
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 4301 - Parkview Elementary School

FeederPattern: Miami Norland Senior

Region: Regional Center II

District: 13 - Miami-Dade

Principal: Rosa Simmons, Ed.D.

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Parkview Elementary School

Parkview Elementary School is located in a small, predominantly African-American community. The student population for the 2006-2007 school year consists of approximately 438 students in pre-kindergarten through grade five, with an ethnic breakdown of 96.3 percent African-American, 2.7 percent Hispanic, and less than one percent Asian/Indian/Multicultural. The number of students qualifying for free or reduced priced lunch averages 93 percent. Our special education population consists of thirteen Varying Exceptionalities students and thirty-two Emotionally Handicapped students. Limited English Proficiency students constitute less than one percent of the enrollment. The average daily attendance for the school is just under 94 percent. Parkview Elementary implements a school-wide Title I Program utilizing allocated funds to defray expenditures for differentiated programs to address the specific needs of students. In addition, specialty programs are provided that include: Special Education Inclusion Models and Self-Contained Models for students diagnosed with various disabilities; a Limited English Proficiency Program which provides instruction in English for Students of Other Languages; Building Education through Language and Literacy and the High Scope Program provides early learning strategies for four and five year old students; an Academic Excellence Program (AEP) that provides enrichment strands of instruction; after school tutorial Programs for grades two, three, four and five; the Starfall computer assisted phonics program for non readers; Saturday Academy Preparatory Classes for Level 1 and 2 students who take the Florida Comprehensive Assessment Test (FCAT); supplemental reading and mathematics programs to increase reading and math skills via computer assisted instruction include, Reading Plus, Riverdeep, Breakthrough to Literacy, for students in grades three through five.

Given instruction based on the Sunshine State Standards, students in grades three through five will increase their reading skills as evidenced by 60 percent scoring at Level 3 or higher on the 2007 FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, Students With Disabilities, in grades three through five, will increase their reading skills as evidenced by 51 percent scoring at level 3 or higher on the 2007 FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 56 percent scoring at Level 3 or higher on the 2007 FCAT Mathematics Assessments.

Given instruction using the Sunshine State Standards, Students with Disabilities, in grades three through five, will increase their mathematics skills as evidenced by 56 percent scoring at Level 3 or higher on the 2007 FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, students in grades four will improve their writing skills as evidenced by students scoring level 3.5 or higher on the 2007 FCAT Writing Assessment.

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by 33 percent scoring at Level 3 or higher on the FCAT Science Assessment.

Given the school wide emphasis on parental and community involvement, the school will demonstrate a 5 percent increase in parental and community interaction as evidenced by the comparison of the 2005-2006 school year attendance logs with the 2006-2007 school year attendance logs.

Given the emphasis on the Code of Student Conduct, student behavior will improve as evidenced by a 2 percent decrease in the number of outdoor suspensions during the 2006-2007 school year as compared to the 2005-2006 school year.

Given an emphasis on the use of technology in education, all students in grades prekindergarten through five will increase their usage of technology as evidenced by a 5 percent increase during the 2006-2007 school year as compared to the 2005-2006 school year.

Given instruction based on the M-DCPS mandated FITNESS GRAM standards, students in grades four and five will improve their physical fitness skills as evidenced by 2 percent increase in the students meeting high standards and receiving the Gold Award on the 2006-2007 administration of the FITNESS Gram.

Given additional emphasis on art education, students in grades two through five will improve their skills in art as evidenced by an increase in the number of pieces displayed from 186 to 206 on the school web-site Artsonia.com.

Parkview Elementary School will improve its ranking on the State of Florida Return On Investment (ROI) Index publication from the 13th percentile in 2004-2005 ROI to the 15th percentile on the next publication of the Index.

Based on the results of the Organizational Performance Improvement Snapshot survey, the two areas identified for improvement were Strategic Planning and Process Management. In the area of Strategic Planning, Parkview had an average score of 4.1 and had a score of 4.1 on Process Management out of a possible 5.0 score.

