

# SCHOOL IMPROVEMENT PLAN 2007 - 2008

**Zora Neale Hurston Elementary School (2511)**

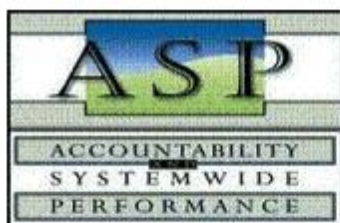
Feeder Pattern - G. Holmes Braddock Senior

Regional Center V

District 13 - Miami-Dade

Principal - Lilia Dobao

Superintendent - Rudolph F. Crew, Ed.D.



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## EXECUTIVE SUMMARY

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Zora Neale Elementary School is a Title I, SINI school with a grade of "A" that also made Adequate Yearly Progress for 2007 with all subgroups. The school is located at 13137 SW 26 Street, in Miami-Dade County. The school is part of the Braddock Feeder Pattern. It was established in 1997 with 778 student stations and currently has 795 students enrolled in Prekindergarten through grade five. The student population at Zora Neale Hurston Elementary School is 92.6 percent hispanic, 4.9 percent white, 1.2 percent black, and 1.3 percent other. The mobility rate of the school is 43 percent. The student attendance rate for 2006-2007 was 95.24 percent.

The staff at Zora Neale Hurston Elementary is 75 percent Hispanic, 15 percent White, and 11 percent Black. Of the instructional staff, 40 percent of instructional staff have Master's degrees, 4 percent have Specialist degrees, and three are National Board Certified Teachers with three or more initiating program.

The staff attendance rate for 2006-2007 was 94.93 percent. On the school climate survey, 95 percent of the staff indicated that the overall climate or atmosphere at the school was positive and helped students learn and 96 percent of parents agreed with that statement. The percentage of parents enrolled in Parent Academy courses was 7.98 percent.

In order to cultivate the changes necessary to advance high achievement while eliminating low performance, Zora Neale Hurston Elementary School will institute an instructional program with a strong focus on literacy from kindergarten to fifth grade. Zora Neale Hurston is a Continuous Improvement Model School. We have created and using an Instructional Focus Calendar to drive academic instruction in Reading/Language Arts. Common instructional reading materials with demonstrated success will be employed at the school as supplemental materials and literacy intervention across grade levels. A structured curriculum will be delivered through instruction that is data driven. A strong emphasis will be placed on continuous monitoring of student achievement through a variety of assessments including monthly and interim assessments which will yield student performance data to be carefully analyzed and used to focus instruction accordingly.

Top quality programs provided at Zora Neale Hurston Elementary School include a Language Arts Pull-Out Gifted Program, Spanish S/SL, Extended Foreign Language, and a variety Special Education Programs. Additionally, we offer an after-school care program as well as a media center club, chorus ensemble, and an art club for students. We also offer after-school and before-school tutorial programs. We are also offering the Academis Excellence Program in Science for grades 4 and 5. KAPOW, a career development program in collaboration with our Dade partners, is spearheaded by the counselor during school hours.

Two improvement areas based on the OPIS survey include Stratetgic Planning and Performance Results.

The Performance Results category was selected as an area for improvement because this area came out the lowest from the faculty and staff. This area is where finances are used to support school endeavours. The administration will continue to work on communicating financial information to the school community, particularly through the use of EESAC and PTA.

Continued use of the Leadership/Literacy Team will assist in opening communication to improve the Strategic Planning of the school.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 80 percent of students scoring at FCAT level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 73 percent of students scoring at FCAT level 3 or higher, on the 2008 administration of the FCAT.

Given instruction using the Sunshine State Standards, students in grade four will improve their writng skills as evidenced by 92 percent scoring 3.5 or above on the 2008 administration of the FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by 51 percent on the 2008 FCAT Science.

Given increased attention to communication with all stakeholders, parental involvement will increase as evidenced by a 2 percent increase in the number of parents participating in school site ELL classes during the 2007-2008 school year.

Given the district push to improving student attendance, Zora Neale Hurston will monitor attendance closely and encourage students' participation in school at a consistent basis of 95.65 percent measured by COGNOS.

