
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 5001 - Shenandoah Elementary School

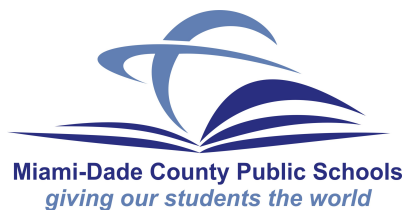
FeederPattern: Miami Senior

Region: Regional Center IV

District: 13 - Miami-Dade

Principal: Martha Rodriguez

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Shenandoah Elementary School

Shenandoah Elementary School was originally established in 1926 and has a school population of 1033 pre-kindergarten through fifth grade students for the 2006-2007 school year. The school is in the Miami Senior High feeder pattern and is a dynamic example of a diverse cultural and economic population. The composition of the student population is the following: 97% Hispanic, 2% White, 1% African-American, and 1% Multi-racial. Forty-one percent of our students are Limited English Proficient (LEP), which consists of 122 Level 1 students, 66 Level 2 students, 73 Level 3 students, and 158 Level 4 students. Furthermore, 8% of our students are enrolled in the Exceptional Student Education (ESE) Program which consists of 1 Educable Mentally Handicapped student, 13 Speech Impaired students, 4 Language Impaired students, 29 Specific Learning Disabled students, 24 Gifted students, 2 Autistic students, 2 Developmentally Delayed students, and 6 Other Health Impaired students. In addition, the school offers an Extended Foreign Language (EFL) program and Teaching Enrichment Activities to Minority Students (TEAM). Over 89% of the students qualify for free or reduced priced meals. Additionally, Shenandoah Elementary School has an absentee rate of 10% with a mobility index of 30. After analyzing and evaluating pertinent data such as the School Demographic and Academic Profile, Stanford Achievement Test (SAT-9) Reports, School Climate Survey, Florida Comprehensive Assessment Test (FCAT) results, Adequate Yearly Progress (AYP) Report in compliance with the No Child Left Behind (NCLB) Act requirements, and School Improvement Plan (SIP) data from 2005-2006, Shenandoah Elementary School, in conjunction with the Educational Excellence School Advisory Council (EESAC), has identified the prioritized relevant objectives for the 2006-2007 school year.

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

Given instruction based on the Sunshine State Standards, students in grades three through five will increase their mathematics skills as evidenced by ?? percent of students obtaining Achievement Level 3 or higher on the administration of the 2007 FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, 56% of Limited English Proficient students will obtain Achievement Level 3 or higher on the administration of the 2007 FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade four will maintain or improve scores as evidenced by a 1 percentage point increase in the percent of students scoring 4.0 or above on the 2007 FCAT Writing+ Test.

Given instructions based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by ??percent of students scoring an Achievement Level 3 or higher on the administration of the 2007 Science FCAT Test.

Given the need to establish a home-school connection, parental involvement continues to be part of the school's mission. The school will offer Parent Academy courses and promote enrollment in courses

offered off-campus in order to increase the number of parents attending Parent Academy courses by ??%.

Given the need to improve student attendance and keep students safe, attendance in grades Kindergarten through five will increase by half a percentage point as compared to the 2005-2006 school year.

Given the National Education Technology Standards (NETS), ten percent of teachers in grades kindergarten through five will create webpages to promote academic interest and enrichment.

Given the need to improve physical fitness levels, the number of students in grades four and five scoring at the Gold or Silver Physical Fitness level will increase by two percentage points as evidenced by the Fitness Grams results of the 2007 FITNESSGRAM Assessment.

Given the need to develop music appreciation and provide opportunities to exhibit students' acquired skills, the number of students in grades three through five participating in the annual Music Appreciation Program will increase by five percentage points.

Given the need to increase the return on investment, Shenandoah Elementary School will improve its ranking on the State of Florida Florida Return On Investment (ROI) index publication from the 46th percentile in 2003 to the 47th percentile or higher on the next publication of the(ROI)index.

