

# SCHOOL IMPROVEMENT PLAN 2007 - 2008

## Biscayne Elementary School (0321)

Feeder Pattern - Miami Beach Senior

Regional Center II

District 13 - Miami-Dade

Principal - Maria Rodriguez

Superintendent - Rudolph F. Crew, Ed.D.



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## EXECUTIVE SUMMARY

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Biscayne Elementary Community School (BECS) was established in 1941 and is part of the Miami Beach Senior High School Feeder Pattern. Biscayne Elementary School students attend Nautilus Middle School and Miami Beach Senior High School. Over the years, it has evolved into a nurturing and dynamic educational environment that services the needs of the entire community. Our community is caring and concerned, as can be evidenced by the many school community partners that we currently have such as: Health Connect, UM Pediatric, The Miami Beach Benevolent Association, City of Miami Beach Truancy Prevention Program, Informed Families, Boy Scouts of America, Costco, Publix and Walgreens. The student body is comprised of 905 students from Pre-K through sixth grade of which 84 percent are Hispanic, six percent are White, eight percent are Black and two percent are other. 91 percent of families qualify for free or reduced lunch which makes BECS a Title I school. Additionally, 26 percent of the students are English Language Learners (ELL), 11 percent are Gifted, and seven percent are students with disabilities (SWD). Based on the No Child Left Behind (NCLB) statistics, 17 percent of students in grades 3 through 6 scored a level 1 and 17 percent scored a level 2 on the 2007 FCAT Reading Assessment. 14 percent scored of the students in grades 3 through 6 scored a level 1 and 21 percent scored a level 2 on the 2007 FCAT Mathematics Assessment.

Several factors influence the dynamics of Biscayne Elementary Community School. Average class size at Biscayne Elementary Community School is 17.23 for the primary and 18.38 for the intermediate classes. The mobility rate is 32 percent. The retention rate is 7.2 percent with 21 students retained in grade 3. Staff attendance is 94.2 percent and student attendance is 95.2 percent.

Biscayne Elementary Community School offers various programs including the Extended Foreign Language Program (EFL), Gifted Program for students in first through sixth grade, Chorus, and a Strings Program. Through the community school, we offer a variety of enrichment classes for students including ballet, computer training and self-defense classes as well as educational courses for adults.

Biscayne Elementary Community School has 76 teachers employed at the school. Of these teachers, 13 percent are African-American, 32 percent are White, and 55 percent are Hispanic. Further analysis also shows that 37 percent of our teachers have a Masters Degree, 12 percent have a Specialists Degree, four percent have a Doctoral Degree, and eight percent have achieved National Board Certification.

The School Improvement Plan (SIP) for our school aims at improving student achievement and the overall well being of our students in various areas including reading, writing, mathematics, science, technology, parental involvement, discipline and safety, health and physical fitness, extracurricular activities and our use of funds to maximize returns. Our School Improvement Plan through the objectives listed below, reflects our efforts to fulfill our school's mission of "achieving academic excellence in a safe and healthy environment".

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through six will increase by five percentage points, from 69 percent to 74 percent on the 2008 administration of the FCAT Reading Assessment as compared to the 2007 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through six will increase by five percentage points, or from 71 percent to 76 percent on the 2008 administration of the FCAT Mathematics Assessment as compared to the 2007 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, students in grade four will demonstrate their skill proficiency in writing, as evidenced by 90 percent or more of students meeting high standards on the 2008 FCAT Writing+.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade five will increase by 25 percentage points, from 36 percent to 61 percent on the 2008 FCAT Science Assessment as compared to the 2007 administration of the FCAT Science Assessment.

Given the need to establish a link between school, home and community, parental involvement will increase by three percent, or from 967 to 996, at school-sponsored events related to student achievement during the 2007-2008 school year as evidenced by the Title 1 Annual Report.

Given the Code of Student Conduct, the number of outdoor suspensions issued will be reduced by about 10 percent, or from 27 to 24, during the 2007-2008 school year, as measured by the Referral Action and Suspension Report.

Given an emphasis on the use of technology in education, all students will augment their usage of the Accelerated Reader program as evidenced by a 10 percentage point increase, from 5,313 to 5,844 during the 2007-2008 school year as compared to the 2006-2007 school year.

Given instruction using the Sunshine State Standards, students in grades four through six will show an increase in passing fitness scores by three percent, from 175 students to 180 students, as evidenced by student performance on the 2008 administration of the FITNESSGRAM Assessment.



# School Improvement Plan 2007-2008



Given emphasis on the benefits of participating in advanced academics, the number of students enrolled in the Academic Excellence Program will increase by 10 percent during the 2007-2008 school year as compared to the 2006-2007 school year. A total of 28 students will participate in Biscayne Elementary Community School's After School Chess Program.

