
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 3191 - Ada Merritt Elementary School

FeederPattern: Miami Senior

Region: Regional Center IV

District: 13 - Miami-Dade

Principal: Carmen Garcia

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Ada Merritt Elementary School

As the District's first commuter school, Ada Merritt K-8 Center is open to students from the tri-county area of Miami-Dade, Broward, and Monroe counties. It is located at 660 S.W. 3rd Street, Miami, Florida, in an area known as Little Havana. The school opened its doors August 2003 as a pre-kindergarten through grade two configuration site. In this, its fourth year, grade configuration is inclusive of pre-kindergarten through grade five. With each subsequent year, a grade level will be added until a pre-kindergarten through grade eight configuration is complete. Due to the school's relative infancy and grade configuration, Florida Comprehensive Assessment Test (FCAT) data are available only for the third and fourth grade students. Current enrollment at Ada Merritt K-8 Center is 596 students. The school is designed to meet community demands for choice programs that offer rigorous academic standards. The Ada Merritt K-8 Center curriculum design was created to expand multilingual education and increase opportunities for students to become bilingual and bi-literate. The school incorporates three instructional programs that enhance the learning opportunities for students. First, the internationally recognized Baccalaureate Primary Years Program (PYP) is a rigorous and comprehensive approach to teaching and learning that focuses on the development of the whole child. With an international focus, it addresses the academic, social, physical, emotional, and cultural needs of the students. It combines the best research and practices from a range of national systems with a wealth of knowledge and experience from international schools around the world, along with tremendous district support and a very active parent community. This year the school received its official authorization from the International Baccalaureate Organization to be a fully authorized and recognized International Baccalaureate Primary Years Program school. Second, we implement a Dual Language Program in which every student spends sixty percent of the day in English language instruction and forty percent of the day in a second language. Students may choose Spanish or Portuguese as a second language. Third, students have the opportunity to enter either the Spanish International Studies (IS) Program or the Portuguese International Education (IE) Program where they receive additional enrichment in their chosen second language, both of which are supported by foreign organizations (i.e. Embajada de España, Centro Cultural do Brasil).

Given instruction using Sunshine State Standards, ? percent of the students in grade three through grade five will score at FCAT Achievement Level 3 or above on the 2007 FCAT Reading Test.

Given instruction using Sunshine State Standards, ? percent of the students in grades three through five will score at FCAT Achievement Level 3 or above on the 2007 FCAT Mathematics Test.

Given instruction using Sunshine State Standards, the percentage of students in grade four who will score at or above 4.0 or higher on the 2007 FCAT Writing+ test, will increase by one percentage point as compared to the scores from the 2006 FCAT Writing+ test.

Given instruction using the Sunshine State Standards, ? percent of grade five students will score at FCAT Achievement Level 3 or above on the 2007 FCAT Science Test.

Given the district's focus on parental involvement, the school will increase the level of parental involvement for the 2006-2007 school year by five percent in school sponsored events when compared to attendance logs of the 2005-2006 school year.

Given the need to establish an environment that is safe and conducive to learning, the percent of parents responding positively on the School Climate Survey to safety and security items will increase by one percentage point when compared to the 2005-2006 school year.

Given the need to develop, reinforce, and improve communication through technology, ninety percent of staff members will be using technological applications for information, communication, compliance with district initiatives, and to effectively enhance instruction by the end of the 2006-2007 school year as evidenced by the increase in the use of email as the main source of communication.

The students in grades four and five will achieve an increase of three percentage points gain as measured by the FITNESSGRAM pre- and post-tests.

In grades two through five students will produce a product in art class that is related to one of the units they are studying; in music, the students will perform using at least one musical instrument.

Ada Merritt K-8 Center will establish a school ranking status on the State of Florida Return On Investment Index publication in the 2006-2007 school year.