Given an emphasis on the use of educational technology, teachers who are identified as having a need through surveys will attend at least two workshops to increase the percentage of trained teachers on the use of technology.

Given the instruction in Physical Education 79 percent of students will receive a gold or silver award on the 2007-2008 FITNESSGRAM.

Given the instruction using Sunshine Stae Standards, Art, Music, and Spanish special area teachers will incorporate FCAT strategies in reading, writing and math within their lessons as documented in three lesson plans.



# School Improvement Plan 2007-2008



Zora Neale Hurston Elementary School will improve its ranking on the State Florida ROI index publication from the 67 percentile in 2005 to the 70 percentile on the next publication of the index.

Two improvement areas based on the OPIS survey include Stratetgic Planning and Performance Results.

The Performance Results category was selected as an area for improvement because this area came out the lowest from the faculty and staff. This area is where finances are used to support school endeavours. The administration will continue to work on communicating financial information to the school community, particularly through the use of EESAC and PTA.

Continued use of the Leadership Team will assist in opening communication to improve the Strategic Planning of the school. Zora Neale Hurston School recognizes that good instruction is the foundation that fosters learning. To address this priority, high caliber professional development for teachers will occur. Additionally, site-based professional development will be delivered by reading and math coaches to ensure effective implementation of the professional development activities in classroom instruction.



# 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.

## 2511 - ZORA NEALE HURSTON ELEMENTARY SCHOOL

### VISION

The staff at Zora Neale Hurston Elementary School works diligently each day and often beyond school hours to ensure that the students receive a quality educational program to meet students' academic and socioemotional needs. Constant interaction with parents is initiated and nurtured by faculty and staff members. The parents and faculty work cooperatively to enhance each child's learning potential. A sense of family exists among administrators, faculty, staff, parents, and students.

### MISSION

The staff of Zora Neale Hurston Elementary is committed to providing a learning environment rich with experience, curiosity and connection. Students will be energized to become self-directed, lifelong learners, contributing positively in a multicultural society by "Profiting from the Past-Focusing on the Future."

### CORE VALUES

We pursue the highest standards in academic achievement. We ensure all students are being treated with respect and are learning in a safe environment. At Zora Neale Hurston, we create opportunities for students and families to excel and become successful within our community.

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### ***School Demographics***

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Zora Neale Elementary School is a Title I, SINI school with a grade of "A" that also made Adequate Yearly Progress for 2007 with all subgroups. The school is located at 13137 SW 26 Street, in Miami-Dade County. It was established in 1997 with 778 student stations and currently has 703 students enrolled in Prekindergarten through grade five. The student population at Zora Neale Hurston Elementary School is 92.6 percent hispanic, 4.9 percent white, 1.2 percent black, and 1.3 percent other. The mobility rate of the school is 43 percent. The student attendance rate for 2006-2007 is 95.24 percent.

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The staff attendance rate for 2006-2007 was 94.93 percent. On the school climate survey, 95 percent of the staff indicated that the overall climate or atmosphere at the school was positive and helped students learn and 96 percent of parents agreed with that statement. The percentage of parents enrolled in Parent Academy courses was 7.98 percent.

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## ***School Foundation***

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### **Leadership:**

The Leadership/Literacy Team at Zora Neale Hurston Elementary School consists of two administrators, Reading Coach and teachers from a variety of disciplines. The Leadership/Literacy Team believes in creating and maintaining a strong communication system with the staff, faculty, parents and community. This allows for all stakeholders to be aware and involved in the school. School information is presented at Faculty Meetings, Educational Excellence School Advisory Meetings (EESAC) and Parent Teacher Association (PTA) meetings, parent teacher conferences and grade level meetings. The mission and vision of the school is evident throughout the school building. The vision and mission is posted in each classroom, office, and throughout the building. The Leadership/Literacy Team believes in delivering a rich curriculum that is both skill based and diverse in instructional strategies. Zora Neale Hurston Elementary School uses the Continuous Improvement Model with an emphasis on Data Analysis to drive instruction. It is our desire to create a positive learning environment where academic needs are met and student achievement is increased. The staff scored the Leadership subgroup of the OPIS as a 4.3 out of a possible 5.

