

# SCHOOL IMPROVEMENT PLAN 2007 - 2008

## Ada Merritt Elementary School (3191)

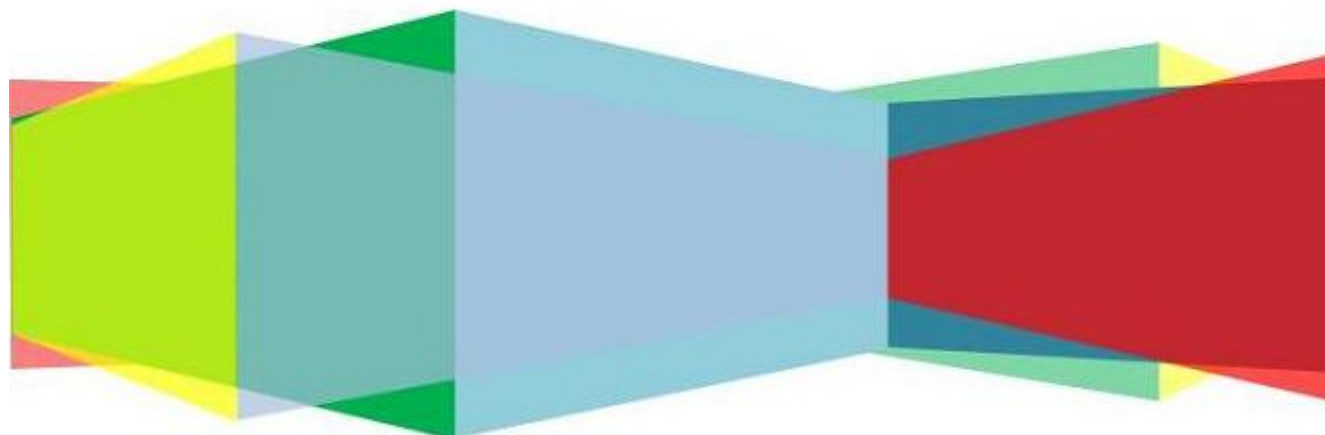
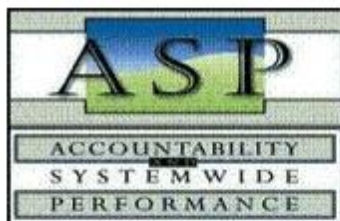
Feeder Pattern - Miami Senior

Regional Center IV

District 13 - Miami-Dade

Principal - Carmen Garcia

Superintendent - Rudolph F. Crew, Ed.D.



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## EXECUTIVE SUMMARY

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As the District's first commuter school, Ada Merritt K-8 Center is open to students from the tri-county area of Miami-Dade, Broward, and Monroe counties. It is located at 660 S.W. 3rd Street, Miami, Florida, in an area known as Little Havana. The school opened its doors August 2003 as a pre-kindergarten through grade two configuration site. In this, its fifth year, grade configuration is inclusive of pre-kindergarten through grade six. With each subsequent year, a grade level will be added until a pre-kindergarten through grade eight configuration is complete. Due to the school's relative infancy and grade configuration, Florida Comprehensive Assessment Test (FCAT) data are available only for the third through fifth grade students. Current enrollment at Ada Merritt K-8 Center is 619 students. The school is designed to meet community demands for choice programs that offer rigorous academic standards. The Ada Merritt K-8 Center curriculum design was created to expand multilingual education and increase opportunities for students to become bilingual and bi-literate. The school incorporates four instructional programs that enhance the learning opportunities for students. First, the internationally recognized Baccalaureate Primary Years Program (PYP) is a rigorous and comprehensive approach to teaching and learning that focuses on the development of the whole child. With an international focus, it addresses the academic, social, physical, emotional, and cultural needs of the students. It combines the best research and practices from a range of national systems with a wealth of knowledge and experience from international schools around the world, along with tremendous district support and a very active parent community. This year the school received its official authorization from the International Baccalaureate Organization to be a fully authorized and recognized International Baccalaureate Primary Years Program school. Second, we implement a Dual Language Program in which every student spends sixty percent of the day in English language instruction and forty percent of the day in a second language. Students may choose Spanish or Portuguese as a second language. Third, students have the opportunity to enter either the Spanish International Studies (IS) Program or the Portuguese International Education (IE) Program where they receive additional enrichment in their chosen second language, both of which are supported by foreign organizations (i.e. Embajada de España and Centro Cultural do Brasil). Lastly, the school has adopted the International Baccalaureate Organization's Middle Years Program (MYP) to be implemented in the 2007-2008 in grade six. The school will continue planning and creating the curriculum for grades seven and eight during the 2008-2009 and 2009-2010 school years. Next school year, Ada Merritt K-8 Center will seek authorization for full program implementation.

Given instruction using Sunshine State Standards, 92 percent of the students in grade three through grade six will score at FCAT Achievement Level 3 or above on the 2008 FCAT Reading Test.

