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# *SCHOOL IMPROVEMENT PLAN*

## *2006-2007*

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*School Name:* 0321 - Biscayne Elementary School

*FeederPattern:* Miami Beach Senior

*Region:* Regional Center II

*District:* 13 - Miami-Dade

*Principal:* Luis Bello

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



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

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### *Biscayne Elementary School*

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Biscayne Elementary Community School was established in 1941. Over the years, it has evolved into a nurturing and dynamic educational environment that services the needs of the entire community. Our community is a caring and concerned community, but with 92.5% percent of families qualifying for free or reduced lunch, it is also a socio-economically needy community that faces many challenges in preparing students for the commencement of their academic career. The student body is comprised of 84% Hispanic students, 10% White students, 5% Black students and 1% other. Biscayne Elementary Community School proudly offers a rigorous academic program to Pre-k through sixth grade students. The school offers various programs including the Extended Foreign Language Program, Gifted Program for students in first through sixth grade, and a Strings Program. Through the community school, we offer a variety of enrichment classes for students including ballet, computer training and self-defense classes as well as educational courses for adults. The School Improvement Plan for our school aims at improving student achievement and the overall well being of our students in various areas including reading, writing, mathematics, science, technology, parental involvement, discipline and safety, health and physical fitness, extracurricular activities and our use of funds to maximize returns. Our School Improvement Plan through the objectives listed below, reflects our efforts to fulfill our school's mission of "achieving academic excellence in a safe and healthy environment".

Given instruction using the Sunshine State Standards, 67% of all students in Grades 3-6 will score Level 3 or higher as documented by scores on the 2007 administration of the FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, 51% of Students with Disabilities in Grades 3-6 will score Level 3 or higher as documented by scores on the 2007 administration of the FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, 66% of all students in Grades 3-6 will score Level 3 or higher, as documented by scores on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, 56% of Students with Disabilities (SWD) in Grades 3-6, will score at Level 3 or higher on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, 56% of Limited English Proficiency (LEP) students in Grades 3-6, will score at Level 3 or higher on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, 86% of all students in Grade 4 will score a 3.5 or above on the 2007 FCAT Writing Assessment.

Given instruction using the Sunshine State Standards, 51% of all students in Grade 5 will score a Level 3 or higher as documented by scores on the 2007 administration of the FCAT Science Assessment.

Given the need to establish a link between school, home and community, parental involvement will increase from 368 to 380, a three percent increase, at school-sponsored events related to student

achievement during the 2006-2007 school year as evidenced by the Title 1 Annual Report.

Given the Code of Student Conduct, the number of outdoor suspensions issued will be reduced by 10 percent, or from 38 to 34, during the 2006-2007 school year, as measured by the Referral Action and Suspension Report.

Students will increase the use of the Accelerated Reader as measured by an increase from 3,606 points earned during the 2005-2006 school year to 3,715 points earned during the 2006-2007 school year.

Given instruction using the Sunshine State Standards, students in Grades 4-6 will show an increase in passing fitness scores by three percent, from 180 students to 185 students as evidenced by student performance on the 2007 administration of the FITNESSGRAM Test.

Given the opportunity to participate in extracurricular activities, 25 students; or two percent of Biscayne Elementary Community School's population will participate in the After School Chess Program.

Biscayne Elementary Community School will improve its ranking on the State of Florida ROI Index publication from the 42nd percentile in 2004 to the 50th percentile on the next publication of the Index.

Based on careful analysis of the Fall 2006 Organizational Performance Improvement Snapshot Assessment completed by our school faculty and staff, two areas have been selected to improve during the forthcoming year. The areas our faculty and staff rated least favorably on the above-mentioned survey were: District Strategic Planning Alignment and Data/Information/Knowledge Management. In order to address these concerns, our school will create a survey given during the last quarter of the school year that will solicit the opinions and suggestions of faculty and staff, as the leadership team plans for the upcoming year. Furthermore, the administrative team will disseminate, discuss and address concerns regarding budgetary information with faculty and staff at faculty meetings on a quarterly basis. These efforts will keep faculty and staff involved in both the budgetary and operational aspects of the school.

