
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 1811 - Dante B. Fascell Elementary School

FeederPattern: John A. Ferguson Senior

Region: Regional Center V

District: 13 - Miami-Dade

Principal: Estela Santiago

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

Dante B. Fascell Elementary School

Dante B. Fascell Elementary School is located in southwest Miami-Dade County in one of the fastest growing areas of Kendall. The surrounding area includes single family homes, rental units, and HUD housing. The school services students in grades pre-kindergarten through five. The majority of the students come from low to middle socio-economic backgrounds. Approximately 86 percent of the more than 1017 students attending the school are Hispanic and 36 percent of them have been identified as being Limited English Proficient (LEP) students. Seventy seven percent of the students are on the Free/Reduced Meals Program.

Given instruction based on the Sunshine State Standards, reading skills will improve as evidenced by 83% of students in grades 3-5 scoring at a Level 3 or higher on the 2007 FCAT Reading Test.

Given instruction based on the Sunshine State Standards, math skills will increase as evidenced by 80% of students in grades 3-5 scoring at Level 3 or higher on the 2007 FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, writing proficiency will improve as evidenced by 88% of fourth grade students scoring a 3.5 and above on the 2007 FCAT Writing+ Test.

Given instruction in the Sunshine State Standards, science skills will increase as evidenced by 60% of Fifth grade students scoring at a Level 3 or higher on the 2007 FCAT Science Test.

Given increased attention to communication with all stakeholders, parental involvement will increase as evidenced by a 50% increase in the total number of stakeholders participating in the PTA sponsored Parent Academy workshops in the 2006-2007 school year when compared to the 2005-2006 school year.

Given the emphasis on student attendance, overall school attendance will increase to 96.35% when results from the 2006-2007 End of Year Attendance Bulletin are compared to the previous year.

Given the need to access technology usage, the number of teachers currently using Reading Plus will increase by 50% when comparing program usage results from the 2006-2007 school year to the previous year.

Given the emphasis on student participation in the Free Breakfast Program, participation will increase by 1% as documented by the 2006-2007 Historical Report.

Given emphasis on the benefits of participation in extra curricular activities, the number of students participating in extra curricular activities will increase by 1% when comparing enrollment from the 2006-2007 roster to the previous year.

Given the State of Florida ROI Index, Dante B. Fascell Elementary School will maintain its ranking of the 97 percentile on the State of Florida ROI index publication.

Results of the OPIS survey are very positive in all categories. Although all categories were rated high, there were two categories that have been identified as needing attention. Two questions representing those categories include, I am recognized for my work; and I know how well my organization is doing financially. To address these concerns, the Leadership Team will develop a faculty and staff recognition program. The Leadership Team will share information on student and EESAC funding and provide budgetary informational sessions for anyone interested.

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.

Dante B. Fascell Elementary School

VISION

Dante B. Fascell Elementary School will help individuals excel by discovering their full potential, experiencing the lure of the future, and dreaming of and actualizing the possible. The vision will be accomplished by: daring to dream, nurturing the intellect, expressing emotions, raising achievement, sharing responsibility, and fostering the love of reading.

MISSION

Dante B. Fascell Elementary School's mission statement is: Brightening the future through the power of knowledge using a multiple intelligence approach.

CORE VALUES

Dante B. Fascell Elementary School is driven by collaborative efforts between the students, staff, parents and business community to build a foundation that includes the underlying beliefs and values that "All" children can and will learn given mutual respect and support.

School Demographics

Dante B. Fascell Elementary School is a public, non-profit organization within the Miami-Dade County Public School system. Founded in 1996, the school is located in southwest Miami-Dade County, in one of the fastest growing areas of Kendall. The school services students in grades pre-kindergarten through five. These students include standard curriculum students (92 percent), SWD students (9.4 percent), ELL students (36 percent), and economically disadvantaged students (68 percent). The ethnic/racial makeup of the student population is 86% Hispanic, 7% White Non-Hispanic, 3% percent Black Non Hispanic, and 4% Asian/Indian Multiracial.

The school received the Governor's Sterling Award in 2004. For the past 5 years, the school has maintained an A rating. Recently the school was recognized as one of the top 100 schools in the State of Florida.

