
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 3281 - Miami Lakes Elementary School

FeederPattern: Hialeah-Miami Lakes Senior

Region: Regional Center I

District: 13 - Miami-Dade

Principal: Rosy Calvo

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Miami Lakes Elementary School

Miami Lakes Elementary school was established in 1969 in northwest Miami-Dade County at 14250 N.W. 67th Avenue, in the town of Miami Lakes. The student mobility index is 21 percent. The student membership at Miami Lakes Elementary is 19 percent White, four percent Black, 74 percent Hispanic, and three percent Multicultural. Twenty eight of the students qualified for free/reduced meals. The average class size is 28.7 percent.

Miami Lakes Elementary offers a variety of programs to enhance student achievement and to meet student needs such as a self-contained Gifted program in grades one through five, Inclusion classes for Students With Disabilities and Limited English Proficiency and Teaching Enrichment Activities to Minority Students (T.E.A.M.) in grades one through five. Advanced Academic Program Clubs include Art Appreciation, Chess, Reading Book Club, Geography in Action, Journalism/Computer Club, and Science Engineering Communications Mathematics Enhancement (S.E.C.M.E.). In addition, Miami Lakes Elementary offers an Extended Foreign Language Program in grades kindergarten through five.

Our needs were prioritized and in conjunction with the staff and parents, the nine objectives listed below were identified to address student achievement for the 2005-2006 school year.

Given instruction using the Sunshine State Standards, students in grades three through five will increase their reading skills as evidenced by at least 82 percent of students scoring at or above grade level on the 2006 administration of the FCAT Reading Test as compared to the 2005 administration.

Given instruction using the Sunshine State Standards, students with Disabilities (SWD) will increase their reading skills as evidenced by at least 51 percent of each subgroup; identified in the NCLB requirements scoring at state mastery level.

Given instruction using the Sunshine State Standards, students in grades three through five will increase their mathematical skills as evidenced by at least 79 percent of students scoring at or above grade level on the 2006 administration of the FCAT.

Given instruction using the Sunshine State Standards, students with Disabilities (SWD) will increase their reading skills as evidenced by at least 56 percent of each subgroup; identified in the NCLB requirements scoring at state mastery level.

Given instruction using the Sunshine State Standards, students will improve their writing skills as evidenced by 90 percent of the students scoring a 3.5 or above on the 2006 administration of the FCAT Writing Test.

Given instruction using the Sunshine State Standards, students with Disabilities (SWD) will increase their writing skills as evidenced by one percent of each subgroup; identified in the NCLB requirements scoring at state mastery level.

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase in the mean scale score from 297 to 302 as documented by the 2006 FCAT-Science.

Given the school-wide emphasis on parental and community involvement, the school will demonstrate a five percent increase in parental and community interaction as evidenced by comparing the hourly logs for the 2004-2005 and 2005-2006 school years.

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a ten percent decrease in the number of referrals and suspensions during the 2005-2006 school year as compared to the 2004-2005 school year.

Given an emphasis on the use of technology in education, students in grades three through five will augment their usage of the FCAT Explorer program as evidenced by 70 percent of the students completing the program.

Given instruction using the Sunshine State Standards, students in grades four and five will improve their physical fitness performance as evidenced by a three percent increase in award recipients compared to the percentage of award recipients in 2005.

Given an emphasis on the benefits of participating in advanced academic programs, the number of students enrolled in the advanced academic programs will increase by five percent during the 2005-2006 school year as compared to the 2004-2005 school year.

Miami Lakes Elementary will improve its ranking on the State Florida ROI index publication from the 67th percentile in 2003 to the 90th percentile on the next publication of the index.

A variety of pertinent data, analyzed by the Educational Excellence School Advisory Council, included the Florida Comprehensive Assessment Test, the 2004-2005 School Performance Excellence Plan, the School Climate Survey, the Demographic and Academic Profile and the Organizational Performance Improvement On-Line Survey. Results of the on-line survey indicate that the Strategic Planning and Process Management categories received an average of

4.3 indicating an area in need of improvement. Our needs were prioritized and in conjunction with the staff and parents, this plan was developed to address performance excellence and improvement for the 2005-2006 school year.

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.

