

SCHOOL IMPROVEMENT PLAN 2007 - 2008

West Laboratory Elementary School (5831)

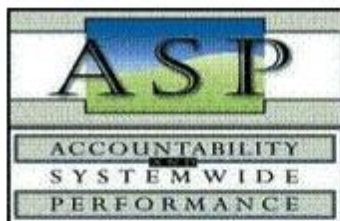
Feeder Pattern - Coral Gables Senior

Regional Center IV

District 13 - Miami-Dade

Principal - Barbara Soto

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Henry S. West Laboratory School is located at 5300 Carillo Street, Coral Gables, Florida, and serves students in Kindergarten through sixth grade, across the county. The school was established in 1954 through a legal agreement between Miami-Dade County Public Schools and the University of Miami, defining the school as a research facility. The school currently serves as a Professional Development School (PDS) for the University of Miami. Thus, the primary purpose of the partnership is to support a cooperative mission of reform in both in-service (school) and pre-service (university) education. The PDS mission includes: high quality instruction, students reaching their maximum potential, educational research, and collaboration among all participants. The Educational Excellence School Advisory Council (EESAC) reviewed, analyzed, and evaluated pertinent data such as the School Demographic and Academic Profile, Stanford Assessment Test (SAT) reports, Florida Comprehensive Assessment Test (FCAT) reports, No Child Left Behind (NCLB) requirements, Adequate Yearly Progress (AYP) report, and the School Improvement Plan (SIP) results from 2006-2007. The EESAC formulated the following objectives as school-wide priorities for the 2007-2008 year.

Given instruction using the Sunshine State Standards, students in grades three through six will improve their reading comprehension skills as evidenced by 94 percent of the students meeting high standards on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades three through six will improve their mathematics application skills as evidenced by 88 percent of the students meeting high standards on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by an increase from 76 percent to 79 percent of the students scoring a 4.0 or above on the 2008 FCAT Writing+ Test.

Given instruction using the Sunshine State Standards, students in grade five will improve their content knowledge and scientific thinking skills as evidenced by an increase from 51 percent to 53 percent of the students meeting high standards on the 2008 FCAT Science Test.

Given a school-wide focus on parental involvement, parental roles as school volunteers will improve as evidenced by an increase from 35 percent to 37 percent in the number of volunteer hours logged with the parent volunteer coordinator.

Given instruction using the Character Education Curriculum, students in Kindergarten through sixth grade will maintain high levels of discipline as evidenced by a reduction of one percent in the number of Student Case Management Referrals during the 2007-2008 school year.

Given instruction using the Sunshine State Standards for technology, students will demonstrate their use of technology as evidenced by 75 percent of all students creating digital projects under the direction of their teacher.

Given instruction using the Competency Based Curriculum (CBC) for Physical Education, students in grades four through six will improve their health and physical fitness skills as evidenced by an increase from 104 students to 150 students in grades four through six earning Gold Awards in the current year's FITNESSGRAM assessment.

Given instruction using the Visual Thinking Strategies (VTS) Curriculum, students will use works of visual art to develop their ability to analyze and construct meaning. The VTS Curriculum will assist in the development of thinking, writing, and communication skills, as evidenced by an increase from 15 to 18 works of art being analyzed by students in grades three through five.

Henry S. West Laboratory School will increase its ranking on the State of Florida ROI index publication from the 22nd percentile in 2004-2005 to the 24th percentile on the next publication of the index.

In accomplishing these objectives, the stakeholders of Henry S. West Laboratory School will ensure that the school is providing the best education possible, thus affording students the opportunity to maximize their academic, social, and physical potential. This will be accomplished by fostering exploration, collaboration, and innovation throughout the curriculum. Ninety-six percent of the staff responded to the Organizational Performance Improvement Snapshot Survey and ranked the categories in order of highest to lowest, as follows: Measurement, Analysis, and Knowledge Management (4.3); Customer and Market Focus (4.2); Leadership (4.1); Human Resource Focus (3.8); Business Results (4.0); Process Management (3.7); and Strategic Planning (4.0).

As determined by the results of the Organizational Performance Improvement Snapshot Survey, the two weakest areas were Process Management (3.7) and Human Resource Focus (3.8). Of the four indicators within the category of Process Management, the weakest score was 3.5 for the indicator stating "I can get all the resources I need to do my job." This indicates a need to survey staff for materials and items needed to effectively complete their job. Of the six indicators within the category of Human Resource Focus, the weakest score was 3.7 for the indicator stating, "The people I work with cooperate and work as a team." This indicates a need to promote and facilitate the professional learning communities' model when meeting with grade levels and curriculum departments.



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.