Eighty-seven percent of the responses on the Organizational Perform Improvement Snapshot survey were in Agreement at 4.0 or higher. The average score of 4.0 indicates that overall the faculty feels comfortable in their involvement of the organization's plan.

Grade level chairpersons who will act as liaisons between the administration and the faculty to ensure that information is disseminated quickly. Grade level and faculty meetings will provide an opportunity for disaggregating and

analyzing student data. The meetings will help to foster a sense of learning communities as each individual begins to visualize their place in the organization.

In a fast growing 21st century, which utilizes technology to the fullest extent, there is always a need for more computers and other educational materials. In the future, the school will consider soliciting contributions from the community partners, encourage the Community Involvement Specialist (CIS) to obtain more Dade Partners, enlist the assistance of the Parent Teacher Association (PTA) and EESAC. The faculty and staff will be encouraged to write grant proposals in order to obtain additional support.

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.

Parkview Elementary School

VISION

Our VISION is dedicated to fostering a community of learners that engages all stakeholders in maximizing student's achievement through the use of individualized instruction, technological advancements, innovative strategies, and a research-based curriculum. Through our endeavors we will meet the needs of students, parents, and the surrounding community with the best possible educational experiences.

MISSION

Our MISSION is to meet the educational and emotional needs of all students in an ever changing society by utilizing innovative strategies, technological advancements, creating an awareness of their environment, building self-esteem, and actively seeking parental involvement, whereby all children will reach their maximum level of educational excellence, realizing success and fulfillment in school and in the community.

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School Demographics

Parkview Elementary School is located in a small predominantly African-American community. The student population for the 2006-2007 school year consisted of approximately 438 students in pre-kindergarten through grade five, with an ethnic breakdown of 96.3 percent African-American, 2.7 percent Hispanic, and less than one percent Asian/Indian/Multicultural. The number of students qualifying for free or reduced priced lunch averaged 93 percent. The special education population consists of thirteen Varying Exceptionalities students and thirty-two Emotionally Handicapped students. Limited English Proficiency students constituted less than one percent of the enrollment. The average daily attendance for the school was just under 94 percent.

Parkview Elementary is a Title I School-Wide Program utilizing allocated funds to defray expenditures for differentiated programs to address the specific needs of students. In addition, specialty programs provided include: Exceptional Student Inclusion Models and Self-Contained Models for students diagnosed with various disabilities, a Limited English Proficiency Program which provides instruction in English for Students of Other Languages, building education through language and literacy and the High Scope Program provides early learning strategies for four and five year old students, an Academic Excellence Program (AEP) that is implemented for students who benefit from enrichment strands of instruction; before and after school FCAT intensive tutoring programs for grades three, four and five, Starfall computer assisted phonics program for non readers, and Saturday Academy for Level 1 and 2 students who take the FCAT. Supplemental reading and mathematics programs are also used to increase reading and math skills via computer assisted instruction which include Reading Plus, Starfalls.com and Riverdeep, for students in grades three through five.

Two administrators, a principal and an assistant principal, serve as the instructional leaders of the school. One administrator has earned a doctorate degree and one has earned a Specialist degree. There are twenty-one certified classroom teachers, four special education teachers, three full-time special education paraprofessionals, one elementary guidance counselor, one contractual counseling therapist, one behavioral management teacher, one part-time speech therapist, a media specialist, five special area teachers, two reading coaches, one part-time Community Involvement Specialist (CIS), and two hourly paraprofessional. Nineteen percent of the teachers at Parkview Elementary School have advanced degrees. Thirty teachers hold a Bachelor's Degree, four teachers have a Master's Degree, and one has earned a Doctorate. The ethnic make-up of the instructional staff is 16 percent White Non-Hispanic, 68 percent Black Non-Hispanic, and 16 percent Hispanic. The student-teacher ratio is at state-level requirements as evidenced by data reported on the District and School Profile Report.