This document presents the school's goals and objectives for the 2006-2007 school year. In the areas of Reading and Mathematics, we hope to maintain the scores achieved by the 2005-2006 third and fourth graders of Ada Merritt K-8 Center. In the area of Writing, we are seeking to improve the combined score of the FCAT Writing+ Test. In the area of Science, the school will begin a Science Lab in order to provide students support with the science instruction taking place in the science instructional block. In addition, the school has developed an in-house pre/post test for students in grades two through five, which we will use to measure the yearly gains of Science content knowledge. In the area of Writing, the current fourth grade students will be the first group to take the Florida Comprehensive Achievement Test (FCAT) Writing+ Test and thus will set a baseline for our school. In the area of Science, the school has developed an in-house pre/post test for students in grades two through four, which we will use to measure the yearly gains of Science content knowledge. For Parental Involvement, we will increase in the number of parents attending school-sponsored events. Our goal in Discipline and Safety is to provide a safe learning environment for all students by establishing school-wide discipline and attendance policies. In the area of Technology, we will increase efficient communication among staff through the use of electronic mail and technology as a form of communication. For the Special Areas, our goal is to increase the integration of the visual arts into the general curriculum. Through these goals we expect to continue to grow and develop as a learning community that nurtures the hearts and minds of all who enter. The organization analyzed the September 2006 Organizational Performance Improvement Snapshot Survey and concluded that the two weakest areas were Progress Management and Strategic Planning, scoring 4.1 and 4.1 respectively out of 5.0 possible points. To address to the weak areas identified, the administration will conduct Learning Community Meetings. During the Learning Community Meetings, the administration will provide an organizational management summary and address questions and concerns.

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.

Ada Merritt Elementary School

VISION

The vision of Ada Merritt K-8 Center is to create a vibrant learning community that nurtures, develops, and respects its individual members and its broad community of stakeholders.

MISSION

Ada Merritt K-8 Center provides and supports a rigorous dual language international education program that values and promotes the acquisition of a second language and embraces international perspectives and attitudes through a unique and high quality education for our diverse community of learners.

CORE VALUES

Excellence

We pursue high standards and strive for personal, professional, and academic excellence.

Kindness, Humility and Open-mind

We honor a kind, humble heart and open mind to ensure that we continue to grow and prosper as individuals, while helping others do the same.

Respect, Integrity and Civility

There is a common expectation that respect, integrity, and civility will be the norm in how we deal with our students, their families, the broader community, and one another.

Service, Collaboration, and Dedication

We believe that through our collaborative efforts and passionate dedication to the educational success of our students, we are able to foster a love of learning and commitment to service for the empowerment and improvement of ourselves and of those we impact.

School Demographics

The student membership reflects a diverse population representative of eleven percent African American, fifty-two percent Hispanic, twenty-five percent White, and nine percent Asian/Indian Multiracial.

The student population is comprised of thirty-five percent of students receiving free or reduced lunch, twenty-eight percent Limited English Proficient (LEP) students, and eleven percent Exceptional Student Education (ESE) students serviced at our school.

Of the teaching staff, Ada Merritt K-8 Center employs 62 full-time staff members and 11 part-time staff members. The breakdown of full-time staff is as follows: 2 administrators; 1 guidance counselor; 1 media specialist/reading coach; 1 teacher/reading coach; 5 paraprofessionals; 3 clerical, 4 custodial; 1 cafeteria manager; and 44 teachers. The breakdown of teachers is as follows: 3 exceptional education; 4 special area; 1 lead teacher; and 36 classroom teachers (11 are new to this school, 33 hold advanced degrees, and two hold National Board Certification.) The breakdown of part-time staff is as follows: 3 classroom paraprofessionals; 4 cafeteria workers; 3 security monitors; and 1 custodial service worker.

School Foundation

Leadership:

The September 2006 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Leadership was the knowledge of the organization's mission, item 1a, whereas the weakest in that section was the staff's opinion of the organization, item 1g. Based on aforementioned results, it is evident that the administration and the EESAC have collaboratively defined a vision and established goals for the improvement of student achievement. The administration and elected members of the EESAC use consensus management to improve the potential of every student.

District Strategic Planning Alignment:

The September 2006 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Strategic Planning was organizational structure, item 2b, whereas the weakest in that section was the lack of staff input and ideas of the organization's future, item 2a. The administration and the elected members of the EESAC follow the Sunshine State Standards, district, and state guidelines, and the School Improvement Plan in order to accomplish the school's goals and objectives.

