
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 0861 - Colonial Drive Elementary School

FeederPattern: Miami Killian Senior

Region: Regional Center V

District: 13 - Miami-Dade

Principal: Henry Fernandez

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Colonial Drive Elementary School

Colonial Drive Elementary is a neighborhood school located between the Richmond Heights and Perrine Communities. The location of the school allows the majority of the student population the ability to walk to and from school. The Colonial Drive Elementary has a total enrollment of 343 students ranging from grades PreKindergarten through Fifth Grade. The current school population reflects the following ethnic representation: 4.0 percent white/non-hispanic; 60.7 percent black; 30.3 percent Hispanic; 5 percent other. Seventy-four percent of the students receive free/reduced price meals based upon family income. Colonial Drive Elementary was designated as a school to receive Title I funding in the 1998-1999 school year and continues to receive Title I funding. The students receive instruction in Language Arts/Reading, Mathematics, Science, Social Studies, Art, Music, Physical Education and Spanish. We offer Violin classes with the Fine Arts Program as an academic enrichment for student achievement. Through the student services department, we offer a variety of small group counseling to reduce conflicts through Peer Mediation and Conflict Resolution. In an effort to improve attendance, an after school Sports Program was established last school year. Students that have been identified needing additional support receive tutoring before and/or after school and are also enrolled in the school's Saturday Academy.

Given instruction using the Sunshine State Standards, students in grades three through five will increase their reading skills as evidenced by 69% of students scoring at a Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, students with disabilities will increase their reading skills as evidenced by 51% scoring at a Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades three through five will increase their mathematical skills as evidenced by 56% of students reaching the state required mastery of Level 3 or higher, as documented by the scores of the 2007 administration of the FCAT Mathematics test.

Given instruction using the Sunshine State Standards, students within the Students with Disabilities NCLB subgroup will increase their mathematical skills as evidenced by 56% of the students reaching the state required mastery of Level 3 or higher, as documented by the scores of the 2007 administration of the FCAT Mathematics test.

Given instruction using the Sunshine State Standards students within the African-American NCLB subgroup will increase their mathematical skills as evidenced by 56% of the students reaching the state required mastery Level of 3 or higher, as documented by the scores of the 2007 administration of the FCAT Mathematics test.

Given instruction using the Sunshine State Standards and Grade-Level Expectations, students in fourth grade will increase their writing skills as evidenced by 77% of students reaching the state- required mastery Level 3.5 or above as documented by the scores on the 2007 FCAT Writing Plus Test.

Given instruction using Sunshine State Standards, students in grade five will increase their science skills as evidenced by 37% of the students scoring at a level 3 or higher on the 2007 FCAT Science test.

Given the need to establish a strong link between the school, home and community to support the efforts of improving academic achievement, Title I parental and community involvement will increase to 42% as evidenced by Title I Parent signature logs from parental, school and community activities.

Given an emphasis on the learning environment, there will be a two percent decrease in the number of outdoor suspensions during the 2006 - 2007 academic year when compared to the 2005 - 2006 academic year using the 2006-07 COGNOS database.

Given emphasis on the use of educational technology, all teachers will attend a minimum of three technology-centered workshops and sign-in logs will document participation.

Given instruction using the Sunshine State Standards, 53% of students participating in the FITNESSGRAM will achieve gold or silver awards for the 2007 FITNESSGRAM.

Given instruction using the Sunshine State Standards, the Fine Arts Program will have 14 performances and exhibits in 2006 - 2007 as documented by event programs and exhibit displays.

Colonial Drive Elementary School will improve its ranking on the State of Florida ROI index publication from the eighth percentile in 2004-2005 to the fifteenth percentile on the next publication of the index.

Based upon 2006 the Organizational Performance Improvement Snapshot self-assessment survey tool, the areas recommended for improvement are strategic planning and process management. These areas ranked lowest on the assessment tool. Additionally, the survey indicates that the leadership of the building is having a positive impact within the areas of Measure, Analysis and Knowledge Management, Customer Markets Focus and Leadership categories of the OPIS. The areas of strategic planning and process management can be improved by having ongoing workshops through EESAC, faculty, grade-level and departmental meetings with a focus on at least one question per meeting.

