
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 5601 - Twin Lakes Elementary School

FeederPattern: Hialeah-Miami Lakes Senior

Region: Regional Center I

District: 13 - Miami-Dade

Principal: Maria de Leon

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Twin Lakes Elementary School

Twin Lakes Elementary is a Pre-Kindergarten to 5th grade elementary school located in West Hialeah, in a low to middle class community consisting of 95% of Hispanics, 3% White Non-Hispanics, 1% African-American, and 1% others. Seventy-nine percent of the students are eligible for free or reduced meals and the mobility rate is 28%. A variety of speciality programs help make Twin Lakes Elementary a school of excellence: an Exceptional Student Education (ESE) program in which methods of instruction are tailored to students' needs, a Limited English Proficient (LEP) program that infuses language stimulating techniques while maintaining the same scope and sequence as in the regular curriculum, a Teaching Enrichment Activities to Minorities (TEAM) program that uses higher-order thinking skills to foster academic growth, a Gifted Program, an Extended Bilingual Program that emphasizes English and Spanish to prepare students to succeed in a competitive bilingual community, and an Academic Excellence Program (AEP) that includes Chess and Journalism.

Given instruction using Sunshine State Standards, 79% of all students in grades three through five will demonstrate proficiency by scoring at or above Level 3 on the 2007 FCAT-Reading Assessment.

Given instruction using Sunshine State Standards, 51% of the Students with Disabilities (SWD) subgroup identified by the No Child Left Behind (NCLB) requirements will score at state mastery level on the 2007 FCAT-Reading Assessment.

Given instruction using the Sunshine State Standards, 94% of all students in grades three through five will demonstrate proficiency by scoring at or above Level 3 on the 2007 FCAT-Mathematics Assessment.

Given instruction using the Sunshine State Standards, 92% of all students in grade four will demonstrate proficiency by scoring at or above 3.5 on the 2007 FCAT-Writing Plus Assessment.

Given instruction using the Sunshine State Standards and increased attention to the science process skills, 83% of all students in grade five will demonstrate proficiency by scoring at or above Level 3 on the 2007 FCAT-Science Assessment.

Given the need for parental involvement as a powerful tool in student achievement, participation of parents in school sponsored activities will increase by 2% during the 2006-2007 school year as compared to the 2005-2005 school year.

Given an emphasis on a safe and orderly environment, students will improve punctuality by a 1% decrease in the number of tardies during the 2006-2007 school year as compared to the 2005-2006 school year as evidenced by the Attendance Report with Absences and Suspensions.

Given instruction using the Sunshine State Standards and the National Education Technology Standards, students in grades Kindergarten through fifth will complete an independent or group project using technology as evidenced by portfolios.

Given an emphasis on improving physical fitness, 57 percent of the students will be Silver or Gold award recipients as measured by the FITNESSGRAM.

Recognizing the benefits of exposing and allowing students to actively participate in the fine arts, the number of programs available to students in the 2006-2007 school year will reflect a 10% increase from the previous year.

Twin Lakes Elementary School will improve its ranking on the State of Florida Return On Investment (ROI) Index publication from the 87th percentile in 2004-2005 to the 88th percentile on the next publication of the Index.

The two areas of improvement identified by the Organizational Performance Improvement Snapshot Survey Tool are Business Results and Strategic Planning.

To address this area, Twin Lakes plans to make a concerted effort to recognize unique teacher talents and channel these more effectively. By reorganizing the School Improvement Plan (SIP) committees, each teacher will choose and participate in a SIP committee of their choice. In addition, more information regarding the school's financial status will be shared with all staff members throughout the year at faculty and EESAC meetings.

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.

Twin Lakes Elementary School

VISION

The Twin Lakes Elementary faculty, staff, parents, and the community strive for excellence in education while challenging students to reach their full potential.

MISSION

The Twin Lakes Elementary faculty and staff are committed to the foundation of high academic standards of achievement and principles of sound character in all students. It is through the principal's strong leadership that the vision and mission become realities.

CORE VALUES

Twin Lakes Elementary School holds our students to higher standards of academic achievement, thus envisioning and creating a world-class education for all.

Twin Lakes Elementary provides students with access to Competency-Based Curriculum delivered through highly qualified instructors and provided in traditional classroom settings.

Twin Lakes Elementary is dedicated to excellence in quality of instruction, training, and relationships and provide an environment where all students are challenged to achieve their full potential.