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

The goal and objectives of this school are to increase academic achievement in all grades. In addition to increasing academic achievement, the students will also take part in activities and programs that nurture the social, emotional and physical development of the child. The Leadership/Literacy Team meets and follows the Continuous Improvement Model by assessing student progress, analyzing data, implementing strategies, and monitoring classroom instruction. The Leadership/Literacy Team plans regularly to effectively align school and district goals in order to increase student achievement. Under Strategic Planning the faculty and staff scores a mean score of 4.1 out of a possible 5 on the OPIS survey.

### **Stakeholder Engagement:**

Zora Neale Hurston Elementary takes pride in maintaining a high level of customer satisfaction. According to the Organizational Performance Improvement Snapshot Survey, the results indicate that the staff and faculty are well aware of who their most important customers are and they regularly communicate with them. According to the OPIS survey, the faculty and staff scored a mean score of 4.4 out of possible 5 on the Customer and Market Focus subgroup.

### **Faculty & Staff:**

Zora Neale Hurston Elementary School Staff continues to implement the team approach through common planning time for all grade levels. Teachers and staff meet regularly and use the Continuous Improvement Model to discuss student progress, analyze data, discuss implementation of strategies and monitor student achievement to meet the needs of the students on their grade level. As a result of this collaborative effort, student achievement at Zora Neale Hurston has consistently demonstrated academic growth.

The OPIS survey was completed by 79% of the faculty and staff. The Human Resource subgroup received a mean score 4.2 out of a possible 5.

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

Zora Neale Hurston Elementary School Staff continues to implement the team approach through common planning time for all grade levels. Teachers and staff meet regularly and use the Continuous Improvement Model to discuss student progress, analyze data, discuss implementation of strategies and monitor student achievement to meet the needs of the students on their grade level. As a result of this collaborative effort, student achievement at Zora Neale Hurston has consistently demonstrated academic growth.

The OPIS survey was completed by 79% of the faculty and staff. The Human Resource subgroup received a mean score 4.2 out of a possible 5.

### **Education Design:**



# School Improvement Plan

## 2007-2008



Zora Neale Hurston Elementary School Staff continues to implement the team approach through common planning time for all grade levels. Teachers and staff meet regularly and use the Continuous Improvement Model to discuss student progress, analyze data, discuss implementation of strategies and monitor student achievement to meet the needs of the students on their grade level. As a result of this collaborative effort, student achievement at Zora Neale Hurston has consistently demonstrated academic growth.

The OPIS survey was completed by 79% of the faculty and staff. The Human Resource subgroup received a mean score 4.2 out of a possible 5.

### **Performance Results:**

Zora Neale Hurston Elementary School believes in providing all students with a safe, positive learning environment that provides as many opportunities as possible for each student to reach his or her maximum potential. The Leadership Team, Faculty and Staff work collaboratively with parents and students to effectively communicate behavioral and academic expectations. We work together by using alternative discipline methods to student suspensions. As a result of this collaboration between all the stakeholders and a strong belief in the vision and mission of the school, a decrease in suspension is expected. According to the OPIS the staff and faculty scored a 4.2 out of a possible 5 in Business Results subgroup.

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

### **Reading Statement**

Improve student achievement in reading by providing students data driven instruction and targeted remediation supported by appropriate staff.

### **Needs Assessment**

Zora Neale Hurston Elementary School met AYP targets for 2006-2007. The school grade was "A". High standards were met in Reading by 76 percent of students assessed. 65 percent of students made learning gains in Reading and 52 percent of the lowest 25 percent made learning gains in Reading. Proficiency was attained by all subgroups.