Miami Lakes Elementary School

VISION

Miami Lakes is building a better world one student at a time. Our school's stakeholders; the staff, the parents, the community and the students will work together to ensure that each child reaches maximum potential as an educated individual and well rounded citizen.

MISSION

Our mission is to provide a child-centered educational program which focuses on student achievement, physical, social, and emotional development so as to cultivate life-long learners equipped with the skills necessary to become productive citizens in a multicultural, diverse and changing society.

CORE VALUES

Miami Lakes Elementary is building a better world one student at a time. The school's stakeholders - the staff - the parents - the community, and the students will work together to ensure that each child reaches their maximum potential as an educated individual and well rounded citizen. We provide a child-centered educational program which focuses on student achievement, physical, social, and emotional development so as to cultivate life-long learners equipped with the skills necessary to become productive citizens in a multicultural, diverse and changing society. We believe in instilling core values in our students. These "A+ Attitudes" encompass a variety of values which are reviewed on a daily basis with students. By encouraging children to address these "A+ Attitudes", we are continuously working on core values that will strengthen our student population, therefore impacting our community.

School Demographics

Miami Lakes Elementary was established in 1969 in northwest Miami-Dade County at 14250 N.W. 67th Avenue, in the Town of Miami Lakes, Florida 33014. The student mobility rate is 21 percent. The student membership at Miami Lakes Elementary is 19 percent White, four percent Black, 74 percent Hispanic, and three percent Multicultural. Twenty eight percent of our students qualified for free/reduced meals. The average class size is 28.7 students. Miami Lakes Elementary is a non-Title I school. The school offers special programs aimed at meeting the academic needs of our students. The Special Education Program utilizes an inclusion model. It is made up of 0.2 percent physically impaired, 0.3 percent language impaired, 1.5 percent speech impaired, 2.7 percent specific learning disabled, 0.2 percent profoundly mentally handicapped, 0.1 percent developmentally delayed, 7.6 percent Gifted, 11.3 percent Limited English Proficiency, and a self-contained setting for 1.7 percent hearing impaired. A principal and two assistant principals serve as the instructional leaders of the school. The instructional staff is comprised of 51 certified classroom teachers, two teachers of students with disabilities, two teachers for hearing impaired students, two elementary guidance counselors, two speech therapists, a media specialist, 13 special area teachers, two hourly teachers, one ESOL teacher, 2 full-time and 11 hourly paraprofessionals, and one full-time media clerk. The student attendance is 96.6 percent and instructional staff attendance is 94.2 percent. The Physical Fitness results indicate that 67 percent of our students were award recipients. The Florida Department of Education grades Miami Lakes Elementary as an A performing school. Miami Lakes Elementary has achieved this performance level for the past six school years.

School Foundation

Leadership:

The Leadership Team at Miami Lakes Elementary School believes in creating and maintaining a strong communication system with the staff, faculty, parents, and community as evidenced by the 4.5 ranking on the Organizational Performance Improvement Online Survey. This allows for all stakeholders to be aware and involved in the school. School information is presented at faculty meetings, Educational Excellence School Advisory Council (EESAC) meeting, and Parent Teacher Association (PTA) meetings, monthly newsletters to parents, parent teacher conferences, and grade level meetings. The mission and vision of the school are communicated throughout each and every day. The vision and mission are evident in each classroom and office in the building. The Leadership Team believes in delivering a rich curriculum, that is both skill based and diverse in instructional strategies. It is the desire of the Leadership Team to create a positive learning environment where academic needs are met and student achievement is increased.

District Strategic Planning Alignment:

The Organizational Performance Improvement Online Survey results regarding strategic planning ranged from 4.2 to 4.4 percent. The goals and objectives of this school are to increase academic achievement in all grades. In addition to increasing academic achievement, the students will also take part in activities and programs that nurture the social, emotional, and physical development of the child. The Leadership Team meets and follows the Continuous Improvement Model (CIM) by assessing student progress, analyzing data, implementing strategies, and monitoring classroom instruction. The Leadership Team plans regularly to align school and district goals to effectively increase student achievement.

Stakeholder Engagement:

Miami Lakes Elementary takes pride in maintaining a high level of customer satisfaction. The Organizational Performance Improvement Online Survey results indicate a 4.5 ranking on the Customer and Market Focus category, indicating that the staff and faculty are well aware of who their most important customers are. Faculty and staff make a conscientious effort to communicate regularly with students, parents and community to keep these stakeholders abreast of educational initiatives and activities.