# 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.

## **Biscayne Elementary School**

### VISION

Our vision at Biscayne Elementary Community School is to provide every student the encouragement and opportunity to achieve his/her full potential through educational, social and cultural experiences encompassing the school, the family, and the entire community.

### MISSION

The mission at Biscayne Elementary Community School is to achieve academic excellence in a safe and healthy environment.

### CORE VALUES

#### Excellence

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

#### Integrity

We build positive relationships through 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.

## *School Demographics*

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Biscayne Elementary Community School was established in 1941. Over the last 65 years, the school has evolved into a nurturing and dynamic educational environment serving Pre-K - 6th grade students in the northern Miami Beach community. Our total population is approximately 930 students: 10% White Non-Hispanic, 5% Black Non-Hispanic, 84% Hispanic and 1% Asian/Indian/Multiracial. Approximately 92.5% of students qualify for free or reduced lunch. Of the 74 teachers in the school, 15% are African-American, 32% are White, and 53% are Hispanic. Further analysis also shows that 39% of our teachers have a Masters Degree, 10% have a Specialists Degree, 4% have a Doctoral Degree, and 8% have achieved National Board Certification. Most of the families are newly arrived immigrants from Central and South America with a limited understanding of the English language. The school has been experiencing a decline in population partially due to the conversion of many of the surrounding rental apartments into condominiums.

Biscayne Elementary is a Title I funded school. The supplemental funds are used to reduce class size, purchase technology, and hire part-time tutors. We proudly offer special programs aimed at meeting the academic needs of all students. Some of these programs include: the Exceptional Student Education Program delivered through a full inclusion model for students with learning disabilities, a growing program for children with Autism, a Title I prekindergarten class and a prekindergarten class designed to provide inclusion for children in the Exceptional Education Program. The Limited English Proficiency Program provides instruction in English for students of other languages in an inclusion setting.

Biscayne Elementary School is also a community school. Extracurricular classes are given in such subjects as ballet, chess, and violin. In addition the community school gives adult classes in English acquisition.

Since most of the parents have limited English proficiency, they are unable to assist their children with homework or enrich their vocabularies. This challenge means that the school must assist with added tutoring in the mornings and afternoons. Computer-assisted instruction is utilized to bridge the gap. A Waterford lab, various Reading Plus Labs, and our Media Center with eighteen computers are utilized to assist the students. There is a Parent Literacy Program offered by the Community School.

Another challenge faced by our school is the limited ability in expressive writing our students demonstrate. Intensive exposure to writing activities must begin prior to the fourth grade. The school needs to enable more students to hone writing skills by allowing them to write, edit, exchange, and revise their written work via computers which are easily accessible in the classroom and under the direct instruction of the classroom teachers. Furthermore, the need to expose students to science earlier in their academic careers is evident. Poor student performance in science can be attributed to lack of in-depth exposure from the beginning of students' academic careers.

# *School Foundation*

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## ***Leadership:***

Leadership was an area of strength in the OPIS. Employees felt that the leadership uses the organization's values to guide and that employees are well aware of the school's mission. Furthermore, employees felt that their supervisors create an atmosphere that enables them to do their respective jobs. The OPIS did suggest that more feedback from employees about their opinions should be sought by the administration.

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

Employees felt that they are able to discern the progress that they are making towards achievement of the School's achievement plan. However, employees marginally felt that they knew how the organization's plans would affect their jobs and they felt that as the organization plans for the future, their input should be solicited more often.

## ***Stakeholder Engagement:***

The OPIS indicated that employees felt that they are very much in contact with customers, and that they frequently ask what customers desire. Likewise, customers frequently express their needs and wants to employees.

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

The OPIS indicated that the faculty and staff work well as a team and that they feel the environment surrounding them is safe and cooperative. Grade levels work cooperatively to support one another and to develop interesting and comprehensive instructional lesson plans. Furthermore, faculty and staff feel like they are recognized for their performance and that their supervisor and the organization cares about their well-being.