5831 - WEST LABORATORY ELEMENTARY SCHOOL

VISION

Henry S. West Laboratory School will provide high quality education for all students and will pioneer change in the teaching and learning process. As a professional development school, in conjunction with the stakeholders and the University of Miami, our vision is to prepare students to become lifelong learners and productive citizens. As a clinical setting for pre-service teachers, Henry S. West Laboratory School will be available for teacher training to prepare students for future challenges.

MISSION

Henry S. West Laboratory School provides a learning environment in which all students are able to attain their maximum academic, social, and physical potential, thus enabling them to become interested learners and contributing members in a changing, multicultural society. Students are afforded the opportunity to capitalize on their inherent strengths through their participation in high level curricular and extracurricular activities. Individualized instruction and tutorial programs are provided as needed. Periodic evaluations are designed to diagnose and assess achievement, provide data for addressing needs, and serve as a baseline for the School Improvement Plan. Henry S. West Laboratory School and the University of Miami partnership provide educational opportunities for students by exposing them to research-based programs and best practices.

CORE VALUES

Henry S. West Laboratory School believes in providing the highest standards for academic and social achievement of all students, aspiring to eliminate the achievement gap. We believe in working as a team not only within our organization but also with our students, parents, and community stakeholders with the ultimate goal of promoting student achievement.

School Demographics

Henry S. West Laboratory School serves as a Professional Development School (PDS) for the University of Miami. Students are selected through a Board approved admission policy with no defined boundaries. The nature of the admissions policy creates a diverse/multiethnic population of students. The school currently serves approximately 300 students in Kindergarten through sixth grade. Of the student population, 51 percent are Hispanic, 22 percent are Black, 25 percent are White, and 2 percent are Multiracial/Asian. Students at West Lab, as it is popularly known, come from a variety of socio-economic backgrounds; 19 percent of them are on Free or Reduced Priced Meals; two percent are English Language Learner (ELL); 20 percent are Gifted; and nine percent are in the following special education programs: Learning Disabled, Other Health Impaired, Varying Exceptionalities, and Speech and Language Impaired.

Henry S. West Laboratory School earned a grade of "A" under the Governor's A+ Plan for the 2006-2007 school year. The enrollment is stable with a mobility index of 10. The culture of Henry S. West Laboratory School reflects a structure that is collaborative. The administration gives all stakeholders the opportunity to share in decision making.

Additionally, there are 26 instructional staff members and 2 school-based administrators. Of the total instructional staff members, 36 percent hold a Bachelor's Degree, 48 percent hold a Master's Degree, 16 percent hold a Specialist Degree, and there are currently no instructional staff members with a Doctoral Degree. Of the instructional staff members, 25 percent are White Non-Hispanic, 25 percent are Black Non-Hispanic, 45 percent are Hispanic, and 5 percent are Asian/American Indian.

To provide assistance beyond the Professional Growth Team required by the District, new teachers are assigned a veteran teacher as a mentor. This mentor works closely with the teacher on such areas as planning and classroom management as well as assists the beginning teacher with adjusting to the school and the profession. On Teacher Planning Days, the mentor will provide more in-depth, practical knowledge in areas such as classroom management and SPED accommodations. Additionally, each month new educators will have the opportunity to participate in a round table discussion with their mentor teachers to resolve any issues or concerns. New educators will be able to share their experiences in a comfortable environment, and mentor teachers will collect feedback and use this information to better serve the unique needs of the beginning teacher.

The Continuous Improvement Model (CIM) is implemented by utilizing assessment data to identify areas of deficiencies along with developing an instructional focus calendar to target those areas. As an integral component of the August 16th faculty meeting, the administration presented in-depth FCAT test results, which included identifying 5-year trends and disaggregating data by grade, content clusters, strands, and achievement levels. Areas of strengths and weaknesses were identified and utilized to set school level goals and objectives.

Extended learning opportunities will be offered before and after school. The programs will consist of tutorials utilizing the SuccessMaker and Fast ForWord for students who scored in the lowest quartile in Reading and Mathematics on the 2007 FCAT. Enrichment programs in band, strings, violin ensemble for Kindergarten through third grade students, Chess, Mad Science, Broadcast Journalism, Art Appreciation, and Young Rembrandts are implemented throughout the year.

Sixth grade enrollment has declined over the past 5 years due to competition from magnet schools, private schools, and traditional middle schools. Maintaining sixth grade at the elementary level is a challenging task. The basic challenge for program enhancement is budgetary constraints due to the size of the school.

Empowerment promotes an environment that is conducive to professional learning communities. The professional learning communities at Henry S. West Laboratory School will promote personal growth, professional growth, student engagement, and student achievement.

School Foundation

Leadership:

The status of Henry S. West Laboratory School in the area of Leadership according to the May 2007 Organizational Performance Self Assessment Survey, states that our school scored a 4.1 out of 5. The data indicates that a positive working environment with set direction, vision, and mission is present.