### **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 using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 80 percent of students scoring at FCAT level 3 or higher on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Summarize the Comprehensive Research based Reading Plan (CRRP) and will train teachers at the beginning and during the school year.	Reading Coach	08/20/2007	06/05/2008	Other/ Not Applicable	0
Infuse the social studies curriculum into the reading block.	Classroom Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
Use Accelerated Reader to increase students' interest in reading.	Reading Coach, Media Specialist, Grade Level Chairs and Classroom Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
Use Student Performance Indicators with teacher and grade level planning and Progress Monitoring Plan to review, monitor and adjust instruction.	Classroom Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
Use manipulatives such as Dolch cards, FCAT task cards, and word games to improve word manipulation and phrase knowledge.	Classroom Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
Increase implementation of Riverdeep and Voyager in grades 1 through 3.	Reading Coach, Grade Level Chairpersons and Classroom Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
Implement Buddy-Reading in grades first through fifth as per CRISP guidelines.	Reading Coach, Grade Level Chairpersons and Classroom Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
Maintain students scoring at or above level 3 through differentiated instruction at their level.	classroom teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
Provide tutoring through Project READ to third grade retained students daily using Houghton Mifflin resources (Soar to Success/Early Success).	Reading Coach and Paraprofessionals	08/20/2007	06/05/2008	Other/ Not Applicable	

### Research-Based Programs

Core Reading Program, Houghton Mifflin, Reading provides the basis for instruction and connects meaningfully to supplemental materials. The core reading program correlates to all Reading and Language Arts Sunshine State Standards and addresses the five areas of reading: phonological awareness, phonics, fluency, vocabulary and comprehension. The core reading program provides a coherent design that includes explicit instructional strategies, coordinated instructional sequences, and ample practice opportunities. Utilizing the core reading program is a portion of the allocated, protected, uninterrupted 90 minute block of time for literacy instruction. Accommodations in both pace and level may be required to meet the instructional need of advanced, gifted, or struggling readers.

Supplemental Intervention Reading Programs are intended for flexible use as part of differentiated instruction, or in more intensive interventions to meet student learning needs in specific areas (phonological awareness, phonics, fluency, vocabulary, and comprehension). SIRPs are used to support initial instruction provided by Houghton Mifflin. Teachers will place students in supplemental intervention programs based on data. Placement will be fluid and reevaluated after each progress monitoring assessment.

Comprehensive Intervention Reading Programs are intended for use in addition to the 90-minute reading block to provide immediate intensive intervention to students who are reading one or more years below grade level, and who are struggling with a broad range of reading skills. CIRPs include instructional content based on the five essential components of reading instruction (phonological awareness, phonics, fluency, vocabulary and comprehension). CIRPs are used to accelerate growth in reading with the goal of returning students to grade level proficiency. Teachers will place students in intervention programs based on data. CIRPs provide more frequent assessments of student progress. Therefore, in order to ensure membership and proper pacing of instruction and mastery of all instructional components, placement will be fluid and reevaluated after each progress monitoring assessment.

### Professional Development



# School Improvement Plan

## 2007-2008



Zora Neale Hurston Elementary School will include programs that will support the implementation of the curriculum and impact student achievement. The following are FDOE approved professional development programs that will be implemented at our school: CRISS Strategies and the CRRP.

With the support of the Reading Coach, classroom teachers will implement the 90 minute uninterrupted language arts block, as well as all of the components and strategies in CRRP.

The principal will strongly recommend that all reading coaches attend the Just Read, Florida! Leadership Conference. and other professional development opportunities by: • including attendance at the Just read, Florida! Leadership Conference in the reading coaches Individualized Professional Development Plan (IPDP); • conferencing with the coach and determining which sessions the reading coaches should attend during the conference week; and • providing the coach the opportunity to share information from the conference with the faculty.

### **Evaluation**

The objective will be evaluated by scores on the 2008 FCAT Reading Test. Progress will be monitored through interim assessments as well as Accelerated Reading reports. Further growth will be measured using the Progress Monitoring and Reporting Network (PMRN), as well as informal tutorial 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 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 checked="" type="checkbox"/>

**Mathematics Statement**

Improve student achievement in mathematics by providing students data driven instruction and targeted remediation, supported by appropriate staff development.