Given instruction using Sunshine State Standards, 92 percent of the students in grades three through six will score at FCAT Achievement Level 3 or above on the 2008 FCAT Mathematics Test.

Given instruction using Sunshine State Standards, the percentage of students in grade four who will score at or above 3.5 on the 2008 FCAT Writing+ test, will increase by six percentage points as compared to the scores from the 2007 FCAT Writing+ test.

Given instruction using the Sunshine State Standards, 69 percent of grade five students will score at FCAT Achievement Level 3 or above on the 2008 FCAT Science Test.

Given the district's focus on parental involvement, the school will increase the level of parental involvement for the 2007-2008 school year by five percent in school sponsored events when compared to attendance logs of the 2006-2007 school year.

Given the need to establish an environment that is safe and conducive to learning, the percent of parents responding positively on the School Climate Survey to safety and security items will increase by one percentage point when compared to the 2006-2007 school year.

Given the need to enhance staff members' knowledge and understanding of instructional computer software programs, ninety percent of staff members will be using computer instructional programs to enhance and support instruction by the end of the 2007-2008 school year as evidenced by the increase in students accessing these programs.

The students in grades four, five, and six will achieve an increase of three percentage points gain as measured by the 2007-2008 FITNESSGRAM pre- and post-tests.

In grades two through six students will produce a final project in art class that is related to one of the units they are studying; in music, the students in grades two through five will perform using at least one musical instrument.

Ada Merritt K-8 Center will establish a school ranking status on the State of Florida Return On Investment Index for the next publication.



# School Improvement Plan 2007-2008



This document presents the school's goals and objectives for the 2007-2008 school year. In the areas of Reading, Mathematics, and Science, Ada Merritt hopes to exceed and/or maintain the scores achieved by the 2006-2007 third, fourth and fifth graders of Ada Merritt K-8 Center. In the area of Writing, the school is seeking to continue improving the combined score of the FCAT Writing+ Test. In the area of Science, the school will continue to provide time in the Science Inquiry Lab in order to provide students support with the science instruction taking place in the science instructional block. For Parental Involvement, Ada Merritt will increase in the number of parents attending school-sponsored events. Our goal in Discipline and Safety is to provide a safe learning environment for all students by establishing school-wide discipline and attendance policies. In the area of Technology, Ada Merritt will increase the percentage of teachers using instructional computer software programs to enhance and support student achievement. For the Special Areas, our goal is to increase the integration of the visual arts into the general curriculum. Through these goals the school expects to continue to grow and develop as a learning community that nurtures the hearts and minds of all who enter. The organization analyzed the Spring 2007 Organizational Performance Improvement Snapshot Survey and concluded that the two weakest areas were Progress Management and Strategic Planning, scoring 4.1 and 4.1 respectively out of 5.0 possible points. To address the weak areas identified, the administration will conduct Learning Community Meetings. During the Learning Community Meetings, the administration will provide an organizational management summary and address questions and concerns.



# 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.

## 3191 - ADA MERRITT ELEMENTARY SCHOOL

### VISION

The vision of Ada Merritt K-8 Center is to create a vibrant learning community that nurtures, develops, and respects its individual members and its broad community of stakeholders.

### MISSION

Ada Merritt K-8 Center provides and supports a rigorous dual language international education program that values and promotes the acquisition of a second language and embraces international perspectives and attitudes through a unique and high quality education for our diverse community of learners.

### CORE VALUES



# School Improvement Plan 2007-2008



## Excellence

We pursue high standards and strive for personal, professional, and academic excellence.

## Kindness, Humility and Open-mind

We honor a kind, humble heart and open mind to ensure that we continue to grow and prosper as individuals, while helping others do the same.

## Respect, Integrity and Civility

There is a common expectation that respect, integrity, and civility will be the norm in how we deal with our students, their families, the broader community, and one another.

## Service, Collaboration, and Dedication

We believe that through our collaborative efforts and passionate dedication to the educational success of our students, we are able to foster a love of learning and commitment to service for the empowerment and improvement of ourselves and of those we impact.

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## ***School Demographics***

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The student membership reflects a diverse population representative of eleven percent Black, fifty-two percent Hispanic, twenty-five percent White, and nine percent Asian/Indian Multiracial.

The student population is comprised of thirty-five percent of students receiving free or reduced lunch, twenty-eight percent English Language Learners (ELL), and eleven percent Special Education (SPED) students of which thirteen percent are Gifted, one percent is Speech Impaired, and one percent is Other Health Impaired.