District Strategic Planning Alignment:

The status of Henry S. West Laboratory School in the area of Strategic Planning according to the May 2007 Organizational Performance Self Assessment Survey, states that our school scored a 4.0 out of 5. The data indicates that staff members need encouragement to actively participate in the goals and objectives of our school.

Stakeholder Engagement:

The status of Henry S. West Laboratory School in the area of Customer and Market Focus according to the May 2007 Organizational Performance Self Assessment Survey, states that our school scored a 4.2 out of 5. Data indicates that the level of customer satisfaction is adequately high.

Faculty & Staff:

The status of Henry S. West Laboratory School in the area of Human Resources Focus according to the May 2007 Organizational Performance Self Assessment Survey, states that our school scored a 3.8 out of 5. Data indicates staff members utilize a team approach to the overall function of the school.

Data/Information/Knowledge Management:

The status of Henry S. West Laboratory School in the area of Human Resources Focus according to the May 2007 Organizational Performance Self Assessment Survey, states that our school scored a 3.8 out of 5. Data indicates staff members utilize a team approach to the overall function of the school.

Education Design:

The status of Henry S. West Laboratory School in the area of Human Resources Focus according to the May 2007 Organizational Performance Self Assessment Survey, states that our school scored a 3.8 out of 5. Data indicates staff members utilize a team approach to the overall function of the school.

Performance Results:

The status of Henry S. West Laboratory School in the area of Business Results according to the May 2007 Organizational Performance Self Assessment Survey, states that our school scored a 4.0 out of 5. Utilizing the Continuous Improvement Model (CIM), Henry S. West Laboratory School will foster systemic growth. Our goal is to create an efficient and effective organization and an institution built on promoting high academic achievement. These efforts will yield determined, responsible, life learners who nurture their creativity and individuality.



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 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

Students at Henry S. West Laboratory School will continue improving reading skills as measured by the Florida Comprehensive Assessment Test (FCAT).

Needs Assessment

Results of the 2007 FCAT Reading Test indicate that 90 percent of the students tested in reading scored a Level 3 or above, 24 percent of the students did not make learning gains, and 10 percent of the students did not meet high standards. The 2008 school performance in reading will need to demonstrate an increase in students achieving high standards by two percentage points. Students in grade three received the least amount of percentage points in the Reference/Research Cluster, earning one out of two possible points. Students in grade four received the least amount of percentage points in the Main Idea/Purpose Cluster, earning 18 out of 25 possible points. Fifth grade students received the least amount of percentage points in the Main Idea/Purpose Cluster, earning 15 out of 23 possible points. Students in grade six received the least amount of percentage points in the Words/Phrases Cluster, earning seven out of ten possible points. Therefore, these specific clusters will be the focus in the students' respective grades. In accordance with the No Child Left Behind Act (NCLB), all tested subgroups for Henry S. West Laboratory School achieved Annual Yearly Progress (AYP). A year's worth of growth was obtained by 80 percent of struggling students, as documented by the 2007 FCAT results.

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 the Sunshine State Standards, students in grades three through six will improve their reading comprehension skills as evidenced by 94 percent of the students meeting high standards on the 2008 FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Infuse CReating Independence through Student-owned Strategies (CRISS).	PrincipalAssistant PrincipalClassroom Teachers	8/20/2007	6/4/2008	District-wide Literacy Plan	0
Continue the inclusion model in grades two through six and expand to Kindergarten and first grade.	PrincipalAssistant PrincipalClassroom TeachersTeachers of Students with Disabilities	8/20/2007	6/4/2008	Inclusion of SWD	0
Implement the Continuous Improvement Model (CIM) by utilizing assessment data to identify areas of deficiencies and develop an instructional focus calendar.	PrincipalAssistant PrincipalClassroom Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	0
Identify students in all subgroups scoring below the State required mastery level and provide small group tutoring during and/or after school for students in the lowest 25 percentile.	PrincipalAssistant PrincipalClassroom Teachers	8/27/2007	6/4/2008	Continuous Improvement Model	3500
Utilize technology such as the Pearson Digital Learning's SuccessMaker and Accelerated Reader (AR) Programs to enhance reading skills in Kindergarten through sixth grade.	PrincipalAssistant PrincipalClassroom Teachers	8/20/2007	6/4/2008	District-wide Literacy Plan	0

Research-Based Programs

Core: Houghton Mifflin Reading Miami-Dade County Edition and Houghton Mifflin English/Spelling Miami-Dade County Edition.

