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# *SCHOOL IMPROVEMENT PLAN*

## *2006-2007*

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*School Name:* 5441 - Sylvania Heights Elementary School

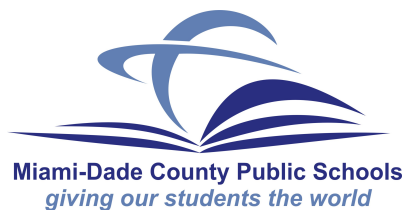
*FeederPattern:* South Miami Senior

*Region:* Regional Center V

*District:* 13 - Miami-Dade

*Principal:* Ms. Maria Llerena

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



# SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

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## *Sylvania Heights Elementary School*

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Sylvania Heights Elementary School, in conjunction with the Educational Excellence School Advisory Council, is committed to increase student performance and student learning gains. Sylvania Heights Elementary School is located in the City of West Miami and serves a predominantly Hispanic population. Of the 625 students attending the school during the 2006-2007 school year, 93 percent are hispanic; six percent are white and less than one percent are of other ethnicities. In addition, 22 percent are identified as being English Language Learners and 55 percent receive free or reduced lunch. The school facility houses a pre kindergarten Exceptional Student Education Program, a resource Advanced Academics Program, an Exceptional Student Education Program, an Extended Foreign Language Program, a Gifted Program and a standard curriculum program for neighboring children in the City of West Miami area. The following objectives will serve as the focus of our school wide priorities for the 2006-2007 school year.

Given instruction using the Sunshine State Standards, students in grades three through five will increase their reading skills as evidenced by 72 percent scoring Level 3 or higher on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades three through five will increase their mathematics skills as evidenced by 64 percent scoring Level 3 or higher on the 2007 FCAT Mathematics Test.

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

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 88 percent of the students achieving a 3.5 or higher on the 2007 administration of the FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by 50 percent of students achieving a Level 3 or higher on the 2007 administration of the FCAT Science Test.

Given an emphasis on the importance of parental and community involvement, 70 parents will participate in Bilingual Parent Outreach Program sessions as evidenced by attendance rosters for 2006-2007.

Given an emphasis on a safe learning environment, student behavior will improve as evidenced by no more than four outdoor suspensions during the 2006-2007 school year as evidenced by the Student Case Management Executive Survey.

Given an emphasis on the use of educational technology, students in grades one through five will increase their use of technology as evidenced by earning a total of 2,500 points on the Accelerated Reader Program Schoolwide Summary Report in 2006-2007.

Given an emphasis on physical fitness, the percentage of fourth and fifth grade students achieving an optimal level of fitness will increase as evidenced by 70 percent of the students receiving gold or silver awards on the 2006-2007 FITNESSGRAM School Statistics Report.

Given emphasis on the benefits of participating in a Journalism Academic Excellence Program, selected students in 4th and 5th grades will improve their writing skills as evidenced by two or more original works in a student portfolio.

Sylvania Heights Elementary School will improve its ranking on the State of Florida ROI index publication from the 44th percentile in 2004-2005 to the 48th percentile on the next publication of the ROI index.

Results of the Organizational Performance Improvement Snapshot indicate that there are four areas in need of improvement as follows; Business Results, Process Management, Human Resources Focus and Strategic Planning. The score for these four areas of the survey was 4.3 percent. Therefore, the leadership team will raise awareness of the school's financial situation by increasing communication with all stakeholders. Furthermore, the leadership team will gain staff input through surveys and discussion groups as to what resources they need to do their job and what obstacles are getting in the way of progress. Finally, the leadership team will enhance communication with all staff members to ensure that everyone feels included, informed and recognized for their work.

# 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.

## **Sylvania Heights Elementary School**

### VISION

We believe that in order to achieve the mission of Sylvania Heights Elementary, our goal will be to function as a professional learning community.

### MISSION

In order to fulfill the vision of our school, our mission will consist of achieving the following goals:

Work together for a common goal,

Explore and implement best practices to maximize student achievement,

Monitor students' academic growth,

Demonstrate a personal commitment to our students' educational successes,

Prepare students and families so they can compete in a multicultural and global economy,

Protect students' personal health and safety,

Train students to practice our four R core values; Respect, Responsibility, Rules and Rights to become successful learners,

Connect with the homes and community to increase parental involvement and narrow the achievement gap and;

Increase the individual learning gains of all of our students.

