

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Avocado Elementary School (0161)

Feeder Pattern - South Dade Senior

Regional Center VI

District 13 - Miami-Dade

Principal - Patrick Doyle

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Avocado Elementary is a kindergarten through grade 3 school serving approximately 811 students located in a suburban area of South Miami-Dade County. Seventy-five percent of the students are on free or reduced price meals. Student membership consists of 22 percent white non-Hispanic, 19 percent black, 56 percent Hispanic, and 3 percent Asian/Indian/Multiracial. Our special education student population constitutes 9.3 percent and our gifted enrollment constitutes 6 percent of our population. The average daily rate of student attendance is 94.94 percent.

Avocado Elementary has a Title I Schoolwide Program which uses allocated funds to defray expenditures for programs that address the specific needs of students. The school provides services that include Students with Disabilities (SWD) in an inclusion model for eligible students, English for Students of Other Languages (ESOL) program for English Language Learners (ELL) and a Self-Contained Gifted Program. In addition, Teaching Enrichment Activities to Minorities (TEAM) and an Academic Excellence Program (AEP) are offered for students who may benefit from enrichment strands of instruction. These programs focus on improving the educational achievement of all students.

The instructional staff of 63 teachers is 41% white, 24% black, and 35 % Hispanic. Nearly half the staff has advanced degrees; 32% with a Master's degree and 10% with Specialist/Doctoral degrees. The staff averages 14 years of experience and 8% are beginning teachers. The instructional staff of 63 teachers is 41% white, 24% black, and 35 % Hispanic. Nearly half the staff has advanced degrees; 32% with a Master's degree and 10% with Specialist/Doctoral degrees. The staff averages 14 years of experience and 8% are beginning teachers.

Given instruction using the Sunshine State Standards, students in grade three will improve their reading skills as evidenced by 74 percent of students scoring at Level 3 and above.

Given instruction based on the Sunshine State Standards, English Language Learners (ELL) in grade 3 will improve their reading skills as evidenced by 58 percent of students attaining the state required mastery level on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, 74 percent of students in grades three will score at Level 3 or higher as documented by scores of the 2008 FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, black students will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, all students in grades kindergarten through grade three will show a 1 percent gain from the pre-test and post-test given by the district.

Given instruction using the Sunshine State Standards, students in grade three will show a 1 percent increase from district administered pre-test to post-test.

Given the need to establish a link with the home and community to support the efforts of improving the academic achievement of students, annual attendance at Title I Workshops for parental and community involvement will increase by 5% above the 2006-2007 level of participation.

Given professional development in classroom management skills and referral guidelines teachers will reduce the number of referrals in the Student Case Management System by 5 percent, from 231 referrals to 220 as compared to the 2006-2007 report.

Given an emphasis on the use of educational technology, all teachers will attend a minimum of four workshops on the use of technology during the 2007-2008 school year as documented by the sign-in rosters as compared to the sign-in rosters from the 2006-2007 school year.

Based on the recommendation of the Florida Department of Education, students in grades four and five will improve their fitness as evidenced by 80 percent of students passing the 2006-2007 FITNESSGRAM.

Given a schoolwide initiative students will be encouraged to participate in the elective clubs and activities collectively will increase by 10 percent over the 2006-2007 school year based on student enrollment in these programs as evidenced by sign-in rosters and adjusted for the 18 percent decrease in student enrollment.

Avocado Elementary School will improve its ranking on the State of Florida ROI index publication from the 65th percentile in 2005 to the 71st percentile on the next publication of the index.



School Improvement Plan

2007-2008



Appropriate strategies have been planned to be implemented to accomplish these objectives with the assistance of teachers, administrators, support staff, and parents. These strategies are designed to be used with all students and staff. The implementation of this plan will be monitored by the school advisory council as well as the school's administrative and leadership teams. The Organizational Performance Improvement Snapshot (OPIS), indicates the two weakest areas are: Item 1g (My organization asks me what I think) and Item 2a (As it plans for the future, my organization asks for my ideas). In order to increase the score of Item 1g, decision-making will be expanded to include the Leadership Team. In order to increase the score of Item 2a, EESAC notices will be sent to all staff, in addition to posting in public areas.



School Improvement Plan 2007-2008



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.

