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# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

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*School Name: 5671 - Vineland Elementary School*

*FeederPattern: Miami Palmetto Senior*

*Region: Regional Center V*

*District: 13 - Miami-Dade*

*Principal: MaryAnn MacLaren*

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



# SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

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## *Vineland Elementary School*

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Vineland Elementary School is located on an 8.87 acre parcel in south Miami-Dade County at 8455 Southwest 119th Street. It is located in a middle class residential area. Vineland is part of the Palmetto High School Feeder Pattern. Four permanent buildings with a total of 29 classrooms are augmented with 6 portables, a free standing cafeteria, and media center. This 46 year-old school has been retro wired to provide internet service to 100 percent of its classrooms.

Our school serves approximately 626 students in prekindergarten through fifth grade, representing a diverse population: 36% percent Hispanic, 34% White, 20% African-American, and 7% Asian/Indian/Multiracial. Basic educational services based on the Sunshine State Standards and the Competency-based Curriculum that integrate the Comprehensive Research-Based Reading Plan (CRRP) and the Comprehensive Mathematics and Science Plan are provided in traditional and inclusion settings. Additionally, learning-disabled students needing assistance are served in a resource setting or in an Inclusion Model, Emotionally Handicapped as well as children with Varied Exceptionalities are served in self-contained settings, and a quality Gifted Program provides a more rigorous academic program for students needing greater challenge. The Academic Excellence Program is provided in an after-school model.

Staff members, in conjunction with the Educational Excellence School Advisory Council (EESAC), have identified the following objectives as priorities for the 2005-2006 school year:

Given instruction using the Sunshine State Standards, students in grades three through five will maintain or improve reading skills as evidenced by 85% of students scoring level three or above on the 2006 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades three through five will maintain or improve their mathematics skills as evidenced by 81% of students scoring level three or above in the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade four will maintain or improve their writing skills as evidenced 92% of students reaching the state required high standard level of 4.0 or above as documented by scores on the 2006 FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards, fifth grade students will show an acquisition of science skills and knowledge as evidenced by meeting or exceeding the District Mean Scale Score on the 2006 administration of the FCAT Science Test.

Given the school emphasis on parental and community involvement the school will demonstrate a 5% increase in parental and community involvement by comparing the volunteer hourly logs for 2004-2005 and 2005-2006 school years.

Given the need to increase parental positive perception of adequate disciplinary action there will be an increase of three percent in that category when comparing the School Climate Survey from 2005 to 2006.

Given the need for parents and the community to be familiar with the technology offered, Vineland will offer six technology training sessions for parents and the community in 2005-2006 and will be documented by sign-in sheets.

Students in grades two through five will increase their health-related fitness by increasing the percent of student award winners on the annual 2006 FITNESSGRAM from 72% to 75% as compared to the 2005 FITNESSGRAM.

Given the need to increase cultural and enrichment opportunities there will be three new programs offered in the 2005-2006 school year as compared to 2004-2005, and it will be evidenced by new class rosters for these programs.

Vineland Elementary School will improve its ranking on the State of Florida ROI index publication from the 56th percentile in 2003 to the 58th percentile on the next publication of the index.

In order to achieve these objectives, appropriate strategies have been planned with input from all the school's stakeholders. Strategies to be implemented include the use of the Continuous Improvement Model (CIM) to drive instruction, providing common planning time for teachers, implementing a schedule that follows the K-12 Comprehensive Research-Based Reading Plan (CRRP), utilizing technology to increase student achievement in all areas, supporting students on Academic Improvement Plans (AIP) with tutorial programs, providing parent workshops for technology and FCAT strategies, and continuing to support the arts by introducing a strings program to increase cultural and enrichment opportunities for students.

Information from the Organization Performance Improvement Survey indicates the need for increased focus in only two areas; Process Management and Business Results. For Process Management, Vineland will continue to fine tune the Continuous Improvement Model (CIM). Teachers will be involved to a greater extent in analyzing data and deciding on how to adjust the SIP throughout the year. Analysis of the area of Business Results indicates a need for teachers to increase understanding of the financial aspects of our organization and provide increased input in resource allocation. The principal will provide a workshop on budget and resource allocation at a faculty meeting.

# 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.

## **Vineland Elementary School**

### VISION

We envision a child empowered to reach their fullest potential.

### MISSION

The mission of Vineland Elementary is to provide a quality education for lifelong learning.