Faculty & Staff:

Miami Lakes Elementary School staff continues to implement the team approach through common planning time for all grade levels. Teachers and staff meet regularly and use the Continuous Improvement Model to discuss student progress, analyze data, discuss implementation of strategies and monitor student achievement to meet the needs of the students on their grade level.

When analyzing the impact of a team approach to the overall function of the school, a score of 4.5 was achieved on the Organizational Performance Improvement Online Survey. As a result of this collaborative effort, student achievement at Miami Lakes Elementary has consistently demonstrated academic growth.

Data/Information/Knowledge Management:

Miami Lakes Elementary is a data driven school. The instructional delivery is based on the strengths and

weaknesses of the students. A careful review of the disaggregated data is analyzed by the Curriculum Leaders and then presented to the faculty and staff for feedback. The results of quarterly and district assessments are utilized to assist teachers in the ongoing process of monitoring student progress. The Organizational Performance Improvement Snapshot Survey results indicate an average of 4.5 in the area of knowledge and ability.

Education Design:

The research based model we use is the CIM. At Miami Lakes Elementary we begin by assessing students to determine their strengths and areas in which they need assistance. The assessment data is analyzed to determine who is in need of immediate intensive interventions and what instructional strategies should be employed. This process will be facilitated by the utilization of quarterly and district assessments. Edusoft software will be utilized to expedite data collection. This software allows teachers to receive immediate feedback of their students' progress. This feedback provides teachers with the information needed to implement the necessary instructional strategies. Teachers rated Strategic Planning on the Organizational Performance Improvement Online Survey at a 4.3. The implementation component includes but is not limited to: small group instruction before, during, and after school, flexible grouping, computer assisted instruction, and whole class instruction. Program implementation is monitored weekly the implemented by the administrative team. Support is provided through staff development and shared best practices.

Performance Results:

Miami Lakes Elementary believes in providing all students with a safe, positive learning environment that offers as many opportunities as possible for each student to reach his or her maximum potential. The Leadership Team, faculty and staff work collaboratively with parents and students to communicate behavioral and academic expectations. Effectively working together by using alternative discipline methods to student suspensions. As a result of this collaboration between all the stakeholders and a strong belief in the vision and mission of the school a decrease in suspensions is expected. The philosophy of the school is evident by the survey results which ranked Leadership, Customer and Market Focus and Measurement, Analysis and Knowledge Management as the top three areas of strength with a 4.5 ranking. The Strategic Planning and Process Management categories received the lowest scores from the faculty and staff.

GOAL 1: READING

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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"/>

GOAL 1 STATEMENT:

Students in grades three through five will improve achievement in reading and make annual learning gains sufficient to acquire the knowledge, skills and competencies needed to master the Sunshine State Standards.

Needs Assessment

Results of the 2005 FCAT Reading Test indicate that 81 percent of students in grades three through five have met high standards, 68 percent have made annual learning gains and 64 percent of students scoring in the lowest 25 percent have made annual learning gains.

At the current level of performance, the school is faced with the challenge of maintaining the percent of students achieving high standards. The school will continue to increase the percent of students making annual learning gains in grades three through five.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will increase their reading skills as evidenced by at least 82 percent of students scoring at or above grade level on the 2006 administration of the FCAT Reading Test as compared to the 2005 administration.

Given instruction using the Sunshine State Standards, students with Disabilities (SWD) will increase their reading skills as evidenced by at least 51 percent of each subgroup; identified in the NCLB requirements scoring at state mastery level.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize Accelerated Reader to motivate students to increase their reading comprehension skills.	Principal Assistant Principals Media Specialist Classroom Teachers	8/8/2005	5/26/2006
Employ hourly certified teacher to implement, conduct and monitor student progress using the READ 180 content-based software program.	Principal Assistant Principals Reading Coach Hourly Teacher	8/8/2005	5/26/2006
Disaggregate and analyze data from the 2005 FCAT reading test to identify strengths and opportunities for improvement.	Principal Assistant Principals Curriculum Leaders Classroom Teachers	8/8/2005	5/26/2006
Utilize computer assisted programs in reading such as FCAT Explorer, Riverdeep, and Assess2Learn to improve reading comprehension.	Principal Assistant Principals Curriculum Leaders Classroom Teachers	8/08/05	5/26/2006
Provide instruction using the Competency Based Curriculum and Comprehensive Reading Plan to increase performance in reading.	Principal Assistant Principals Classroom Teachers Reading Coach	8/8/2005	5/26/2006
Administer quarterly assessments to students in grades two through five to monitor student progress, following the eight steps in the Continuous Improvement Model (CIM).	Principal Assistant Principals Curriculum Leaders Classroom Teachers	8/8/2005	5/26/2006
Provide intensive remediation to students with disabilities (SWD) utilizing small group instruction offered in our Inclusion Model.	Principal Assistant Principals Classroom Teachers	8/8/2005	5/26/2006