School Demographics

Twin Lakes Elementary is located in Hialeah, Florida and serves students in grades Pre-Kindergarten through fifth. The school was established in 1956. The community consists of low to middle class families. Student enrollment at this time is 669. The student population is: 3% White, 95% Hispanic, 1% African-American, 1% Asian/Indian/Multi-racial. The mobility index is moderate. The percentage of students receiving free and reduced price meals was 79% during the 2005-2006 school year which made the school eligible for Title 1 funds.

Twin Lakes Elementary has 64 full-time staff members of which, 48 are teachers. Seven percent of teachers hold Specialists Degrees, thirty-nine percent have Masters Degrees, and four percent are National Board Certified. The ethnic breakdown of our staff is as follows: Twelve percent White Non-Hispanic, Twelve percent Black Non-Hispanic, seventy-five percent Hispanic, and two percent Asian. The leadership team is composed of the principal, one assistant principal, a guidance counselor, a reading coach, a mathematics resource teacher, and the grade level chairpersons. The school has a media specialist, a psychologist, a social worker, a staffing specialist and a speech therapist. Other personnel include two full-time paraprofessionals, four part-time paraprofessionals, six custodial staff, seven cafeteria staff, aides and volunteers, an effective Parent-Teacher-Student Association, and the community at large that support the total school program.

Twin Lakes has been awarded the grade of A under the Governor of the State of Florida's A+ Plan for six consecutive years. It ranked #8 among top high ranking schools in the state of Florida. The school has ranked #1 in attendance among all Miami-Dade County Public Schools (M-DCPS) since 2002. It attained the highest mean scale score in mathematics in M-DCPS Regional Center I Schools and achieved the highest learning gains in the district. The mathematics mean scale score has been the highest among Florida Title I schools for three consecutive years. The school has met Adequate Yearly Progress (AYP) for three years. Reading, Mathematics and Science scores are above district and state averages in grades three through five. Twin Lakes Elementary is a school of excellence that continuously strives to challenge students to reach their full potential.

School Foundation

Leadership:

Twin Lakes Elementary's Educational Excellence School Advisory Council (EESAC) in conjunction with the administration, strives to foster an environment of professional collaboration among its stakeholders to bring about higher academic achievement and a safe and nurturing environment for students. The council oversees the areas of curriculum, monitors the implementation of the School Improvement Plan, and monitors the budget that supports it. The Organizational Performance Improvement Snapshot (OPIS) reflects an average of 4.4 in this category.

District Strategic Planning Alignment:

The goals and objectives developed for the School Improvement Plan came about through the collaboration of the various School Improvement Plan committees. Each committee met and was actively engaged in discussing and analyzing all the 2005-2006 data pertaining to their area, identifying needs for improvement, and brainstorming on the different strategies that would address these needs. The OPIS average score in this area was 4.2.

Stakeholder Engagement:

In an effort to more effectively serve all stakeholders, Twin Lakes identifies needs through a variety of surveys and questionnaires. To address the identified needs properly, a variety of parent workshops and outreach program services are provided. Parents and students show satisfaction with the school. Students have been ranked number one in attendance among all elementary schools in Miami-Dade County Public Schools for two consecutive years. The OPIS reflects an average of 4.4 in this area.

Faculty & Staff:

Twin Lakes Elementary School's mentoring program is in accordance with the District Instructional Performance Evaluation Growth System (IPEGS) in regards to policies and procedures. New teachers have the support of a professional growth team and an individual mentor teacher who provides guidance in all aspects of school responsibilities throughout the first year. The goal of this program is to foster a supportive environment for beginning teachers by providing opportunities for coaching, classroom demonstrations, and mentor-teacher activities, such as, planning, observing, and providing feedback. The OPIS average score in this area was 4.2.

Data/Information/Knowledge Management:

Mentors are highly qualified school personnel who have the special knowledge and competencies required to be successful in supporting the development and professional growth of employees through careful analysis of applicable data as related to the organization's overall vision and mission. The OPIS reflects an average of 4.5 in this category.

Education Design:

Twin Lakes Elementary provides a curriculum that fosters support of advanced academics through two gifted units, Teaching Enrichment Activities to Minorities (TEAM) and the Extended Bilingual Program (EFL) classes. The school provides in-house, after-school and Saturday Academy tutorials in reading, mathematics, and writing for

students not making learning gains and/or those who scored below Level 3 on the FCAT. Tutorials are also provided for Students with Disabilities (SWD) and Limited English Proficient (LEP) students in reading and mathematics.