Of the teaching staff, Ada Merritt K-8 Center employs 77 full-time staff members and 11 part-time staff members. The ethnic breakdown of the staff is as follows: seventy-percent Hispanic, twenty-three percent White, three percent Black, and three percent Asian or Pacific Islander. The breakdown of full-time staff is as follows: 3 administrators; 1 guidance counselor; 1 TRUST counselor; 1 media specialist; 1 reading coach; 1 mathematics/science coach; 5 paraprofessionals; 3 clerical, 4 custodial; 1 cafeteria manager; and 57 teachers. The breakdown of teachers is as follows: 3 exceptional education; 5 special area; 2 lead teachers; and 41 classroom teachers (11 are new to this school, 33 hold advanced degrees, and 6 hold National Board Certification.) The breakdown of part-time staff is as follows: 3 classroom paraprofessionals; 1 media clerk; 4 cafeteria workers; 5 security monitors; and 1 custodial service worker.

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## ***School Foundation***

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### **Leadership:**

The Spring 2007 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Leadership was the knowledge of the organization's mission, item 1a, with a category score of 4.6, whereas the weakest in that section was the staff's opinion of the organization, item 1g, with a category score of 4. Based on aforementioned results, it is evident that the administration and the EESAC have implemented the use of calendars and bulletins to organize information presented to the staff.

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

The Spring 2007 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Strategic Planning was organizational structure, item 2c, with a category score of 4.3, whereas the weakest in that section was the lack of staff input and ideas of the organization's future, item 2a, with a category score of 4. The administration and the elected members of the EESAC will survey the staff for needs assessment and stakeholder input.

### **Stakeholder Engagement:**

The Spring 2007 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Stakeholder Engagement/Customer and Market Focus was knowledge and identification of the stakeholders, item 3a, with a category score of 4.7, whereas the weakest in that section was the staff's input in the decision making process, item 3e, with a category score of 4.2. The stakeholders at Ada Merritt K-8 Center will be provided opportunities through grade level meetings as well as faculty and staff meetings to be part of the decision making process.

### **Faculty & Staff:**

The Spring 2007 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Faculty and Staff/Human Resources was the ability to individually measure quality of work, item 4a, with a category score of 4.6, whereas the weakest in that section was the staff's knowledge of how the organization is doing in general, item 4f, with a category score of 4.3. The administration and elected members of the EESAC have a team approach to the overall function of the school. The organization has implemented opportunities for involvement and growth through many activities such as Professional Development, Professional Growth Teams, networking, and other team building events.

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

The Spring 2007 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Data/Information/Knowledge Management/Process Management was the staff's comfort and safety, item 5a, with a category score of 4.3, whereas the weakest in that section was the individual recognition of work performed by staff members, item 5d, with a category score of 4.2. The organization has monitored staff performance through the PACES, Certification, Professional Development Plans (PDP), and End of the Year Evaluations. The staff members will receive informal and formal feedback on the progress students are making overall job performance.

### **Education Design:**

The Spring 2007 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Process Management was staff collection information about the quality of their work, item 6b, with a category score of 4.3, whereas the weakest in that section was the staff acquiring all the resources needed to perform their jobs, item 6a, with a category score of 4.2. The administration provides resources for staff to perform their jobs and will continue to monitor and ensure the staff receives the appropriate resources.

### **Performance Results:**

The Spring 2007 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Performance/Business Results was the organization's legal and ethical ways of which it runs, item 7f, with a category score of 4.6, whereas the weakest in that section was the organization's sharing of financial issues with the staff, item 7c, with a category score of 3.8. The organization will use faculty meetings to provide information regarding financial issues with staff.



# 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**

All students in grades 3-6 at Ada Merritt K-8 Center will read on grade level.

### **Needs Assessment**

Due to the school's existing grade configuration of pre-kindergarten through grade six, the only data available are from the grade three, four, and five 2007 FCAT Reading tests results. The data indicate that ninety percent of the third, fourth, and fifth grade students tested in the 2007 FCAT administration scored at or above Level 3 in Reading. According to Adequate Yearly Progress (AYP) data, all subgroups scored ninety-one percent or higher proficiency in the area of Reading, thereby meeting No Child Left Behind (NCLB) required targets. An analysis of student performance on the 2007 FCAT Reading test data indicated that there was an increase of twenty-four percent learning gains as compared to the previous year. The data further indicates the weakest content clusters for third grade were Reference/Research at fifty percent correct and Main Idea and Author's Purpose at seventy-six percent correct. The strongest content clusters in third grade were Comparisons at eighty-two percent correct and Words and Phrases at seventy-eight percent mean score. In fourth grade, the weakest content cluster was Main Idea and Author's Purpose at seventy-two percent mean score. The strongest content cluster was Words and Phrases at eighty percent mean score. In fifth grade, the weakest content cluster was Words and Phrases at sixty-seven percent mean score while the strongest content cluster was Comparisons at eighty-nine percent mean score. To maintain and/or exceed the percentage achieved, we will implement the strategies that follow.