Supplemental: Fast ForWord, SuccessMaker, Riverdeep, Voyager, Soar to Success, Early Success, Project CRISS, and Accelerated Reader

Professional Development

Provide professional development and training for all teachers in the following areas: collaborative teaching, using assessments as teaching tools to drive authentic instruction, examining student work to drive authentic instruction, using a school-wide instructional focus calendar to target benchmarks, infusing curriculum with CRISS Strategies.

Evaluation

2008 FCAT Reading Test, District Reading Interim Assessments, DIBELS, and MAZE, STAR Test, Houghton Mifflin Reading Series Themed Skills Tests, Fast ForWord, and SuccessMaker.

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

Students at Henry S. West Laboratory School will continue improving mathematics skills as measured by the Florida Comprehensive Assessment Test (FCAT).

Needs Assessment

Results of the 2007 FCAT Mathematics Test indicate that 86 percent of the students tested in mathematics scored a Level 3 or above, 29 percent of students tested did not make learning gains, and 14 percent of the students did not meet high standards. The 2008 school performance in mathematics will need to demonstrate an increase in students achieving high standards by two percentage points. Students in third through fifth grade received the least amount of percentage points in the Algebraic Thinking Cluster. Sixth grade students received the least amount of percentage points in the Measurement Cluster. The strength for third and fourth grade students was the Geometry Cluster. The strength for fifth grade students was the Measurement Cluster, and the strength for sixth grade students was the Number Sense and Geometry Clusters. In accordance with the No Child Left Behind Act (NCLB), all tested subgroups for Henry S. West Laboratory School achieved Annual Yearly Progress (AYP). A year's worth of growth was obtained by 73 percent of struggling students as documented on the 2007 FCAT results.

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 the Sunshine State Standards, students in grades three through six will improve their mathematics application skills as evidenced by 88 percent of the students meeting high standards on the 2008 FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Continuous Improvement Model (CIM) by utilizing assessment data to identify areas of deficiencies and develop an instructional focus calendar.	Principal Assistant Principal/Classroom Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	0
Utilize technology such as Riverdeep/ Destination Mathematics and Pearson Digital Learning SuccessMaker to enhance mathematics skills in Kindergarten through sixth grade.	Principal Assistant Principal Teacher of Students with Disabilities/Classroom Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	0
Continue an inclusion model in grades two through six and expand to Kindergarten and first grades.	Principal/Assistant Principal/Classroom Teachers	8/20/2007	6/4/2008	Inclusion of SWD	0
Utilize strategies such as Project CRISS, use of manipulatives, and use of graphic organizers to enhance instruction and student achievement.	Principal Assistant Principal/Classroom Teachers	8/20/2007	6/4/2008	District-wide Literacy Plan	0
Implement school-wide data analysis activities for teachers on a weekly basis and discuss results during monthly professional learning community meetings for teachers.	Principal, Assistant Principal, Classroom Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	500
Identify students in all subgroups scoring below the State required mastery level on the FCAT Mathematics Test and provide small group tutoring during and/or after school for students in the lowest quartile.	Principal Assistant Principal Classroom Teachers	8/27/2007	6/4/2008	Continuous Improvement Model	2000
Identify students in all subgroups not mastering weekly benchmark test and provide remediation two hours per week.	Principal Assistant Principal/Classroom Teachers	8/27/2007	6/4/2008	Continuous Improvement Model	2000
Implement and monitor the District's Pacing Guide in Kindergarten through sixth grade, with a sixty-minute mathematics block schedule.	Principal/Assistant Principal/Classroom Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	0
Utilize STAR Math as a pre, mid, and post assessment.	Principal, Assistant Principal, Classroom Teachers	8/27/2007	5/2/2008	Continuous Improvement Model	3000
Incorporate the Mathletics Curriculum throughout the Mathematics Program.	Principal, Assistant Principal, Classroom Teachers	8/20/2007	6/4/2008	Education Innovation	2000

Research-Based Programs

Core: Harcourt Brace Mathematics Series and Glencoe Mathematics for Grade Six.
Supplemental: SuccessMaker, Riverdeep, Project CRISS, and Mathletics.

Professional Development

Provide professional development and training for all teachers in the following areas: STAR Math, hands-on mathematics activities, Navigating Through Geometry, utilizing assessments as teaching tools, examining student work to guide authentic instruction, implementing a school-wide instructional focus calendar to target benchmarks.

Evaluation

2008 FCAT Mathematics Test, District Mathematics Interim Assessments, STAR Math, Weekly Benchmark Assessments, Harcourt Brace Mathematics Chapter Tests, FCAT Explorer, SuccessMaker, Riverdeep, and Fast ForWord

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

Students at Henry S. West Laboratory School will continue to improve writing skills as measured by the 2008 FCAT Writing+ Test.