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

Although employees felt that they frequently are able to self-assess and control work processes, this area was amongst the weakest areas of the survey. Employees demonstrated that more reflective practices about the work they do are needed so that more informed adjustment to work processes may be made.

## ***Education Design:***

Our organization offers a variety of opportunities for academic advancement of students.

During the school day attention is closely paid to assisting teachers in providing a rigorous academic program for our students. Furthermore, before and after school tutoring are offered to students who require additional instruction to master specific skills. Additionally, students who have demonstrated proficiency and talent academically are recruited and placed in advanced academic programs including team classes and classes for students who are considered gifted. Through leadership team and grade level meetings, continuous improvement is sought through careful analysis of data and the constant evolution of practices to better meet the needs of our customers.

## ***Performance Results:***

This process has impacted various areas including improving specific practices in planning for the future as an

organization. Also, it has highlighted our need to focus academically on all students, but specifically students with disabilities and in improving our approach to providing a comprehensive writing program at our school. Furthermore it has demonstrated our need to emphasize an anti-violence program at our school to reduce the number of incidents, that result in physical altercations between students.

## GOAL 1: READING

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

*Florida Education Priorities*

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 1 STATEMENT:**

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

**Needs Assessment**

The results of the 2006 FCAT Reading Assessment indicate that 66 percent of all students in Grades 3-6 met high standards in reading, while only 45 percent of Students with Disabilities met high standards in reading. In addition, a comparison of scores across the grade levels indicate a drop of 11 percent between third and fourth grade reading scores and a drop of 5 percent between fifth and sixth grade reading scores, underlining the need for a refocus on reading comprehension in the fourth and sixth grades. A disaggregation of the 2006 data indicates the need for focusing on the Main Idea and Compare and Contrast clusters in Grades 3-5.

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



## Measurable Objective

Given instruction using the Sunshine State Standards, 67% of all students in Grades 3-6 will score Level 3 or higher as documented by scores on the 2007 administration of the FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, 51% of Students with Disabilities in Grades 3-6 will score Level 3 or higher as documented by scores on the 2007 administration of the FCAT Reading Assessment.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide grade level instruction using the inclusion model.	SWD Teachers	8/14/2006	5/30/2007	Inclusion	\$0.00
Provide small group instruction, one-on-one remediation and support by teachers of exceptional students.	SWD Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide parent workshops to keep parents informed about reading requirements, state assessments, and encourage collaboration between school and home.	Reading Coach/Counselors	9/13/2006	5/30/2007	Community Partnerships	\$0.00
Implement Continuous Improvement Model using 8 steps incorporated into grade level planning.	Instructional Staff	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Isolate identified benchmarks for remediation.	Reading Coach/Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement the CRRP with an emphasis on guided reading.	Reading Coach/Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Content area material used for benchmark instruction.	Reading Leader/Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Tutor select students after school (lowest 25%).	Reading Coach/Teachers	9/26/2006	5/11/2007	District-wide literacy plan	\$20000.00
Remediate small groups including intensive and intensive+ in sixth grade and utilize designated intervention materials (Voyager, Success for All, and Reading Plus) and a retired teacher as a tutor.	Reading Coach/Teachers/Tutor	8/14/2006	5/30/2007	Continuous Improvement Model	\$16000.00
Utilize computer-assisted resources such as Waterford and Reading Plus.	SWD Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$30000.00
Disaggregate data from bi-weekly benchmark assessments and interim assessments to identify areas of weakness and develop	Reading Coach/Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$1500.00

instructional plans.					
Provide after school tutoring for 6th grade students identified as Intensive, Intensive+, with monitoring using DIBELS Assessment.	6th Grade Language Arts Teacher	9/25/2006	5/11/2007	District Strategic Plan	\$7500.00

## Research-Based Programs

Houghton Mifflin  
 Voyager  
 Success for All  
 Soar to Success  
 Reading Plus

## Professional Development

Houghton Mifflin seminars  
 Training in techniques to improve instruction  
 Item Specifications in Reading  
 Training in all elements of the CRRP  
 Training in interpreting data to plan instruction  
 IPEGS Goal Setting  
 District/State initiatives  
 Model lessons by Reading Leader  
 Grade level planning

## Evaluation

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) in Grades K-5  
 Oral Reading Fluency in Grade 6  
 Reading Plus in Grades 2-6  
 Waterford  
 2007 FCAT Reading Assessment  
 District Interim Assessments  
 Bi-weekly Assessments

## 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 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 2 STATEMENT:**

All students will be able to function on or above grade level in mathematics.

