
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 5991 - Charles David Wyche, Jr. Elementary School

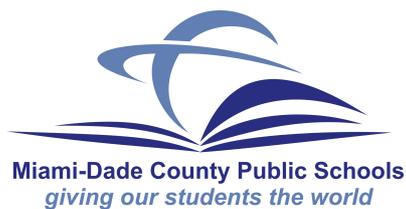
FeederPattern: American Senior

Region: Regional Center I

District: 13 - Miami-Dade

Principal: Dianne Jones

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Charles David Wyche, Jr. Elementary School

Charles D. Wyche Jr. Elementary opened during the 1996-1997 school year. The state of the art facility located at 5241 N.W. 195 Drive, Miami, FL 33055 was occupied in April of 1997. The school is located in Regional Center One and is a part of the American Senior High Feeder Pattern. It presently houses one thousand ninety five students in pre-kindergarten to fifth grade. Additionally, the school has a home-based Gifted program, the Academic Excellence Program, and Italian and Spanish Extended Foreign Language programs in grades kindergarten to five. The school continuously explores opportunities for improvement. The findings at the inception of the 2006-2007 school year revealed the need for further revision and implementation of the School Improvement Plan. The administration and faculty, in collaboration with the ESSAC, have assembled the following measurable goals for the 2006-2007 school year:

Given instruction using the Sunshine State Standards, students in grades 3-5 will improve their reading skills as evidenced by seventy-six percent of the total school population scoring Level 3 or higher on the 2007 Florida Comprehensive Assessment Test (FCAT) Reading Assessment.

Given instruction using the Sunshine State Standards, students in grades 3-5 will improve their mathematics skills as evidenced by seventy-two percent of the total school population scoring at Level 3 or higher on the 2007 Florida Comprehensive Assessment Test (FCAT) Mathematics Assessment.

Given instruction using the Sunshine State Standards, students in grade 4 will improve their writing skills as evidenced by ninety-two percent scoring 3.5 or higher on the 2007 Florida Comprehensive Assessment Test (FCAT) Writing+ Assessment.

Given instruction using the Sunshine State Standards, students in grade 5 will improve their science skills as evidenced by fifty-four percent of the fifth grade population scoring Level 3 or higher on the 2007 Florida Comprehensive Assessment Test (FCAT) Science Assessment.

Given emphasis on the importance of parental involvement, the percent of parent participation in school activities will increase by one percent, when the 2005-2006 and 2006-2007 parental participation attendance logs are compared.

Given Critical Incident Response requirements from the district, procedures/action steps for promoting and maintaining a safe learning environment and emergency management procedures for Miami-Dade County Public Schools, one hundred percent school-wide compliance will be evidenced by the Fire Alarm Safety Inquiry Program.

Given emphasis on the faculty's technology knowledge, the percent of technology utilization will increase by one percent for the 2006-2007 school-year, as evidenced in a comparison of the beginning/end of year technology needs survey.

Given instruction using the Sunshine State Standards and the National Standards for Physical Education, the percentage of fourth and fifth grade students passing the FITNESSGRAM test will increase by one percent on the post-test as compared to the pre-test.

Given instruction using the Competency-Based Curriculum, students in grades 2-5 will improve their language proficiency in Spanish by a one percent increase on the district developed post-test as compared to the pre-test.

Given Charles D Wyche Jr. Elementary's Return On Investment, thier percentile ranking will increase by at least one percentile point on the next publication of the index.

After reviewing and analyzing the data results from the Organizational Performance Improvement Online Survey, the two areas identified for improvement were Human Resource Focus and Business Results. Within the Human Resource Focus and the Business Results, there was a decrease in the average score. A staff incentive plan will be developed and implemented. In-house staff development will be implemented to provide staff with information related to the business aspect as it relates to the operation of the school and its expenditures.

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.

Charles David Wyche, Jr. Elementary School

VISION

Through creativity and discovery, students will attain wisdom.

MISSION

The Charles D. Wyche Jr. Elementary School staff, in a coordinated effort with parents and the business community will pursue, through an enriched environment, high academic standards of achievement and develop the principles of sound character in children.

CORE VALUES

Excellence

We pursue the highest level of achievement through creativity and discovery.

Integrity

We foster the attainment and development of sound character.

Citizenship

We relish the array of cultures that compose our community. By working together as a united entity, we ensure the educational success for all our students.