In addition to these objectives and strategies, the identification of intervention strategies for potential dropout students is of major concern to Shenandoah Elementary School. Our school implements a Dropout Prevention Model for students in grades four and five to address the needs of our at-risk students. In an attempt to foster the most productive environment for our students, Shenandoah Elementary School will strive to work collaboratively in planning for the future of our students and staff. After careful analysis, the Organizational Performance Improvement Snapshot (OPIS) survey results indicate we would benefit from improving in the categorical areas of Business Results and Process Management. For this reason, more opportunities will be provided for staff to gain a greater understanding of available resources and funding.

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.

Shenandoah Elementary School

VISION

Shenandoah Elementary School strives to build committed relationships in which staff, students, parents, and the community at large participate in guiding our students to achieve their maximum potential and to become responsible, respectful, literate, and productive members of society who will appreciate their past, enrich their present, and embrace their future.

MISSION

To accomplish our vision, the staff, parents, and community of Shenandoah Elementary School endeavor to facilitate the established curriculum to ensure a solid foundation and knowledge across all grade levels in each of the disciplines: reading, writing, mathematics, science, social studies, and the fine arts.

- Build a community of literate readers. The reading discipline will encompass a balanced approach to reading instruction, which emphasizes and encourages a meaningful relationship between student and text.
- Create lifelong writers. The writing discipline will incorporate a variety of instructional opportunities in creative, narrative, expository, and persuasive writing.
- Produce real world problem solvers. The mathematics discipline will enable students to strengthen problem solving and critical thinking skills through the use of manipulatives, exploration, and practice of mathematical concepts.
- Develop a solid foundation in fundamental science concepts. The science discipline will aid in the comprehension of the natural world and acquire scientific habits of the mind which strengthens all other disciplines.
- Expand the students' knowledge base of history, culture, geography, and government.
- Weave fine arts through the different disciplines in order to promote equity, reinforce classroom learning, and enrich students' experiences.
- Utilize technology to facilitate the integration of curriculum across all disciplines. The incorporation of technology through a variety of hands-on experiences will strengthen skills needed to be productive in a technological society.
- Utilize authentic assessments to maintain comprehensive and continuous evaluation of student performance.

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.

School Demographics

Shenandoah Elementary School is located at 1023 SW 21st Avenue on 4.11 acres in an area known as "Little Havana". The school was established in 1926. We are at 200% utilization. We have a total of 10 relocatables located at 1950 SW 19th Street; which house our pre-kindergarten and kindergarten students. Shenandoah Elementary School has a school population of 1033 pre-kindergarten through fifth grade students for the 2006-2007 school year. The composition of the student population is as follows: 97% Hispanic, 2% White, 1% African American, and 1% Multi-racial. Forty-one percent of our students are Limited English Proficient (LEP), which consists of 122 Level 1 students, 66 Level 2 students, 73 Level 3 students, and 158 Level 4 students. Furthermore, 8% of our students are enrolled in the Exceptional Student Education (ESE) Program which consists of 1 Educable Mentally Handicapped student, 13 Speech Impaired students, 4 Language Impaired students, 29 Specific Learning Disabled students, 24 Gifted students, 2 Autistic students, 2 Developmentally Delayed students, and 6 Other Health Impaired students. Over 89% of the students qualify for free or reduced priced meals. Additionally, Shenandoah Elementary School has an absentee rate of 10 percent with a mobility index of 30.

Shenandoah Elementary School employs 97 full-time staff members and 21 part-time staff members. The breakdown of full-time staff is as follows: 2 administrators, 2 guidance counselors, 1 media specialist, 2 reading coaches, 10 paraprofessionals, 3 clerical, 6 custodial, 2 cafeteria employees, and 69 teachers. Of the 69 teachers, 4 are Exceptional Education Teachers, 16 are Special Area Teachers, and 49 are classroom teachers, of whom 5 are National Board Certified, 24% are new to the school, and 19 hold advanced degrees. The breakdown of the part-time staff is as follows: 3 clerical, 11 cafeteria workers, 2 paraprofessionals, and 5 hourly security monitors.