Biscayne Elementary Community School will improve its ranking on the State of Florida ROI Index publication from the 55th percentile in 2004 to the 56th percentile on the next publication of the Index.

Based on careful analysis of the Spring 2007 Organizational Performance Improvement Snapshot Assessment completed by our school faculty and staff, two areas have been selected on which to focus during the forthcoming year. The areas our faculty and staff rated least favorably on the above-mentioned survey were: District Strategic Planning Alignment and Data/Information/Knowledge Management. In order to address these concerns, our school will solicit the opinions and suggestions of faculty and staff throughout the school year. Monthly faculty and grade level meetings will be conducted with the emphasis on student achievement. Action plans will be developed and monitored to promote communication between key stakeholders. Furthermore, the administrative team will disseminate, discuss and address concerns regarding budgetary information with faculty and staff at faculty meetings on a quarterly basis. These efforts will keep faculty and staff involved in both the budgetary and operational aspects of the school.



# 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.

## 0321 - BISCAYNE ELEMENTARY SCHOOL

### VISION

Our vision at Biscayne Elementary Community School is to provide every student the encouragement and opportunity to achieve his/her full potential through educational, social and cultural experiences encompassing the school, the family, and the entire community.

### MISSION

The mission at Biscayne Elementary Community School is to achieve academic excellence in a safe and healthy environment.

### CORE VALUES

#### *Excellence*

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

#### *Integrity*

We build positive relationships through 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.

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## **School Demographics**

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Biscayne Elementary Community School was established in 1941 and is currently a part of the Miami Beach Senior High School Feeder Pattern. Students attend Biscayne Elementary Community School until grade 6, attend Nautilus Middle School for grade 7 and 8, and finally attend Miami Beach Senior High School for grades 9 through 12. Over the last 65 years, the school has evolved into a nurturing and dynamic educational environment serving Pre-K through 6th grade students in the northern Miami Beach community. Our total population is approximately 898 students: six percent White Non-Hispanic, eight percent Black Non-Hispanic, 84 percent Hispanic and two percent Asian/Indian/Multiracial. Approximately 91 percent of students qualify for free or reduced lunch. Additionally, 26 percent of the students are English Language Learners (ELL), 11 percent are Gifted, and seven percent are students with disabilities (SWD). Based on the No Child Left Behind (NCLB) statistics, 17 percent of students in grades 3 through 6 scored a level 1 and 17 percent scored a level 2 on the 2007 FCAT Reading Assessment. 14 percent scored of the students in grades 3 through 6 scored a level 1 and 21 percent scored a level 2 on the 2007 FCAT Mathematics Assessment. The retention rate is 7.2 percent with 21 students retained in grade 3. Most of the families are newly arrived immigrants from Central and South America with a limited understanding of the English language. The school has been experiencing a decline in population (32 percent mobility with 95.2 percent attendance rate) partially due to the conversion of many of the surrounding rental apartments into condominiums.

Of the 76 teachers at the school, 13 percent are African-American, 32 percent are White, and 55 percent are Hispanic. Further analysis also shows that 37 percent of our teachers have a Masters Degree, 12 percent have a Specialists Degree, four percent have a Doctoral Degree, and eight percent have achieved National Board Certification. Staff attendance is 94.2 percent. The Leadership Team at Biscayne Elementary Community School consists of administration, grade level chairpersons, counselors, ELL, technology, reading, and media specialists, community/business members, parents and students. There is active participation among the key stakeholders at Biscayne Elementary Community School.

Biscayne Elementary is a Title I funded school (91 percent of the students receive free or reduced lunch). The supplemental funds are used to reduce class size (17.23 for primary and 18.38 for intermediate), purchase technology, and hire part-time tutors. We proudly offer special programs aimed at meeting the academic needs of all students. Some of these programs include: the Exceptional Student Education Program delivered through a full inclusion model for students with learning disabilities, a growing program for children with Autism, a Title I prekindergarten class and a prekindergarten class designed to provide inclusion for children with Autism. The English Language Learner Program provides instruction in English for students of other languages in an inclusion setting, for those students with more proficiency in English, and a self-contained setting with additional support for those students with less proficiency in English.

Biscayne Elementary School is also a community school. Extracurricular classes are given in such subjects as ballet, chess, and violin. In addition the community school gives adult classes in English acquisition.

Since most of the parents are English Language Learners, they are unable to assist their children with homework or enrich their vocabularies. This challenge means that the school must assist with added tutoring in the mornings and afternoons. Computer-assisted instruction is utilized to bridge the gap. A Waterford lab, various Reading Plus Labs, and our Media Center with eighteen computers are utilized to assist the students. There is also a Parent Literacy Program offered by the Community School and additional parent classes provided through the Bilingual Parent Outreach Program.

