
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 0161 - Avocado Elementary School

FeederPattern: South Dade Senior

Region: Regional Center VI

District: 13 - Miami-Dade

Principal: Patrick Doyle

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

Avocado Elementary School

Avocado Elementary School will provide an instructional program for its students using research-based programs and materials. Collaboration of teachers, administrators and support staff will provide instruction based on student achievement and student needs. Student performance will be constantly measured with monthly and other assessments which will provide necessary data. The data will be analyzed and utilized to plan each stage of instruction. The following have been identified as priorities for the 2006-2007 school year:

Given instruction using the Sunshine State Standards, 76% students in grades three through five will score at Level 3 or higher as documented by scores of the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, 68% of students in grades three through five will score at level 3 or higher as documented by scores of the 2007 FCAT Mathematics Test.

In addition, African-American English Language Learners will receive additional instructional assistance during the mathematics instructional block.

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 88% of the students will score at 3.5 or higher on the 2007 FCAT Writing Test.

Given instruction using the Sunshine State Standards, 50% of students in grade five will score at level 3 or higher as documented by the 2007 FCAT Science Test.

Given the need to establish a link with the home and community to support the efforts of improving the academic achievement of students, annual attendance at Title I Workshops for parental and community involvement will increase by 5% above the 2005-2006 level of participation.

Given professional development in classroom management skills and referral guidelines teachers will reduce the number of referrals in the Student Case Management System by 5%, from 208 referrals to 198 as compared to the 2005-2006 Suspension Report.

Given an emphasis on the use of educational technology, all teachers will attend a minimum of four workshops on the use of technology during the 2006-2007 school year as documented by the sign in rosters as compared to the sign in rosters from the 2005-2006 school year.

Based on the recommendation of the Florida Department of Education, students in grades four and five will improve their fitness as evidenced by 80% of students passing the 2006-2007 FITNESSGRAM.

Given a schoolwide initiative students will be encouraged to participate in the elective clubs and activities collectively will increase by 5% over the 2006-2007 school year based on student enrollment in these

programs as evidenced by sign-in rosters.

Avocado Elementary School will improve its ranking on the State of Florida ROI index publication from the 65th percentile in 2005 to the 71st percentile on the next publication of the index.

Appropriate strategies have been planned to be implemented to accomplish these objectives with the assistance of teachers, administrators, support staff, and parents. These strategies are designed to be used with all students and staff. The implementation of this plan will be monitored by the school advisory council as well as the school's administrative and leadership teams. The Organizational Performance Improvement Snapshot (OPIS), indicates the two weakest areas are: Item 1g (My organization asks me what I think) and Item 2a (As it plans for the future, my organization asks for my ideas). In order to increase the score of Item 1g, decision-making will be expanded to include the Leadership Team. In order to increase the score of Item 2a, EESAC notices will be sent to all staff, in addition to posting in public areas.

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.

Avocado Elementary School

VISION

Avocado Elementary School unites the community and the school by instilling the value of education and lifelong learning and by engaging the community resources to develop responsible, productive members of society.

MISSION

Avocado Elementary School's purpose is to educate by providing all students, staff, and community members with a variety of facilities, materials, and learning opportunities that will nurture the intellectual, physical, emotional, social, and creative development of each individual. Through school policies and partnerships with parents and community members, an environment will be created where children respect individuals from diverse cultures as they learn to become safe, healthy, productive, and responsible members of a democratic society. Staff accepts the responsibility to stimulate critical thinking and intellectual curiosity, encourage academic excellence, and provide a strong foundation for independent and lifelong learning.

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.

School Demographics

Avocado Elementary is a kindergarten through grade five school serving 1126 students in a suburban area of South Miami-Dade County. Seventy-three percent of the students are on free or reduced price meals. Student membership consists of 22 percent white non-Hispanic, 19 percent African American, 56 percent Hispanic, and 3 percent Asian/Indian/Multiracial. Our special education student population constitutes 9.3 percent and our gifted enrollment constitutes 6 percent of our enrollment. The average daily rate of student attendance is 94.1 percent.