Shenandoah Elementary School implements the inclusion model for Special Education (SPED) students in grades three through five. The school also offers an Extended Foreign Language (EFL) program for bilingual education in Kindergarten through fourth grade. In addition, Shenandoah Elementary School provides an enrichment program for its students in Reading and Writing through the Academic Excellence Program (AEP). The school also has a Resource Gifted Program for grades one through five. For the 2005-2006 school year, Shenandoah Elementary obtained an "A" under the Governor's A+ Plan.

School Foundation

Leadership:

According to the Organizational Performance Improvement Self-Assessment Survey, in the area of Leadership, our strongest area was item 1a, communicating the organization's mission to the faculty and staff. Our weakest area was item 1g, seeking input from the faculty and staff.

District Strategic Planning Alignment:

According to the Organizational Performance Improvement Self-Assessment Survey, in the area of District Strategic Planning Alignment, our strongest area was item 2b, the staff possesses knowledge of the school's goals. Our weakest area was item 2a, seeking input from faculty and staff when making plans for the future of our organization.

Stakeholder Engagement:

According to the Organizational Performance Improvement Self-Assessment Survey, in the area of Stakeholder Engagement, our strongest items were 3a and 3b, awareness of our students' needs and strengths and communicate with them. Our weakest area was item 3d; teachers do not feel there is sufficient communication among stakeholders.

Faculty & Staff:

According to the Organizational Performance Improvement Self-Assessment Survey, in the area of Faculty and Staff, our strongest area was item 5b, working together as a team. The weakest areas were items 5a, 5d, 5e, and 5f, supervisor's encouragement to develop job skills, recognition for work, a safe workplace, and sensitivity towards the staff's needs.

Data/Information/Knowledge Management:

According to the Organizational Performance Improvement Self-Assessment Survey, in the area of Data Information/Knowledge Management, our strongest areas were items 4a, 4b and 4c, measuring and analyzing the quality of work to see if changes are needed. The weakest area was item 4f, obtaining the necessary information on the performance of the organization.

Education Design:

According to the Organizational Performance Improvement Self-Assessment Survey, in the area of Education Design, our strongest area was item 6c, good processes are in place for accomplishing jobs. The weakest area was item 6a, access to the resources is available to complete job-related responsibilities.

Performance Results:

According to the Organizational Performance Improvement Self-Assessment Survey, in the area of Performance Results, our strongest areas were items 7a, 7b, 7f and 7i, students and staff are satisfied with instruction, individual work product meets all requirements for high quality and excellence, and workplace obeys laws and regulations. The

weakest area was item 7c, lack of financial knowledge regarding our working environment.

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

Results of the 2006 Florida Comprehensive Assessment Test (FCAT) Reading scores indicate that 60.3% of students in grades three through five scored at Achievement Level 3 or higher. Subtest results indicate that 38% of students in grade three, 35% of students in grade four, and 46% of students in grade five scored below FCAT Achievement Level 3. Our analysis of student performance on the 2006 FCAT Reading subtest data indicated that the weakest content clusters for third grade were Comparison and Reference/Research both at 50%. The strongest content cluster was Main Idea/Purpose at 59%. Fourth grade demonstrated that the weakest content cluster was Reference/Research at 50%. The strongest content clusters were Main Idea and Words/Phrases at 67%. Fifth grade demonstrated that the weakest content cluster was Words/Phrases at 57%. The two strongest content clusters were Comparisons and Reference/Research at 67%.

