

# SCHOOL IMPROVEMENT PLAN 2007 - 2008

**North Twin Lakes Elementary School (3981)**

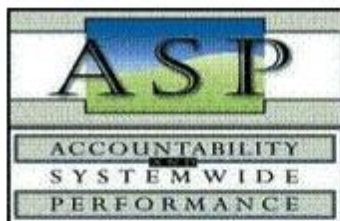
Feeder Pattern - Hialeah-Miami Lakes Senior

Regional Center I

District 13 - Miami-Dade

Principal - A. Louise Harms

Superintendent - Rudolph F. Crew, Ed.D.



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## EXECUTIVE SUMMARY

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North Twin Lakes Elementary Community School was opened in 1962. The school is located in the City of Hialeah and is part of the Hialeah- Miami Lakes Senior High School feeder pattern. In addition to the City of Hialeah, school community partners include Florida Grand Opera, Washington Mutual Bank, Blue Bunny Ice Cream, Millennium Awards, and Blue Sky. There are 740 students enrolled in pre-kindergarten through fifth grade, of which 94% are Hispanic, 4% are Black Non-Hispanic, and 2% are other. One hundred percent of Federal No Child Left Behind criteria were satisfied in 2006-07. In fourth and fifth grades, 34% of the students are Level 1 or Level 2 in Reading, and 25% are Level 1 and Level 2 in Mathematics. The faculty is comprised of 56 classroom teachers and instructional support personnel; the average staff attendance in 2006-07 was 95.18%. The school is in compliance with Class Size Reduction mandates. North Twin Lakes implements a Schoolwide Title I Program; additionally, the school receives funding from Language Instruction for Limited English Proficient and Immigrant Students (LILEPIS), All Schools All Students, and the Emergency Immigrant Education Program. There is stakeholder pride in being an A+ School for four consecutive years and a Five Star School of Excellence for nine consecutive years. The school's major challenge is to maintain this high level of performance excellence.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades 3 through 5 will increase by 5 percentage points from 77 to 82 on the 2008 administration of the FCAT Reading Test as compared to the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades 3 through 5 will increase by 5 percentage points from 80 to 85 on the 2008 administration of the FCAT Mathematics Test as compared to the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade 4 will demonstrate their skill proficiency in writing, as evidenced by 90% or more of students meeting high standards on the 2008 FCAT Writing+.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade 5 will increase 25 percentage points from 35 to 60 on the 2008 FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

Given the schoolwide emphasis on parental and community involvement, the percentage of parents involved in positive school activities more than once during the school year will increase from 93 percent in 2006-07 to 94 percent in 2007-08 as measured by parent sign-in rosters.

Given the schoolwide emphasis on parental and community involvement, the percentage of parents participating in educational opportunities and discussion support groups will increase from 32 percent in 2006-07 to 37 percent in 2007-08 as measured by parent sign-in rosters.

Given an emphasis on a safe and orderly environment, student behavior will continue to improve as evidenced by 100 percent of the students participating in at least two positive learning activities related to improving behavior, interpersonal relationships, and safety as documented by grade level appropriate written follow-up activities, and a decline of one percent of the number of student suspensions.

Given an emphasis on the use of technology in education, 75 percent of all third, fourth, and fifth grade students will utilize the FCAT Explorer Program as evidenced by data collected from the FCAT Explorer Program School Administrator's Desk.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, the percentage of students in grades four and five who demonstrate their fitness by passing 5 of 6 subtests will increase from 87% in 2006-2007 to 88% in 2007-2008.

Given emphasis on the relevance of infusing fine arts into the basic curriculum, 100 percent of students in pre-kindergarten through fifth grades will participate in one or more cultural arts and/or heritage programs to be documented by grade level appropriate written follow-up activities to be scheduled from September 15, 2007 to May 30, 2008.

North Twin Lakes Elementary Community School will improve its ranking on the State of Florida ROI Index publication from the 53rd percentile in 2004-2005 to the 54th percentile on the next publication of the Index.