0161 - AVOCADO ELEMENTARY SCHOOL

VISION

Avocado Elementary School unites the community and the school by instilling the value of education and lifelong learning and by engaging the community resources to develop responsible, productive members of society.

MISSION

Avocado Elementary School's purpose is to educate by providing all students, staff, and community members with a variety of facilities, materials, and learning opportunities that will nurture the intellectual, physical, emotional, social, and creative development of each individual. Through school policies and partnerships with parents and community members, an environment will be created where children respect individuals from diverse cultures as they learn to become safe, healthy, productive, and responsible members of a democratic society. Staff accepts the responsibility to stimulate critical thinking and intellectual curiosity, encourage academic excellence, and provide a strong foundation for independent and lifelong learning.

CORE VALUES



School Improvement Plan 2007-2008



Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

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School Demographics

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School Foundation

Leadership:

According to the percentage of staff who responded to the online survey, LEADERSHIP received a ranking of 4.3, which is slightly above the "FREQUENTLY" mark. The staff agreed the most with question 1a (I know my organization's mission) which received a ranking of 4.7, whereas the staff least agreed with item 1g (My organization asks me what I think) with a ranking of 4.0. The school will improve this area of weakness by sending EESAC notices to all staff, in addition to posting in public areas.

District Strategic Planning Alignment:

According to the percentage of staff who responded to the online survey, DISTRICT STRATEGIC PLANNING ALIGNMENT received a ranking of 4.1, which is slightly above the "FREQUENTLY" mark. The staff agreed the most with question 2c (I know how to tell if we are making progress on my work group's part of the plan) with a ranking of 4.3, whereas the staff least agreed with item 2a (As it plans for the future, my organization asks for my ideas) with a ranking of 4.0. The school will improve this area of weakness by sending EESAC notices to all staff, in addition to posting in public areas.

Stakeholder Engagement:

According to the percentage of staff who responded to the online survey, CUSTOMER AND MARKET FOCUS received a ranking of 4.5, which is at the half-way point between "FREQUENTLY" and "ALWAYS" mark. The staff agreed the most with question 3a (I know who my most important customers are) with a ranking of 4.7, whereas the staff agreed the least with item 3e (I am allowed to make decisions to solve problems for my customers) with a ranking of 4.4. The school will improve this area of weakness by providing teachers with additional time and resources to address customer problems.

Faculty & Staff:

According to the percentage of staff who responded to the online survey, HUMAN RESOURCES FOCUS received a ranking of 4.3, which is slightly above the "FREQUENTLY" mark. The staff agreed the most with question 5b (The people I work with cooperated and work as a team) with a ranking of 4.5, whereas the staff agreed the least with item 5d (I am recognized for my work) with a ranking of 4.1. The school will improve this area of weakness by implementing an employee-of-the-month recognition program.

Data/Information/Knowledge Management:

According to the percentage of staff who responded to the online survey, MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT received a ranking of 4.5, which is at the half-way point between "FREQUENTLY" and "ALWAYS" mark. The staff agreed the most with question 4a (I know how to measure the quality of my work) with a ranking of 4.7, whereas the staff agreed the least with item 4f (I get the information I need to know about how my organization is doing) with a ranking of 4.3. The school will improve this area of weakness by sharing information provided by the District at faculty meetings.

Education Design:

According to the percentage of staff who responded to the online survey, PROCESS MANAGEMENT received a ranking of 4.2, which is slightly above the "FREQUENTLY" mark. The staff agreed the most with question 6b (I collect information (data) about the quality of my work) with a ranking of 4.4, whereas the staff agreed the least with item 6a (I can get all the resources I need to do my job) with a ranking of 4.0. The school will improve this area of weakness by conducting grade-level surveys of needed resources.

Performance Results:

According to the percentage of staff who responded to the online survey, BUSINESS RESULTS received a ranking of 4.4 which is above the "FREQUENTLY" mark. The staff agreed the most with question 7a (My customers are satisfied with my work) with a ranking of 4.6, whereas the staff agreed the least with item 7e (My organization removes things that get in the way of progress) with a ranking of 4.0. The school will improve this area of weakness by conducting a schoolwide survey of factors impeding progress.