Needs Assessment

The School Performance Accountability Report (SPAR) indicates 76 percent of students tested met the state standard of 3.5 or above in writing. The scores reflect a one percentage point decrease when compared to the 2006 FCAT Writing+ test results. Students will need to show a three percentage point increase on the 2008 FCAT Writing+ Test. The data revealed improvement is needed in expository writing. Though data dictates the strength is narrative writing, continuous instruction is required to raise student achievement levels. Ongoing data conversations amongst grade group members regarding progress on monthly assessments will drive instruction. Additionally, professional development needs such as vocabulary development and using the rubric to score student writing will be addressed.

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 the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by an increase from 76 percent to 79 percent of the students scoring a 4.0 or above on the 2008 FCAT Writing+ Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Continuous Improvement Model (CIM) by utilizing assessment data to identify areas of deficiencies and develop an instructional focus calendar.	PrincipalAssistant PrincipalClassroom Teacher	8/20/2007	6/4/2008	Continuous Improvement Model	0
Utilize writing across the curriculum strategies to enhance writing skills of all students in grades Kindergarten through sixth grade.	PrincipalClassroom Teachers	8/20/2007	6/4/2008	District-wide Literacy Plan	0
Administer District's Florida Writes+ pre and post tests to monitor progress.	Principal Assistant PrincipalClassroom Teachers	8/20/2007	6/4/2008	District-wide Literacy Plan	0
Implement conferencing, peer editing, and graphic organizer techniques to enhance the writing program.	Principal Assistant PrincipalClassroom Teachers	8/20/2007	6/4/2008	District-wide Literacy Plan	0
Utilize multimedia technology and instructional software such as Kidspiration/Inspiration to support and enhance classroom writing instruction.	Principal Assistant PrincipalClassroom Teachers	8/20/2007	6/4/2008	Education Innovation	0
Continue the inclusion model in grades two through six and expand to Kindergarten and first grades.	PrincipalAssistant PrincipalClassroom TeachersTeachers of Students with Disabilities	8/20/2007	6/4/2008	Inclusion of SWD	0
Implement school-wide writing program which includes monthly writing prompts, journal entries, contests, Character Education monthly theme reflections, pen pals, and showcasing student authors.	Principal Assistant PrincipalClassroom Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	0
Provide differentiated instruction to small flexible groups based on monthly writing prompts and ongoing assessments.	Principal Assistant PrincipalClassroom Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	5000

Research-Based Programs

Core: Houghton Mifflin Reading/Writing
Supplemental: Harcourt Writing Plus

Professional Development

Provide professional development and training for all teachers in the following areas: Holistic scoring utilizing the Six-Point Rubric, and District's Keys to Effective Writing, the use of multiple planners, utilizing Harcourt Writing Plus program for grammatics of Writing Plus.

Evaluation

2008 FCAT Writing+ Test, District's Florida Writes pre/post tests, monthly 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

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

Science Statement

Henry S. West Laboratory School will increase the scientific knowledge of all fifth grade students.

Needs Assessment

Results of the 2007 FCAT Science Test indicate that 51 percent of the fifth grade students scored a Level 3 or higher in Science. The mean scale score for students in grade five was 314. This exceeded the District and State scale scores of 295 and 306, respectively. An analysis of the student data from the 2007 FCAT Science Test indicates that students earned the least amount of percentage points in the Earth and Space Cluster. Students earned the greatest amount of percentage points in the Physical and Chemical, Life and Environmental, and Scientific Thinking Clusters. This indicates a need for hands-on, inquiry-based instruction in Earth and Space Science.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their content knowledge and scientific thinking skills as evidenced by an increase from 51 percent to 53 percent of the students meeting high standards on the 2008 FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the District's Science Pacing Guide, aligned to the Sunshine State Standards and Grade Level Expectations to provide consistency and purpose within the delivery of content.	Principal Assistant PrincipalClassroom Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	0
Utilize the District-developed Resource Guides for grades K-2, 3-5, and 6-8.	Principal Assistant PrincipalClassroom Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	0
Expose fifth grade students to the scientific method through weekly hands-on/inquiry-based investigations, culminating in a school-wide science fair.	Principal Assistant PrincipalClassroom Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	0
Implement and monitor the Scott Foresman Science Curriculum.	Principal Assistant PrincipalClassroom Teachers	8/20/2007	6/4/2008	Education Innovation	1500

Research-Based Programs

Scott Foresman Science Series, McDougal Littell Science, FOSS Kits, and Windows on Science

Professional Development

Provide professional development and training for all teachers in the following areas: Demonstration lessons and inquiry-based professional development.

Evaluation

2008 FCAT Science Test, District pre/post tests

Parental Involvement Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Parental Involvement Statement

Henry S. West Laboratory School will increase parental involvement in volunteer activities.

Needs Assessment

The results of the hours logged for parent involvement in academic activities for the 2006-2007 school year indicate 35 percent participation. This reveals a need to improve the record-keeping of volunteer participation, as well as the number of parent volunteers in academic activities.