### ***Needs Assessment***

An analysis of the 2006 FCAT Mathematics Assessment indicates that 65 percent of students have met the state required mastery level (FCAT Level 3 and above) while 72 percent of students made learning gains. The analysis of the 2006 FCAT Mathematics Assessment also indicates that 39 percent of Students with Disabilities (SWD) and 54 percent of Limited English Proficiency (LEP) students scored at or above grade level in Mathematics. Upon reviewing the data of the 2006 FCAT, the results indicate that only 58 percent of our sixth graders met the state required mastery level while 74 percent of them made learning gains. In third grade the strand of Data Analysis decreased by 14 percent while the other four strands either remained constant or increased. In fourth grade no strands decreased but Measurement, Algebraic Thinking, Geometry, and Data Analysis remained the same. In fifth grade Data Analysis decreased by 8 percent. One strand remained constant for fifth graders - Algebraic Thinking. In sixth grade Data Analysis decreased by 23 percent while Measurement, Geometry, and Algebraic Thinking remained constant. Focused strategic instruction is needed in these areas for significant student achievement to be realized. Throughout all grade levels, students require exposure to collecting, analyzing, and using meaningful data to make inferences. All students need to develop a broader understanding of mathematical vocabulary to read, comprehend texts, and express their thinking verbally. The strand of Data Analysis decreased in all grade levels except Fourth Grade. Emphasis must be placed on the Data Analysis strand this year. Throughout all grade levels, Students with Disabilities (SWD) and Limited English Proficiency (LEP) students require exposure to collecting, analyzing, and using meaningful data to make inferences. All Students with Disabilities (SWD) and Limited English Proficiency

(LEP) students need to develop a broader understanding of mathematics related vocabulary in order to read, comprehend texts, and express their thinking verbally.

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

## Measurable Objective

Given instruction using the Sunshine State Standards, 66% of all students in Grades 3-6 will score Level 3 or higher, as documented by scores on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, 56% of Students with Disabilities (SWD) in Grades 3-6, will score at Level 3 or higher on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, 56% of Limited English Proficiency (LEP) students in Grades 3-6, will score at Level 3 or higher on the 2007 administration of the FCAT Mathematics Assessment.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize technology based activities such as - FCAT Explorer, EduSoft, RiverDeep, and Compass Learning software to reinforce and enhance mathematical skills.	Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Integration of mathematics and science will enhance instruction for students as well as expose them to increased higher order problem solving skills.	Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement District Pacing Guide for Kindergarten through sixth grade.	Administration	8/14/2006	5/30/2007	Mentoring Opportunities	\$0.00
Provide students with performance-based activities incorporating the use of manipulatives, problem-solving, critical thinking, communication skills and technology.	Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$5000.00
Address the mathematical deficiencies of Students with Disabilities through the use of inclusion teachers who will use the multiple sensory approach including the use of manipulatives such as Cuisenaire Rods, base ten blocks, pattern blocks, etc.	SWD Teachers	8/14/2006	5/30/2007	Inclusion	\$7500.00
Provide small group, one-on-one remediation and support to SWD in Mathematics.	SWD Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$7500.00
Implement the Continuous Improvement Model (CIM) utilizing the eight-step process.	Administration/ Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement ESOL strategies during Mathematics instruction.	Classroom Teachers/ ESOL Teacher	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00

Assess strands regularly with bi-weekly benchmark tests. The results will guide instruction.	Administration/ Reading Coach	8/14/2006	5/30/2007	District Strategic Plan	\$1500.00
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## Research-Based Programs

Houghton-Mifflin Mathematics Program

## Professional Development

Training on the five essential components of Mathematics (Number sense, Measurement, Data Analysis, Algebraic Thinking, and Geometry)

In-house inservices for: FCAT Explorer, RiverDeep, and Compass

Item Specifications in Mathematics

## Evaluation

2007 FCAT Mathematics Assessment

District Interim Assessments

Bi-weekly Assessments

## GOAL 3: WRITING

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

#### *Florida Education Priorities*

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 3 STATEMENT:**

All students will be able to communicate effectively by incorporating the following elements in their writing: focus, organization, support and convention.

