist, media specialist, clerical staff, custodial staff, cafeteria staff, volunteers, and an active EESAC and PTA. This dedicated group serves the children with love by creating a sense of belonging for each child that walks through the doors of Skyway Elementary. Students are taught effectively and teachers enhance the enriched educational environment.

The teachers are certified in the subject areas in which they teach. Fourteen percent of the instructional staff has Specialist's Degrees and 71 percent have Master's Degrees. Specialized programs include the following: Special Education for all grades, with an inclusion model for students in third through fifth; a pull-out Gifted Resource Class for all grades; a Limited English Proficiency (ESOL) which provides instruction in the native language in all grades; an Extended Foreign Language Class for students in kindergarten through third; an Academic Excellence Program (AEP) which focuses on higher order thinking skills for select students in second through fifth, which also includes a chess module, and a pre-kindergarten ESE speech and language development half-day program.

Skyway Elementary believes that building ethical and moral character is essential in providing active, responsible citizens for our democratic society. We are dedicated to providing students with experiences which demonstrate honesty, integrity, respect and responsibility. These values, among others will assist them in making wise choices throughout their lives in the pursuit of excellence.

School Foundation

Leadership:

According to results from the 2005-2006 Organizational Performance Improvement Snapshot Assessment, the area of leadership ranked the highest on a 5-point scale ranging from Strongly Agree to Strongly Disagree. Results from the performance assessment indicate a 4.6 approval rating, with 5.0 being the highest. Out of the seven areas indicated on the assessment, leadership was the most favorable. Factors contributing to the high approval rating include, but are not limited to: Skyway's leadership conveying what things are important within the organization, promoting shared decision-making, and keeping the lines of communication open among faculty members, parents, and community members.

Linda M. Harrison is the Principal of Skyway Elementary. Ms. Harrison earned a Masters Degree in Educational Leadership and is certified in Elementary Education. She has twenty-nine years experience in the field of education including thirteen years of teaching experience and fourteen years as an Assistant Principal. During her years as an Assistant Principal, Ms. Harrison succeeded in building upon a foundation for success at Barbara Hawkins Elementary (formerly North Carol City Elementary) and Skyway Elementary. Today both schools continue to build on that foundation. Ms. Harrison's career has been highlighted by the selection of being named the 2003 Regional Center I Assistant Principal of the Year and selected as one of the six finalists for the District's Assistant Principal of the Year.

Ms. Harrison's first love is the children and this love is evidenced at Skyway Elementary. She leads by example and the faculty follows to ensure that all children are receiving an education that will prepare and provide each student with opportunities to be successful in life.

Mia Merritt is the Assistant Principal at Skyway Elementary. Ms. Merritt earned a Bachelor's Degree in Elementary Education, a Masters Degree in Exceptional Student Education, a Specialist Degree in Educational Leadership, and she is presently completing her Doctorate Degree in Organizational Leadership. She has eleven years experience in the field of education including eight years of teaching experience.

Ms. Merritt is currently beginning her third year as an Assistant Principal, and comes to Skyway Elementary with a wealth of knowledge on strategies and methodologies necessary to enhance a strong academic environment. In the summer of 2005, Ms. Merritt was selected to attend an Administrators Institute held at Harvard University in Boston, MA and she has also received a Certificate of Completion from the National Assistant Principal's Leadership Academy in Tampa, Florida in April of 2005, which was sponsored by the Council for Educational Change.

District Strategic Planning Alignment:

According to results from the 2005-2006 Organizational Performance Improvement Snapshot Assessment, the area of Strategic Planning ranked number four earning a 4.4 on the 5-point scale ranging from Strongly Agree to Strongly Disagree. Results from the performance assessment indicate room for improvement. Factors that may contribute to improving this area include, but are not limited to: periodically familiarizing staff members with the organization's plans that will affect individual work performance, and frequently conveying progress made on individual contributions that affect the organization.