Measurable Objective

Given a school-wide focus on parental involvement, parental roles as school volunteers will improve as evidenced by an increase from 35 percent to 37 percent in the number of volunteer hours logged with the parent volunteer coordinator.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Organize an effective and efficient system for utilizing parent volunteers, and provide ample training on volunteer procedures and school protocol.	Principal Assistant Principal Counselor	8/20/2007	6/4/2008	Improve Public Perception	0
Provide a Parent Resource Fair to showcase programs and resources available at the school.	Principal Assistant Principal Classroom Teachers	9/5/2007	9/5/2007	Improve Public Perception	0
Develop a monitoring system to accurately account for volunteer hours completed.	Principal Assistant Principal Classroom Teachers	8/20/2007	6/4/2008	Improve Public Perception	0
Continue to support and facilitate the parent-sponsored motivational programs.	Principal Assistant Principal Classroom Teachers Teachers Parent Teacher Organization Sponsors	8/20/2007	6/4/2008	Improve Public Perception	0
Continue distribution of The Parent Academy information to parents to encourage involvement.	Principal Assistant Principal	8/20/2007	6/4/2008	Improve Public Perception	0
Encourage participation and provide recognition for involvement in the Parent Teacher Organization (PTO) and the various sub-committees.	Principal Assistant Principal Classroom Teachers	8/20/2007	6/4/2008	Improve Public Perception	0
Facilitate early release Parent-Teacher Conferences.	Principal, Assistant Principal, Teachers	10/16/2007	1/15/2008	Improve Public Perception	500

Research-Based Programs

National Standards Parents/Family Involvement Programs, Parent-Teacher Organization (PTO)

Professional Development

Miami-Dade County Public Schools Parent Academy and Parent Portal

Evaluation

This objective will be evaluated by Volunteer Logs and a list of the hours served as compared to 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 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"/>

Discipline & Safety Statement

Henry S. West Laboratory School will reinforce Character Education to maintain high levels of discipline as well as maintain the safety and security of our students, teachers, and staff.

Needs Assessment

During the 2006-2007 school year there were 72 Student Case Management Referrals (SCAMS). There is a need to ensure that this number does not increase while working to maintain and promote a safe learning environment.

Measurable Objective

Given instruction using the Character Education Curriculum, students in Kindergarten through sixth grade will maintain high levels of discipline as evidenced by a reduction of one percent in the number of Student Case Management Referrals during the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Develop a partnership with the University of Miami Police Department, Coral Gables Police Department, and School Board Police to ensure campus safety and address any other security issues.	PrincipalAssistant PrincipalCounselorClas sroom Teachers	9/28/2007	6/4/2008	Safe and High-quality Facilities	0
Involve parents in the behavior management plan through telephone calls, notes, and conferences.	PrincipalAssistant PrincipalCounselorClas sroom Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	0
Conduct Functional Assessment of Behavior (FAB) in a timely manner as needed.	PrincipalAssistant Principal FAB Team	8/20/2007	6/4/2008	Continuous Improvement Model	0
Provide social skills development for students through the implementation of recess three times per week.	PrincipalAssistant PrincipalClassroom Teachers	8/20/2007	6/4/2008	Healthcare & Healthy Choices	0
Implement the District's Character Education Program.	PrincipalAssistant PrincipalClassroom Teachers Counselor	8/20/2007	6/4/2008	Continuous Improvement Model	0
Develop and implement a behavior management plan that includes rules, rewards, and consequences to ensure positive reinforcement of behavior.	PrincipalAssistant PrincipalCounselorClas sroom Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	0
Implement written reflections on the monthly Character Education Theme.	Principal Assistant PrincipalCounselorsCla ssroom Teachers	9/28/2007	6/4/2008	Continuous Improvement Model	0

Research-Based Programs

Not Applicable

Professional Development

Provide training for teachers and other staff members in the following areas: Functional Assessment of Behavior (FAB), Kagan's Cooperative Learning and Character Education.

Evaluation

This component will be evaluated by a comparison of the number of indoor and outdoor suspensions for the 2006-2007 and 2007-2008 school years.

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

Technology Statement

Students and teachers will increase their use of technology for directed and independent learning activities during the 2007-2008 school year.

Needs Assessment

The Florida Innovates/Empowering Students and Teachers with Digital Tools Survey indicates that Instructional Technology and Support and Funding for Technology at Henry S. West Laboratory School are at Stage 1/Entry level compared to the District and State, both of which are at Stage 2/Intermediate level. The survey also reveals that Henry S. West Laboratory School is at Stage 1/Entry level in Teacher Access and Teacher Use of Technology. The data for the 2006- 2007 school year showed that 30 percent of all students created a multimedia project, specifically in grades four and five.