Parkview Elementary has received several awards and grants. The most impressive was The Gold Award for Excellent School Performance on the FCAT. Parkview has also been recognized for outstanding artwork on Artsonia.com. Parkview students also participate in Jump Rope for Heart every year and was recognized for outstanding student performance.

School Foundation

Leadership:

The results of the 2006 Organizational Performance Improvement Snapshot identified Leadership with a score of 4.2 out of a possible 5 points. Bi-weekly leadership team meetings will be held to discuss and analyze data to ensure academic success.

District Strategic Planning Alignment:

The score for the District Strategic Planning Alignment component was 4.1 out of a total score of 5 points. The EESAC and Leadership Team will continuously monitor the School Improvement Plan to ascertain that student needs are being met and to ensure an alignment with District goals and objectives.

Stakeholder Engagement:

The results of the Organizational Performance Improvement Snapshot identified two areas of improvement; process management and strategic planning. Process management and strategic planning are dually important with ensuring that Parkview Elementary School take a holistic approach to manifesting the vision and mission of the school.

Faculty & Staff:

The score for this component of the survey was 4.3 out a total score of 5 points. Each new teacher is provided a Professional Growth Team (PGT). The PGT and mentor teacher meet frequently with the new teacher to provide valuable input to increase instructional proficiency. The Reading Coach and the Assistant Principal will facilitate modeling of all components of the CRRP and other subject areas to assist the teachers who need support in developing instructional techniques.

Data/Information/Knowledge Management:

The results of the Organizational Performance Improvement Snapshot indicates that teachers use data to drive instruction in their classrooms. This area scored a 4.4 on the snapshot. Teachers utilize the Student Performance Indicator (SPI) screen to analyze student performance on the 2006 FCAT. This information is used to provide interventions and differentiated instruction as needed. DIBELS, District Interim Assessments and bi-weekly assessments are used to monitor progress and identify benchmarks needing remediation.

Education Design:

This section of the Organizational Performance Improvement Snapshot delineates the processes that drive the function of the school.

Extended Learning Opportunities for all students:

- 1) After school tutorial program in grades 2-5 identified as FCAT Levels 1, 2, and 3 and Stanine 1-4 on the Stanford Achievement Test (SAT).
- 2) Saturday Academy -tutorial program for students who are unable to attend tutoring during the week.

- 3) Academic Excellence Program (AEP) - after school for students in grades two through five that focuses on Journalism and Science.
- 4) After school tutorial program for Tier 2 students.

Performance Results:

This component received a score a 4.2 out of a total score of 5 points. Students in grades K-5 are provided assistance within the school day with small group instruction. Bi-weekly results are reviewed to ensure that improvement is taking place.

GOAL 1: READING

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

Florida Education Priorities

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

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

Student achievement in all subgroups, in reading, will increase annually.

Needs Assessment

Fifty-eight percent of the students in grades scored a level 3 or higher on the 2006 FCAT Reading Assessment. An overall increase of eight percent when compared to the 2005 FCAT Reading Assessment.

Seventy-two percent of the Students With Disabilities subgroup did not meet AYP.

Forty-four percent of the students in grades 3-5 did not make significant learning gains.

Thirty-nine percent of the students in 3-5, in the lowest 25 percentile did not make learning gains.

Grade-level and content cluster data indicated that third grade students performed as follows: Words and Phrases (57 percent), Main Idea/Purpose (54 percent), Comparison (50 percent), Reference/Research (50 percent).

Grade-level and content cluster data indicated that fourth grade students performed as follows: Words and Phrases (66 percent), Main Idea/Purpose (54 percent), Comparison (53 percent), Reference/Research (50 percent).

Grade-level and content cluster data indicated that fifth grade students performed as follows: Words and Phrases (57

percent), Main Idea/Purpose (53 percent), Comparison(60 percent), Reference/Research (66 percent).