**Needs Assessment**

Zora Neale Hurston Elementary School met AYP targets for 2006-2007. The school grade was "A". High standards were met in Mathematics by 69 percent of students assessed. 61 percent of students made learning gains in Mathematics and 67 percent of the lowest 25 percent made learning gains in Mathematics. Proficiency was attained by all subgroups.

**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 using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 73 percent of students scoring at FCAT level 3 or higher, on the 2008 administration of the FCAT.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Incorporate geometric shapes into the art program.	Art Teacher	08/20/2007	6/05/2008	Other/ Not Applicable	0
Incorporate manipulatives in daily instruction.	Classroom Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
Implement Riverdeep and FCAT Explorer Technology Program for students scoring at Achievement Level 1 and 2 on the 2006 FCAT administration.	Classroom Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
Implement usage of the Mathematics pacing guide developed by the District Curriculum Support Specialist to address Algebraic Thinking, Geometry, and Measurement.	Classroom Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
Use grade level timelines to ensure that all FCAT skills are being taught in order to maintain students scoring at or above level 3.	Department Heads, Grade Level Chairpersons and Classroom Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
Use SPland Educsoft in order to develop interventions for Level 1 and 2 students as part of Continuous Improvement Model.	Classroom Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0

### Research-Based Programs

The research-based mathematics program that is being used at Zora Neale Hurston Elementary School is Scott Foresman.

### Professional Development

Zora Neale Hurston Elementary School will include programs that will support the implementation of the curriculum and impact student achievement.

Professional development will be provided to teachers and appropriate staff during collaborative planning sessions. Trainings will include the core mathematics program and intervention programs, such as Riverdeep and FCAT Explorer.

### Evaluation

The objectives will be evaluated by scores on the 2008 FCAT Mathematics Test as compared to the 2007 FCAT. Progress will be monitored through interim assessments and informal assessments as part of the CIM data gathering process.

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

### **Writing Statement**

To improve student achievement in writing by providing students data driven instruction and targeted remediation, supported by appropriate staff development.

### **Needs Assessment**

Zora Neale Hurston Elementary School met AYP targets for 2006-2007. The school grade was "A". High standards were met in Writing. 92 percent of the students met the Writing standard. Proficiency was attained by all subgroups.

### **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 using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 92 percent scoring 3.5 or above on the 2008 administration of the FCAT Writing Plus Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Incorporate writing throughout all contents areas including specific strategies for each subgroup.	Reading Coach, Grade Level Chairperson and Classroom Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
Implement cooperative learning and journal writing.	Classroom Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
Introduce guided and independent writing in the intermediate grades.	Intermediate Department Head and Grade Level Chairpersons (3rd through 5th).	08/20/2007	06/05/2008	Other/ Not Applicable	0
Provide coaching and mentoring with the implementation of the monthly prompts, interpretation of the six point Scoring Rubric, analysis of students' papers, and specific strategies to guide instruction to ensure writing gains.	Reading Coach	08/20/2007	06/05/2008	Other/ Not Applicable	0
Introduce shared and interactive writing in the primary grades.	Primary Department Head, Grade Level Chairpersons (K through 2nd)	08/20/2007	06/05/2008	Other/ Not Applicable	0
Model effective writing techniques in the classroom.	Classroom Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
Use and analyze data from the district pre and post test narrative/expository writing prompts to develop and establish differentiated instructional groups.	Reading Coach and Classroom Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0

### Research-Based Programs

The research-based reading program that is being used at Zora Neale Hurston Elementary School is Houghton Mifflin.

### Professional Development

Zora Neale Hurston Elementary School will include programs that will support the curriculum and impact student achievement. Professional development will be provided by the Reading Coach to include areas of professional growth for teachers at their school site:

- Examination and discussion of scientifically based research in reading/language arts;
- Delivery and scaffolding on instruction in the five major reading/language arts components;
- Administration and use of instructional assessment for screening, diagnostic testing, progress monitoring and outcome measures;
- Methods for providing differentiated instruction in the classroom;
- Meeting the needs of all students specific to the individual school site.

### Evaluation

This objective will be evaluated by scores on the 2008 FCAT Writing Plus Test as compared to the 2007 FCAT. This objective will also be evaluated through the use of periodic writing samples.