### **NCLB Subgroup Target**

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

### Measurable Objective

Given instruction using Sunshine State Standards, 92 percent of the students in grade three through grade six will score at FCAT Achievement Level 3 or above on the 2008 FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Develop, modify, and implement the long range curriculum plans that are aligned to the Sunshine State Standards, Primary Years Program (PYP) and Middle Years Middle (MYP) requirements.	Principal, Assistant Principals, Reading Coach, Classroom Teachers	8/20/07	6/4/08	Continuous Improvement Model	0
Create and implement the use of Enrichment Activity Learning Centers for the students who scored Levels 4 and 5 on the 2007 FCAT administration in order to maintain and/or exceed achievement.	Principal, Assistant Principals, Reading Coach, Classroom Teachers	8/20/07	6/4/08	Academic Enrichment Opportunities	0
Implement the 8-Step Florida Continuous Improvement Model (FCIM) to impact student achievement, as evidenced by grade level meeting agendas as well as Literacy Leadership Team Agendas and sign-in sheets	Principal, Assistant Principals, Classroom Teachers, Reading Coach	8/20/07	6/4/08	Continuous Improvement Model	0
Implement a school-wide, grade level format for a Home Reading Log to increase the number of students practicing independent reading.	Principal, Assistant Principals, Classroom Teachers, Students, Parents	10/1/07	6/4/08	District-wide Literacy Plan	0
Administer District Interim assessments and analyze test data in order to plan for differentiated instruction and intervention.	Principal, Assistant Principals, Reading Coach, Classroom Teachers	11/05/07	5/1/08	Continuous Improvement Model	0
Continue to participate in the Accelerated Reader Program	Principal, Assistant Principals, Media Specialist, Reading Coach, Parents, Students	9/10/07	5/22/08	District-wide Literacy Plan	0
Increase the number of teachers who are trained in Project CRISS strategies, PYP and MYP.	Principal, Assistant Principals, Reading Coach, PYP/MYP Coordinator, Identified Teachers	8/20/07	6/4/08	Continuous Improvement Model	0
Identify students in grades three through five scoring at Achievement Levels 1 and 2 on the FCAT Reading Test as well as low performing students in grades Kindergarten through grade five and implement daily small group instruction utilizing reading intervention programs such as Voyager, Early Success, Soar to Success. Provide Intensive Reading for the students in grade six who scored at Level 1 and 2 on the 2007 FCAT using Read XL.	Principal, Assistant Principals, Reading Coach, Classroom Teachers, Tutors	8/20/07	6/4/08	District-wide Literacy Plan	0

### Research-Based Programs

Houghton Mifflin Reading Basal Series, Riverdeep, Early Success, Voyager, and Soar to Success, Read XL

### Professional Development

Houghton Mifflin Reading Basal Series, Guided Reading demonstration and training, Eight-step Continuous Improvement Model Implementation, PYP and MYP.

### Evaluation

2008 FCAT Reading Test, EduSoft Item Analysis Data from quarterly District Interim Assessments, and DIBELS, FORF data provided through the Progress Monitoring and Reporting Network (PMRN), and DAR

## Mathematics Goal

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

#### **Florida Education Priorities**

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

All students at Ada Merritt K-8 Center will be on grade level in mathematics.

### **Needs Assessment**

Due to the school's existing grade configuration of pre-kindergarten through grade six, the only data available are from grades three, four and five 2007 FCAT Mathematics Test. The results of the 2007 FCAT Mathematics Test indicate that ninety percent of students scored at FCAT Achievement Level 3 or above. According to Adequate Yearly Progress (AYP) data, all subgroups scored sixty percent or higher proficiency in the area of Mathematics, thereby meeting NCLB required targets. An analysis of student performance on the 2007 FCAT Mathematics Test data indicated that the weakest content clusters in third grade were Algebraic Thinking at sixty-seven percent correct and Measurement at seventy-five percent correct. The strongest content clusters in third grade were Data Analysis and Geometry at eighty-six percent. In fourth grade the weakest content clusters were Geometry, Algebraic Thinking and Data Analysis at seventy-one percent correct, respectively. The strongest content cluster was Measurement at seventy-five percent correct. In fifth grade, the weakest content clusters were Algebraic Thinking at fifty-five percent correct and Data Analysis at fifty-eight percent correct. While the strongest content clusters were Number Sense and Geometry at sixty-nine percent correct. To maintain and/or exceed the percentage achieved, we will implement the strategies that follow.