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will increase their reading skills as evidenced by 60 percent scoring at Level 3 or higher on the 2007 FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, Students With Disabilities, in grades three through five, will increase their reading skills as evidenced by 51 percent scoring at level 3 or higher on the 2007 FCAT Reading Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide tutoring for all students, in all subgroups, scoring in the lowest 25 percentile, Monday, Tuesday, Thursday after school and Saturday Academy.	Principal, Assistant Principal, Classroom Teachers, SES Provider	10/9/2006	5/11/2007	Community Partnerships	\$0.00
Provide small group reading instruction for students who did not make sufficient learning gains in grades three, four and five.	Principal, Teachers, Reading Coaches, Paraprofessionals	8/14/2006	5/30/2007	Inclusion	\$0.00
Provide professional development based on student performance and data and disaggregated data, focusing primarily on the Sunshine State Standards (SSS), subject content, and teaching methods.	Principal, Assistant Principal, Reading Coaches	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement Classroom Walkthrough schedule to ensure that all Guided Reading components are implemented and accurately delivered.	Principal, Assistant Principal, Reading Coaches	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement Voyager, Reading Plus, Accelerated Reader (AR) as immediate intervention reading programs focusing on low performing students' needs.	Assistant Principal, Reading Coaches, Classroom Teachers, Media Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide Voyager and Soar to Success, for targeted Level 1 and Level 2 students in grades three, four and five.	Principal, Reading Coaches, Classroom Teachers	8/14/2006	5/30/2007	Small Learning Communities	\$0.00
Monitor students' independent reading through the Accelerated Reader Program.	Principal, Media Specialist	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Use the Continuous Improvement Model (CIM) to organize bi-weekly leadership learning community meetings in order to guide instruction and facilitate collection and disaggregation of data, establish timetables,	Principal, Assistant Principal, Reading Coaches, Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

instructional focus, formative assessments, interventions through tutorials and program monitoring to meet the individual needs of the students.					
Provide FCAT strategies for parents to use at home that support reading.	Principal, Assistant Principal, Reading Coaches, Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide remedial assistance to Level 1, Level 2, and Students With Disabilities.	Principal, Reading Coaches, Classroom Teachers, SPED Teachers	8/14/2006	5/30/2007	Inclusion	\$0.00

Research-Based Programs

Houghton Mifflin
 Voyager
 Early Success
 Soar to Success
 Reading Plus

Professional Development

DIBELS
 FCAT strategies
 Academic Improvement Plans
 Houghton Mifflin
 Voyager
 Early Success
 Soar to Success
 Reading Plus
 Fifth Grade Reading Standards
 Fourth Grade Reading Standards

Evaluation

2007 FCAT Results
 District Interim Assessments
 DIBELS (administered three times yearly)
 Informal and formal assessments

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

Student achievement for all subgroups, in mathematics, will increase annually.

Needs Assessment

The 2006 FCAT Mathematics Assessment indicated an overall increase of 5 percent in the number of students in grades three through five who scored at a Level 3 and above when compared to the 2005 administration of the FCAT Mathematics Assessment.

The 2006 FCAT Mathematics data trends indicated students in grades three, four and five experienced difficulty in all categories and are in need of additional intensive instruction.

Grade-level and content cluster data indicated that third grade students performed as follows: Number Sense (58 percent), Measurement (50 percent), Geometry (43 percent), Algebraic Thinking (66 percent), Data Analysis (57 percent).

Grade-level and content cluster data indicated that fourth grade students performed as follows: Number Sense (50 percent), Measurement (50 percent), Geometry (57 percent), Algebraic Thinking (57 percent), Data Analysis (57 percent).

Grade-level and content cluster data indicated that fifth grade students performed as follows: Number Sense (46 percent), Measurement (45 percent), Geometry (46 percent), Algebraic Thinking (45 percent), Data Analysis (42 percent).

percent).

Students with Disabilities did not make AYP.