Avocado Elementary has a Title I Schoolwide Program utilizing allocated funds to defray expenditures for differentiated programs that address the specific needs of students. In addition, the school provides services which include Students with Disabilities (SWD) with an inclusion model for students diagnosed with exceptionalities; Limited English Proficiency (LEP) Program which provides instruction in English for Students of Other Languages (ESOL), and a Self-Contained Gifted Program for the South Dade Senior High School feeder pattern. In addition, Teaching Enrichment Activities to Minorities (TEAM) and an Academic Excellence Program (AEP) are offered for students who benefit from enrichment strands of instruction. These programs focus on improving the educational achievement of all students.

Two administrators, a principal and an assistant principal, serve as the instructional leaders of the school. There are 55 certified classroom teachers, five SWD teachers, three gifted program teachers, twelve special area teachers, two elementary guidance counselors, one speech therapist, a computer/technology mentor, a media specialist, two reading coaches, and three full-time paraprofessionals employed at the school. Twenty-nine percent of all teachers hold a Master's degree, and seven percent hold a Specialist's degree. The ethnic makeup of the staff is 45 percent white non-Hispanic, 25 percent African American, and 29 percent Hispanic. The student-teacher ratio are within state requirements at 19.33 in Kindergarten through Grade 3 and 22.43 in Grades 4 and 5 as evidenced by data reported on the District and School Profile Report.

One family literacy grant is currently being implemented. Project Technology Applications for Parents and Students (Project TAPAS) target population is families needing adult education and family literacy services. The purpose of this funding is to provide Adult ESOL classes, parent education classes, Interactive Literacy Activities (ILA) and literacy instruction for students (tutoring).

The Florida Department of Education grades Avocado Elementary as "A" level school. Avocado Elementary provisionally met Adequate Yearly Progress. The 2006 FCAT Reading Test reflects 75 percent of the students in grades three through five are reading at or above grade level, and the 2006 FCAT Mathematics Test reflects 67 percent of the students are at or above grade level, and the 2006 FCAT Writing Test reflects 87 percent of the students are meeting state standards in writing.

School Foundation

Leadership:

According to the percentage of staff who responded to the online survey, LEADERSHIP received a ranking of 4.3, which is slightly above the “FREQUENTLY” mark. The staff agreed the most with question 1a (I know my organization’s mission) which received a ranking of 4.7, whereas the staff least agreed with item 1g (My organization asks me what I think)with a ranking of 4.0. The school will improve this area of weakness by sending EESAC notices to all staff, in addition to posting in public areas.

District Strategic Planning Alignment:

According to the percentage of staff who responded to the online survey, DISTRICT STRATEGIC PLANNING ALIGNMENT received a ranking of 4.1, which is slightly above the “FREQUENTLY” mark. The staff agreed the most with question 2c (I know how to tell if we are making progress on my work group’s part of the plan)with a ranking of 4.3, whereas the staff least agreed with item 2a (As it plans for the future, my organization asks for my ideas) with a ranking of 4.0. The school will improve this area of weakness by sending EESAC notices to all staff, in addition to posting in public areas.

Stakeholder Engagement:

According to the percentage of staff who responded to the online survey, CUSTOMER AND MARKET FOCUS received a ranking of 4.5, which is at the half-way point between “FREQUENTLY” and “ALWAYS” mark. The staff agreed the most with question 3a (I know who my most important customers are)with a ranking of 4.7, whereas the staff agreed the least with item 3e (I am allowed to make decisions to solve problems for my customers)with a ranking of 4.4. The school will improve this area of weakness by providing teachers with additional time and resources to address customer problems.

Faculty & Staff:

According to the percentage of staff who responded to the online survey, HUMAN RESOURCES FOCUS received a ranking of 4.3, which is slightly above the “FREQUENTLY” mark. The staff agreed the most with question 5b (The people I work with cooperated and work as a team) with a ranking of 4.5, whereas the staff agreed the least with item 5d (I am recognized for my work) with a ranking of 4.1. The school will improve this area of weakness by implementing an employee-of-the-month recognition program.