### **NCLB Subgroup Target**

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

### Measurable Objective

Given instruction using Sunshine State Standards, 92 percent of the students in grades three through six will score at FCAT Achievement Level 3 or above on the 2008 FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement Everyday Mathematics as the primary mathematics instructional program, using Unit Progress Checks, Mid-Year, and End-of-Year Progress Checks to monitor student progress.	Principal, Assistant Principals, Classroom Teachers	8/20/07	6/4/08	Continuous Improvement Model	0
Develop, modify, and implement the long range curriculum plans that are aligned to the Sunshine State Standards, PYP, and MYP requirements.	Principal, Assistant Principals, Classroom Teachers	8/20/07	6/4/08	Continuous Improvement Model	0
Implement the 8-step Florida Continuous Improvement Model (FCIM) to impact student achievement, as evidenced by grade level meeting agendas.	Principal, Assistant Principals, Classroom Teachers, Math Coach	8/20/07	6/4/08	Continuous Improvement Model	0
Create and implement the use of Enrichment Activity Learning Centers for the students who scored Levels 4 and 5 on the 2007 FCAT administration in order to maintain and/or exceed achievement.	Principal, Assistant Principals, Mathematics Coach, Classroom Teachers	8/20/07	6/4/08	Academic Enrichment Opportunities	0
Conduct conferences between teachers and parents to monitor student progress as evidenced by class assignment roster.	Assistant Principals, Classroom Teachers, Parents	8/20/07	6/4/08	Continuous Improvement Model	0
Increase the number of teachers who are trained in Project CRISS strategies, PYP, and MYP.	Principal, Assistant Principals, Identified Teachers	8/20/07	6/4/08	Continuous Improvement Model	0
Administer District Interim Assessments in grades four through six and analyze test data in order to plan for differentiated instruction and intervention.	Principal, Assistant Principals, Mathematics Coach, Classroom Teachers	11/05/07	5/01/08	Continuous Improvement Model	0
Identify students in grades three who scored in the bottom twenty-fifth percentile on the 2007 SAT Mathematics administration and identify students in grades four through six who scored at FCAT Achievement Levels 1 and 2 on the 2007 and provide daily small group tutoring using SkillsTutor.	Principal, Assistant Principals, Mathematics Coach, Classroom Teachers, Tutors	8/20/07	6/4/08	Continuous Improvement Model	0
Provide Intensive Mathematics for students scoring FCAT Levels 1 and 2 on the 2007 administration.	Principal, Assistant Principals, Classroom Teachers, Mathematics Coach	8/20/07	6/4/08	Seamless PreK-12 Curriculum	

### Research-Based Programs

Everyday Mathematics, Riverdeep, and Project CRISS strategies, SkillsTutor

### Professional Development

Everyday Mathematics, Project CRISS training, Riverdeep training, and SkillsTutor

### Evaluation

2008 FCAT Mathematics Test and 2008 SAT Mathematics Test scores, and EduSoft Item Analysis Data from quarterly District Interim 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 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"/>

### **Writing Statement**

All students in grade four at Ada Merritt K-8 Center will write on grade level.

### **Needs Assessment**

The results of the 2007 FCAT Writing+ Test indicate seventy-nine percent of the students scored at 3.5 or higher; a nine percentage point increase from the previous year. An analysis of the 2007 FCAT Writing+ Test indicates that the students scored strongest on the Narrative portion of the test with a mean score of 3.9. The students scored weakest on the Expository portion of the test with a mean score of 3.8. To maintain and/or exceed the percentage achieved, the following strategies will be implemented.

### **NCLB Subgroup Target**

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

### Measurable Objective

Given instruction using Sunshine State Standards, the percentage of students in grade four who will score at or above 3.5 on the 2008 FCAT Writing+ test, will increase by six percentage points as compared to the scores from the 2007 FCAT Writing+ test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Analyze testing data to determine student needs and instruct using best teaching practices as evidenced by the implementation of monthly prompts.	Principal, Assistant Principals, Reading Coach, Classroom Teachers	09/20/07	6/4/08	District-wide Literacy Plan	0
Provide students with opportunities to enter writing contests such as the Hispanic Heritage Writing and Art Contest.	Principal, Assistant Principals, Classroom Teachers, Parents	10/1/07	5/1/08	Academic Enrichment Opportunities	0
Provide activities for students that teach them how to use the scoring rubric for self and peer writing review.	Principal, Assistant Principals, Classroom Teachers	8/20/07	6/4/08	Continuous Improvement Model	0
Provide writing workshops for teachers and parents.	Principal, Assistant Principals, Identified Teachers	9/6/07	2/1/08	Exchange Meaningful Information	0
Implement the Florida 8-Step Continuous Improvement Model (FCIM) to impact student achievement, as evidenced by grade level meeting agendas as well as Literacy Leadership Team Agendas and sign-in sheets	Principal, Assistant Principals, Reading Coach, Classroom Teachers,	8/20/07	6/4/08	Continuous Improvement Model	0
Increase the number of teachers who are trained in Project CRISS strategies, PYP and MYP.	Principal, Assistant Principals, Reading Coach, Identified Teachers	8/20/07	6/4/08	Continuous Improvement Model	0
Develop, modify, and implement the long range curriculum plans that are aligned to the Sunshine State Standards, PYP and MYP requirements.	Principal, Assistant Principals, Classroom Teachers	8/20/07	6/4/08	Continuous Improvement Model	0

### Research-Based Programs

Houghton Mifflin and Project CRISS Strategies

### Professional Development

Project CRISS training, Writing Standards, and Best Practices in Writing workshops (both in-house and provided by the District)

### Evaluation

Scores on 2008 FCAT Writing+ Test, and Monthly Writing Prompts

## 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**

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"/>

### **Science Statement**

All fifth grade students at Ada Merritt K-8 Center will be on grade level in science.