Twin Lakes Elementary implements the Houghton Mifflin Reading Program and the Scott Foresman/Addison-Wesley Mathematics Series. FCAT Houghton Mifflin Supplementary materials are utilized in reading. The mathematics curriculum is supplemented with the ACALETICS program. Students' scores are monitored and analyzed continuously for data-driven instruction, through the implementation of the Plan Do Study Act Model (PDSA): test score disaggregation, time line development, instructional focus, assessment, tutorials, enrichment, maintenance and monitoring. Twin Lakes Elementary has been an A school for six consecutive years. The school continues to meet Federal Adequate Yearly Progress (AYP). Based on this premise, procedures and practices are being implemented to ensure that all subgroups meet the No Child Left Behind (NCLB) legal requirements. The OPIS average score in this area was 4.2.

Performance Results:

Additional areas that this process has impacted, include a clearer vision from the staff and a proactive approach toward the acquisition of the school's goals.

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

GOAL 1 STATEMENT:

Twin Lakes Elementary will continue to pursue excellence in reading by setting high standards and meeting all district and state requirements.

Needs Assessment

Results of the 2006 FCAT-Reading Assessment indicate that 78 percent of students have met the required mastery level, while 22 percent of students did not meet high standards in Reading.

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 type="checkbox"/>											

Measurable Objective

Given instruction using Sunshine State Standards, 79% of all students in grades three through five will demonstrate proficiency by scoring at or above Level 3 on the 2007 FCAT-Reading Assessment.

Given instruction using Sunshine State Standards, 51% of the Students with Disabilities (SWD) subgroup identified by the No Child Left Behind (NCLB) requirements will score at state mastery level on the 2007 FCAT-Reading Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the Plan Do Study Act Model (PDSA)disegregating and analyzing the 2006 FCAT-Reading data.	Administration, Instructional Staff	08/14/06	05/30/07	Continuous Improvement Model	\$300.00
Implement the Houghton Mifflin Reading Core Program which correlates with the Comprehensive Reading Research Plan (CRRP) through fidelity to the district's pacing guide and emphasizing guided reading, fluency, vocabulary development and comprehension skills.	Administration, Reading Coach, Instructional staff	08/14/06	05/30/07	District-wide literacy plan	\$12000.00
Encourage articulation among classroom, Curriculum Content in the Home Language (CCHL) and Exceptional Student Education (ESE), teachers to monitor pacing of the curriculum and discuss long range plans.	Administration, Instructional Staff	08/14/06	05/30/07	District-wide literacy plan	\$0.00
Utilize Performance Task cards across the curriculum, including special areas, to familiarize students with Sunshine State Standards' benchmarks.	Administration, Instructional Staff	08/14/06	05/30/07	Dual Language Education	\$450.00
Use Houghton Mifflin FCAT test preparation materials to reinforce test-taking skills.	Administration, Instructional Staff	08/14/06	05/30/07	District-wide literacy plan	\$100.00
Use Accelerated Reader, FCAT Explorer, and Riverdeep to improve reading comprehension and promote independent reading.	Administration, Instructional Staff, Media Specialist	08/14/06	05/30/07	District Strategic Plan	\$4500.00
Incorporate a variety of activities to encourage lifelong reading.	Administration, Reading Coach, Media Specialist, Instructional Staff	08/14/06	05/30/07	Universal Pre-K	\$300.00
Establish in-house, after-school and Saturday Academy tutorial programs for students scoring levels 1 and 2, and/or not making learning gains, Limited English Proficient	Administration, Instructional Staff	10/16/06	05/30/07	District Strategic Plan	\$16000.00

(LEP) students and Students with Disabilities (SWD). An evaluation component of pre/post test will be implemented.	
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Research-Based Programs

- * Continuous Improvement Model (CIM)
- * Comprehensive Reading Research Plan (CRRP)
- * Sunshine State Standards (SSS) Reading Benchmarks
- * Houghton Mifflin Reading Program

Professional Development

Professional Development will include:

- *Techniques to implement the delivery of instruction of the Houghton Mifflin Reading Program
- *Collaborative planning, Accelerated Reader Program training
- *CRISS training
- *DIBELS Assessment training
- *Reading First Summer Academies
- *IPEGS Evaluation System Training

Evaluation

This objective will be evaluated by scores earned on the 2007 FCAT-Reading Assessment.

Formative Assessments:

- * DIBELS (Fall, Winter, Spring) - Kindergarten through 3rd grades
- * 2006-2007 Interims (Fall, Winter, Spring) - 3rd through 5th grades
- * Houghton Mifflin Reading Core Program - Weekly, Theme and Integrated Assessments

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

GOAL 2 STATEMENT:

Twin Lakes Elementary will meet all district and state requirements by setting high standards and expectations in mathematics.