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

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

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

Colonial Drive Elementary School

VISION

Our vision at Colonial Drive Elementary School is that each student will develop his or her own individual level of personal growth and achievement.

MISSION

Our mission at Colonial Drive Elementary School is to develop each child's academic potential, social and cultural awareness, sense of self-worth and physical abilities in a positive, supportive environment, which promotes lifelong learning and good citizenship in our diverse society.

CORE VALUES

At Colonial Drive Elementary, we pursue the highest standards in academic and organizational performance.

School Demographics

Colonial Drive Elementary is located between the Richmond Heights and Perrine Communities. The school has a total enrollment of 343 students ranging from grades Pre-Kindergarten through Fifth Grade. The current school population reflects the following ethnic representation: 4.0 percent white/non-hispanic; 60.7 percent black; 30.3 percent Hispanic; 5 percent other. Approximately 244 of the students enrolled at Colonial Drive Elementary receive free and/or reduced priced meals based upon family income, qualifying Colonial Drive Elementary to be classified as a Title I School. The Students with Disabilities (SWD) population consists of 22 students and the English Language Learners (ELL) population consists of 31 students.

Two administrators, a principal and assistant principal, serve as instructional leaders of the school. There are 19 certified teachers, 2 Teachers of Student with Disabilities, 1 Elementary Guidance Counselor, 1 Speech Therapist, 1 Media Specialist, 1 ESOL Teacher, 1 Spanish Teacher, 1 Physical Education, 2 Fine Arts Teachers, 2 Reading Coaches, 2 Full-Time Paraprofessionals, 4 Part-Time Paraprofessionals, 1 Community Involvement Specialist, 1 full-time Psychologist, a shared support team which includes 1 Staffing Specialist, 1 Social Worker and 1 MicroSystem Technician.

There are 12 teachers with a Bachelor of Arts or Bachelor of Science degree; 19 teachers with a Master of Science degree; and 2 teachers with an Educational Specialist degree.

The ethnic makeup of the certified staff is as follows:

White/Non-Hispanic 46.9%; Black/Non-Hispanic 34.4%; Hispanic 15.6%, other 3.1%. The certified staff consists of 22 females and 8 males.

School Foundation

Leadership:

The results of the Organizational Performance Improvement Snapshot self-assessment by instructional and non-instructional staff suggest that the leadership team of Colonial Drive Elementary is working to address the needs of school site personnel.

District Strategic Planning Alignment:

The goals for Colonial Drive Elementary are based on the continued development and achievement of our students. The information provided through state, district and school based assessments enable the Plan-Do-Study-Act model of the Continuous Improvement Model to be effectively implemented. The constant review and adjusting make goal development an on-going project.

Stakeholder Engagement:

The results of the Organizational Performance Improvement Snapshot (OPIS) self-assessment by instructional and non-instructional staff suggest the instructional leaders of the school need to address the areas of strategic planning and process management.

Faculty & Staff:

All teachers new to the profession and/or school system, will be involved in the beginning-teacher orientations provided by the district. The assistant principal meets with new teachers regularly, offering support where it is needed. The school site administration shares district communications such as NEST newsletters with beginning teachers. The school will provide new teachers with a Professional Growth Team (PGT) to help with planning, setting goals and effective classroom management strategies by pairing veteran teachers with new teachers. Along with a school site PGT, beginning teachers are given the opportunity to visit other classrooms either within Colonial Drive Elementary or at other locations deemed appropriate by administration. This school year, beginning teachers at Colonial Drive are also receiving professional development assistance from a district-sponsored teacher on special assignment (tsa). The tsa will meet with beginning teachers at least once a week.

Data/Information/Knowledge Management:

Data for Colonial Drive Elementary is acquired through a variety of assessments. This information is then shared with teachers, paraprofessionals, parents and tutors in an ongoing manner. The student assessments serve as an indicator of how well their support services are working. Through the EESAC, faculty, grade-level and departmental meetings staff has an insight as to how well Colonial Drive is functioning. The parents have an opportunity to attend PTA meetings and Parent Workshops which also serve as indicators as to how well Colonial Drive is performing as a school.