### **Needs Assessment**

The 2007 Science FCAT administration provided the baseline data for fifth grade. The results of the science portion of the FCAT indicate that sixty-seven percent of the fifth grade students scored Level 3 or above on the 2007 FCAT. An analysis of the data indicate that the weakest strand was Scientific Thinking with fifty-eight percent mean score. The data further indicates that Physical and Chemical, Earth and Space, and Life and Environmental were the strongest strands at sixty-seven percent correct, respectively. To maintain and/or exceed the percentage achieved, the following strategies will be implemented.



### Measurable Objective

Given instruction using the Sunshine State Standards, 69 percent of grade five students will score at FCAT Achievement Level 3 or above on the 2008 FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Develop, modify, and implement the long range curriculum plans that integrate science with other subjects and that are aligned to the Sunshine State Standards, PYP, and MYP requirements.	Principal, Assistant Principals, Science Coach, Classroom Teachers	8/20/07	6/4/08	Continuous Improvement Model	0
Implement use of Full Option Science Systems (FOSS) Kits for hands-on exploration and inquiry in all grades.	Principal, Assistant Principals, Classroom Teachers	8/20/07	6/4/08	Seamless PreK-12 Curriculum	0
Implement an annual Science Fair in which students conduct experiments and display results in a public forum.	Principal, Assistant Principals, Science Coach, Classroom Teachers, Science Fair Committee	4/01/08	5/10/08	Education Innovation	0
Implement the use of a Science Lab in grades four, five and six to support the science instructional block.	Principal, Assistant Principals, Science Coach, Classroom Teachers	9/25/07	6/4/08	Seamless PreK-12 Curriculum	0
Provide in-house training for teachers in use of FOSS Kits, CRISS, PYP, and MYP.	Principal, Assistant Principals, Science Coach, Classroom Teachers	8/20/07	6/4/08	Continuous Improvement Model	0
Implement the 8-Step Florida Continuous Improvement Model (FCIM) to impact student achievement, as evidenced by grade level meeting agendas as well as Literacy Leadership Team Agendas and sign-in sheets	Principal, Assistant Principals, Science Coach, Classroom Teachers	8/20/07	6/4/08	Continuous Improvement Model	0
Administer District Interim Assessments in order to provide targeted instruction in grades four and five.	Principal, Assistant Principals, Classroom Teachers	11/05/07	5/1/08	Continuous Improvement Model	0

### Research-Based Programs

Scott Foresman Science Program K-5, Glencoe in 6th grade, FOSS Kits

### Professional Development

FOSS Training, Scott Foresman Program Training

### Evaluation

2008 FCAT Science test, site-authored pre-/post-test, District Science Interim Assessments

## 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 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 type="checkbox"/>

### Parental Involvement Statement

Parental Involvement

### ***Needs Assessment***

A review of the 2006-2007 attendance logs indicates seventy-three percent of the parents participated in school sponsored events.

### Measurable Objective

Given the district's focus on parental involvement, the school will increase the level of parental involvement for the 2007-2008 school year by five percent in school sponsored events when compared to attendance logs of the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement school-wide Home Reading Logs signed by parents.	Principal, Assistant Principals, Classroom Teachers, Students, Parents	10/1/07	6/4/08	Seamless PreK-12 Curriculum	0
Increase promotion and marketing of parent workshops to inform about the Bilingual, PYP and MYP Program and how they can support the curriculum to impact attendance.	Principal, Assistant Principals, Lead Teacher, Classroom Teachers, Parents	10/1/07	6/4/08	Continuous Improvement Model	0
Conduct parent workshops focusing on ways to improve student achievement.	Principal, Assistant Principals, Classroom Teachers, Parents	10/1/07	6/4/08	Continuous Improvement Model	0
Facilitate home/school communication and workshops for parents (both in-house and through the Parent Academy).	Principal, Assistant Principals, Classroom Teachers	8/20/07	6/4/08	Improve Public Perception	0
Promote an in-school and after-school volunteer parent reading program.	Principal, Assistant Principals, Reading Coach, Lead Teacher, School Counselor, Parents	11/1/07	6/4/08	District-wide Literacy Plan	0
Provide access to the Media Center to the parents before and after school.	Principal, Assistant Principals, Media Specialist, Media Specialist Assistant	8/20/07	6/4/08	Safe and High-quality Facilities	0

### Research-Based Programs

National Parent Teacher Association (PTA) Standards

### Professional Development

Parents will receive training in the Primary Years Program, grades kindergarten through five, Middle Years Program, grade six and in becoming more involved in their child's education. Parent Academy opportunities.