School Demographics

Charles D. Wyche Jr. Elementary opened during the 1996-1997 school year. The state of the art facility located at 5241 N.W. 195 Drive; Miami, FL 33055 was occupied in April of 1997. The school is located in Regional Center I and is a part of the American Senior High Feeder Pattern. It presently houses 1,095 students in pre-kindergarten to fifth grade. The student ethnic composition is 71% percent Hispanic, 22% percent Black Non-Hispanic, 4 percent White Non-Hispanic, and less than 3 percent Other. The teacher ethnic composition is 17% White Non-Hispanic, 37% Black and 46% Hispanic. The percentage of students on free meals is 53% and the percentage of students on reduced meals is 16%. The teacher degree composition is 64% with Bachelor's Degrees, 28% with Master's Degrees, and 8% with Specialists Degrees.

Approximately fifty percent of the students presently attending Charles D. Wyche Jr. Elementary are bussed. The community is comprised of single family homes and apartments. The surrounding neighborhood has a variety of small businesses.

The school provides educational services based on the Sunshine State Standards and the Competency Based Curriculum. The Houghton Mifflin Reading program is in place and is supplemented by tutorials at several grade levels.

Wyche Elementary also enjoys a collaborative relationship with Florida Memorial College, Florida International University, Nova Southeastern University and Union Institute with our teachers providing supervision to interns from those institutions. Additionally, the school has a home-based Gifted program, and Italian and Spanish Extended Foreign Language programs in grades kindergarten to five. Instruction is provided in traditional classroom settings and is enhanced through cross-curricular and computer-based learning activities.

Charles D. Wyche Jr. Elementary School has been the recipient of many distinguished awards including, the United Way Student Campaign Goal Award, Golden School Volunteer Award, District Gold Award for Academic Performance, and the Diamond Award presented as a result of seven years of distinguished service with the Cordis Corporation. Among the grants the school has been fortunate to receive are the Reading First Grant, the Arts For Learning Grant, the Education Fund Grant and the Visual Arts Technology Program Grant. Although the overall atmosphere and the educational thrust of the school are headed in a very positive direction, there are still challenges that the school faces, for instance, the ability to upgrade technology and to provide staff development in science and mathematics. Also, due to attendance boundaries, more than half of the student population is bussed. As a result of these transportation issues, participation in after-school activities is compromised.

School Foundation

Leadership:

The Organizational Performance Improvement Snapshot indicated that the staff considered the sharing of information by the school's leadership team is a strength however, the staff considers that more opportunities to share their input is warranted.

District Strategic Planning Alignment:

The Organizational Performance Improvement Snapshot indicated that the staff considered themselves appraised of school goals and objectives however, the staff considers that more opportunities to share their input is warranted.

Stakeholder Engagement:

The Organizational Performance Improvement Snapshot indicated that the staff understands who are the most important customers however, they consider that additional feedback in the area of customer satisfaction is warranted.

Faculty & Staff:

The Organizational Performance Improvement Snapshot indicated that the staff considered that they were sufficiently informed on how the school's goals affect them and their work however, the staff considers that more opportunities to share their input is warranted.

Data/Information/Knowledge Management:

The Organizational Performance Improvement Snapshot indicated that the staff understands how to analyze their quality of work to determine if changes are needed however, they consider additional information is needed in reference to the progress being made at the school.

Education Design:

The Organizational Performance Improvement Snapshot indicated that the staff considers to have a good process for doing their work however, they require additional resources.

Performance Results:

The Organizational Performance Improvement Snapshot indicated that the staff understands how the measures of their work fit into the school's overall measures of improvement however, they consider additional information is needed in reference to the progress being made at the school.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

Charles D. Wyche Jr. Elementary School will improve performance in Reading.

Needs Assessment

An analysis of the data revealed that on the 2006 Reading FCAT seventy-five percent of students met high standards, sixty-two percent made learning gains and fifty-seven percent of students scoring in the lowest twenty-five made learning gains. In addition sixty-nine percent of all students tested achieved proficiency as per the No Child Left Behind (NCLB) adequate yearly progress report, while sixty-four percent of the Limited English Proficient (LEP) students attained level 3 or above. After reviewing student performance on the FCAT, third grade students showed a deficiency in Words/Phrases and Comparison, fourth grade students showed a deficiency in Words/Phrases and Comparison, and fifth grade students showed a deficiency in Main Idea/Purpose and Comparison.