Stakeholder Engagement:

According to results from the 2005-2006 Organizational Performance Improvement Snapshot Assessment, the area of Strategic Planning also ranked 4.4 on the 5-point scale ranging from Strongly Agree to Strongly Disagree. Results from the performance assessment indicate slight room for improvement. Factors that may contribute to improving this area include, but are not limited to: making certain that Skyway Elementary School's staff members are readily prepared to satisfy the needs of the stakeholders and customers effectively and efficiently, enabling staff members to make wise decisions concerning customer's problems and needs, and encouraging staff members to ask questions concerning the satisfaction or lack thereof related to their work performance.

In determining the degree of satisfaction of Skyway Elementary's customers, a School Climate Survey is randomly distributed annually to parents, students and staff members. The survey is divided into sections pertaining to school safety, classroom teachers, and curriculum. Results from the 2004-2005 School Climate Survey indicate that the majority of the parents are satisfied with Skyway Elementary's overall performance in the aforementioned areas. In addition, results from the student survey indicate similar results varying slightly in different areas than the parents.

It is an essential goal of Skyway Elementary to keep the community abreast of all activities, PTA meetings, workshops, and all other functions that are held at the school. The school marquee is updated monthly. It is one method used to inform the community of upcoming events and encourages participation. Another effective means of communication is the monthly parent calendar and the contact made daily with parents through the Community Involvement Specialist. Although the majority of Skyway Elementary's customers are satisfied, there is always room for improvement. Skyway is always seeking ways to make stakeholders, students, parents, employees and community members comfortable and confident.

Faculty & Staff:

According to results from the 2005-2006 Organizational Performance Improvement Snapshot Assessment, the area of Human Resource Focus ranked number three on a 5-point scale ranging from Strongly Agree to Strongly Disagree. Results from the performance assessment indicate a 4.6 approval rating, with 5.0 being the highest. Factors contributing to the high approval rating include, but are not limited to: Skyway's leadership exhibiting positive interpersonal skills, displaying care and concern for staff members, enabling employees to make changes that will benefit students as well as employees, promoting collaboration and team-building, and fostering leadership skills by empowering staff members.

Teachers new to Skyway Elementary are given a New Teacher Handbook outlining roles, responsibilities, and expectations for Skyway Elementary. The Leadership Team reviews this handbook with newly hired teachers at the beginning of each new school year.

Furthermore, newly hired teachers are assigned a mentor. These mentors are experienced teachers and are highly qualified in the subject in which they teach. A Professional Growth Team is assigned to all annual contract teachers at Skyway. Each of the newly hired teachers has the support of the Professional Growth Team. Additionally, grade level chairpersons assist and mentor teachers on the grade level. The Assistant Principal meets with all newly hired instructional personnel on a monthly basis. Department chairpersons are utilized as liaisons between administration and staff, and disseminate information in monthly departmental meetings.

Data/Information/Knowledge Management:

According to results from the 2005-2006 Organizational Performance Improvement Snapshot Assessment, the area of Measurement, Analysis, and Knowledge Management ranked number two on a 5-point scale. Results from the performance assessment indicate a 4.5 approval rating, with 5.0 being the highest. Factors contributing to the high approval rating include, but are not limited to: Staff members being knowledgeable regarding the quality of their job responsibilities, administration conveying techniques of how to review and analyze logistics and processes in order to better serve the students, and informing faculty of how their responsibilities fit into their day to day employment responsibilities.

Education Design:

According to results from the 2005-2006 Organizational Performance Improvement Snapshot Assessment, the area of Strategic Planning ranked number four earning a 4.4 on the 5-point scale ranging from Strongly Agree to Strongly Disagree. Results from the performance assessment indicate room for improvement. Factors that may contribute to improving this area include, but are not limited to: making the financial status of the organization available to stakeholders on a more frequent basis, removing obstacles that impede organizational progress, and provide more opportunities for employees to interact with the parents and community members through school-wide initiatives.

Skyway Elementary provides before and after school tutorial services to students in grades three through five. Certified teachers tutor struggling students in the areas of Writing, Reading and Mathematics before and after school. Tutorial services are also provided for all fourth grade students in the area of Writing. Differentiated materials are used in the tutorial programs. Student attendance is recorded, monitored and also used for evaluation purposes.