Another challenge faced by our school is the limited ability in expressive writing our students demonstrate. Intensive exposure to writing activities must begin prior to the fourth grade. The school needs to enable more students to hone writing skills by allowing them to write, edit, exchange, and revise their written work via computers which are easily accessible in the classroom and under the direct instruction of the classroom teachers. Furthermore, the need to expose students to science earlier in their academic careers is evident. Poor student performance in science can be attributed to lack of in-depth exposure from the beginning of students' academic careers.

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## ***School Foundation***

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### **Leadership:**

Leadership was an area of strength in the OPIS. Employees felt that the leadership used the organization's values to guide student achievement and that employees were well aware of the school's mission. Furthermore, employees felt that their supervisors created an atmosphere that enabled them to do their respective jobs. The OPIS did suggest that more feedback from employees about their opinions should be sought by the administration.

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

Employees felt that they are able to discern the progress that they are making towards achievement of the School's Improvement Plan. However, employees marginally felt that they knew how the organization's plans would affect their jobs. They also felt that as the organization plans for the future, their input should be solicited more often.

### **Stakeholder Engagement:**

The OPIS indicated that employees felt that they are very much in contact with customers, and that they frequently ask what customers desire. Likewise, customers frequently express their needs and wants to employees.

### **Faculty & Staff:**

The OPIS indicated that the faculty and staff worked well as a team and that they felt the environment surrounding them was safe and cooperative. Grade levels worked cooperatively to support one another and to develop interesting and comprehensive instructional lesson plans. Furthermore, faculty and staff felt like they were recognized for their performance and that their supervisors and the organization cared about their well-being.

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

The OPIS indicated that the faculty and staff worked well as a team and that they felt the environment surrounding them was safe and cooperative. Grade levels worked cooperatively to support one another and to develop interesting and comprehensive instructional lesson plans. Furthermore, faculty and staff felt like they were recognized for their performance and that their supervisors and the organization cared about their well-being.

### **Education Design:**

Although employees felt that they frequently were able to self-assess and control work processes, this area was amongst the weakest areas of the survey. Employees demonstrated that more reflective practices about the work they do was needed so that more informed adjustments to work processes may be made.

### **Performance Results:**

This process has impacted various areas including improving specific practices in planning for the future as an organization. Also, it has highlighted our need to focus academically on all students, but specifically students with disabilities and in improving our approach to providing a comprehensive writing program at our school. Furthermore it has demonstrated our need to emphasize an anti-violence program at our school to reduce the number of incidents, that result in physical altercations between students.



# School Improvement Plan 2007-2008



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## ***Schools Graded 'C' or Below***

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**Professional Development:**

**Disaggregated Data :**

**Informal and Formal Assessments:**

**Alternative Instructional Delivery Methods :**



# School Improvement Plan 2007-2008



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## ***Schools Offering Primarily Grades 6 through 12***

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

#### **Miami-Dade County Public Schools**

#### **District Strategic Plan**

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

### **Reading Statement**

Biscayne Elementary Community School students will be able to read on or above grade level.

### **Needs Assessment**

The results of the 2007 FCAT Reading Assessment indicate that 69 percent of all students in grades three through six met high standards in reading. A comparison of scores across the grade levels indicate a drop of 15 percent between fourth and fifth grade reading scores, underlining the need for a refocus on reading comprehension in the fifth grades. A disaggregation of the 2007 data indicates the need for refocusing on the Main Idea and Words and Phrases clusters in grades three through six.

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

### Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through six will increase by five percentage points, from 69 percent to 74 percent on the 2008 administration of the FCAT Reading Assessment as compared to the 2007 administration of the FCAT Reading Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide grade level instruction using the inclusion model.	Administration/SPED Teachers/General Education Teachers	8/20/2007	6/05/2008	Inclusion of SWD	0
Provide small group instruction, one-on-one remediation and support by teachers of exceptional students.	Administration/SPED Teachers/General Education Teachers	8/20/2007	6/05/2008	Continuous Improvement Model	0
Provide parent workshops to keep parents informed about reading requirements, state assessments, and encourage collaboration between school and home.	Reading Coach/Counselors/Administration/Teachers	9/05/2007	6/05/2008	Exchange Meaningful Information	0
Implement Continuous Improvement Model using 8 steps incorporated into grade level planning.	Instructional Staff/Administration	8/20/2007	6/05/2008	Continuous Improvement Model	0
Isolate identified benchmarks for remediation and implement intervention programs.	Administration/Reading Coach/Teachers	8/20/2007	6/05/2008	Continuous Improvement Model	0
Implement the Comprehensive Research-Based Reading Plan with an emphasis on differentiated instruction.	Administration/Reading Coach/Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Utilize content area material for benchmark instruction.	Administration/Reading Coach/Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Provide tutoring for selected students after school (lowest 25%).	Administration/Reading Coach/Teachers	10/22/2007	3/03/2008	District-wide Literacy Plan	14000
Remediate small groups including Intensive and Intensive+ in sixth grade and utilize designated intervention materials (Voyager, Success for All, and Reading Plus).	Administration/Reading Coach/Teachers	8/20/2007	6/05/2008	Continuous Improvement Model	
Utilize computer-assisted resources such as Waterford and Reading Plus.	Administration/SPED Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Disaggregate data from tri-weekly benchmark assessments and interim assessments to identify areas of weakness and develop instructional plans.	Administration/Reading Coach/Teachers	8/20/2007	6/05/2008	Continuous Improvement Model	0
Provide after school tutoring for 6th grade students identified as Intensive or Intensive+ using DIBELS Assessment.	6th Grade Language Arts Teacher/Administration	10/22/2007	3/03/2008	District-wide Literacy Plan	7000
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Administration	8/20/2007	6/05/2008	District-wide Literacy Plan	