### CORE VALUES

The core values of Vineland Elementary School are integrity, excellence, and respect.

## *School Demographics*

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Vineland Elementary School is located on an 8.87 acre parcel in south Miami-Dade County at 8455 Southwest 119th Street. It is located in a middle class residential area. Vineland is part of the Palmetto High School Feeder Pattern. Four permanent buildings with a total of 29 classrooms are augmented with 6 portables, a free standing cafeteria, and media center. This 46 year-old school has been retro wired to provide internet service to 100 percent of its classrooms.

The school serves 622 students in prekindergarten through fifth grade, including standard curriculum students (73 percent), ESE students (27 percent), ESOL students (7 percent), and economically disadvantaged students (31 percent). The ethnic/racial makeup of the student population is 20 percent African-American, 36 percent Hispanic, 34 percent Anglo, and 10 percent Asian/Indian/Multiracial. The mobility rate of the school is 21 percent. Vineland serves 24 emotionally handicapped students as well as 21 children with Varied Exceptionalities in self-contained settings. Approximately 30 students with disabilities are served in inclusion settings, and eight students are fully mainstreamed in general education settings. A quality resource Gifted Program entitled "Voyagers", provides language arts instruction for 99 Gifted students and an Academic Excellence Program providing Chess for students in an after-school model.

The school employs a total of 64 full-time staff members: 2 administrators, 28 self-contained classroom teachers, 3 teachers of the gifted, 3 teachers of the emotionally handicapped, 2 teachers of the self-contained varying exceptionalities, 2 physical education teachers, 1 music teacher, 1 art teacher, 1 guidance counselor, 1 teacher of resource varying exceptionalities, 1 media specialist, 3 teachers in the bilingual department, 4 full-time clerical, 1 full-time gifted program clerk, 3 full-time paraprofessionals, 1 full-time cafeteria manager, 4 full-time custodians and 1 full-time security monitor. In addition, we employ 11 part-time paraprofessionals, 4 part-time cafeteria workers, and 2 part-time custodians. Of the teaching staff, 5 percent are teachers new to this school, with the average length of teaching in Florida at 14 years. Twenty-eight have advanced degrees, and one is National Board Certified.

The staff and faculty at Vineland continue to strive for excellence. For the past five consecutive years Vineland has attained an A grade from the state of Florida, and last school year met Adequate Yearly Progress (AYP) standards. Vineland received a \$30,000 Inclusion grant as well as numerous individual mini-grants to teachers. In addition, the PTA received the Golden Apple Award for the number of volunteer hours at the school.

Overall, student performance continues to improve yearly, however, there exists a disparity in student performance between African-American, Hispanic, and White students. Measures are being addressed to close those gaps. In addition, improving student performance of Students With Disabilities (SWD) continues to pose a challenge at Vineland.

# *School Foundation*

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## ***Leadership:***

The Leadership Team ensures that all stakeholders know the mission and vision of the school through a variety of means, including but not limited to, faculty meetings, grade level meetings, newsletters, and team planning for school improvement. Information is shared with faculty and staff regarding the school's focus. Faculty and staff feel secure and safe in their workplace. Faculty and staff are encouraged to pursue professional development. A yearly plan is developed using the teachers' Individual Professional Development Plans (IPDPs). The Leadership Team will develop additional methods to elicit input from faculty and staff on important issues.

Vineland stakeholders feel the leadership team uses the school's values to guide priorities, creates a work environment that helps workers do their job, encourages learning that will help in the advancement of careers, and shares information about the organization. Vineland Leadership ranked 4.5 on a scale of one to five on the Organizational Performance Improvement Snapshot (OPI), five being the highest and one the lowest score.

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

Vineland Elementary School has established a Data Analysis Committee whose function is to examine state, district, and school data to monitor progress and adjust goals and strategies accordingly. Faculty members feel that they know the school's plans and how they are affected by them, and they are able to monitor their individual progress and contributions to the overall school's mission and vision. Vineland was ranked 4.2 for Strategic Planning on a scale of one to five on the OPI.

## ***Stakeholder Engagement:***

The School Climate Survey indicates that stakeholders are generally satisfied with their work environment, the quality of the education their children are receiving at the school, and the level of safety and security they feel as students here at Vineland. According to the Organizational Performance Improvement Snapshot, faculty and staff indicate that they are secure about the school's vision and mission and the quality of their work to meet these goals. They feel that the school sets high standards and ethics. They effectively use data to drive instruction and are satisfied with the relationship that they have with their stakeholders.