## CORE VALUES

### Excellence

We emphasize high academic achievement standards.

### Integrity

We build positive relationships through the school's four R's; Respect, Responsibilities, Rules and Rights which enhance the self-esteem, safety and well-being of our professional learning community.

### Equity

We foster an environment that supports all students and families and strive to narrow the achievement gap.

### Citizenship

We educate our multicultural community by engaging in character education cooperative team building to recognize our students' civic accomplishments through the implementation of our four R's.

## *School Demographics*

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Sylvania Heights Elementary School is located in the City of West Miami and serves a predominantly Hispanic population. Of the 625 students attending the school during the 2006-2007 school year, 93 percent are Hispanic; six percent White and less than one percent are of other ethnicities . In addition, 22 percent were identified as being English Language Learners and 55 percent received free or reduced lunch. The school facility houses a Pre Kindergarten Exceptional Student Education Program, a resource Advanced Academics Program, an Exceptional Student Education Program, an Extended Foreign Language Program, a Gifted Program and a standard curriculum program.

The staff is composed of 67 percent Hispanic, 16 percent Black, and eight percent White. Forty six percent of the staff holds a Master's Degree and 18 percent holds a Specialist Degree. Three teachers are National Board certified. For ten consecutive years, the school has received the Golden School Award for maintaining a successful volunteer program. In addition, successful grant writing has provided financial resources to the school to enhance instruction for students and staff in the fine arts, scientific process skills and technology. Scientific process skills and technology are areas in need of improvement. Therefore, additional financial resources in the form of grants will enable the school to move in a positive direction.

# *School Foundation*

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## ***Leadership:***

The administrative team sets direction and high expectations for the staff by encouraging teacher engagement in the instructional planning process and implementation of programs to improve student achievement. The Sylvania Heights Elementary School administrative team conducts monthly faculty and leadership team meetings to successfully plan and execute the school improvement process and the Continuous Improvement Model. The leadership team motivates the fulfillment of accomplished practices by mentoring and supporting beginning teachers and teacher participation in the National Board certification process. The school leaders also create a positive learning environment and strongly encourage the sharing of Best Practices among all grade levels and special areas staff. Leadership results on the Organizational Performance Improvement Snapshot (OPIS) was 4.5 percent, indicating that the staff generally agrees that supervisors are communicating the school's mission, sharing information and creating a work environment that helps them do their job.

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

Sylvania Heights Elementary's strategic approach involves the joint coordination of the leadership team groups in the planning process. The administrative team and leadership teams will meet and discuss the annual objectives and strategies. Grade level teams will meet, under the leadership of the administrative team and decide how they can implement strategies through the incorporation of curriculum mapping, implementation of CRISS strategies, CBC, Sunshine State Standards and the sharing of Best Practices to increase student learning gains. Each grade level will discuss their implementation plans to align the school site plan to that of the District. Results of the OPIS for this category was among the lowest with only 4.3 percent of the staff staff agreeing with items on the survey. Therefore, additional opportunities for input will be provided for all staff members by the administration.

## ***Stakeholder Engagement:***

Sylvania Heights Elementary is a professional learning community that involves the engagement of students, teachers, families, businesses and local agencies. The school strives to engage the community in school activities. The climate survey responses indicate that the community expresses satisfaction and believes that the school is a safe place to learn. Business partnerships are recruited to be engaged and extend curriculum activities by offering real life experiences. Business partners and community representatives express a desire to participate in the school improvement process. The school engages the City of West Miami Police Department and City Hall to provide services to families. The Sylvania Heights Elementary School After School Care Program also engages parents after school hours in the implementation of non academic activities and the participation of local Girl Scout and Boy Scouts groups. Students' level of satisfaction is high since students play important roles as safety patrols, announcers and broadcasters in the school's daily operations. Results of the OPIS indicate that 4.4 percent of the staff agree with items on the survey. These results indicate that the staff generally feels that they value their customers and their role in the school's success.