After analyzing the results of the Organizational Performance Improvement Snapshot Survey (OPIS), two categories were identified as needing improvement: Process Management and Strategic Planning. These areas in need of improvement include resources for enhancing job performance and including staff in long range curriculum planning. One way to address the first issue is to increase resources through grants and business partnerships. Through grade level/department and Quality School Team meetings, all stakeholders will have a more active role in strategic planning.



# School Improvement Plan 2007-2008



## MIAMI-DADE COUNTY PUBLIC SCHOOLS

### VISION

We are committed to provide educational excellence for all.

### MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

### CORE VALUES

#### *Excellence*

We pursue the highest standards in academic achievement and organizational performance.

#### *Integrity*

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

#### *Equity*

We foster an environment that serves all students and aspires to eliminate the achievement gap.

#### *Citizenship*

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

## 3981 - NORTH TWIN LAKES ELEMENTARY SCHOOL

### VISION

The vision of North Twin Lakes Elementary Community School is to guarantee that all students attain a solid foundation of knowledge and skills needed to succeed in secondary education and to compete in the global economy.

### MISSION

The mission of North Twin Lakes Elementary Community School is to produce world-class learners by building a network of learning communities.

### CORE VALUES

North Twin Lakes Elementary Community School stakeholders accept the responsibility of ensuring that intrinsic values are established and maintained:

- \*Maintenance of a supportive, safe, and wholesome atmosphere where all learners will succeed to their highest levels.
- \*Maintenance of a teaching/learning/working environment that fosters respect by and for all stakeholders.
- \*Participation in school-wide activities/programs that foster the democratic values and cultural heritage of our nation.
- \*Celebration of the wealth of our multi-cultural/ethnic diversity through schoolwide activities.
- \*Encouragement of outreach activities and community service by all stakeholders which prompt us to share time, talents, and donations with those in need in the community around us.

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### ***School Demographics***

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North Twin Lakes Elementary Community School is a neighborhood school located in the north central area of the City of Hialeah. The school is one of 17 elementary, middle and senior high schools, and adult/community education centers that comprise the Hialeah-Miami Lakes Senior High School feeder pattern. Eighty percent of the fifth grade students are transitioned to Miami Lakes Middle. North Twin Lakes is assigned to Regional Center I, and reporting lines progress from Regional Center I to School Operations, to the Superintendent of Schools, to the School Board of Miami-Dade County. The school has a rich history of strong cultural ties with this predominantly Hispanic community. Many of our students' parents and several of the faculty/staff attended North Twin Lakes as students. The sense of community and the request of parents to have more educational opportunities available to them resulted in the initiation of the Community School Program in July of 2005.

The original buildings and campus of North Twin Lakes Elementary Community School opened in 1962. Renovations to the existing structure and the addition of a new building which contains eight classrooms and a state-of-the-art media center, art studio, and music studio were completed prior to the opening of the 2006-2007 school year. The current renovation projects include exterior painting of the entire facility; interior painting, new ceiling tiles and light fixtures, and new curtains for the cafeteria; installation of security screens and marker boards in classrooms; replacement of exterior doors; and the renovation of the recreation center formerly utilized by the City of Hialeah, which will house the community school.

On August 20, 2007 the school welcomed 740 children in grades pre-kindergarten through fifth, who represent a variety of family and ethnic backgrounds and include 14 out-of-area transfers. Eighty-eight percent of these students qualify for the free or reduced-price meals program. Ninety-four percent of the students are Hispanic, of which thirty-five percent are English language learners; the remaining ethnic breakdown is four percent Black Non-Hispanic and two percent other. One hundred percent of the Federal No Child Left Behind was satisfied in 2006-2007; the school has the following subgroups: Hispanic, Economically Disadvantaged, and English Language Learners. There are 50 third, fourth, and fifth grade students enrolled in self-contained Gifted classes, and 48 students enrolled in the Voluntary Pre-Kindergarten Program (VPK). The percentage of student attendance for the 2006-2007 school year was 96.02. Analysis of student attendance data indicates that the two grade levels with the lowest percentage of attendance are pre-kindergarten and kindergarten. An Attendance Action Plan has been developed to address ongoing patterns such as absences on Mondays, Fridays, and the days before/after holidays.