In addition to the tutorial programs, Skyway offers an Academic Excellence Program, which is an enrichment program for third through fifth grade students that scored above the median percentile on the 2005 NRT and for those second grade students that scored at or above the 51 percentile on the 2005 Stanford Achievement Test. Experienced Science teachers teach the Science Engineering Mathematics Aerospace Academy Program (SEMAA) to third, fourth and fifth grade students who express an interest in Science and Aerospace Engineering. This program will be offered after school for two hours on Tuesdays and Thursdays beginning in October.

The Continuous School Improvement Model implemented at Skyway Elementary is the Plan, Do, Study, Act (PDSA) cycle, by W. E. Deming. This Model is based on best practices and provides for continuous monitoring of performance. The PDSA supports data-driven decision-making beginning with data analysis. This model is being implemented throughout the school.

Having received a performance grade of "A" school for three consecutive years (2001-2003) and then declining in the 2004-2005 school year to a "D" galvanized stakeholders to revamp, review and focus primarily on student achievement by integrating extra-curricular activities into the academic curriculum instead of separating the two areas. Today, Skyway Elementary has risen back on top and has been ranked as the #1 school in numerous areas of academic performance according to the district's ranking criteria. Furthermore, the implementation of Deming's Plan, Do, Study, Act Model ensures that Skyway will remain "at the top" in all areas of the curriculum.

Performance Results:

According to results from the 2005-2006 Organizational Performance Improvement Snapshot Assessment, the area of Strategic Planning ranked number four earning a 4.3 on the 5-point scale ranging from Strongly Agree to Strongly Disagree. Results from the performance assessment indicate significant room for improvement. Factors that may contribute to improving this area include, but are not limited to: exposing staff members to data regarding the quality of their work, providing human capital support to assist with the day to day challenges associated with the workload, and implementing structured processes that will assist in executing optimum results.

After the devastating performance results of the 2003-2004 school year, significant changes were made at Skyway Elementary. Under the direction of new leadership, the focal point was centered on teaching, learning, and best practices for reading, writing and mathematics. As a result, student performance at Skyway Elementary School soared back to where it had always been.

GOAL 1: READING

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

Florida Education Priorities

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

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

GOAL 1 STATEMENT:

Students in grades three through five will gain the skills and benchmarks needed to master the Sunshine State Standards.

Needs Assessment

Results of the 2005 Florida Comprehensive Assessment Test indicate that 16 percent of students in grades three through five have not met the proficiency target in the area of reading.

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 grades three through five will meet the reading proficiency target as evidenced by 89 percent of students achieving a level three or higher on the Florida Comprehensive Assessment Test (FCAT) and 44 percent of all NCLB AYP subgroups will meet high levels of performance.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize FCAT Item Specifications provided by the Department of Education.	Grade Level Teachers	08/08/05	05/24/06
Utilize data from the STAR Program to monitor student progress.	Reading Coach Assistant Principal Media Specialist Grade Level Teachers	08/08/05	05/24/06
Implement the "Analogy of the Day" over closed circuit TV.	Media Specialist	08/08/05	05/24/06
Implement the Accelerated Reader Program using the goal-setting point system.	Media Specialist Grade Level Teachers	08/08/05	05/24/06
Employ hourly retired teachers to work with struggling readers.	Principal	08/08/05	05/24/06
Continue to utilize Project CRISS.	Leadership Team Grade Level Teachers Special Area Teachers	8/8/05	5/24/06
Continue to monitor Academic Improvement Plan (AIP).	Administration SST Members Grade Level Teachers	8/8/05	5/24/06
Implement a daily reading tutorial program in grades two through five for one hour before school and two hours after school.	Principal Assistant Principal Reading Leader	08/08/05	05/24/06

Research-Based Programs

Project CRISS
Accelerated Reader
Voyager Passport
QuickReads
Early Success
Soar to Success
Waterford Early Reading System

Professional Development

Teachers will attend training on the CRRP, Reading First, and Project CRISS strategies.

Evaluation

The degree to which progress has been achieved in reading will be evidenced by the results of the 2006 FCAT results.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

Students in grades three through five will gain the skills and benchmarks needed to master the Sunshine State Standards.

