
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 0721 - George Washington Carver Elementary School

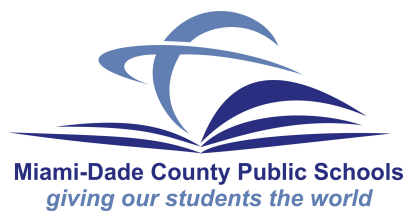
FeederPattern: Coral Gables Senior

Region: Regional Center IV

District: 13 - Miami-Dade

Principal: Dr. Cheryl Johnson

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

George Washington Carver Elementary School

G.W. Carver Elementary School was established in 1924 and currently serves 509 students in kindergarten through fifth grade. The school is comprised of 46 percent Hispanic, 33 percent African American, 15 percent non-Hispanic White students, and 6 percent Other. In addition, we serve 11 Speech-Impaired students, 11 Language-Impaired students, 26 Specific Learning Disabled students, and 59 Gifted students. We have 21 percent of our students enrolled in Exceptional Student Education (ESE) programs, 11 percent are enrolled in English for Speaker of Other Languages (ESOL), and our mobility rate is 4.

Given instruction using the Sunshine State Standards, students in grades 3-5 will improve their reading skills as evidenced by a 3 percent increase in the percentage of students scoring FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT.

Given instruction using the Sunshine State Standards, 3rd through 5th grade students will improve their Mathematics skills as evidenced by a 3 percent increase in the percentage of students scoring FCAT achievement Level 3 or above on the 2007 administration of the Florida Comprehensive Assessment Test.

The identification of the weakest Content Clusters by African American students who did not meet NCLB requirements and strategic use of the Sunshine State Standards will improve their Mathematics skills as evidenced by 56 percent of students scoring FCAT achievement Level 3 or above on the 2007 administration of the Florida Comprehensive Assessment Test.

The identification of the weakest Content Clusters by Economically Disadvantaged students who did not meet NCLB and strategic use of the Sunshine State Standards will improve their Mathematics skills as evidenced by 56 percent of students scoring FCAT achievement Level 3 or above on the 2007 administration of the Florida Comprehensive Assessment Test.

Given instruction using the Sunshine State Standards, students in 4th grade will maintain or increase students scores by one percentage point at or above a Level 4.0 on the 2007 FCAT Florida Writing Test scores.

Given instruction using the Sunshine State Standards, 5th grade students will improve their Science skills as evidenced by a 8 percent increase in the percentage of students scoring FCAT achievement Level 3 or above on the 2007 administration of the Florida Comprehensive Assessment Test.

Increase parent involvement in training workshops to enhance parent support and understanding of FCAT skills.

Given the implementation of the 2007 school-wide discipline plan at G.W. Carver Elementary School, students will improve behavior as evidenced by a one percent decrease in the number of Student Case Management System forms from 2006.

Given instruction using the Sunshine State Standards, students in grades k through 5 will spend an average of 30 minutes per week using computer programs, integrated into the classroom curriculum, as evidenced by the student's generated work or computer usage logs or schedules.

Given the results of the Physical FITNESSGRAM Test Summary for 2006, the percent of the 4th and 5th grade students at G.W. Carver Elementary will increase 3 percentage points on the 2007 administration of the fitness test.

Given the need to develop music and art appreciation opportunities, the number of students participating in music and art cultural experiences will improve by 5 percent as evidenced in the attendance log during the 2006 – 2007 year when compared to the 2005 – 2006 attendance log.

G. W. Carver Elementary School will improve on the State of Florida ROI index publication from the 68th percentile in 2004 - 2005 to the 69th percentile on the next publication of the index.

G.W. Carver Elementary School's stakeholders, including administrators, teachers, parents, staff, students, and community/business leaders, feel extremely confident that implementing the strategies required meets the above objectives in Reading, Writing, Mathematics, and Science will enable the school to accomplish its mission. Our mission is to provide a learning process which emphasizes the basic and advanced skills needed to prepare students to be lifelong productive and successful citizens in society and to meet the challenges of the 21st Century.