## 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**

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

### **Science Statement**

Improve student achievement in science by providing students data driven instruction and targeted remediation, supported by appropriate staff development.

### **Needs Assessment**

On the 2006 FCAT Science Test 34 percent of students received a level 3 or higher. On the 2007 FCAT Science Test 49 percent of the students received a level 3 or higher. The data shows that the area students need improvement is in the scientific inquiry. The scientific processes currently employed should continue.

### Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by 51 percent on the 2008 FCAT Science.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Apply interactive technology and hands-on activities that encourage students to improve their scientific literacy.	Media Specialist and Classroom Teachers	8/20/2007	06/05/2008	Other/ Not Applicable	0
Instruct the student in the use of and evaluation of scientific websites.	Media Specialist and Classroom Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Use the steps of the scientific process to conduct manipulative variable experiments.	Classroom Teachers	8/20/2007	06/05/2008	Other/ Not Applicable	0
Implement district-wide pacing guides for grades K through 5 to help guide instruction.	Department Heads, Grade Level Chairpersons, and Classroom Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
Utilize FOSS kits to further understand scientific strands.	Classroom Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	

### Research-Based Programs

The research based program that is being used at Zora Neale Hurston Elementary School for the 2007-2008 is the Scott Foresman Science Series.

### Professional Development

Zora Neale Hurston Elementary School will include programs that will support the implementation of the curriculum and impact student achievement. Teachers will receive training on the use of the new science series and will receive the support of two school site teachers trained over the summer to facilitate the transition into the new series. Additionally, professional development will be scheduled according to identified needs as part of the CIM process.

### Evaluation

The objectives will be evaluated by scores on the 2008 FCAT Science Test, and pre/post tests.

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

### **Parental Involvement Statement**

Increase parental involvement by providing parents an avenue to become more involved with Zora Neale Hurston Elementary School.

### **Needs Assessment**

Parents will be provided with information to assist their child's achievement goals. Parents will be invited to participate in informational workshops provided at the school site through the District Parent Academy. Parents with a primary language other than English will be provided with Adult English classes offered at the school through a Grant Program. Classes are taught by Sunset Senior High School Adult Education teachers and daycare services are provided for children 5 years old or younger.

### Measurable Objective

Given increased attention to communication with all stakeholders, parental involvement will increase as evidenced by a 2 percent increase in the number of parents participating in school site ELL classes during the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Distribute information regarding ESOL classes through flyers.	Administrators and Curriculum Support Specialist	08/20/2007	06/05/2008	Other/ Not Applicable	0
Disseminate a Parent Handbook to all parents involved in the Project EXCEL (ESOL) program.	Administrators and Curriculum Support Specialist	08/20/2007	06/05/2008	Other/ Not Applicable	0
Encourage parental participation through monthly calendars and agendas to parents enrolled in ESOL classes (standard 1).	Curriculum Support Specialist	08/20/2007	06/05/2008	Other/ Not Applicable	0
With assistance from PTA, provide parenting workshops to increase literacy levels.	Curriculum Support Specialist and Outside Agencies	08/20/2007	06/05/2008	Other/ Not Applicable	0
Provide ESOL classes for all parents through Project Even Start.	Curriculum Support Specialist and Miami Sunset High Adult Education Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0

### Research-Based Programs

The research based parent and family involvement programs that are being used at Zora Neale Hurston Elementary School are Just Read Florida, the National Parent Teacher Association, Standards for Parent/Family Involvement Programs, and Project EXCEL/EVEN START.

### Professional Development

Zora Neale Hurston Elementary School will include programs that will support the implementation of the curriculum and impact parents and student achievement.

### Evaluation

This objective will be evaluated by using sign-in logs and Parent Academy records for the 2007-2008 school year.

## 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"/>

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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**

Student attendance will improve to 95.65 percent as measured by COGNOS during the 2007-2008 school year. Suspension rate will be sustained at 2006-2007 rate.

### **Needs Assessment**

District target is to reduce absenteeism to as few as possible. The school had an attendance percentage of 95.24 in the 2006-2007 school year according to COGNOS.