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 based on the Sunshine State Standards, students in grades three through five will increase their reading skills as evidenced by ?? percent scoring at FCAT Achievement Level 3 or higher on the administration of the 2007 FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement ESOL and ESE strategies with the support of ESOL and ESE personnel during reading instruction as evidenced by weekly lesson plans.	Principal Assistant Principals ESOL Teachers ESE Teachers Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement the Academic Excellence Program (AEP) to provide enrichment in the area of reading.	Principal Assistant Principals Classroom Teachers	09/14/2006	05/04/2007	District Strategic Plan	\$0.00
Implement small group instruction and reading intervention programs such as Voyager Passport, Early Success, and Soar To Success to lowest performing students.	Principal Assistant Principals Reading Coaches	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Monitor the implementation of the District curriculum pacing guide and instructional focus calendar that includes the identification of skills to be taught in alignment with the textbook series and the Sunshine State Standards.	Principal Assistant Principals Classroom Teachers Reading Coaches	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Implement reading programs such as SuccessMaker Enterprise and Accelerated Reader to improve student achievement in reading.	Principal Assistant Principals Classroom Teachers Media Specialist	08/14/2006	05/30/2007	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 Principals Classroom Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Administer District Interim Assessments and analyze test data in order to plan for differentiated instruction in grades three through five.	Principal Assistant Principals Classroom Teachers Reading Coaches	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Provide differentiated instruction and flexible reading tutorial services before and after-school and during Saturday Academy to address students' learning needs in grades three through five.	Principal Assistant Principals Reading Coaches	10/2006	04/2007	District Strategic Plan	\$15000.00

Research-Based Programs

Core Program: Houghton Mifflin Reading Basal Series

Supplemental Programs: SuccessMaker Enterprise, Riverdeep

Intervention Programs: Voyager Passport, Early Success and Soar To Success

Professional Development

Training will be provided in the following areas: 1. Houghton Mifflin Reading Basal Series 2. 8-Step Continuous Improvement Model 3. Five Major Reading Components (Phonics, Phonological Awareness, Fluency, Vocabulary, and Comprehension) 4. SuccessMaker Enterprise 5. Voyager Passport 6. Soar To Success 7. Early Success

Evaluation

This objective will be evaluated using scores from the 2007 FCAT Reading subtest. Scores/data from the DIBELS and the District Reading Interim Assessments will be used to monitor progress towards this objective and to redirect intervention and instructional strategies.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

Mathematics

Needs Assessment

Results of the 2006 FCAT Mathematics scores indicate that 58% of our students in grades three through five scored at Achievement Level 3 or higher. Subtests indicate that 45% of students in grade three, 50% of students in grade four, and 57% of students in grade five scored below FCAT Achievement Level 3. An analysis of student performance on the 2006 FCAT Mathematics subtest data indicated that the weakest content cluster for grade three was Data Analysis at 43%. The strongest content cluster was Algebraic Thinking at 67%. Fourth grade demonstrated that the weakest content cluster was Number Sense at 50%. The strongest content cluster was Measurement at 62%. Students in grade five demonstrated that the weakest content cluster was Number Sense at 38%. The strongest content cluster was Geometry at 46%. In addition, 44% of the fifth grade LEP subgroup scored at or above grade level.

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will increase their mathematics skills as evidenced by ?? percent of students obtaining Achievement Level 3 or higher on the administration of the 2007 FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, 56% of Limited English Proficient students will obtain Achievement Level 3 or higher on the administration of the 2007 FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the 8-Step Continuous Improvement Model (CIM) to impact student achievement as evidenced by grade level meeting agendas.	Principal Assistant Principals Classroom Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Monitor the implementation of the District curriculum pacing guide and instructional focus calendar that includes the identification of skills to be taught in alignment with the textbook series and the Sunshine State Standards.	Principal Assistant Principals Classroom Teachers Mathematics/Science Facilitator	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Identify students in grades three through five scoring at Achievement Levels 1 and 2 on the FCAT Mathematics Test in order to address individual student needs utilizing Riverdeep, FCAT Explorer, and SuccessMaker.	Principal Assistant Principals Classroom Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Implement ESOL and ESE strategies with the support of ESOL and ESE personnel during mathematic instruction as evidenced by weekly lesson plans.	Principal Assistant Principals ESE Teachers ESOL Teachers Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Administer District Interim Assessments and analyze test data in order to plan for differentiated instruction in grades three-through five.	Principal Assistant Principals Classroom Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Provide differentiated and flexible tutorial services after school and during Saturday Academy to address student needs in grades three through five as evidenced by attendance rosters.	Principal Assistant Principals Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$10000.00

Research-Based Programs

Core Program: Scott Foresman Mathematics Series

Supplemental Programs: Riverdeep and SuccessMaker Enterprise.