Data/Information/Knowledge Management:

According to the percentage of staff who responded to the online survey, MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT received a ranking of 4.5, which is at the half-way point between “FREQUENTLY” and “ALWAYS” mark. The staff agreed the most with question 4a (I know how to measure the quality of my work) with a ranking of 4.7, whereas the staff agreed the least with item 4f (I get the information I need to know about how my organization is doing) with a ranking of 4.3. The school will improve this area of weakness by sharing information provided by the District at faculty meetings.

Education Design:

According to the percentage of staff who responded to the online survey, PROCESS MANAGEMENT received a ranking of 4.2, which is slightly above the “FREQUENTLY” mark. The staff agreed the most with question 6b (I collect information (data) about the quality of my work)with a ranking of 4.4, whereas the staff agreed the least with item 6a (I can get all the resources I need to do my job) with a ranking of 4.0. The school will improve this area of weakness by conducting grade-level surveys of needed resources.

Performance Results:

According to the percentage of staff who responded to the online survey, BUSINESS RESULTS received a ranking of 4.4 which is above the “FREQUENTLY” mark. The staff agreed the most with question 7a (My customers are satisfied with my work)with a ranking of 4.6, whereas the staff agreed the least with item 7e (My organization removes things that get in the way of progress)with a ranking of 4.0. The school will improve this area of weakness by conducting a schoolwide survey of factors impeding progress.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

All students will be able to read at or above grade level.

Needs Assessment

Scores of the 2006 FCAT Reading Test indicate that 68% of the students scored a level 3 or above. The scores reflected a 5% increase in students achieving learning gains and a 5% increase in students achieving high standards. Analyzing the data across grade levels shows evidence that third and fifth grades will need to increase Words/Phrases benchmark. The Reference/Research benchmark is indicated as the area of greatest need in fourth grade.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL 1	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, 76% students in grades three through five will score at Level 3 or higher as documented by scores of the 2007 FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Conduct on-going Instructional Improvement Team (ITT) meetings with administrative and leadership teams to ensure and direct effective application of strategies.	Leadership Team	8/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Provide an uninterrupted daily 120-minute block of reading instruction for students in kindergarten through fifth grade.	Teachers Assistant Principal Principal	8/14/2006	05/30/2007	District Strategic Plan	\$0.00
Provide additional instructional time for students who scored level 1 & 2 in grades three through five through the use of after-school weekly tutoring.	Teachers Assistant Principal	8/14/2006	04/01/2007	District Strategic Plan	\$17000.00
Implement and master the Continuous Improvement Model (CIM) utilizing the eight-step process during grade level meetings.	Teachers Assistant Principal Principal	8/17/2006	05/30/2007	District Strategic Plan	\$0.00
Implement the Comprehensive Reading Research-Based Plan (CRRP) with intensive focus on guided reading strategies encompassing the Big Five in Kindergarten through grade five.	Teachers Assistant Principal Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Disaggregate and analyze data from the 2006 FCAT Reading test of students in grades four and five to identify strengths and weaknesses in student performance, and develop an instructional focus calendar for reading.	Principal Assistant Principal Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

The following research-based programs are used at Avocado Elementary: Houghton Mifflin Reading, Soar to Success, Read 180, Quickreads, and Voyager Passport for maintaining levels 3-5 achievement (Enrichment).

Professional Development

Professional development for all teachers will include training on Houghton Mifflin Reading Series and District-Provided Mass Critical Reading Workshops (Project OWL, BEAR and DRAW).

Inservices will include training on the resources required for the implementation of the School Improvement Plan. Other inservices will be scheduled based on teacher surveys, data driven analysis and/or District/Region Center initiatives. Delivery of the inservices will include demonstration lessons and mentoring of teachers by the reading coach and curriculum support personnel.

Evaluation

As part of the Continuous Improvement Model (C.I.M), school-developed monthly tests and District assessments will be given to monitor student progress in order to redirect instructional activities. The Leadership Team will conduct regular bi-weekly meetings to share compiled data from the Progress Monitoring Reporting Network (PMRN) and Edusoft with grade level teachers. Areas of weakness and implementation of alternate strategies will be discussed. Additional assessment instruments include Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and Diagnostic Assessment of Reading (DAR).