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

Vineland Elementary provides daily common planning time in the master schedule to ensure that teams of teachers are able to communicate and plan effectively for their students. Teachers feel their work is of a high quality and they are able to monitor their success and effectiveness and share their best practices with their colleagues at grade level and department meetings, as well as on professional development days.

Teachers are mentored through the Professional Growth Process (PACES). This is implemented each year with all Annual Contract (AC) teachers. AC teachers are supported by a PACES team to assist them in the Professional Growth Process. In addition, all beginning teachers are assigned to a mentor teacher who provides instructional support and guidance in all areas of curriculum and professional development. Beginning teachers also receive support from their respective grade group counterparts during weekly grade level planning sessions. The school site Reading Leader provides support in reading/language arts, and the new teachers are frequently provided with

opportunities to observe other high quality teachers in their classrooms.

Teachers feel they have a safe workplace, they are encouraged to develop their skills so they may advance in their career, and that their organization cares about them. Vineland scored 4.4 on Human Resource Focus on the OPI.

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

Vineland Elementary has established a Data Analysis Committee to collect and analyze state, district, and school data in order to make adjustments to the instructional program and monitor student achievement. According to the OPI, teachers feel that they know how to measure the quality of their work, they know how to make adjustments when needed, and they know how to access data to determine how the school as a whole is doing. Vineland was ranked 4.5 in the area of Measurement, Analysis and Knowledge Management on the OPI.

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

Vineland Elementary employs the research-based Continuous Improvement Model (CIM). Objectives and goals are established from the beginning of the school year based on the analysis of a variety of student assessment data and teacher recommendations. In addition, Grade Level Expectations from the Sunshine State Standards are reviewed. Testing data from previous years is analyzed on an individual and grade level basis and areas of strength and weakness are identified. Instruction is designed to address all areas based on our comprehensive data analysis. Monthly and quarterly monitoring determines the extent of modification to goals and objectives throughout the year.

Vineland Elementary provides both before and after-school tutoring for targeted students from October to April. In addition, Saturday School is offered from January through March to provide additional academic support. The YMCA After School Care Program provides opportunities for assistance in homework. The Academic Excellence Program provides enrichment for qualified students in an after-school Chess Program. The District provides summer school and Extended School Year (ESY) opportunities for targeted students.

Our teachers and counselor provide a variety of parent workshops throughout the school year to expand parents' knowledge and awareness of grade level/FCAT expectations established for their children. The Parent Resource Center provides a wide variety of information for parents on how to help their children succeed in school, as well as opportunities in the District's Parent Academy for their own self-improvement.

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

Additional data that will be collected and analyzed this (in addition to test data) year will include the percent of students who eat breakfast in the cafeteria, (24% last year), and the average daily attendance rate (95.75% last 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 type="checkbox"/>	<input checked="" type="checkbox"/>

### ***GOAL 1 STATEMENT:***

Vineland Elementary students will improve their reading skills and knowledge needed to master state high standards of level three or above in reading.

### ***Needs Assessment***

The results attained from the School Performance Accountability Report indicate that 71% of the students demonstrated learning gains and 84% achieved high standards in reading. Upon comparison with the 2003-2004 results, the scores reflected a 4% decrease in students achieving learning gains and a 3% increase in students achieving high standards. At the current level of performance, the school is faced with the challenge of increasing the percentage of students making learning gains by 1%. In addition, 69% of third grade students scored at level three or above on the FCAT Reading Test, 71% of fourth grade students scored at level three or above and 74% of fifth grade students scored at level three or above in the FCAT Reading Test. All subgroups met AYP mastery levels.

Culling the data across the grade levels shows evidence that there is a need for improvement in designated Content Clusters. Fourth grade needs to increase student skills in Words and Phrases, Main Idea/Purpose and Reference/Research. Third and fifth grades need to increase student skills in Words/Phrases, Main Idea/Purpose, Comparison and Reference/Research. Concerted instructional effort in these areas should result in an increase in overall student achievement.