School Improvement Plan 2007-2008



Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :



School Improvement Plan 2007-2008



Schools Offering Primarily Grades 6 through 12

Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :

Reading Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Reading Statement

All students will be able to read at or above grade level.

Needs Assessment

The results of the 2007 FCAT Reading Assessment indicate that, 71 percent of students met high standards in Reading, 52 percent of the students in the lowest 25th percentile made Learning Gains and 66 percent of the student population made Reading Learning Gains. In accordance with the No Child Left Behind Act (NCLB) all subgroups tested did not achieve AYP targets at Avocado Elementary. In addition, a comparison of scores across the grade level indicate that third grade students met district and state levels in all FCAT Clusters with the exception of Main Idea/Author's Purpose, underlining the need for a refocus on that cluster. Disaggregating of the 2007 data indicates the need for focusing on the Main Idea/Author's Purpose and Reference/Research clusters in grade three where student scores were six percentage points lower than the previous year.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade three will improve their reading skills as evidenced by 74 percent of students scoring at Level 3 and above.

Given instruction based on the Sunshine State Standards, English Language Learners (ELL) in grade 3 will improve their reading skills as evidenced by 58 percent of students attaining the state required mastery level on the 2008 FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide an uninterrupted daily 90-minute block of reading instruction for students in kindergarten through third grade.	Teachers Assistant Principal Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0
Implement and master the Continuous Improvement Model (CIM) utilizing the eight-step process during grade level meetings.	Teachers Assistant Principal Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0
Monitor the Comprehensive Reading Research-Based Plan (CRRP) with intensive focus on guided reading strategies encompassing the Big Five in Kindergarten through grade three.	Teachers Assistant Principal Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0
Analyze Reading trends from previous years to identify strengths and weaknesses in student performance.	Teachers, Reading Coaches, Assistant Principal, Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0
Utilize Reading Plus, Accelerated Reader/STAR, FCAT Explorer, Riverdeep as computer resources to enhance student reading skills.	Teachers, Reading Coaches	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide additional instructional time for students who scored level 1 & 2 in grade three through the use of after-school weekly tutoring.	Teachers Assistant Principal	8/20/2007	3/28/2008	Other/ Not Applicable	30100
Provide ICU services during the school day to grade three ELL, SWD and general education students who did not score at or above FCAT Achievement Level 3 by utilizing paraprofessionals in collaboration with the classroom teachers.	Teachers, Assistant Principal, Principal	8/20/2007	6/5/2008	Other/ Not Applicable	62146
Conduct on-going meetings with administrative and leadership teams to ensure and direct effective application of strategies.	Leadership Team	08/20/2007	06/05/2008	Other/ Not Applicable	0
Implement and monitor the departmentalization of second and third grades to provide an efficient delivery of instruction.	Teachers, Reading Coaches, Assistant Principal, Principal	8/20/2007	6/5/2008	Other/ Not Applicable	

Research-Based Programs

The core basal reading program provided by Houghton Mifflin provides explicit instructional strategies with ample opportunity for practice and accommodations for advanced students. Utilization of the Core Program ensures protection of the uninterrupted two-hour block for literacy instruction.

Voyager Passport is an intervention for kindergarten - grade 3 students who are reading below grade level.

Early Success- is an intervention program designed for first and second graders who are reading below grade level.

Soar to Success – is an intervention program designed for third through eighth grade students who are reading below grade level.

Quick Reads- is an intervention program designed to promote fluency for those students experiencing difficulty with fluent reading.

Accelerated Reader program- is used to motivate students to independently read and assist in monitoring the levels of text and student reading.

Professional Development



School Improvement Plan 2007-2008



Professional development for all teachers will include additional training on Houghton Mifflin Reading Series and District-Provided Mass Critical Reading Workshops (Project OWL, BEAR and DRAW). Professional Development will also include the Comprehensive Research Based Reading Plan.

Evaluation

School-developed monthly tests and District assessments will be given to monitor student progress in order to redirect instructional activities. The Leadership Team will conduct regular bi-weekly meetings to share compiled data from the Progress Monitoring Reporting Network (PMRN) and Edusoft with grade level teachers. Areas of weakness and implementation of alternate strategies will be discussed. Additional assessment instruments include Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and Diagnostic Assessment of Reading (DAR).