Education Design:

School Wide Improvement Model

The research-based school improvement model is the Plan-Do-Study-Act. Objectives and goals are set from the

beginning of the school year and are based on the Grade-Level Expectations and the Sunshine State Standards. Once the objectives have been established, they are shared with the faculty through grade-level meetings and implemented.

Performance Results:

The attendance rate has continued to improve with an average daily attendance of 96.07%. The overall suspension rate for the school is two percent of its student population. The administration takes great effort to include a variety of interventions that help reduce the suspension rate. The district supports the concept of Inclusion of Students with Disabilities. Currently, we are able to support Inclusion models in grades one through five. Employee attendance is good as is employee morale. The retention rate is on the decline for all grades.

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 type="checkbox"/>

GOAL 1 STATEMENT:

Kindergarten through grade five students will master phonemic awareness, phonics, vocabulary, fluency and reading comprehension skills mandated by the Sunshine State Standards and Grade-Level Expectations.

Needs Assessment

Data from the 2006 Florida Comprehensive Assessment Test (FCAT) indicates that 68% of grade three through five students scored above achievement Level 3 on the Reading test, while 54% of the students made a year's worth of progress in the area of Reading. The Students with Disabilities had 32% of the NCLB subgroup score at achievement Level 3 or higher.

Data from the 2006 FCAT Reading test produced the following content cluster information by grade level: third grade students had the greatest success in the area of Reference/Research (RR) 75%, Words/Phrases with 71%, Main Idea/Purpose producing 64%, Comparisons had 58% of students scoring correctly.

Fourth grade scored as follows: Word/Phrases 67%, Main Idea/Purpose 59%, Comparisons 59% and Reference/Research 50% students scoring correctly.

Fifth grade students scored as follows: Comparisons 67%, Reference/Research 67%, Main Idea/Purpose 57% and Word/Phrases 57%

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will increase their reading skills as evidenced by 69% of students scoring at a Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, students with disabilities will increase their reading skills as evidenced by 51% scoring at a Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize the Accelerated Reader computer program to increase reading comprehension skills by establishing a motivational incentive program.	Classroom Teachers Media Specialist	08/14/2006	05/30/2007	District Strategic Plan	\$500.00
Utilize technology to access the FCAT Explorer, Accelerated Reader, SuccessMaker and other programs for students.	Classroom Teachers Media Specialist	08/14/2006	05/30/2007	District Strategic Plan	\$500.00
Identify level 1 and 2 students from the 2006 FCAT Reading subtest and provide small group tutoring intervention using Voyager Passport, Early Success, Soar to Success, SuccessMaker after and/ or during the school day.	Administration	08/14/2006	05/30/2007	District-wide literacy plan	\$17000.00
Identify students with disabilities and level 1 and 2 students from the 2006 FCAT Reading test and provide FCAT Reading strategies at the after-school/Saturday component of the tutorial program using site-authored materials to improve reading achievement which will be monitored on a bi-monthly basis.	Administration	08/14/2006	05/30/2007	District-wide literacy plan	\$40000.00
Utilize CRISS strategies to enhance the delivery of instruction and promote student ownership of the educational process.	Classroom Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$1000.00
Utilize SuccessMaker schoolwide daily to address students' individual educational needs.	Classroom Teachers MicroSystems Technicians Administration	08/14/2006	05/30/2007	District Strategic Plan	\$1000.00
Analyze data to support data driven instruction using FCAT Reading, Weekly Instructional Focus results and district interim	Literacy Team	08/14/2006	05/30/2007	Continuous Improvement Model	\$1000.00

<p>assessments to best provide differentiated instruction and tutoring activities. The Continuous Improvement Model (CIM) will also assist with data driven instruction. The Comprehensive Research-Based Reading Plan will also provide structure on improving reading skills, within the content clusters of Main Idea/Author's Purpose, Words/Phrase, Comparisons and Reference/Research.</p>					
<p>Conduct parent orientations, using Title I resources combine with others, and trainings that correspond with the Sunshine State Standards for reading.</p>	<p>Community Involvement Specialist Reading Coaches Classroom Teachers</p>	<p>08/14/2006</p>	<p>05/30/2007</p>	<p>Community Partnerships</p>	<p>\$500.00</p>

Research-Based Programs

Houghton-Mifflin (Core Program)

Voyager Passport, Early Success, Soar to Success (Supplemental Research-Based Programs)

Professional Development

Professional development for all teachers will include training on the Continuous Improvement Model (CIM), Creating Independence through Student-owned Strategies (CRISS) and others provided through the district.