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 56 percent scoring at Level 3 or higher on the 2007 FCAT Mathematics Assessments.

Given instruction using the Sunshine State Standards, Students with Disabilities, in grades three through five, will increase their mathematics skills as evidenced by 56 percent scoring at Level 3 or higher on the 2007 FCAT Mathematics Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide professional development based on student performance data and disaggregated data, focusing primarily on the Sunshine State Standards (SSS), subject content, and teaching methods.	Principal, Assistant Principal	8/10/2006	5/4/2007	District Strategic Plan	\$0.00
Provide remedial assistance that address the Sunshine State Standards for Students With Disabilities.	Assistant Principal, Classroom Teachers	8/14/2006	5/30/2007	Inclusion	\$0.00
Focus on short and extended item responses in grade five to align them to monthly tested benchmarks.	Assistant Principal, Classroom Teachers	8/14/2006	5/30/2007	Small Learning Communities	\$0.00
Provide FCAT strategies for parents to use at home that support mathematics.	Classroom Teacher, Assistant Principal, Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Use the Continuous Improvement Model (CIM) to organize bi-weekly leadership learning community meetings in order to guide instruction and facilitate collection and disaggregation of data, establishment of timetables, instructional focus, formative assessments, interventions through tutorials and program monitoring to meet the individual needs of the students.	Principal, Assistant Principal	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide tutoring on Monday, Tuesday, Thursday, in grades three through five, in all subgroups scoring in the lowest twenty-five percentile as monitored by school-site assessments.	Assistant Principal, Classroom Teachers	10/9/2006	5/11/2007	Continuous Improvement Model	\$0.00
Provide instructors with District Mathematics Pacing Guide to assist in classroom activities.	Principal, Assistant Principal	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00

Utilize manipulatives and problem solving strategies to improve student performance.	Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
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Research-Based Programs

Harcourt Brace

Professional Development

Third Grade Mathematics Item Specification Workshops

Evaluation

2007 FCAT Mathematics Assessment

Edusoft Aligned Assessments

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

Student achievement for all subgroups, in writing will increase annually.

Needs Assessment

The 2006 (FCAT) Writing Assessment indicated that 74 percent of the students in grade 4 scored a 3.5 or higher while 54 percent of the students scored a 4.0 or higher for a combined score mean essay score of 3.7.

The 2006 FCAT Expository results indicated that 79 percent of the students in grade 4 scored a 3.5 or higher while 58 percent scored a 4.0 or higher for a mean essay score of 3.8.

The 2006 FCAT Narrative results indicated that 68 percent of the students in grade 4 scored a 3.5 or higher while 50 percent scored a 4.0 or higher for a mean essay score of 3.5.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
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Measurable Objective

Given instruction using the Sunshine State Standards, students in grades four will improve their writing skills as evidenced by students scoring level 3.5 or higher on the 2007 FCAT Writing Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Encourage writing across the curriculum and integrate writing skills into all content areas.	Assistant Principal, Reading Coaches, Classroom Teachers	8/14/2006	5/30/2007	Universal Pre-K	\$0.00
Utilize the revision technique by allowing the students to edit and revise for the purpose of increasing the same writing piece to the next level of the rubric.	Assistant Principal, Reading Coaches, Classroom Teachers	8/14/2006	5/30/2007	Mentoring Opportunities	\$0.00
Focus on grammar skills within a prompt.	Assistant Principal, Reading Coaches, Classroom Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Conduct and monitor monthly writing simulations.	Assistant Principal, Reading Coaches, Classroom Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Implement school-wide writing journals to improve students' writing skills.	Principal, Assistant Principal, Reading Coaches, Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Organize weekly leadership team meetings comprised of the Principal, Assistant Principal, Reading Coaches and Grade Level Chairpersons to lead and ensure implementation of the Continuous Improvement Model (CIM) in order to guide instruction and facilitate collection and disaggregation of data, establish timetables, assess instructional focus, interventions and tutorials and program monitoring to meet the individual needs of the student.	Principal, Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Houghton Mifflin Reading Series

Professional Development

FCAT Writing Plus

FCAT Writing strategies and scoring rubric/editing

Evaluation

2007 FCAT Writing Assessment

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

Increase the scientific knowledge of all students.