### Research-Based Programs

Houghton Mifflin  
Voyager  
Success for All  
Soar to Success  
Reading Plus

### Professional Development



# School Improvement Plan 2007-2008



Houghton Mifflin seminars  
Training in techniques to improve instruction  
Item Specifications in Reading  
Training in all elements of the Comprehensive Research-Based Reading Plan  
Training in interpreting data to plan instruction  
IPEGS Goal Setting  
District/State initiatives  
Model lessons by Reading Coach  
Grade level planning on disaggregating data and aligning benchmarks

## **Evaluation**

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) in Grades K-5  
Oral Reading Fluency in Grade 6  
Reading Plus in Grades 2-6  
Waterford  
2008 FCAT Reading Assessment  
District Interim Assessments  
Tri-weekly Assessments

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

#### **Miami-Dade County Public Schools**

#### **District Strategic Plan**

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

### Mathematics Statement

Biscayne Elementary Community School students will be able to function on or above grade level in mathematics.

### Needs Assessment

An analysis of the 2007 FCAT Mathematics Assessment indicates that 71 percent of students have met the state required mastery level (FCAT Level 3 and above) while 69 percent of students made learning gains. The 2007 FCAT Mathematics Assessment also shows that 70 percent of the lowest 25 percent of students made learning gains in Mathematics (struggling students making a year's worth of progress Mathematics). In third grade the strand of Algebraic Thinking decreased by 17 percent while the other four strands either remained constant or increased. In fourth grade no strands decreased but Measurement and Data Analysis remained the same. In fifth grade Measurement decreased by 10 percent while Algebraic Thinking decreased by 9 percent. Three strands remained constant for fifth graders – Number Sense, Geometry, and Data Analysis. In sixth grade Number Sense decreased by 9 percent while Measurement, Geometry, and Data Analysis remained constant. Focused strategic instruction is needed in these areas for significant student achievement to be realized. Throughout all grade levels, students require exposure to collecting, analyzing, and using meaningful data to make inferences. All students need to develop a broader understanding of mathematical vocabulary to read, comprehend texts, and express their thinking.

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

### Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through six will increase by five percentage points, or from 71 percent to 76 percent on the 2008 administration of the FCAT Mathematics Assessment as compared to the 2007 administration of the FCAT Mathematics Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement technology based activities such as - FCAT Explorer, Edusoft, RiverDeep, and Compass Learning software to reinforce and enhance mathematical skills.	Administration/ Classroom Teachers	9/10/2007	6/05/2008	Academic Enrichment Opportunities	0
Integrate mathematics and science to enhance instruction for students as well as expose them to increased higher order problem solving skills.	Administration/ Classroom Teachers	8/20/2007	6/05/2008	Academic Enrichment Opportunities	0
Implement District Pacing Guide for kindergarten through sixth grade.	Administration	8/20/2007	6/05/2008	Continuous Improvement Model	0
Provide students with performance-based activities incorporating the use of manipulatives, problem-solving, critical thinking, communication skills and technology.	Administration/ Classroom Teachers	8/20/2007	6/05/2008	Continuous Improvement Model	4000
Address the mathematical deficiencies of Students with Disabilities through the use of inclusion teachers who will utilize the multiple sensory approach including manipulatives such as Cuisenaire Rods, base ten blocks, pattern blocks, etc.	Administration/SPED Teachers	8/20/2007	6/05/2008	Inclusion of SWD	3000
Provide small group, one-on-one remediation and support to SWD in Mathematics.	Administration/SPED Teachers	8/20/2007	6/05/2008	Continuous Improvement Model	1000
Implement the Continuous Improvement Model (CIM) utilizing the eight-step process.	Classroom Teachers/ Administration	8/20/2007	6/05/2008	Continuous Improvement Model	0
Implement ESOL strategies during Mathematics instruction.	Classroom Teachers/ ELL Teacher/ Administration	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Assess strands regularly with tri-weekly benchmark tests. The results will guide instruction.	Reading Coach/ Administration	9/05/2007	6/05/2008	Continuous Improvement Model	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Administration	8/20/2007	6/05/2008	Continuous Improvement Model	