Mathematics Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Mathematics Statement

All students will demonstrate increased performance in mathematics.

Needs Assessment

The results of the 2007 FCAT Mathematics assessment indicate that 69 percent of students tested met high standards in mathematics, 66 percent of the student population made learning gains and 73 percent of the students in the lowest 25th percentile made Learning Gains. In addition, a comparison of scores across the grade level indicates that all subgroups tested did not meet AYP. Black students scored below the district and state mastery level on the FCAT Mathematics Test. The Algebraic Thinking cluster showed the lowest area of student performance in grade three. Disaggregating the 2007 data indicates the need for increased and continuous instruction for significant student achievement, using Addison Wesley-Scott Foresman Mathematics Program, FCAT Explorer and Best Practices.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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, 74 percent of students in grades three will score at Level 3 or higher as documented by scores of the 2008 FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, black students will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Continuous Improvement Model in order to plan objectives, analyze data, redirect instruction, and make necessary modifications to instruction in grades kindergarten through three.	Teachers Assistant Principal Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0
Utilize the District's Mathematics Pacing Guide for kindergarten through grade three.	Teachers Assistant Principal Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide a 60-minute uninterrupted mathematics block for grades kindergarten through three.	Teachers, Assistant Principal, Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0
Conduct on-going meetings with administrative and leadership teams to ensure and direct effective application of strategies.	Leadership Team	8/20/2007	6/5/2008	Other/ Not Applicable	0
Increase instructional time for Levels 1 and 2 students in grade three by providing after-school tutorial instruction.	Teachers, Assistant Principal, Principal	8/20/2007	6/5/2008	Other/ Not Applicable	30100
Maintain Levels 3 -5 by providing students with performance-based activities incorporating the use of manipulative materials, problem solving, critical thinking, and metacognition in Kindergarten through grade three.	Teachers Assistant Principal Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0
Implement and monitor the departmentalization of second and third grades to provide an efficient delivery of instruction.	Teachers, Assistant Principal, Principal	8/20/2007	6/5/2008	Other/ Not Applicable	

Research-Based Programs

The research-based programs used at Avocado Elementary are Scott Foresman Mathematics, Riverdeep and FCAT Math Dailies by Florida Educational Tools, Inc. Additional resources include Aim Higher and Measuring Up.

Professional Development

Professional development for all teachers will include the core mathematics program, intervention programs, and assessments used at the elementary school level. Inservices will include training on the resources required for the implementation of the School Improvement Plan such as Innovative Teaching Strategies and the use of manipulative materials. Other inservices will be scheduled based on teacher surveys, data driven analysis and/or District/Region Center initiatives. Delivery of the inservices will include demonstration lessons and appropriate use of District's Mathematics Pacing Guide and mentoring of teachers by trained personnel.

Evaluation

Regional Center VI developed bi-weekly tests and district assessments will be given to monitor student progress in order to redirect instruction on an on-going basis. The Leadership Team will conduct regular meetings to share compiled data from Edusoft with grade level teachers. Areas of weakness and implementation of alternate strategies will be discussed, planned and monitored.

Writing Goal

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

Florida Education Priorities

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

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

Writing Statement

All students will be able to communicate effectively through writing.

Needs Assessment

The results attained from the School Performance Accountability Report indicate that 78 percent of the students tested in grade four met the state standard of 3.5 or above in writing. Avocado Elementary School will be a kindergarten through third grade facility during the 2007-2008 school year. All students will be administered the district pre/post-test to strengthen students' communication skills through writing. Professional development will be conducted to address the areas of pre-writing skills; vocabulary development, editing and using the rubric to score student writing.