Based on the results of the Organizational Performance Improvement Survey, the staff members at G.W. Carver Elementary School feel that the areas of District Strategic Planning Alignment and Process Management need to be addressed in the 2006 – 2007 school year. In the area of District Strategic Planning Alignment, staff members felt that their ideas were not widely considered when writing the School Improvement Plan. Likewise, in the area of Process Management, staff members felt that they did not have enough access to necessary resources to do their job. In the 2006 – 2007 school year G. W. Carver Elementary will address these issues in order to increase staff member satisfaction.

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.

George Washington Carver Elementary School

VISION

We, the faculty of G.W. Carver Elementary School, in order to meet the challenges of today and the future, commit ourselves to multicultural global awareness. We hope to attain this by emphasizing cultural sensitivity toward our differences and similarities, consequently, forming a unified student body by setting positive future goals. In addition, we hope to make our students more marketable in today's competitive workforce through the infusion of our Italian, Spanish, and English language programs. We strive to establish a strong culture of professionalism among teachers, administrators, and support staff.

MISSION

The G.W. Carver Elementary School family believes that to accomplish our vision, our mission is to: provide an atmosphere conducive to learning, personal growth, and the promotion of good citizenship; enable all students to become leaders, regardless of ethnicity, race, religion, or social standing; help our students thrive within our expanding multicultural environment; establish communication; and monitor expectations and outcomes through the collaborative efforts of all stakeholders.

CORE VALUES

Excellence

The faculty and parents at our school set the highest expectations to go beyond established academic standards and organizational performance by local and state requirements.

Integrity

We encourage and foster an atmosphere where students, parents, and teachers are able to convey their ideas and beliefs, in a safe and nurturing environment.

Equity

We provide all students the opportunity to excel academically and developmentally without bias or predisposition.

Citizenship

We facilitate a reflective school environment of our country's democratic values, rights and responsibilities, rule of law, due process and equality of opportunity, and ensure that we as professionals are modeling these values.

School Demographics

G.W. Carver Elementary School is located in the historic Bahamian pioneer community of Coconut Grove. The school population of approximately 509 students is comprised of 46 percent Hispanic, 33 African American, 15 percent non-Hispanic White students, and 6 percent Other. In addition, we serve 11 Speech-Impaired students, 11 Language-Impaired students, 26 Specific Learning Disability students, and 59 Gifted students. We have 21 percent of our students enrolled in Exceptional Student Education (ESE) Programs, 11 percent are enrolled in English for Speakers of Other Languages (ESOL) and our mobility index rate is 4. After a quarter century as a primary school with pre-kindergarten through second grade students only, G.W. Carver Elementary School has seen a dramatic change. The addition of the Spanish Extended Foreign Language Program and an Italian Extended foreign Language Program has reconfigured the school. We have added third through fifth grades as part of a Schools of Choice triad with Coral Gables Elementary and Sunset Elementary. A gifted program was initiated during the 1998-1999 school year and continuously adapts to the multicultural needs of our community. G.W. Carver Elementary School is meeting the challenges of the 21st Century. G.W. Carver Elementary School works in conjunction with the Educational Excellence School Advisory Council. We currently have one National Board Certified Teacher, and four of our instructional staff members are National Board Candidates.

In order to provide the necessary support and assistance to new teachers several programs and strategies have been implemented. At the beginning of the school year, all beginning teachers; met with the Administrative Team and were provided a welcoming tour of the school. In addition to assigning each beginning teacher a mentor teachers as part of their Professional Growth Team, monthly meetings have been scheduled specifically for all beginning teachers. These meetings are structured to address programmatic and operational needs, professional development, any pertinent issues that may arise throughout the school year, as well as to provide needed support and guidance.

To provide assistance and support directly related to properly implementing the Comprehensive Research-Based Reading Plan, the Reading Coach has scheduled regular meeting with all beginning teachers to address guided reading and differentiated instruction. The Reading Coach will also conduct model lessons within each beginning, teacher's classroom to demonstrate various effective techniques and strategies that can be employed throughout the school year. Furthermore, model classrooms have been established at each grade level so that beginning teaches, as well as other teachers, can observe how essential elements, such as student centers and classroom libraries, can be organized and arranged to create a stimulating and literate classroom environment.