Evaluation

Evaluation will be achieved from the data collected from the Miami-Dade County Public Schools interim assessments, 2007 FCAT Reading, tutorial program pre and post assessments and Accelerated Reader and STAR Reading comprehension levels.

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:

Students in Kindergarten through Fifth Grade will master mathematical application, computation and word analysis problems mandated by the Sunshine State Standards and Grade-Level Expectations.

Needs Assessment

Data from the 2006 Florida Comprehensive Assessment Test (FCAT) indicate that 53% of grade three through five students scored at achievement level 3 or higher, while 46% of the students made a year's worth of progress in the area of Mathematics. The NCLB subgroup of African-American students had 43% of students scoring at achievement Level 3 or higher, while the Students with Disabilities had 39% of students scoring at achievement Level 3 or higher.

Content cluster analysis for the mathematical strands yielded the following grade level information: third grade students Algebraic Thinking 67%, Measurement 63%, Number Sense 58%, Geometry 57% and Data Analysis 57% of the students scoring correctly. Fourth grade students had Data Analysis 57%, Geometry 57%, Measurement 50%, Number Sense 50% and Algebraic Thinking 43% of students scoring correctly. Fifth grade students had Geometry 46%, Data Analysis 42%, Number Sense 38%, Algebraic Thinking 36% and Measurements 36% of students scoring correctly.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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, students in grades three through five will increase their mathematical skills as evidenced by 56% of students reaching the state required mastery of Level 3 or higher, as documented by the scores of the 2007 administration of the FCAT Mathematics test.

Given instruction using the Sunshine State Standards, students within the Students with Disabilities NCLB subgroup will increase their mathematical skills as evidenced by 56% of the students reaching the state required mastery of Level 3 or higher, as documented by the scores of the 2007 administration of the FCAT Mathematics test.

Given instruction using the Sunshine State Standards students within the African-American NCLB subgroup will increase their mathematical skills as evidenced by 56% of the students reaching the state required mastery Level of 3 or higher, as documented by the scores of the 2007 administration of the FCAT Mathematics test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Initiate the Accelerated and STAR Math programs, for select grade three through five classes, which will be monitored on a bi-monthly basis.	Administration	08/14/2006	05/30/2007	Continuous Improvement Model	\$200.00
Utilize technology to access Accelerated and STAR Math, FCAT Explorer, and SuccessMaker.	Classroom Teachers Media Specialist	08/14/2006	05/30/2007	Continuous Improvement Model	\$100.00
Identify African-American, Students with Disabilities and level 1 and 2 students based on the 2006 FCAT mathematics test and provide small group tutoring through the after-school/Saturday tutorial program using FCAT Explorer and SuccessMaker.	Administration	08/14/2006	05/30/2007	District Strategic Plan	\$8000.00
Utilize SuccessMaker schoolwide daily to address students' individual educational needs.	Classroom Teachers MicroSystems Technician Administration	08/14/2006	05/30/2007	District Strategic Plan	\$1000.00
Analyze data to support data driven instruction using FCAT Mathematics and district interim assessment results to best provide differentiated instruction and tutorial activities supporting the content clusters of Algebraic Thinking, Data Analysis, Geometry, Measurement and Number Sense.	Literacy Team	08/14/2006	05/30/2007	Continuous Improvement Model	\$1000.00

The CIM will also assist with data driven instruction. The Scope and Sequence outlined by the Division of Mathematics and Science will also assist in aligning instructional needs and timelines.					
Conduct parent orientations, using Title I and various resources, and training that correspond to the Sunshine State Standards for mathematics.	Community Involvement Specialist Classroom Teachers	08/14/2006	05/30/2007	Community Partnerships	\$300.00

Research-Based Programs

Harcourt Mathematics Florida Edition (Core Program)

Professional Development

Professional development will include computer programs/technology (FCAT Explorer, Accelerated/STAR Math and Successmaker) and district recommended professional development opportunities.