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

The school's infrastructure consists of an administrative and leadership team which includes the administrative team and the grade level chairpersons. There are 16 staff committees which meet and make recommendations to the leadership team as to how to carry out the school improvement strategies and overcome barriers to achieve student

success. The Teacher Mentoring Program includes a support team for beginning teachers with administrative support. National Board certification is promoted for teachers who are interested in professional growth. Grade level teams implement Best Practices and researched-based programs to achieve student learning gains. The impact of grade level teams, working together to implement the Continuous Improvement Model, gives the leadership team the opportunity to analyze data and adapt instruction based on students' needs. The administrative team continuously provides grade level groups data to monitor and adapt lessons. Teachers have access to technology to continuously plan and individualize instruction in reading and mathematics based on students' needs. Results of the OPIS indicate that 4.4 percent of the staff agreed with the items on the survey. These results indicate that the staff generally feels empowered and valued.

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

In implementing the Continuous Improvement Model, a data analysis team reviews, analyzes and formulates plans and strategies based on the data gathered. The administrative team is continuously providing staff with data on the use of the Accelerated Reader, book levels, reading assessments and standardized testing. The data is disseminated and discussed at grade level meetings and staff meetings. Teachers have access to technology and continuously plan to individualize instruction in reading and mathematics based on the analyzed data. Results on the OPIS indicated that 4.5 percent of the staff agreed with the items on the survey. The high score indicates that they felt that the administration successfully uses data to guide instruction and make adjustments in order to achieve goals.

### ***Education Design:***

Extended Learning Opportunities provide students with additional opportunities for improvement. The tutoring programs focus on remediation and increasing student achievement. The inclusion program gives Special Education Students the opportunity to participate with non-disabled peers. Through Comprehensive Health Services, we offer individual and/or group counseling and assistance from an assigned social worker. The School Improvement Plan emphasizes and delineates specific interventions provided to retainees and students below grade level. In addition, students are identified and participate in school site and District competitions as they become available. Furthermore, students have other enrichment opportunities through participation in the Gifted, Academic Excellence and Do the Right Thing Program. Results for the Process Management Category on the OPIS indicate that 4.3 percent of staff members agree with items on the survey. Therefore, the administration will ensure that clear processes are established for all jobs and that every staff member has the necessary resources that they need.

### ***Performance Results:***

The school's performance results have positively impacted the number of students eligible for magnet programs at the middle school level. The implementation of strings instruction has made a positive impact on students choosing music at the middle school level. An area demonstrating minimal impact is the number of suspensions being administered on an annual basis. New emphasis is being placed on designing a school wide approach towards reducing the number of suspensions to increase the number of instructional hours that students receive at the school site. This design is formulated to improve the mediation and conflict resolution process and train students how to demonstrate appropriate behavior. This, in turn, will lead to better informed and more responsible students. Results of the OPIS indicate that 4.3 percent of the staff agreed with Business Results items on the survey. These results indicate a need to enhance communications with the staff regarding the school's financial status.



## 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:**

Sylvania Heights Elementary School students will make annual learning gains sufficient to acquire the knowledge skills and competencies needed to master state standards in the area of reading.

**Needs Assessment**

Results of the 2006 FCAT Reading Test indicate that 71 percent of students in grades three through five met high standards in reading. Students in grades three improved their performance but fourth and fifth grade students did not. All sub-groups met NCLB targets; however, with this year's increased expectations special attention must be given to LEP and SWD students. Close examination of all clusters indicate that students' showed strengths in Word and Phrases and Compare and Contrast. However, the Main Idea cluster was the weakest in all grade levels.