### Measurable Objective

Given the district push to improving student attendance, Zora Neale Hurston will monitor attendance closely and encourage students' participation in school at a consistent basis of 95.65 percent measured by COGNOS.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Monitor individual students after six absences with or without documentation.	Administration, Classroom Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
Disseminate the Code of Conduct to all students and faculty.	Safety Patrol Sponsor	08/20/2007	06/05/2008	Other/ Not Applicable	0
Reinforce school-wide attendance with class-wide rewards.	Guidance counselor	08/20/2007	06/05/2008	Other/ Not Applicable	0
Display behavior charts throughout the school as a constant reminder of appropriate behavior including attendance.	Classroom Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
Implement "Student of the Month" recognition program monthly to encourage consistent attendance.	Classroom Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
Contact with parents will be documented and students will be monitored after every absence. Parent conferences will be held after 6 absences.	Administration Classroom Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0

### Research-Based Programs

### Professional Development

Teachers will attend in-house workshops presented by the school's counselor and administration.

### Evaluation

School-wide reports on attendance will be monitored and evaluated for truancy or students who are frequently absent, so that interventions can be put in place. The end of year COGNOS Attendance Report will be utilized as a final evaluation tool.

## 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

Zora Newale Hurston will provide increased professional development in technology.`

### Needs Assessment

According to a needs survey, 70 percent of teachers requested training in Riverdeep, Fcat Explorer, Edusoft, PMRN, or other software applications.

### Measurable Objective

Given an emphasis on the use of educational technology, teachers who are identified as having a need through surveys will attend at least two workshops to increase the percentage of trained teachers on the use of technology.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize FCAT Explorer, Riverdeep and Voyager to enhance student learning.	Classroom Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Employ skills that foster higher level thinking to produce various projects electronically.	Classroom Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Utilize technology to retrieve, evaluate and use information related to student progress.	Classroom Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
Infuse student based programs into the curriculum giving students daily opportunities to utilize technology.	Media Specialist, Department Heads, Grade Level Chairpersons and Classroom Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
Initiate the technology migration program to replace outdated equipment.	Administrators, Technology Specialist	8/20/2007	6/05/2008	Other/ Not Applicable	0
Training on Windows software will be offered.	Technology Specialist, Media Specialist	8/20/2007	6/05/2008	Other/ Not Applicable	0
Implement training on Riverdeep and FCAT explorer.	Technology Specialist	08/20/2007	06/05/2008	Other/ Not Applicable	0
Implement training on how to analyze data collected from FCAT Explorer and Riverdeep.	District Professional Development	08/20/2007	06/05/2008	Other/ Not Applicable	0

### Research-Based Programs

N/A

### Professional Development

Teachers will participate in the following development training sessions as needed: Powerpoint, Microsoft Word, Excel, FCAT Explorer, Riverdeep, and Voyager.

### Evaluation

The objective will be evaluated through teacher sign-in sheets from the technology workshops as well as a post professional development survey which will indicate if needs were met.



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

We will improve student health and physical fitness.

### ***Needs Assessment***

Based on the results of the 2006-2007 Fitnessgram, 48% passed 5 out of 6 items. This was compared to 78% passing during the 2005-2006 Fitnessgram.

### Measurable Objective

Given the instruction in Physical Education 79 percent of students will receive a gold or silver award on the 2007-2008 FITNESSGRAM.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide activities that promote further knowledge in food, nutrition, and raise health consciousness.	Physical Education Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
Monitor and direct student participation in the FITNESSGRAM to complete 10 push-ups in one minute.	Physical Education Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
Monitor and direct students to pass the FITNESSGRAM in the one mile run.	Physical Education Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
Monitor and direct student participation in the FITNESSGRAM to complete 20 curl-ups in one minute.	Physical Education Teacher	08/20/2007	06/05/2008	Other/ Not Applicable	0
Initiate drug awareness through the Red Ribbon Campaign.	Counselor	08/20/2007	05/05/2008	Other/ Not Applicable	0

### Research-Based Programs

FITNESSGRAM

### Professional Development

N/A

### Evaluation

The objective will be evaluated by the number of students earning gold or silver on the 2007 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**

At Zora Neale Hurston Elementary School all special area teachers will implement FCAT strategies.