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

All students will demonstrate increased performance in mathematics.

Needs Assessment

Scores of the 2006 FCAT Mathematics Test indicate students in scored 65% of grade 3-5 students tested made learning gains and 67% scored a level 3 or above in mathematics. The Geometry, Algebraic Thinking, and Data Analysis content clusters are indicated as the areas of greatest need in third grade. In fourth grade Algebraic Thinking is shown to be the area of greatest need, and Number Sense, Measurement and Algebraic Thinking has been identified as the areas of weaknesses in grade five.

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 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"/>

Measurable Objective

Given instruction using the Sunshine State Standards, 68% of students in grades three through five will score at level 3 or higher as documented by scores of the 2007 FCAT Mathematics Test.

In addition, African-American English Language Learners will receive additional instructional assistance during the mathematics instructional block.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the Continuous Improvement Model in order to plan objectives, analyze data, redirect instruction, and make necessary modifications to instruction in grades kindergarten through five.	Teachers Assistant Principal Principal	8/14/2006	6/01/2007	District Strategic Plan	\$0.00
Utilize the District's Mathematics Pacing Guide for kindergarten through grade five.	Teachers Assistant Principal Principal	8/14/2006	6/01/2007	District Strategic Plan	\$0.00
Provide a 60-minute uninterrupted mathematics block for grades kindergarten through five.	Teachers Assistant Principal Principal	8/14/2006	6/01/2007	District Strategic Plan	\$0.00
Conduct on-going Instructional Improvement Team (ITT) meetings with administrative and leadership teams to ensure and direct effective application of strategies.	Leadership Team	8/14/2006	6/01/2007	District Strategic Plan	\$0.00
Maintain Levels 3 -5 by providing students students with performance-based activities incorporating the use of manipulative materials, problem solving, critical thinking, and metacognition in Kindergarten through grade five.	Teachers Assistant Principal Principal	8/14/2006	6/01/2007	District Strategic Plan	\$0.00
Increase instructional time for Levels 1 and 2 students in grades three through five by providing after-school tutorial instruction.	Teachers Assistant Principal Principal	8/14/2006	6/01/2007	District Strategic Plan	\$17000.00

Research-Based Programs

The research-based programs used at Avocado Elementary are Scott Foresman Mathematics, Riverdeep and F.C.A.T. Math Dailies by Florida Educational Tools, Inc.

Professional Development

Professional development for all teachers will include a District Workshops in Navigating through Algebra and Riverdeep. Inservices will include training on the resources required for the implementation of the School Improvement Plan such as: Innovative Teaching Strategies and the use of manipulative materials. Other inservices will be scheduled based on teacher surveys, data driven analysis and/or District/Region Center initiatives. Delivery of the inservices will include demonstration lessons and appropriate use of District's Mathematics Pacing Guide and mentoring of teachers by trained personnel.

Evaluation

School-developed monthly tests and district assessments will be given to monitor student progress in order to redirect instruction activities and will occur on an on-going basis. The Leadership Team will conduct regular meetings to share compiled data from Edusoft with grade level teachers. Areas of weakness and implementation of alternate strategies will be discussed.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

All students will be able to communicate effectively through writing.