**NCLB SUBGROUP TARGET**

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

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will increase their reading skills as evidenced by 72 percent scoring Level 3 or higher on the 2007 FCAT Reading Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Closely monitor the progress of all low performing students by examining their progress monitoring data, grades, attendance and all other progress indicators.	Principal	8/14/2006	5/25/2007	Continuous Improvement Model	\$0.00
Analyze the FCAT, SAT 10, and DIBELS data and share disaggregated data with teachers in order to identify areas in need of improvement.	Principal	8/11/2006	5/25/2007	Continuous Improvement Model	\$0.00
Review IEP's to ensure that ESE student have the correct placement and are receiving appropriate services.	Assistant Principal	8/14/2006	5/25/2007	Inclusion	\$0.00
Identify students in need of interventions and plan a daily in-school tutoring program to address their needs.	Principal, Teachers	9/11/2006	3/16/2007	Continuous Improvement Model	\$34000.00
Departmentalize grade five in order to maximize instruction and teacher expertise.	Principal, Assistant Principal, Fifth Grade Teachers	8/14/2006	5/25/2007	Continuous Improvement Model	\$0.00
Utilize the Accelerated Reader Program on a daily basis and monitor its use in order to motivate students to read.	Media Specialis, Classroom Teachers	8/14/2006	5/25/2007	District-wide literacy plan	\$0.00
Use Progress Monitoring data to drive and adjust classroom instruction and assess the effectiveness of interventions as indicated in the Continuous Improvement Model (CIM).	Principal, Assistant Principal, Teachers	10/27/2006	5/25/2007	Continuous Improvement Model	\$0.00
Implement the Comprehensive Research-Based Reading Program with an emphasis on the development of Main Idea skills.	Principal, Assistant Principal, Teachers	8/14/2006	5/25/2007	District-wide literacy plan	\$0.00
Implement a before school tutoring program for LEP students three days per week, using Voyager Passport.	Principal, Teachers	9/11/2006	5/4/2007	Dual Language Education	\$3000.00
Use CRISS strategies and FCAT Explorer in order to maintain or improve the reading skills of students that met high standards.	Classroom Teachers	9/25/2006	5/25/2007	District-wide literacy plan	\$0.00

## **Research-Based Programs**

Houghton Mifflin Reading Series  
Voyager Passport  
FCAT Explorer

## **Professional Development**

CRISS Training  
Houghton Mifflin Series Training  
Diagnostic Assessment of Reading  
Voyager

## **Evaluation**

This objective will be evaluated by scores of the 2007 FCAT Reading Test. Interim Assessments and DIBELS data will be used for progress monitoring.

The progress of students receiving tutorial services will be monitored using DIBELS and Interim Assessment Data in order to make adjustments to interventions.

## GOAL 2: MATHEMATICS

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

*Florida Education Priorities*

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

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

Sylvania Heights Elementary School students will make annual learning gains sufficient to acquire the knowledge, skills and competencies needed to master state standards in the area of mathematics.

**Needs Assessment**

Results of the 2006 FCAT Mathematics Test indicate that 63 percent of students in grades three through five met high standards. There was an increase in the number of third graders meeting high standard but less fourth and fifth graders met this target in 2006. LEP students did not meet AYP as per NCLB guidelines. Close examination of each cluster indicates that students showed strengths in Number Sense and Measurements. However, the Data Analysis and Geometry clusters were weak in every 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 using the Sunshine State Standards, students in grades three through five will increase their mathematics skills as evidenced by 64 percent scoring Level 3 or higher on the 2007 FCAT Mathematics Test.

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

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Use progress monitoring data from Interim Assessments to evaluate effectiveness of interventions and guide instruction.	Principal, Assistant Principal	11/1/2006	5/4/2007	Continuous Improvement Model	\$0.00
Monitor the implementation of a tutoring program for LEP students in the primary grades.	Principal	9/11/2006	5/25/2007	Dual Language Education	\$3000.00
Departmentalize grade five in order to maximize instruction and teacher expertise.	Principal, Assistant Principal, and Fifth Grade Teachers	8/14/2006	5/25/2007	Continuous Improvement Model	\$0.00
Analyze the FCAT and SAT 10 data and share disaggregated data with teachers in order to identify areas in need of improvement as indicated in the Continuous Improvement Model.	Principal	8/14/2006	5/25/2007	Continuous Improvement Model	\$0.00
Ensure that teachers are using the District Mathematics Pacing Guide to plan and deliver classroom instruction with an emphasis on Data Analysis and Geometry.	Principal, Assistant Principal	8/14/2006	5/25/2007	Continuous Improvement Model	\$0.00
Train teachers in the use of Department of Math Website and implementation of the Comprehensive Mathematics Plan by exposing them to activities, item specifications, vocabulary and other available tools to enhance their classroom instruction.	Principal, Assistant Principal	8/14/2006	5/25/2007	Continuous Improvement Model	\$0.00
Identify fifth grade students in the lowest 25 percentile (including LEP students) and enroll them in after school tutoring twice per week to address their needs.	Principal, Assistant Principal, Teachers	9/11/2006	5/25/2007	Continuous Improvement Model	\$34000.00
Use Riverdeep and FCAT Explorer in the classrooms to ensure that high performing students maintain or improve their	Classroom Teachers	9/25/2006	5/25/2007	District Strategic Plan	\$0.00

mathematics skills.	
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## **Research-Based Programs**

Houghton Mifflin Mathematics Series

Riverdeep

FCAT Explorer

## **Professional Development**

Comprehensive Mathematics Plan

## **Evaluation**

This objective will be evaluated by scores of the 2007 FCAT Mathematics Test. Interim Assessment Data will be used for progress monitoring.