Professional Development

Training will be provided in the following areas: 1. SuccessMaker Enterprise 2. Riverdeep 3. 8-Step Continuous Improvement Model 4. District sponsored in-services by the Division of Mathematics and Science

Evaluation

This objective will be evaluated by scores from the 2007 FCAT Mathematics Test. Scores/data from the District Mathematics Interim Assessment Tests will be used to monitor progress towards this objective and to redirect intervention and instructional strategies.

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

Results of the 2006 FCAT Writing+ Test scores indicate that 90% of students in grade four met or exceeded state standards. The combined writing score for the 2006 FCAT Writing+ Test was a 3.9. There is a distinction in student performance in expository versus narrative prompts, with 79% of grade four students scoring at or above a 4.0 in expository writing, while only 63% of the grade four students scored at or above a 4.0 in narrative writing.

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 based on the Sunshine State Standards, students in grade four will maintain or improve scores as evidenced by a 1 percentage point increase in the percent of students scoring 4.0 or above on the 2007 FCAT Writing+ Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement ESOL and ESE strategies with the support of ESOL and ESE personnel during writing instruction as evidenced by weekly lesson plans.	Principal Assistant Principals ESOL Teachers ESE Teachers Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Incorporate a variety of writing genres including journal, expository, narrative, descriptive, and persuasive writing in weekly lesson plans.	Principal Assistant Principals Classroom Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Maintain writing folders containing responses to expository and narrative prompts on a monthly basis to reinforce the writing process and monitor student progress.	Principal Assistant Principals Reading Coaches Classroom Teachers	10/19/2006	05/30/2007	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 Principals Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Administer District Pre- and Post-Assessments and analyze test data in order to plan for differentiated instruction.	Principal Assistant Principals Classroom Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Monitor the implementation of the District curriculum pacing guide and instructional focus calendar that includes the identification skills to be taught in alignment with the Sunshine State Standards and the Houghton Mifflin Reading series.	Principal Assistant Principals Classroom Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Infuse the writing process into cross-curricular activities.	Principal Assistant Principals Classroom Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Implement the Academic Excellence Program (AEP) to provide enrichment in the area of Writing.	Principal Assistant Principals Classroom Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Core Program: Houghton Mifflin Reading/Writing Workshop

Supplemental Programs: Project Beginning Emergent Awareness in Reading (BEAR), Opening Minds with Literacy (OWL), and Developing Reading and Writing (DRAW)

Professional Development

Training will be conducted in the following areas: FCAT Writing, Houghton Mifflin Reading/Writing Workshop, Writing+, Inspiration Software, BEAR, OWL, and DRAW.

Evaluation

This objective will be evaluated using scores on the 2007 FCAT Writing+ Test. Scores/data from the District Pre- and Post- Tests and the monthly writing prompts will be used to monitor progress towards this objective and to redirect intervention and instructional strategies.

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

Scores on the 2006 FCAT Science Test indicate that 23 percent of students in grade five scored at achievement level three or higher. An analysis of student performance on the 2006 FCAT Science Test data indicates that the weakest content clusters for students in grade five were Earth and Space Science, Environmental Science, and Physical/Chemical Science; all three at 46% mastery. The strongest content cluster was Scientific Thinking at 50% mastery.