Needs Assessment

The results attained from the 2006 FCAT Writing Test indicate that 87% of the students scored 3.5 or above in writing. The scores reflect a 10% increase in students meeting state standards. The data revealed an increase in the narrative writing mean score of 0.1 point and an increase of 0.3 points in the expository writing mean. In addition, analyzing the FCAT Writing Plus data the overall mean score was 304. The needs assessment reveals that students require continued development in the writing conventions and benchmarks. It is determined that improvement is needed in narrative writing. Intensive professional development is required for all fourth grade teachers in order to further develop their writing instruction and rubric scoring proficiency. On-going monthly assessments and data analysis will continue to direct instruction.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 88% of the students will score at 3.5 or higher on the 2007 FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Group fourth grade students by ability level for writing instruction.	Teachers Reading Coaches Assistant Principal Principal	8/14/2006	05/30/2007	District Strategic Plan	\$0.00
Utilize writing prompts for grades two through five to ensure that students learn effective narrative and expository planning and writing techniques.	Teachers Reading Coaches Assistant Principal Principal	8/14/2006	05/30/2007	District Strategic Plan	\$0.00
Plan, implement, and monitor a schedule for writing using the Continuous Improvement Model that includes daily instruction and weekly practice opportunities across the curriculum in Kindergarten through grade five.	Teachers Reading Coaches Assistant Principal Principal	8/14/2006	05/30/2007	District Strategic Plan	\$0.00
Incorporate classroom journal writing to provide additional writing opportunities in Kindergarten through grade five.	Teachers Reading Coaches Assistant Principal Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
An approved vendor will conduct professional development for grades 3-5 teachers in the writing process	Teachers Reading Coaches Assistant Principal Principal	8/14/2006	05/30/2007	District Strategic Plan	\$800.00
To maintain writing scores of 3.5 or higher, instruction will focus on strategies such as magnified moments, vivid verbs, sentence variety, and magic words in grades 3-5.	Teachers Reading Coaches Assistant Principal Principal	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Identify students not meeting state writing requirements, as determined upon analysis of writing scores data, and offer tutorial services to assist in enhancing narrative writing skills in grade four.	Teachers Reading Coaches Assistant Principal Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

The research-based program used at Avocado Elementary is the writing component of the Houghton Mifflin Reading series.

Professional Development

Professional development training for teachers will focus on utilizing the Continuous Improvement Model (C.I.M). Techniques to improve the delivery of instruction, scoring of student writing samples using the rubric, pre-writing skills, effective use of writing organizers, vocabulary development, and editing. Delivery of inservices will include demonstration lessons and mentoring of teachers by the Reading Coach and an outside vendor.

Evaluation

Writing pre/post-tests and monthly assessments will be used to monitor the writing objective. Students will demonstrate increased writing skills, as evidenced by 88% of the students reaching the state required mastery level of 3.5 or above, as documented on the 2007 FCAT Writing Test.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 4 STATEMENT:

All students will be able to apply the scientific method.

Needs Assessment

The results of the Grade 5 2006 Science test administration reflect that 25% of students tested scored a level 3 or above. The score also indicates that we are performing below the District's mean scale score of 288. The 2006 percentage scores per cluster were: Physical/Chemical 50%, Earth/Space 43%, Life/Environmental 46% and Scientific Thinking 50%. The data reflects that there was a decrease in the Physical/Chemical, Earth/Space and Life/Environmental clusters. The Scientific Thinking cluster score remained the same.

Data analysis obtained from the monthly assessments will continue to drive instruction. Additionally, professional development in the weakest cluster areas will be addressed.

Measurable Objective

Given instruction using the Sunshine State Standards, 50% of students in grade five will score at level 3 or higher as documented by the 2007 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Disaggregate and analyze data from the 2005 FCAT Science Test to identify strengths and weaknesses and develop an instructional focus calendar for fifth grade students.	Leadership Team	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement and master the Continuous Improvement Model (CIM) utilizing the eight-step process during grade level meetings.	Teachers Grade Chairs Reading Coaches Technology Mentor Assistant Principal Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Encourage the participation in a school-wide Mathematics/Science Family Night that will showcase student achievement and science fair projects to provide strategies for parents to support the use of scientific inquiry at home in real life situations.	Teachers Technology Mentor Community Involvement Specialist Assistant Principal Principal	8/14/2006	05/30/2007	District Strategic Plan	\$0.00
Assign a school-wide Mathematics/Science facilitator to enhance delivery of the District's Science Pacing Guide, provide professional development and serve as resource personnel.	Principal Assistant Principal Technology Mentor	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Incorporate effective teaching strategies in Kindergarten through grade five using the Continuous Improvement Model to develop students' understanding of scientific concepts through classroom activities and project-based learning such as: cooperative groups, hands-on activities, and using problem-solving/critical thinking strategies.	Teachers Assistant Principal Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Assign a scheduled time for use of the school-based science lab for students in grades four and five. Emphasis will be focused on the Physical/Chemical, Earth/Space, and Life/Environmental benchmarks.	Principal Assistant Principal Technology Mentor	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Provide for grade level planning for grades 4 and 5 to ensure that instruction on Physical/Chemical, Earth/Space and Life/Environmental benchmarks are delivered.	Teachers Principal Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Promote the use of computer-assisted research and investigation to provide enrichment scientific learning activities in Kindergarten through grade five.	Technology Mentor Assistant Principal Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