Needs Assessment

Results of the 2006 FCAT-Mathematics Assessment indicate that 93 percent of students have met the required mastery level, while 7 percent did not meet high standards in mathematics.

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 type="checkbox"/>											

Measurable Objective

Given instruction using the Sunshine State Standards, 94% of all students in grades three through five will demonstrate proficiency by scoring at or above Level 3 on the 2007 FCAT-Mathematics Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the Plan Do Study Act Model (PDSA) through diseggregating and analyzing the 2006 FCAT-Mathematics data to identify strengths and opportunities for improvement.	Administration, Instructional Staff	08/14/06	05/30/07	District Strategic Plan	\$200.00
Provide: *Daily uninterrupted sixty-minute instructional block in mathematics K-5. *Guided and independent practice of daily drills in basic computation facts at the appropriate grades levels.	Administration, Instructional Staff	08/14/06	05/30/07	District Strategic Plan	\$100.00
Encourage articulation among CCHL, ESE and Classroom teachers to monitor pacing of the curriculum and discuss long range plans.	Administration, Instructional Staff	08/14/06	05/30/07	Continuous Improvement Model	\$0.00
Continue to implement the ACALETICS Program to assist in the delivery of mathematics instruction school-wide.	Administration, Mathematics Resource, Instructional Staff	08/17/06	05/30/07	Continuous Improvement Model	\$27500.00
Establish in-house, after-school and Saturday Academy tutorial programs for students with stanines 1 through 4, scoring FCAT levels 1 and/or not making learning gains, Limited English Proficient (LEP) students and Students with Disabilities (SWD), as outlined by the A+ Plan. An evaluation component of pre/post test will be implemented.	Administration, Instructional Staff	10/03/06	05/30/07	Academic Teams	\$25664.00

Research-Based Programs

Twin Lakes Elementary implements the Continuous Improvement Model (CIM) and the state adopted Scott Foresman/Addison Wesley Mathematics Program that provides all the elements necessary to stimulate student motivation and confidence in mathematics while making mathematics fun to learn.

Professional Development

Professional Development will include:

- *Techniques to improve the delivery of instruction of the Scott Foresman/Addison Mathematics Program
- *ACALETICS Program Training
- *Collaborative planning
- *Technology workshops on mathematics programs available on the web
- *IPEGS Evaluation System Training

Evaluation

This objective will be evaluated by scores earned on the 2007 FCAT-Mathematics Assessment.

Formative Assessments:

- * Fall, Winter and Spring Interim Assessments- 3rd through 5th grades
- * ACALETICS Pre/Post Assessments - Kindergarten through 5th grades
- * ACALETICS Pre/Post Comprehensive - 1st through 5th grades
- * ACALETICS Pre/Post Advanced Assessments - 5th grade
- * ACALETICS Comprehensive Midterm - 1st through 5th grades
- * ACALETICS Interim Assessments - 1st through 5th grades
- * Scott Foresman/Addison Wesley Chapter Tests

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 type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

Twin Lakes Elementary will meet all district and state requirements by setting high standards and expectations in writing.

Needs Assessment

Results of the 2006 FCAT-Writing Plus Assessment indicate that 91 percent of students have met the required mastery level, while 9 percent have not met high standards in writing.

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 type="checkbox"/>											

Measurable Objective

Given instruction using the Sunshine State Standards, 92% of all students in grade four will demonstrate proficiency by scoring at or above 3.5 on the 2007 FCAT-Writing Plus Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the Plan Do Study Act Model (PDSA) through analyzing the 2006 FCAT Writing Plus data to identify strengths and opportunities for improvement.	Administration, Instructional Staff	08/14/06	05/30/07	Continuous Improvement Model	\$100.00
Encourage articulation among classroom, CCHL and ESE teachers to plan delivery of instruction and monitor writing pacing.	Administration, Instructional Staff	08/14/06	05/30/07	Academic Teams	\$0.00
Promote student participation in writing through contests, journal writing and technology.	Administration, Reading Coach, Instructional Staff	08/14/06	05/30/07	District-wide literacy plan	\$600.00
Provide students in K-5 with writing prompts/topics to help improve writing proficiency.	Administration, Instructional Staff	08/28/06	05/30/07	District-wide literacy plan	\$200.00
Implement an after-school Writing Tutorial Program once a week to include Limited English Proficient (LEP) and Students with Disabilities (SWD) students. An evaluation component of pre/post test will be implemented.	Administration, Instructional Staff	10/16/06	05/30/07	Academic Teams	\$3500.00
Continue to implement the Academic Excellence Journalism Program.	Administration, Instructional Staff	10/16/06	05/30/07	Academic Teams	\$1300.00

Research-Based Programs

Houghton Mifflin Reading Program and Continuous Improvement Model (CIM).