The progress of students receiving tutorial services will be monitored using Interim Assessment Data in order to modify interventions.

## GOAL 3: WRITING

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

#### *Florida Education Priorities*

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

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

Sylvania Heights Elementary School students will make annual learning gains sufficient to acquire the knowledge, skills and competencies needed to master state standards in the area of writing.

### **Needs Assessment**

Results of the 2006 FCAT Writing Test indicate that 87 percent of fourth graders met high standards. Close examination of the data indicates that students were much stronger in their expository responses (97 percent scoring 3.5 or above) than in their narrative responses (69 percent scoring 3.5 or above).

### NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 88 percent of the students achieving a 3.5 or higher on the 2007 administration of the FCAT Writing Plus Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Offer school site staff development opportunities for teachers related to Best Practices and individual students' needs.	Assistant Principal	9/29/2006	5/25/2007	Continuous Improvement Model	\$0.00
Assist teachers in analyzing data in order to differentiate instruction according to the Continuous Improvement Model.	Principal, Assistant Principal	8/14/2006	5/25/2007	Continuous Improvement Model	\$0.00
Implement three writing contests in grades K-2 to encourage the writing process in primary grades.	K-Second Grade Teachers	10/9/2006	4/27/2007	District-wide literacy plan	\$0.00
Implement a Reward System for fourth grade students who meet high standards in writing on the 2007 FCAT Writing Test.	Principal	1/26/2007	5/25/2007	Mentoring Opportunities	\$0.00
Initiate and monitor the implementation of the Academic Excellence Program in the area of Journalism to encourage writing.	Principal, AEP Teacher	9/12/2006	5/18/2007	District-wide literacy plan	\$0.00
Monitor the administration and progress of the pre and post writing test.	Assistant Principal, Teachers	9/15/2006	5/25/2007	District Strategic Plan	\$0.00

### Research-Based Programs

Houghton Mifflin Reading Series

### Professional Development

Best Practices in Teaching Writing



## **Evaluation**

This objective will be evaluated by scores of the 2007 FCAT Writing Plus Test. The district pre and post tests will provide formative assessments which will be used to monitor progress towards meeting this objective.

## GOAL 4: SCIENCE

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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 4 STATEMENT:**

Sylvania Heights Elementary School students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master state standards in the area of science.

### **Needs Assessment**

Results of the 2006 FCAT Science Test indicate that 37 percent of students met high standards. Close examination of the data indicates that students showed strengths in the area of Scientific Thinking and Life and the Environment. However, the Physical/Chemical and Earth and Space clusters were weaker.

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by 50 percent of students achieving a Level 3 or higher on the 2007 administration of the FCAT Science Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Conduct needs assessment and inventory materials to determine grade level needs.	Assistant Principal	8/14/2006	5/25/2007	Continuous Improvement Model	\$0.00
Ensure that teachers are using the District Science Pacing Guide to plan and deliver classroom instruction.	Principal, Assistant Principal	8/14/2006	5/25/2007	Continuous Improvement Model	\$0.00
Assist teachers to analyze data in order to differentiate instruction according to the Continuous Improvement Model.	Principal, Assistant Principal	8/14/2006	5/25/2007	Continuous Improvement Model	\$0.00
Departmentalize grade five in order to maximize instructional and teacher expertise.	Principal, Assistant Principal, and Fifth Grade Teachers	8/14/2006	5/25/2007	Continuous Improvement Model	\$0.00
Implement a science fair in Grades K-5 with an emphasis on Physical/Chemical and Earth and Space Projects.	Classroom Teachers	1/8/2007	3/30/2007	Community Partnerships	\$0.00
Train teachers in the use of the Department of Math and Science Website and the use of FOSS Kits.	Principal, Assistant Principal, Region Curriculum Support Specialist	9/5/2006	5/25/2007	Continuous Improvement Model	\$0.00
Inventory FOSS Kits and replenish missing supplies.	Principal, Assistant Principal, Classroom Teachers	10/2/2006	5/25/2007	District Strategic Plan	\$500.00

### Research-Based Programs

Harcourt Science Series  
FOSS Kits

### Professional Development

District Inservice Training

## **Evaluation**

This objective will be evaluated by the 2007 FCAT Science Test scores. Data from the pre-test and monthly tests developed by the School Improvement Zone will be used for progress monitoring.