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 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 maintain or improve reading skills as evidenced by 85% of students scoring level three or above on the 2006 administration of the FCAT Reading Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Incorporate ESE students in an inclusion model in grades 3-5 where appropriate.	Principal ESE Chairperson	8/8/2005	5/24/2006
Implement staff development inservices to improve and enhance reading instruction in targeted FCAT clusters.	Principal Assistant Principal Reading Coach	9/1/2005	5/24/2006
Provide after school tutoring and Saturday School for the lowest 25% of students. Progress monitoring will be done with DIBELS testing and biweekly reading probes.	Classroom Teachers	10/24/2005	3/13/2006
Conduct DIBELS Assessment for students in K-3 grade and 4th and 5th grade Level 1 and 2 students to identify and develop intervention strategies.	Classroom Teacher Reading Coach	09/01/2005	05/24/2006
Provide a daily uninterrupted 120 minute block of reading instruction for students in K-5 according to the CRRP.	Principal Assistant Principal	08/08/2005	05/24/2006
Incorporate technology to support classroom instruction specifically Reading Plus and Learning Today.	Classroom Teacher Reading Coach	08/08/2005	05/24/2006
Identify students in Levels 1 and 2 on the FCAT Reading Test, develop an AIP, provide and monitor small group tutoring intervention for targeted 3-5 grade students. Utilize the Continuous Improvement Model (CIM) to monitor and adjust strategies as necessary.	Classroom Teacher Reading Coach School Tutor	09/01/2005	3/31/2006

## **Research-Based Programs**

The Houghton Mifflin Series is the research-based reading program utilized at the school to address reading instruction. Voyager Passport, Early Success and Soar to Success are research-based programs used as an intervention program/tutorial during the school day.

## **Professional Development**

Professional development will include training on the resources required for implementation of the School Improvement Plan: Houghton Mifflin Series, Best Practices, CRISS, OWL, BEAR, Guided Reading, technology based programs such as Reading Plus, Interpretation of District Assessment Data and the K-12 Comprehensive Research-Based Reading Plan (CRRP). Delivery of inservices will include model lessons and mentoring of teachers by the Reading Coach and curriculum support personnel.

## **Evaluation**

DIBELS testing quarterly to monitor student progress and redirect learning activities will occur and compiled data will be shared with classroom teachers. The results of the 2006 FCAT Reading Test will determine if this objective is met. The percent of students meeting high standards of level three or above will stay the same or increase by at least 1%.

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

**GOAL 2 STATEMENT:**

All Vineland students will acquire the mathematics skills and knowledge needed to master state high standards of level three or above in math.

**Needs Assessment**

Results of the 2004-2005 FCAT Math Test indicate that 71% of the students in grade three, 65% of grade four and 67% of grade five have met the state required mastery level. The following content areas indicate a need for a stronger focus: Data Analysis, Geometry and Number Sense.

**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 maintain or improve their mathematics skills as evidenced by 81% of students scoring level three or above in the 2006 administration of the FCAT Mathematics Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize grade level scope and sequence based on Sunshine State Standards to ensure that skills being tested are taught.	Classroom Teachers	8/8/2005	5/24/2006
Provide staff development inservice to improve and enhance mathematics instruction.	Principal Assistant Principal	10/17/2005	5/24/2006
Utilize grade level common planning time to network, review student performance, and address individual needs.	Classroom Teachers	8/8/2005	5/24/2006
Integrate mathematics and science in a block schedule to develop data analysis skills and measurement skills.	Classroom Teachers	8/8/2005	5/24/2006
Utilize a pacing schedule (scope and sequence) to ensure all Sunshine State Standards are taught before the FCAT. Progress will be monitored.	Classroom Teachers	8/8/2005	5/24/2006
Incorporate SWD students in an inclusion model in grades 3-5 when appropriate.	Principal SPED Chairperson	8/8/2005	5/24/2006
Identify students in Levels 1 and 2 on FCAT mathematics, develop an AIP , provide and monitor small group tutoring intervention for targeted 3-5 grade students utilizing the CIM.	Homeroom Teachers Tutors Assistant Principal	10/10/2005	3/31/2006

### Research-Based Programs

Scott Foresman Mathematics Program (Florida Edition)

### Professional Development

Inservices will include training on the resources required for implementation of the SIP. FOSS training will be utilized which will cover measurement and data analysis. Delivery of inservices will include model lessons and mentoring of teachers by grade group chairpersons.

## **Evaluation**

This objective will be evaluated through the administration of the 2006 FCAT Mathematics Test. The percentage of students scoring levels 1 and 2 on mathematics will decrease by at least one percentage point in grades three through five. In addition, unit testing will be given to monitor progress and redirect learning activities on an on-going basis.