NCLB Subgroup Target

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Measurable Objective

Given instruction using the Sunshine State Standards, all students in grades kindergarten through grade three will show a 1 percent gain from the pre-test and post-test given by the district.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide coaching and mentoring with the implementation of the monthly prompts, interpretation of the scoring rubric, analysis of student papers, and specific strategies to guide instruction.	Reading Coaches, Assistant Principal, Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0
Use region assigned materials for writing that emphasizes writing techniques and student self-evaluation.	Teachers, Reading Coaches, Assistant Principal, Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0
Utilize a six point rubric to assess student writing and provide student feedback for further writing enhancement.	Teachers, Reading Coaches, Assistant Principal, Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide model lessons for selected teachers.	Teachers, Reading Coaches, Assistant Principal, Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0
Analyze data from the District's Pre-test narrative/expository writing prompts to establish differentiated instruction.	Teachers, Reading Coaches, Assistant Principal, Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0
Utilize writing prompts for grades two and three to ensure that students learn effective narrative and expository planning and writing techniques.	Teachers Reading Coaches Assistant Principal Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0
Incorporate classroom journal writing to provide additional writing opportunities in Kindergarten through grade three.	Teachers Reading Coaches Assistant Principal Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0

Research-Based Programs

The research-based program used at Avocado Elementary is the writing component of the Houghton Mifflin Reading series.

Professional Development

Professional development training for teachers will focus on utilizing the Continuous Improvement Model (C.I.M). Techniques to improve the delivery of instruction, scoring of student writing samples using the rubric, pre-writing skills, effective use of writing organizers, vocabulary development, and editing. Delivery of inservices will include demonstration lessons and mentoring of teachers by the Reading Coach and an outside vendor.

Evaluation

Writing pre/post-tests and monthly assessments will be used to monitor the writing objective. Students in grades kindergarten through grade three will demonstrate increased writing skills, as evidenced by a 1 percent gain from the pre-test and post-test given by the district.

Science Goal

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

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Science Statement

All students will be able to apply the scientific method.

Needs Assessment

Based on the 2007 FCAT Science performance data, 44 percent of fifth grade students met high standards. The data reflects that Physical/Chemical, and the Scientific Thinking cluster score remained the same while Earth/Space cluster increased by ten percentage points and Life/Environmental cluster increased by four percentage points. Data analysis obtained from monthly and district interim assessments will continue to drive instruction.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade three will show a 1 percent increase from district administered pre-test to post-test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement and master the Continuous Improvement Model (CIM) utilizing the eight-step process during grade level meetings.	Teachers Grade Chairs Reading Coaches Technology Mentor Assistant Principal Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0
Encourage the participation in a school-wide Mathematics/Science Family Night that will showcase student achievement and science fair projects to provide strategies for parents to support the use of scientific inquiry at home in real life situations.	Teachers Technology Mentor Community Involvement Specialist Assistant Principal Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0
Assign a school-wide Mathematics/ Science facilitator to enhance delivery of the District's Science Pacing Guide, provide professional development and serve as resource personnel.	Principal Assistant Principal Technology Mentor	8/20/2007	6/5/2008	Other/ Not Applicable	0
Incorporate effective teaching strategies in Kindergarten through grade three using the Continuous Improvement Model to develop students' understanding of scientific concepts through classroom activities and project-based learning such as: cooperative groups, hands-on activities, and using problem-solving/critical thinking strategies.	Teachers Assistant Principal Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0
Promote the use of computer-assisted research and investigation to provide enrichment scientific learning activities in Kindergarten through grade three.	Technology Mentor Assistant Principal Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0

Research-Based Programs

The third grade students use the new Scott Foresman Science series.

Additional resources provided by way of district-developed Math and Science Scope and Sequence, District Items bank, Riverdeep.

Professional Development

Professional development will be provided to teachers and appropriate staff during collaborative planning sessions. Trainings will include the core science program, intervention programs, and assessments used at the elementary school level.

All new and beginning teachers will receive continuous mentoring. Furthermore, all teachers and staff will be provided systematic and needs-based professional development.

Evaluation

District and school developed monthly assessment tests will be used to analyze progress and also redirect instruction for reinforcement, and/or enrichment. Achievement of the objective will be considered when students in grade three will show a 1 percent increase from district administered pre-test to post-test.

Parental Involvement Goal

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

Florida Education Priorities

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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"/>

Parental Involvement Statement

The school will provide increased opportunities for parents and community members to be involved in the students' education.

Needs Assessment

The data reflected on the 2006-2007 Title I Parent Outreach Report indicated 3,119 parents attended school-related activities. The logs of the Community-Based Partnerships indicated no active organizations participating as Dade Partners. The level of involvement of community-based organizations will need to be highly focused and well planned to maximize the efforts to generate increased participation and support.