The research-based program used at Avocado Elementary are McGraw Hill Science series and Measuring Up Science.

Professional Development

The teachers will be given the opportunity to participate in professional development training that will encompass the Continuous Improvement Model (C.I.M) such strategies will include: use of hands-on activities, focus on the four science clusters, the scientific thinking, and managing and guiding cooperative groups. Delivery of inservices will include demonstration lessons, effective use of Science Lab and mentoring of teachers by the school's Mathematics/Science facilitator.

Evaluation

School-developed monthly tests and district assessments will be used to analyze progress in grade 5 and also redirect instruction for reinforcement, and/or enrichment. Achievement of the objective will be considered when students demonstrate improvement in science concepts and knowledge as evidenced by 50% of students tested who score levels 3 and above in the 2007 administration of the FCAT Science Test.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

GOAL 5 STATEMENT:

The school will provide increased opportunities for parents and community members to be involved in the students' education.

Needs Assessment

The data reflected on the 2005-2006 Title I Parent Outreach Report indicated 3,119 parents attended school-related activities. The logs of the Community-Based Partnerships indicated no active organizations participating as Dade Partners. The level of involvement of community-based organizations will need to be highly focused and well planned to maximize the efforts to generate increased participation and support.

Measurable Objective

Given the need to establish a link with the home and community to support the efforts of improving the academic achievement of students, annual attendance at Title I Workshops for parental and community involvement will increase by 5% above the 2005-2006 level of participation.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide monthly Title I informational workshops to empower parents with the knowledge base to improve their parenting skills, their understanding of child-related health issues, direction for their own personal educational growth, and the use of technology.	Community Involvement Specialist Teachers Assistant Principal Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide and maintain a parent resource center with instructional materials for check-out and use at home by the school's Community Involvement Specialist.	Community Involvement Specialist Assistant Principal Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Maintain an on-going line of communication (in student's home language) between the home and the school through the use of student progress reports, report cards, letters, flyers, school newsletters/calendars, parent/teacher conferences, and home visits.	Teachers Community Involvement Specialist Assistant Principal Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize the Parent Compact (Title I Parent Contract) to encourage their active involvement and support in both school and home based learning.	Teachers Community Involvement Specialist Assistant Principal Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Include parent's active participation in decision-making groups such as Parent Teacher Association (PTA) and the Educational Excellence School Advisory Council (EESAC).	Community Involvement Specialist PTA EESAC Chair Assistant Principal Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Facilitate special 'Family Night' activities such as Open House, Title I Parent Orientation, Mathematics/Science Fun Night, and FCAT Literacy Night to encourage additional opportunities for parental involvement.	Teachers Community Involvement Specialist Assistant Principal Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Inform parents of the District offered Parent Academy.	Community Involvement Specialist Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

	Principal				
Provide parent instructional workshops to increase family literacy through the daily use of ELLIS software.	ESOL Teacher Community Involvement Specialist Assistant Principal Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

The research-based programs used at Avocado Elementary are English Language Learning and Instruction Software and The National PTA.

Professional Development

Parents will be offered and encouraged to participate in the following activities: District-offered Parent Academy, Project TAPAS, and Region Center/School-Based Parent Involvement Workshops that address the needs of parents in helping their child achieve academically and in helping them enhance their own personal growth. The Title I Community Involvement Specialist will attend orientation meetings and trainings throughout the year to raise their level of expertise in the area of parental communication and resources.