Professional Development

Professional development will include:

- *Techniques to improve the delivery of instruction
- *The scoring of student writing samples using rubric scoring.
- *The implementation of creative, innovative techniques that will enhance student writing for both narrative and expository prompts.
- *Continue to attend district, regional center and school-sponsored inservices that will facilitate the writing process for instructional staff.
- *IPEGS Evaluation System Training

Evaluation

This objective will be evaluated by scores earned on the 2007 FCAT-Writing Plus Assessment.

Formative Assessments:

- * Miami-Dade County Public Schools (M-DCPS) Writing Pre/Post Tests
- * Teacher made expository and narrative prompt assessments
- * Writing Plus Pre/Post Assessments
- * Houghton Mifflin Reading Core Program Writing Assessments
- * Houghton Mifflin Reading Core Program Grammar Assessments

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

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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:

Twin Lakes Elementary will meet all district and state requirements by setting high standards and expectations in science.

Needs Assessment

Results of the 2006 FCAT-Science Assessment indicate that 58 percent of students have met the required mastery level, while 42 percent did not meet high standards in science.

Measurable Objective

Given instruction using the Sunshine State Standards and increased attention to the science process skills, 83% of all students in grade five will demonstrate proficiency by scoring at or above Level 3 on the 2007 FCAT-Science Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Use the district-developed Scope, Sequence and Pacing Document to ensure that all grade levels are using a structured approach to meeting the goals of the Sunshine State Standards within the appropriate time frame.	Administration, Science Chairperson	08/14/06	05/30/07	District Strategic Plan	\$9300.00
Provide on-site professional development opportunities for teachers.	Administration	08/14/06	05/30/07	Career Development Programs	\$400.00
Provide opportunities for students to conduct science investigations throughout each nine-week grading period.	Administration, Instructional Staff	08/14/06	05/30/07	Continuous Improvement Model	\$300.00
Showcase on closed-circuit television scientific investigations performed by students on WTLE.	Administration, Science Chairperson	10/3/06	05/30/07	Continuous Improvement Model	\$0.00
Promote the development of higher-order thinking skills through the participation in an annual science fair that will require students to implement and apply the scientific method.	Administration, Science Committee	03/1/07	05/30/07	Continuous Improvement Model	\$400.00

Research-Based Programs

Twin Lakes Elementary implements the Continuous Improvement Model (CIM), the state adopted McGraw-Hill Science Series and the Buckle Down Series.

Professional Development

Professional development training will include:

- *Inservices in the eight strands of science
- *Delivery of instruction through hands-on activities
- *The implementation of the scientific method
- *IPEGS Evaluation System Training

Evaluation

This objective will be evaluated by scores earned on the 2007 FCAT-Science Assessment.

Formative Assessments:

- * Department of Education (DOE) 2004 and 2006 FCAT-Science Sample Test
- * Grade 5 Science Survey Assessment
- * Buckle Down Florida FCAT-Science Practice Tests- Forms A and B
- * Scotts Foresman FCAT-Science Test Prep

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 5 STATEMENT:

Twin Lakes Elementary will increase parental involvement by providing motivating and meaningful activities throughout the school year.

Needs Assessment

Based upon 2005-2006 parent sign-in logs, an average of 66 percent of parents attended at least two school sponsored activities, while 34 percent of parents did not.

Measurable Objective

Given the need for parental involvement as a powerful tool in student achievement, participation of parents in school sponsored activities will increase by 2% during the 2006-2007 school year as compared to the 2005-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Use parent-teacher conferences, monthly bilingual newsletters, and informational meetings/workshops to promote the use of the Parent Resource Center, Parent Academy and Parent Portal.	Administration, Community Involvement Specialist, Instructional Staff	08/14/06	05/30/07	Small Learning Communities	\$950.00
Implement the use of daily planners to ensure parents' awareness of homework.	Administration, Instructional Staff	08/14/06	05/30/07	Transition and Articulation Programs	\$2650.00
Promote the School Volunteer Program (SVP) to involve parents in the school's organizational structure and continue to implement "Parent of the Month Award" Program.	Administration, Community Involvement Specialist	08/14/06	05/30/07	Mentoring Opportunities	\$100.00
Facilitate ESOL classes for parents in order to help reinforce home learning.	Administration	09/19/06	05/30/07	Dual Language Education	\$100.00
Plan and schedule: *Parent workshops related to FCAT test-taking skills in reading, writing, mathematics, and science. *Bilingual Parent Outreach Program.	Administration, Community Involvement Specialist, Instructional Staff	10/3/06	01/30/07	Transition and Articulation Programs	\$100.00