Measurable Objective

Given instructions based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by ??percent of students scoring an Achievement Level 3 or higher on the administration of the 2007 Science FCAT Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Involve students in grades three through five in hands-on investigative experiments using Science and Technology for Children (STC) Kits and other resources to correlate with the district curriculum pacing guide as evidenced within weekly lesson plans.	Principal Assistant Principals Mathematics/Science Facilitator Classroom Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Administer school-authored assessments and analyze test data in order to plan for differentiated instruction.	Principal Assistant Principals Mathematics/Science Facilitator Classroom Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Provide differentiated and flexible science tutorial services during Saturday Academy to address student deficiencies as evidence by student attendance rosters.	Principal Assistant Principals Mathematics/Science Facilitator Classroom Teachers	10/2006	05/2007	District Strategic Plan	\$5000.00
Monitor the implementation of the district curriculum pacing guide which includes the identification of skills to be taught in alignment with the textbook series and the Sunshine State Standards.	Principal Assistant Principals Mathematics/Science Facilitator Classroom Teachers	08/14/2006	05/30/2007	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 Principals Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Use dedicated space for hands-on/inquiry-based investigations to support knowledge of the scientific method; and provide resources as evidenced by material check-out logs.	Principal Assistant Principals Mathematics/Science Facilitator	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Plan a Science Fair as a culminating activity to provide students with an opportunity for inquiry-based learning as evidenced by student participation rosters.	Principal Assistant Principals Mathematics/Science Facilitator Classroom Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Implement ESOL and ESE strategies in grades four and five with the support of	Principal Assistant Principals	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

ESOL and ESE personnel during science instruction as evidenced by weekly lesson plans.	ESOL Teacher ESE Teachers Classroom Teachers	
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Research-Based Programs

Core Program: Harcourt Brace Science Basal Series

Supplemental Programs: Science and Technology for Children (STC)

Professional Development

Training will be provided in the following areas: 1. Inquiry-based instruction 2. On-line scientific research 3. 8-Step Continuous Improvement Model

Evaluation

This objective will be evaluated using scores of the 2007 FCAT Science Test. Classroom assessments and school-authored Science Pre/Post Tests will be used to monitor progress towards these objectives and to redirect intervention and instructional strategies.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 5 STATEMENT:

Parental Involvement

Needs Assessment

Parent Academy rosters indicate ?? parents are enrolled in the District offered courses. This indicates a need for parent education.

Measurable Objective

Given the need to establish a home-school connection, parental involvement continues to be part of the school's mission. The school will offer Parent Academy courses and promote enrollment in courses offered off-campus in order to increase the number of parents attending Parent Academy courses by ??%.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Survey parents to identify course of interest in the community.	Principal Assistant Principal Community Involvement Specialist	08/14/06	05/30/07	District Strategic Plan	\$0.00
Contact parents using Connect-Ed to notify them of courses being offered both on and off campus by the Parent Academy.	Principal Assistant Principal	08/15/06	05/30/07	District Strategic Plan	\$0.00
Send home flyers regarding Parent Academy information.	Principal Assistant Principals Reading Coaches Community Involvement Specialist	08/15/06	05/30/07	District Strategic Plan	\$0.00
Faciliate courses that can be offered on-campus by the Parent Academy.	Principal Assistant Principals Reading Coaches Community Involvement Specialist	08/14/06	05/30/07	District Strategic Plan	\$0.00
Recruit parents to attend the Parent Academy utilizing the Parent Teacher Student Association (PTSA).	Principal Assistant Principals Community Involvement Specialist	08/15/06	05/30/07	District Strategic Plan	\$0.00

Research-Based Programs

Supplemental Program: National Parent Teacher Association (PTA), the Parent Academy and Standards for Parents and Family Involvement.

Professional Development

Training will be provided in the following areas: Continuous Improvement Model and Connect-Ed.

Evaluation

This objective will be evaluated by the number of parents/guardians who enroll and attend Parent Academy courses offered on and off campus. The enrollment will be monitored in order to determine if additional strategies need to be developed.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

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

GOAL 6 STATEMENT:

Discipline & Safety

Needs Assessment

Attendance data indicates that a mean of 93.83% of the students in grades Kindergarten through five were present during the 2005-2006 school year. Attendance directly impacts the level of student achievement which in turn affects discipline and safety within the learning environment.