### Research-Based Programs

Houghton-Mifflin Mathematics Program

### Professional Development

Training on the five essential components of Mathematics (Number sense, Measurement, Data Analysis, Algebraic Thinking, and Geometry)

In-house inservices for: FCAT Explorer, RiverDeep, and Compass Item Specifications in Mathematics

### Evaluation

2008 FCAT Mathematics Assessment  
District Interim Assessments  
Tri-weekly Assessments

## Writing 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"/>

#### *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"/>

### Writing Statement

Biscayne Elementary Community School students will be able to communicate effectively by incorporating the following elements in their writing: focus, organization, support and convention.

### Needs Assessment

The results of the 2007 FCAT Writing+ Assessment indicate that 91 percent of the fourth grade students met high standards in writing by scoring 3.5 or higher. The data indicates that the students performed better on the narrative, where they scored an average of 4.0, than the expository where they scored an average 3.8. While there is a need for improving the writing skills in both areas, the main focus needs to be on improving expository writing.

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

### Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade four will demonstrate their skill proficiency in writing, as evidenced by 90 percent or more of students meeting high standards on the 2008 FCAT Writing+.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Continuous Improvement Model utilizing the eight-step process.	Administration/All Instructional Personnel	8/20/2007	6/05/2008	Continuous Improvement Model	0
Implement modeling strategies such as magnified moment, show-not-tell, and analysis of student work.	Fourth Grade Teachers/Reading Coach/Administration	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Conduct small group and one-to-one student conferencing.	Administration/Fourth Grade Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Disaggregate and analyze results from the expository and narrative pretest to identify areas of weakness in student performance and to develop instructional focus.	Administration/Fourth Grade Teachers	8/20/2007	6/05/2008	Continuous Improvement Model	0
Conduct grade-level planning sessions to assure consistency of instruction.	Administration/Fourth Grade Teachers	8/20/2007	6/05/2008	Exchange Meaningful Information	0
Tutor targeted fourth grade students twice a week, during and after school.	Fourth Grade Teachers/Title I Tutor/Administration	10/22/2007	2/04/2008	Continuous Improvement Model	7000

### Research-Based Programs

Houghton-Mifflin

### Professional Development

Zelda Glazer Writing Institute techniques  
IPEGS Goal Setting  
District/State initiatives  
Model lessons by the Reading Coach

### Evaluation

Writing Pre- and Post Assessments  
Weekly Writing Assignments  
Monthly Writing Prompts  
2008 FCAT Writing+ Assessment

### Science 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 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"/>

**Science Statement**

Biscayne Elementary Community School students in grade five will be able to apply the scientific method and experience a wide variety of laboratory experiments exposing students to each area of the science curriculum.

**Needs Assessment**

The results of the Science FCAT Test indicate that 36 percent of students in grade five scored at Level 3 or above and remediation is required in all clusters. The greatest areas of need, (in order from greatest to least), are as follows: Earth/Space where students earned an average 7 of 15 possible points; Life and Environmental where students earned an average 6 of 12 possible points; Scientific Thinking where students earned an average 6 of 12 points; and Physical and Chemical Sciences where students earned an average 7 of 12 points.



### Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade five will increase by 25 percentage points, from 36 percent to 61 percent on the 2008 FCAT Science Assessment as compared to the 2007 administration of the FCAT Science Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement student participation in a school-wide Science Fair to reinforce the Scientific Method.	Administration/All Second to Sixth Grade Teachers	8/20/2007	4/16/2008	Academic Enrichment Opportunities	0
Implement Smart Board Technology inside the classrooms in order to create a virtual science room.	Administration/Classroom Teachers	8/20/2007	6/05/2008	Education Innovation	0
Demonstrate understanding of the Scientific Method through student presentations.	Administration/Classroom Teachers	8/20/2007	6/05/2008	Education Innovation	0
Increase students' participation in hands-on science activities by conducting experiments that demonstrate concrete applications and abstract thinking of the Scientific Method.	Administration/Classroom Teachers	8/20/2007	6/05/2008	Academic Enrichment Opportunities	0
Implement the Continuous Improvement Model (CIM) utilizing the eight –step process.	Administration/Classroom Teachers	8/20/2007	6/05/2008	Continuous Improvement Model	0
Disaggregate and analyze data from the 2007 FCAT Science Assessment to identify strengths and weaknesses.	Administration/Fifth Grade Teachers	8/20/2007	6/05/2008	Continuous Improvement Model	0
Implement a weekly instructional focus calendar for science using the scope and sequence from the District's Pacing Guide for Science.	Administration/Classroom Teachers	8/20/2007	6/05/2008	Continuous Improvement Model	0
Assess clusters regularly with tri-weekly benchmark tests to provide data driven instruction.	Administration/Fourth and Fifth Grade Teachers	8/20/2007	6/05/2008	Continuous Improvement Model	0
Departmentalize classes in the fifth grade to ensure consistent and quality delivery of instruction.	Administration	8/20/2007	6/05/2008	Continuous Improvement Model	
Re-focus Science instruction in the primary grades thus ensuring that students have received a solid science foundation	Administration/Classroom Teachers	8/20/2007	6/05/2008	Continuous Improvement Model	
Implement the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Administration	8/20/2007	6/05/2008	Continuous Improvement Model	