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"/>											

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades 3-5 will improve their reading skills as evidenced by seventy-six percent of the total school population scoring Level 3 or higher on the 2007 Florida Comprehensive Assessment Test (FCAT) Reading Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Continue after-school tutorial twice a week for targeted second, third and fourth grade students who showed deficiencies in reading skills on standardized tests. The 3 hour weekly tutorials will be scheduled Mondays and Thursdays from 3:30-4:45. The students' progress will be evaluated by a comparison of the school's developed pre/post test.	Administration	10/9/2006	3/8/2007	District Strategic Plan	\$9375.00
Continue Saturday-school tutorial for targeted second, third and fourth grade students who showed deficiencies in reading skills on standardized tests. The 3 hour tutorials will be from 8:45-11:45. The students' progress will be evaluated by a comparison of the school's developed pre/post test.	Administration	1/13/2007	3/10/2007	District Strategic Plan	\$4200.00
Administer and monitor assessments aligned with Sunshine State Standards so that the data collected is used to assess progress.	Reading Coaches/ Administration	8/14/06	05/30/07	District Strategic Plan	\$0.00
Provide training for new reading instruments such as DIBELS, Houghton Mifflin reading series.	Reading Coaches/ Administration	8/14/06	5/30/07	District Strategic Plan	\$0.00
Provide training to guide assessments and instruction.	Reading Coaches/ Administration	8/14/06	05/30/07	District Strategic Plan	\$0.00
Promote sustained silent reading through Accelerated Reader.	Media Specialist/ Administration	8/14/2006	5/30/07	District Strategic Plan	\$0.00
Continue daily in-house tutorials for targeted second, third, fourth grade students who showed deficiencies in reading skills on standardized tests. The thirty minute daily tutorial will be scheduled around the language arts block in addition to the Saturday tutorial program. The students' progress will be evaluated by a comparison of the school's developed pre/post tests.	Administration	8/14/06	5/30/07	District Strategic Plan	\$23075.00

Provide incentives for students meeting criteria for school-wide reading promotions.	Teacher Administration	8/14/2006	5/30/2007	District Strategic Plan	\$500.00
Provide staff development and model Language Arts lessons supporting the District's Comprehensive Research-Based Reading Plan, the Reading First Grant, and the District's Language Arts/Reading pacing guide.	Reading Coaches/ Administration	8/14/06	05/30/07	District Strategic Plan	\$0.00

Research-Based Programs

Houghton Mifflin Reading Series Miami-Dade County 2005 Edition Just Read Florida (Reading First Grant)

Continuous Improvement Model

Professional Development

- * CRISS strategies
- * Project B.E.A.R
- * Project O.W.L.
- * Project D.R.A.W.
- * D.I.B.E.L.S.
- * Voyager Literature Reading Series
- * Houghton Mifflin
- * ASSESSLEARN
- * Reading First Academy
- * Guided Reading/Small Group Instruction

Evaluation

This goal will be evaluated as evidenced by a one percent increase of students meeting high standards on the 2007 FCAT-Reading when compared to the 2006 FCAT-Reading administration. Intensive strategic instruction will be provided to specifically targeted reading strands in which progress was not shown.

Summative: 2007 FCAT Reading Assessment

Formative: DIBELS, SRI, Houghton Mifflin Reading theme tests, and District Interim Assessment

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

Charles D. Wyche Jr. Elementary School will improve performance in Mathmatics.

Needs Assessment

An analysis of the data revealed that on the 2006 Mathematics FCAT, seventy-one percent of students met high standards; sixty-two percent made learning gains. In addition, sixty-eight percent of all students tested achieved proficiency as per the No Child Left Behind (NCLB) adequate yearly progress report, while fifty-nine percent of the Limited English Proficient (LEP) students attained level 3 or above. Third grade students showed a deficiency in Data Analysis and Geometry, fourth grade students showed a deficiency in Geometry, Algebraic Thinking and Data Analysis and fifth grade students showed a deficiency in Number Sense and Geometry.