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

### **GOAL 3 STATEMENT:**

Students will acquire writing skills to be able to meet state high standards of level 3.5 or above.

### **Needs Assessment**

The results attained from the 2005 FCAT Writing Assessment indicate that 90 percent of students tested met the state standard of 3.0 or above in writing. The score reflects a three percent decrease when compared to the 2004 test results. The needs assessment reveals that students require further development in the writing benchmarks. In addition only 77 percent of students scored at state high standard of 3.5 or above. On-going data driven decision making among grade group members regarding progress on a monthly assessment will drive instruction.

### 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 maintain or improve their writing skills as evidenced 92% of students reaching the state required high standard level of 4.0 or above as documented by scores on the 2006 FCAT Writing Plus Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Improve the quality of writing through the use of strategies such as vivid verbs, sentence variety, writing pictures and magic words.	Homeroom Teachers	8/8/2005	5/24/2006
Incorporate classroom journal writing to provide additional writing opportunities across the curriculum.	Homeroom Teachers	8/8/2005	5/24/2006
Provide FCAT Parent Writing Workshop.	Homeroom Teachers Reading Leader	11/1/2005	4/3/2006
Utilize writing prompts for grades 2-5 to ensure that students learn effective narrative and expository writing techniques.	Homeroom Teachers	8/8/2005	5/24/2006
Provide professional growth needs such as pre-writing skills, vocabulary development, editing and using rubrics to score student writings.	Assistant Principal Reading Leader	10/11/2005	4/30/2006
Plan, implement, and monitor a schedule for writing that indicates daily instruction and weekly practice opportunities across the curriculum utilizing the CIM.	Homeroom Teachers	8/8/2005	5/24/2006

## Research-Based Programs

Houghton-Mifflin Reading Series

Time for Kids and National Geographic

## Professional Development

Professional development training for teachers will include: techniques to improve the delivery of instruction, how to maximize the opportunities for learning, the art of teaching writing, scoring of student writing samples using the rubric, pre-writing skills, vocabulary development and editing.



## **Evaluation**

Writing pre and post tests, along with monthly writing prompts will be used to monitor the writing objective. Students will demonstrate skills by maintenance of or an increase in the percentage of students scoring 3.0 or above on the FCAT Writing Plus Test. Seventy-eight percent of students will achieve a 3.5 or above on the 2006 FCAT Writing Test as compared to 77 percent achieving this standard on the 2005 administration.

## GOAL 4: SCIENCE

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 4 STATEMENT:**

Vineland students will acquire science skills and knowledge in order to meet state high standards of level three or above in science.

### ***Needs Assessment***

The results of the Science FCAT administration of 2005 reflect a mean scale score of 303 for Vineland Elementary fifth grade students. The score reflects an increase of 21 mean scale score points over the 2004 test administration. The score also indicates that students are performing above both the district and state average mean scale scores. Scores indicate a relative weakness in the area of Earth and Space Science.

## Measurable Objective

Given instruction using the Sunshine State Standards, fifth grade students will show an acquisition of science skills and knowledge as evidenced by meeting or exceeding the District Mean Scale Score on the 2006 administration of the FCAT Science Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide professional development to science teachers to enhance science knowledge and teaching skills.	Principal Assistant Principal	11/7/2005	3/31/2006
Use FOSS for hands on scientific exploration at all grade levels.	Homeroom Teachers Science Leader	10/10/2005	5/24/2006
Use science web sites to enhance science skills and knowledge at all grade levels.	Homeroom Teachers Media Specialist	10/3/2005	4/28/2006
Reinforce grade-appropriate science content through the use of non-fiction texts.	Classroom Teachers	8/8/2005	5/24/2006
Disaggregate and analyze data from the 2005 FCAT Science test to identify strengths and weaknesses in science strands and utilize the CIM.	Homeroom Teachers Grade Level Chairpersons Science Leader	9/1/2005	10/7/2005

## Research-Based Programs

Harcourt Brace (K-3)

McGraw Hill (4-5)

FOSS Kits

## Professional Development

Professional Development training will include: focus on the eight strands of science, use of hands on activities through the FOSS kits, and experimental demonstration. Focus will be given to Earth and Space Science.