DBFE employs a total of 97 full time and 32 part time instructional and non-instructional personnel. There are 112 females and 17 males. There are 2 administrators, 74 instructional staff and 8 clerical members of the staff. 17 members are White, 12 are Black, 98 are Hispanic and 1 reports being an ethnicity other than those. Thirty seven teachers have Master's degrees while 3 have Specialist degrees. The school has 10 National Board Certified teachers.

The school faces the following challenges: maintaining academic achievement, limiting Third grade retention, providing opportunities for teacher collaboration and lack of funding for support personnel.

School Foundation

Leadership:

Dante B. Fascell Elementary utilizes a cascading organizational structure in which the principal and her administrative team in collaboration with the Organizational Leadership Team (OLT) and the Educational Excellence Advisory Committee (EESAC) set the direction for the school. The senior leadership with the assistance of chairpersons interprets guidelines and requirements when revisiting its vision as well as formulating DBFE's strategic policies and aligning processes across all subsystems of the organization.

All of the school's stakeholders/customers have a vested interest in the school's performance and are therefore given an active role and provide meaningful input in the strategic planning process. Two groups are charged with the responsibility of assisting senior leaders with the development of the strategic plan. These are the EESAC which is responsible for addressing academic performance while the OLT addresses non-academic organizational issues. Another group, the Literacy Leadership Team, is responsible for addressing the school's literacy progress.

To ensure the proper direction, assess progress and sustain improvement, the Principal and her administrative team regularly meet with various leadership committees. As the needs of each unit are redefined, it may be necessary to reconfigure processes. The elected leaders of each committee are responsible for conveying information to and from their members thus assuring that values and performance expectations are openly communicated. DBFE's cascading leadership system guarantees that continuous improvement occurs across the entire school and that communication travels in all directions.

The score for Leadership is 4.7 on a 5.0 scale.

District Strategic Planning Alignment:

In order to align the school's vision and mission with the requirements of FDOE, M-DCPS, its strategic plan and customer needs, DBFE has identified three Key Performance areas. These three areas are linked to the school's overall product of achieving educational excellence. DBFE's key performance areas include:

- Improved student achievement to empower students through knowledge
- A dedicated high performing workplace
- Effective and Efficient operational systems

At DBFE the key participants in managing the school's strategic planning process and aligning it to the M-DCPS strategic plan are the EESAC and the OLT. The EESAC is responsible for addressing the School to Career and the Effective Learning Environment goals of the district's strategic plan which are academic in nature. The Efficient Management goal of the district's plan is addressed by the OLT. This allows for the participation of all the school's stakeholders during this process.

The score for District Strategic Planning is 4.5 on a 5.0 scale. The majority of respondents answered in the affirmative for the 6 items measuring this category.

Stakeholder Engagement:

In determining the requirements, expectations and needs of customers and stakeholders, DBFE articulates that students are the internal customers, and that active involvement from all stakeholders is integral to both school and district operations.

DBFE acknowledges and values the input its customer groups have on the overall strategic planning process. The inclusion of all customer segments within each decision-making body has proven invaluable to acquiring information and utilizing that information to improve customer satisfaction and maintaining high academic achievement. Listening and learning methods are kept current with organizational needs by directly aligning them to DBFE's three key performance areas.

The customers also rely on various representative groups to communicate their needs. These groups include, but are not limited to Student Council, EESAC, OLT, and the PTA. As DBFE strives to generate more effective community partnerships by maintaining open lines of communication and aligning stakeholders' needs with each group.

DBFE leadership strongly believes that with these communication mechanisms and continued academic achievement the school is maintaining its customer's loyalty. Within the established boundaries, DBFE recognizes that it is essential to the success of the school to consider knowledge of customer and stakeholder needs and expectations, and to carefully examine how the school builds relationships to increase retention of its customers.

The score for Stakeholder Engagement is 4.6 on a 5.0 scale. The majority of respondents answered in the affirmative for the 5 items in this category.

Faculty & Staff:

DBFE organizes and manages work and jobs to promote cooperation, initiative, empowerment, and innovation through its cascading leadership system.