### Evaluation

Review 2007-2008 attendance logs for events such as Meet and Greet, Open House, PYP/MYP Workshops, FCAT Parent Informational Meetings, and other school-sponsored events.

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

### **Discipline & Safety Statement**

Discipline and Safety

### **Needs Assessment**

Safety directly affects the learning environment. When stakeholders do not feel safe, attrition of staff and students becomes evident. Results of the 2006-2007 School Climate Survey indicate that forty percent of the parents strongly agree that the school is safe and secure.

### Measurable Objective

Given the need to establish an environment that is safe and conducive to learning, the percent of parents responding positively on the School Climate Survey to safety and security items will increase by one percentage point when compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide adequate supervision and security throughout the school as needed (i.e. cafeteria, entry points).	Principal, Assistant Principals	8/20/07	6/4/08	Safe and High-quality Facilities	0
Implement and monitor an incentive program to encourage good behavior in the cafeteria.	Principal, Assistant Principals, Counselors, Security Monitors	8/20/07	6/4/08	Safe and High-quality Facilities	0
Increase the number of staff members trained in life-saving techniques.	Principal, Assistant Principals	8/20/07	6/4/08	Safe and High-quality Facilities	0
Monitor dismissal procedures for an effective After Care Program transition.	Principal, Assistant Principal, After Care Manager, After Care Staff	8/20/07	6/4/08	Safe and High-quality Facilities	0
Implement a school-wide discipline plan.	Principal, Assistant Principals, Counselors, All Teachers, Parents	8/20/07	6/4/08	Safe and High-quality Facilities	0

### Research-Based Programs

Not Applicable

### Professional Development

Life-Saving Techniques Training

### Evaluation

The 2007-2008 School Climate Survey will be used as the evaluation tool for this objective.

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

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

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

### Technology Statement

Technology

### ***Needs Assessment***

Based on an informal survey, sixty percent of staff members have found it difficult to take advantage and incorporate the use of instructional software programs as enrichment and/or support in addition to other instructional programs that have books. More familiarity with and frequent use of technological resources will encourage staff to use these programs to increase student achievement.

### Measurable Objective

Given the need to enhance staff members' knowledge and understanding of instructional computer software programs, ninety percent of staff members will be using computer instructional programs to enhance and support instruction by the end of the 2007-2008 school year as evidenced by the increase in students accessing these programs.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide staff with access to laptops.	Principal, Microsystems Technician, Parent Teacher Association (PTA)	8/20/07	6/4/08	Education Innovation	0
Provide trainings for staff on using Promethean Board.	Principal, Assistant Principals, Lead Teacher, Microsystems Technician	11/1/07	6/4/08	Education Innovation	0
Provide orientation and support for staff on software programs available in the school.	Principal, Assistant Principals, Microsystems Technician	10/1/07	6/4/08	Exchange Meaningful Information	0
Create and administer pre-/post survey for teachers on feelings of comfort with using technology.	Principal, Assistant Principals, Microsystems Technician	11/1/07	6/4/08	Exchange Meaningful Information	0
Provide additional school-wide trainings on Excelsior Electronic Grade Book.	Principal, Microsystems Technician	8/16/07	6/4/08	Education Innovation	0
Increase the number of computers in each classroom for student use.	Principal, Microsystems Technician, Students	8/15/07	6/4/08	Safe and High-quality Facilities	15000

### Research-Based Programs

Riverdeep and SkillsTutor

### Professional Development

Training on E-Blocks, SkillsTutor, Accelerated Reader (AR), PowerPoint Presentations, Promethea Board

### Evaluation

Log-in records for SkillsTutor and AR 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 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 checked="" type="checkbox"/>

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

Health and Physical Fitness

#### ***Needs Assessment***

The results of the 2006-2007 FITNESSGRAM test indicate forty-two percent of the fourth grade students and fifty-one percent of the fifth grade students passed the FITNESSGRAM. According to these results, students need to improve their aerobic capacity, which will encourage daily physical activity throughout their lives.



### Measurable Objective

The students in grades four, five, and six will achieve an increase of three percentage points gain as measured by the 2007-2008 FITNESSGRAM pre- and post-tests.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Administer a FITNESSGRAM pre- and post-test to determine baseline measures.	Principal, Assistant Principals, Physical Education Teacher	10/5/07	6/4/08	Student Wellness	0
Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items, which would enhance specificity of training.	Principal, Assistant Principals	8/20/07	6/4/08	Student Wellness	0
Develop an action plan to ensure that goals and objectives are met.	Principal, Assistant Physical Education Teacher	8/20/07	6/4/08	Continuous Improvement Model	0
Ensure nutrition, hygiene, and health activities are encompassed in the instructional program.	Principal, Assistant Principals, Physical Education Teacher	8/20/07	6/4/08	Healthcare & Healthy Choices	0
Implement the Walk-Safe Program.	Principal, Assistant Principals, Physical Education Coaches	8/20/07	6/4/08	Student Wellness	0
Ensure that an appropriate amount of instructional time is dedicated to fitness related activities on a daily basis.	Principal, Assistant Principals, Physical Education Teacher	10/1/07	6/4/08	Student Wellness	0

