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# *SCHOOL IMPROVEMENT PLAN*

## *2006-2007*

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*School Name:* 2181 - Joella C. Good Elementary School

*FeederPattern:* American Senior

*Region:* Regional Center I

*District:* 13 - Miami-Dade

*Principal:* Lizette Campa

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



# SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

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## *Joella C. Good Elementary School*

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Joella C. Good Elementary School services a learning community of 1,513 students in pre-kindergarten through grade five. A Montessori Magnet Program serves 200 of these students in pre-kindergarten to fifth grade from five targeted areas within the county. In addition, there are a variety of school-wide programs to meet the diverse needs of the students. Our Academic Excellence Program challenges students in the areas of Art Appreciation and Journalism. There is also a gifted program that provides acceleration and enrichment to academically advanced students. Other enrichment programs include Saturday Academy, Science Engineering Communication Mathematics Enhancement (SECME), Future Educators of America, Drama Club, Violin Club, Harp Club and Chorus. The Extended-Day Tutorial Programs in reading and mathematics targets Limited English Proficiency (LEP) students, students performing in the lowest quartile, and students demonstrating high-risk in reading. The School Improvement Plan of Joella C. Good Elementary School represents a comprehensive group effort by which data was analyzed to determine our strengths and areas of need. This allows for the identification of strategies that will provide our students with an educational program to enhance student achievement.

After conducting a needs assessment, the following objectives have been developed to meet the needs of our learning community:

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by seventy-two percent of the students scoring at level 3 or above on the 2007 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by sixty-six percent of the students scoring at level 3 or above on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by ninety-one percent of the students score at 3.5 or above on the 2007 administration of the FCAT Writng+ test.

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by forty-eight percent of students scoring a level 3 or above on the administration of the 2007 FCAT Science Assessment.

Given the need to establish a link between school, home, and community to support the efforts of improved academic achievement, the attendance from Parent Outreach Program and PTA membership will increase by one percent during the 2006-2007 school year as compared to the parent involvement logs of the 2005-2006 school year.

Given emphasis to an orderly and safe learning environment, the number of frequently absent students will be decreased by one percent as evidenced by the 2006-2007 End-of-the-Year Attendance Bulletin Report.

Given instruction on the use of the electronic grade book, one hundred percent of the instructional staff will document student performance and attendance using the District's electronic gradebook as evidenced by the 2006-2007 Grade Book Reports.

Given instruction based on the Sunshine State Standards for physical education, students in grades four and five will improve their physical fitness as evidenced by seventy percent of the students achieving a silver or gold award on the District FitnessGram.

Given opportunities to participate in extra-curricular activities encompassing the visual and performing arts, the number of students participating in pre-kindergarten through fifth grade for 2006-2007 will increase from twenty percent of the student population to twenty-one percent as compared to the 2005-2006 activity logs.

Given the ranking on the state of Florida Return On Investment (ROI) Index Publication, Joella C. Good Elementary School will improve from the sixty-fifth percentile in 2004-2005 to the sixty-sixth percentile by the next publication of the index.

The two areas for improvement based on the results of the Organizational Performance Improvement Snapshot survey tool are: Process Management and Business Results. Process Management (score 4.0) and Business Results (score 4.2) received the lowest rankings and greatest number of respondents indicating "disagree" and "strongly disagree" as compared to the other areas. The aforementioned areas for improvement will be targeted throughout the school year by increasing communication regarding the financial status of the organization and determining the resources needed by our school community. Specifically, financial updates will be presented during EESAC, PTA and faculty meetings and the school community will be surveyed to identify resources in need.

# 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.

## **Joella C. Good Elementary School**

### VISION

The faculty and staff of Joella C. Good Elementary School envision a school where all learners are given multiple opportunities to develop lifelong skills that will enable them to be productive citizens in a global and technological world. Stakeholders will provide the learning resources that will enable all students to demonstrate competency in communication skills, mathematics and the social sciences in order to prepare students for the transition from school to career.