Consensus based decision-making groups are at the heart of our organization. Employees are empowered through their participation in leadership teams and committees. These groups work cohesively towards the accomplishment of school-wide goals, execution of strategies, and successful completion of measurable objectives. In addition, the encouragement of knowledge and skill sharing across all work units results in an environment conducive to cooperation. Within this cooperative environment, employees are encouraged to think "outside the box" and take risks thereby promoting an organizational culture that supports innovative thinking.

The use of professional development days enables DBFE to manage work and achieve agility when addressing current organizational needs. These meetings allow faculty teams to convene and address the specific needs of their particular subgroup in a timely manner. Individual staff members share with senior leaders diverse ideas to address areas for improvement.

DBFE is dedicated to cross-training and leadership development opportunities throughout the organization. Cross-training is prevalent within the clerical staff.

The score for Human Resource Focus was 4.5 on a 5.0 scale. The majority of respondents answered in the affirmative for the 6 items.

Data/Information/Knowledge Management:

Data collected by DBFE leadership teams are aligned to the tracking of daily operations and for the tracking of overall organizational performance through the use of the school's balanced scorecard (Snapshot). This document aligns all collected data with each of the school's three key performance areas. This alignment facilitates the integration of data across all subsystems of the organization during the performance review process. Leadership team members disseminate performance review findings to their constituent groups to be utilized for the development of Professional Development Plans and to adjust curriculum delivery methods, thus allowing for this data to directly support organizational decision-making and innovation.

DBFE collects relevant data for tracking of daily operations and overall organizational performance. The following are some data collected: Student/Stakeholder Satisfaction; Demographic/Enrollment Trends; No Child Left Behind Annual Yearly Progress Report; State of Florida Accountability Report; Technology Data; Professional Development Surveys; Feedback Reports; Student Performance Data.

The score for Process Management was 4.6 on a 5.0 scale. The majority of respondents answered in the affirmative for the 6 items.

Education Design:

Dante B. Fascell Elementary determines its key value creation processes through a systematic strategic planning approach, which utilizes the Plan-Do-Study-Act model for continuous improvement.

Due to the fact that careful consideration has been taken to align all key processes to federal, state, district and school mandates and policy, the day to day operation of these processes assist administration, faculty and staff in meeting customer/stakeholder requirements. The participation of both leadership teams as well as all leadership committees ensures that this process is inclusive of all stakeholders and customers.

The following are key processes and performance measures used by the school:

- * School Improvement Plan Process
- * CST Process
- * LEP Process
- * Academic Performance
- * School Operational Achievement Plan (SOAP) Process
- * Code Red Process
- * Fire Emergency Process
- * Tornado Emergency Process
- * School Maintenance and Cleanliness Process
- * Public Relations Process
- * Inventory Control Process

The score for Process Management was 4.4 on a 5.0 scale. The majority of respondents answered in the affirmative for the 4 items.

Performance Results:

Results of an online survey reveal a high satisfaction among the school's employees about all aspects of the organization. Student performance in all areas measured continues to be exceptional. The school has maintained a

grade of A for the past 5 years, making AYP this year. The school currently has 10 National Board Certified Teachers. The school has been recognized as one of the Top Ten schools with learning gains.

The score for Business Results was 4.5 on a 5.0 scale. The majority of respondents answered in the affirmative for the 9 items.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

Reading achievement will increase school wide.

Needs Assessment

An assessment of data reveals that 82% of students in third through fifth grade scored an achievement Level of 3 and above on the 2006 FCAT Reading Test.