Stakeholder Engagement:

The September 2006 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Stakeholder Engagement/Customer and Market Focus was knowledge and identification of the stakeholders, item 3a, whereas the weakest in that section was the staff's input in the decision making process, item 3e. The stakeholders at Ada Merritt K-8 Center are provided extended learning opportunities affording them opportunities to be engaged in the decision-making process.

Faculty & Staff:

The September 2006 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Faculty and Staff/Human Resources was the ability to individually measure quality of work, item 4a, whereas the weakest in that section was the staff's knowledge of how the organization is doing in general, item 4f. The administration and elected members of the EESAC have a team approach to the overall function of the school. The organization has implemented opportunities for involvement and growth through many activities such as Professional Development, Professional Growth Teams, networking, and other team building events.

Data/Information/Knowledge Management:

The September 2006 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Data/Information/Knowledge Management/Process Management was the staff's comfort and safety, item 5e, whereas the weakest in that section was the individual recognition of work performed by staff members, item 5d. The organization has monitored staff performance through the PACES, Certification, Professional Development Plans (PDP), and End of the Year Evaluations. The staff members are encouraged and provided opportunities to participate in a variety of workshops and inservices, which enhance the school's efficiency.

Education Design:

The September 2006 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Process Management was staff collection information about the quality of their work, item 6b, whereas the weakest in that section was the staff acquiring all the resources needed to perform their jobs, item 6a. The administration provides resources for staff to perform their jobs and will continue to monitor and ensure the staff receives the appropriate resources.

Performance Results:

The September 2006 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Performance/Business Results was the organization's legal and ethical ways of which it runs, item 7f, whereas the weakest in that section was the organization's sharing of financial issues with the staff, item 7c. The organization has used the 8-Step Continuous Improvement Model to monitor and improve student scores, attendance, suspensions, and drop-out rates. The organization's highly experienced staff, truancy program, assessment platforms, district and state guidelines, and best practices have helped improve the performances to achieve and maintain a high quality education.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

Reading

Needs Assessment

Due to the school's existing grade configuration of pre-kindergarten through grade five, the only data available are from the grade three and grade four 2006 FCAT Reading test results. The results of the 2006 FCAT Reading test provide baseline data for the first time fourth graders. The data indicate that ninety-two percent of the third and fourth grade students tested in the 2006 FCAT administration scored at or above Level 3 in Reading. According to Adequate Yearly Progress (AYP) data, all subgroups scored eighty-five percent or higher proficiency in the area of Reading, thereby meeting No Child Left Behind (NCLB) required targets. An analysis of student performance on the 2006 FCAT Reading test data indicated that the weakest content clusters for third grade were Comparisons and Reference/Research at seventy-five percent mastery. The strongest content cluster in third grade was Words/Phrases at eighty-six percent mastery. In fourth grade, the weakest content cluster was Comparisons at sixty-five percent mastery. The strongest content cluster was Main Idea/Purpose at seventy-three percent mastery. To maintain and/or exceed the percentage achieved, we will implement the strategies that follow.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using Sunshine State Standards, ? percent of the students in grade three through grade five will score at FCAT Achievement Level 3 or above on the 2007 FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Develop, modify, and implement the long range curriculum plans that are aligned to the Sunshine State Standards and PYP requirements.	Principal, Assistant Principal, Classroom Teachers	8/14/06	5/30/07	District-wide literacy plan	\$0.00
Create and implement the use of enrichment activity learning centers for the students who scored Levels 4 and 5 on the 2006 FCAT administration in order to maintain and/or exceed achievement.	Principal, Assistant Principal, Classroom Teachers	8/14/06	5/30/07	District-wide literacy plan	\$0.00
Implement the 8-Step Continuous Improvement Model (CIM) to impact student achievement, as evidenced by grade level meeting agendas as well as Literacy Leadership Team Agendas and sign-in sheets	Principal, Assistant Principal, Classroom Teachers, Reading Coach	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Implement a school-wide, grade level format for a Home Reading Log to increase the number of students practicing independent reading.	Assistant Principal, Classroom Teachers, Students, Parents	10/2/06	5/30/07	District-wide literacy plan	\$0.00
Administer district Interim assessments and analyze test data in order to plan for differentiated instruction and intervention.	Assistant Principal, Reading Coach, Classroom Teachers	10/23/06	5/30/07	District Strategic Plan	\$0.00
Continue to participate in the Accelerated Reader Program	Principal, Assistant Principal, Media Specialist, Reading Coach, Parents, Students	9/11/06	5/23/07	District Strategic Plan	\$0.00
Increase the number of teachers who are trained in Project CRISS strategies and PYP.	Principal, Assistant Principal, Identified Teachers	8/14/06	5/30/07	Academic Teams	\$0.00
Identify students in grades three through five scoring at Achievement Levels 1 and 2 on the FCAT Reading Test as well as low performing students in grades Kindergarten through grade five and implement daily small group instruction utilizing reading intervention programs such as Voyager, Early Success, and Soar to Success	Assistant Principal, Classroom Teachers, Tutors	9/25/06	5/30/07	Continuous Improvement Model	\$0.00