### MISSION

The staff and community believe that all students can and will learn. We accept the responsibility to prepare all the students for mastery of the positive social behaviors, attitudes and lifelong learning skills that will elevate them to world class standards necessary for success in a competitive world.

### CORE VALUES

The faculty and staff of Joella C. Good Elementary school are dedicated to maximizing the achievement of all students by:

- Fostering learning communities among faculty, staff, parents, guardians and community members
- Maintaining high academic and ethical standards
- Demonstrating a commitment to professional development
- Supporting the ideals of our mission and vision

## *School Demographics*

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Joella C. Good Elementary School is located in the northwest region of Miami-Dade County. The school services a middle/low socio-economic community comprised of single-family and high-density housing. Based upon the most recent demographic profile, the ethnic composition of the student population is sixty-four percent Hispanic, twenty-five percent Black, seven percent White and four percent Other mirroring the ethnic composition of the community. Approximately sixty percent of the total population receives free or reduced lunch and twelve percent are classified as Limited English Proficiency (LEP) students.

Furthermore, the staff consists of approximately one-hundred eighteen full-time employees and nineteen part-time employees. This group includes four administrators and seventy-nine classroom teachers, five of whom are National Board Certification recipients. The level of education of the instructional staff is as follows: thirty-three percent possess Masters Degrees, six percent possess Specialist Degrees and two percent possess Doctoral Degrees.

There are three exceptional education teachers, one teacher of the Gifted, two guidance counselors and two media specialists. As per the Reading First Grant, two Reading Coaches support the implementation of the grant. Twenty-four percent of the full-time staff is White Non-Hispanic, twenty-five percent is Black Non-Hispanic and fifty-one percent is Hispanic.

Joella C. Good Elementary School has received numerous awards, recognitions and grants. The school has been a recipient of the Golden Apple Award for parent volunteer hours. Recognized by United Way for exceeding student campaign goals and acknowledged for its contributions to the American Heart Association Jump Rope for Heart Program. Our school Science Engineering Communication Mathematics Enhancement Program (SECME) has been awarded for their achievement in the Annual SECME Elementary Festival. In addition to awards, the school has earned various grants such as the following: Wal-Mart Literacy Grant, MECA mini-grant, IMPACT II and Education Fund Grants earned by individual teachers. Teachers, paraprofessionals and administrators have been honored for their outstanding contributions to education as Employees-of-the-Year.

The Joella C. Good Elementary School learning community demonstrates strengths, faces challenges and seeks opportunities for improvement. Strengths include a supportive community, a faculty and administrative team dedicated to professional development and the implementation of varied academic programs designed to enhance student achievement. The aforementioned is demonstrated by an active PTA and parent/guardian participation in Outreach Programs, on-going professional development and articulation through Curriculum Teams and the presence of the Montessori Magnet, SECME and Extended-Day Programs. The challenge Joella C. Good Elementary School faces is striving to provide services to meet the diverse needs of our student population. Furthermore, the faculty and staff need additional resources, such as supplemental reading materials for intervention and updated technology with support, to effectively manage student learning. In closing, the School Improvement Process will address these challenges as opportunities for improvement.

# *School Foundation*

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## ***Leadership:***

The Organizational Performance Improvement Snapshot (OPIS) survey, indicates that the majority of the employees at Joella C. Good Elementary School are familiar with the school's mission which is used to guide school policy. School leaders work to create an environment conducive to learning, while providing opportunities for professional development. According to the survey an opportunity for improvement is for the leadership team to provide a forum, beyond grade level learning communities, where teachers can share ideas through collaborative discussions.

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

According to the survey, the school community has indicated that they understand how students are performing based on their grade level part of the plan. Progress towards goals and objectives are monitored and utilized to guide instruction.

## ***Stakeholder Engagement:***

The average score of 4.2 on the Customer and Market focus of the survey indicates that stakeholders maintain an open, two-way communication. A majority of the faculty and staff indicated that they communicate with parents and interested stakeholders.