Eighty five percent of third grade students scored on FCAT Achievement Level 3-5. Third grade students were most successful with the Main Idea/Author's Purpose and the Reference and Research strands. However, Third grade students require intensive instruction in the Words and Phrases and Comparisons strands. Seventy seven percent of Fourth graders scored on FCAT Achievement Levels 3-5. Fourth grade students' highest scores were achieved on the Words and Phrases and the Comparisons strands. However, Fourth grade students show a need for intensive instruction in the Main Idea/Author's Purpose and Reference and Research strands. Eighty one percent of Fifth grade students scored on FCAT Achievement Levels 3-5. There was improvement shown over last year in strands consisting of Main Idea, Author's Purpose, Comparisons, and Reference and Research. Fifth grade will need intensive instruction in the Words and Phrases strand. This assessment also uncovered needs which include but are not limited to the following: (1) the need for vertical articulation to occur between third, fourth and fifth grades, (2) the need for an instructional initiative which promotes vocabulary development school wide, and (3) the need for instructional frameworks across the curriculum which will encourage teachers to utilize the two-hour block to maximize learning and increase student reading achievement.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on the Sunshine State Standards, reading skills will improve as evidenced by 83% of students in grades 3-5 scoring at a Level 3 or higher on the 2007 FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the District's Comprehensive Reading Plan using researched based Houghton Mifflin Reading Program.	K-5 Teachers; Reading Coach	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Utilize the continuous improvement model to analyze data from PMRN scores of grades K-5 assessments to make instructional decisions.	K-5 Teachers, Reading Coach	9/28/2006	5/10/2007	District-wide literacy plan	\$0.00
Utilize Voyager Passport as an intensive intervention for all Third grade Tier II and Tier III students for 1 hour per day as whole and small group instruction.	Teacher; Reading Coach	10/23/2006	5/30/2007	District-wide literacy plan	\$0.00
Administer and analyze benchmark-referenced exams in grades 3-5 using Edusoft.	3-5 Teachers, Edusoft Advisor	10/23/06	5/30/07	District Strategic Plan	\$0.00
Offer intensive reading tutorial two times per week utilizing CRISS strategies and Reading Plus tutorial program during school hours for Second and Third grade students scoring in the lowest 25% based on SAT scores or data from PMRN score reports and for Fourth and Fifth grade students scoring a Level 1 or 2 on the 2006 FCAT Reading Test with a focus on addressing Words and Phrases with fifth grade students.	Reading Coach, Interim Teacher	10/23/2006	5/30/2007	District-wide literacy plan	\$0.00
Identify all Tier II and Tier III students in grades K-5 to make instructional decisions for tutoring.	Administration, Reading Coach	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Identify students scoring levels 3 or above on the 2006 FCAT test and monitor progress to maintain academic status.	Reading Coach, 4-5 Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Use the continuous improvement model to identify areas of strengths and weaknesses on the 2006 FCAT Reading and the 2006 SAT10 to provide supplementary instruction aligned with strand weaknesses.	Assistant Principal	8/21/2006	5/30/2007	Continuous Improvement Model	\$0.00

Coordinate planning time between the SPED teachers and the classroom teachers to facilitate instruction and inclusive practices of special education students.	SPED Teachers, Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
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Research-Based Programs

Houghton Mifflin Core Literacy Program; Voyager Passport

Professional Development

CRISS, Houghton Mifflin, Edusoft, Reading Plus, Voyager Passport, DAR, PMRN, Dade Reading Council's Reading Conference, Exam View, Impact II.

Evaluation

This objective will be evaluated on the 2007 FCAT Reading Test. It will also be monitored using the assessments as part of the Houghton Mifflin Reading Program. The District's Interim Tests and Exam View benchmark tests will also be used to monitor progress.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

Math achievement will increase school wide.