### Research-Based Programs

Scott Foresman

### Professional Development

Inservices on four components of Science  
Workshops on the Scientific Method  
Item Specifications in Science  
Scott Foresman textbook training (In-house)

### Evaluation

Tri-weekly Benchmark Assessments  
2008 FCAT Science Assessment

## Parental Involvement 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 type="checkbox"/>	<input 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 type="checkbox"/>

### **Parental Involvement Statement**

Biscayne Elementary Community School will provide opportunities for parents to be involved in their children's education.

### **Needs Assessment**

Parental involvement at Biscayne Elementary Community School has shown improvement; however, there is still a definite need to increase parental participation. Our logs demonstrated that a total of 967 parents attended school sponsored events related to student achievement from August 2006 through May 2007. In an effort to improve parental attendance at academic events, the following needs have been identified: (a) the need for a liaison to make recommendations and coordinate school-sponsored activities; (b) the need for more school-sponsored events which are designed to assist parents in promoting literacy at home (ie., Family Literacy Nights); and (c) the need for expanding existing student recognition efforts to promote positive parental involvement.

### Measurable Objective

Given the need to establish a link between school, home and community, parental involvement will increase by three percent, or from 967 to 996, at school-sponsored events related to student achievement during the 2007-2008 school year as evidenced by the Title 1 Annual Report.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Send all written notifications in parents' home language.	Administration	8/20/2007	6/05/2008	Exchange Meaningful Information	0
Maintain ongoing communication through the following: Student progress reports, report cards, flyers, parent/teacher conferences and home visits.	Administration/Faculty Members	8/20/2007	6/05/2008	Exchange Meaningful Information	0
Implement a Monthly Parent Calendar to keep parents informed about school events.	Administration	8/20/2007	6/05/2008	Exchange Meaningful Information	0
Utilize the Parent Compact as a means of making parents aware of their responsibilities.	Administration/ Community Involvement Specialist	8/20/2007	6/05/2008	Exchange Meaningful Information	0
Provide two FCAT/Home Learning Workshops for Grades 3-6.	Administration/ Counselor/Third through Sixth Grade Level Chairpersons	10/10/2007	3/11/2008	Exchange Meaningful Information	0
Motivate parents to participate in the following: PTSA and EESAC.	Community School Assistant Principal/ Counselor	8/20/2007	6/05/2008	Exchange Meaningful Information	0

### Research-Based Programs

Just Read Families!  
National PTA Standards for Parent Family Involvement Program

### Professional Development

National PTA Standards for Parent Family Involvement Program

### Evaluation

2007-2008 Parental Involvement Attendance Logs

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

### **Discipline & Safety Statement**

Biscayne Elementary Community School will implement programs and practices that facilitate a safe and disciplined environment for students.

### **Needs Assessment**

Biscayne Elementary Community School students lack the strategies to solve problems in positive ways without using aggressive behavior, as evidenced by the 27 suspensions reported at our school during the 2006-2007 school year. The school has an obligation to introduce educational programs to teach appropriate strategies to solve situations that occur at this age. Many of our students walk to school. Appropriate pedestrian safety training is necessary for students.

### Measurable Objective

Given the Code of Student Conduct, the number of outdoor suspensions issued will be reduced by about 10 percent, or from 27 to 24, during the 2007-2008 school year, as measured by the Referral Action and Suspension Report.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Analyze accident reports and recommend practices and procedures evolving from the reports.	Administration/Safety Committee	8/20/2007	6/05/2008	Safe and High-quality Facilities	0
Implement the mediation program to allow trained students to mediate problems between other students.	Administration/Counselors	8/20/2007	6/05/2008	Safe and High-quality Facilities	0
Participate in the nation wide WalkSafe Program which will involve parents, teachers, and students in an educational program to reduce pedestrian accidents.	Administration/P.E. Teachers/Counselors	10/03/2007	10/24/2008	Safe and High-quality Facilities	0
Participate in the Truancy Intervention Programs sponsored by Miami-Dade County Public Schools and Miami Beach.	Assistant Principal/Counselors	8/20/2007	6/05/2008	Truancy Prevention	0
Implement "The Students Against Bullying" curriculum to reduce the number of incidents involving bullying.	Administration/Counselors/Classroom Teachers	10/22/2007	6/05/2008	Safe and High-quality Facilities	0

### Research-Based Programs

Not Applicable

### Professional Development

"Students Against Bullying"  
"WalkSafe Program"

### Evaluation

Referral Action and Suspension Report

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

#### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **Technology Statement**

Biscayne Elementary Community School students will use technology to increase their fluency and reading comprehension.