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

The Joella C. Good Elementary School staff collaborate with one another to ensure high-quality education for every student. The Human Resource Focus results of the survey yield a 4.0 average score, indicating that the faculty and staff work together as a team and feel safe in their work environment.

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

The majority of the faculty and staff indicated in the survey that they know how to access and analyze data to evaluate their performance. They understand how to self-assess and use the information to modify their actions to support the school's mission.

## ***Education Design:***

Joella C. Good Elementary School has implemented learning communities that foster opportunities for professional development. The Continuous Improvement Model (CIM) allows for on-going evaluation of programs and performance. Reading First Coaches, Professional Growth Team Members and National Board Certified Teachers provide mentoring and modeling of best practices.

## ***Performance Results:***

Using the Continuous Improvement Model, suspensions and attendance has been reviewed and analyzed. A need for increasing student attendance has been identified. Strategies to encourage and maintain attendance will be devised and implemented.

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 1 STATEMENT:**

Students at Joella C. Good Elementary School will continue to improve and develop reading skills enabling them to master the state standards in reading.

### **Needs Assessment**

A data analysis of the 2006 FCAT Reading Assessment indicates that seventy-one percent of all students tested met high standards in reading and sixty-three percent made learning gains. Fifty-four percent of the students in the lowest twenty-five percentile made learning gains. All subgroups tested met the criteria for Adequate Yearly Progress (AYP) as defined by the No Child Left Behind Act (NCLB).

According to the 2006 School Data Summary of FCAT reading scores, a content cluster comparative analysis of students in grades three through five identify the following target areas for growth:

- (a) Students in grade three demonstrated a need for improvement in the strand of Comparisons achieving a mean of fifty-eight percent.
- (b) Students in grade four demonstrated a need for improvement in the stand of Reference/Research achieving a mean of fifty percent.
- (c) Students in grade five demonstrated a need for improvement in the strand of Word/Phrase achieving a mean of fifty-seven percent.

Additionally, the stand of Main Idea/Purpose is an area of concern in grades three through five. The aforementioned data indicates a need to address these areas through explicit instruction.

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, students in grades three through five will improve their reading skills as evidenced by seventy-two percent of the students scoring at level 3 or above on the 2007 administration of the FCAT Reading Assessment.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Improve instructional delivery through the resources funded by the Reading First Grant.	Reading Coaches, Instructional Staff and Administrative Team	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Develop articulation between grade levels through monthly curriculum team meetings focusing upon instructional strategies.	Instructional Staff, Administrative Team and Support Staff	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Integrate "Creating Independence through Student-Owned Strategies" (CRISS) during content area reading.	Instructional Staff and Administrative Team	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement the Comprehensive Reading Plan utilizing the Houghton Mifflin program.	Reading Coaches, Instructional Staff and Administrative Team	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize technology to access FCAT Explorer, Riverdeep and EasyTech to learn about and practice the skills tested on FCAT.	Instructional Staff and Administrative Team	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Assess students in grades kindergarten through five utilizing DIBELS and district interim assessments to guide instruction.	Reading Coaches, DIBELS Team, Instructional Staff and Administrative Team	9/12/2006	5/30/2007	District Strategic Plan	\$0.00
Implement the Continuous Improvement Model.	Instructional Staff, Administrative Team and Support Staff	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement a tutorial program to target high-risk readers twice a week from October through February using the on-going DIBELS evaluation.	Reading Coaches, Instructional Staff, and Administrative Team	10/2/2006	3/31/2006	District Strategic Plan	\$20000.00

### Research-Based Programs

Houghton Mifflin a Legacy of Literacy

Reading First

Continuous Improvement Model(CIM)

## **Professional Development**

Creating Independence through Student-owned Strategies (CRISS)

EasyTech

Edusoft

FCAT EXPLORER

Houghton Mifflin Reading Series

Reading First

Riverdeep

## **Evaluation**

The formative evaluation utilized to monitor progress will include the DIBELS and the interim assessments in reading.