Needs Assessment

The 2006 FCAT Science Assessment indicated an increase of 30 points on the mean scale score as compared to the 2005 FCAT administration.

The 2006 FCAT Science Assessment indicated that the students in grade 5 performed as follows in the content clusters, Physical/Chemical (42 percent), Earth Space Science (43 percent), Life/Environment (54 percent), Scientific Thinking (42 percent).

Seven percent of the students scored a level 3 or higher on the FCAT Science Assessment.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by 33 percent scoring at Level 3 or higher on the FCAT Science Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement a school-wide science fair to promote the documentation of the scientific process.	Assistant Principal, Classroom Teachers	1/8/2007	4/27/2007	Continuous Improvement Model	\$0.00
Integrate open-ended questioning, authentic and performance based assessments into the science curriculum.	Assistant Principal, Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide professional development based on student performance data and disaggregated data, focusing primarily on the Sunshine State Standards (SSS), subject content, and teaching methods.	Principal, Assistant Principal	8/10/2006	4/27/2007	District Strategic Plan	\$0.00
Provide instructors with District Science Resource Guides to assist in classroom activities and project-based learning which includes: laboratory (hands-on), cooperation, grouping and problem solving strategies to further the development of science process skills.	Classroom Teachers, Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Use the Continuous Improvement Model (CIM) to organize bi-weekly leadership learning community meetings in order to guide instruction and facilitate collection and disaggregation of data, establishment of timetables, instructional focus, formative assessment, interventions through tutorial and program monitoring to meet the individual needs of students.	Principal, Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Explore science topics in multiple media forms such as: movies, simulations and Internet sites.	Assistant Principal, Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Scott Foresman
FOSS Science Kits

Professional Development

Science Standards and Item Specifications Workshop

Evaluation

2007 FCAT Science Assessment
Benchmark Assessments

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 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

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

GOAL 5 STATEMENT:

The school will increase parental involvement to successfully raise and maintain high student achievement.

Needs Assessment

The 2005-2006 Year-End Parental Involvement Report indicated a need to increase parental involvement.

Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate a 5 percent increase in parental and community interaction as evidenced by the comparison of the 2005-2006 school year attendance logs with the 2006-2007 school year attendance logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Continue to conduct monthly EESAC meetings to involve parent representatives in decision making issues.	EESAC Chairperson	9/27/2006	5/30/2007	Community Partnerships	\$0.00
Provide FCAT strategies for parents to use at home that support reading, mathematics, writing, and science.	Classroom Teachers, Reading Coaches, CIS	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Provide families with websites that are created especially for students.	Media Specialist	8/14/2006	5/30/2007	Inclusion	\$0.00
Provide monthly newsletters to keep parents informed.	Media Specialist, Academic Excellence Program (AEP) Teacher	9/25/2006	5/11/2007	Mentoring Opportunities	\$0.00
Utilize the Community Involvement Specialist (CIS) to visit homes, mail communications, and coordinate monthly parent workshops, in order to improve student achievement.	Community Involvement Specialist	8/28/2006	5/30/2007	District Strategic Plan	\$0.00
Provide and maintain a parent resource area providing materials for parent check-out to support parents in assisting children.	Community Involvement Specialist, Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

National PTA Standards for Parents

Professional Development

District Advisory Council Workshops

Parent Advisory Council Workshops

Evaluation

Attendance Rosters

CIS meeting records

PTA meetings attendance logs

EESAC attendance sheets

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

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

GOAL 6 STATEMENT:

The school will promote programs and practices that facilitate a safe and disciplined environment for students.