Measurable Objective

Given the need to establish a link with the home and community to support the efforts of improving the academic achievement of students, annual attendance at Title I Workshops for parental and community involvement will increase by 5% above the 2006-2007 level of participation.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide monthly Title I informational workshops to empower parents with the knowledge base to improve their parenting skills, their understanding of child-related health issues, direction for their own personal educational growth, and the use of technology.	Community Involvement Specialist Teachers Assistant Principal	8/20/2007	6/05/2008	Other/ Not Applicable	0
Provide and maintain a parent resource center with instructional materials for check-out and use at home by the school's Community Involvement Specialist.	Community Involvement Specialist Assistant Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0
Maintain an on-going line of communication (in student's home language) between the home and the school through the use of student progress reports, report cards, letters, flyers, school newsletters/calendars, parent/teacher conferences, and home visits.	Teachers Community Involvement Specialist Assistant Principal Principal	8/14/2006	5/30/2007	Other/ Not Applicable	0
Utilize the Parent Compact (Title I Parent Contract) to encourage their active involvement and support in both school and home based learning.	Teachers Community Involvement Specialist Assistant Principal Principal	8/14/2006	5/30/2007	Other/ Not Applicable	0
Include parent's active participation in decision-making groups such as Parent Teacher Association (PTA) and the Educational Excellence School Advisory Council (EESAC).	Community Involvement Specialist PTA EESAC Chair Assistant Principal Principal	8/14/2006	5/30/2007	Other/ Not Applicable	0
Facilitate special 'Family Night' activities such as Open House, Title I Parent Orientation, Mathematics/Science Fun Night, and FCAT Literacy Night to encourage additional opportunities for parental involvement.	Teachers Community Involvement Specialist Assistant Principal Principal	8/14/2006	5/30/2007	Other/ Not Applicable	0
Inform parents of the District offered Parent Academy.	Community Involvement Specialist Assistant Principal Principal	8/14/2006	5/30/2007	Other/ Not Applicable	0
Provide parent instructional workshops to increase family literacy through the daily use of ELLIS software.	ESOL Teacher Community Involvement Specialist Assistant Principal Principal	8/14/2006	5/30/2007	Other/ Not Applicable	0

Research-Based Programs

The research-based programs used at Avocado Elementary are English Language Learning and Instruction Software and The National PTA.

Professional Development

Parents will be offered and encouraged to participate in the following activities: District-offered Parent Academy, Project TAPAS, and Region Center/School-Based Parent Involvement Workshops that address the needs of parents in helping their child achieve academically and in helping them enhance their own personal growth. The Title I Community Involvement Specialist will attend orientation meetings and trainings throughout the year to raise their level of expertise in the area of parental communication and resources.

Evaluation



School Improvement Plan 2007-2008



Parental and community involvement will show a five percent increase above the 2006-2007 level of participation, as reflected in activity/workshop sign-in sheets, logs of attendance, and the Title I Parent Outreach Report.

Discipline & Safety Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Discipline & Safety Statement

The school will provide a safe and disciplined learning environment for all students and staff.

Needs Assessment

The data from the Student Case Management System indicates that there were 173 referrals for general disruptive conduct, 38 for defiance of school personnel authority for a total of 211 referrals made by teachers in 2006-2007. The information indicates an increase of 11 percent in referrals made to the Student Case Management System which was less than the 18 percent increase in enrollment.

Measurable Objective

Given professional development in classroom management skills and referral guidelines teachers will reduce the number of referrals in the Student Case Management System by 5 percent, from 231 referrals to 220 as compared to the 2006-2007 report.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
School administration will provide professional development for teachers on classroom management skills.	Counselors Assistant Principal Principal	8/14/2006	5/30/2007	Other/ Not Applicable	0
Grade level chairpersons will serve as mentors of new teachers in order to improve their classroom management abilities.	Teachers Counselors Assistant Principal Principal	8/14/2006	5/30/2007	Other/ Not Applicable	0
During monthly staff meetings behavior intervention strategies will be given to assist teachers with classroom management.	Counselors Assistant Principal Principal	8/14/2006	5/30/2007	Other/ Not Applicable	0
Participate in the school-based Be A Mentor (BAM) program to help guide selected students and mentor them on a one-on-one basis.	Teachers Counselors Assistant Principal Principal	8/14/2006	5/30/2007	Other/ Not Applicable	0
Teachers will follow referral guidelines to ensure that at least two attempts are made for parent contact before a referral is completed.	Teachers Counselors Assistant Principal Principal	8/14/2006	5/30/2007	Other/ Not Applicable	0
Implement a school-wide character education and conflict resolution calendar with strategies which all teachers will use throughout the year.	Teachers Media Specialist Counselors Assistant Principal Principal	8/14/2006	5/30/2007	Other/ Not Applicable	0