### **Needs Assessment**

The results of the 2006 FCAT Writing Assessment indicate that 85 percent of the fourth grade students met high standards in writing by scoring 3.5 or higher. While the data shows that students had a stronger grasp of the expository and scored higher (expository writing scores increased from 3.7 to 4.1), the data also shows that students' narrative scores decreased from 3.8 to 3.7. While there is a need for improving the writing skills in both areas, our main focus needs to be on improving the necessary skills in narrative writing.

### NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction using the Sunshine State Standards, 86% of all students in Grade 4 will score a 3.5 or above on the 2007 FCAT Writing Assessment.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the Continuous Improvement Model utilizing the eight-step process.	All Instructional Personnel	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement modeling strategies such as magnified moment, show-not-tell, and analysis of student work.	Fourth Grade Teachers/Title I Tutor	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Conduct small group and one-to-one student conferencing.	Fourth Grade Teachers/Title I Tutor	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Disaggregate and analyze results from the expository and narrative pretest to identify areas of weakness in student performance and to develop instructional focus.	Fourth Grade Teachers/Title I Tutor	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Conduct grade-level planning sessions to assure consistency of instruction.	Fourth Grade Teachers	8/14/2006	5/30/2007	Small Learning Communities	\$0.00
Tutor targeted fourth grade students twice a week, after school.	Fourth Grade Teachers/Title I Tutor	10/2/2006	5/30/2007	Continuous Improvement Model	\$20000.00

## Research-Based Programs

Houghton-Mifflin

## Professional Development

Zelda Glazer Writing Institute techniques

IPEGS Goal Setting

District/State initiatives

Model lessons by the Reading Leader

Grade level planning



## **Evaluation**

Writing Pre- and Post Assessments

Weekly Writing Assignments

Monthly Writing Prompts

2007 FCAT Writing Assessment

## 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 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 4 STATEMENT:**

Students in Grade 5 will be able to apply the scientific method and experience a wide variety of laboratory experiments exposing students to each area of the science curriculum.

### **Needs Assessment**

With 26% of students scoring at Level 3 or above, the results of the 2006 FCAT Science Assessment reveal that students in Grade 5 require remediation in all clusters. The greatest areas of need, (in order from most to least), are as follows: Earth and Space where students earned an average 6 of 14 possible points; Life and Environmental where students earned an average 6 of 13 possible points; Scientific Thinking where students earned an average 6 of 12 points; and Physical and Chemical where students earned an average 6 of 12 points.

## Measurable Objective

Given instruction using the Sunshine State Standards, 51% of all students in Grade 5 will score a Level 3 or higher as documented by scores on the 2007 administration of the FCAT Science Assessment.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement student participation in a school-wide Science Fair to reinforce the Scientific Method.	All 2nd-6th Grade Teachers	10/25/2006	10/25/2006	School-to-Career	\$0.00
Implement Smart Board Technology inside the classrooms in order to create a virtual science room.	All 5th Grade Teachers	8/14/2006	5/30/2007	School-to-Career	\$20000.00
Demonstrate understanding of the Scientific Method through student presentations.	All 4th/5th Grade Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Increase students' participation in hands-on science activities by conducting experiments that demonstrate concrete applications and abstract thinking of the Scientific Method through the utilization of the science lab for students in grades 4-5.	All 4th/5th Grade Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement the Continuous Improvement Model (CIM) utilizing the eight –step process.	All 4th/5th Grade Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Disaggregate and analyze data from the 2006 FCAT Science test to identify strengths and weaknesses.	All 4th/5th Grade Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Develop a weekly instructional focus calendar for science using the scope and sequence from the Districts's Pacing Guide for Science.	All 4th/5th Grade Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Assess clusters regularly with bi-weekly benchmark tests. The results will guide instruction.	All 4th/5th Grade Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$1500.00

## Research-Based Programs

Scott Foresman

## **Professional Development**

Inservices on four components of Science

Workshops on the Scientific Method

Item Specifications in Science

## **Evaluation**

Bi-weekly Benchmark Assessments

2007 FCAT Science Assessment

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 5 STATEMENT:**

Biscayne Elementary will provide opportunities for parents to be involved in their children's education.

