

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Perrine Elementary School (4381)

Feeder Pattern - Miami Palmetto Senior

Regional Center V

District 13 - Miami-Dade

Principal - Andy Pierre-Louis

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Perrine Elementary was established in 1917 and relocated to its present location in 1977. The school sits on 8.84 acres and is located in Miami-Dade County in the Village of Palmetto Bay, Florida. Perrine Elementary is part of Regional Center V and the Palmetto Senior High Feeder Pattern. The school promotes a positive school atmosphere, community involvement and cultivates Pride, Respect, Integrity, and Commitment to Excellence. Perrine Elementary serves 804 students from the surrounding community. One hundred percent of these students participate in the standard curriculum program, 12% participate in the Limited English Language Learner Program, and 8% percent participate in the Special Education Program and 10% participate in the Gifted Program. The ethnic/racial make-up of the student population is 44% Hispanic, 33% Black, 18% White, and 5% Other. The population of the staff serving the students includes 28% White, 28% Black, 42% Hispanic, and 2% Asian/Island Pacific. Forty percent of the faculty has attained their Master's Degree. Fourteen percent have a Specialist Degree. Additionally, two teachers have attained the National Board Certification while two more are awaiting their results. Several other teachers are in the process of applying for NBCTS. Two staff members are currently working on their Doctoral Degree. Perrine Elementary has seven beginning teachers. The average number of teaching experience is eleven years. Perrine Elementary School implements an instructional program with a strong focus on literacy from Kindergarten through fifth grade. The researched-based reading, writing, and mathematics programs will be implemented at the school. The school currently implements full inclusion in grades two through five. Perrine Elementary strives to provide the opportunity for each student to grow to his or her full capacity. The school currently has two gifted units, one SPED resource unit and seven inclusion model classrooms. Academic Excellence is offered to fourth and fifth grade students in the area of Journalism and Hands-On-Science. Additionally, an after-school tutorial program developed to provide remediation and enrichment in the areas of Reading, Mathematics, and Writing in grades three through five. Supplemental materials and literacy intervention programs will be provided across all grade levels. A structured curriculum will be delivered through instruction that is data driven. A strong emphasis will be placed on the Continuous Improvement Model which monitors continuous student achievement through school-generated assessments. The results of the 2006-2007 FCAT Assessment indicate that 28 of our students in grades three through five scored a Level 1 in Reading and 41 scored a Level 2. Nineteen of the third through fifth grade students scored a Level 1 on the FCAT Math assessment and 67 of the students scored a Level 2. All subgroups achieved AYP according to the No Child Left Behind Act. One of the major challenges and areas of concern at Perrine Elementary involves creating partnerships with the parents of At-Risks students.

Given instruction based on the Sunshine State Standards, at least 83 percent of students in grades three through five will score at Level 3 or higher on the 2008 FCAT Reading Test.

Given instruction based on the Sunshine State Standards students in grades three through five will demonstrate skilled proficiency in mathematics as evidenced by 77% or more of students meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction on the Sunshine State Standards, at least 80% of the students in grade four will score a 4.0 or above on the 2008 FCAT Writing+ Test.

Given instruction based on the Sunshine State Standards (SSS) and the Miami-Dade County Public School's scope and sequence in science for elementary schools, at least 45% of students in grade five will meet Sunshine State Standards on the 2008 FCAT Science Test.

Given school wide emphasis on community outreach, parental involvement will improve as evidenced by at least a 10% increase in parent attendance to educational workshops as documented by the parent sign-in logs.

Given an emphasis on providing a safe and disciplined learning environment a minimum of 30% of the students will indicate that bullying is not a major concern on the 2007-2008 Perrine Elementary Bullying, Harassment, and Other Violence Survey.

Given an emphasis on the use of educational technology, all teachers will attend a minimum of three workshops on the use of technology during the 2007-2008 school year as evidenced by teacher sign-in logs. Similarly, students will attend learning sessions with the media specialist on accessing the internet.

Given the instruction in Physical Education Standards, fourth and fifth grade students will improve their physical fitness as evidenced by at least 75 percent of students winning gold or silver awards on the 2007-2008 FITNESSGRAM.

Given instructions based on the Sunshine State Standards and FCAT strategies, special area teachers including Art, Music and Bilingual teachers will implement a minimum of three lesson that integrate reading standards.

Perrine Elementary School will improve its ranking on the State of Florida Return On Investment Index Publication from the 71st percentile in 2004-2005 to the 72nd percentile or higher on the next publication of the index.