Needs Assessment

According to the 2005–2006 Outdoor Suspension Report, Parkview students were suspended for a total of 101 days. After further disaggregating this data more than 65 percent of the 101 total suspension dates were given to three students for severe infractions. These disproportionate numbers are directly attributed to three students in the Exceptional Student Program for the emotionally handicapped. These three students were further referred, tested, and staffed, by the Parkview Child Study Team, to more appropriate programs at schools which better met their educational and emotional needs. The remaining 35 percent (or 34.6 days) of the 101 days was attributed to the remaining entire student body of Parkview Elementary School. This figure is in line with the number of suspensions the previous year, which was 31 days. This number indicates a greater need for teachers in the regular school program to stay in closer communication with parents of disruptive students.

Measurable Objective

Given the emphasis on the Code of Student Conduct, student behavior will improve as evidenced by a 2 percent decrease in the number of outdoor suspensions during the 2006-2007 school year as compared to the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement Behavior Contracts for students who are misbehaving.	Counselor, Behavior Management Teacher, Classroom Teacher	8/21/2006	5/30/2007	District Strategic Plan	\$0.00
Enlist parental support through weekly progress reports and CIS home visits for all students.	Assistant Principal, Classroom Teachers, CIS, Counselor	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Conduct workshops on the Code of Student Conduct for students.	Counselor, Classroom Teachers	9/11/2006	5/30/2007	District Strategic Plan	\$0.00
Implement re-entry counseling and parent conferences for suspended students.	Assistant Principal, Counselor	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement before and after school detention programs for students who violate the Code of Student Conduct.	Assistant Principal, Classroom Teachers, Security, Counselor	8/14/2006	5/30/2007	Mentoring Opportunities	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Classroom Management

Peer Mediation

Workshops on Code of Student Conduct for parents, teachers and students

Evaluation

2007 ITS Suspension Report

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

GOAL 7 STATEMENT:

The school will promote and increase student access to the use of technology as a learning tool.

Needs Assessment

Number of students utilizing the computer is limited.

Measurable Objective

Given an emphasis on the use of technology in education, all students in grades prekindergarten through five will increase their usage of technology as evidenced by a 5 percent increase during the 2006-2007 school year as compared to the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Schedule and monitor weekly computer time.	Classroom Teacher	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Use multiple media forms to enhance and assist with differentiated instruction.	Classroom Teachers, Media Specialist	8/21/2006	5/30/2007	District Strategic Plan	\$0.00
Monitor the use of computer assisted instruction programs such as Reading Plus, Starfall and RiverDeep.	Principal, Assistant Principal, Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Starfall
FCAT Explorer
Accelerated Reader
RiverDeep
Reading Plus
Edusoft

Evaluation

Accelerated Reader
RiverDeep
Reading Plus
Edusoft

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

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

GOAL 8 STATEMENT:

The school will promote the overall health and fitness of students.

Needs Assessment

Seventeen percent of the students in grades four and five were awarded the Gold award. In order to improve in this area in grades four and five, FITNESS GRAM results will be discussed with students in order to increase their health awareness.

Measurable Objective

Given instruction based on the M-DCPS mandated FITNESS GRAM standards, students in grades four and five will improve their physical fitness skills as evidenced by 2 percent increase in the students meeting high standards and receiving the Gold Award on the 2006-2007 administration of the FITNESS Gram.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Develop and review individualized goal setting contract with students to assist them in meeting their individual personal fitness objectives.	Physical Education Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Organize a school wide Field Day to promote physical fitness.	Physical Education Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Analyze FITNESS GRAM data to improve and monitor the fitness levels of students in grades four and five.	Assistant Principal, Physical Education Teachers	8/14/2006	5/30/2007	Inclusion	\$0.00

Research-Based Programs

FITNESS GRAM

Professional Development

FITNESS GRAM

Evaluation

2006-2007 administration of the FITNESS GRAM assessment.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

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

GOAL 9 STATEMENT:

To increase the number of student art work pieces posted on Artsonia.com

Needs Assessment

The number of pieces on Artsonia.com will increase by 10 percent from the 2006-2007 school year for an average of 20 pieces of artwork displayed monthly. Providing this type of exposure to individual students gives notoriety for their talent, allows them to work towards an income earning goal and ensures a diverse curriculum which produces more well-rounded students.