### **Needs Assessment**

An analysis of the Accelerated Reader report for the 2006-2007 school year showed that students earned 5,313 points. There is a need to promote the Accelerated Reader program throughout the school and encourage its use.

### Measurable Objective

Given an emphasis on the use of technology in education, all students will augment their usage of the Accelerated Reader program as evidenced by a 10 percentage point increase, from 5,313 to 5,844 during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide incentives to students to use the Accelerated Reader program by rewarding "Top Readers" every nine weeks.	Administration/Media Specialist	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Provide training for Classroom Teachers(new to the program) on the Accelerated Reader Program.	Administration/Media Specialist	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Implement the Continuous Improvement Model (CIM) utilizing the eight-step process.	Administration/ Classroom Teachers	8/20/2007	6/05/2008	Continuous Improvement Model	0
Implement STAR assessment to determine reading levels and help teachers guide selection of Accelerated Reader books.	Administration/Media Specialist	8/20/2007	6/05/2008	District-wide Literacy Plan	
Implement the Accelerated Reader program in first grade mid year.	Administration/Media Specialist/First Grade Teachers	1/07/2008	6/05/2008	District-wide Literacy Plan	

### Research-Based Programs

Accelerated Reader

### Professional Development

Accelerated Reader In-House Trainings

### Evaluation

Accelerated Reader Reports

## Health & Physical Fitness 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"/>

#### **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"/>

### **Health & Physical Fitness Statement**

Through participation in the physical education program, Biscayne Elementary Community School students will expand interest and skills that will promote and encourage lifetime fitness for daily living and overall wellness.

### **Needs Assessment**

The results of the 2007 FITNESSGRAM assessment indicate that 48 percent of all the Biscayne Elementary Community School students met high standards in physical fitness. Further analysis of the data indicate that 175 students received a FITNESSGRAM award, 57 achieving gold status and 118 achieving silver status.



### Measurable Objective

Given instruction using the Sunshine State Standards, students in grades four through six will show an increase in passing fitness scores by three percent, from 175 students to 180 students, as evidenced by student performance on the 2008 administration of the FITNESSGRAM Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items which would enhance specificity of training.	Administration	8/20/2007	6/05/2008	Healthcare & Healthy Choices	0
Ensure that an appropriate amount of instructional time is dedicated to fitness related activities on a daily basis. Activities will emphasize improvement in flexibility, cardiovascular, and muscular strength and endurance.	Administration/Physical Education Teachers	8/20/2007	6/05/2008	Healthcare & Healthy Choices	0
Introduce games such as Parachute Fitness, or Activity Verb Relay that target the components of physical fitness.	Administration/Physical Education Teachers	8/20/2007	6/05/2008	Healthcare & Healthy Choices	0
Provide incentives that will encourage students to become more physically active.	Administration/Physical Education Teachers	8/20/2007	6/05/2008	Healthcare & Healthy Choices	0
Develop and monitor a physical education action plan to ensure the goals and objectives are being met.	Administration/Physical Education Teachers	8/20/2007	6/05/2008	Healthcare & Healthy Choices	0
Monitor curriculum implementation to emphasize specific activities that will help to further develop and promote student health and well-being as well as increase fitness scores.	Administration/Physical Education Teachers	8/20/2007	6/05/2008	Healthcare & Healthy Choices	0
Administer FITNESSGRAM Pre-test to determine baseline measure and provide feedback to each physical education teacher as to monitor program's effectiveness.	Administration/Physical Education Teachers	9/10/2007	10/05/2007	Continuous Improvement Model	0

### Research-Based Programs

FITNESSGRAM

### Professional Development

Techniques to improve the delivery of instruction  
 FITNESSGRAM Inservices  
 Fitness Walking Inservices

### Evaluation

2008 FITNESSGRAM Test

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

#### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **Electives & Special Areas Statement**

Through an afterschool chess program, our goal is to build strong intellect, improve cognitive ability, develop concentration skills, self-discipline and the intellectual maturity of the Biscayne Elementary Community School students.

### **Needs Assessment**

Due to Biscayne Elementary Community School's rigorous academic requirements, additional special area programs are difficult to incorporate during school hours. There is a need to build a stronger intellect and improve the cognitive ability of the student population.