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"/>											

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades 3-5 will improve their mathematics skills as evidenced by seventy-two percent of the total school population scoring at Level 3 or higher on the 2007 Florida Comprehensive Assessment Test (FCAT) Mathematics Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Continue after-school tutorial twice a week for targeted fifth grade students who showed deficiencies in math skills on standardized tests. The 3 hour weekly tutorials will be scheduled Mondays and Thursdays from 3:30-4:45. The students' progress will be evaluated by a comparison of the school's developed pre/post test.	Administration	10/9/2006	3/8/2007	District Strategic Plan	\$9375.00
Continue Saturday-school tutorial for targeted fifth grade students who showed deficiencies in math skills on standardized tests. The 3 hour tutorials will be from 8:45-11:45. The students' progress will be evaluated by a comparison of the school's developed pre/post test.	Administartion	1/8/2007	3/10/2007	District Strategic Plan	\$4200.00
Provide staff development and model Mathematics lessons supporting the District's pacing guide.	Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Disaggregate and analyze data from the 2006 FCAT to identify strengths and opportunities for improvement.	Administration	8/14/06	5/30/07	District Strategic Plan	\$0.00
Identify students in grades 3-5 in all sub groups scoring at level 1 and 2 and implement small group instruction.	Administration/ Teachers	8/14/06	5/30/07	District Strategic Plan	\$0.00
Administer and monitor assessments aligned with Sunshine State Standards. The data collected will be used to assess progress.	Administration/ Teachers	8/14/06	5/30/07	District Strategic Plan	\$0.00
Implement the Continuous Improvement Model (CIM) using the eight step process.	Administration/ Teachers	8/14/06	5/30/07	District Strategic Plan	\$0.00
Continue daily in-house tutorials for targeted fifth grade students who showed deficiencies in mathematics skills on standardized tests. The thirty minute daily tutorial will be scheduled around the mathematics block in	Administration	8/14/06	5/30/07	District Strategic Plan	\$23075.00

addition to the Saturday tutorial program. The students' progress will be evaluated by a comparison of the school's developed pre/post tests.	
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Research-Based Programs

Houghton Mifflin Math, 2005 Edition
The Continuous Improvement Model

Professional Development

- * District/Region center staff development mathematics workshops
- * In-service training on the resources required for the implementation of the School Improvement Plan
- * Provide staff development based on teacher surveys
- * Provide staff development regarding utilization of data driven analysis
- * Provide staff development regarding utilization of SPI

Evaluation

This goal will be evaluated as evidenced by a one percent increase of students meeting high standards on the 2007 FCAT-Mathematics when compared to the 2006 FCAT- Mathematics administration. Intensive strategic instruction will be provided to specifically targeted mathematics strands in which progress was not shown.

Summative: 2007 FCAT Mathematics Assessment

Formative: Chapter tests, District Interim Assessment

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

Charles D. Wyche Jr. Elementary School will improve performance in writing.

Needs Assessment

An analysis of the data revealed that on the 2006 FCAT Writing + test, ninety-one percent of the fourth grade students met high standards. Students who were tested on the expository prompt attained a mean score of 4.0 and those writing in the narrative prompt score 3.5. Their combined score was 3.8., which is equal to the state and district average.

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"/>											

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade 4 will improve their writing skills as evidenced by ninety-two percent scoring 3.5 or higher on the 2007 Florida Comprehensive Assessment Test (FCAT) Writing+ Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide beginning in January, grade four students with bi-weekly mock writing tests.	Classroom Teacher/ Administration	1/10/07	1/31/07	District Strategic Plan	\$0.00
Continue Saturday tutorial program for targeted fourth grade students who showed deficiencies in writing skills on school's mock tests. The students' progress will be evaluated by a comparison of the school's developed pre/post tests.	Teachers/Administration	1/8/2007	3/10/2007	District Strategic Plan	\$4200.00
Continue after-school tutorials twice a week for targeted fourth grade students who showed deficiencies in writing skills on the district's pre-test. The 3 hour weekly tutorials will be scheduled Mondays and Thursdays from 3:30-4:45. The students' progress will be evaluated by a comparison of the district's developed pre/post test.	Administration	10/9/2006	3/8/2007	District Strategic Plan	\$9375.00
Use district writing pre/post tests as an instructional tool.	Classroom Teacher/Reading Coach/ Administration	8/14/06	5/30/07	District Strategic Plan	\$0.00
Utilize writing prompts for grades 2-5 to ensure that students learn effective narrative and expository writing techniques.	Classroom Teacher/Reading Coach/ Administration	8/14/06	5/30/07	District Strategic Plan	\$0.00
Continue small group brainstorming, listing, mapping and outlining to produce a group story, will be used.	Classroom Teacher/ Administration	8/14/06	5/30/07	District Strategic Plan	\$0.00
Continue implementing CRISS strategies as they relate to writing.	Classroom Teacher/Reading Coach/ Administration	8/14/06	5/30/07	District Strategic Plan	\$0.00
Incorporate classroom journal writing to provide additional daily writing opportunities.	Classroom Teacher/ Administration	8/14/06	5/30/07	District Strategic Plan	\$0.00