School Improvement Plan 2007-2008



The Organizational Performance Snapshot Survey taken by 93% of employees, indicates that while 89% of the responses were in "Agreement" for each category, there is room for improvement in the categories of Strategic Planning and Business Results. Specifically, the lowest average scores pertained to question 2a "As it plans for the future, my work location asks for my idea with an item score of 4.1 and question 7c "I know how well my work location is doing financially" with an item score of 3.7. It is the school's goal to provide all staff members with additional data and professional development in the area of Business Results and utilize their input in strategic planning.



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.

4381 - PERRINE ELEMENTARY SCHOOL

VISION

Perrine Elementary Expressive Arts School will provide students with a meaningful learning environment where every student will demonstrate proficiency and commitment to academic and artistic excellence.

MISSION

Perrine Elementary Expressive Arts School is committed to educating and preparing students for the challenges of tomorrow. Through the use of multiple intelligences, expressive arts, and technology, all stakeholders will facilitate the cognitive development, as well as emotional, physical, and social skills of the students while strengthening their pride, respect, integrity, and commitment to excellence.

CORE VALUES



School Improvement Plan 2007-2008



Pride

We believe that through the diligent effort of all stakeholders, the highest level of accomplishment will be achieved.

Respect

We foster a school environment that respects differences. All stakeholders feel and learn better in such an environment.

Integrity

We build positive relationships through honesty, respect and compassion in an effort to enhance the self esteem, safety and well being of all stakeholders.

Commitment to Excellence

We pursue the highest level of academic achievement, social awareness and organizational performance.

School Demographics

Perrine Elementary School was built in 1977. The school is located at 8851 S.W. 168th Street in Village of Palmetto Bay, Florida and sits on 8.84 acres. Perrine Elementary recently completed a major building project which included the construction of a ten classroom facility. The parking lot was also expanded to include 45 additional parking spaces on the northwest side of the school. Six new basketball courts, a Physical Education shelter and an office on the northeast side of our campus have been completed. Currently, a new playground area is being constructed on the southeast side of campus. Perrine Elementary has no portable classrooms.

Perrine Elementary serves 804 students from the surrounding community. The ethnic/racial make-up of the student population is 44% Hispanic, 33% Black, 18% White, and 5% Other. One hundred percent of these students participate in the standard curriculum program, 12% participate in the Limited English Language Learner Program, and 8% percent participate in the Special Education Program and 10% participate in the Gifted Program. The results of the 2006-2007 FCAT Assessment indicate that 28 of our students in grades three through five scored a Level 1 in Reading and 41 scored a Level 2. Nineteen of the third through fifth grade students scored a Level 1 on the FCAT Math assessment and 67 of the students scored a Level 2. All subgroups achieved AYP according to the No Child Left Behind Act. The 2006-2007 free and reduced lunch report indicates that 58% of students receive free or reduced lunch.

The advantages that contribute to the success of the school include the Multiple Intelligence Program, inclusion program, A.P. Writing program and our chess and science clubs.

The Leadership Team is comprised of the UTD steward, reading coach, counselor, media specialist, grade level and department chairpersons, EESAC chairperson and administrators. Perrine Elementary employs 57 instructional staff members. The population includes 16 or 28% White, 16 or 28% Black, 24 or 42% Hispanic, and 1 or 2% Asian Island Pacific. All instructional staff members are full-time with the exception of one.

The average class size by grade level for the general education and SPED primary classes is 19 to 1 and 23 to 1 for intermediate classes. Kindergarten student to teacher ratio is 18 to 1, first grade student to teacher ratio is 20 to 1, second grade student to teacher ratio is 23 to 1, third grade student to teacher ratio is 19 to 1, fourth grade student to teacher ratio is 22 to 1 and fifth grade student to teacher ratio is 20 to 1.

Perrine Elementary School attendance records show a decreasing trend in the number of student absences in the last three school years. During the 2005 - 2006 school year there were 5,462 absences, the following year it dropped to 5,322 student absences. During the 2006 - 2007 school year it decreased further to 4,784 student absences.

Perrine Elementary tested 134 third grade students of which 13 or 9% were retained. No other students were retained in the 2006-2007 school year.

The Palmetto Senior High Feeder Pattern includes 7 elementary schools and 2 middle schools in the surrounding communities. The neighboring middle schools in which Perrine Elementary students transition to are Southwood Middle School and Palmetto Middle School. Both of these schools earned an A grade. Palmetto Senior High received a B. There are no zone schools in this feeder pattern.