Research-Based Programs

The research-based program used at Avocado Elementary is Drug Abuse Resistance Education (D.A.R.E).

Professional Development

Professional Development will be provided by school administrators to all teachers in the implementation of referral guidelines and classroom management skills. Counselors will provide training on Conflict Resolution, Character Education, Be-A-Mentor (B.A.M) and counseling at-risk students.

Evaluation

The Student Case Management Report will be analyzed monthly. The objective will be achieved when the number of teacher referrals to the Student Case Management System is reduced by 5 percent.

Technology Goal

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

Florida Education Priorities

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

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

Technology Statement

The school will promote equitable and universal access to technology.

Needs Assessment

Students will be using technology for at least one of their literacy based centers; therefore, both teachers and students will need further training in the use of technology.

Measurable Objective

Given an emphasis on the use of educational technology, all teachers will attend a minimum of four workshops on the use of technology during the 2007-2008 school year as documented by the sign-in rosters as compared to the sign-in rosters from the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide training for teachers in the use of SmartBoards and additional software.	Teachers Technology Mentor Assistant Principal Principal	8/14/2006	5/30/2007	Other/ Not Applicable	0
Use technology as a means to retrieve, evaluate, and use information related to student progress.	Teachers Technology Mentor Assistant Principal Principal	8/14/2006	5/30/2007	Other/ Not Applicable	0
Provide intense developmental workshops for teachers in Kindergarten through grade five to learn Best Practices and increase the use of technology.	Teachers Technology Mentor	8/14/2006	5/30/2007	Other/ Not Applicable	0
Provide for the purchase of additional computers and SmartBoards for classrooms.	Principal PTA	8/14/2006	5/30/2007	Other/ Not Applicable	10000

Research-Based Programs

Scholastic Read 180
 Peason Quick Reads
 ELLIS Kids
 Achiever
 Riverdeep

Professional Development

All teachers will participate in technology workshops focusing on Scholastic Read 180, Pearson Quick Reads, ELLIS Kids, Achiever and Riverdeep programs during faculty meetings and/or professional development Wednesdays scheduled at least once a month.

Evaluation

Teacher evaluations on a School Developed Technology Survey, and sign in sheets for professional development will reflect attendance at a minimum of four workshops per teacher.

Health & Physical Fitness Goal

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

Florida Education Priorities

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

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

Health & Physical Fitness Statement

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

Needs Assessment

Based on the results of the 2006-2007 FITNESSGRAM, 75 percent of all students tested were award winners. 137 students received gold awards, 130 received silver for a total of 2 awards. These results indicate a need for students to become more physically active and health conscious.

Measurable Objective

Based on the recommendation of the Florida Department of Education, students in grades four and five will improve their fitness as evidenced by 80 percent of students passing the 2006-2007 FITNESSGRAM.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Direct and oversee students' participation in activities in order to prepare for the FITNESSGRAM.	Physical education Teachers	8/14/2006	5/30/2007	Other/ Not Applicable	0
Educate parents on health & nutrition, and physical fitness through Title I Parent workshops.	Physical education teachers Community Involvement Specialist	8/14/2006	5/30/2007	Other/ Not Applicable	0
Notify parents in writing when students are not meeting physical education requirements.	Physical education teachers	8/14/2006	5/30/2007	Other/ Not Applicable	0
Provide activities that promote the attainment of knowledge in hygiene and cleanliness to raise health consciousness.	Physical education teachers Teachers Counselors	8/14/2006	5/30/2007	Other/ Not Applicable	0
Provide activities that promote the attainment of knowledge in food and nutrition to raise health awareness.	Physical education teachers Teachers Food Service Staff	8/14/2006	5/30/2007	Other/ Not Applicable	0

Research-Based Programs

N/A

Professional Development

New physical education teachers will be trained in the use of the FITNESSGRAM program by existing experienced physical education teachers.