Research-Based Programs

The Comprehensive Research-Based Reading Plan
Houghton Mifflin Reading Series Miami-Dade County 2005 Edition
The Continuous Improvement Model

Professional Development

The following Professional Development will be provide by the Reading Coach:

- * Conferencing techniques
- * Scoring of student samples
- * Using Holistic scoring
- * Pre-writing skills, vocabulary development and editing
- * Writing Across the Curriculum

Evaluation

This goal will be evaluated as evidence by a one percent increase of students meeting high standards on the 2007 FCAT-Writing+ when compared to the 2006 FCAT-Writing+ administration. Intensive strategic instruction will be provided to specifically targeted writing strands in which progress was not shown.

Summative: 2007 FCAT Writing Assessment

Formative: District Pre/Post tests, School generated mock writing prompts

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

GOAL 4 STATEMENT:

Charles D. Wyche Jr. Elementary School will improve performance in Science.

Needs Assessment

After reviewing student performance on the 2006 Science FCAT, results indicated that twenty-nine percent of fifth grade students met high standards on the 2006 Florida Comprehensive Assessment Test. Analysis of the testing data for the science content areas indicates that the areas of greatest need are: Earth and Space and Life and Environment.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade 5 will improve their science skills as evidenced by fifty-four percent of the fifth grade population scoring Level 3 or higher on the 2007 Florida Comprehensive Assessment Test (FCAT) Science Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Promote scientific method investigation through the development of a class science project in grades K-5.	Classroom Teacher/ Administration	10/3/06	1/10/07	District Strategic Plan	\$0.00
Begin Saturday-school Science Labs for targeted fifth grade students who showed deficiencies in science skills on standardized tests. The 3 hour labs will be from 8:45-11:45. The students' progress will be evaluated by a comparison of the school's developed pre/post test.	Administration	1/13/2007	3/10/2007	District Strategic Plan	\$2500.00
Promote scientific method investigation through the development of individual science projects in grades 3-5. To be displayed at a school-wide Science Fair.	Classroom Teachers/Administration	1/10/07	4/18/07	District Strategic Plan	\$0.00
Encourage teachers to enhance science lesson by incorporating additional hands-on science activities.	Classroom Teacher/ Administration	8/14/06	5/30/07	District Strategic Plan	\$0.00
Infuse science themes into daily journal writing.	Classroom Teacher/ Administration	8/14/06	5/30/07	District Strategic Plan	\$0.00
Emphasize science content within Language Arts curriculum using non-fiction texts.	Classroom Teacher/ Administration	8/14/06	5/30/07	District Strategic Plan	\$0.00
Promote on-going cross curricular utilization of the scientific method.	Classroom Teacher/ Administration Assistant Principal	8/14/06	5/30/07	District Strategic Plan	\$0.00

Research-Based Programs

Harcourt Science Series 2000 Edition
The Continuous Improvement Model

Professional Development

- * Staff development provided in Earth/Space science
- * Staff development provided in Life/Environment science
- * Staff development provided in Physical/Chemical science
- * Staff development provided in Scientific Thinking

Evaluation

This goal will be evaluated as evidenced by a twenty-five percent increase in the number of students scoring Level 3 or higher on the 2006 FCAT-science administration. Intensive strategic instruction will be provided to specifically targeted Science strands in which progress was not shown.

Summative: 2007 FCAT Science Assessment

Formative: Chapter Assessments

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

GOAL 5 STATEMENT:

Charles D. Wyche Jr. Elementary School will improve parental involvement.

Needs Assessment

A variety of opportunities were planned for all parents to become involved in at least one activity, twice during the school year, in collaboration with the Educational Excellence Advisory Council (EESAC) and the school PTA. According to the attendance logs, there was an average of seventy-two percent parent participation for such events. After reviewing the data, we plan to continue to provide parents with opportunities to become involved in school activities.