Measurable Objective

Given instruction using the Sunshine State Standards for technology, students will demonstrate their use of technology as evidenced by 75 percent of all students creating digital projects under the direction of their teacher.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize the Technology Lab for directed and independent learning activities.	PrincipalAssistant PrincipalClassroom Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	0
Implement and monitor the District's Technology Competency-Based Curriculum.	PrincipalAssistant PrincipalClassroom Teachers	8/20/2007	6/4/2008	District-wide Literacy Plan	0
Utilize the Type to Learn Jr. Network software to improve keyboarding skills.	PrincipalAssistant PrincipalClassroom Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	0
Implement the Accelerated Reader component of the District's K-12 Comprehensive Researched-Based Reading Plan.	PrincipalAssistant PrincipalClassroom Teachers	8/20/2007	6/4/2008	District-wide Literacy Plan	0
Utilize the technology component of the Harcourt Brace Mathematics Series and Riverdeep/Destination to enhance students' mathematics skills.	PrincipalAssistant PrincipalClassroom Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	0
Utilize Kidspiration/Inspiration software to promote the use of graphic organizers in all curriculum areas.	PrincipalAssistant PrincipalClassroom Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	0
Implement Atomic Learning to assist with multimedia projects.	PrincipalAssistant PrincipalClassroom Teacher	9/28/2007	6/4/2008	Continuous Improvement Model	0

Research-Based Programs

Core: Houghton Mifflin Reading Miami-Dade County Edition Web-Based Activities, Harcourt Brace Math Web-Based Activities, Successmaker, and FastForWord.

Supplemental: e-Harcourt Math website, Kidspiration/Inspiration, Riverdeep/Destination, Accelerated Reader, Type to Learn Jr., and FCAT Explorer.

Professional Development

Provide professional development and training for all teachers in the following areas: Houghton Mifflin Reading Series Technology component, Successmaker, FCAT Explorer, Riverdeep/Destination, Edusoft, and Electronic Gradebook.

Evaluation

This objective will be evaluated based on student-developed digital projects under the direction of the teachers in grades Kindergarten through six.

Health & Physical Fitness Goal

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

Florida Education Priorities

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

Health & Physical Fitness Statement

Henry S. West Laboratory School will improve students' health and physical fitness skills.

Needs Assessment

Through participation in physical education, students develop interests and skills that promote and encourage lifetime fitness for daily living and overall wellness. The 2006-2007 District FITNESSGRAM assessment data indicates that 104 students earned gold awards. There is a need to increase the number of students earning gold awards on the annual FITNESSGRAM assessment.

Measurable Objective

Given instruction using the Competency Based Curriculum (CBC) for Physical Education, students in grades four through six will improve their health and physical fitness skills as evidenced by an increase from 104 students to 150 students in grades four through six earning Gold Awards in the current year's FITNESSGRAM assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize District Education Specialist to provide support in meeting physical education goals and objectives.	PrincipalAssistant PrincipalPhysical Education Teacher	8/20/2007	6/4/2008	Healthcare & Healthy Choices	0
Ensure that an appropriate amount of time is spent on fitness related activities such as cardiovascular, flexibility, and muscular strength and endurance daily.	PrincipalAssistant PrincipalPhysical Education Teacher	8/20/2007	6/4/2008	Healthcare & Healthy Choices	0
Monitor Physical Education Program to ensure that selected activities specifically relate to assessment component and specificity training.	PrincipalAssistant Principal	8/20/2007	6/4/2008	Healthcare & Healthy Choices	0
Incorporate techniques that develop responsible personal and social behavior in students in order to promote a safe learning environment.	PrincipalAssistant PrincipalPhysical Education TeacherClassroom Teachers	8/20/2007	6/4/2008	Healthcare & Healthy Choices	0
Implement the FITNESSGRAM pre/post tests to determine baseline measures.	PrincipalAssistant PrincipalPhysical Education Teacher	8/20/2007	6/4/2008	Healthcare & Healthy Choices	0

Research-Based Programs

Not Applicable

Professional Development

Professional development will be provided as follows: District Physical Education In-service Training and FITNESSGRAM Training.

Evaluation

This component will be evaluated by the number of students in grades four through six that earn Gold Awards on the 2007-2008 FITNESSGRAM assessment.

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

Electives & Special Areas Statement

Students will use works of visual art to enhance their critical and visual thinking skills.

Needs Assessment

An analysis of student performance on the 2007 FCAT Reading Test indicates that one of the weakest Content Clusters for students in grades three through six was Words and Phrases which indicates a need for students to develop vocabulary. Additionally, the 2007 FCAT Writing Test data indicates that 28 percent of students scored below 3.5. A further analysis indicates that 72 percent of students scored 3.5 or above in Expository Writing and 73 percent in Narrative Writing. Through the Visual Thinking Strategies (VTS) Curriculum, students will use works of visual art to develop their ability to analyze and construct meaning, as well as develop thinking, writing, and communication skills.