### **Needs Assessment**

Parental involvement at Biscayne Elementary Community School has shown improvement; however, there is still a definite need to increase parental participation. Our logs demonstrated that a total of 368 parents attended school sponsored events related to student achievement from August 2005 - May 2006. In an effort to improve parental attendance at academic events, the following needs have been identified: (a) the need for a liaison to make recommendations and coordinate school-sponsored activities; (b) the need for more school-sponsored events which are designed to assist parents in promoting literacy at home (ie., Family Literacy Nights); and (c) the need for expanding existing student recognition efforts to promote positive parental involvement.

## Measurable Objective

Given the need to establish a link between school, home and community, parental involvement will increase from 368 to 380, a three percent increase, at school-sponsored events related to student achievement during the 2006-2007 school year as evidenced by the Title 1 Annual Report.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Written notifications in parents' home language.	Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Maintain ongoing communication through the following: Student progress reports, report cards, flyers, parent/teacher conferences and home visits.	Faculty Members	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement Monthly Parent Calendar to keep parents informed about school events.	Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize the Parent Compact as a means of making parents aware of their responsibilities.	Community Involvement Specialist	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Provide two FCAT/Home Learning Workshops for Grades 3-6.	Counselor/3rd-6th Grade Level Chairpersons	10/10/2006	3/16/2007	Community Partnerships	\$0.00
Motivate parents to participate in the following: PTSA and EESAC.	Community School Assistant Principal/ Counselor	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

## Research-Based Programs

Just Read Families!

National PTA Standards for Parent Family Involvement Program

## Professional Development

National PTA Standards for Parent Family Involvement Program

## Evaluation

2006-2007 Parental Involvement Attendance Logs

## GOAL 6: DISCIPLINE & SAFETY

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

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

### **GOAL 6 STATEMENT:**

The school will promote programs and practices that facilitate a safe and disciplined environment for students.

### ***Needs Assessment***

Many elementary age students lack the strategies to solve problems in positive ways without using aggressive techniques, as can be evidenced with the 38 suspensions reported at our school during the 2005-2006 school year. The school has an obligation to introduce educational programs to teach appropriate strategies to solve situations that occur at this age. Additionally, as many of our students walk to school, appropriate pedestrian safety information is necessary for students.

## Measurable Objective

Given the Code of Student Conduct, the number of outdoor suspensions issued will be reduced by 10 percent, or from 38 to 34, during the 2006-2007 school year, as measured by the Referral Action and Suspension Report.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Analyze Accident Reports and recommend practices and procedures evolving from the reports.	Safety Committee	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement the Mediation Program to allow trained students to mediate problems between other students.	Counselors	8/14/2006	5/30/2007	Mentoring Opportunities	\$0.00
Participate in the nation wide WalkSafe Program which will involve parents, teachers, and students in an educational program to reduce pedestrian accidents.	P.E. Teachers/ Counselors	10/9/2006	10/23/2006	Community Partnerships	\$0.00
Participate in the Truancy Intervention Programs sponsored by Miami-Dade County Public Schools and Miami Beach.	Assistant Principal/ Counselors	10/23/2006	5/30/2007	District Strategic Plan	\$0.00
Implement "The Students Against Bullying" curriculum to reduce the number of incidents involving bullying.	Counselors/ Classroom Teachers	10/23/2006	5/30/2007	District Strategic Plan	\$0.00

## Research-Based Programs

Not Applicable

## Professional Development

"Students Against Bullying"

"WalkSafe Program"

## Evaluation

Referral Action and Suspension Report



## GOAL 7: TECHNOLOGY

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 7 STATEMENT:**

Biscayne Elementary Community School students will use technology to increase their fluency and reading comprehension.