Needs Assessment

An assessment of data reveals that 79% of students in third through fifth grade scored an achievement Level of 3 and above. Eighty one percent of Third grade students scored in FCAT Achievement Levels 3-5. Their highest performing strands are Geometry, Algebraic Thinking and Number Sense. However, students could benefit from extra support in the Data Analysis and Measurement strands. The data also reveals that students in Fourth grade maintained or increased performance in all strands except Algebraic Thinking. Of the Fourth grade students, 77% scored in Achievement Levels 3-5. Of the Fifth grade students, 76% scored in Achievement Levels 3-5. Fifth grade students maintained or improved in all tested strands. An analysis of this data demonstrates that students need support in the Data Analysis strand. The assessment also uncovered needs which include, but are not limited to the following: (1) increased articulation between grade levels, and (2) the need for instructional frameworks across the curriculum which will encourage teachers to utilize the mathematics hour to maximize learning and increase mathematics achievement.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on the Sunshine State Standards, math skills will increase as evidenced by 80% of students in grades 3-5 scoring at Level 3 or higher on the 2007 FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Create a custom group in Edusoft to monitor the progress of Level 1 and 2 students and adjust instructional practices as necessary.	Assistant Principal/ Teachers	10/23/2006	2/23/2007	District-wide literacy plan	\$0.00
Give teachers access to SPI to utilize the Progress Monitoring Plan for individualizing instruction to meet the needs of FCAT levels 1 and 2 students.	3-5 Teachers	10/23/2006	5/24/2007	District Strategic Plan	\$0.00
Engage students daily in solving a "Problem of the Day" activity based on the lowest performing strands from the 2006 FCAT results.	Teachers	10/23/2006	5/30/2007	District-wide literacy plan	\$0.00
Administer and analyze benchmark-referenced exams in grades 3-5 using Edusoft to adjust and monitor instructional strategies.	Teachers/Assistant Principal	10/23/2006	5/30/07	Continuous Improvement Model	\$0.00
Utilize the continuous improvement model to identify areas of strengths (Algebraic Thinking, Geometry, Number Sense)and weaknesses (Data Analysis and Measurement) on the 2006 FCAT Math Test to provide supplementary instruction aligned with strand weaknesses.	Assistant Principal/ Teachers	8/11/2006	5/30/2007	Continuous Improvement Model	\$0.00
Coordinate planning time between the SPED teachers and the classroom teachers to facilitate instruction and inclusive practices of special education students.	SPED teachers, Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Offer before or after school math tutorial (Riverdeep, FCAT Explorer, Blast Off) weekly for students in grades 4-5 scoring a Level 1 or 2 on the 2006 FCAT Mathematics test using small group instruction.	Lead Teacher/ Teachers	10/23/2006	2/23/2007	Continuous Improvement Model	\$8000.00

Research-Based Programs

Harcourt Brace Mathematics Program

Professional Development

Riverdeep, Math and Science Conference, FCAT Explorer

Evaluation

This objective will be evaluated by the scores on the 2007 FCAT Mathematics Test. The District's interim tests or Exam View benchmark tests will be used to monitor progress. It will also be monitored using the assessments provided in the Harcourt Brace Mathematics Program.

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.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

Writing achievement will increase school wide.

Needs Assessment

An assessment of data reveals that 78% of Fourth grade students earned a score of 3.5 or above on the narrative prompt. Likewise, 92% of students earned a score of 3.5 or above on the expository prompt. The mean score on the narrative prompt is 4.1 while the mean score on the expository prompt is 4.4. The combined mean score is 4.3. Students are in need of support in composing narrative responses.

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 based on the Sunshine State Standards, writing proficiency will improve as evidenced by 88% of fourth grade students scoring a 3.5 and above on the 2007 FCAT Writing+ Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Participate in local, district, state and national writing contests.	Reading Coach; Teachers	10/23/2006	5/25/2007	District Strategic Plan	\$0.00
Afford teachers the opportunity to attend training to improve instruction in writing skills if available.	Administration	10/23/2006	1/31/2007	Small Learning Communities	\$0.00
Administer District Writing Pre and Post Test in First through Fifth grades to determine proficiency level in order to modify instruction where needed.	Reading Coach; Teachers 1-5	9/26/2006	2/05/2007	District-wide literacy plan	\$0.00
Utilize word processing software as a tool to improve spelling, grammar, and format organization during small group instruction.	Teachers	8/14/2006	5/25/2007	Continuous Improvement Model	\$0.00
Administer a whole group monthly prompt in fourth grade in order to monitor progress in small group instruction towards set goal of 3.5 or higher score.	Teachers	10/23/2006	1/31/2007	District-wide literacy plan	\$0.00

Research-Based Programs

Houghton Mifflin Literacy Program

Professional Development

Writing inservice for fourth grade teachers

Evaluation

The objective will be evaluated by the scores on the 2007 FCAT Writing+ Test. The District's Pre and Post test and monthly writing samples will be used to monitor progress.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

Science achievement will improve school wide.

Needs Assessment

An assessment of the data reveals that Fifth grade students mean scale score is 306. This score is above the District's and State's mean scale score of 288 and 299 respectively. Further analysis of this data reveals a need for remediation in the Earth and Space strand. The number of students scoring at achievement Levels 3 and above is 36%.