Various strategies and efforts to effectively implement and utilize the Continuous Improvement Model process to positively impact student achievement will be employed throughout the school year. Teachers at each grade level have common planning and will meet weekly to review student data from benchmark assessments, DIBELS, and teacher observations and plan classroom instruction accordingly.

School Foundation

Leadership:

Based on the results of the Organizational Performance Survey, staff members at G.W. Carver Elementary School feel that the school leadership frequently sets direction for the school, frequently shares the mission and vision of the school, and frequently creates a positive working environment. Whereas, the weakest in this section was staff's opinion of the organization.

District Strategic Planning Alignment:

Based on the results of the Organizational Performance Survey, staff members at G.W. Carver Elementary School are frequently involved in the development of the school's goals and objectives. Staff members also feel that they frequently know the parts of the School Improvement Plan that affect their work and also frequently feel they are making progress in the School Improvement Plan. Whereas, the weakest in this section was staff's view on the ideas of the organization. The administration, staff, and elected members of EESAC plan and develop the School Improvement Plan, set goals, and objectives that are aligned with the Sunshine State Standards in order to enhance and promote student achievement.

Stakeholder Engagement:

Based on the results of the Organizational Improvement Survey, staff members at G.W. Carver Elementary School feel that they know who their most important stakeholders are, they frequently keep in touch with their stakeholders, and they frequently asked their stakeholders if they are satisfied. Whereas, the weakest in the section was the staff's input in the decision making process. The stakeholders at G. W. Carver Elementary school are provided opportunities to voice their concerns and suggestions in an effort to better the organization and ultimately improve services to staff, students, and parents. At G.W. Carver Elementary, a high level of customer satisfaction is maintained.

Faculty & Staff:

Based on the results of the Organizational Improvement Survey, staff members feel that they can frequently make changes that will improve their work. Their supervisor frequently encourages them to develop their job skills. They are frequently recognized for their work. Whereas, the weakest in this section was the staff's concern for safety at the workplace. The school's administration has taken these concerns to the appropriate authority and currently many of the windows are being replaced, the floors and walls are being refurbished.

Data/Information/Knowledge Management:

Based on the results of the Organizational Performance Improvement Survey, the staff members at G.W. Carver Elementary School feel that they frequently know how to measure their work quality. They frequently know how to use analysis for making work related decisions. Whereas, the weakest in this section was staff's information needed to know about how their work location is doing.

Education Design:

Based on the results of the Organizational Performance Improvement Survey, the staff members at G.W. Carver Elementary School feel that they can frequently collect data about the quality of their work, and they frequently have good processes for doing their work. Whereas, the weakest in this section was staff's need to receive resources they need to complete their job.

G.W. Carver Elementary School also has extended learning opportunities such as a daily tutoring program and an after school tutoring program. To increase student achievement and help close the achievement gap, G.W. Carver Elementary School has also adopted grade level literacy team meeting the 8-Step Continuous Improvement Model (CIM) as its school-wide school improvement plan. G.W. Elementary School also offers classes for gifted students and has an Extended Foreign Language Program.

Performance Results:

Based on the results of the Organizational Performance Improvement Survey, staff members at G.W. Carver Elementary feel that they are frequently satisfied with their work. They frequently feel that their work is of high quality. Their time and talents are frequently used well. The school frequently removes things that get in the way of progress. Whereas, the weakest in this section was staff's financial knowledge of the organization. The school adheres to laws and regulations. The school has high standards and ethics. The school helps them help their community, and they are satisfied with their jobs.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

Reading

Needs Assessment

An analysis of student performance on the 2006 FCAT Reading test indicates that the weakest Content Clusters in reading for 3rd grade students were Main Idea/Purpose at a mean score of 64% and a mean percentage of 58% in Comparisons. The 3rd grade students demonstrated strength in the Reference/Research achieving a mean percentage score of 75%. The data indicate that the weakest Content Clusters for 4th grade students were Words/Phrases at a mean score of 67 and Main Idea/Purpose at a mean score of 64%, Comparisons at a mean score of 59%, and Reference/Research at a mean score of 50%. The data indicate that the weakest Content Clusters for 5th grade students were Main Idea/Purpose at a mean score of 65% and Reference/Research at a mean score of 67%. However, it should be noted that students in the lowest 25% have demonstrated continued progress in reading.