Measurable Objective

Given instruction using the Visual Thinking Strategies (VTS) Curriculum, students will use works of visual art to develop their ability to analyze and construct meaning. The VTS Curriculum will assist in the development of thinking, writing, and communication skills, as evidenced by an increase from 15 to 18 works of art being analyzed by students in grades three through five.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize projected visual images from different cultures and times and in various mediums to promote discussion.	PrincipalAssistant PrincipalClassroom Teachers	8/20/2007	6/4/2008	District-wide Literacy Plan	0
Implement open-ended questioning strategies to encourage divergent thinking.	PrincipalAssistant PrincipalClassroom Teachers	8/20/2007	6/4/2008	District-wide Literacy Plan	0
Implement the Visual Thinking Strategies (VTS) Curriculum.	PrincipalAssistant PrincipalClassroom Teachers	9/28/2007	6/4/2008	District-wide Literacy Plan	0
Utilize (VTS) writing assignments to allow students to express their opinions and consider multiple view points, build on each other's ideas, and revise their conclusions.	PrincipalAssistant PrincipalClassroom Teachers	9/28/2007	6/4/2008	District-wide Literacy Plan	0
Participate in partnership with University of Miami Lowe Art Museum to integrate museum visits with classroom studies.	PrincipalAssistant PrincipalClassroom Teachers	8/20/2007	6/4/2008	District-wide Literacy Plan	0

Research-Based Programs

Core: Visual Thinking Strategies (VTS) Curriculum

Professional Development

Provide professional development and training for teachers of grades three through five in Visual Thinking Strategies (VTS).

Evaluation

As a result of participating in the Visual Thinking Strategies Curriculum (VTS), students in grades three through five will analyze at least three additional works of art as compared to 2006-2007.

Return On Investment Goal

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

Florida Education Priorities

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

Henry S. West Laboratory School will increase its ROI index of value and cost effectiveness of its program.

Needs Assessment

The most recent data provided by the FLDOE indicate that in 2004-2005 Henry S. West Laboratory School ranked at the 22nd percentile on the State of Florida ROI index.

Measurable Objective

Henry S. West Laboratory School will increase its ranking on the State of Florida ROI index publication from the 22nd percentile in 2004-2005 to the 24th percentile on the next publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Reallocate school resources to better implement teaching, learning and class-size mandates.	Principal	8/20/2007	6/4/2008	Continuous Improvement Model	0
Provide professional development about the use of financial resources in relation to school programs.	PrincipalAssistant PrincipalEESAC	8/20/2007	6/4/2008	Continuous Improvement Model	0
Consider shared use of facilities and/or partnering with community agencies.	PrincipalAssistant PrincipalTeachersEESA C	8/20/2007	6/4/2008	Continuous Improvement Model	0
Consider reconfiguration of existing resources or taking advantage of a broader base, such as private foundations and volunteer networks.	PrincipalAssistant PrincipalTeachersEESA C	8/20/2007	6/4/2008	Continuous Improvement Model	0

Research-Based Programs

Houghton-Mifflin Reading Program, Harcourt-Brace Mathematics Program, Scott Foresman and McDougal Littell Science Programs

Professional Development

Facilitate professional development in the area of financial resources in relation to school programs.

Evaluation

Henry S. West Laboratory School will show progress by reaching the 24th percentile on the next State of Florida ROI index publication.

EESAC Compliance

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

Budget:

The EESAC reviewed available funds and recommended developing a spending plan based on teachers' needs.

Training:

The EESAC members were informed of the 2007-2008 Professional Development Plan.

Instructional Materials:

The EESAC recommended that teachers develop a list of materials for them to prioritize and purchase.

Technology:

The EESAC members were informed of current school-wide technology upgrades.

Staffing:

The EESAC recommended lowering the teacher/student ratio through the use of paraprofessionals if and when funds become available.

Student Support Services:

The EESAC recommended the continuation of parent-sponsored incentive activities such as Chess, Young Rembrandts, Violin, Strings, and Band Programs to enhance student achievement.

Other Matters of Resource Allocation:

The EESAC members were informed of program purchases which include STAR Math, Mathletics, and Harcourt Writing Plus.

Benchmarking:

The EESAC developed a schedule of meetings to review and monitor the implementation of the School Improvement Plan.

School Safety & Discipline:

The EESAC recommended the implementation of Recess to provide students the opportunity to develop social skills.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	3500
Mathematics	9500
Writing	5000
Science	1500
Parental Involvement	500
Discipline & Safety	0
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Total	20000



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