Evaluation

Evaluation will be achieved from the data collected from the Miami-Dade County Public School district's interim assessments, Accelerated/STAR Math, SuccessMaker, tutorial pre and post assessments and the 2007 FCAT Mathematics subtest.

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

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

GOAL 3 STATEMENT:

Students in grades Kindergarten through Fourth Grade will master the elements of the writing process for expository and narrative writing mandated by the Sunshine State Standards and Grade-Level Expectations.

Needs Assessment

Data from the 2006 Florida Comprehensive Assessment Test - (FCAT) Writes Plus indicates that 76% of grade four students reached the writing score of 3.5 or above. Fourth grade students had either a narrative or expository writing prompt. The students writing to an expository writing prompt had a mean essay score of 4.1, with 93% scoring greater than 3.5. Students receiving the narrative writing prompt had a mean essay score of 3.5, with 57% scoring greater than 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards and Grade-Level Expectations, students in fourth grade will increase their writing skills as evidenced by 77% of students reaching the state- required mastery Level 3.5 or above as documented by the scores on the 2007 FCAT Writing Plus Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Model writing instructional lessons to incorporate the writing components.	Reading Coach	08/14/2006	05/30/2007	Continuous Improvement Model	\$300.00
Provide struggling students with tutoring through the Saturday component of the tutorial program. Students' progress will be review on a bi-monthly basis with the tutorial coordinator and tutors.	Administration	08/14/2006	05/30/2007	Small Learning Communities	\$5000.00
Analyze the data from the Miami-Dade County Public Schools Pre-Test and monthly assessment prompts to form ability group instruction. The CIM will also assist with data driven instruction.	Classroom Teachers Reading Coach	08/14/2006	05/30/2007	Continuous Improvement Model	\$100.00
Provide parental training, using Title I resources and other sources, on expectations for students on FCAT Writes and how they can assist students at home.	Reading Coach Community Involvement Specialist Classroom Teachers	08/14/2006	05/30/2007	Community Partnerships	\$200.00
Train and assist teachers in holistic scoring, in an effort to have consistent writing instruction throughout the building	Reading Coach	08/14/2006	05/30/2007	Continuous Improvement Model	\$500.00

Research-Based Programs

Houghton Mifflin (Core Program)

Professional Development

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

Evaluation

The district narrative and expository pre- and post- assessments, monthly writing prompts focusing on either a narrative or expository FCAT style prompt, tutorial pre and post assessments and the results of the 2007 FCAT Writing Plus test.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

Students in Kindergarten through Fifth Grade will master the physical, chemical and environmental components mandated by the Sunshine State Standards and Grade-Level Expectations.

Needs Assessment

Data from the 2006 Florida Comprehensive Assessment Test (FCAT) Science test reflects 13% of the students scored Level 3 or higher.

Content cluster analysis reflects that grade five students scored Physical/Chemical 50%, Scientific Thinking 50%, Life/Environment 46% and Earth/Space 43% correctly

Measurable Objective

Given instruction using Sunshine State Standards, students in grade five will increase their science skills as evidenced by 37% of the students scoring at a level 3 or higher on the 2007 FCAT Science test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement district- designed pacing guide to provide consistency and purpose within the delivery of the content.	Administration	08/14/2006	05/30/2007	District Strategic Plan	\$500.00
Utilize the scientific method to solve problems and determine how other individuals created solutions to their dilemmas.	Classroom Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$500.00
Encourage the utilization of FOSS Kits during instruction and monitor daily lesson plans.	Administration	08/14/2006	05/30/2007	District Strategic Plan	\$500.00
Analyze data from the Science Pre-Test to drive instruction in planning daily lessons. The CIM will also assist with data driven instruction. The Scope and Sequence created by the Division of Mathematics and Science will serve to align instructional needs and timelines.	Literacy Team	08/14/2006	05/30/2007	Continuous Improvement Model	\$100.00
Incorporate hands-on science activities into the instruction delivered to students which are aligned with the Sunshine State Standards addressing physical/chemical, earth/space, life/environment and scientific thinking strands.	Classroom Teachers Administration	08/14/2006	05/30/2007	District Strategic Plan	\$100.00

Research-Based Programs

Harcourt Science

Full Option Science System (FOSS) Kits

Professional Development

Professional development training will include workshops which focus on the Eight Strands of Science, use of hands-on activities, managing and guiding cooperative groups, and strategies to maximize learning opportunities. Workshops will provide proper instruction implementing the Comprehensive Science Plan and District's Pacing Guides; as well as, show how to use the scientific method effectively in the classroom and how to implement the FOSS Kits thereby allowing students to have a hands-on approach to learning.