The summative evaluation will be based upon the 2007 FCAT reading test.

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 2 STATEMENT:**

Students at Joella C. Good Elementary School will continue to improve and develop the mathematic skills, concepts and competencies necessary to master the state standards in mathematics.

### ***Needs Assessment***

A data analysis of the 2006 FCAT Mathematics Assessment indicates that sixty-five percent of all students tested met high standards and sixty-four percent made learning gains. All subgroups tested met the criteria for adequate yearly progress as defined by the No Child Left Behind Act (NCLB).

According to the 2006 School Data Summary of FCAT mathematics scores, the target areas for growth are:

(a) Students in grade three demonstrated a need from improvement in the areas of Number Sense, Geometry and Data Analysis with a mean below sixty percent of points earned.

(b) Students in grade four demonstrated a need for improvement in the areas of Geometry, Algebraic Thinking and Data Analysis with a mean below sixty percent of points earned.

(c) Students in grade five demonstrated a need for improvement in the areas of Number Sense, Measurement, Geometry, Algebraic Thinking and Data Analysis with a mean below fifty-five percent of points earned.

Throughout all grade levels, students need hands-on experiences with manipulatives to enhance their understanding

of Number Sense. These experiences should be infused with science lessons so that students can learn concepts through cross-curricular activities and apply their understanding to real life situations. In order to align teaching and learning, professional development activities for teachers should focus on effective strategies for developing solid mathematical concepts.

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, students in grades three through five will improve their mathematics skills as evidenced by sixty-six percent of the students scoring at level 3 or above on the 2007 administration of the FCAT Mathematics Assessment.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Develop articulation between grade levels through monthly curriculum team meetings focusing upon instructional strategies.	Instructional Staff, Administrative Team and Support Staff	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement the Continuous Improvement Model.	Instructional Staff, Administrative Team and Support Staff	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide students with performance-based activities incorporating the use of manipulatives to problem-solve and think critically.	Instructional Staff and Administrative Team	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize technology to access FCAT Explorer, Riverdeep and EasyTech to learn about and practice the skills tested on FCAT.	Instructional Staff and Administrative Team	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Access Scott Foresman SuccessNet textbook resources and practice math skills.	Instructional Staff and Administrative Team	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Assess student performance on District interim assessments to guide instruction.	Instructional Staff and Administrative Team	10/2/2006	1/31/2007	District Strategic Plan	\$0.00
Implement tutorial programs targeting students performing in the lowest quartile twice a week from October through February using a pre and post evaluation.	Instructional Staff and Administrative Team	10/23/2006	3/2/2007	District Strategic Plan	\$15700.00

### Research-Based Programs

Scott Foresman Mathematics Program

Continuous Improvement Model (CIM)

## **Professional Development**

EasyTech

FCAT Explorer

New Educators Support Team

Riverdeep

Scott Foresman SuccessNet

SECME Mini Conferences and Follow-up Session

## **Evaluation**

The formative evaluation that will be utilized to monitor progress is the district interim assessments in mathematics.

The summative evaluation will be based upon the 2007 FCAT mathematics test.

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 3 STATEMENT:**

Students at Joella C. Good Elementary School will continue to improve and develop the knowledge, skills, and competencies necessary to master the state standards in writing.

### **Needs Assessment**

An analysis of 2006 FCAT Writing+ scores indicate that ninety percent of students have met the state standard of 3.5 or above in writing. The 2006 FCAT Writing+ scores also reveal that eighty-two percent of students scored a 3.5 or above in narrative writing and eight-nine percent of students scored 3.5 or above in expository writing. This indicates a need for improvement in the area of narrative writing. Students need continued practice in narrative writing that will develop their voice, use of supporting details, and enhance their use of conventions and written expression. Students need to be immersed in a print rich environment through literature.