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 grades 3-5 will improve their reading skills as evidenced by a 3 percent increase in the percentage of students scoring FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the Comprehensive Core Reading Plan to in grades K through 5th.	Principal and Reading Coach, Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement Reading First Requirements according to all grade levels, specifically, Economically Disadvantage and African American students.	Principal, Reading Coach, and Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide after School Tutoring Program for FCAT levels 1 and 2, specifically, African American and Economically Disadvantage students.	Assistant Principal, and Principal	8/14/2006	5/30/2007	District Strategic Plan	\$13000.00
Collaborate with teachers on an ongoing basis to review student assessments and adjust classroom instruction and the instructional focus calendars as needed.	Reading Coach, Principal and Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide professional development that will directly impact reading achievement among k- students, specifically, Economically Disadvantaged students.	Reading Coach, Assistant Principal, and Grade Level Chairs,	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement appropriate and meaningful literacy centers in grades K through 5th to support instruction.	Reading Coach, Principal and Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide an inservice training on the 2006-2007 Comprehensive Research-Based Reading Program to k-5 classroom teaches.	Grade Level Chairpersons, Principal and Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize DIBELS Data to drive Instruction in all grades.	Reading Coach, Principal and Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Houghton Mifflin Reading Series
Early Success
Soar to Success
Voyager Passport
River Deep

Professional Development

District Trainings:

Reading Coaches Conference
DIBELS
Read First Academy
Project Right Beginnings Workshop
Project OWL Workshop
Project DRAW Workshop

In-House Trainings:

Diagnostic Assessment of Reading Training
Steck Vaughn Vocabulary Kits
Voyager A and D
Early Success
Soar to Success
LEaRN (Learning Essentials and Reading Network)
K-1 Student Activities Centers
2-3 Student Activities Centers
Differentiated Instruction
The Eastern Regional Reading First Technical Assistance
Center (ERRFTAC) Program Specific Professional Development

Evaluation

Utilize the 2007 Florida Comprehensive Assessment Test for Reading (FCAT), the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), including the results from the Interim Assessment grades 3 through 5, and bi-weekly Benchmark Assessments (teacher site-authored evaluations) will be used to monitor student's progress toward the objectives and to redirect intervention and instructional strategies.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

Mathematics

Needs Assessment

An analysis of student performance on the 2006 FCAT Mathematics test indicates that the weakest Content Clusters in mathematics for 3rd grade students were Number Sense at a mean score of 67%, Measurement at a mean score of 63%, Geometry at a mean score of 57%, and a mean score of 57 in Data Analysis. The data indicate that the weakest Content Clusters for 4th grade students were Number Sense at a mean score of 60%, Measurement at a mean score of 63%, Geometry at a mean score of 57%, and a 57% mean score in Data Analysis. The data indicate that the weakest Content Clusters for 5th grade students were Number Sense at a mean score of 54%, Measurement at a mean score of 55%, Geometry at a mean score of 55%, and a 50% mean score in Data Analysis.

An analysis of the data shows that the Federal No Child Left Behind Act (NCLB) subgroups who were most deficient in Mathematics and failed to make adequate yearly progress were the Economically Disadvantaged and African Americans.

Further analysis of the NCLB data indicates that 55 percent of the Economically Disadvantage students did not score above a Level 3 in Mathematics.

In addition, the data indicate that 64 percent of the African Americans did not score above a Level 3 in Mathematics.

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

Measurable Objective

Given instruction using the Sunshine State Standards, 3rd through 5th grade students will improve their Mathematics skills as evidenced by a 3 percent increase in the percentage of students scoring FCAT achievement Level 3 or above on the 2007 administration of the Florida Comprehensive Assessment Test.