Perrine Elementary is a magnet school for the Fine Arts Program offering students in grades three through five the opportunity to audition for magnet strands in art, dance, drama and music. The school also houses a TEAM class in second grade to challenge students who are high performing student but not eligible for gifted. Perrine Elementary implements a content based gifted program. Students are serviced by certified gifted teachers in the areas of Reading and Language Arts. The school also sponsors an after-school tutorial program. This program tutors students in grades two through five, three days a week for an hour and a half.

School Foundation

Leadership:

According to 93% of the staff who responded to the SPRING 2007 online survey, Leadership received a ranking of 4.5 which is closest to the "Strongly Agree" mark. Each of the seven Leadership questions earned high ranking scores ranging from 4.7 to 4.4 item score.

District Strategic Planning Alignment:

According to 93% of the staff who responded to the spring 2007 online survey, District Strategic Planning Alignment received an average category score of 4.4, which is slightly above the "Agree" mark. Item 2b., "I know the parts of my organization's plans that will affect me and my work" and 2c., "I know how to tell if we are making progress on my work group's part of the plan," were the highest ranking questions with an item score of 4.4. Whereas the lowest ranking question for this category, item 2a, "As it plans for the future, my work location asks for my ideas," received a 4.3 item score.

Stakeholder Engagement:

According to 93% of the staff who responded to the spring 2007 online survey, Customer and Market Focus, received a ranking of 4.5 which is above the "Agree" mark. The staff agreed the most with question 3a., "I know who my most important customers are" received a ranking of 4.7 which is almost at the "Strongly Agree" mark. Item 3e, "I am allowed to make decisions to solve problems for my customers earned a 4.2 which was the lowest item score for this category.

Faculty & Staff:

According to 93% of the staff who responded to the spring 2007 online survey, Human Resources Focus received an average category score of 4.4 which is above the "Agree" mark. Item 5e. "I have a safe workplace" received a ranking of 4.7, which is closest to the "Strongly Agree" mark. All other items in this category earned a 4.4 item score.

Data/Information/Knowledge Management:

According to 93% of the staff who responded to the spring 2007 online survey, Measurement, Analysis and Knowledge Management was the highest ranking category of this survey with an average category score of 4.7. Three of the six questions asked received a 4.7 item score while the remaining three questions scored a 4.4.

Education Design:

According to 93% of the staff who responded to the spring 2007 online survey, Process Management achieved an average category score of 4.4. Item 6d, "I have control over my work process," was the lowest scoring item with a 4.3 item score. The remaining three items all scored 4.4 item score.

Performance Results:

According to the 93% of staff who responded to the spring 2007 online survey, Business Results received an average category ranking of 4.4, which is above the "Agree" mark. Item 7g, "My organization has high standards and ethics", was one of the highest ranking question for this category with a 4.6 item score. Whereas, item 7c, "I know how well my work location is doing financially," received a 3.7, the lowest ranking question for this category and the entire survey.



School Improvement Plan 2007-2008



Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :



School Improvement Plan
2007-2008



Schools Offering Primarily Grades 6 through 12

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

Reading Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Reading Statement

Students will improve their reading proficiency according to the Sunshine State Standards and the No Child Left Behind (NCLB) requirements.

Needs Assessment

The data from the 2007 FCAT Reading test reveals that while 82 percent of students scored at or above Level 3, there are opportunities for improvement in the areas of Words/Phrases and Main Idea/Purpose. The third grade Reading data further reveals a three percent decline in Main Idea/Purpose and a 25 percent decline in Reference/Research. The fourth grade data indicates a seven percent decrease in Words/Phrases. Fifth grade Reading results indicate a 10 percent decrease in Main Idea/Purpose.