The school offers an individualized curriculum which meets the varying educational needs of all students. A wide range of class grouping and After School Academic Programs provides our students with a wealth of educational opportunities. Special area classes provide enrichment learning experiences in art, music, physical education, and Spanish (for native speakers and as a second language). Technology assisted learning is infused into the total learning experience. Special needs programs include Gifted self-contained, Teaching Enrichment Activities to Minorities (TEAM), Special Education (SPED) Inclusion, SPED Resource, Academic Excellence Program(AEP), and an innovative approach for providing our English language learners with a full curriculum in mathematics, science, and social studies taught in the home language. The school's newest educational programs are aimed toward the educational needs of our parents: the Parent Academy, Bilingual Outreach Program, and community school offerings.

North Twin Lakes implements a Schoolwide Title I Program, as outlined in the Elementary and Secondary Education Act: No Child Left Behind. Additionally, the school receives funding from Language Instruction for Limited English Proficient and Immigrant Student (LILEPIS), All Schools-All Students, and the Emergency Immigrant Education Program. Previously, the school benefited directly from several other federal/state grants; Title VI Class Size Reduction, Qualified Zone Academy Bonds, Title I School Improvement, the Comprehensive School Reform Demonstration, and the Title I Model Program. The Comprehensive School Reform Demonstration project was added to enhance reading instruction in primary grades through a computerized program, and the Emergency Immigrant Education Program grant is an initiative to improve the efficiency of instruction for English language learners through technology. Although direct funding is no longer available, the long-range effects of these grants continue to impact the instructional program favorably.

The school received a performance grade of A+ (Florida School Recognition Program) as a result of the percentage of third, fourth, and fifth grade students who met Higher Performing Criteria in Reading, Writing, Mathematics, and Science and the percentage of third, fourth, and fifth grade students who demonstrated learning gains in Reading and Mathematics on the administration of the 2007 Florida Comprehensive Assessment Test (FCAT). The school has also achieved adequate yearly progress under the federal guidelines of No Child Left Behind. The school was the recipient of the Fordham University National School Change Award (one of six in the United States), the Governor's Sterling Award Honorable Mention, the 2003 Commissioner's Principal Achievement Award for Outstanding Leadership, the Commissioner's Five Star School of Excellence Award for nine consecutive years, and at the January 2003 meeting of the State Board of Education, the then Commissioner Jim Horne presented the Apple Award to the Principal. Awards and banners are proudly displayed in the front entrance and the main office.

Under the leadership of the principal and the Educational Excellence School Advisory Council, North Twin Lakes continues to implement participatory leadership/consensus management, involving representatives of all stakeholder groups in school governance. The goals and objectives in this School Improvement Plan were developed by six Quality School Teams, for which the stakeholders volunteered to be members. Parent, student, instructional support, and community stakeholders also serve on these teams. The team leaders and designees were elected by unanimous consensus of the team members. As the Quality School Teams developed the goals, objectives, and strategies, each team has added parents, community representatives, and students as members.



# School Improvement Plan 2007-2008



North Twin Lakes Elementary Community School implements a fact-based performance improvement system and a Plan, Do, Study, Act process known by the acronym, STARS.

S - Strategic planning by Instructional and Leadership Teams to correlate the Sunshine State Standards and research based curriculum to data- driven instruction.

T - Teachers engage their learners in a dynamic instructional environment; senior leaders make informal classroom visitations daily.

A - Action research is initiated, data regarding student performance are analyzed, and action plans are developed and implemented.

R - Reviews are scheduled quarterly with each teacher and a senior leader to assess students' progress.

S - Students' academic successes are celebrated at annual awards assemblies.