### 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, students in grade four will improve their writing skills as evidenced by ninety-one percent of the students score at 3.5 or above on the 2007 administration of the FCAT Writing+ test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the Continuous Improvement Model.	Instructional Staff, Administrative Team and Support Staff	8/16/2006	5/30/2007	District Strategic Plan	\$0.00
Develop articulation between grade levels through monthly curriculum team.	Instructional Staff, Administrative Team and Support Staff	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Assess students utilizing pre and progress assessments to guide instruction.	Instructional Staff and Administrative Team	9/11/2006	1/31/2007	District Strategic Plan	\$0.00
Utilize CRISS strategies to support instructional focus on expository writing.	Instructional Staff and Administrative Team	10/3/2006	2/23/2007	District Strategic Plan	\$0.00
Incorporate journal writing across the curriculum to maximize writing opportunities.	Instructional Staff and Administrative Team	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide teachers with professional development in research-based writing strategies via the Reading Coaches.	Reading Coach and Administrative Team	10/2/2006	12/15/2006	District Strategic Plan	\$0.00

## Research-Based Programs

Houghton Mifflin: A Legacy of Literacy Reading Program  
Continuous Improvement model (CIM)

## Professional Development

Houghton Mifflin Reading Series  
Using Technology to Enhance Classroom Instruction



## **Evaluation**

The formative evaluation that will be utilized to monitor progress is the pre and progress assessments in writing.

The summative evaluation will be based upon the 2007 FCAT Writing+ test.

## GOAL 4: SCIENCE

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

#### *Florida Education Priorities*

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

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

### **GOAL 4 STATEMENT:**

Students at Joella C. Good Elementary School will continue to improve and develop knowledge in science process skills to master the state standards in science.

### ***Needs Assessment***

The results of the 2006 FCAT Science indicate that twenty-three percent of the students in grade five met the state standard of 3 or above. Further analysis of student achievement scores indicates that Earth and Space is the content strand in need of improvement with a mean of only forty-two percent of points earned. Students will need practice collecting, measuring, organizing, and interpreting data from charts and graphs. Practice in understanding and applying the scientific method will support greater acquisition of science skills, with emphasis on the Earth and Space content strand.

## Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by forty-eight percent of students scoring a level 3 or above on the administration of the 2007 FCAT Science Assessment.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the Continuous Improvement Model.	Instructional Staff, Administrative Team and Support Staff	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Develop articulation between grade levels through monthly curriculum team meetings focusing upon instructional strategies.	Instructional Staff, Administrative Team, and Support Staff	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Assess students utilizing pre and progress assessments to guide instruction.	Instructional Staff and Administrative Team	10/2/2006	1/31/2007	District Strategic Plan	\$0.00
Engage students in scientific thinking through experiments and participation in the science fair.	Instructional Staff and Administrative Team	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide access to a science lab to provide opportunities for hands-on investigations.	Instructional Staff, Administrative Team and Support Staff	10/2/2006	5/30/2007	District Strategic Plan	\$0.00
Implement SECME activities that foster learning through discovery and inquiry.	Instructional Staff and Administrative Team	10/2/2006	5/30/2007	District Strategic Plan	\$3479.00
Conduct grade level planning meeting that result in common science lesson plans which reflect the District's Pacing Guides.	Instructional Staff and Administrative Team	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

### Research-Based Programs

Harcourt-Brace Science Series

Continuous Improvement Model (CIM)

Full Option Science System (FOSS)

## **Professional Development**

Hands-on Science

Using Technology to Enhance Classroom Instruction

SECME Mini Conferences and Follow-up Session

## **Evaluation**

The formative evaluation that will be utilized to monitor progress is the pre and progress assessments in science for grade five.

The summative evaluation will be based upon 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*

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

### ***GOAL 5 STATEMENT:***

Parental and family involvement at Joella C. good Elementary School will increase to create a successful link between the school community and home setting which will support the achievement of high academic standards.

### ***Needs Assessment***

In relation to the school population of 1,513, the PTA membership should be greater than 300 members. Based on parental involvement logs, there is a need to increase the number of volunteers and the number of attendees at Parent Outreach Programs.