NCLB Subgroup Target

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

Measurable Objective

Given instruction based on the Sunshine State Standards, at least 83 percent of students in grades three through five will score at Level 3 or higher on the 2008 FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Plan and deliver FCAT workshops to inform parents of the local, state, and federal requirements regarding student performance.	Teachers, Administrators, Reading Coach, Technology Facilitator	10/01/07	06/05/08	Continuous Improvement Model	0
Utilize the S.T.A.R. program to evaluate, assess and analyze student progress.	Teachers, Administrators, Reading Coach, Media Specialist, Technology Facilitator	08/20/07	06/05/08	Continuous Improvement Model	0
Implement language arts content based enrichment program for gifted students.	Gifted Teachers, Administrators	08/20/07	06/05/08	Continuous Improvement Model	0
Implement an inclusion program for Students With Disabilities (SWD).	Teachers, Varying Exceptionality Teachers, Administrators, Support Personnel	08/20/07	06/05/08	Inclusion of SWD	0
Implement after-school tutorial program for students in grades three through five not meeting state standards on the FCAT Reading test.	Administrators, Teachers, Reading Coach, Technology Facilitator, Tutorial Coordinator	10/01/07	03/06/08	Continuous Improvement Model	20000
Implement Continuous Improvement Model by administering site-authored assessments to monitor and guide the instructional focus and to increase student achievement.	Teachers, Administrators, Technology Facilitator	08/20/07	06/05/08	Continuous Improvement Model	0
Incorporate technology into the reading curriculum via student participation, in the Accelerated Reader Program, Riverdeep, Learning Today, FCAT Explorer and Leap Frog to monitor and evaluate student progress.	Teachers, Administrators, Reading Coach, Media Specialist, Technology Facilitator	08/20/07	06/05/08	Continuous Improvement Model	7000
Develop and implement weekly lesson plans based on the district pacing guide using the Houghton Mifflin and the Comprehensive Research-Based Reading Program (CRRP), in order to maintain and improve the number of students meeting high standards.	Teachers, Administrators, Reading Coach	08/20/07	06/05/08	Continuous Improvement Model	0

Research-Based Programs

The researched-based programs used at Perrine Elementary include Houghton Mifflin Reading Program, Voyager Passport, Riverdeep, Learning Today, AIM HIGHER and FCAT Reading Coach Programs.

Professional Development

Perrine Elementary will provide professional development opportunities to all staff members. These activities will include Houghton Mifflin training, Students With Disabilities (SWD) inclusion workshops, school-site collaborative planning sessions, and training for the implementation of Riverdeep, Learning Today, Leap Frog, DIBELS, PMRN reports, Edusoft and Multiple Intelligence Program.

Evaluation

This objective will be evaluated by at least 83% of students in grades three through five scoring at Level 3 or higher and achieving at least a one percent increase in Words/Phrases and Main Idea/Purpose on the 2008 FCAT Reading Test.

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

Mathematics Statement

Students will improve their Mathematics proficiency according to the Sunshine State Standards and the No Child Left Behind (NCLB) requirements.

Needs Assessment

The data from the 2007 FCAT Mathematics test reveals that while 76% of students scored at or above Level 3, there are opportunities for improvement in the areas of Algebraic Thinking and Data Analysis. According to the third grade data, there was a 17% decrease in Algebraic Thinking. Fourth grade results indicated a 14% decrease in Algebraic Thinking and Data Analysis. Fifth grade test results did not reveal a decline in any of the mathematics content clusters.

NCLB Subgroup Target

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

Measurable Objective

Given instruction based on the Sunshine State Standards students in grades three through five will demonstrate skilled proficiency in mathematics as evidenced by 77% or more of students meeting high standards on the 2008 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Incorporate Multiple Intelligence instructional strategies to aid in individualizing mathematics instruction for all grade levels and subgroups.	Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Plan and conduct FCAT Mathematics workshop for parents.	Administrators, Teachers	10/01/07	06/05/08	Continuous Improvement Model	0
Continue implementation of inclusion program for Students With Disabilities in grades two through five.	Teachers, Varying Exceptionalities Teachers, Administrators	08/20/07	06/05/08	Continuous Improvement Model	0
Provide students with a variety of mathematical techniques that emphasize mastery of Algebraic Thinking and Data Analysis.	Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Provide staff with ongoing professional development in mathematics instruction.	Teachers, Administrators	08/20/07	06/05/08	Continuous Improvement Model	0
Monitor student progress and redirect classroom instruction using the Continuous Improvement Model and Edusoft data management system to score school-wide mathematics quarterly assessments.	Teachers, Technology Facilitator	08/20/07	06/05/08	Continuous Improvement Model	0
Integrate technology into the mathematics curriculum via various software programs such as Riverdeep, FCAT Explorer and Learning Today to enhance and individualize mathematics instruction.	Teachers, Technology Facilitator	08/20/07	06/05/08	Continuous Improvement Model	700
Implement an after school tutorial program using AIM HIGHER and FCAT Mathematics Coach for students not meeting high standards on the 2007 FCAT Mathematics Test.	Administrators, Teachers, Tutorial Coordinator	10/01/07	03/06/08	Continuous Improvement Model	20000
Monitor student progress using the Continuous Improvement Model and Edusoft Data Management System to analyze and drive classroom instruction.	Teachers, Technology Facilitator	08/20/07	06/05/08	Continuous Improvement Model	0
Create hands-on lessons and activities to enhance students' mathematics proficiency across all grade levels and subgroups using Sunshine State Standards (SSS) and Grade Level Expectations (GLE).	Teachers, Administrators	08/20/07	06/05/08	Continuous Improvement Model	0

Research-Based Programs

The researched-based programs used at Perrine Elementary include Scott-Foresman Mathematics Program, Math Expressions (in first and second grade), Riverdeep, and Learning Today.