Students, teachers, and instructional support stakeholders benefit from the cash donations and in-kind services provided by the school's Dade Partners: the City of Hialeah, Washington Mutual Bank, Blue Bunny Ice Cream, Millennium Awards, Blue Sky, and Florida Grand Opera. Students, teachers, and administrators attend dress rehearsals of each opera as the guests of the Florida Grand Opera (FGO). The highlight during the 2006-2007 season was the dress rehearsal of AIDA in preparation for the premier performance at the Ziff Opera House at the Carnival Center for the Performing Arts. Students in first through fifth grades enjoyed a production of RUMPLESTILSKIN presented at North Twin Lakes under the sponsorship of the Young Patronesses of the Opera. Several guest artists also performed at schoolwide assemblies and functions. Cultural and heritage commemorations help to unite the school's stakeholders as ethnic diversity is celebrated and pride in our national heritage is displayed. These commemorations include the Hispanic Heritage Festival, the African-American Heritage/Voices Festival, St. Patrick's Day, Feria Ole, Jose Marti Parade, September 11th, Veterans' Day, and Memorial Day.

As a result of the school's A+ status, teacher and instructional support stakeholders have continually received financial rewards via the A+ Bonus Plan. Based upon the learning gains in Reading and Mathematics demonstrated by third, fourth, and fifth grade students as measured by the 2007 administration of the Florida Comprehensive Assessment Test, teachers and administrators were awarded Performance Pay by the District and the Florida Department of Education. The school's major challenge is to maintain the overall high level of excellence in academic achievement and family and community involvement. The school does not need to address such issues as high rate of beginning teachers, high mobility, and a high truancy rate.

The Leadership Team of North Twin Lakes Elementary Community School is comprised of the Principal, Assistant Principal for Instruction and Operations, Assistant Principal for Community Education, the Team Leader for Primary Grades, the Team Leader for Intermediate Grades, the Counselor/Attendance Manager, the Reading Coach, the Science Leader/Professional Development Facilitator/EESAC Chair, and the Team Leader for Special Areas/Administrative Designee. The Quality School Task Force extends participation in school governance to representatives of all stakeholder groups. Members of the Leadership Team are joined by the UTD Steward, an elected representative from each grade level/department/ instructional support team, the PTA president, two other parents elected by the parents, the EESAC student stakeholder representative and alternate, and two community representatives invited by the principal. The Principal's Vision for the Quality School task Force is based upon the philosophy of Arundh Gandhi:

Keep your thoughts positive because your thoughts become your behavior.

Keep your behavior positive because your behavior becomes your habits.

Keep you habits positive because your habits become your values

Keep your values positive because your values become your destiny.

Strive for love, understanding, compassion, and respect.

The instructional team is comprised of 56 full-time personnel. There are 31 basic education teachers, four Spanish/Bilingual Curriculum Content teachers, two music teachers, two physical education teachers, one art teacher, four teachers of English as a Second Language, two Gifted teachers, two VPK teachers, three teachers of Specific Learning Disabilities, one reading coach, one curriculum leader for Science, one counselor, one media specialist, and one speech/language pathologist. Seventy-nine percent are Hispanic, fourteen percent are Black Non-Hispanic, and seven percent are White Non-Hispanic.

North Twin Lakes is in Compliance with Class Size reduction mandates as indicated by an average class size of 1/18 in Pre-Kindergarten through third grade and 1/22 in fourth and fifth grades. There are 20 SPED students in the Inclusion Program who are part of the overall class ratios in third, fourth and fifth grades; the ratio for SPED resource students in one and one half hour blocks is 1/10, 1/10, and 1/17.

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## ***School Foundation***

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### **Leadership:**

The average score in the Leadership category was 4.5. The lowest ranked item was 1g - My work location asks me what I think. This response will be addressed by the members of the Quality school Task Force.

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

The average score in this category was 4.3. The lowest ranked item was 7c - I know how well my work location is doing financially. This response will be addressed by the principal, who will present a Budget/Personnel professional development for all employee stakeholders, similar to the one presented to the EESAC annually.