Measurable Objective

Given additional emphasis on art education, students in grades two through five will improve their skills in art as evidenced by an increase in the number of pieces displayed from 186 to 206 on the school website Artsonia.com.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Infuse new ideas to be developed into original art presentations.	Art Teacher	8/28/2006	5/25/2007	Expanding arts opportunities	\$0.00
Increase awareness and participation in art through special events and contests.	Art Teacher	8/28/2006	5/25/2007	Career Development Programs	\$0.00
Teach different styles of art such as: texture, pen/ink and patterns.	Art Teacher	8/28/2006	5/25/2007	Expanding arts opportunities	\$0.00
Display Artsonia projects throughout the school.	Art Teacher	9/25/2006	5/25/2007	Expanding arts opportunities	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Art Workshops

Evaluation

Artsonia.com

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 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 type="checkbox"/>

GOAL 10 STATEMENT:

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

Needs Assessment

The FLDOE Return on Investment (ROI) indicates that in 2004-2005 Parkview Elementary ranked at the 13th percentile. The school is in the middle third of all elementary schools in the state on the ROI measure.

Measurable Objective

Parkview Elementary School will improve its ranking on the State of Florida Return On Investment (ROI) Index publication from the 13th percentile in 2004-2005 ROI to the 15th percentile on the next publication of the Index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Use purchased programs and school resources effectively to increase student achievement.	Principal, Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Collaborate with the district on resource allocations.	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Continue to provide high quality teacher professional development and monitor its implementation.	Principal	8/10/2006	5/30/2007	District Strategic Plan	\$0.00
Reallocate school resources to better implement teaching, learning and class-size mandates.	Principal, Assistant Principal	8/21/2006	5/30/2007	District Strategic Plan	\$0.00
Use student data analysis results to find or construct more effective educational strategies that fit the needs of students and staff.	Principal, Assistant Principal, Reading Coaches	8/21/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Budget Preparation meeting for principals

Inservice for all stakeholders on efficiency and effectiveness of programs

Evaluation

State of Florida ROI Index Publication

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 budget is reviewed at bi-monthly meetings. Proposals with rationals are brought to EESAC to discuss and vote on by EESAC membership for approval at meetings.

Training:

The EESAC follows the guidelines put forth by the Office of Performance Improvement. Additionally, the EESAC Chairperson or delegated member attends School Improvement Planning Meetings. The principal shares all correspondences related to EESAC issues and budget with the EESAC Chairperson and EESAC members.

Instructional Materials:

The EESAC reviews acceptable instructional materials according to the guidelines set forth by the District. It is the intent of the EESAC to monitor and implement the School Improvement Plan with compliance to District guidelines.

Technology:

The EESAC supports the efforts of Parkview Elementary School to increase the use of technology throughout the curriculum. Reading Plus is utilized by teachers to assess student achievement.

Staffing:

The EESAC supports the effort to attract and retain highly qualified teachers and paraprofessionals.

Student Support Services:

The EESAC values Student Support Services and its members work closely with the school counselor, staffing specialist, and school psychologist to ensure that all students access all academic opportunities in place at the school site.

Other Matters of Resource Allocation:

The EESAC provided incentives to encourage student attendance.

Benchmarking:

The EESAC supports all Sunshine State Standards, and complies with its enforcement of the School Board approved School Improvement Plan. EESAC members worked with the administrative team and staff to develop and implement the SIP.

School Safety & Discipline:

The EESAC supports and encourages all stakeholders to strive for a safe environment and enforces the Student Code of Conduct and School-wide Discipline 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	\$0.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
<hr/>	
Total:	\$0.00

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