Needs Assessment

Results of the 2005 Florida Comprehensive Assessment Test indicate that 33 percent of students in grades three through five have not met the proficiency target in the area of mathematics.

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 grades three through five will meet the mathematics proficiency target as evidenced by 75 percent of students achieving a level three or higher on the FCAT, and 50 percent of the NCLB AYP subgroups will meeting the targeted proficiency level of three.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize Item Specifications provided by the Department of Education in the areas of math.	Grade Level Teachers	08/08/05	05/24/06
Employ hourly retired teachers to work with struggling math students.	Principal	08/08/05	05/24/06
Implement the Academic Excellence Program (AEP) to enhance the enrichment of the high-achieving students.	Principal Assistant Principal Math and Science Coach	08/08/05	05/24/06
Implement Problem of the Day	Math and Science Coach Grade Level Teachers	08/08/05	05/24/06
Continue to utilize Project CRISS.	Leadership Team Grade Level Teachers Special Area Teachers	8/8/05	5/24/06
Continue to monitor Academic Improvement Plan (AIP).	Administration SST Members Grade Level Teachers	8/8/05	5/24/06
Implement a daily mathematics tutorial program in grades two through five for one hour before school and two hours after school.	Principal Assistant Principal Math and Science Coach	08/08/05	05/24/06

Research-Based Programs

Project CRISS
FCAT Explorer
RiverDeep

Professional Development

Teachers will attend training in effective FCAT mathematics strategies/techniques, and other professional development in-services that will enhance teaching methodologies aligned to the Sunshine State Standards and district's initiative.

Evaluation

The degree to which progress has been achieved in mathematics will be evidenced by the results of the 2006 FCAT results.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

Students in grade four will enhance writing skills necessary to achieve high levels of performance on the FCAT Writing+.

Needs Assessment

Results of the 2005 Florida Comprehensive Assessment Test indicate that 6 percent of students in grade four have not met the proficiency target in the area of writing.

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 four will meet the writing proficiency target as evidenced by 97 percent of students achieving a 4.1 or higher and all NCLB AYP subgroups scoring a 3.0 or higher on the FCAT.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Initiate a "Writer of the Month" Program	Assistant Principal Grade Level Teachers	08/08/05	05/24/06
Organize writer's fair displaying students' writing.	Grade Level Teachers	08/08/05	05/24/06
Implement pre/post district practice assessments in writing.	Grade Level Teachers Reading Coach Assistant Principal	08/08/05	05/24/06
Administer school-wide monthly writing prompts with continuous feedback for improvement.	Grade Level Teachers Reading Coach Assistant Principal	08/08/05	05/24/06
Continue to utilize Project CRISS.	Leadership Team Grade Level Teachers Special Area Teachers	8/8/05	5/24/06
Continue to monitor Academic Improvement Plan (AIP).	Administration SST Members Grade Level Teachers	8/8/05	5/24/06
Develop an Early Bird Writing tutorial program for fourth graders every morning before school for one hour each day.	Assistant Principal Tutorial Teachers	08/08/05	05/24/06

Research-Based Programs

Project CRISS

Accelerated Reader

Voyager Passport

QuickReads

Early Success

Soar to Success

Waterford Early Reading System

Professional Development

Teachers will attend training and in-services in FCAT Writing+ and all other professional development that will enhance teaching methodologies in writing.

Evaluation

The level of student progress will be determined by the 2006 FCAT Writing+ results indicating a one percent increase in writing.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

Students in grade five will demonstrate mastery of the science benchmarks.

Needs Assessment

Results of the 2005 Florida Comprehensive Test indicate that 58 percent of students at Skyway Elementary School in grade five have not met the proficiency target in the area of science.