## **Evaluation**

This objective will be evaluated using the results of the 2006 FCAT Science Test. Progress will be determined by an increase of two mean scale score points from a 303 score to a score of 305. Quarterly tests developed by teachers will be used to monitor progress.

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

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

Comply with School Board Rule 6Gx13-1B-1.011 while increasing parental and community involvement.

### ***Needs Assessment***

Studies have shown that students whose parents are actively engaged in their education get better grades, have better school attendance and a greater willingness to learn. Reflecting back on the volunteer sign-in logs for 2004-2005, there is a need to increase parental involvement for the total school program.

## Measurable Objective

Given the school emphasis on parental and community involvement the school will demonstrate a 5% increase in parental and community involvement by comparing the volunteer hourly logs for 2004-2005 and 2005-2006 school years.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide a Parent Resource Center for parent use in the Media Center.	Media Specialist Principal	8/8/2005	5/24/2006
Provide classes for parents on a variety of subjects.	Principal Assistant Principal Counselor ESE Chairperson	9/5/2005	5/24/2006
Comply with rules regarding the registration of all volunteers.	Counselor Data Input clerk Principal	8/8/2005	5/24/2006
Provide opportunities for parents to participate in decision-making groups (i.e. PTA, EESAC)	Principal Assistant Principal Counselor	8/8/2005	5/24/2006
Recruit volunteers through the dissemination of information regarding opportunities for volunteers to parents and community through the weekly school newsletter "The Grapevine".	Principal Counselor	8/8/2005	5/24/2006

## Research-Based Programs

The National PTA Standards for Parent/Family Involvement Programs

## Professional Development

Provide volunteer orientation meeting , KAPOW professional development for teachers in grade two and their community partners, parenting classes on a variety of topics including FCAT, homework, and technology. Parental Involvement Best Practices for teachers will be addressed at a faculty meeting twice a year.

## **Evaluation**

This objective will be evaluated using the total number of volunteer hours accumulated by parent/guardian and community members in the 2005-2006 school year as compared with 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 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 type="checkbox"/>	<input type="checkbox"/>

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

Vineland Elementary will provide a safe and nurturing learning environment.

### ***Needs Assessment***

Results of the 2005 School Climate Survey indicated that 77% of all parents responding agree or strongly agree that Vineland uses adequate disciplinary measures in dealing with disruptive students. In the student response, 89% of students responded that they felt safe at school. The discrepancy between how students feel and how parents feel is a matter of informing parents of school policy and measures that are taken at school to ensure safety and deal with disruptive students.



## Measurable Objective

Given the need to increase parental positive perception of adequate disciplinary action there will be an increase of three percent in that category when comparing the School Climate Survey from 2005 to 2006.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Distribute and review Code of Student Conduct to all students and in their home language.	Classroom Teachers	11/1/2005	11/14/2005
Provide classroom lessons on the Code of Student Conduct.	Counselor	11/7/2005	12/15/2005
Address the Code of Student Conduct at PTA meetings.	Principal	10/26/2005	5/24/2006
Enforce the school uniform policy.	Principal	8/8/2005	5/24/2006
Encourage students to use proper behavior through Caring Kids, The Wisdom Project, Student of the Month Program, Character Education Lessons and The Grapevine articles.	Counselor Classroom Teachers Principal Assistant Principal	8/8/2005	5/24/2006

### Research-Based Programs

Not Applicable

### Professional Development

Parent informational sessions will be conducted at PTA meetings on the Code of Student Conduct. Teachers will receive training on Bullying Prevention.

### Evaluation

This objective will be measured using the 2006 School Climate Survey. Parental perception of school disciplinary procedures as being adequate will increase by three percent from 77% to 80%.

## GOAL 7: TECHNOLOGY

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

#### *Florida Education Priorities*

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 7 STATEMENT:***

Access to existing technology programs will be increased among parents and in the community.

### ***Needs Assessment***

The results of the Florida STaR Survey for 2004 indicate a need for increased awareness of technology in the community. Vineland already utilizes a school website. While the district has a wide variety of technological resources that parents can access at anytime, few parents are trained on using these data bases. The majority of the data bases are in English, which is a barrier to learning for children with parents whose home language is one other than English.