The identification of the weakest Content Clusters by African American students who did not meet NCLB requirements and strategic use of the Sunshine State Standards will improve their Mathematics skills as evidenced by 56 percent of students scoring FCAT achievement Level 3 or above on the 2007 administration of the Florida Comprehensive Assessment Test.

The identification of the weakest Content Clusters by Economically Disadvantaged students who did not meet NCLB and strategic use of the Sunshine State Standards will improve their Mathematics skills as evidenced by 56 percent of students scoring FCAT achievement Level 3 or above on the 2007 administration of the Florida Comprehensive Assessment Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implementation of the Harcourt Mathematics Series and the District Competency Based Curriculum for K through 5th grades.	Mathematics Resource Teacher, Assistant Principal, and Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Incorporate performance based activities utilizing manipulative materials, problem solving, technology, and critical thinking for all grades, specifically, for Economically Disadvantage and African American students.	Mathematics Resource Teacher, Assistant Principal, and Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Participation of K through 5th grade students in the annual Mathematics Bee Competition.	Mathematics Resource Teacher, Assistant Principal, and Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement during and after school tutorial programs to address areas of weakness in Mathematics using a diagnostic approach for students in grades 3rd, 4th, 5th, and specifically African Americans and Economically Disadvantage students.	Assistant Principal and Principal	8/14/2006	5/30/2007	District Strategic Plan	\$13000.00
Provide individualized and small group instruction	Teachers, Assistant Principal, and Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

weekly for Economically Disadvantage and African American student who did not meet AYP and students in 3rd, 4th, and 5th grades.					
Participation of the Science and Mathematics teacher in SECME and implementation of SECME strategies in all grade levels.	Mathematics Resource Teacher, Assistant Principal, and Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Harcourt Mathematics Series
River Deep

Professional Development

Riverdeep
Mathematics FCAT trainings

Evaluation

The 2007 Florida Comprehensive Assessment Test for Mathematics (FCAT), the District Interim Assessment, and the site-developed benchmark assessments will be used to monitor student's progress toward the objectives and to redirect intervention and instructional strategies.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

Writing

Needs Assessment

An analysis of student performance data on the 2006 FCAT Writing Test reflects an increase in Expository Writing from a mean score of 3.9 in 2005 – 2006 to a mean score of 4.3 in 2005 – 2006. Additionally, an analysis of the Narrative Writing scores indicates that G.W. Carver Elementary School maintained a mean score of 4.0 from 2004 - 2005 to 2005 – 2006. Overall, there was an increase in student performance from a 4.0 in 2004 – 2005 to 4.1 in 2005 -2006 on the combined score. Although students have shown continued progress in writing, tutorial services emphasizing the development of supporting ideas, sentence structure, punctuation, spelling, and organizational patterns will be needed for these students.

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 4th grade will maintain or increase students scores by one percentage point at or above a Level 4.0 on the 2007 FCAT Florida Writing Test scores.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize the Houghton Mifflin Reading and Writing Workshop to enhance and focus on the writing process. Implement culminating activities to emphasize publishing.	Teachers, Assistant Principal and Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide tutorial programs for select students in grade 4 to address specific writing needs.	Principal and Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide teachers with opportunities to attend professional development institutes and inservices for Writing+ requirements.	Teachers, Assistant Principal, and Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize writing monitoring test results to identify and address low performing students.	Teachers, Assistant Principal, and Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Model writing lessons that provide teachers with strategies (CRISS), tips, and resources to be used in the writing process.	Principal, Assistant Principal, Reading Coach	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Houghton Mifflin Reading Series

Professional Development

Teachers will have training provided in the following areas:

Houghton Mifflin Reading and Writing Workshop

CRISS

Writing Across the Curriculum

Evaluation

2007 Florida Comprehensive Assessment Test (FCAT) for Writing

Progress will be monitored by the administration of the districts pre/post writing test and on site authored monthly expository and narrative writing tests.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

Science

Needs Assessment

An analysis of student performance on the 2006 FCAT Science test indicates that the weakest Content Clusters in science for 5th grade students is Earth and Space Science with a 50% mean score. Although G.W. Carver Elementary School surpassed all district and state mean scale scores, we must focus instruction on Earth and Space Science while maintaining high standards in other content clusters. Whereas, the 5th grade students' mean score of 58% at or above the Districts or State's achievement levels in Physical/Chemical content clusters, a 54% mean score in Life/Environmental at or above the Districts or State's achievement level, and a 58% mean score in Scientific Thinking at or above the Districts and State's achievement level.