Evaluation

Evaluation will be achieved from data collected from school site generated assessments and the 2007 FCAT Science test.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 5 STATEMENT:

The percent of parents attending parental involvement activities will increase.

Needs Assessment

The data reflected on the 2006 annual survey of Title I Parental Involvement Log indicates that 37% of parents attended parental involvement in school-based activities. The level of involvement of the parents and community based organizations will need to be highly-focused and well-planned to increase participation and support in an effort the increase student achievement in academics and social awareness activities.

Measurable Objective

Given the need to establish a strong link between the school, home and community to support the efforts of improving academic achievement, Title I parental and community involvement will increase to 42% as evidenced by Title I Parent signature logs from parental, school and community activities.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Survey parents' needs, prioritize their areas of greatest need and concern and plan activities to address the parents' needs. PTA Standard II	Community Involvement Specialist	08/14/2006	05/30/2007	District Strategic Plan	\$100.00
Conduct a technology workshop to enable parents in helping their children with FCAT Explorer and how to navigate Colonial Drive Elementary's web page. PTA Standard III	Media Specialist Technology Team Community Involvement Specialist	08/14/2006	05/30/2007	Community Partnerships	\$100.00
Provide and maintain a Parent Resource Center with assistance materials and informational brochures. PTA Standard I and VI	Community Involvement Specialist	08/14/2006	05/30/2007	Community Partnerships	\$100.00
Plan and deliver workshops, that include the Ethics Initiative, to empower parents with skills needed to assist their children for academic success. PTA Standard III	Community Involvement Specialist Classroom Teachers Media Specialist Technology Team	08/14/2006	05/30/2007	Community Partnerships	\$100.00
Invite Title I parents to participate in school-wide activities such as Career Day, Honor Roll Assemblies, Sports and Field Events, Pajama Night, Curriculum and Science Fairs, Winter and Spring Concerts, Community Meetings, Guest Reader Day, Parent- Teacher Association, District Advisory Council (DAC) and EESAC. PTA Standard I, V and IV	Administration	08/14/2006	05/30/2007	Community Partnerships	\$500.00

Research-Based Programs

National Standards for Parents/Family Involvement Program

Professional Development

Miami-Dade County Public Schools' Ethics Initiative
District Advisory Council (DAC) Meetings

Evaluation

Title I parental and community involvement will show an increase to 42% participation as reflected by the data collected from the Title I parent signature logs for the 2006-2007 academic year.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 6 STATEMENT:

We will create and maintain a safe environment.

Needs Assessment

Based upon school site analysis of suspension information, the number of students placed on outdoor suspension can be reduced.

Measurable Objective

Given an emphasis on the learning environment, there will be a two percent decrease in the number of outdoor suspensions during the 2006 - 2007 academic year when compared to the 2005 - 2006 academic year using the 2006-07 COGNOS database.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Establish a Discipline and Safety Committee comprised of administrators, teachers, custodians, and stakeholders to ensure the best safety practices at the school.	Administration	08/10/2006	05/30/2007	District Strategic Plan	\$100.00
Recognize students for positive behaviors utilizing an incentive system including but not limited to: certificates, and the "Do the Right Thing" program.	Counselor Classroom Teachers Administration	08/14/2006	05/30/2007	District Strategic Plan	\$300.00
Utilize the school counselor to form focus groups and peer mediation activities to reinforce positive behaviors. Involvement in focus groups will be monitored through logs maintained by the counselor.	Counselor	08/14/2006	05/30/2007	District Strategic Plan	\$200.00
Identify students with behavior concerns through a teacher to counselor needs assessment. Coordinate the implementation of the Character Education Program which will be monitored by counselor logs.	Counselor	08/14/2006	05/30/2007	District Strategic Plan	\$200.00
Continue to implementation a school wide Discipline Plan.	Administration	08/14/2006	05/30/2007	District Strategic Plan	\$300.00

Research-Based Programs

Not Applicable

Professional Development

Professional development will be provided through the district and school-site regarding effective classroom management strategies.