Research-Based Programs

Parent-Teacher Association (PTA)

Professional Development

Professional development will include:

- *Different approaches on how to work with families and be respectful of ethnic and cultural differences
- *Parents' communication styles
- *Implementation of creative and innovative activities that will enhance parental involvement.

Evaluation

This objective will be evaluated by the 2006-2007 parent sign-in logs.

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:

Students will understand the value of punctuality and discipline thus acquiring proper attitudes for developing behavior patterns which will yield responsible citizens.

Needs Assessment

During the 2005-2006 school year, Twin Lakes Elementary ranked #1 in attendance, however, the Attendance Report with Absences and Suspensions indicates that school had a total of 3,123 tardies.

Measurable Objective

Given an emphasis on a safe and orderly environment, students will improve punctuality by a 1% decrease in the number of tardies during the 2006-2007 school year as compared to the 2005-2006 school year as evidenced by the Attendance Report with Absences and Suspensions.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Create and implement classroom-based discipline plan to feature students' rights and responsibilities along with consequences for negative behavior, in the classroom, the cafeteria and the schools' hallways.	Administration, Instructional Staff	08/14/06	05/30/07	Continuous Improvement Model	\$700.00
Plan and establish a school-wide award program for classrooms with Zero Tardies.	Administration	08/14/06	05/30/07	Communities of Practice	\$245.00
Establish a hallway "buddy-system" to prevent students from traveling throughout the school by themselves.	Administration, Instructional Staff	08/14/06	05/30/07	Communities of Practice	\$0.00
Participate in the City of Miami Police Department's "Do the Right Thing" program and implement the Drug Awareness Resistance Education (DARE) program for 5th grade students.	Administration, Counselor	08/14/06	05/30/07	District Strategic Plan	\$250.00
Utilize the services of School Safety Patrol members to monitor, direct student traffic, promote school pride and encourage punctuality.	Administration, Safety Patrol Program Sponsor	08/14/06	05/30/07	Communities of Practice	\$300.00
Promote good citizenship through the realization of a character education program that recognizes students demonstrating each month's core value.	Administration, Discipline and Safety Committee	08/14/06	05/30/07	District Strategic Plan	\$200.00

Research-Based Programs

Continuous Improvement Model (CIM)

Professional Development

Grade-level Chairpersons will meet on a monthly basis to collaborate and discuss discipline and safety concerns.

Evaluation

This objective will be evaluated by a 1% decrease in the number of tardies during the 2006-2007 school year as compared to the 2005-2006 school year as evidenced by the Attendance Report with Absences and Suspensions.

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"/>

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 7 STATEMENT:

Twin Lakes Elementary students will become technology literate and use the skills learned as a tool to enhance lifelong learning.

Needs Assessment

Results of the 2005-2006 Technology Product Samples Portfolios indicate that 9 percent of students did not meet the technology standards.

Measurable Objective

Given instruction using the Sunshine State Standards and the National Education Technology Standards, students in grades Kindergarten through fifth will complete an independent or group project using technology as evidenced by portfolios.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Complete a "Technology Product Samples" portfolio by class demonstrating completion of technology projects and/or reports while utilizing instructional software.	Administration, Instructional Staff	10/09/06	05/30/07	District Strategic Plan	\$4300.00
Integrate technology into the classroom utilizing various productivity tools for teaching and learning, such as, word processing, spreadsheet, and presentation applications.	Administration, Instructional Staff, Technology Facilitator, Media Specialist	10/09/06	05/30/07	School-to-Career	\$4000.00
Utilize various online resources to access information, such as, the district's library book catalog, Grolier Online, eLibrary and update the school's website creating links in all subject areas.	Administration, Instructional Staff, Media Specialist	10/09/06	05/30/07	District Strategic Plan	\$100.00
Complete a technology time sheet showing at least: a. 5 hours per grading period spent in the lab, Grades 2-5 b. 3 hours per grading period spent in the labs, Grades PreK-1	Administration, Instructional Staff	10/09/06	05/30/07	Continuous Improvement Model	\$0.00
Create a long-range technology plan to develop technical literacy among students, maintain technical infrastructure of the school and classrooms, and train teachers to use technology effectively to support learning.	Administration, Technology Facilitator, Technology Committee, Micro-Systems Technician	10/09/06	05/30/07	District Strategic Plan	\$7600.00

Research-Based Programs

Continuous Improvement Model (CIM), National Education Technology Standards for Students (NETS-S) and FCAT Explorer.