Measurable Objective

Given emphasis on the importance of parental involvement, the percent of parent participation in school activities will increase by one percent, when the 2005-2006 and 2006-2007 parental participation attendance logs are compared.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Encourage parent to attend the "Schoolwide Science Fair Curriculum Night".	Community Involvement Specialist/Administration	4/18/07	4/19/07	District Strategic Plan	\$0.00
Continue to invite parents to attend workshops in reading, writing, mathematics, and science with the incentive of equipping them with strategies to ensure their child's success in school.	Administration	8/14/06	5/30/07	District Strategic Plan	\$0.00
Continue Corefest, which focuses on core curriculum during one school day in October; parents are invited to attend.	Classroom Teachers/Administration	8/14/06	5/30/07	District Strategic Plan	\$0.00
Distribute monthly parent school newsletter, featuring on-going and upcoming school events and district newsletters.	Administration	8/14/06	5/30/07	District Strategic Plan	\$0.00
Utilize a Community Involvement Specialist to promote parent involvement.	Community Involvement Specialist/Administration	8/14/06	5/30/07	District Strategic Plan	\$0.00
Promote the District's Parent Academies.	Administration	8/14/06	5/30/07	District Strategic Plan	\$0.00
Continue to implement Open House, Kindergarten Orientation Night and grade level Curriculum Nights to explain grade level expectations, Sunshine State Standards and allowing time for a question/answer period..	Administration/ Teachers	8/14/06	5/30/07	District Strategic Plan	\$0.00

Research-Based Programs

- * Supporting Parent, Family and Community Involvement
in Your School by Deborah Davis
- * Strategies for Overcoming Barriers to Parent Involvement
- * The Illinois Parent and School Initiative
- * Parent/Teacher Association

Professional Development

Professional development will be provided to staff on:

- * Encouraging positive parenting skills
- * Enhancing communication with families
- * Enhancing learning at home
- * Families Building Better Readers

Evaluation

This goal will be evaluated as evidenced by a one percent increase in parental participation in school activities, when attendance logs are compared from the 2006 and the 2007 school years.

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 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 6 STATEMENT:

Charles D. Wyche Jr. Elementary School will maintain school-wide safety.

Needs Assessment

The school will continue to have the required fire drills, and tornado drills as mandated by the state and lockdown drills as mandated by the district in order to reduce the time needed for quick and safe implementation of specific safety measures. In addition, the school will place emphasis on the "Code of Student Conduct" by conducting discipline ceremonies for students in grades 2-5.

Measurable Objective

Given Critical Incident Response requirements from the district, procedures/action steps for promoting and maintaining a safe learning environment and emergency management procedures for Miami-Dade County Public Schools, one hundred percent school-wide compliance will be evidenced by the Fire Alarm Safety Inquiry Program.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Complete online module - Managing the Defiant Child.	Administration	10/2/2006	12/1/2006	District Strategic Plan	\$0.00
Utilize the Critical Response Team as necessary.	Administration	8/14/06	5/30/07	District Strategic Plan	\$0.00
Monitor E-Mail for School Police updates as it relates to Emergency Preparedness/Heightened Homeland Security.	Administration	8/14/06	5/30/07	District Strategic Plan	\$0.00
Monitor weather alert radio.	Administration	8/14/06	5/30/07	District Strategic Plan	\$0.00
Develop and implement emergency plans in case of disruption.	Administration	8/14/06	5/30/07	District Strategic Plan	\$0.00
Conduct discipline ceremonies for students in grades 2-5.	Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Conduct ten (10) fire drills, two (2) lockdown drills and one (1) tornado drill.	Administration	8/14/06	5/30/07	District Strategic Plan	\$0.00

Research-Based Programs

Keys To Safer Schools

Professional Development

- * Review procedures for lockdown drills with staff
- * Review procedures for fire drills with staff
- * Conduct Critical Response Team training
- * Review the emergency plans in case of disruption with staff
- * Participate in online module - Managing the Defiant Child.

Evaluation

This goal will be evaluated by one hundred percent compliance as evidenced by the Fire Alarm Safety Inquiry Program. As well as a reduction in student SCM's written for students misbehavior as compared to the previous year.

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 type="checkbox"/>

Miami-Dade County Public Schools

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

GOAL 7 STATEMENT:

Charles D. Wyche Jr. Elementary School will improve the utilization and the effectiveness of technology use.

Needs Assessment

After reviewing and analyzing data resulting from the school developed technology needs survey, faculty technology needs will improve by one percent.