## Measurable Objective

Given the need for parents and the community to be familiar with the technology offered, Vineland will offer six technology training sessions for parents and the community in 2005-2006 and will be documented by sign-in sheets.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide parent and community workshops during after school hours in the school computer lab on school software and district web based programs.	Principal Microsystems Technician Classroom Teacher	1/9/2006	5/24/2006
Provide a parent resource center in the Media Center with computer/internet access.	Media Specialist	8/8/2005	5/24/2006
Offer three of the six workshops in Spanish.	Spanish Teachers	1/9/2006	5/24/2006
Publicize e-mail addresses of staff members through the school website.	Microsystems Technician	10/24/2005	5/24/2006
Offer a workshop for parents instructing them on e-mailing their child's teacher.	Classroom Teacher	11/7/2005	12/15/2005

### Research-Based Programs

National Educational Technology Standards

### Professional Development

Professional development will focus on parent and community education.

### Evaluation

This objective will be evaluated based on the attendance sign-in sheets at the six workshops planned.

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

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

Physical education provides students with the opportunity to attain their optimal level of fitness while participating in a continuous carefully planned program of developmentally age-appropriate physical activities. It is the unique role of quality physical education programs to develop the health-related fitness, physical competence, and cognitive understanding about physical activity of all students so that they can adopt healthy and physically active lifestyles. Through participation, students develop interest and skills that promote and encourage lifetime fitness for daily living and overall wellness.

An essential tool for developing, implementing and evaluating K-12 physical education programs, the National Standards for Physical Education clearly identify what students should know and be able to do as a result of quality, daily physical education programs. The six national content standards are as follows:

1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities
3. Participates regularly in physical activity.
4. Achieves and maintains a health-enhancing level of physical/health related fitness.
5. Exhibits responsible personal and social behavior that respects self and others in physical activity setting.
6. Values physical activity for health, enjoyment, challenge, self-expressions and/or social interaction.

### ***Needs Assessment***

Student health-related fitness is assessed through the implementation of the FITNESSGRAM. The Miami-Dade County Public Schools 2004-2005 Physical Fitness testing report form indicates that 72% of the students in grades 2-5 were award winners on the annual FITNESSGRAM. There is a need to increase this percent in an effort to encourage daily health and fitness.

## Measurable Objective

Students in grades two through five will increase their health-related fitness by increasing the percent of student award winners on the annual 2006 FITNESSGRAM from 72% to 75% as compared to the 2005 FITNESSGRAM.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items, which would enhance specificity of training.	Principal Assistant Principal	9/5/2005	5/24/2006
Provide students with a minimum of 150 minutes weekly of physical education instruction, as well as 40-45 minutes weekly of recess.	Physical Education Teachers Homeroom Teachers	9/5/2005	5/24/2006
Develop an action plan for the school to ensure input from all stakeholders.	Physical Education Teachers	10/17/2005	5/24/2006
Administer a pre-test to determine baseline measures in order to properly assess both student achievement and programmatic success in meeting the goals and objectives of physical education. The end of year FITNESSGRAM will serve as the post-test.	Physical Education Teachers	10/3/2005	5/24/2006

## Research-Based Programs

American Heart Association Data  
FITNESSGRAM  
National Standards for Physical Education

## Professional Development

The physical education teachers will participate in district inservices and an inservice from the American Tennis Organization to develop a tennis program at the school.

## **Evaluation**

The FITNESSGRAM results from the 2004-2005 school year will be compared to the results of the 2005-2006 school year and an increase of three percent will indicate that this goal has been reached.

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

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

All Vineland Elementary School students will be provided opportunities to experience a variety of cultural and enrichment programs.

### ***Needs Assessment***

Review of the 2004-2005 school program offerings revealed a need for increased cultural and enrichment opportunities for students. Most of the additional offerings provided for students were for reading and science, thus academic in nature.



## Measurable Objective

Given the need to increase cultural and enrichment opportunities there will be three new programs offered in the 2005-2006 school year as compared to 2004-2005, and it will be evidenced by new class rosters for these programs.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Introduce Strings program beginning in Grade 3 and add one grade level per year.	Music Teacher	10/31/2005	5/24/2006
Introduce Tennis program beginning in Grade 3 and add one grade level per year.	Physical Education Teachers	10/31/2005	5/24/2006
Provide information on cultural community happenings that are age-appropriate through a variety of sources such as "The Grapevine" newsletter and morning announcements.	Art and Music Teachers	10/10/2005	5/24/2006
Provide monthly cultural assemblies for all students.	Principal Assistant Principal	10/3/2005	5/24/2006
Provide field trips to view professional and semi-professional cultural organizations.	Music and Art Teachers Classroom Teachers	10/17/2005	5/24/2006
Provide K-1 art instruction by parents and community volunteers.	Principal Classroom Teachers	11/7/2005	5/24/2006

## Research-Based Programs

Conversational Solfege

## Professional Development

Special Area teachers will participate in district workshops, statewide meetings and national conferences in their subject area. Special Area teachers will also review current practices with regard to art, music and physical education as reported in national periodicals and via professional organization web sites.