## Measurable Objective

Given the need to establish a link between school, home, and community to support the efforts of improved academic achievement, the attendance from Parent Outreach Program and PTA membership will increase by one percent during the 2006-2007 school year as compared to the parent involvement logs of the 2005-2006 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Encourage parents to participate in our volunteer program.	Instructional Staff, Administrative Team, and Support Staff	9/11/2006	5/30/2007	District Strategic Plan	\$0.00
Survey parents regarding interests and concerns.	Instructional Staff, Administrative Team, and Support Staff	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Solicit parents to join and support the PTA.	Instructional Staff, Administrative Team, PTA Board and Support Staff	8/14/2006	3/30/2007	District Strategic Plan	\$0.00
Invite parents to attend outreach programs to introduce Parent Portal and other online resources.	Instructional staff, Administrative Team, and Support Staff	10/2/2006	9/29/2007	District Strategic Plan	\$0.00
Invite parents to attend orientation, open house and resource fair.	Instructional Staff, Administrative Team and Support Staff	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Notify parents to attend student exhibitions.	Instructional Staff, Administrative Team, and Support Staff	10/2/2006	5/30/2007	District Strategic Plan	\$0.00

## Research-Based Programs

National Standards for Parent/Family Involvement Programs

National Parent/Teacher Association

PTA

## Professional Development

New Educators Support Team

Parent Outreach Procedures and Implementation

## **Evaluation**

The evaluation that will be utilized is the parent involvement logs of the 2006-2007 school.

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

### ***GOAL 6 STATEMENT:***

The learning community of Joella C. Good Elementary School will ensure a safe and positive academic environment.

### ***Needs Assessment***

According to the Student Education and Program Information Report, 872 students were absent from school five or more days. This indicates a need to decrease the number of students who are absent for more than five days by at least one percent.



## Measurable Objective

Given emphasis to an orderly and safe learning environment, the number of frequently absent students will be decreased by one percent as evidenced by the 2006-2007 End-of-the-Year Attendance Bulletin Report.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Recognize classes with perfect attendance on a daily basis.	Instructional Staff, Administrative Team and Support Staff	8/14/2006	5/30/2007	School-to-Career	\$0.00
Implement a "house call" program to encourage absentees to promptly return to school.	Instructional Staff, Administrative Team and Support Staff	8/21/2006	5/29/2007	District Strategic Plan	\$0.00
Award students who achieve perfect attendance on a quarterly basis.	Instructional Staff, Administrative Team, Support Staff	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement State Attorney's Truancy Intervention Program.	Instructional Staff, Administrative Team, and Support Staff	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Develop an incentive program to improve daily attendance.	Instructional Staff, Administrative Team, Support Staff and PTA	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

## Research-Based Programs

Truancy Intervention Program

Parent Teacher Association (PTA)

Continuous Improvement Model (CIM)

## Professional Development

New Educators Support Team

Truancy Intervention Program

## **Evaluation**

The evaluation that will be utilized is the End-of-the-Year Student Attendance Bulletin.

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

### ***GOAL 7 STATEMENT:***

The instructional staff at Joella C. Good Elementary School will become proficient utilizing technology to access data to guide instruction.

### ***Needs Assessment***

The instructional staff new to Joella C. Good Elementary School needs training utilizing the electronic gradebook to facilitate data reporting of student academic achievement. There is also the need for teachers to understand and use the management system of Riverdeep, FCAT Explorer and Edusoft to set up classes and print reports which will provide the data necessary to align instruction to meet the needs of the students.