Measurable Objective

Given emphasis on the faculty's technology knowledge, the percent of technology utilization will increase by one percent for the 2006-2007 school-year, as evidenced in a comparison of the beginning/end of year technology needs survey.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Train and provide on-going assistance in the utilization of the PMRN.	Reading Coaches/Classroom Teachers	8/14/06	05/30/07	District Strategic Plan	\$0.00
Train faculty on the use of the electronic grade book.	District/ Administration	8/14/06	5/30/07	District Strategic Plan	\$0.00
Provide on-going assistance to new teachers by mentoring teachers for District E-mail.	Mentoring Teacher/ Administration	8/14/06	5/30/07	District Strategic Plan	\$0.00
Provide on-going assistance to new teachers for utilization of the Educational Portal.	Mentoring Teacher/ Administration	8/14/06	5/30/07	District Strategic Plan	\$0.00
Provide on-going assistance to new teachers for Riverdeep.	Mentoring Teacher/ Administration	8/14/06	5/30/07	District Strategic Plan	\$0.00
Provide on-going assistance to new teachers by mentoring teacher for Student Performance Indicators (SPI).	Mentoring Teacher/ Administration	8/14/06	5/30/07	District Strategic Plan	\$0.00
Provide on-going assistance to new teachers by mentoring teachers for Academic Improvement Plan (AIP).	Mentoring Teacher/ Administration	8/14/06	5/30/07	District Strategic Plan	\$0.00

Research-Based Programs

Riverdeep and the Continuous Improvement Model is used.

Professional Development

- * Provide training on the district-wide electronic grade book
- * Provide training on Riverdeep upgrades
- * Provide training on Student Performance Indicators
- * Provide training on District E-Mail
- * Provide training on Educational Portal

Evaluation

This goal will be evaluated as evidenced by a one percent increase in technology utilization in a comparison of the beginning/end of year technology needs survey.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 8 STATEMENT:

The Physical Education faculty at Charles D. Wyche Jr. Elementary School will improve student's health-related fitness, physical competence, and cognitive understanding about physical activity.

Needs Assessment

After reviewing and analyzing data resulting from the FITNESSGRAM pre-test, students in grades 2-5 will improve their performance by a one percent increase on the FITNESSGRAM post-test as compared to the pre-test.

Measurable Objective

Given instruction using the Sunshine State Standards and the National Standards for Physical Education, the percentage of fourth and fifth grade students passing the FITNESSGRAM test will increase by one percent on the post-test as compared to the pre-test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Administer a FITNESSGRAM pre-test and post-test.	Physical Education Teachers/ Administration	8/14/06	5/30/07	District Strategic Plan	\$0.00
Promote Jump Rope for Heart.	Physical Education Teachers/ Administration	8/14/06	5/30/07	District Strategic Plan	\$0.00
Continue timed crunch practice.	Physical Education Teacher/ Administration	8/14/06	5/30/07	District Strategic Plan	\$0.00
Establish lap run activities.	Physical Education Teachers/ Administration	8/14/06	5/30/07	District Strategic Plan	\$0.00
Instruct in dehydration prevention.	Physical Education Teacher/ Administration	8/14/06	5/30/07	District Strategic Plan	\$0.00

Research-Based Programs

The research-based program currently being used by the Physical Education Department is FITNESSGRAM.

Professional Development

Professional development will be provided by the district as needed.

Evaluation

This goal will be evaluated as evidenced by a one percent increase in the percentage of fourth and fifth grade students passing the FITNESSGRAM post-test as compared to the pre-test.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 9 STATEMENT:

Charles D. Wyche Jr. Elementary School will improve the bi-literacy competence of Spanish speaking students.

Needs Assessment

Through constant communication and collaboration, the Spanish Department recognizes the need for intervention to assure that Spanish speaking students acquire oral and written language proficiency (Spanish).

Measurable Objective

Given instruction using the Competency-Based Curriculum, students in grades 2-5 will improve their language proficiency in Spanish by a one percent increase on the district developed post-test as compared to the pre-test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Continue to expose the students multiple cultures of Latin America.	Spanish Teachers/ Administration	8/14/06	5/30/07	District Strategic Plan	\$0.00
Continue to develop grammar and composition skills.	Spanish Teachers/ Administration	8/14/06	5/30/07	District Strategic Plan	\$0.00
Administer and monitor assessments aligned with the Competency-Based Curriculum (CBC).	Spanish Teachers/ Administration	8/14/06	5/30/07	District Strategic Plan	\$0.00
Continue oral language development.	Spanish Teachers/ Administration	8/14/06	5/30/07	District Strategic Plan	\$0.00
Administer the district developed pre-test and post-test.	Spanish Teachers/ Administration	8/14/06	5/30/07	District Strategic Plan	\$0.00

Research-Based Programs

The Spanish department uses the researched based program Scott-Foresman Lectura, in addition to the Continuous Improvement Model.