Professional Development

Professional Development will include:

- *FCAT Explorer
- *Riverdeep
- *MS Office Applications
- *Accelerated Reader
- *Online resources to develop technology proficiency that will support instruction
- *The use of e-mail

Evaluation

This objective will be evaluated by the 2006-2007 Technology Product Samples portfolio showing students attaining a passing grade as evidenced by the technology rubric.

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.)

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 8 STATEMENT:

Twin Lakes Elementary will develop interest and skills that promote and encourage lifetime fitness for daily living and overall wellness.

Needs Assessment

Results of the 2005-2006 FITNESSGRAM Assessment indicate that 56 percent of students in grades 4-5 demonstrated acceptable physical fitness, while 44 percent of students have not met the physical fitness standards as defined by the assessment.

Measurable Objective

Given an emphasis on improving physical fitness, 57 percent of the students will be Silver or Gold award recipients as measured by the FITNESSGRAM.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the Fit to Achieve Program in grades 2-5 which will culminate in a technical and/or physical skills exhibition based on the skills learned in physical education.	Administration, Physical Education Teachers	8/14/06	03/29/07	District Strategic Plan	\$400.00
Continue to implement the Physical Fitness Testing Program FITNESSGRAM to all students in grades 2-5.	Administration, Physical Education Teachers	08/14/06	03/29/07	District Strategic Plan	\$0.00
Continue the implementation of Field Day as the closing activity for grades 2-5 to encourage physical fitness, competitiveness and sportsmanship.	Administration, Physical Education Teachers	8/14/06	05/30/07	Continuous Improvement Model	\$850.00
Emphasize weekly activities to improve cardiovascular, flexibility, and muscular strength and endurance.	Administration, Physical Education Teachers Classroom Teachers	08/14/06	05/30/07	Continuous Improvement Model	\$0.00
Implement the AIDS curriculum in grades K-5.	Administration, Instructional Staff	03/05/07	05/30/07	District Strategic Plan	\$0.00

Research-Based Programs

FITNESSGRAM Program

Professional Development

The Physical Education Department will meet monthly to discuss student progress.

Evaluation

This objective will be evaluated by the 2006-2007 FITNESSGRAM Assessment.

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:

Twin Lakes will develop and nourish interest and skills that promote and encourage life-time appreciation for music and art.

Needs Assessment

A survey of student interest in the arts indicates a need to increase the number of programs available in art and music.

Measurable Objective

Recognizing the benefits of exposing and allowing students to actively participate in the fine arts, the number of programs available to students in the 2006-2007 school year will reflect a 10% increase from the previous year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Organize chamber singers to showcase students' vocal talents.	Music Teacher	08/14/06	05/30/07	Expanding arts opportunities	\$500.00
Facilitate the implementation of string, recorders and bells ensembles.	Music Teacher	08/14/06	05/30/07	Expanding arts opportunities	\$400.00
Plan and coordinate Winter/Spring concerts/performances.	Music Teacher	08/14/06	04/30/07	Expanding arts opportunities	\$400.00
Design and produce the art work for Winter/Spring concerts.	Art Teacher	08/14/06	05/30/07	Expanding arts opportunities	\$500.00
Plan and promote the participation of students in the Miami Dade County Youth Fair Exposition.	Art Teacher	10/09/06	01/31/07	Expanding arts opportunities	\$150.00

Research-Based Programs

"Music and You" by McMillan

"The Music Connection" by Silver-Burdett/Ginn

"Hands On Recorder" Recorder Book- by Gerald and Sonya Burakoff

Music K-8 - Resource Magazine

Professional Development

Professional development will include:

- *String Program Inservice (West Cunningham)
- *Interdisciplinary of Arts" course at Nova University
- *Music teacher will research various methods of instruction to enrich Twin Lakes Elementary's music program.
- *Art teacher is seeking National Board Certification
- *Art teacher will participate in Issues & Strategies for LEP

Evaluation

This objective will be evaluated by comparing the number of programs implemented during the 2006-2007 school year to the programs established in 2005-2006.