Evaluation

The COGNOS report indicating the number of outdoor suspensions for the 2006 - 2007 academic year compared to the number of outdoor suspensions for the 2005 - 2006 academic year.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

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

GOAL 7 STATEMENT:

We will increase teacher usage of technology.

Needs Assessment

With the district's focus on technology, i.e. Edusoft, district-wide implementation of an electronic gradebook, as well as programs implemented by the school, instructional and non-instructional staff members need to become skillful in navigating software programs that assist in the completion of professional responsibilities. Through an informal staff survey, assistance is needed for the majority of staff to access electronic mail, properly utilize district recommended programs like FCAT Explorer and Riverdeep, as well as various software program reports.

Measurable Objective

Given emphasis on the use of educational technology, all teachers will attend a minimum of three technology-centered workshops and sign-in logs will document participation.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Supply each teacher with instructional materials and school policies on individual flash drives.	Administration	08/14/2006	05/30/2007	District Strategic Plan	\$400.00
Emphasize the use of instructional technology throughout the curriculum such as Breakthrough to Literacy, Accelerated Reader, Accelerated Math, SuccessMaker, FCAT Explorer, and Riverdeep.	Administration	08/14/2006	05/30/2007	District Strategic Plan	\$500.00
Utilize technology to retrieve, evaluate and use information related to monitoring and assessing student progress.	Literacy Team	08/14/2006	05/30/2007	District Strategic Plan	\$200.00
Provide technical assistance with programs within the school through mentoring and peer tutoring.	Media Specialist MicroSystems Technician	08/14/2006	05/30/2007	Mentoring Opportunities	\$250.00
Monitor participation and usage in technology initiatives by a survey at mid-year and end of year.	Media Specialist Administration	08/14/2006	05/30/2007	Continuous Improvement Model	\$100.00

Research-Based Programs

Not Applicable

Professional Development

Professional development activities provided by the district or school-site.

Evaluation

Evaluation will be determined through specific data to be retrieved from various software programs and sign-in logs.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 8 STATEMENT:

Improve student performance by developing a connection between health and physical fitness.

Needs Assessment

Data collected from the 2006 FITNESSGRAM indicate that 50% of the students taking the test achieved the desired level of achievement of silver and gold awards. These results indicate a need for improved physical activity and an increase in knowledge regarding health needs.

Measurable Objective

Given instruction using the Sunshine State Standards, 53% of students participating in the FITNESSGRAM will the achieve gold or silver awards for the 2007 FITNESSGRAM.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilizing the FITNESSGRAM, administer a pre-test to determine baseline measures.	Physical Education Teacher	08/14/2006	10/17/2006	District Strategic Plan	\$300.00
Ensure that an appropriate amount of instructional time is dedicated to fitness related activities on a daily basis.	Physical Education Teacher	08/14/2006	05/30/2007	District Strategic Plan	\$500.00
Monitor the physical education program to ensure that teachers select activities specifically related to assessment and which would enhance specificity of training.	Administration	08/14/2006	05/30/2007	District Strategic Plan	\$50.00
Provide activities and instruction which promote a healthy lifestyle.	Physical Education Teacher	08/14/2006	05/30/2007	District Strategic Plan	\$100.00

Research-Based Programs

FITNESSGRAM

Professional Development

Professional development activities will include programs and activities provided by the district.

Evaluation

Evaluation will be based upon the results of the 2007 FITNESSGRAM, health-related fitness 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.)

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"/>

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

GOAL 9 STATEMENT:

Expand student performance offerings.

Needs Assessment

Students need to be exposed to a variety of experiences to increase their knowledge base and allow for individual differences focusing on multiple intelligences. During the 2005-06 academic year, students participated in 10 various opportunities to showcase their talent, seven musical performances and three art exhibits, which included a winter and spring showcase, curriculum nights, holiday performances for Dade Partners of Colonial Drive Elementary, and monthly displays at area businesses.