Professional Development

Perrine Elementary will provide professional development opportunities to teachers in all grades. These workshops will include district mathematics workshops, school-site collaborative planning sessions, Multiple Intelligence training as well as training for FCAT Explorer, Riverdeep and Learning Today.

Evaluation

This objective will be evidenced by at least 77% of students in grades three through five scoring at Level 3 or higher and achieving at least a one percent increase in the areas of Algebraic Thinking and Data Analysis on the 2008 FCAT Mathematics Test.

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

Writing Statement

Students will increase their writing proficiency according to state standards and No Child Left Behind (NCLB) requirements.

Needs Assessment

The results of the 2007 FCAT Writing+ Test indicate that while 73% of fourth grade students met state standards, there is an opportunity for improvement. All sub-groups identified by the NCLB met the proficiency criteria established for writing. Seventy nine percent of students scored a 3.5 or above on the writing expository while 65% scored a 3.5 on the narrative writing. However, only 59% of all students scored a 4.0 or above on the expository and 44% scored a 4.0 on the narrative writing.

NCLB Subgroup Target

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

Measurable Objective

Given instruction on the Sunshine State Standards, at least 80% of the students in grade four will score a 4.0 or above on the 2008 FCAT Writing+ Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Incorporate writing throughout all content areas in an effort to ensure that students will be able to compete in the workforce.	Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Provide an after school Academic Excellence Program (AEP) with the focus on improving writing proficiency of fourth grade students.	Teachers, Reading Coach	10/09/08	05/30/08	Continuous Improvement Model	0
Provide professional development opportunities for teachers during collaborative planning sessions in the utilization of the 6 point rubric, student writing analysis, and strategies for writing instruction.	Teachers, Reading Coach, Administrators	08/20/07	06/05/08	Continuous Improvement Model	0
Administer the district's pre/post writing test.	Teachers, Reading Coach, Administrators	09/03/07	05/30/08	Continuous Improvement Model	0
Review the writing process with students and provide them with the opportunity to write, edit and publish their work using technology.	Teachers, Technology Facilitator	08/20/07	06/05/08	Continuous Improvement Model	0
Continue to implement Write Traits Writing Program in grades one through five.	Administrators, Teachers	09/10/07	05/30/08	Continuous Improvement Model	0

Research-Based Programs

Perrine Elementary will utilize the Write Traits Writing Program as well as the writing component section of the Houghton Mifflin Research-Based Reading Program.

Professional Development

Perrine Elementary will provide professional development opportunities to teachers, which will include training in the utilization of holistic scoring of writing prompts, student writing analysis, and strategies for writing instruction. In addition, beginning teachers will receive ongoing mentoring and training with the implementation of the monthly prompts.

Evaluation

This objective will be evaluated by the scores of the 2008 administration of the FCAT Writing+ Test as well as District writing pre/post tests administered in the fall of 2007 and the spring of 2008.

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 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"/>

Science Statement

Fifth grade students will acquire the skills, competencies and knowledge needed to meet annual learning gains as well as Sunshine State Standards and No Child Left Behind (NCLB) requirements in the area of Science.

Needs Assessment

According to the 2007 FCAT Science Test, only 44% of fifth grade students scored at Level 3 or above. According to the data, an increase was achieved in all content clusters except for Scientific Thinking, where students answered only 50% of the questions correctly.