	Special Education Teachers		
Provide daily before school tutorial programs for the SWD subgroups. Academic Progress will be evaluated by a pre and post test.	Principal Assistant Principals Hourly Teachers (Tutors)	10/11/2005	5/12/2006

Research-Based Programs

Houghton-Mifflin basal series, Voyager Passport, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Soar to Success, READ 180 program, Creating Independent Student Owned Strategies (CRISS), CIM, and the Comprehensive Research-Based Reading Plan (CRRP).

Professional Development

Best Practices, Guided Reading, FCAT Explorer, READ 180 content-based program, Riverdeep, CCRP. Other in-services will be scheduled based on needs assessment surveys, data driven analysis and/or District/Regional Center initiatives.

Evaluation

This objective will be evaluated by scores on the 2006 FCAT Reading as evidenced by at least 82 percent of students scoring at or above grade level on the 2006 administration as compared to the 2005 administration, while 51 percent of each subgroup; identified in the NCLB requirements will score at state mastery level.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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"/>

GOAL 2 STATEMENT:

Students in grades three through five will improve achievement in mathematics and make learning gains sufficient to acquire the knowledge, skills and competencies needed to master the Sunshine State Standards.

Needs Assessment

Results of the 2005 FCAT mathematics indicate that 78 percent of students tested in grades three through five scored at or above Level 3 and 78 percent demonstrated acceptable levels of learning gains.

At the current level of performance, the school is faced with the challenge of maintaining the percent of students achieving high standards. The school will continue to increase the percent of students making annual learning gains in grades three through five.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will increase their mathematical skills as evidenced by at least 79 percent of students scoring at or above grade level on the 2006 administration of the FCAT.

Given instruction using the Sunshine State Standards, students with Disabilities (SWD) will increase their reading skills as evidenced by at least 56 percent of each subgroup; identified in the NCLB requirements scoring at state mastery level.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide students with performance-based activities incorporating the use of manipulatives, problem solving, critical thinking and communication skills.	Principal Assistant Principal Curriculum Leader Classroom Teachers	8/8/2005	5/26/2006
Provide small group tutoring for targeted students.	Principal Assistant Principals Curriculum Leader Classroom Teachers	10/10/2005	5/26/2006
Utilize school-created Mathematics scope and sequence, correlated to the Suggested Mathematics Long-Range Plans which are based on the adopted mathematics series.	Principal Assistant Principals Curriculum Leader Classroom Teachers	8/8/2005	5/26/2006
Utilize mathematic "Problem of The Day" with students to enhance critical thinking skills.	Principal Assistant Principals Curriculum Leader Classroom Teachers	8/8/2005	5/26/2006
Utilize Riverdeep, Access2 Learn and FCAT Explorer computer-assisted resources to reinforce and enhance mathematic skills.	Principal Assistant Principals Curriculum Leader Classroom Teachers	8/8/2005	5/26/2006
Conduct monthly grade-level meetings to analyze results of the mathematics assessments to monitor student progress and to provide data driven instruction following the eight step process in the Continuous Improvement Model.	Principal Assistant Principals Curriculum Leader Classroom Teachers	8/8/2005	5/26/2006
Provide intensive remediation to students with disabilities utilizing small group instruction offered	Principal Assistant Principals	8/8/2005	5/26/2006

in our Inclusion Model.	Classroom Teacher Special Education Teacher		
Provide daily before school tutorial programs for the SWD subgroups. Academic Progress will be evaluated by a pre and post test.	Principal Assistant Principals Hourly Teachers (Tutors)	10/11/2005	5/12/2006

Research-Based Programs

Harcourt Brace mathematics textbook series, Riverdeep, and CIM

Professional Development

Harcourt Brace In-service, Riverdeep, Best Practices, and using manipulatives, District mathematics inservices Other in-services will be scheduled based on the teacher surveys and data driven analysis.