Measurable Objective

Given instruction using the Sunshine State Standards, the Fine Arts Program will have 14 performances and exhibits in 2006 - 2007 as documented by event programs and exhibit displays.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Showcase musical talent at the school's Winter and Spring Concerts.	Music Teacher	08/14/2006	05/30/2007	District Strategic Plan	\$200.00
Showcase art pieces at the school's Fine Art segment of Colonial Drive Elementary's Curriculum Fair and throughout the year.	Art Teacher	08/14/2006	05/30/2007	District Strategic Plan	\$100.00
Display student art work throughout the school, community and with Dade-Partners/Local Businesses throughout the year.	Art Teacher	08/14/2006	05/30/2007	District Strategic Plan	\$200.00
Incorporate Violin instruction within the music schedule to include FCAT level 1 and 2 students.	Administration	08/14/2006	05/30/2007	District Strategic Plan	\$2000.00
Increase the number of Art samples submitted by students to the Miami-Dade County Youth Fair and Exhibition.	Art Teacher	08/14/2006	05/30/2007	District Strategic Plan	\$200.00

Research-Based Programs

Not Applicable

Professional Development

Professional development activities will be provided by the district.

Evaluation

Evaluation will be based on the fine arts department student exhibition and performances for the community and school.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

GOAL 10 STATEMENT:

Colonial Drive Elementary School will rank at or above the 15th percentile statewide in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2005, Colonial Drive Elementary ranked at the eighth percentile on the State of Florida ROI index.

Measurable Objective

Colonial Drive Elementary School will improve its ranking on the State of Florida ROI index publication from the eighth percentile in 2004-2005 to the fifteenth percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Analyze the usage of financial resources in relation to school programs.	Administration Teachers	07/03/2006	06/29/2007	District Strategic Plan	\$500.00
Use student data to target specific areas for improvement and make purchases that will impact student achievement.	Administration EESAC	07/03/2006	06/29/2007	District Strategic Plan	\$200.00
Use student performance data to influence decision-making.	Administration	07/03/2006	06/29/2007	District Strategic Plan	\$200.00
Collaborate with district on resource allocation.	Administration	07/03/2006	06/29/2007	District Strategic Plan	\$100.00
Evaluate the usage of current resources and widen our community benefactors.	Administration	07/03/2006	06/29/2007	District Strategic Plan	\$200.00

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

On the next State of Florida ROI index publication, Colonial Drive Elementary will show progress toward reaching the 15th 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 recommends monies allocated by the state has been utilized for materials, equipment and special projects that will enhance students' academic performance.

Training:

The EESAC recommends that Colonial Drive Elementary participate in as many professional development opportunities as possible.

Instructional Materials:

The EESAC recommends that Colonial Drive Elementary spend funds in a manner that best meets the needs of the instructional program.

Technology:

The EESAC recommends that Colonial Drive Elementary continue to support existing software/computer based programs in order to support the instructional program.

Staffing:

The EESAC recommends that Colonial Drive Elementary monitor class sizes and address the appropriate and/or required personnel adjustments.

Student Support Services:

The EESAC recommends that Colonial Drive Elementary implement programs and services that compliment and/or enhance student support services.

Other Matters of Resource Allocation:

The EESAC recommends that Colonial Drive Elementary continue to support incentives for the various programs operating with the school, i.e. attendance, academics, Accelerated Reader, Accelerated Math, Voyager Passport, etc.

Benchmarking:

The EESAC recommends the continued implementation of a monitoring mechanism for reading, writing, mathematics and science to better assess students' needs and progress, in addition to the professional development needs of faculty and support staff.

School Safety & Discipline:

The EESAC recommends that Colonial Drive Elementary implement a schoolwide discipline plan. It also recommends that the School Safety-to-Life Committee continue to monitor the building in order to keep all stakeholders safe.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$61,500.00
Goal 2: Mathematics	\$10,600.00
Goal 3: Writing	\$6,100.00
Goal 4: Science	\$1,700.00
Goal 5: Parental Involvement	\$900.00
Goal 6: Discipline & Safety	\$1,100.00
Goal 7: Technology	\$1,450.00
Goal 8: Health & Physical Fitness	\$950.00
Goal 9: Electives & Special Areas	\$2,700.00
Goal 10: Return On Investment	\$1,200.00
<hr/>	
Total:	\$88,200.00

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