Measurable Objective

Given instruction based on the Sunshine State Standards (SSS) and the Miami-Dade County Public School's scope and sequence in science for elementary schools, at least 45% of students in grade five will meet Sunshine State Standards on the 2008 FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Increase students' participation in hands-on science activities by conducting science investigation and experiments provided in the Scott Foresman series that demonstrate concrete applications of the scientific method.	Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Host parent workshops that provide parents with information regarding science grade level benchmarks, resources and websites aimed at enhancing student achievement in science.	Teachers, Administrators, Technology Facilitator	08/20/07	06/05/08	Continuous Improvement Model	0
Provide staff development on instructional strategies in assessment and analysis of data, and differentiated instruction for all students.	Teachers, Administrators, Technology Facilitator	08/20/07	06/05/08	Continuous Improvement Model	0
Provide opportunities for an increase in student understanding of the scientific method by completing a biweekly write-up of the process upon completion of a science investigation.	Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Utilize CRISS strategies in grades two through five.	Teachers, Administrators	08/20/07	06/05/08	Continuous Improvement Model	0

Research-Based Programs

Perrine Elementary School uses the researched-based Scott Foresman Science Program and ScienceSaurus resource books.

Professional Development

Perrine Elementary will provide professional development opportunities in FCAT Science through Best Practices, sharing among grade levels, collaborative planning sessions, strategies for Science benchmarks, and other professional development opportunities provided by the school district in the area of Science instruction.

Evaluation

This objective will be evaluated by at least 45% of fifth grade students scoring at Level 3 on the 2008 FCAT Science Test. Additionally, progress toward this goal will be monitored through formative assessments of school authored pretest and posttest.

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 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"/>

Parental Involvement Statement

Perrine Elementary School will increase parent involvement during the 2007-2008 school year as compared to the 2006-2007 school year.

Needs Assessment

The 2006-2007 parent sign-in logs for parent workshops indicate 134 parents participated in school sponsored educational workshops. This indicates a need to increase parent participation within the school.

Measurable Objective

Given school wide emphasis on community outreach, parental involvement will improve as evidenced by at least a 10% increase in parent attendance to educational workshops as documented by the parent sign-in logs.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide parent workshops to inform parents of the local, state, and federal requirements regarding grade level assessments and curriculum programs/initiative.	Administrators, Teachers	09/05/07	02/08/08	Continuous Improvement Model	0
Develop a parent resource center.	Administrators	08/20/07	06/05/08	Continuous Improvement Model	0
Conduct parent workshops at a time that accommodates most families.	Administrators, Teachers	09/05/07	06/05/08	Continuous Improvement Model	0
Sponsor a Volunteer Breakfast to encourage parent support.	Administrators, Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Conduct workshop for parents to encourage participation in the "Lunch Bunch" Reading Program.	Administrators, Counselor	10/01/07	05/30/08	Continuous Improvement Model	0

Research-Based Programs

Perrine Elementary School utilizes ideas from Building Successful Partnerships "A Guide for Developing Parent and Family Involvement Programs" as a resource to improve parent involvement. Additionally, the National PTA is one of the more widely recognized researched-based parental involvement programs the school will utilize to deliver effective parent involvement activities.

Professional Development

Parents and staff at Perrine Elementary School will participate in school sponsored parent workshops and the Parent Academy.

Evaluation

The objectives will be evaluated by at least a 10% increase in parent attendance to educational workshops during the 2007-2008 school year as documented by parent sign-in logs, compared to those of the 2006-2007 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 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"/>

Discipline & Safety Statement

Perrine Elementary School will provide a safe and disciplined learning environment for all students and staff.

Needs Assessment

According to our 2006-2007 Bullying, Harassment and Other Violence Survey for students and teachers, 49% of third through fifth grade students considered bullying to be a "big problem".

Measurable Objective

Given an emphasis on providing a safe and disciplined learning environment a minimum of 30% of the students will indicate that bullying is not a major concern on the 2007-2008 Perrine Elementary Bullying, Harassment, and Other Violence Survey.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Invite the Village of Palmetto Bay Police Department to speak to students about various subjects including bullying, vandalism and theft.	Counselor, Administrators, Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Select and train students to participate in the Peer Mediation Program.	Counselor, Teachers, Administrators, Support Personnel	08/20/07	06/05/08	Continuous Improvement Model	0
Participate in the Miami-Dade County Police Safety Awareness Program including Bicycle Safety, Stranger Danger, and seatbelt safety.	Counselor, Administrators, Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Continue to implement Bullying Prevention Program.	Counselor, Administrator, Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Continue to utilize the Miami-Dade County Public Schools Code of Student Conduct to ensure appropriate handling of disruptive behavior	Administrators, Teachers, Counselor	08/20/07	06/05/08	Continuous Improvement Model	0
Continue the "Do the Right Thing" incentive program.	Counselor	08/20/07	06/05/08	Continuous Improvement Model	0

Research-Based Programs

Perrine Elementary will utilize the researched-based Peer Mediation/Conflict Resolution Program and Bullying Prevention Program (Olewus) K-8.