Research-Based Programs

Houghton Mifflin Reading Basal Series, Riverdeep, Early Success, Voyager, and Soar to Success

Professional Development

Houghton Mifflin Reading Basal Series, Guided Reading demonstration and training, Eight-step Continuous Improvement Model Implementation, and PYP Program

Evaluation

2007 FCAT Reading Test and 2007 SAT Reading Test scores, EduSoft Item Analysis Data from quarterly District Interim Assessments, and DIBELS data provided through the Progress Monitoring and Reporting Network (PMRN)

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

Mathematics

Needs Assessment

Due to the school's existing grade configuration of pre-kindergarten through grade five, the only data available are from grade three and grade four 2006 FCAT Mathematics Test. The results of the 2006 FCAT Mathematics Test indicate that ninety-five percent of last year's third and fourth grade students scored at FCAT Achievement Level 3 or above. According to Adequate Yearly Progress (AYP) data, all subgroups scored eighty percent or higher proficiency in the area of Mathematics, thereby meeting NCLB required targets. An analysis of student performance on the 2006 FCAT Mathematics Test data indicated that the weakest content clusters in third grade were Geometry and Data Analysis at seventy-one percent mastery. The strongest content clusters in third grade were Number Sense and Algebraic Thinking at eighty-three percent mastery. In fourth grade the weakest content cluster was Algebraic Thinking at seventy-one percent mastery. The strongest content clusters were Geometry and Data Analysis at eighty-six percent. To maintain and/or exceed the percentage achieved, we will implement the strategies that follow.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using Sunshine State Standards, ? percent of the students in grades three through five will score at FCAT Achievement Level 3 or above on the 2007 FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement Everyday Mathematics as the primary mathematics instructional program, using Unit Progress Checks, Mid-Year, and End-of-Year Progress Checks to monitor student progress.	Principal, Assistant Principal, Classroom Teachers	8/14/06	5/30/07	District Strategic Plan	\$0.00
Develop, modify, and implement the long range curriculum plans that are aligned to the Sunshine State Standards and PYP requirements.	Principal, Assistant Principal, Classroom Teachers	8/14/06	5/30/07	District Strategic Plan	\$0.00
Implement the 8-step Continuous Improvement Model (CIM) to impact student achievement, as evidenced by grade level meeting agendas.	Principal, Assistant Principal, Classroom Teachers, Math Coach	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Create and implement the use of enrichment activity learning centers for the students who scored Levels 4 and 5 on the 2006 FCAT administration in order to maintain and/or exceed achievement.	Principal, Assistant Principal, Mathematics Coach, Classroom Teachers	8/14/06	5/30/07	District Strategic Plan	\$0.00
Conduct conferences between teachers and parents to monitor student progress as evidenced by class assignment roster.	Assistant Principal, Classroom Teachers, Parents	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Increase the number of teachers who are trained in Project CRISS strategies and PYP.	Principal, Assistant Principal, Identified Teachers	8/14/06	5/30/07	Academic Teams	\$0.00
Administer district Interim assessments and analyze test data in order to plan for differentiated instruction and intervention.	Assistant Principal, Mathematics Coach, Classroom Teachers	10/23/06	5/30/07	District Strategic Plan	\$0.00
Identify students in grades three who scored in the bottom twenty-fifth percentile on the 2006 SAT Mathematics administration and provide a daily small group tutorial program using SkillsTutor. Identify students in grades four and five who scored at FCAT Achievement Levels 1 and 2 on the 2006 and provide daily small group tutoring using SkillsTutor. In addition, monitor the progress	Assistant Principal, Mathematics Coach, Classroom Teachers, Tutors	9/25/06	5/30/07	Continuous Improvement Model	\$0.00