Measurable Objective

Given instruction in the Sunshine State Standards, science skills will increase as evidenced by 60% of Fifth grade 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		
Administer and analyze benchmark-referenced exams using Edusoft in grades 3-5.	Administration, 3-5 Teachers	10/23/2006	5/25/2007	Continuous Improvement Model	\$0.00
Use Scott Foresman textbook to reinforce strands as needed.	K-5 Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide practice in Earth and Space Science strand.	Grade 5 Teachers	8/14/2006	5/30/2007	Communities of Practice	\$0.00
Utilize lab sheets and FOSS kits to demonstrate hands-on activities each semester.	K-5 Teachers	8/28/2006	5/25/2007	Continuous Improvement Model	\$250.00
Engage students in both whole group and small group hands-on activities weekly.	K-5 Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

Harcourt Brace Science Program, FOSS Kits, Harcourt Brace online programs

Professional Development

Grade level training on Earth and Space Strand

Evaluation

This objective will be evaluated after the 2007 administration of the FCAT Science Test. Exam View benchmark tests will be used to monitor progress. This objective will also be monitored using Edusoft benchmark tests.

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.)

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

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

GOAL 5 STATEMENT:

Parental Involvement will increase school wide.

Needs Assessment

An assessment of data reveals that there is a need to offer a variety of parental activities to increase parental involvement and assist parents in helping their children at home. According to the Office of Family and Community Involvement, "evidence continues to be positive and convincing that students make greater gains when schools engage families in learning". Research results released by the Southwest Educational Development Laboratory show that programs and special efforts to engage families are related to strong and consistent improvement in academics. Also, students in schools with highly rated parent partnership programs made greater gains on state tests than those in schools with lower rated programs.

Thirty five parents attended the PTA Coffee Talks in 2004-2005. Thirty four parents attended the PTA Coffee Talks in 2005-2006. PTA Coffee talks are informational meetings sponsored by the PTA. The topics of the meeting vary depending on parent interest.

Measurable Objective

Given increased attention to communication with all stakeholders, parental involvement will increase as evidenced by a 50% increase in the total number of stakeholders participating in the PTA sponsored Parent Academy workshops in the 2006-2007 school year when compared to the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Maintain the Parent Resource Center with the latest community and school resource information of interest to parents and offer same information to parents in the main office communication bulletin board (National PTA standard 2).	Counselors	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Distribute and/or post a bilingual newsletter for families to communicate pertinent school information and establish a home to school connection (National PTA standard 1).	Media Specialist, Teachers	8/14/2006	5/11/2007	District Strategic Plan	\$0.00
Inform and invite parents to utilize the onsite Parent Resource Center (National PTA standard 2).	Counselors	8/28/2006	5/11/2007	District Strategic Plan	\$0.00
Sponsor class incentives to increase PTA membership (National PTA Standard 5).	Administrator	10/23/2006	1/31/2007	District Strategic Plan	\$0.00
Sponsor Parent Academy sessions to discuss topics of interest to parents and offer informational and educational sessions (National PTA Standard 2).	Reading Coach, Counselors, Administrator	10/23/2006	4/30/2007	District Strategic Plan	\$0.00
Use Connect Ed to inform parents of upcoming Parent Academy sessions (National PTA Standard 1).	Administrator	10/23/2006	05/30/2007	District Strategic Plan	\$0.00
Announce special events on the school marquee to promote communication, awareness and support of school activities in accordance with the National PTA standard 1.	Administrator, Head Custodian	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

National PTA Standards for Parent; Family Involvement

Professional Development

Volunteer orientation; Accessing Parent Resource Center

Evaluation

This objective will be evaluated by comparing the PTA sponsored Parent Academy workshop rosters from the 2005-2006 school year with the previous 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 6 STATEMENT:

Attendance will improve school wide.

Needs Assessment

Data from the Percentage of Attendance Report indicates that the average daily attendance in the 2004-2005 school year was 96.05%. An analysis of this same report for the 2005-2006 school year indicates an average daily attendance percentage of 95.89%. Average daily attendance decreased by 0.16%.