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.)

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

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

GOAL 10 STATEMENT:

Twin Lakes Elementary School will rank above the 87th percentile statewide in the Return On Investment, ROI, Index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the Florida Department of Education indicates that in 2004-2005 Twin Lakes Elementary ranked at the 87th percentile on the State of Florida ROI Index.

Measurable Objective

Twin Lakes Elementary School will improve its ranking on the State of Florida Return On Investment (ROI) Index publication from the 87th percentile in 2004-2005 to the 88th percentile on the next publication of the Index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Use student data analysis results to find or construct more effective educational strategies that fit the needs of students and staff.	Administration	05/24/06	05/30/07	Continuous Improvement Model	\$200.00
Identify lowest quartile students early and provide additional assistance.	Administration	08/14/06	05/30/07	Continuous Improvement Model	\$36700.00
Provide strategies to parents for their student's academic improvement.	Administration	08/14/06	05/30/07	Continuous Improvement Model	\$200.00
Continue to provide high quality teacher professional development and monitor its implementation.	Administration	08/14/06	05/30/07	Continuous Improvement Model	\$2500.00
Purchase and utilize research-based materials.	Administration	08/14/06	05/30/07	District Strategic Plan	\$0.00
Increase participation in programs provided by the Department of Education, such as FCAT Explorer, Riverdeep and Florida Achieves.	Administration	08/14/06	05/30/07	Continuous Improvement Model	\$0.00

Research-Based Programs

Twin Lakes Elementary uses a variety of research-based programs, such as, ACALETICS, Houghton Mifflin Reading Program, Accelerated Reader, and McGraw-Hill Science Series that help students increase learning gains.

Professional Development

Administrators and teachers will participate in professional development to become aware of financial resources as related to school programs and in-kind resources to target areas of need.

Development of the annual school budget will take place in preparation for budget conferences three times a year.

Evaluation

On the next State of Florida, Return On Investment, ROI, Index publication, Twin Lakes Elementary will show progress toward reaching the 88th percentile.

EESAC Compliance

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

Budget:

The EESAC will review and approve the use of 2006-2007 EESAC budget allocation.

Training:

EESAC members will be trained by the district and school administrators on how to write the 2006-2007 School Improvement Plan (SIP) on budget procedures and consensus management. Some of the training workshops in which Twin Lakes' teachers have participated are: CRISS, Sunshine State Standards Staff Development, DIBLES, ACALETICS, Houghton Mifflin Reading Program, FCAT Writes, Holistic Scoring, Guided Reading Teaching and Voyager Passport.

Instructional Materials:

EESAC members will analyze test scores data and recommend instructional materials to improve student academic achievement.

Technology:

EESAC members will continue to approve a budget that will support student achievement and performance through technology. Accelerated Reader, FCAT Explorer and Assess 2 Learn are being used to infuse technology in the curriculum.

Staffing:

EESAC has recommended the implementation of reading and mathematics programs, as well as, tutors and aides for instructional enhancement. Staff will be identified to support the implementation of interventions.

Student Support Services:

EESAC members will work with staff to implement the student services program through participation in parent conferences, Child Study Teams, LEP Committees, and Academic Improvement Plans in support of student achievement.

Other Matters of Resource Allocation:

The EESAC will continue to approve the use of its funds for the benefit of the students at the school.

Benchmarking:

The Florida Department of Education has graded Twin Lakes Elementary as an A school for the last six years. The school has made continued improvement in student achievement by showing scores at or above state and district averages.

EESAC members will disaggregate data to implement and support initiatives that will improve student performance. The EESAC will be involved in finalizing the School Improvement Plan (SIP) based on data analyzed by the committee and recommendations from subject areas SIP committee meetings.

School Safety & Discipline:

The EESAC members will work with the staff to implement and support the Safety Patrols, Do the Right Thing, DARE and cafeteria programs.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$33,650.00
Goal 2: Mathematics	\$53,464.00
Goal 3: Writing	\$5,700.00
Goal 4: Science	\$10,400.00
Goal 5: Parental Involvement	\$3,900.00
Goal 6: Discipline & Safety	\$1,695.00
Goal 7: Technology	\$16,000.00
Goal 8: Health & Physical Fitness	\$1,250.00
Goal 9: Electives & Special Areas	\$1,950.00
Goal 10: Return On Investment	\$39,600.00
Total:	\$167,609.00

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