of the fourth and fifth bottom twenty-fifth percentile to ensure student learning gains.	
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Research-Based Programs

Everyday Mathematics, Riverdeep, and Project CRISS strategies

Professional Development

Everyday Mathematics, Project CRISS training, and Riverdeep training

Evaluation

2007 FCAT Mathematics Test and 2007 SAT Mathematics Test scores, and EduSoft Item Analysis Data from quarterly district Interim Assessments

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

Writing

Needs Assessment

The 2006 FCAT Writing+ Test results provided baseline data. The results of the 2006 FCAT Writing+ Test indicate eighty-one percent of the students scored at 3.5 or higher. An analysis of the 2006 FCAT Writing+ Test indicates that the students scored strongest on the Expository portion of the test with a mean score of 4.1. The students scored weakest on the Narrative portion of the test with a mean score of 3.4. To maintain and/or exceed the percentage achieved, the following strategies will be implemented.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using Sunshine State Standards, the percentage of students in grade four who will score at or above 4.0 or higher on the 2007 FCAT Writing+ test, will increase by one percentage point as compared to the scores from the 2006 FCAT Writing+ test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Analyze testing data to determine student needs and instruct using best teaching practices as evidenced by the implementation of monthly prompts.	Principal, Assistant Principal, Reading Coach, Classroom Teachers	9/25/06	5/30/07	Continuous Improvement Model	\$0.00
Provide students with opportunities to enter writing contests such as the Hispanic Heritage Writing and Art Contest.	Principal, Assistant Principal, Classroom Teachers, Parents	10/2/06	5/30/07	Community Partnerships	\$0.00
Provide activities for students that teach them how to use the scoring rubric for self and peer writing review.	Principal, Assistant Principal, Classroom Teachers	8/14/06	5/30/07	District-wide literacy plan	\$0.00
Provide writing workshops for teachers and parents.	Principal, Assistant Principal, Identified Teachers	10/2/06	5/30/07	Academic Teams	\$0.00
Implement the 8-Step Continuous Improvement Model (CIM) to impact student achievement, as evidenced by grade level meeting agendas as well as Literacy Leadership Team Agendas and sign-in sheets	Principal, Assistant Principal, Reading Coach, Classroom Teachers,	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Increase the number of teachers who are trained in Project CRISS strategies and PYP.	Principal, Assistant Principal Identified Teachers	8/14/06	5/30/07	Academic Teams	\$0.00
Develop, modify, and implement the long range curriculum plans that are aligned to the Sunshine State Standards and PYP requirements.	Principal, Assistant Principal, Classroom Teachers	8/14/06	5/30/07	District-wide literacy plan	\$0.00

Research-Based Programs

Houghton Mifflin and Project CRISS Strategies

Professional Development

Project CRISS training, Writing Standards, and Best Practices in Writing workshops (both in-house and provided by the District)

Evaluation

Scores on 2007 FCAT Writing+ Test, and Monthly Writing Prompts

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

Science

Needs Assessment

Due to the school's existing grade configuration of pre-kindergarten through grade five, FCAT science data is not available for the 2005-2006 school year. Baseline data in the area of science needs to be established and instructional strategies developed and implemented to ensure that state standards in science are met.