## GOAL 5: PARENTAL INVOLVEMENT

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 5 STATEMENT:**

Sylvania Heights Elementary School parents will increase their participation in school events annually to acquire the knowledge needed to contribute to their child's educational experiences.

### **Needs Assessment**

Parent attendance rosters indicate that only 53 parents participated in workshops sponsored by the Bilingual Parent Outreach Program during the 2005-2006 school year. Given that there are 625 students at Sylvania Heights Elementary, it is evident that many parents are not accessing these opportunities to strengthen their parenting skills, knowledge of the school system and skills to help their children achieve in school.

## Measurable Objective

Given an emphasis on the importance of parental and community involvement, 70 parents will participate in Bilingual Parent Outreach Program sessions as evidenced by attendance rosters for 2006-2007.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Use the Connect Ed Program to regularly communicate with parents and inform them of upcoming workshops.(PTA Standard I)	Principal	8/7/2006	5/25/2007	District Strategic Plan	\$0.00
Continue to use the Sylvania Heights Parent newsletter, the school's website and marquee to communicate school events and upcoming workshops to parents and the community. (PTA Standard I)	Principal	8/14/2006	5/25/2007	District Strategic Plan	\$0.00
Expand the Sylvania Heights Parent Resource Center to include a PTA run store and make it available during parent workshops. (PTA Standard II)	Principal, PTA Members	8/14/2006	5/25/2007	Community Partnerships	\$0.00
Offer FCAT preparation workshops in the areas of reading, writing, and science through the Bilingual Outreach Program. (PTA Standard III)	Assistant Principal, Parent Academy	10/16/2006	2/28/2007	District Strategic Plan	\$0.00
Offer Bilingual Outreach Workshops to parents of English Language Learners.(PTA Standard III)	Bilingual Department	9/11/2006	5/25/2007	Dual Language Education	\$0.00

## Research-Based Programs

National Standards for Parent/Family Involvement Programs

## Professional Development

Parent Academic Workshops

Bilingual Parent Outreach Education Program

## **Evaluation**

This objective will be evaluated by the 2006-2007 parent worship attendance rosters.

## GOAL 6: DISCIPLINE & SAFETY

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 6 STATEMENT:**

Sylvania Heights Elementary School's staff and students will work towards improving the overall discipline and safety of all stakeholders to ensure a safe and orderly learning environment.

### **Needs Assessment**

The 2006 Student Case Management System Executive Summary report indicates that there were only five outdoor suspensions in 2006. There were three indoor suspensions. There is a need to continue to implement strategies to minimize suspensions in order to ensure that students remain in school and are enhancing their academic skills.



## Measurable Objective

Given an emphasis on a safe learning environment, student behavior will improve as evidenced by no more than four outdoor suspensions during the 2006-2007 school year as evidenced by the Student Case Management Executive Survey.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide training to staff, students and parents on the Code of Student Conduct.	Principal, Assistant Principal, Counselor	9/29/2006	5/25/2007	District Strategic Plan	\$0.00
Provide conflict resolution workshops for students in grades K-5.	Counselor	9/25/2006	5/25/2007	District Strategic Plan	\$0.00
Provide peer mediation training for students in grades K-5.	Counselor	9/25/2006	5/25/2007	District Strategic Plan	\$0.00
Ensure that teachers, counselors, and assistant principal are following a progressive discipline model.	Principal	8/14/2006	5/25/2007	District Strategic Plan	\$0.00
Assign in school mentors to students that frequently display inappropriate behavior.	Principal, Assistant Principal, Counselor	9/25/2006	5/25/2007	District Strategic Plan	\$0.00
Meet with teachers to develop alternative strategies to address student misbehavior that meet the needs of the school.	Principal, Assistant Principal	9/25/2006	5/25/2007	District Strategic Plan	\$0.00
Provide Character Education training for students in grades K-5	Counselor	10/16/2006	5/25/2007	District Strategic Plan	\$0.00
Utilize safety patrols during morning line up and afternoon dismissal.	Safety Patrol Sponsor	8/21/2006	5/25/2007	District Strategic Plan	\$0.00
Implement an after school detention program as an alternative to suspensions.	Classroom Teachers	9/18/2006	5/25/2007	District Strategic Plan	\$0.00

## Research-Based Programs

District's Character Education Program

Ethics Training

## **Professional Development**

Peer Mediation Training  
Conflict Resolution Training  
Character Education Workshops

## **Evaluation**

This objective will be evaluated by the 2006-2007 Student Case Management System Executive Summary Report.