Measurable Objective

Given the emphasis on student attendance, overall school attendance will increase to 96.35% when results from the 2006-2007 End of Year Attendance Bulletin are compared to the previous year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Inform parents of students with excessive absences of mandatory attendance laws and consequences of continued absences.	Counselors, Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Communicate with students and parents to address any issues related to excessive absenteeism.	Teachers, Administration, Counselors	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Use Connect Ed daily to inform parents of their child's absence from school.	Administrator	8/14/2006	05/30/2007	District Strategic Plan	\$0.00
Identify students with excessive absences and provide counseling interventions (T.I.P.) to address reasons for excessive absences.	Counselors, Administration	10/23/2006	5/30/2007	District Strategic Plan	\$0.00
Offer incentives to students with less than three absences.	Administration	8/14/2006	5/30/2007	District Strategic Plan	\$1500.00

Research-Based Programs

T.I.P.

Professional Development

NA

Evaluation

This objective will be evaluated by the 2006-2007 End of Year Attendance Bulletin report.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 7 STATEMENT:

The use of technology to enhance instruction will increase school wide.

Needs Assessment

The school secured a license for the Reading Plus program. At the end of last year, less than 10 teachers were using the program. The teachers who were using the program reported significant learning gains in Reading for those students using the program. Administration analyzed reports from teachers with classes using the program. It was decided that the program should be expanded school wide. More teachers need to be trained.

Measurable Objective

Given the need to access technology usage, the number of teachers currently using Reading Plus will increase by 50% when comparing program usage results from the 2006-2007 school year to the previous year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Survey teachers to assess interest in Reading Plus training.	Administrator	8/14/2006	9/29/2006	Continuous Improvement Model	\$0.00
Provide training for new Reading Plus users.	Administrator	8/4/2006	10/19/2006	Mentoring Opportunities	\$0.00
Create Exam View test bank for various grade levels in Reading, Math and Science.	Teachers	8/14/2006	5/30/2007	Small Learning Communities	\$0.00

Research-Based Programs

Reading Plus

Professional Development

Reading Plus

Evaluation

This objective will be evaluated by the number of teachers using Reading Plus by the end of the 2006-2007. This objective will be monitored by monthly program usage reports.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 8 STATEMENT:

The number of students eating breakfast at school will increase school wide.

Needs Assessment

The percentage of students participating in the Free Breakfast Program for the 2005-2006 school year was 22.66%. Research reports that students do better academically if they have eaten a healthy breakfast. Reading scores went from 81% to 77% in fourth grade. Fourth grade students will be targeted and encouraged to participate in this program.

Measurable Objective

Given the emphasis on student participation in the Free Breakfast Program, participation will increase by 1% as documented by the 2006-2007 Historical Report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Target students who are habitually tardy to school by inviting them to the school's breakfast through a written invitation given to students.	Counselors, Administration	8/14/2006	5/11/2007	District Strategic Plan	\$0.00
Analyze the number of participating students on a monthly basis using the current Historical Report.	Cafeteria Manager	8/14/2006	5/25/2007	District Strategic Plan	\$0.00
Provide a variety of menu choices for the following day available in the cafeteria for breakfast during morning announcements.	Cafeteria Manager, Media Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Remind students and parents of the importance of a healthy breakfast and that breakfast is free through the school's monthly newsletter and announcements.	Teachers, Media Specialist, Counselor, Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

NA

Professional Development

NA

Evaluation

This objective will be evaluated by the Historical Report listing the number of students eating breakfast in the cafeteria for the 2006-2007 school year when compared to the previous year. Progress towards this objective will be monitored by reviewing the Historical Report on a monthly basis.

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

Miami-Dade County Public Schools

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

GOAL 9 STATEMENT:

The number of students participating in extra curricular clubs will increase school wide.

Needs Assessment

Due to safety issues resulting from an excessive number of students on stage at one time, the number of students being accepted into the Chorus has been capped. The Chess club is limited to interested Third through Fifth grade students because of space and supervision issues. Chimes Club is limited to Fourth and Fifth grade students because of equipment issues. The 2006 Science FCAT scores indicate a need to provide more exposure to Science related themes. A Science club was established last year. This club will continue to utilize a hands on approach to encourage lifelong Science inquiry.