Measurable Objective

Given instruction using the Sunshine State Standards, 5th grade students will improve their Science skills as evidenced by a 8 percent increase in the percentage of students scoring FCAT achievement Level 3 or above on the 2007 administration of the Florida Comprehensive Assessment Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide Science Fair during the Spring for all grade levels.	Science Resource Teacher, Assistant Principal and Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Conduct hands on experiments/investigations for 3rd, 4th, and 5th grades specifically for Economically Disadvantage and African American students.	Classroom Teachers, Science Resource Teacher, Assistant Principal and Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Participation in SECME activities by Mathematic and Science Teacher to implement SECME strategies in all grades, specifically, African American and Economically Disadvantage student.	Resource Science Teacher, Assistant Principal and Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide Science Curriculum Mapping for grades k through 5th.	Classroom Teachers, Assistant Principal and Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Participate in FOSS activities for 5th grade students to provide hands on lessons.	Resource Science Teacher, Assistant Principal and Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize the Science Curriculum Pacing Guide to ensure that all SSS Benchmarks are covered during the appropriate nine weeks period throughout the 2006-2007 school year.	Assistant Principal, Principal, Mathematics and Science Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Conduct a school-wide science Fair to reinforce the integration of the problem solving and critical thinking skills.	Assistant Principal, Principal, and Science Fair Committee	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Expose students in grades three through five to environmental studies and issues through their participation in field trips highlighting environmental concerns.	Assistant Principal, Principal, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

McGraw-Hill Science Series
Full Option Science System (FOSS)

Professional Development

Continue participation to SCEME workshops

Evaluation

Utilize mean scale scores on the 2007 FCAT Science to measure performance. Use McGraw Hill Science series, weekly tests, and unit tests to monitor student progress.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 5 STATEMENT:

Parent Involvement

Needs Assessment

According to the data regarding the parental involvement for the 2005- 2006 school year reveals that parent's attendance and involvement improved since 2004 - 2005. However, there is a need to increase parent involvement by one percentage point in training workshops to enhance parent support and understanding of FCAT skills.

Measurable Objective

Increase parent involvement in training workshops to enhance parent support and understanding of FCAT skills.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide parents with new volunteer screening protocol and procedures and volunteer log at the beginning of the all training sessions.	Counselor, Assistant Principal and Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide FCAT parent Workshop in grades 3rd, 4th, and 5th.	Assistant Principal and Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide access to Parent Resource Center located in the Media Center after each workshop.	Counselor, Assistant Principal and Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide a parent orientation to new Media Center/computer Technology after workshop sessions.	Media Specialist, Assistant Principal and Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Conduct parent meetings that will be useful and informative in best assisting their child with academic requirements.	Assistant Principal, Principal, Reading Coach, and Mathematics and Science Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

National Parent Teacher Association Standard (PTA) Standards for Parent/Family Involvement and the 8Step Continuous Improvement Model

Professional Development

Provide training and orientation to parent volunteers regarding the district's board rule on the School Volunteer Program Policies and Procedures and the registration form.

Evaluation

Evaluate the volunteers' attendance at training workshops as evidenced by the sign in log.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

GOAL 6 STATEMENT:

Discipline and

s a f e t y

Needs Assessment

An analysis of the 2006 Executive Summary Student Case Management Report reflects 200 student referrals.