Evaluation

This objective will be evaluated by scores on the 2006 FCAT Mathematics as evidenced by learning gains in grades four and five. District provided pre and post tests will provide formative assessment, which will be used to monitor test progress toward the objective.

GOAL 3: WRITING

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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"/>

GOAL 3 STATEMENT:

Students in grade four will improve achievement in writing and make annual learning gains sufficient to acquire the knowledge, skills and competencies needed to master the Sunshine State Standards.

Needs Assessment

Scores on the 2005 FCAT Writing Test indicate that 89 percent of all students in fourth grade scored a 3.5 or above. The data shows a decrease of one percent for students scoring 3.5 or higher. Students will need to show a one percent gain on the 2006 Writing test. The needs assessment reveals that students require further development in the writing strand.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							

Measurable Objective

Given instruction using the Sunshine State Standards, students will improve their writing skills as evidenced by 90 percent of the students scoring a 3.5 or above on the 2006 administration of the FCAT Writing Test.

Given instruction using the Sunshine State Standards, students with Disabilities (SWD) will increase their writing skills as evidenced by one percent of each subgroup; identified in the NCLB requirements scoring at state mastery level.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize writing prompts for grades one thru five to ensure that students learn effective narrative and expository writing techniques.	Principal Assistant Principals Curriculum Leaders, Classroom Teachers	08/08/2005	05/26/2006
Plan, implement and monitor a schedule for writing that includes daily and monthly practice opportunities across the curriculum	Principal Assisant Principals Curriculum Leaders, Classroom Teachers	08/08/2005	05/26/2006
Incorporate classroom journal writing to provide additional writing opportunities.	Assistant Principals Curriculum Leaders, Classroom Teachers	08/08/2005	05/26/2006
Evaluate students on FCAT writing benchmarks by scoring students' writing using the FCAT writing scoring rubric established by the Florida Department of Education.	Principal Assistant Principals Curriculum Leaders, Classroom Teachers	08/08/2005	05/26/2006
Utilize graphic organizers, teacher modeling, and guided writing as instructional tools, especially for SWD and LEP students.	Principal Assistant Principals Curriculum Leaders, Classroom Teachers	08/08/2005	05/26/2006
Respond to FCAT writing prompts on a weekly basis as an ongoing assessment of student progress.	Principal Assistant Principals Curriculum Leaders, Classroom Teachers	08/08/2005	05/26/2006
Provide intensive remediation to students with disabilities utilizing small group instruction offered in our Inclusion Model.	Principal Assistant Principals Classroom Teacher Special Education Teacher	8/8/2005	5/26/2006
Provide all students Kindergarten through fifth	Principal	2/6/2006	5/10/2006

grade the opportunity to author and illustrate a book to be displayed at the annual Authors' Gallery.	Assistant Principals Classroom Teachers	
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Research-Based Programs

Houghton Mifflin Basal Reading Series, Creating Independent Student Owned Strategies (CRISS), and CIM

Professional Development

Holistic scoring/rubric, Teaching pre-writing skills, Vocabulary development, Write Time for Kids, and Working with words

Evaluation

Progress toward achievement of the objective will be determined by scores on the 2006 FCAT Writing Test. Monthly and quarterly assessments using the district and teacher created prompts will provide formative assessments as well as quantitative data, which will be used to monitor student progress towards objective.

GOAL 4: SCIENCE

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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"/>

GOAL 4 STATEMENT:

Students in grade five will improve achievement in science and make annual learning gains sufficient to acquire the knowledge, skills and competencies needed to master the Sunshine State Standards.