### **Needs Assessment**

The data obtained from the 2007 FCAT administration indicates that our students need assistance on words and phrases, geometry, and concepts. Students will benefit from further exposure to FCAT strategies in different content areas.

### Measurable Objective

Given the instruction using Sunshine Stae Standards, Art, Music, and Spanish special area teachers will incorporate FCAT strategies in reading, writing and math within their lessons as documented in three lesson plans.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Require student based projects on important contributors in their fields.	All Special Area Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
Implement graphic organizers in their lessons.	Spanish Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
Implement the writing process into spanish, art, and music.	Special Area Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
Incorporate geometry during art.	Art Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
Implement in their curriculum, the FCAT Task Cards during music and spanish.	Special Area Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0

### Research-Based Programs

#### Professional Development

The faculty at Zora Neale Hurston Elementary School will be provided with in-house workshops targeting the reading, mathematics, and science benchmarks along with the item specifications.

#### Evaluation

The the lesson plans from each special area teachers will be used to monitor goal achievement.

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

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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**

Zora Neale Hurston Elementary School will rank at the 70 percentile statewide in the Return On Investment index of value and cost effectiveness of its programs.

### **Needs Assessment**

The most recent data supplied from the FDOE indicate that in 2004-2005 Zora Neale Hurston Elementary School ranked in the 67 percentile on the State of Florida ROI index.

### Measurable Objective

Zora Neale Hurston Elementary School will improve its ranking on the State Florida ROI index publication from the 67 percentile in 2005 to the 70 percentile on the next publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Consider reconfiguration of existing resources or taking advantage of a broader resource base.	Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
Increase spending on curriculum resources.	Administration	08/20/2007	06/05/2008	Other/ Not Applicable	0
Consider increase in spending on technology resources.	Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
Consider shared use of facilities or partnering with community agencies.	Administration and EESAC	08/20/2007	06/05/2008	Other/ Not Applicable	0
Increase spending on personnel.	Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0

### Research-Based Programs

### Professional Development

### Evaluation

On the next State of Florida ROI index publication, Zora Neale Hurston Elementary School will show progress toward reaching the 70 percentile.

**EESAC Compliance**

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

**Budget:**

The EESAC recommended that the School Advisory Council review, analyze and evaluate pertinent data such as the School's Demographic Profile, FCAT Reports and Academic Profile, and formulated objectives and strategies as school wide priorities to be included in the School Improvement Plan. The council then scheduled meetings, notified participants, and created agendas, as per state district guidelines. In addition, the council expended a budget of \$7,830.00 to support school wide initiatives in 2005-2006. Concerns related to academic progress, safety, instructional materials and supplies will be other areas addressed by the School Advisory Council. The Council will support the efforts of the PTA in achieving a higher level of parental involvement. In addition, EESAC provided input to the school wide budget.

**Training:**

The EESAC recommends that EESAC members attend District Professional Development to stay abreast of current EESAC requirements.

**Instructional Materials:**

The EESAC will view instructional materials and offer suggested activities to enhance instruction and promote student achievement.

**Technology:**

The EESAC will view technology programs and equipment and offer suggested activities to enhance instructions and promote student achievement.

**Staffing:**

The EESAC recommends that EESAC provide support to staff members in order to promote student achievement.

**Student Support Services:**

The EESAC will offer suggested activities and resources to enhance student support services.

**Other Matters of Resource Allocation:**

The EESAC recommends that the EESAC will support and assist the efforts of the PTA in achieving higher parental involvement.

**Benchmarking:**

The EESAC will monitor students' performance on a quarterly basis by reviewing District Interim Assessment data and offer suggested activities to enhance instructions and promote student achievement.



# School Improvement Plan 2007-2008



## **School Safety & Discipline:**

The EESAC will promote school safety and discipline by providing additional resources to enhance the school-wide discipline plan.



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***Budget Summary***

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



# 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*