Measurable Objective

Given the implementation of the 2007 school-wide discipline plan at G.W. Carver Elementary School, students will improve behavior as evidenced by a one percent decrease in the number of Student Case Management System forms from 2006.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide parents with a copy of the Student Code of Conduct at the beginning of the school year and at the Open House.	Principal and Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide individual counseling to students with academic and behavior problems.	School Counselor, Assistant Principal and Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize Child Study Teams to develop behavior modification plans with parents for students needing assistance with behavior or academic problems.	Assistant Principal, Principal and School Counselor	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize Functional Assessment of Behavior (FAB) with students having behavioral problems.	ESE Teacher, Assistant Principal and Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Miami-Dade County Public Schools Student Case Management System

Professional Development

Training in the use of the Functional Assessment of Behavior (FAB)

Evaluation

Comparison of the 2006 Executive Summary of submitted Student Case Management forms to the 2007 Executive Summary of submitted Student Case Management forms will show a decrease in the number of Student Case Management forms submitted.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 7 STATEMENT:

Technology

Needs Assessment

An analysis of the 2006 technology survey at G.W. Carver Elementary School's STAR Survey reflects a need to improve the use of technology across the curriculum for 2007.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades k through 5 will spend an average of 30 minutes per week using computer programs, integrated into the classroom curriculum, as evidenced by the student's generated work or computer usage logs or schedules.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Purchase video-on-demand subscription and LCD projector to enhance student learning and differentiated instruction.	Principal and Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Train students to utilize online databases to enhance information and research skills.	Media Specialist, Principal and Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize data driven software applications (Accelerated Reader, STAR, EduSoft, Riverdeep, and FCAT Explorer) to enhance understanding of FCAT skills.	Media Specialist, Principal and Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide training for teachers in the use of laptops to facilitate electronic grade book and enhance curriculum planning and instructions.	Principal and Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Encourage the use of the mobile lab containing student laptops with wireless Internet access to be utilized across the curriculum.	Principal and Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

National Educational Technology Standards (NETS)

Professional Development

Training for Apple Fundamental Workshop

Training in the use of the Apple Wireless Mobile Lab

Training for Apple platform laptops for teachers

Training in the use of the HP Pocket PC

Training in Mathematics Mission (software)

Training in Oregon Trail (software)

Atomic Learning

Evaluation

Increased utilization of technology across the curriculum as evidenced by the student's generated work or computer usage logs or schedules that indicating that each student spends at least 30 minutes per week using software programs.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

GOAL 8 STATEMENT:

Health and Physical Fitness

Needs Assessment

An analysis of the Physical Fitness Test Summary for the 2005 -2006 indicates that 94% of our 4th and 5th grade students were award winners based on the National Standards for Physical Education.

Measurable Objective

Given the results of the Physical FITNESSGRAM Test Summary for 2006, the percent of the 4th and 5th grade students at G.W. Carver Elementary will increase 3 percentage points on the 2007 administration of the fitness test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Review physical education lesson plans to ensure they are aligned with the Sunshine State Standards.	Physical Education Coach, Principal and Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Ensure that students attending P.E. are exposed to various conditioning activities that will prepare them for the FITNESSGRAM.	Physical Education Coach, Principal and Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Schedule thirty minutes of daily Physical Education (P.E.) for all grade two through five students.	Physical Education Coach, Principal and Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Ensure the P.E. Teachers have opportunities to attend physical education workshops provided by the District.	Physical Education Coach, Principal and Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Disseminate FITNESSGRAM information to fourth and fifth grade parents.	Physical Education Coach, Principal and Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Ensure that P.E. teachers meet regularly to discuss overall program, student needs, and ensure there is continuity in instruction across all grade levels.	Physical Education Coach, Principal and Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Attend workshops on Physical Fitness

Evaluation

Scores of the Physical Fitness Test Summary for 2007 will show an increase of 3 percentage points by students at G.W. Carver Elementary when compared to those of 2006.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

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

GOAL 9 STATEMENT:

Electives and Special Areas

Needs Assessment

An analysis of the student attendance log for music and art cultural experiences at G.W. Carver Elementary School, 2005 – 2006 indicates 320 students in grades K through 5 participated in school-wide cultural experiences.