Measurable Objective

Given instruction using the Sunshine State Standards, ? percent of grade five students will score at FCAT Achievement Level 3 or above on the 2007 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Develop, modify, and implement the long range curriculum plans that integrate science with other subjects and that are aligned to the Sunshine State Standards and Primary Years Program requirements.	Principal, Assistant Principal, Classroom Teachers	8/14/06	5/30/07	District Strategic Plan	\$0.00
Implement use of Full Option Science Systems (FOSS) Kits for hands-on exploration and inquiry in all grades.	Assistant Principal, Classroom Teachers	8/14/06	5/30/07	Communities of Practice	\$0.00
Implement an annual Science Fair in which students conduct experiments and display results in a public forum.	Principal, Assistant Principal, Media Center Specialist, Classroom Teachers, Science Fair Committee	4/16/07	5/4/07	Career Development Programs	\$0.00
Implement the use of a Science Lab to support the science instructional block.	Assistant Principal, Science Coach, Classroom Teachers	10/9/06	5/30/07	District Strategic Plan	\$10000.00
Provide in-house training for teachers in use of FOSS Kits, CRISS and PYP.	Principal, Assistant Principal, Science Specialist, Classroom Teachers	8/14/06	5/30/07	Expanding arts opportunities	\$0.00
Implement the 8-Step Continuous Improvement Model (CIM) to impact student achievement, as evidenced by grade level meeting agendas as well as Literacy Leadership Team Agendas and sign-in sheets	Principal, Assistant Principal, Science Coach, Classroom Teachers	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Administer a site-authored Pre- and Post-Science Test.	Assistant Principal, Classroom Teachers	10/2/06	5/30/07	Continuous Improvement Model	\$0.00

Research-Based Programs

McGraw-Hill Science Florida Edition, FOSS Kits

Professional Development

FOSS Training

Evaluation

2007 FCAT Science test, site-authored pre-/post-test, McGraw-Hill Science Florida Edition

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

GOAL 5 STATEMENT:

Parental Involvement

Needs Assessment

A review of the 2005-2006 attendance logs indicates seventy percent of the parents participated in school sponsored events.

Measurable Objective

Given the district's focus on parental involvement, the school will increase the level of parental involvement for the 2006-2007 school year by five percent in school sponsored events when compared to attendance logs of the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement school-wide Home Reading Logs signed by parents.	Principal, Assistant Principal, Classroom Teachers, Students, Parents	10/2/06	5/30/07	District-wide literacy plan	\$0.00
Conduct parent workshops to inform about the PYP Program and how they can support the curriculum.	Principal, Assistant Principal, Lead Teacher, Classroom Teachers, Parents	9/18/06	5/30/07	Small Learning Communities	\$0.00
Conduct parent workshops focusing on ways to improve student achievement.	Principal, Assistant Principal, Classroom Teachers, Parents	10/9/06	5/30/07	Small Learning Communities	\$0.00
Facilitate home/school communication and workshops for parents (both in-house and through the Parent Academy).	Principal, Assistant Principal, Classroom Teachers	8/14/06	5/30/07	Community Partnerships	\$0.00
Establish an in-school and after-school volunteer parent reading program.	Principal, Assistant Principal, Reading Coach, Lead Teacher, School Counselor, Parents	10/30/06	5/30/07	Communities of Practice	\$0.00
Provide access to the Media Center to the parents before and after school.	Principal, Assistant Principal, Media Specialist, Media Specialist Assistant	8/14/06	5/30/07	Community Partnerships	\$0.00

Research-Based Programs

National PTA Standards

Professional Development

Parents will receive trainings in the Primary Years Program and in becoming more involved in their child's education.

Evaluation

Attendance logs

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

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GOAL 6 STATEMENT:

Discipline and Safety

Needs Assessment

Safety directly affects the learning environment. When stakeholders do not feel safe, attrition of staff and students becomes evident. Results of the 2005-2006 School Climate Survey indicate that fifty percent of the parents strongly agree that the school is safe and secure.