Measurable Objective

Given the need to improve student attendance and keep students safe, attendance in grades Kindergarten through five will increase by half a percentage point as compared to the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement a school-wide attendance initiative, which will include incentives for daily attendance and highest classroom average.	Principal Assistant Principals Classroom Teachers Parent Teacher Student Association	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Decrease the number of incorrect phone numbers on the ISIS System in order to increase percent of successful calls when notifying parents of absences.	Principal Assistant Principal Attendance Clerk Data Input Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Contact parents using Connect-Ed to notify them of student absences.	Principal Assistant Principals Classroom Teachers Parents	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Utilize the Community Involvement Specialist (CIS) to keep in contact with parents in order to assist those with issues that may keep their child out of school.	Principal Assistant Principal Community Involvement Specialist Attendance Clerk	8/14/06	5/30/07	District Strategic Plan	\$0.00
Implement the Truancy Intervention Program for those parents whose children have excessive absences.	Principal Assistant Principal Classroom Teachers	8/14/06	5/30/07	District Strategic Plan	\$0.00

Research-Based Programs

Not applicable

Professional Development

Training will be provided in the following area: 1. Connect-Ed

Evaluation

The objective will be evaluated by the mean percent of students present during the 2006-2007 school year. The attendance will be monitored on a weekly basis in order to determine if additional strategies need to be developed.

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

GOAL 7 STATEMENT:

Technology

Needs Assessment

The percentage of teachers who created web pages was less than 1% during the 2005-2006 school year.

Measurable Objective

Given the National Education Technology Standards (NETS), ten percent of teachers in grades kindergarten through five will create webpages to promote academic interest and enrichment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide training for teachers on the creation of webpages.	Principal Assistant Principals Technology Facilitator	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Utilize teacher-created webpages to facilitate home-school communication.	Principal Assistant Principals Classroom teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Implement and monitor the online traffic of the teacher-created webpages.	Principal Assistant Principals Technology Facilitator Classroom Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Implement knowledge gathered into a teacher-created webpage.	Principal Assistant Principals Technology Facilitator Classroom Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Provide training for the implementation of the teacher-created webpages.

Evaluation

This objective will be evaluated by the percentage of teachers who developed their own webpages during the 2006-2007 school year.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

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

GOAL 8 STATEMENT:

Health and Physical Fitness

Needs Assessment

Results from the 2005-2006 Physical Fitness Test Summary (FITNESSGRAM) Program indicate that ??% of students in grades four and five were tested and ?? percent received an award. This data indicates that ?? percent did not adequately perform on the FITNESSGRAM Assessment. Students were provided with an exemption due to on-site construction and very limited use of facilities during the 2005-2006 school year. For this reason, a pre-test will be administered during the 2006-2007 school year to establish additional baseline data.

Measurable Objective

Given the need to improve physical fitness levels, the number of students in grades four and five scoring at the Gold or Silver Physical Fitness level will increase by two percentage points as evidenced by the Fitness Grams results of the 2007 FITNESSGRAM Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Infuse inter-curricular activities with an emphasis in mathematics, science, reading, and writing skills.	Principal Assistant Principals Physical Education Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Conduct activities in physical fitness class to emphasize cardiovascular, strength building, and flexibility training enhancement activities.	Principal Assistant Principals Physical Education Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Conduct physical fitness classes regularly for students.	Principal Assistant Principals Physical Education Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

FITNESSGRAM Assessment

Professional Development

Training will be provided in the following areas: FITNESSGRAM Program.

Evaluation

The objective will be evaluated using the results from the 2007 FITNESSGRAM Program Assessment and physical education teachers lesson plans reflecting implementation of strategies.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

GOAL 9 STATEMENT:

Music

Needs Assessment

In 2005-2006 less than 1% of students participated in the Music Appreciation Program as evidenced by student participation logs and weekly instructional lesson plans.