Evaluation

Parental and community involvement will show a five percent increase above the 2005-2006 level of participation, as reflected in activity/workshop sign-in sheets, logs of attendance, and the Title I Parent Outreach Report.

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 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 type="checkbox"/>

GOAL 6 STATEMENT:

The school will provide a safe and disciplined learning environment for all students and staff.

Needs Assessment

The data from the Student Case Management System indicates that there were 144 referrals for general disruptive conduct, 33 for fighting, 31 for defiance of school personnel authority for a total of 208 referrals made by teachers in 2005-2006. The information indicates the amount of referrals made to the Student Case Management System was reduced by 106. In addition, the data reflects that there was a decrease of 66% of Student Case Management referrals from the previous year. A decrease in negative behaviors along with a proactive approach to discipline will continue to foster a safe and orderly environment.

Measurable Objective

Given professional development in classroom management skills and referral guidelines teachers will reduce the number of referrals in the Student Case Management System by 5%, from 208 referrals to 198 as compared to the 2005-2006 Suspension Report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
School administration will provide professional development for teachers on classroom management skills.	Counselors Assistant Principal Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Grade level chairpersons will serve as mentors of new teachers in order to improve their classroom management abilities.	Teachers Counselors Assistant Principal Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
During monthly staff meetings behavior intervention strategies will be given to assist teachers with classroom management.	Counselors Assistant Principal Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Participate in the school-based Be A Mentor (BAM) program to help guide selected students and mentor them on a one-on-one basis.	Teachers Counselors Assistant Principal Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Teachers will follow referral guidelines to ensure that at least two attempts are made for parent contact before a referral is completed.	Teachers Counselors Assistant Principal Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement a school-wide character education and conflict resolution calendar with strategies which all teachers will use throughout the year.	Teachers Media Specialist Counselors Assistant Principal Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

The research-based program used at Avocado Elementary is Drug Abuse Resistance Education (D.A.R.E).

Professional Development

Professional Development will be provided by school administrators to all teachers in the implementation of referral guidelines and classroom management skills. Counselors will provide training on Conflict Resolution, Character Education, Be-A-Mentor (B.A.M) and counseling at-risk students.

Evaluation

The Student Case Management Report will be analyzed monthly. The objective will be achieved when the number of teacher referrals to the Student Case Management System is reduced by 5%.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 7 STATEMENT:

The school will promote equitable and universal access to technology.

Needs Assessment

Students will be using technology for at least one of their literacy based centers, therefore, both teachers and students will need further training in the use of technology.

Measurable Objective

Given an emphasis on the use of educational technology, all teachers will attend a minimum of four workshops on the use of technology during the 2006-2007 school year as documented by the sign in rosters as compared to the sign in rosters from the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide training for teachers in the use of SmartBoards and additional software.	Teachers Technology Mentor Assistant Principal Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Use technology as a means to retrieve, evaluate, and use information related to student progress.	Teachers Technology Mentor Assistant Principal Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide intense developmental workshops for teachers in Kindergarten through grade five to learn Best Practices and increase the use of technology.	Teachers Technology Mentor	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide for the purchase of additional computers and SmartBoards for classrooms.	Principal PTA	8/14/2006	5/30/2007	District Strategic Plan	\$10000.00

Research-Based Programs

Scholastic Read 180
 Pearson Quick Reads
 ELLIS Kids
 Achiever
 Riverdeep

Professional Development

All teachers will participate in technology workshops focusing on Scholastic Read 180, Pearson Quick Reads, ELLIS Kids, Achiever and Riverdeep programs during faculty meetings and/or professional development Wednesdays scheduled at least once a month.

Evaluation

Teacher evaluation on School Developed Technology Survey, and sign in sheets for professional development.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 8 STATEMENT:

The school will promote the overall health and fitness of students.

Needs Assessment

Based on the results of the 2005-2006 FITNESSGRAM, 85% of all students tested were award winners. 125 students received gold awards, 77 received silver for a total of 202 awards. These results indicate a need for students to become more physically active and health conscious.