## GOAL 7: TECHNOLOGY

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

#### *Florida Education Priorities*

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

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

### **GOAL 7 STATEMENT:**

Sylvania Heights Elementary School will use technology to enhance their reading skills.

### ***Needs Assessment***

Accelerated Reading data will be used to evaluate the use of instructional technology at the school. During 2005-2006, students earned 2,216 points as per the Accelerated Reader Schoolwide Summary Report. Careful examination of the report indicates that the level of participation varied among grade levels. There is a need to emphasize points earned in order to ensure that students are selecting the books according to the proper level of difficulty and answering questions correctly on the tests.

## Measurable Objective

Given an emphasis on the use of educational technology, students in grades one through five will increase their use of technology as evidenced by earning a total of 2,500 points on the Accelerated Reader Program Schoolwide Summary Report in 2006-2007.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize the Media Specialist to provide computer-assisted instruction for students on the use of the Accelerated Reading Program.	Media Specialist	8/21/2006	5/25/2007	District-wide literacy plan	\$0.00
Implement an incentive program to encourage reading and participation in the Accelerated Reading Program.	Media Specialist	10/2/2006	5/25/2007	District-wide literacy plan	\$0.00
Implement the Accelerated Reader Program in grades one through five.	Media Specialist, Classroom Teachers	8/21/2006	5/25/2007	District-wide literacy plan	\$0.00
Ensure that all students in grades one through five take the Star Test every grading period and use results to guide book selections.	Classroom Teachers, Media Specialist	8/14/2006	5/25/2007	District-wide literacy plan	\$0.00

## Research-Based Programs

Accelerated Reader Program

## Professional Development

Accelerated Reader Program

## Evaluation

Quarterly Accelerated Reader Schoolwide Summary Reports will be used to monitor the progress of the AR Program. The final Schoolwide Summary Report will be used to evaluate this objective.

## GOAL 8: HEALTH & PHYSICAL FITNESS

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 8 STATEMENT:***

Sylvania Heights Elementary School students will attain an optimal level of fitness while participating in a planned program of developmentally age-appropriate physical activities.

### ***Needs Assessment***

The 2005-2006 Fitness Gram results indicate that 65 percent of students in fourth grade and fifth grades were awarded as follows: 49 percent of the students received Gold Awards and 95 percent received Silver Awards. There is a need to increase the number of students that achieve an optimal level of fitness. More emphasis will be given to stretching exercises to improve flexibility. Most students that did not achieve a gold award failed to pass the sit and reach component of the FITNESSGRAM.

## Measurable Objective

Given an emphasis on physical fitness, the percentage of fourth and fifth grade students achieving an optimal level of fitness will increase as evidenced by 70 percent of the students receiving gold or silver awards on the 2006-2007 FITNESSGRAM School Statistics Report.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Schedule recess for every K-5th grade classroom.	Principal, Assistant Principal	8/14/2006	5/25/2007	District Strategic Plan	\$0.00
Review Recess Manual with every grade level.	Principal, Assistant Principal	10/2/2006	10/31/2006	District Strategic Plan	\$0.00
Administer pre test to establish student baseline data and determine individual training needs.	Physical Education Teacher	10/16/2006	11/6/2006	Continuous Improvement Model	\$0.00
Implement cardiovascular training activities including jump rope skills.	Physical Education Teacher	8/14/2006	5/25/2007	District Strategic Plan	\$0.00
Incorporate daily stretching activities during physical education.	Physical Education Teacher	8/14/2006	5/25/2007	District Strategic Plan	\$0.00

## Research-Based Programs

FITNESSGRAM

## Professional Development

District Physical Education Training

## Evaluation

This objective will be evaluated by the 2007 FITNESSGRAM School Statistics Report. Results of the pre-test will be used to establish a baseline and mid-year informal assessments will be used to monitor the progress of this objective.