Professional Development

Perrine Elementary staff will receive professional development training in the areas of Peer Mediations and Conflict Resolution, Character Education as well as Bullying Prevention.

Evaluation

The 2007-2008 Perrine Elementary Bullying, Harassment, and Other Violence Survey will be administered at the beginning and at the end of the school year. The Discipline Committee will monitor the number of mediation referrals and the results of the surveys.

Technology Goal

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

Florida Education Priorities

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

Technology Statement

Perrine Elementary will increase student use of technology by providing professional development to the teachers on the use of technology in the classroom and across the curriculum. Additionally, each classroom will house at least three computers in order for students to access internet educational programs.

Needs Assessment

Implementation of Smartboards, E-Instruction, Learning Today, and other technology based programs have required teachers to enhance their skills in the utilization of technology.

Measurable Objective

Given an emphasis on the use of educational technology, all teachers will attend a minimum of three workshops on the use of technology during the 2007-2008 school year as evidenced by teacher sign-in logs. Similarly, students will attend learning sessions with the media specialist on accessing the internet.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize the Accelerated Reader and STAR programs to monitor student comprehension as well as motivating students to read.	Media Specialist, Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Utilize Edusoft software to retrieve and evaluate student achievement data and progress.	Administrators, Media Specialist, Reading Coach, Teachers, Technology Facilitator	08/20/07	06/05/08	Continuous Improvement Model	0
Infuse technology such as E -Instruction and Smart Board as learning tools throughout all content areas.	Media Specialist, Teachers, Technology Facilitator	08/20/07	06/04/08	Continuous Improvement Model	0
Provide professional development in basic computer skills, and in the use of Riverdeep, FCAT Explorer, Accelerated Reader, Edusoft, E-Instruction, and Learning Today.	Administrators, Media Specialist, Reading Coach, Teachers, Technology Facilitator	08/20/07	06/04/08	Continuous Improvement Model	0
Provide students and parents with the necessary passwords and information needed to access district provided programs for use at home.	Administrators, Media Specialist, Teachers	8/20/2007	06/04/08	Other/ Not Applicable	0

Research-Based Programs

Perrine Elementary School's researched based programs include Riverdeep, Learning Today, Accelerated Reader and STAR.

Professional Development

Perrine Elementary will provide professional development opportunities in the implementation and use of:

- Accelerated Reader
- Edusoft
- FCAT Explorer
- Riverdeep
- E-Instruction
- Learning Today
- Smartboard

Evaluation

This objective will be evidenced by the teacher sign-in logs, observable evidence of the use of technology in the classroom as documented on administration monitoring forms, and the implementation of E-Instruction and Learning Today.

Health & Physical Fitness Goal

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

Florida Education Priorities

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

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Health & Physical Fitness Statement

Perrine Elementary students will improve their level of health and physical fitness.

Needs Assessment

According to 2006-2007 FITNESSGRAM data, 75% of fourth and fifth grade students tested received gold and silver awards. This indicates a need for an increase in the number of students to meet minimum health related standards.

Measurable Objective

Given the instruction in Physical Education Standards, fourth and fifth grade students will improve their physical fitness as evidenced by at least 75 percent of students winning gold or silver awards on the 2007-2008 FITNESSGRAM.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Notify parents in writing when students are not meeting Physical Education requirements.	Physical Education Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Conduct a Preventative Health and Safety Education for Students (PHASES) workshop for students.	Counselor	08/20/07	06/05/08	Continuous Improvement Model	0
Provide activities that promote nutrition and exercise.	Physical Education Teachers, Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Conduct health and fitness awareness workshop for teachers and parents.	Physical Education Teachers, Teachers, Administrators	08/20/07	06/05/08	Continuous Improvement Model	0
Direct and oversee students' participation in activities specifically related to the assessment component items of the FITNESSGRAM.	Physical Education Teachers	08/20/07	06/05/08	Continuous Improvement Model	0

Research-Based Programs

FITNESSGRAM

Professional Development

Perrine Elementary Physical Education Teachers will conduct a workshop for teachers regarding the Florida Department of Education requirements for health and fitness.

Evaluation

This objective will be evidenced by 77% or more of fourth and fifth grade students meeting minimum health related standards on the 2007-2008 FITNESSGRAM.

Electives & Special Areas Goal

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

Florida Education Priorities

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

Students will improve their reading proficiency according to the Sunshine State Standards and the No Child Left Behind (NCLB) requirements.