### Research-Based Programs

Not Applicable

### Professional Development

Not Applicable

### Evaluation

Administration of pre- and post- 2007-2008 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>

### Electives & Special Areas Statement

Electives and Special Areas

#### ***Needs Assessment***

Given the current PYP and MYP curricula being utilized, a need for increased collaboration between the art, music, and classroom teachers exists. There were only two collaborated products in the 2006-2007 school year. More collaborative products would enhance the learning experience by appealing to the multiple intelligences.

### Measurable Objective

In grades two through six students will produce a final project in art class that is related to one of the units they are studying; in music, the students in grades two through five will perform using at least one musical instrument.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Integration of PYP and MYP curriculum in the special areas.	Principal, Assistant Principals, Art Teacher, Music Teacher, Classroom Teachers	8/20/07	6/4/08	Seamless PreK-12 Curriculum	0
Bring guest artists to the school.	Principal, Assistant Principals, Art Teacher, Music Teacher	9/5/07	6/4/08	Academic Enrichment Opportunities	0
Participate in the Miami-Dade County Fair and Exposition Art competitions.	Principal, Assistant Principal, Art Teacher, Music Teacher	11/1/07	3/1/08	Academic Enrichment Opportunities	0
Implement sketchbook journals in classrooms using the arts as a catalyst for writing.	Principal, Assistant Principals, Classroom Teacher	8/20/07	6/4/08	Seamless PreK-12 Curriculum	0
Expose students to various media in the arts.	Principal, Assistant Principals, Art Teacher, Music Teacher	8/20/07	6/4/08	Education Innovation	0
Promote a school-wide Arts Festival.	Principal Assistant Principals, Art Teacher, Music Teacher, Parents	1/8/08	5/1/08	Academic Enrichment Opportunities	0

### Research-Based Programs

Not Applicable

### Professional Development

PYP and MYP Training

### Evaluation

Number of products produced by students related to units of study and at three or more collaborative products/performances

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

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

#### *District Strategic Plan*

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

### **Return On Investment Statement**

Return on Investment

### ***Needs Assessment***

The most recent data supplied from the FLDOE indicates that in 2005-2006, Ada Merritt K-8 Center had no Return on Investment value because it did not meet the necessary criteria.

### Measurable Objective

Ada Merritt K-8 Center will establish a school ranking status on the State of Florida Return On Investment Index for the next publication.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide professional development on financial resources in relation to school programs.	Principal, Assistant Principals	8/20/07	6/4/08	Business Process Redesign	0
Collaborate with the District on resource allocation.	Principal, Assistant Principals	8/20/07	6/4/08	Business Process Redesign	0
Reallocate existing resources or take advantage of a broader resource base, i.e. private foundations, volunteer networks.	Principal, Assistant Principals, Parents	8/20/07	6/4/08	Business Process Redesign	0
Consider shared use of facilities, partnering with community agencies.	Principal, Assistant Principals, Parents	8/20/07	6/4/08	Improve Public Perception	0
Partner with community agencies and share the use of the facilities.	Principal, Assistant Principal	9/1/07	6/4/08	Improve Public Perception	0

### Research-Based Programs

SkillsTutor, Houghton Mifflin, Voyager, Early Success, and Soar to Success

### Professional Development

PYP, MYP, CRISS, Dual Language Program In-house Trainings, SkillsTutor, and Excelsior Gradebook Training

### Evaluation

The percentage of students with learning gains will be divided by the program costs per weighted FTE students at the school.

**EESAC Compliance**

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

**Budget:**

The EESAC reviewed the budget for the 2007-2008 school year and will be making adjustments and recommendations for expenditures.

**Training:**

The EESAC reviewed the School Improvement Plan and the trainings identified.

**Instructional Materials:**

The EESAC will be provided with input from school stakeholders to select instructional and supplemental materials.

**Technology:**

The EESAC met and discussed needed purchases for hardware and software at the school site.

**Staffing:**

The EESAC met and discussed the possibility to purchase paraprofessionals and hourly personnel to increase classroom support.

**Student Support Services:**

The EESAC discussed strategies to provide students with support services in the development of the School Improvement Plan.

**Other Matters of Resource Allocation:**

The EESAC will be reviewing additional budgeted monies remaining in Capital Expenditure budgets and recommending expenditures.

**Benchmarking:**

The EESAC will be discussing means in which to assess progress throughout the course of the school year. Recommendations will be made to maintain and increase student achievement.

**School Safety & Discipline:**

The EESAC has reviewed strategies to provide and maintain a safe learning environment as outlined in the School Improvement 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	15000
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
<b>Total</b>	<b>15000</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*