### **Needs Assessment**

An analysis of the Accelerated Reader report for the 2005-2006 school year showed that students earned 3,606 points. Although the Accelerated Reader program was promoted widely at our school, teachers were encouraged to use the program in their classrooms, all classrooms were equipped with computers and students were allowed to use the computers in the media center; this number was low considering the number of students enrolled at the school.

## Measurable Objective

Students will increase the use of the Accelerated Reader as measured by an increase from 3,606 points earned during the 2005-2006 school year to 3,715 points earned during the 2006-2007 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Encourage students to use the Accelerated Reader program by rewarding "Top Readers" every nine weeks.	Administration/Media Specialist	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Provide training for Classroom Teachers on the Accelerated Reader Program.	Media Specialist	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Implement the Continuous Improvement Model (CIM) utilizing the eight-step process.	Administration/ Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

## Research-Based Programs

Accelerated Reader

## Professional Development

Accelerated Reader

## Evaluation

Accelerated Reader Reports

## GOAL 8: HEALTH & PHYSICAL FITNESS

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

*Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 8 STATEMENT:**

Through participation in the physical education program, students expand interest and skills that promote and encourage lifetime fitness for daily living and overall wellness.

### **Needs Assessment**

To properly assess both student fitness performance and programmatic success, we will administer a pre- and post-test to determine student baseline measures. The implementation of the FITNESSGRAM test program will be the assessment tool used. The results of the 2006 FITNESSGRAM test indicate that 40 percent of all the students met high standards in physical fitness.

## Measurable Objective

Given instruction using the Sunshine State Standards, students in Grades 4-6 will show an increase in passing fitness scores by three percent, from 180 students to 185 students as evidenced by student performance on the 2007 administration of the FITNESSGRAM Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		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.	Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Ensure that an appropriate amount of instructional time is dedicated to fitness related activities on a daily basis. Activities will emphasize improvement in flexibility, cardiovascular, and muscular strength and endurance.	Physical Education Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Introduce games such as Parachute Fitness, or Activity Verb Relay that target the components of physical fitness.	Physical Education Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide incentives that will encourage students to become more physically active.	Physical Education Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Develop and monitor a physical education action plan to ensure its goals and objectives are being met.	Physical Education Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Monitor curriculum implementation to emphasize specific activities that will help to further develop and promote student health and well-being as well as increase fitness scores.	Physical Education Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Administer FITNESSGRAM Pre-test to determine baseline measure in order to provide feedback to each physical education teacher as to monitor program's effectiveness.	Physical Education Teachers	9/14/2006	10/06/06	District Strategic Plan	\$0.00

## **Research-Based Programs**

FITNESSGRAM

## **Professional Development**

Techniques to improve the delivery of instruction

FITNESSGRAM Inservices

Fitness Walking Inservices

## **Evaluation**

2007 FITNESSGRAM Test

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 9 STATEMENT:**

Through an afterschool chess program, our goal is to build strong intellect, improve cognitive ability, develop concentration skills, self-discipline and the intellectual maturity of our students.

**Needs Assessment**

Due to Biscayne Elementary Community School’s rigorous academic requirements, additional special area programs are difficult to incorporate during school hours. In an effort to build a stronger intellect and improve the cognitive ability of the student population, a Chess Program will be implemented.