Needs Assessment

Data from the 2007 FCAT Reading Test reveals that while 82% of students scored at or above a Level 3, there is an opportunity to improve reading skills by integrating reading instruction across the curriculum.

Measurable Objective

Given instructions based on the Sunshine State Standards and FCAT strategies, special area teachers including Art, Music and Bilingual teachers will implement a minimum of three lesson that integrate reading standards.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Discuss, compare, and contrast opera stories based on rhythm, sound, mood, and emotion presented in musical compositions and presentations.	Music Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Plan and implement Language Arts and Reading activities using the SRA Cross-Curricular Art Connections Program.	Art Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Plan and implement Language Arts and Reading activities using Scott Foresman's Lectura Spanish reading program.	Bilingual Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Collaborate with the District on resource allocation.	Administrators	08/20/07	06/05/08	Continuous Improvement Model	0
Use Multiple Intelligences strategies to enhance FCAT skills.	Special Area Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Use student performance data to influence decision-making.	Administrators, Reading Coach, Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Provide collaborative planning time for classroom, Art, Music and Bilingual teachers.	Administrators, Teachers, Reading Coach	08/20/07	06/05/08	Continuous Improvement Model	0
Incorporate musical theater, ballet and opera stories featuring music, story plots, and play puzzle vocabulary to enhance reading skills through a fine art connection.	Fine Arts Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Incorporate sports articles featuring story plot and vocabulary to enhance reading skills through a physical education/sports connection.	Physical Education Teachers	08/20/07	06/05/08	Continuous Improvement Model	0

Research-Based Programs

Perrine Elementary Art, Music and Bilingual Programs will incorporate the Multiple Intelligences, McGraw Hill's SRA Art Connections, and Scott Foresman's Lectura Spanish Reading Programs.

Professional Development

Perrine Elementary will provide teacher training in the use of Multiple Intelligences.

Evaluation

This objective will be evidenced by a minimum of three student activities that reflect reading Sunshine State Standards and FCAT strategies in the Art, Music and Bilingual Programs.

Return On Investment Goal

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

Florida Education Priorities

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

Return On Investment Statement

Perrine Elementary will improve student performance by delivering a high quality instructional program and monitor its effectiveness and efficiency to produce a high return on investment and achieve high learning gains.

Needs Assessment

The most recent data supplied from the Florida Department of Education indicated that in 2004-2005, Perrine Elementary School ranked at the 71st percentile on the State of Florida Return On Investment(ROI) index.

Measurable Objective

Perrine Elementary School will improve its ranking on the State of Florida Return On Investment Index Publication from the 71st percentile in 2004-2005 to the 72nd percentile or higher on the next publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Collaborate with the District on resource allocation.	Administrators	08/20/07	06/05/08	Other/ Not Applicable	0
Apply for grants to offset the school's financial obligation.	Administration, Teachers	08/20/07	06/05/08	Other/ Not Applicable	0
Monitor the use of the financial resources in relation to school programs.	Administrators, Teachers	08/20/07	06/05/08	Other/ Not Applicable	0
Use student data to target specific areas for improvement and make appropriate purchases that will assist the enhancement of student achievement	Administration, School Literacy Team	08/20/07	06/05/08	Other/ Not Applicable	0
Utilize parents to assist in school-wide reading activities.	Reading Coach, Teachers	08/20/07	06/05/08	Other/ Not Applicable	0

Research-Based Programs

N/A

Professional Development

N/A

Evaluation

On the next State of Florida Return On Investment index publication, Perrine Elementary School will show progress toward reaching the 72nd percentile or higher.

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 will be provided with a presentation of the school budget and the steps involved in the budgeting process. Opportunities to make recommendations for the EESAC funds were provided.

Training:

The EESAC provided substitute funding for professional development opportunities.

Instructional Materials:

The EESAC members have been informed and made recommendations for school-wide instructional needs.

Technology:

The EESAC members were informed of current technology upgrades and needs.

Staffing:

The EESAC recommended the continuation of the school-wide staff development plan to support reading, writing, mathematics, and science instruction.

Student Support Services:

The EESAC recommended a school-wide effort to improve student achievement by providing media center funds.

Other Matters of Resource Allocation:

The EESAC is providing funding for an hourly Microsystem Technician in an effort to maintain the school-wide technology program.

Benchmarking:

The EESAC members were in support of the Continuous Improvement Model (CIM).

School Safety & Discipline:

The EESAC members are aware of safety concerns regarding morning student drop-off and dismissal procedures.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	27000
Mathematics	20700
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	47700



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