Measurable Objective

Given the need to develop music and art appreciation opportunities, the number of students participating in music and art cultural experiences will improve by 5 percent as evidenced in the attendance log during the 2006 – 2007 year when compared to the 2005 – 2006 attendance log.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Develop Kindergarten and first grade art program with parent volunteers.	Parent volunteers, Art Teacher, Principal and Assistant Principal	10/2/2006	5/30/2007	District Strategic Plan	\$0.00
Attend New World Symphony children's concerts for all students.	PTA President, Music Teacher, Principal and Assistant Principal	10/2/2006	5/30/2007	District Strategic Plan	\$0.00
Attend Young Patronesses of the Opera- Operetta at school sponsored by PTA for all students.	PTA President, Music Teacher, Principal and Assistant Principal	10/2/2006	5/30/2007	District Strategic Plan	\$0.00
Develop Multicultural Arts and Music Career Week for all students in the school.	School Counselor, Principal and Assistant Principal	10/2/2006	5/30/2007	District Strategic Plan	\$0.00
Implement Reflections Art Program during art classes to students in grades 4th through 5th.	PTA President, Art Teacher, Principal and Assistant Principal	10/2/2006	5/30/2007	District Strategic Plan	\$0.00
Implement Cultural Arts Day with the help of all teachers and PTA members for all students.	PTA President, Faculty Representatives, Principal and Assistant Principal	10/2/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Silver Burdett Music Series

Supplemental Program: Music Connection Silver Burdett

Professional Development

Participate in music and art workshops

Participate in local community cultural programs

Evaluation

The objective will be evaluated by an increase of 5 percent on the performance attendance logs.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

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

GOAL 10 STATEMENT:

Return on Investment

Needs Assessment

The most recent data supplied from the Florida Department of Education (FLDOE) indicates that the in 2005 G. W. Carver Elementary School ranked at the 68th percentile on the State of Florida ROI index.

Measurable Objective

G. W. Carver Elementary School will improve on the State of Florida ROI index publication from the 68th percentile in 2004 - 2005 to the 69th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Reconfigure existing resources or take advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal and Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Develop an understanding of the use of financial resources in relation to school programs.	Principal and Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Collaborate with the District on resource allocation.	Principal and Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Consider shared use of facilities and partnering with community agencies.	Principal and Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Administrator training in the Continuous Improvement Model (CIM).

Administrator training on overall budget planning for the school.

Administrator training on state-of-the-art teaching techniques.

Administrator training on data analysis.

Evaluation

On the next State of Florida ROI index publication, G.W. Carver Elementary School will show progress toward reaching the 69 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 collaboration with the administration to identify and recognize the school's budgetary needs. The EESAC members also voted for the disbursement of school funds for supplementary materials to improve student achievement.

Training:

The EESAC recommended staff development for the enhancement of teaching skills and the implementation of the strategies for each of the objectives in the School Improvement Plan.

Instructional Materials:

The EESAC recommended the purchase of supplementary Reading and Mathematics materials to enhance the academic skill development of our students.

Technology:

The EESAC also continues to support the infusion of technology into the curriculum by providing financial assistance for training and purchase of hardware.

Staffing:

The EESAC recommended continued support for the hiring of hourly teachers to assist in the delivery of the strategies under each of the School Improvement Plan objectives. As a result, certified teachers will be hired as hourly to conduct tutoring.

Student Support Services:

The EESAC recommended and encouraged communication with parents through conferences, Child Study Team meetings, parental workshops, individual counseling, developmental group counseling and referrals to outside group agencies when appropriate. The EESAC also participates in planning for our yearly multicultural career week, exploring professions in our community and those of our parents.

Other Matters of Resource Allocation:

The EESAC will continue to support Science and Mathematics studies emphasized through the program of the Science and Mathematics resource teacher.

Benchmarking:

The EESAC recommended the discussion and analysis of the Houghton Mifflin reading series, FCAT and SAT scores to determine the strategies to meet the SIP objectives.

School Safety & Discipline:

The EESAC recommended, in collaboration with student services personnel, committees such as: Safety Patrol, Critical Incident Response Team, Volunteer programs and Do the Right Thing...to promote a healthy , safe and balanced environment for students and staff members alike.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$13,000.00
Goal 2: Mathematics	\$13,000.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$0.00
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
Total:	\$26,000.00

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