## 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 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 9 STATEMENT:***

Sylvania Heights Elementary students will increase their participation in enrichment activities to acquire the knowledge, skills, and competencies needed to successfully compete in the global economy.

### ***Needs Assessment***

Close examination of the FCAT Writes data indicated that there is a need to strengthen students' writing skills. Only 83 percent of students scored 3.5 or higher on the 2006 FCAT Writing Test. Therefore, the leadership team decided to offer an Academic Excellence Program in the area of Journalism.

## Measurable Objective

Given emphasis on the benefits of participating in a Journalism Academic Excellence Program, selected students in 4th and 5th grades will improve their writing skills as evidenced by two or more original works in a student portfolio.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Offer AEP Journalism classes four days per week.	AEP Teacher	9/12/2006	5/11/2007	Expanding arts opportunities	\$5000.00
Create a student generated school newspaper.	AEP Teacher	9/12/2006	5/11/2007	Expanding arts opportunities	\$0.00
Maintain a student portfolio for each participating student.	AEP Teacher	9/12/2006	5/11/2007	District-wide literacy plan	\$0.00

## Research-Based Programs

Academic Excellence Program/Journalism

## Professional Development

District Training provide through the Advanced Academic Department.

## Evaluation

The objective will be evaluated by the contents of student portfolios in the Academic Excellence Program.



## GOAL 10: RETURN ON INVESTMENT

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

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

Sylvania Heights Elementary School will rank at or above the 50th percentile statewide in the ROI index of value and cost effectiveness of its programs.

### ***Needs Assessment***

The most recent data provided by the FLDOE indicates that in 2004-2005 Sylvania Heights Elementary School ranked in the middle third percentile in the State of Florida ROI index.

## Measurable Objective

Sylvania Heights Elementary School will improve its ranking on the State of Florida ROI index publication from the 44th percentile in 2004-2005 to the 48th percentile on the next publication of the ROI index.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Become more informed of the use of financial resources in relation to school programs.	Principal	8/14/2006	5/25/2007	District Strategic Plan	\$0.00
Collaborate with the district on resource allocation.	Principal	8/14/2006	5/25/2007	District Strategic Plan	\$0.00
Hire additional hourly personnel to assist in the individual tutoring of students to increase individual learning gains to those students in need.	Principal Assistant Principal	8/14/2006	5/25/2007	District-wide literacy plan	\$0.00
Consider shared use of facilities, partnering with community agencies.	Principal	8/14/2006	5/25/2007	Community Partnerships	\$0.00
Consider reconfiguration of existing resources or taking advantage of a broader resource base such as private organizations, foundations, volunteer programs, Dade Partners and grant funds.	Parent Resource Liaison	8/14/2006	5/25/2007	Community Partnerships	\$0.00

### Research-Based Programs

Return On Investment Index

### Professional Development

Return On Investment Index EESAC Training

### Evaluation

On the next State of Florida ROI index publication, Sylvania Heights Elementary School's progress will be determined by analyzing the results of the index rating and the increase it has made towards reaching the 48th percentile.

## *EESAC Compliance*

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

### ***Budget:***

The EESAC will review and consider for approval the utilization of EESAC funds.

### ***Training:***

The EESAC will participate in budget analysis and informational training sessions.

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

The EESAC will review and consider for approval requests for the purchase of instructional materials.

### ***Technology:***

The EESAC will review and consider requests for educational technology.

### ***Staffing:***

The EESAC will consider for approval the hiring of hourly support personnel to assist in remediating students.

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

The EESAC will assess students' needs for the recommendation of Student Support Services.

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

The EESAC will pursue additional community and business partners.

### ***Benchmarking:***

The EESAC will review the implementation of the SIP process to assess progress.

***School Safety & Discipline:***

The EESAC will support the implementation of strategies to improve student behavior and decrease the number of outdoor suspensions.

## *Budget Summary*

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Goal 1: Reading	\$37,000.00
Goal 2: Mathematics	\$37,000.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$500.00
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	\$5,000.00
Goal 10: Return On Investment	\$0.00
<b>Total:</b>	<b>\$79,500.00</b>

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

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

*Required Signatures:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*EESAC Student Representative, as applicable*

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

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*Region Superintendent*