## Measurable Objective

Given instruction on the use of the electronic grade book, one hundred percent of the instructional staff will document student performance and attendance using the District's electronic gradebook as evidenced by the 2006-2007 Grade Book Reports.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Develop a basic computer skills in-service for teachers.	Administrative Team, Technology Curriculum Team and Technology Support Personnel	10/23/2006	2/23/2007	District Strategic Plan	\$0.00
Notify parents of available online resources.	Instructional Staff and Administrative Team	10/16/2006	2/23/2007	District Strategic Plan	\$0.00
Establish an in-house assistance program to help troubleshoot issues with the electronic gradebook.	Administrative Team, Technology Curriculum Team, and Technology Support Personnel	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize district technology support for professional development and technical assistance.	District and Administrative Team	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

## Research-Based Programs

Continuous Improvement Model (CIM)

FCAT Explorer

Edusoft

## Professional Development

Atomic Learning Online Courses

EasyTech Training

Edusoft Training

Pinnacle Gradebook Training

FCAT Explorer Training

Riverdeep Training

Using Technology to Enhance Classroom Instruction

## **Evaluation**

The evaluation that will be utilized is a verification report documenting the instructional staff using the electronic gradebook to record student achievement and attendance.

## 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 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 8 STATEMENT:**

Students at Joella C. Good Elementary School will increase their flexibility, endurance, strength and aerobic capacity to meet district standards in Physical Fitness.

### **Needs Assessment**

The FitnessGram results in grades four and five indicate that in the 2005-2006 school year, sixty-nine percent of the students received a district fitness award. There is a need to increase the number of students receiving a gold and silver award.

## Measurable Objective

Given instruction based on the Sunshine State Standards for physical education, students in grades four and five will improve their physical fitness as evidenced by seventy percent of the students achieving a silver or gold award on the District FitnessGram.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement a daily fitness focus for wellness to allow students to practice skills.	Instructional Staff and Administrative Team	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide opportunities for skill practice and self-evaluation.	Instructional Staff and Administrative Team	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Participate in the American Heart Association "Jump Rope for Heart" program.	Instructional Staff and Administrative Team	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Encourage students to participate in the "Sun Skippers" jump rope club.	Instructional Staff and Administrative Team	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Organize a physical education showcase highlighting students' physical fitness.	Instructional Staff and Administrative Team	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

## Research-Based Programs

FITNESSGRAM Program

Continuous Improvement Model (CIM)

## Professional Development

Monthly Physical Education Curriculum Professional Development

State Physical Education Work Shops

## Evaluation

The evaluation that will be utilized is the 2006-2007 District's FitnessGram.

## GOAL 9: ELECTIVES & SPECIAL AREAS

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

*Florida Education Priorities*

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

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

**GOAL 9 STATEMENT:**

All students at Joella C. Good Elementary School will develop personal talents and interests through extra-curricular programs.

**Needs Assessment**

Of the 1,513 students enrolled in Joella C. Good Elementary School, 300 students participated in the Family Night performance, Winter and Spring musical concerts, and visual art displays, accounting for twenty percent of the total student population. This indicates a need to increase student involvement in the school sponsored arts programs.



## Measurable Objective

Given opportunities to participate in extra-curricular activities encompassing the visual and performing arts, the number of students participating in pre-kindergarten through fifth grade for 2006-2007 will increase from twenty percent of the student population to twenty-one percent as compared to the 2005-2006 activity logs.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Organize and implement a Chorus Program.	Instructional Staff, Administrative Team and Support Staff	10/2/2006	4/27/2007	District Strategic Plan	\$0.00
Establish a Family Night committee.	Instructional Staff, Administrative Team, Support Staff and PTA	8/14/2006	4/27/2007	District Strategic Plan	\$0.00
Incorporate instruction in the visual and performing arts across the curriculum.	Instructional Staff, Administrative Team and Support Staff	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Establish an Art Club that will involve students in a variety of visual arts competitions.	Instructional Staff and Administrative Staff	10/2/2006	3/30/2007	District Strategic Plan	\$0.00
Create a Drama Club.	Instructional Staff, Administrative Team and Support Staff	9/11/2006	4/27/2007	District Strategic Plan	\$0.00
Organize and implement a Harps club.	Instructional Staff and Administrative Team	9/11/2006	4/27/2007	District Strategic Plan	\$0.00

## Research-Based Programs

Continuous Improvement Model (CIM)

## Professional Development

District inservices on visual and performing arts  
State-wide music conference

## Evaluation

The evaluation that will be utilized is parent permission forms and attendance logs for each program for the 2006-2007 school 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 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*

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

### ***GOAL 10 STATEMENT:***

Joella C. Good Elementary School will improve its ranking on the State of Florida ROI Index Publication.