Measurable Objective

Given the need to establish an environment that is safe and conducive to learning, the percent of parents responding positively on the School Climate Survey to safety and security items will increase by one percentage point when compared to the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide adequate supervision and security throughout the school as needed (i.e. cafeteria, entry points).	Principal, Assistant Principal	8/14/06	5/30/07	Communities of Practice	\$0.00
Implement and monitor an incentive program to encourage good behavior in the cafeteria (i.e. Merritt Cafe Lunch Bunch).	Assistant Principal, Counselor	9/18/06	5/30/07	Mentoring Opportunities	\$0.00
Increase the number of staff members trained in life-saving techniques.	Principal, Assistant Principal	8/14/06	5/30/07	Small Learning Communities	\$0.00
Implement effective dismissal procedures for After Care Program.	Principal, Assistant Principal, After Care Manager, After Care Staff	8/14/06	5/30/07	Communities of Practice	\$0.00
Implement a school-wide discipline plan.	Principal, Assistant Principal, Counselor, All Teachers, Parents	8/14/06	5/30/07	Communities of Practice	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

The 2006-2007 School Climate Survey will be used as the evaluation tool for this objective.

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

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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:

Technology

Needs Assessment

Due to time constraints, communication among staff members becomes difficult. In order to facilitate more efficient communication among staff, we need to increase use of electronic mail as a form of communication. In addition, more familiarity with and frequent use of technological resources available will encourage staff to use it more often and effectively with students.

Measurable Objective

Given the need to develop, reinforce, and improve communication through technology, ninety percent of staff members will be using technological applications for information, communication, compliance with district initiatives, and to effectively enhance instruction by the end of the 2006-2007 school year as evidenced by the increase in the use of email as the main source of communication.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide staff with laptops.	Principal, Microsystems Technician, Parent Teacher Association (PTA)	8/14/06	5/30/07	Community Partnerships	\$0.00
Provide trainings for staff on using technology for internal communication in the school environment.	Principal, Assistant Principal, Lead Teacher, Microsystems Technician	10/9/06	5/30/07	Small Learning Communities	\$0.00
Provide orientation and support for staff on software programs available in the school.	Principal, Assistant Principal, Microsystems Technician	10/12/06	5/30/07	Mentoring Opportunities	\$0.00
Create and administer pre-/post survey for teachers on feelings of comfort with using technology.	Assistant Principal, Microsystems Technician	10/6/06	5/30/06	Career Development Programs	\$0.00
Provide school-wide training on Excelsior Electronic Grade Book.	Principal, Microsystems Technician	8/14/06	5/30/07	Small Learning Communities	\$0.00
Increase the number of computers in each classroom for student use.	Principal, Microsystems Technician, Students	8/14/06	5/30/07	District Strategic Plan	\$15000.00

Research-Based Programs

Riverdeep

Professional Development

Training on Excelsior Electronic Grade Book, Atomic Learning, training on using technology for internal communication in the school environment, orientations to software programs available in the school, and Atomic Learning

Evaluation

School-site created comfort level post survey will demonstrate a five percent increase in the number of teachers comfortable utilizing technology.

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

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

GOAL 8 STATEMENT:

Health and Physical Fitness

Needs Assessment

Due to the school's existing grade configuration of pre-kindergarten through grade five, the only physical fitness data available are the 2005-2006 FITNESSGRAM test results. The results of the 2005-2006 FITNESSGRAM test indicate fifty-one percent of the fourth grade students passed the FITNESSGRAM.

Measurable Objective

The students in grades four and five will achieve an increase of three percentage points gain as measured by the FITNESSGRAM pre- and post-tests.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Administer a FITNESSGRAM pre- and post-test to determine baseline measures.	Assistant Principal, Physical Education Teacher	10/9/06	5/30/07	Continuous Improvement Model	\$0.00
Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items, which would enhance specificity of training.	Principal, Assistant Principal	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Develop an action plan to ensure that goals and objectives are met.	Principal, Assistant Principal, Physical Education Teacher	10/9/06	5/30/07	Continuous Improvement Model	\$0.00
Ensure nutrition, hygiene, and health activities are encompassed in the instructional program.	Principal, Assistant Principal, Physical Education Teacher	8/14/06	5/30/07	Expanding arts opportunities	\$0.00
Implement the Walk-Safe Program	Principal, Assistant Principal, Physical Education Coaches	8/14/06	5/30/07	District Strategic Plan	\$0.00
Ensure that an appropriate amount of instructional time is dedicated to fitness related activities on a daily basis.	Principal, Assistant Principal, Physical Education Teacher	10/9/06	5/30/07	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

Administration of pre- and post- FITNESSGRAM test.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

GOAL 9 STATEMENT:

Electives and Special Area

Needs Assessment

Given the current PYP curriculum being utilized, a need for increased collaboration between the art, music, and classroom teachers exists. There were only two collaborated products in the 2005-2006 school year. More collaborative products would enhance the learning experience by appealing to the multiple intelligences.