Measurable Objective

Given emphasis on the benefits of participation in extra curricular activities, the number of students participating in extra curricular activities will increase by 1% when comparing enrollment from the 2006-2007 roster to the previous year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Send a letter home describing the Science Club hours and proposed activities.	Club Sponsor	9/18/2006	9/18/2006	School-to-Career	\$0.00
Hold auditions for all Fourth and Fifth grade students to participate in Chimes.	Music Teachers	10/23/2006	10/27/2006	Expanding arts opportunities	\$0.00
Hold auditions for all Second through Fifth grade students to participate in Chorus.	Music Teachers	10/23/2006	10/27/2006	Expanding arts opportunities	\$0.00
Determine interest of students for various clubs.	Administration	8/28/2006	9/8/2006	District Strategic Plan	\$0.00
Afford the opportunity for participation in a Chess Club for students in grades 2-5.	Club Sponsor, Teachers	9/1/2006	9/14/2006	Expanding arts opportunities	\$0.00
Afford the opportunity for participation in a Science club to selected fifth grade students.	Administration	9/18/2006	5/22/2007	District Strategic Plan	\$0.00
Afford the opportunity for participation in a Safety Patrol Club to select students in grade 5.	Club Sponsor	8/14/2006	05/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

NA

Professional Development

NA

Evaluation

This objective will be evaluated by comparing extra curricular club membership rosters from 2006-2007 to the previous year.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 10 STATEMENT:

The ROI index will increase.

Needs Assessment

The most recent data indicates that in 2005, Dante B. Fascell Elementary School ranked at the 97th percentile on the State of Florida ROI index.

Measurable Objective

Given the State of Florida ROI Index, Dante B. Fascell Elementary School will maintain its ranking of the 97 percentile on the State of Florida ROI index publication.

Action Steps

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

Research-Based Programs

NA

Professional Development

NA

Evaluation

On the next State of Florida ROI index publication, Dante B. Fascell Elementary School will maintain the current percentile rank.

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:

When the EESAC meets, budgetary issues are addressed and priorities are determined. The EESAC has supported the school's vision/mission by allocating funds to enhance academic programs including the expansion and maintenance of the school's technology and media programs.

Training:

EESAC recognized that in order for educational programs and initiatives to be successfully implemented, staff development is a key factor; thus, it has been recognized as key strategy in each of the School Improvement Plan objectives. A waiver was requested to utilize the funds allocated as extra-curricular supplements for professional development. Staff development is needed in the areas of reading, writing, math, technology and science.

Instructional Materials:

EESAC reviewed the school's needs in terms of instructional materials and indicated that additional courseware should be purchased for all grade levels including special area teachers. Supplementary materials should be purchased based on individual needs.

Technology:

EESAC funds were designated to meet the school's technology needs in order to achieve its goal to provide equitable access to every student in every classroom. EESAC continues to be committed to enhancing the school's programs and initiatives. Funds will be assigned as deemed necessary to include, but not be limited to, the areas of technology.

Staffing:

The EESAC members would like to see a reduction in the student-teacher ratio. EESAC recommended allocation of funds to reduce this ratio.

Student Support Services:

EESAC recognized improvement made in student attendance due to strategies implemented throughout the year. Parent workshops conducted by the Student Services Department were recognized as highly effective and were recommended to be continued. Suggestions were made for the Student Services Department to include conflict resolution as part of developmental counseling.

Other Matters of Resource Allocation:

The EESAC members wish to continue exploring possible ways to acquire additional funds, such as grants, to enhance the academic programs. The EESAC wants to explore ways to acquire parents' electronic mail addresses in order to send parents e-mail notifications and informational flyers.

Benchmarking:

EESAC members have participated in activities within the region and feeder pattern to share Best Practices that are in place and have been successful in other schools. In addition, they discuss practices that could be modeled to meet the needs of our students and enhance our educational programs and initiatives.

School Safety & Discipline:

The EESAC members are pleased with the safety of the school. However, members would like to continue to educate parents on safety.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$0.00
Goal 2: Mathematics	\$8,000.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$250.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$1,500.00
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:	\$9,750.00

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