Measurable Objective

Given the need to develop music appreciation and provide opportunities to exhibit students' acquired skills, the number of students in grades three through five participating in the annual Music Appreciation Program will increase by five percentage points.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Develop creative thinking through the production of student musical performance.	Principal Assistant Principals Music Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Incorporate cooperative learning lessons, critical thinking skills, musical appreciation and musical skills into lesson plans as evidenced by weekly instructional lesson plans.	Principal Assistant Principals Music Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Conduct musical performances that enhance musical appreciation and self-esteem.	Principal Assistant Principals Music Teachers	08/15/06	05/30/07	District Strategic Plan	\$0.00
Engage students in reading musical notation and performing on instruments as evidence by weekly instructional lesson plans.	Principal Assistant Principals Music Teachers	08/15/06	05/30/07	District Strategic Plan	\$0.00

Research-Based Programs

Not applicable

Professional Development

Not applicable

Evaluation

This objective will be evaluated by the number of students participating in the Music Appreciation Programs as evidenced by student participation logs and teacher lesson plans.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

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

GOAL 10 STATEMENT:

Return On Investment (ROI)

Needs Assessment

The most recent data supplied from the Florida Department of Education (FDOE) indicated that in 2004-2005, Shenandoah Elementary School ranked at the 46th percentile on the State of Florida Return On Investment (ROI) index.

Measurable Objective

Given the need to increase the return on investment, Shenandoah Elementary School will improve its ranking on the State of Florida Florida Return On Investment (ROI) index publication from the 46th percentile in 2003 to the 47th percentile or higher on the next publication of the(ROI)index.

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 Principals	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Collaborate with the District on resource allocation.	Principal Assistant Principals	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal Assistant Principals	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Consider shared use of facilities and partnering with community agencies.	Principal Assistant Principals	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Reallocate school resources to better implement teaching, learning and class-size mandates.	Principal Assistant Principals	08/15/06	05/30/07	District Strategic Plan	\$0.00
Use student data analysis results to determine more effective educational strategy to serve the needs of students and staff.	Principal Assistant Principals	08/15/06	05/30/07	District Strategic Plan	\$0.00

Research-Based Programs

See core subject area goals/objectives.

Professional Development

See core subject area goals/objectives.

Evaluation

On the next State of Florida Return On Investment (ROI) index publication, Shenandoah Elementary School will show progress towards reaching the 47th percentile.

EESAC Compliance

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

Budget:

The EESAC recommended and assisted with the development of the school budget based upon the programmatic needs of the school as related to the School Improvement Plan. Pertinent aspects of the budget were reviewed at monthly meetings.

Training:

The EESAC recommended and determined, through the development of the School Improvement Plan, the focused efforts of the school, strategies, and budget earmarked for staff development.

Instructional Materials:

The EESAC recommended and provided ideas regarding instructional materials that will support the efforts of the School Improvement Plan.

Technology:

The EESAC recommended and promoted technology through the inclusion of strategies within each objective of the School Improvement Plan.

Staffing:

The EESAC recommended and reviewed candidates hired for newly created positions at Shenandoah Elementary School, which has an impact on the effective implementation of the School Improvement Plan.

Student Support Services:

The EESAC recommended and incorporated, through the development of the School Improvement Plan, strategies that will provide students with support services.

Other Matters of Resource Allocation:

The EESAC recommended to the principal that funds should be allocated to supplement the efforts of the School Improvement Plan.

Benchmarking:

The EESAC recommended and conducted reviews of the status of School Improvement Plan progress and submitted the appropriate mid-year status report.

School Safety & Discipline:

The EESAC recommended adhering to the recommendations by the Safety and Discipline Committee at Shenandoah elementary School. The EESAC met and recommended strategies to maintain a safe learning environment.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$15,000.00
Goal 2: Mathematics	\$10,000.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$5,000.00
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
Total:	\$30,000.00

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