Measurable Objective

In grades two through five students will produce a product in art class that is related to one of the units they are studying; in music, the students will perform using at least one musical instrument.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the use of PYP Special Area Curriculum Integration Form.	Assistant Principal, Art Teacher, Music Teacher, Classroom Teachers	10/2/06	5/30/07	Expanding arts opportunities	\$0.00
Bring guest artists to the school.	Principal, Assistant Principal, Art Teacher, Music Teacher	10/2/06	5/30/07	School-to-Career	\$0.00
Participate in the Miami-Dade County Fair and Exposition Art competitions.	Assistant Principal, Art Teacher, Music Teacher	11/13/06	3/26/07	Community Partnerships	\$0.00
Implement sketchbook journals in classrooms using the arts as a catalyst for writing.	Principal, Assistant Principal, Classroom Teacher	8/14/06	5/30/07	Expanding arts opportunities	\$0.00
Expose students to various media in the arts.	Assistant Principal, Art Teacher, Music Teacher	8/14/06	5/30/07	School-to-Career	\$0.00
Promote a school-wide Arts Festival.	Assistant Principal, Art Teacher, Music Teacher, Parents	3/12/06	3/29/07	Expanding arts opportunities	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

Number of products produced by students related to units of study and collaborative products/performances

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

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

GOAL 10 STATEMENT:

Return on Investment

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2004-2005, Ada Merritt had no Return on Investment value because it did not meet the necessary criteria.

Measurable Objective

Ada Merritt K-8 Center will establish a school ranking status on the State of Florida Return On Investment Index publication in the 2006-2007 school year.

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.	Principal, Assistant Principal	8/14/06	5/30/07	District Strategic Plan	\$0.00
Collaborate with the District on resource allocation.	Principal, Assistant Principal	8/14/06	5/30/07	District Strategic Plan	\$0.00
Consider reconfiguration of existing resources or taking advantage of a broader resource base, i.e. private foundations, volunteer networks.	Principal, Assistant Principal, Parents	8/14/06	5/30/07	District Strategic Plan	\$0.00
Consider shared use of facilities, partnering with community agencies.	Principal, Assistant Principal, Parents	8/14/06	5/30/07	District Strategic Plan	\$0.00

Research-Based Programs

See core subject area goals/objectives.

Professional Development

See core subject area goals/objectives.

Evaluation

The percentage of students with learning gains will be divided by the program costs per weighted FTE students at the school.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i></p>

Budget:

The EESAC reviewed the budget for the 2006-2007 school year and will be making adjustments and recommendations for expenditures.

Training:

The EESAC reviewed the School Improvement Plan and the trainings identified.

Instructional Materials:

The EESAC will be provided with input from school stakeholders to select instructional and supplemental materials.

Technology:

The EESAC met and discussed needed purchases for hardware and software at the school site.

Staffing:

The EESAC met and discussed the possibility to purchase paraprofessionals and hourly personnel to increase classroom support.

Student Support Services:

The EESAC discussed strategies to provide students with support services in the development of the School Improvement Plan.

Other Matters of Resource Allocation:

The EESAC will be reviewing additional budgeted monies remaining in Capital Expenditure budgets and recommending expenditures.

Benchmarking:

The EESAC will be discussing means in which to assess progress throughout the course of the school year. Recommendations will be made to maintain and increase student achievement.

School Safety & Discipline:

The EESAC has reviewed strategies to provide and maintain a safe learning environment as outlined in the School Improvement Plan.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$0.00
Goal 2: Mathematics	\$0.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$10,000.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$15,000.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
Total:	\$25,000.00

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

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

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

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

Region Superintendent