Needs Assessment

Scores on the 2005 FCAT-Science indicate a mean scale score of 297. This score is 11 points higher than the District's average mean scale score of 286. Upon reviewing the data, results of the 2005 FCAT-Science indicate an increase of 10 percentage points from the previous year.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase in the mean scale score from 297 to 302 as documented by the 2006 FCAT-Science.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize school-created Science scope and sequence, correlated to the suggested Science Long-Range Plan, both of which are based on the adopted Science series.	Principal Assistant Principals Curriculum Leader, Classroom Teachers	08/08/2005	05/26/2006
Employ hourly teacher to conduct hands-on science lessons using a mobile science lab.	Principal Assistant Principals	08/08/2005	05/26/2006
Promote the use of computer-assisted research and investigation to enhance scientific learning.	Principal Assistant Principals Curriculum Leader, Classroom Teachers	08/08/2005	05/26/2006
Administer the District pretest to all students in fifth grade.	Principals Assistant Principals Curriculum Leader, Classroom Teachers	08/08/2005	05/26/2006
Administer Science pre and post tests to all students in grades three through five.	Principal Assistant Principal Curriculum Leader, Classroom Teachers	08/08/2005	05/26/2006
Utilize technology-based Weather Net program to predict weather conditions throughout the world.	Principal Assistant Principals Counselors Curriculum Leader, Classroom Teachers	08/08/2005	05/26/2006

Research-Based Programs

McGraw-Hill Science basal, CIM

Professional Development

Eight strands of science training, Science Scope and Sequence, and Full Option Science System (FOSS) Kit training

Evaluation

Achievement of this objective will be determined as evidenced by a mean scale score of 302 on the 2006 administration of the FCAT-Science.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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"/>

GOAL 5 STATEMENT:

Administration and faculty, in collaboration with the Parent Teacher Association (PTA), will increase parental and community involvement.

Needs Assessment

Parent involvement logs indicate that during the 2004-2005 school year, parents volunteered more than 5,000 hours at Miami Lakes Elementary, an increase of more than 578 hours over the previous year. Miami Lakes Elementary will continue to establish a link between the school and home and community to support improved academic achievement, and parental and community involvement by providing opportunities for communication and participation within the total school program.

Measurable Objective

Given the school-wide emphasis on parental and community involvement, the school will demonstrate a five percent increase in parental and community interaction as evidenced by comparing the hourly logs for the 2004-2005 and 2005-2006 school years.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Maintain volunteer database and log to record the participation of parents and community-based volunteers in school groups and activities.	Principal Assistant Principals	08/08/2005	05/26/2006
Survey parents to discover and effectively address concerns through development of parent workshops and other activities.	Principal Assistant Principals	08/08/2005	05/26/2006
Encourage parental participation in decision-making groups such as the Parent Teacher Association and Educational Excellence School Advisory Council.	Principal PTA SAC Members	08/08/2005	05/26/2006
Provide and maintain a parent resource center with instructional materials for check-out and use at home.	Principal Assistant Principals Media Specialist	08/08/2005	05/26/2006
Plan and facilitate special "Family Night" activities such as Open House and Authors' Gallery.	Principal Assistant Principals PTA	08/08/2005	05/26/2006
Maintain an open line of communication between the home and the school through the use of student progress reports, report cards, letters, flyers, school newsletters, Take Home Tuesday folders and parent/teacher conferences.	Principal Assistant Principals Parent Teacher Association Members	08/08/2005	05/26/2006

Research-Based Programs

National PTA Standards for Parent/Family Involvement Programs, CIM

Professional Development

Volunteer database training, and EESAC guidelines and procedures training

Evaluation

Parental and community involvement will increase by 5 percent as evidenced by comparing the hourly logs for the 2004-2005 and 2005-2006 school year.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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"/>

GOAL 6 STATEMENT:

Miami Lakes Elementary School will provide students with a safe learning environment.

Needs Assessment

The data attained from the Student Case Management System (SCAMS) Executive Summary for the 2004-2005 school year indicates a total of 534 referrals and 24 suspensions. At the current level of performance, the school is faced with the challenge of decreasing the number of SCAMS by ten percentage points during the 2005-2006 school year.

Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a ten percent decrease in the number of referrals and suspensions during the 2005-2006 school year as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Display behavior posters throughout the school as a constant reminder of appropriate behavior.	Principal Assistant Principals Classroom Teachers	08/08/2005	05/26/2006
Create cafeteria behavioral plan to reinforce positive behaviors outside of the classroom.	Principal Assistant Principals Classroom Teachers Cafeteria Monitors	08/08/2005	05/26/2006
Reinforce positive behavior by charting daily classroom behavior.	Principal Assistant Principals Classroom Teachers	08/08/2005	05/26/2006
Recognize students who are displaying positive behaviors at quarterly honor roll ceremonies.	Principal Assistant Principals Classroom Teachers	08/08/2005	05/26/2006
Conduct conflict resolution lessons and peer mediation with students in grades K through five.	Principal Assistant Principals Counselors	08/08/2005	05/26/2006
Position additional safety patrols throughout the school campus.	Principal Assistant Principals Safety Patrol Sponsor	08/08/2005	05/26/2006

Research-Based Programs

Lee Cantor's Assertive Discipline, Peer Mediation, CIM

Professional Development

Teachers will attend in-house discipline workshops presented by the school counselors. Teachers will also attend workshops provided by the District and State.

Evaluation

The data from the Executive Summary will be reviewed to compare the number of SCAMS and suspensions for the 2005-2006 school year with those from the previous year.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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"/>

GOAL 7 STATEMENT:

The school will integrate technology in all curricular areas.

Needs Assessment

Teacher responses on the 2005-2006 professional development needs assessment indicated technology as highest area of interest listed by teachers. In order to better prepare our students for the future, professional development in the use of technology will be provided for all teachers. Teachers will, in turn, conduct lessons infusing technology in their classrooms. Emphasis will be given to training teachers to use the E-Gradebook program. Miami Lakes Elementary will have 100 percent of its teachers utilizing the E-Gradebook by the end of the school year.

Measurable Objective

Given an emphasis on the use of technology in education, students in grades three through five will augment their usage of the FCAT Explorer program as evidenced by 70 percent of the students completing the program.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize computer assisted programs in the classroom such as Accelerated Reader, FCAT Explorer, Riverdeep, READ 180 and Assess2Learn to improve student achievement.	Principal Assistant Principals Classroom Teachers	08/08/2005	05/26/2006
Utilize technology to promote research skills.	Principal Assistant Principals Classroom Teachers	08/08/2005	05/26/2006
Utilize technology to reinforce skills across the curriculum.	Principal Assistant Principals Classroom Teachers	08/08/2005	05/26/2006
Equip teachers with technology skills to use in the classroom through the Technology Cohort program.	Principal Assistant Principals Tech Mentor	08/08/2005	05/26/2006
Train teachers in the use of the E-Gradebook.	Principal Assistant Principal Tech Mentor Teacher Trainers	08/08/2005	05/26/2006

Research-Based Programs

Riverdeep, FCAT Explorer, and READ 180 programs.

Professional Development

Dive into Riverdeep, Technology Toolkit and Atomic Learning, Marco Polo, Brainstorming with the Best, Project-based learning, EduSoft, FCAT Explorer, Academic Improvement Plans, Student Performance Indicators, and E-Gradebook.

Evaluation

Teachers will generate, analyze and compare FCAT Explorer reports in order to monitor technology utilization and completion of program by students in grades three through five.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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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"/>

Miami-Dade County Public Schools

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

GOAL 8 STATEMENT:

Miami Lakes Elementary School students in grades four and five will develop skills that promote physical fitness and good health.

Needs Assessment

The data attained from the Physical Fitness 2004-2005 Test Summary indicates that 67 percent of the students tested were award recipients. The 2005-2006 Physical Fitness Test Summary will show a three percent increase in award recipients.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades four and five will improve their physical fitness performance as evidenced by a three percent increase in award recipients compared to the percentage of award recipients in 2005.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Plan activities to promote improvement in cardiovascular, flexibility, and muscular strength and endurance.	Principal Assistant Principals Physical Education Teachers	08/08/2005	05/26/2006
Utilize the Fitness Gram to assess student performance.	Principal Assistant Principals Physical Education Teachers	08/08/2005	05/26/2006
Administer pre and post tests to determine Fitness Gram baselines and measure improvement.	Principal Assistant Principals Physical Education Teachers	08/08/2005	05/26/2006
Develop action plan to insure achievement of goals and objectives as stated.	Principal Assistant Principals Physical Education Chairperson	08/08/2005	05/26/2006
Recognize student achievement of fitness benchmarks through the use of incentives.	Principal Assistant Principals Physical Education Teachers	08/08/2005	05/26/2006

Research-Based Programs

Fitness Gram Program

Professional Development

District Physical Education workshops

Evaluation

This goal will be evaluated by a 3 percent increase in the 2005-2006 Fitness Gram in the award recipients in grades four and five as compared to the percentage of award recipients in 2004-2005.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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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"/>

GOAL 9 STATEMENT:

The school will provide students with the opportunity of participating in advanced academic programs.