Measurable Objective

Given academic instruction using the Sunshine State Standards, students in grade five will meet the science proficiency target as evidenced by 60 percent of students achieving at or above the District's mean scale score.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement a school-wide Science Fair and Curriculum Showcase for parents and students.	Leadership Team Grade Level Teachers Special Area Teachers	08/08/05	05/24/06
Offer hands-on science activities modeled through the Math and Science Coach.	Math and Science Coach	08/08/05	05/24/06
Administer a pre/post test in science to target problematic areas in fifth grade.	Grade Level Teachers	08/08/05	05/24/06
Continue to monitor Academic Improvement Plan(AIP).	Administration SST Members Grade Level Teachers	8/8/05	5/24/06
Continue to utilize Project CRISS.	Leadership Team Grade Level Teachers Special Area Teachers	8/8/05	5/24/06
Implement a daily science tutorial program in grade five for one hour before school and two hours after school.	Principal Assistant Principal Math and Science Coach Tutorial Teachers	08/08/05	05/24/06

Research-Based Programs

Project CRISS

FCAT Explorer

RiverDeep

QuickReads

Science, Engineering, Mathematics, Aerospace Academy (SEMAA)

Professional Development

Teachers will attend science training and in-services in order to enhance teaching methodologies that are aligned to the District's initiative.

Evaluation

The level of student achievement will be determined by the 2006 FCAT science results indicating a 60 percent or higher proficiency level.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 5 STATEMENT:

Skyway Elementary School's parents will increase participation in school activities and initiatives.

Needs Assessment

Results of the 2004-2005 parental sign-in logs indicate that less than 19 percent of parents were involved in activities at the school.

Measurable Objective

Skyway Elementary will increase the number of parents by five percent in 2005-2006 as compared to the 2004-2005 school year's parent sign-in logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Initiate a "Parent and Grandparent Day" Read-in Chain.	Media Specialist Reading Coach	08/08/05	05/24/06
Develop the Three for Me program designed for parents to increase their volunteer hours.	Community Involvement Specialist PTA Board	08/08/05	05/24/06
Solicit room parents to assist in the classrooms.	Community Involvement Specialist PTA Board Grade Level Teachers	08/08/05	05/24/06
Maintain a parental involvement log and count the number of parents that attend activities and events in every grading period.	Grade Level Teachers PTA Board Community Involvement Specialist Media Specialist	08/08/05	5/24/06
Implement the Reading Is Fundamental (RIF) Program to promote family literacy.	Leadership Team Media Specialist Grade Level Teachers Specialist Area Teachers	08/08/05	05/24/06

Research-Based Programs

Parent Teacher Association (PTA)

Professional Development

Workshops, trainings, and in-services on parental involvement, The Parent Academy, and volunteering procedures will be offered for parents to attend.

Evaluation

The degree to which parental involvement has increased in the 2005-2006 school year will be based on documentation of signatures from parent sign-in logs and compared to the number of signatures from the 2004-2005 school year.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 6 STATEMENT:

Skyway Elementary School will decrease the number of outdoor suspensions during the 2005-2006 school year.

Needs Assessment

Results from documented suspensions indicate that three percent of the students at Skyway Elementary School were suspended in the 2004-2005 school year. This number must be decreased by one percent.

Measurable Objective

Placing an emphasis promoting a safe and orderly environment, student behavior will improve as evidenced by a one percent decrease in the number of outdoor suspensions during the 2005-2006 compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement a bully-free program at the school.	Assistant Principal Grade Level Teachers Counselor	08/08/05	05/24/06
Implement the PROUD Program	Assistant Principal Counselor	08/08/05	05/24/06
Implement peer-counseling sessions.	Counselor	08/08/05	05/24/05
Promote Connect with Kids(Character Education Program)	Counselor	08/08/05	05/24/06
Promote the City of Miami Police Department's Do the Right Thing and Miami Dolphins Student of the Week programs	Principal Assistant Principal Grade Level Teachers Counselor	08/08/05	05/24/06

Research-Based Programs

N/A

Professional Development

As workshops, in-services, and conferences on discipline and safety become available through the district, appropriate personnel will attend and implement information acquired back at Skyway.

Evaluation

The degree to which the number of student discipline referrals has declined will be based upon the number of scans processed through the Integrate Student Information System (ISIS) at the end of the school 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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

GOAL 7 STATEMENT:

Skyway Elementary will increase teachers', students', and parents' use of web-based programs.

Needs Assessment

An in-house analysis of teachers and students who frequently utilize the internet indicates that there is a need for additional training on web-based programs. Currently, 55 percent of the teachers use the internet on a regular basis, and about 40 percent of students utilize the internet to enhance classroom assignments.