## Measurable Objective

Given the opportunity to participate in extracurricular activities, 25 students; or two percent of Biscayne Elementary Community School's population will participate in the After School Chess Program.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Monitor the Chess Program to ensure that that the Chess instructor selects activities specifically related to enhancing specificity of training.	Community School Assistant Principal	9/25/2006	5/21/2007	District Strategic Plan	\$0.00
Develop and maintain student portfolios and Learning Logs to assess program effectiveness and student progress in the game of Chess.	Community School Assistant Principal	9/25/2006	5/21/2007	Expanding arts opportunities	\$0.00
Participate in local and district wide tournaments and competitions.	Community School Assistant Principal	9/25/2006	5/21/2007	Expanding arts opportunities	\$0.00
Monitor achievement and programmatic success in meeting the goals and objectives of the Chess Program.	Community School Assistant Principal	9/25/2006	5/21/2007	District Strategic Plan	\$0.00
Administer a Chess Pre-Test to determine baseline measures and compare to a post-Chess test in order to obtain valid measures of student improvement.	Community School Assistant Principal	9/25/2006	5/21/2007	District Strategic Plan	\$0.00

### Research-Based Programs

Not Applicable

### Professional Development

Not Applicable

### Evaluation

Chess Club Roster

Chess Pre- and Post- Tests

## 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 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*

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

**GOAL 10 STATEMENT:**

Biscayne Elementary Community School will rank at or above the 43rd percentile statewide in the ROI Index of value and cost effectiveness of its programs.

**Needs Assessment**

The most recent data supplied from the FLDOE indicates that in 2005, Biscayne Elementary Community School ranked at the 42nd percentile on the State of Florida ROI Index.



## Measurable Objective

Biscayne Elementary Community School will improve its ranking on the State of Florida ROI Index publication from the 42nd percentile in 2004 to the 50th percentile on the next publication of the Index.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Consider shared use of facilities, partnering with community agencies.	Community School Assistant Principal	8/8/2005	5/24/2006	Community Partnerships	\$0.00
Collaborate with the district on resource allocation.	Principal/EESAC	8/8/2005	5/24/2006	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/EESAC	8/8/2005	5/24/2006	District Strategic Plan	\$0.00
Become more informed about the use of financial resources in relation to school programs.	Principal/EESAC	8/8/2005	5/24/2006	Continuous Improvement Model	\$0.00

## Research-Based Programs

Not Applicable

## Professional Development

Budget Preparation Training

Inservice for all stakeholders on efficiency of programs

## Evaluation

State of Florida ROI Index Publication

## *EESAC Compliance*

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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 Educational Excellence School Advisory Council (EESAC) has advised the principal in the development of the school's budget. Budget training was provided by the principal and additional training by the district's budget analyst is forthcoming.

### ***Training:***

The principal, EESAC chairperson and the union steward have received training and are skilled in identifying resources and strategies necessary for the development and implementation of the School Improvement Plan. Additionally, the faculty and staff have been trained on new security measures. The EESAC also surveys the staff to determine future professional development activities.

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

The EESAC has recommended that the school purchase additional educational materials, such as Leapfrog, overhead projectors, 200 dry-erase boards and Waterford Early Reading Program materials.

### ***Technology:***

The EESAC recommended that the school continue using Compass Learning and the Waterford Early Reading Program.

### ***Staffing:***

The EESAC meets monthly with the principal to discuss open positions and personnel needs.

### ***Student Support Services:***

The EESAC has recommended that the school continue to support school-wide programs that support positive personal growth for students such as Anti-bullying / Character Education, Peer Mediation, Nutrition Education & Obesity Prevention Intervention Program, Red Ribbon activities and Career Day.

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

The EESAC recommended that their allocation of funds be spent on supplemental materials based on availability.

***Benchmarking:***

The EESAC receives regular reports on the progress related to the results of benchmark assessments. The reading leader is one of the persons responsible for ensuring that benchmark testing is being done at every grade level and she is a member of the School Advisory Council. Additionally, the EESAC recommended that Edusoft quarterly test results be distributed to teachers to aid with their planning.

***School Safety & Discipline:***

The EESAC monitors the discipline and safety committees. The school adopted a school-wide discipline plan that was reviewed by the EESAC and the faculty. Additionally, the EESAC recommended that Student Code of Conduct booklets be sent home and that parents be advised of new security measures at the school.

## *Budget Summary*

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Goal 1: Reading	\$75,000.00
Goal 2: Mathematics	\$21,500.00
Goal 3: Writing	\$20,000.00
Goal 4: Science	\$21,500.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
<b>Total:</b>	<b>\$138,000.00</b>

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*