### Measurable Objective

Given emphasis on the benefits of participating in advanced academics, the number of students enrolled in the Academic Excellence Program will increase by 10 percent during the 2007-2008 school year as compared to the 2006-2007 school year. A total of 28 students will participate in Biscayne Elementary Community School's After School Chess Program.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Monitor the Chess Program to ensure that the Chess instructor selects activities specifically related to enhancing specificity of training.	Community School Assistant Principal	9/11/2007	5/09/2008	Academic Enrichment Opportunities	0
Implement and maintain student portfolios and learning logs to assess program effectiveness and student progress in the game of Chess.	Community School Assistant Principal/Chess Instructor	9/11/2007	5/09/2008	Academic Enrichment Opportunities	0
Participate in local and district wide tournaments and competitions.	Community School Assistant Principal	9/11/2007	5/09/2008	Academic Enrichment Opportunities	0
Monitor achievement and programmatic success in meeting the goals and objectives of the Chess Program.	Community School Assistant Principal/Chess Instructor	9/11/2007	5/09/2008	Academic Enrichment Opportunities	0
Administer a Chess Pre-Test to determine baseline measures and compare to a Post Test in order to obtain valid measures of student improvement.	Community School Assistant Principal/Chess Instructor	9/11/2007	5/09/2008	Academic Enrichment Opportunities	0

### Research-Based Programs

Not Applicable

### Professional Development

Not Applicable

### Evaluation

Chess Club Roster  
 Chess Pre- and Post- Assessments  
 Portfolios and Learning Logs

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

### **Return On Investment Statement**

Biscayne Elementary Community School will rank at or above the 56th percentile statewide in the ROI Index of value and cost effectiveness of its programs.

### **Needs Assessment**

The most recent data supplied from the FLDOE indicates that in 2004, Biscayne Elementary Community School ranked at the 55th percentile on the State of Florida ROI Index.

### Measurable Objective

Biscayne Elementary Community School will improve its ranking on the State of Florida ROI Index publication from the 55th percentile in 2004 to the 56th percentile on the next publication of the Index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Share use of facilities and partner with community agencies.	Community School Assistant Principal	9/11/2007	6/05/2008	Exchange Meaningful Information	0
Collaborate with the district on resource allocation.	Principal/EESAC	8/20/2007	6/05/2008	Exchange Meaningful Information	0
Reconfigure existing resources by taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal/EESAC	8/20/2007	6/05/2008	Exchange Meaningful Information	0
Become more informed about the use of financial resources in relation to school programs.	Principal/EESAC	8/20/2007	6/05/2008	Exchange Meaningful Information	0

### Research-Based Programs

Not Applicable

### Professional Development

Budget Preparation Training

### Evaluation

State of Florida ROI Index Publication

**EESAC Compliance**

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

**Budget:**

The Educational Excellence School Advisory Council (EESAC) has advised the principal in the development of the school's budget. Budget training was provided by the principal and additional training by the district's budget analyst is forthcoming.

**Training:**

The principal, EESAC chairperson and the union steward have received training and are skilled in identifying resources and strategies necessary for the development and implementation of the School Improvement Plan. Additionally, the faculty and staff have been trained on new security measures. The EESAC also surveys the staff to determine future professional development activities.

**Instructional Materials:**

The EESAC has recommended that the school purchase additional educational materials, such as Leapfrog, overhead projectors, 200 dry-erase boards and Waterford Early Reading Program materials.

**Technology:**

The EESAC has recommended that the school continue using Compass Learning and the Waterford Early Reading Program.

**Staffing:**

The EESAC meets monthly with the principal to discuss open positions and personnel needs.

**Student Support Services:**

The EESAC has recommended that the school continue to support school-wide programs that support positive personal growth for students such as Anti-bullying / Character Education, Peer Mediation, Nutrition Education & Obesity Prevention Intervention Program, Red Ribbon activities and Career Day.

**Other Matters of Resource Allocation:**

The EESAC has recommended that their allocation of funds be spent on supplemental materials based on availability.

**Benchmarking:**

The EESAC receives regular reports on the progress related to the results of benchmark assessments. The reading leader is one of the persons responsible for ensuring that benchmark testing is being done at every grade level and she is a member of the School Advisory Council. Additionally, the EESAC recommended that Edusoft quarterly test results be distributed to teachers to aid with their planning.



# School Improvement Plan 2007-2008



## **School Safety & Discipline:**

The EESAC monitors the discipline and safety committees. The school adopted a schoolwide discipline plan that was reviewed by the EESAC and the faculty. Additionally, the EESAC recommended that Student Code of Conduct booklets be sent home and that parents be advised of new security measures at the school.

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***Budget Summary***

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Reading	21000
Mathematics	8000
Writing	7000
Science	0
Parental Involvement	0
Discipline & Safety	0
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
<b>Total</b>	<b>36000</b>





# 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*