Measurable Objective

Students will utilize web-based instructional programs a minimum of five times each grading period during the 2005-2006 school year as documented by a classroom sign-in log and applicable computer generated reports.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Build technology literacy skills in students and teachers through the Atomic Learning program adopted for the 2005-2006 school year by the district's Instructional Technology department	Media Specialist Technology Coordinator	08/08/05	05/24/06
Inform the teachers and parents of the available resources on-line within the curriculum	Technology Coordinator Media Specialist Grade Level Teachers	08/08/05	05/24/06
Infuse the web-based programs into the curriculum, giving students daily opportunities to utilize technology	Teachers	08/08/05	05/24/06
Utilize technology to retrieve, evaluate, and use information related to student progress	Leadership Team Grade Level Teachers	08/08/05	05/24/06
Reward students for using technology as a learning tool by providing incentives for reaching pre-determined goals.	Grade Level Teachers Media Specialist	8/8/2005	5/24/2006

Research-Based Programs

FCAT Explorer

Riverdeep

Voyager Passport

Professional Development

Teachers will be sent to technology trainings as they become available through the Office of Instructional Technology. Some of the trainings will include FCAT Explorer, RiverDeep, and Voyager Passport.

Evaluation

A 2005-2006 in-house survey and computer generated STAR Report will be compared to the 2004-2005 in-house survey and report to determine the increase made in the usage of the internet for web-based programs and/or for completing classroom assignments.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 8 STATEMENT:

Provide students with the opportunity to attain their optimal level of fitness while participating in a continuous carefully planned program.

Needs Assessment

Based on the results of the 2004-2005 Presidential Physical Fitness Award Program, 64% of the students in grade three through five received award. These results indicate a need for all students to become more physically active and health conscious.

Measurable Objective

Given instruction based on the recommendations of the Florida Department of Education, students in kindergarten through fifth grade will improve their fitness as evidenced by 51 percent of the number of students passing the 2005-2006 FITNESSGRAM.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Emphasize improvement in cardiovascular, flexibility, and muscular strength and endurance of students through the district developed physical education curriculum	Assistant Principal Physical Education Teachers Grade Level Teachers	08/08/05	05/24/06
Participate in the Jump Rope for Heart program	Physical Education Teachers	08/08/05	05/24/06
Incorporate the FITNESSGRAM program into the physical education curriculum	Physical Education Teachers Grade Level Teachers	08/08/05	05/24/06
Participate in the Presidential Physical Fitness Award Program	Physical Education Teachers	08/08/05	05/24/06
Continue annual Field Day activities	Physical Education Teachers Grade Level Teachers	08/08/05	05/24/06

Research-Based Programs

2005-2006 FITNESSGRAM

Professional Development

Physical Education teachers will received training on the use of the FITNESSGRAM program during the school year.

Evaluation

Skyway Elementary School administer the FITNESSGRAM, health-related fitness test. A copy of the test will be placed in the student's portfolio and another copy should be sent home to parents.

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

Increase number of students involved in extracurricular activities.

Needs Assessment

During the years, Skyway Elementary has noticed a decline in the school's attendance as a result of students not participating in clogging.

Measurable Objective

Given emphasis on the benefits of participating in extracurricular activities, students participating in clogging will increase school attendance during the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Highlight and promote students over closed circuit	Music Teacher Media Specialist	08/08/05	05/24/06
Participate in school-wide, regional and district programs	Principal Music Teacher	08/08/05	05/24/06
Mentor new members	Music Teachers	08/08/05	05/24/06
Monitor academic achievement of students participating in the program	Music Teacher Grade Level Teachers	08/08/05	05/24/06
Monitor attendance at all practices	Music Teacher	08/08/05	05/24/06

Research-Based Programs

N/A

Professional Development

Teachers will attend relevant district professional development as it becomes available throughout the 2005-2006 school year.

Evaluation

Progress will be monitored on a monthly basis, and at the end of the 2005-2006 school year, the 2004-2005 attendance logs will be compared to the current year's log, and the difference in attendance will be documented accordingly.