Professional Development

* District provided staff development to increase the effectiveness of instruction of bi-literacy for Spanish speaking students

Evaluation

After reviewing and analyzing data resulting from the school developed pre/post-test, students in grades 2-5 will improve language proficiency in Spanish by a one percent increase on the district developed post-test as compared to the pre-test.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 10 STATEMENT:

Charles D. Wyche Jr. Elementary School will rank above the 90th percentile statewide in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

Compared to similar schools, Charles D. Wyche, Jr. Elementary's ROI ranking is 90th percentile and the highest Return On Investment Value is 72 percent.

Measurable Objective

Given Charles D Wyche Jr. Elementary's Return On Investment, thier percentile ranking will increase by at least one percentile point on the next publication of the 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.	Administration	8/14/06	5/30/07	District Strategic Plan	\$0.00
Collaborate with district on resources allocation.	Administration	8/14/06	5/30/07	District Strategic Plan	\$0.00
Review shared use of facilities, partnering with community agencies.	Administration	8/14/06	5/30/07	District Strategic Plan	\$0.00
Identify lowest twenty-fifth percentile students during the first marking period and provide strategic and intensive interventions.	Classroom Teachers/Administration	8/14/06	5/30/07	District Strategic Plan	\$0.00
Analyze student assessment data results in order to align instruction focus to meet the individual needs of the students.	Classroom Teachers/Reading Coaches/Administration	08/14/06	5/30/07	District Strategic Plan	\$0.00
Review reconfiguration of existing resources or take advantage of a broader resource base, such as grants.	Administration/ Classroom Teachers	8/14/06	5/30/07	District Strategic Plan	\$0.00

Research-Based Programs

- * Houghton Mifflin Reading Series, Miami Dade County 2005 edition
- * Houghton Mifflin Mathematics Series, 2005 edition
- * Harcourt Brace Social Studies, 2005 edition
- * Harcourt Brace Science, 2000 edition
- * Continuous Improvement Model

Professional Development

- * District/Region center staff development mathematics workshops
- * Provide staff development based on teacher surveys
- * Provide staff development in utilization of data driven analysis
- * Provide staff development in utilization of SPI
- * CRISS strategies
- * Project B.E.A.R
- * Project O.W.L.
- * Project D.R.A.W.
- * D.I.B.E.L.S.
- * Voyager Literature Reading Series
- * Houghton Mifflin Reading Series
- * District/Regional I Center technology staff development
- * Staff development on the resources required for the implementation of the School Improvement Plan
- * Writing Across the Curriculum
- * Conferencing techniques
- * Scoring of student samples
- * Using holistic scoring
- * Pre-writing skills, vocabulary development and editing
- * Professional development provided to increase the bi-literacy of Spanish speaking students.
- * Staff development provided in Earth/Space science
- * Staff development provided in Life/Environment science
- * Staff development provided in Physical/Chemical science
- * Money Matters (Administration)
- * FTE (Administration)

Evaluation

On the next State of Florida ROI index publication, Charles D Wyche Jr. Elementary School will show progress toward reaching the 91st 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:

Money allocated per student from the EESAC will be utilized to implement programs (i.e.: tutorials) to improve student performance in reading, mathematics and writing.

Training:

The EESAC recommends to increase professional development through in –services, workshops and conferences.

Instructional Materials:

Through the EESAC recommendations, efforts to purchase reading, mathematics, science and technology materials will be made to improve instruction.

Technology:

The EESAC continues to target strategies that will enhance student technological skills.

Staffing:

The EESAC recommends a lower teacher-student ratio.

Student Support Services:

The EESAC recommends continued efforts in improving attendance, punctuality, and Character Education curriculum for student support services.

Other Matters of Resource Allocation:

The EESAC recommends that teachers pursue alternative funding methods such as grants to enhance the instructional program.

Benchmarking:

Comprehensive Reasearched-Based Reading Plan and the Reading First Grant requires periodic benchmark evaluation. The EESAC continues to target strategies that will supplement the reading program.

School Safety & Discipline:

The EESAC has recommended that we continue to implement the DARE program, Safety Patrols and other safety programs as they become available and follow guidelines as delineated in procedures for promoting and maintaining a safe learning environment and in management procedures.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$37,150.00
Goal 2: Mathematics	\$36,650.00
Goal 3: Writing	\$13,575.00
Goal 4: Science	\$2,500.00
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	\$0.00
Goal 10: Return On Investment	\$0.00
Total:	\$89,875.00

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