Measurable Objective

Based on the recommendation of the Florida Department of Education, students in grades four and five will improve their fitness as evidenced by 80% of students passing the 2006-2007 FITNESSGRAM.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Direct and oversee students' participation in activities in order to prepare for the FITNESSGRAM.	Physical education Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Educate parents on health & nutrition, and physical fitness through Title I Parent workshops.	Physical education teachers Community Involvement Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Notify parents in writing when students are not meeting physical education requirements.	Physical education teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide activities that promote the attainment of knowledge in hygiene and cleanliness to raise health consciousness.	Physical education teachers Teachers Counselors	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide activities that promote the attainment of knowledge in food and nutrition to raise health awareness.	Physical education teachers Teachers Food Service Staff	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

N/A

Professional Development

New physical education teachers will be trained in the use of the FITNESSGRAM program by existing experienced physical education teachers.

Evaluation

Mastery of the objective will be met as evidenced by an increase of three percent of the students passing the 2005-2006 FITNESSGRAM.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 9 STATEMENT:

All students will be given the opportunity to pursue areas of interest and special talents.

Needs Assessment

The data from the enrollment logs of the various 2005-2006 students clubs and activities indicate that 89 students participated. Focus needs to be directed towards increasing percentage of students enrolled in the elective clubs and activities.

Measurable Objective

Given a schoolwide initiative students will be encouraged to participate in the elective clubs and activities collectively will increase by 5% over the 2006-2007 school year based on student enrollment in these programs as evidenced by sign-in rosters.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Advertise open enrollment for a variety of student clubs and elective activities via morning announcements.	Club/Activity Sponsors Media Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Display posters around the school to advertise student clubs and activities.	Club/Activity Sponsors	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Send flyers home with students in English, Spanish, and Creole inviting students to participate in clubs and activities.	Club/Activity sponsors	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Identify activity/club sponsors and provide salary supplements as needed.	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$3000.00

Research-Based Programs

N/A

Professional Development

The teachers/sponsors will research and stay abreast of current student club trends through the use of professional journals and the Internet.

Evaluation

Participation of students in the elective clubs and activities will increase by five percent over the 2006-2007 school year based on student enrollment in these programs.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 10 STATEMENT:

Avocado Elementary School will improve its statewide ranking on 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 2004, Avocado Elementary School ranked at the 65th percentile on the State of Florida ROI index.

Measurable Objective

Avocado Elementary School will improve its ranking on the State of Florida ROI index publication from the 65th percentile in 2005 to the 71st percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Compare school budget and expenditures to student performance gains on interim assessments.	Leadership Team	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Become more informed about the use of financial resources in relation to school programs.	Principal Assistant Principal Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Consider shared use of facilities, partnering with community agencies.	Principal Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Collaborate with the district on resource allocation.	Principal Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

N/A

Professional Development

N/A

Evaluation

On the next State of Florida ROI index publication, Avocado Elementary School will show progress toward reaching the 71st 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 recommended allocating funds to provide materials and classroom assistants to support the instructional program.

Training:

The EESAC recommended specific staff development for reading, mathematics, writing, and science.

Instructional Materials:

The EESAC recommended the purchase of materials to support the instructional program.

Technology:

The EESAC recommended the purchase of additional software licenses and to upgrade necessary hardware.

Staffing:

The EESAC recommended to provide classroom assistants and supported the reduction of the student-teacher ratio.

Student Support Services:

The EESAC recommended a variety of programs and agencies to complement student support services.

Other Matters of Resource Allocation:

The EESAC recommended the allocation of school funds on an equitable basis to all school programs and grade levels to the degree of support for the overall school improvement plan.

Benchmarking:

The EESAC recommended school-developed monthly assessments to monitor student achievement and progress in reading, mathematics, writing, and science.

School Safety & Discipline:

The EESAC recommended a program to support rewarding positive student behavior both inside and outside the classroom.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$17,000.00
Goal 2: Mathematics	\$17,000.00
Goal 3: Writing	\$800.00
Goal 4: Science	\$0.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$10,000.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$3,000.00
Goal 10: Return On Investment	\$0.00
Total:	\$47,800.00

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