Evaluation

Mastery of the objective will be met as evidenced by an increase of three percent of the students passing the 2007-2008 FITNESSGRAM.

Electives & Special Areas Goal

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

Florida Education Priorities

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

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

Electives & Special Areas Statement

All students will be given the opportunity to pursue areas of interest and special talents.

Needs Assessment

The data from the enrollment logs of the various 2006-2007 students clubs and activities indicate that 89 students participated. Focus needs to be directed towards increasing percentage of students enrolled in the elective clubs and activities.

Measurable Objective

Given a schoolwide initiative students will be encouraged to participate in the elective clubs and activities collectively will increase by 10 percent over the 2006-2007 school year based on student enrollment in these programs as evidenced by sign-in rosters and adjusted for the 18 percent decrease in student enrollment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Advertise open enrollment for a variety of student clubs and elective activities via morning announcements.	Club/Activity Sponsors Media Specialist	8/20/2007	6/5/2008	Other/ Not Applicable	0
Display posters around the school to advertise student clubs and activities.	Club/Activity Sponsors	8/20/2007	6/5/2008	Other/ Not Applicable	0
Identify activity/club sponsors and provide salary supplements as needed.	Principal	8/20/2007	6/5/2008	Other/ Not Applicable	3000
Send flyers home with students in English, Spanish, and Creole inviting students to participate in clubs and activities.	Club/Activity sponsors	8/20/2007	6/5/2008	Other/ Not Applicable	0

Research-Based Programs

N/A

Professional Development

The teachers/sponsors will research and stay abreast of current student club trends through the use of professional journals and the Internet.

Evaluation

Participation of students in the elective clubs and activities will increase by ten percent over the 2006-2007 school year based on student enrollment in these programs.

Return On Investment Goal

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

Florida Education Priorities

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 type="checkbox"/>

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

Return On Investment Statement

Avocado Elementary School will improve its statewide ranking on the Return on Investment (ROI) index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2004, Avocado Elementary School ranked at the 65th percentile on the State of Florida ROI index.

Measurable Objective

Avocado Elementary School will improve its ranking on the State of Florida ROI index publication from the 65th percentile in 2005 to the 71st percentile on the next publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Compare school budget and expenditures to student performance gains on interim assessments.	Leadership Team	8/20/2007	6/5/2008	Other/ Not Applicable	0
Become more informed about the use of financial resources in relation to school programs.	Principal Assistant Principal Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Consider shared use of facilities, partnering with community agencies.	Principal Assistant Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0
Collaborate with the district on resource allocation.	Principal Assistant Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal Assistant Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0

Research-Based Programs

N/A

Professional Development

N/A

Evaluation

On the next State of Florida ROI index publication, Avocado Elementary School will show progress toward reaching the 71st percentile.

EESAC Compliance

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

Budget:

The EESAC recommended allocating funds to provide materials and classroom assistants to support the instructional program.

Training:

The EESAC recommended specific staff development for reading, mathematics, writing, and science.

Instructional Materials:

The EESAC recommended the purchase of materials to support the instructional program.

Technology:

The EESAC recommended the purchase of additional software licenses and to upgrade necessary hardware.

Staffing:

The EESAC recommended to provide classroom assistants and supported the reduction of the student-teacher ratio.

Student Support Services:

The EESAC recommended a variety of programs and agencies to complement student support services.

Other Matters of Resource Allocation:

The EESAC recommended the allocation of school funds on an equitable basis to all school programs and grade levels to the degree of support for the overall school improvement plan.

Benchmarking:

The EESAC recommended school-developed monthly assessments to monitor student achievement and progress in reading, mathematics, writing, and science.

School Safety & Discipline:

The EESAC recommended a program to support rewarding positive student behavior both inside and outside the classroom.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	92246
Mathematics	30100
Writing	0
Science	0
Parental Involvement	0
Discipline & Safety	0
Technology	10000
Health & Physical Fitness	0
Electives & Special Areas	3000
Return On Investment	0
Total	135346



School Improvement Plan 2007-2008



Date of Review: _____

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

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