### ***Needs Assessment***

The most recent data supplied by Florida Department of Education indicates that in 2004-2005, Joella C. Good Elementary School ranked in the sixty-fifth percentile in the State of Florida ROI Index. Based on the ROI Index Publication there is a need to effectively use available funds to increase student achievement.

## Measurable Objective

Given the ranking on the state of Florida Return On Investment (ROI) Index Publication, Joella C. Good Elementary School will improve from the sixty-fifth percentile in 2004-2005 to the sixty-sixth percentile by the next publication of the index.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Consider shared use of facilities, partnering with community agencies.	Administrative Team	10/2/2006	6/30/2007	District Strategic Plan	\$0.00
Collaborate with the district on resource allocation.	Administrative Team	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Inform stakeholders about the use of financial resources in relation to school programs.	Instructional Staff and Administrative Team	10/2/2006	6/30/2007	District Strategic Plan	\$0.00
Review reconfiguration of existing resources.	Instructional Staff and Administrative Team	10/2/2006	5/30/2007	District Strategic Plan	\$0.00

## Research-Based Programs

Houghton Mifflin a Legacy of Literacy  
 Harcourt-Brace Science Series  
 Scott Foresman Mathematics Program

## Professional Development

CRISS  
 Reading First  
 Houghton Mifflin Reading Series  
 Riverdeep  
 New Educators Support Team  
 SECME Mini Conferences and Follow-up Session  
 Using Technology to Enhance Classroom Instruction  
 Hands-on Science

## **Evaluation**

The evaluation that will be utilized is the State of Florida Return On Investment Index Publication for 2006-2007.

## *EESAC Compliance*

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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 budget will be utilized to fund Extended School Day Programs to target improved student achievement. Specifically, the EESAC will fund the purchase of student consumable materials. In addition, the budget will also support the hourly-teaching positions.

### ***Training:***

EESAC will coordinate training for the Extended School Day Program. Under the direction of the EESAC, the Reading Coaches will train facilitators to implement research-based strategies during tutorial instruction.

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

EESAC will fund the resources to implement the Extended Day Program. EESAC will fund the purchase of the following materials: Comprehensive Assessment of Reading Strategies (CARS), and Strategies to Achieve Reading Success (STARS) for students in grades three through five.

### ***Technology:***

EESAC will use technology to obtain and analyze data to guide the school improvement process. The School Grade and Accountability Reports, as well as the Return on Investment Index will be accessed via the Internet. In addition, the instructional staff will utilize EduSoft for data analysis.

### ***Staffing:***

EESAC will provide funding to staff the Extended Day Program. Approximately twenty-eight teachers will be employed to deliver tutorial services.

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

The student support service team will assist in the monitoring of student attendance. EESAC participants in collaboration with the PTA will provide incentives for students attaining perfect attendance such as school supplies.

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

The EESAC will oversee the allocation of resources needed to maintain and implement the Extended School Day Program. In collaboration with the Reading First Coaches and administrative leadership team, the EESAC will support the development of scheduling and targeting students for the tutorial program.

***Benchmarking:***

The EESAC will utilize the School Improvement Plan data to monitor progress and make appropriate modifications as needed (Continuous Improvement Model).

***School Safety & Discipline:***

The EESAC will closely monitor attendance through the PTA incentive program. Daily attendance will be reported and charted to provide incentives and intervention when needed.

## *Budget Summary*

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Goal 1: Reading	\$20,000.00
Goal 2: Mathematics	\$15,700.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$3,479.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
<b>Total:</b>	<b>\$39,179.00</b>

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

*Required Signatures:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*EESAC Student Representative, as applicable*

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

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*Region Superintendent*