Needs Assessment

State mandated academic guidelines for all students have severely impacted student participation in Advanced Academic Programs.

Measurable Objective

Given an emphasis on the benefits of participating in advanced academic programs, the number of students enrolled in the advanced academic programs will increase by five percent during the 2005-2006 school year as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Collaborate with the district on resource allocation.	Principal Assistant Principals	08/08/2005	05/26/2006
Encourage teachers to participate in professional development provided by the district and state.	Principal Assistant Principals	08/08/2005	05/26/2006
Communicate via the school's monthly newsletter to inform parents and students about Academic Excellence Programs (AEP) activities and accomplishments.	Principal Assistant Principals AEP Teachers	08/08/2005	05/26/2006
Review test results in grades 2-5 to identify students eligible to participate in advanced academic classes.	Principal Assistant Principals Counselors Classroom Teachers	08/08/2005	05/26/2006
Identify students to participate Academic Excellence Programs (AEP).	Principal Assistant Principals Classroom Teachers Counselors	8/8/2005	5/26/2006

Research-Based Programs

Continous Improvement Model

Professional Development

Teachers will participate in professional development activities to enhance their knowledge of higher order thinking skills strategies. They will also attend district and state staff development to stay abreast of current advanced academic trends.

Evaluation

The number of students enrolled in advanced academic programs will increase by 5 percent in 2005-2006 school year as compared to the 2004-2005 school year.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

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

GOAL 10 STATEMENT:

Miami Lakes Elementary will rank at or above the 70th percentile statewide in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2003, Miami Lakes Elementary ranked at the 67th percentile on the State of Florida ROI index.

Measurable Objective

Miami Lakes Elementary will improve its ranking on the State Florida ROI index publication from the 67th percentile in 2003 to the 90th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal Assistant Principals EESAC Members	08/08/05	05/26/2006
Become more informed of the use of financial resources in relation to school programs.	Principal Assistant Principals	08/08/2005	05/26/2006
Collaborate with the district on resource allocation.	Principal Assistant Principals	08/08/2005	05/26/2006
Increase the number of Dade Partners by establishing new relationships with local businesses.	Principal Assistant Principals EESAC Members PTA Members	08/08/2005	05/26/2006
Recognize Dade Partners at Honor Roll ceremonies to encourage continuous support.	Principal Assistant Principals PTA Members	08/08/2005	05/26/2006

Research-Based Programs

Houghton Mifflin Basal Reading Series, Harcourt Brace mathematics program, Harcourt Brace Social Studies Series and McGraw-Hill Science Series

Professional Development

EduSoft Training, Data-Driven Instruction Training, and district and Regional administrative workshops

Evaluation

On the next State of Florida ROI index publication, Miami Lakes Elementary will show progress toward reaching the 70th percentile.

EESAC Compliance

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

Budget:

The EESSAC members expended a budget of \$10,140 towards reducing class size by allocating the funds to the Assisting Classroom Teachers (A.C.T.) paraprofessional account. The EESAC is charged with creating and discussing strategies related to academic progress, school safety, parent involvement and supplies in order to continue effective communication among all stakeholders.

Training:

EESAC members will attend District Professional Development to stay abreast of current EESSAC requirements.

Instructional Materials:

The EESAC will review instructional materials and offer suggested activities to enhance instruction.

Technology:

The EESAC will view technology programs and equipment and offer suggested activities to enhance instruction.

Staffing:

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

Student Support Services:

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

Other Matters of Resource Allocation:

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

Benchmarking:

The School Advisory Council reviewed, analyzed and evaluated pertinent data such as the School's Demographic Profile, FCAT Reports and the School Demographic and Academic Profile, and formulated objectives and strategies as school-wide priorities to be included in the School Improvement Plan.

School Safety & Discipline:

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

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

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