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

Miami-Dade County Public Schools

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

GOAL 10 STATEMENT:

Skyway 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 indicate that in 2003, Skyway Elementary School ranked at the second percentile on the State of Florida ROI index.

Measurable Objective

Given emphasis on improving our ranking on the State of Florida ROI index publication from the second percentile in 2003 to the 5th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Collaborate with the district on resource allocation.	Principal	08/08/05	05/24/06
Become more informed about the use of financial resources in relation to school programs.	Leadership Team EESAC Members PTA Members	08/08/05	05/24/06
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Leadership Team EESAC Members PTA Members	08/08/05	05/24/06
Consider shared use of facilities, partnering with community agencies.	Leadership Team EESAC Members PTA Members	08/08/05	05/24/06
Collaborate with EESAC and Leadership Team to review the school budget	Leadership Team EESAC Members PTA Members	08/08/05	05/24/06

Research-Based Programs

State of Florida ROI index publication

Professional Development

The leadership team, EESAC and PTA members will meet with the district's staff and community business partners throughout the school year.

Evaluation

On the next State of Florida ROI index publication, Skyway Elementary School will show progress toward reaching the 5th 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:

The EESAC made recommendations to the school budget, and with the principal's assistance, determined how it will assist in meeting the goals and objectives of the School Improvement Plan (SIP).

Training:

Based on the needs assessment and available funding, the EESAC will determine the professional development needed to assist in meeting the goals and objectives of the SIP. Professional development may include curriculum areas, team building, health issues, technology and student incentives.

Instructional Materials:

Based on the needs assessment and available funding, the EESAC will determine the instructional materials needed to assist in meeting the goals and objectives of the SIP. Instructional materials may include books, mathematics manipulatives, hands-on science materials, software, advanced technology and student incentives.

Technology:

The EESAC explored current status and future technology needs. Currently, each classroom has three computers and one inkjet printer. Additionally, each grade level has one laser printer. Each special area classroom has two to three computers and one inkjet printer. The computer lab has eight touch screen computers, four ScanJet scanners and one color laser printer. The media center has ten computers, two ScanJet scanners, and one color laser printer. The ESE technology grant has provided six individual workstations. Each workstation includes a computer, scanner, and an inkjet printer. There are approximately 130 computers throughout the school. The Bilingual technology grant has provided the ESOL program with three individual workstations and one laser printer. This grant will be running the Waterford Reading program. Three years ago Skyway Elementary School received approximately 95 new computers through the district's replacement plan. Skyway has used the E-Rate funds to develop an in-house network hosting the school wide Accelerated Reader Program. The EESAC believes that technology plays an integral part in reaching the goals and objectives of the SIP, and is committed to upgrading existing technology, purchasing additional software, computers and printers, and will continue to provide activities designed to improve the infusion of technology into the curriculum.

Staffing:

The EESAC addressed staff allocations. Staffing is based on the budget; however Skyway will continue to lower class size in grade three making the student ratio 18:1 with one paraprofessional. This will be executed contingent upon available funds.

Student Support Services:

The EESAC considered the delivery of student support services. Currently, there is a full-time counselor, a Community Involvement Specialist, Reading Coach/technology contact person, Math and Science coach, and paraprofessionals to assist with student achievement and who are working towards meeting the goals of the SIP.

Other Matters of Resource Allocation:

The EESAC recommended the continued use of the Science Engineering Mathematics Aerospace Academy (SEMAA). This program supports the goals of the SIP.

Benchmarking:

The EESAC collaborated on the goals and objectives of the SIP. It was determined that there will be ongoing documented measurable activities. The EESAC and Leadership members were assigned to specific goals and objectives that will be monitored throughout the school year. Individual members will be responsible for ensuring that strategies are being implemented and appropriately documented. Progress monitoring will take place in October, January (Mid-Year Review), April, and June (End of the Year Review).

School Safety & Discipline:

The EESAC recommended that more focus be placed on Safety and Discipline. In executing this need, the following student clubs and programs are currently being implemented: AAA Safety Patrols, Do the Right Thing, Miami Dolphins Student of the Week, Anti-bullying, and Character Education Curriculum.

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