## Evaluation

This goal will be evaluated by the class rosters of cultural and enrichment program offerings in the 2004-2005 school year to the offerings in 2005-2006.

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

### *Miami-Dade County Public Schools*

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

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

Vineland Elementary School will rank at or above the 58th percentile statewide in the Return On Investment (ROI) index of value and cost effectiveness of its programs.

### ***Needs Assessment***

The most recent data supplied from the FLDOE indicate that in 2002-2003, Vineland Elementary School ranked at the 56th percentile on the State of Florida ROI index.

## Measurable Objective

Vineland Elementary School will improve its ranking on the State of Florida ROI index publication from the 56th percentile in 2003 to the 58th percentile on the next publication of the index.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become more informed about the use of financial resources in relation to school programs.	Principal	8/8/2005	5/24/2006
Consider reconfiguration of existing resources or taking advantage of broader resource base, e.g. private foundations, volunteer networks.	Principal	8/8/2005	5/24/2006
Consider shared use of facilities, partnering with community agencies.	Principal	10/10/2005	5/24/2006
Collaborate with the District on resource allocation.	Principal	8/8/2005	5/24/2006

## Research-Based Programs

Not applicable.

## Professional Development

The principal will participate in District and Regional Center V inservices that focus on fiscal responsibility.

## Evaluation

On the next State of Florida ROI index publication, Vineland Elementary School will show progress towards reaching the 58th percentile.

## *EESAC Compliance*

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><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></p>

### ***Budget:***

The monies allocated by the state have been approved by EESAC for support staff, materials, and equipment that will enhance students' academic performance and augment the specific individual needs of our students.

### ***Training:***

EESAC recommends the attendance and promotion of parent/teacher workshops, which are conducted at our school site. The committee is also in consensus with the school's recommendation to continue staff development in reading, writing, mathematics, science and technology.

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

In addition to classroom materials, EESAC has the opportunity to preview textbooks, workbooks, computer software, and supplies which will ultimately be obtained to further assist students who are working at lower academic levels and to support the tutorial programs in reading, writing, mathematics, and science.

### ***Technology:***

EESAC is made aware of the technological provisions that exist within our school setting. Vineland houses an average of five computers with Internet access and a printer in each classroom. The Media Center houses sixteen computers with Internet access and six printers, a smart board, and various peripheral hardware to enhance the learning environment. The computer lab houses thirty-two computers and is used twice weekly by teachers for tutorial purposes. There are a variety of programs available in each classroom through the school site server. The school utilizes five local servers to manage a local network consisting of 6 wireless portables and over 280 clients. The Music Lab has the iMac X serve via airport wireless connections to seven iMac and five eMac computers with a multimedia PowerBook teacher workstation. The Art Lab houses three G5's and four iMac computers each with a student tablet pad. There is also an ESE Learning Lab consisting of nine workstations and two printers utilized for one-on-one targeted learning.

### ***Staffing:***

EESAC supports the hiring of paraprofessionals, hourly-certified teachers, and retired teachers to enhance student learning.

***Student Support Services:***

EESAC recommends the continuation of the process of School Support Teams (SST) and the counseling programs that are provided at our school. Along with the school site counselor, the psychologist, speech therapist, occupational therapist, physical therapist, and EH part-time counselor work together to meet the needs of all students.

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

The EESAC recommends that all matters of resource allocation be determined based on availability of funds and input from the faculty.

***Benchmarking:***

EESAC recommends the continuous monitoring of benchmarks and the adjustments to strategies as needed throughout the year.

***School Safety & Discipline:***

EESAC recommends that school safety continue to be a priority need at the school site. EESAC recommends that parents are kept informed of school policies regarding discipline and safety issues such as visitor protocol, traffic, and accident reports.

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

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

*Required Signatures:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*EESAC Student Representative, as applicable*

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

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*Region Superintendent*