### **Stakeholder Engagement:**

The average score in this category was 4.6. The lowest ranked item was 3e - I am allowed to make decisions to solve problems for my stakeholders. This response will be addressed by the Quality School Task Force.

### **Faculty & Staff:**

The average score in this category was 4.4. The lowest ranked item was 5f - My supervisor and my work location care about me. This response has been addressed by the creation of the Human resources Focus Team which recognizes the Instructional and Instructional Support Employees of the Month.

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

The average score in this category was 4.6. The lowest ranked item was 4e - I get all of the important information I need to do my work. This, response has been and will continue to be addressed in grade level/department team meetings, during Quarterly reviews, and via From the Desk of the Principal.

### **Education Design:**

The average score in this category was 4.3. The lowest ranked item was 6a - I can get all the resources I need to do my job. This response has been and will continue to be addressed by the Budget/Personnel Task Force. A spending plan has been developed and implemented to provide a budget for each grade level/department and instructional support team.

### **Performance Results:**

The average score in this category was 4.3. The lowest ranked item was 6a – I can get all of the resources I need to do my job. This response has been and will continue to be addressed by the Budget/Personnel Task Force. A spending plan has been developed and implemented to provide a budget for each grade level/department and instructional support team.



# School Improvement Plan 2007-2008



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## ***Schools Graded 'C' or Below***

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**Professional Development:**

**Disaggregated Data :**

**Informal and Formal Assessments:**

**Alternative Instructional Delivery Methods :**



School Improvement Plan  
2007-2008



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***Schools Offering Primarily Grades 6 through 12***

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



### Reading Goal

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

**Florida Education Priorities**

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

**Reading Statement**

All North Twin Lakes students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master state standards in reading.

**Needs Assessment**

Analysis of the results of the criterion referenced Florida Comprehensive Assessment Test (FCAT) in Reading indicates that North Twin Lakes Elementary Community School's monitoring of the benchmarks toward goals of proficiency kept us driven to our targeted behavior. Preliminary analysis of the results of the FCAT SSS in Reading indicates that the percentage of students in third grade meeting state standards in reading declined; 23 percent scored at level 1, and 14 percent scored at level 2. The percentage of students in fourth grade meeting state standards in reading increased; 66 percent scored at level three and above. The percentage of students in fifth grade meeting state standards increased significantly from 59 percent in 2006 to 71 percent in 2007. Seventy-eight percent of all students made learning gains in reading; 81 percent of the lowest 25% made learning gains in reading. The involvement of all stakeholders in goal development and the necessary changes for continuous progress provided a unified focus. Parent workshops that assisted parents in becoming involved with teaching their children to read in English and the home language also provided strategies, information, and materials related to the Sunshine State Standards. The implementation of and the continual assessment provided by the Inclusion Model during the Comprehensive Reading Plan to guide instruction for Special Education students and the self-contained reading/language arts two and one half hour block for English language learners focusing on the Sunshine State Standards in reading preparation are strengths we intend to continue to implement, study, and analyze. Based upon feedback from teacher, parent, and student stakeholders and the increase in the number of eligible students, self-contained Gifted classes have been created in third, fourth, fifth grades. The school created and has implemented four different After School Academic Programs (ASAP) to meet the varying educational needs of our student stakeholders: Academic Excellence Program, Critical Thinking Club, Tutorial Academy, and the Extended Day Program. Through a grant from Bilingual Education and World of Languages, the Tutorial Academy was created to meet the needs of our English language learners. Based upon school action research, it has been determined that the ASAP should be expanded to include second grade students who are not demonstrating mastery of the Sunshine State Standards in reading. There is a need to provide kindergarten through second grade teachers with ongoing professional development to facilitate their ability to make data-driven decisions in the analysis of their students' progress in reading. There is also a need to provide ongoing professional development for primary teachers related to the reading strands on the SAT-10 and to benchmark the mastery of grade level expectations by kindergarten, first, and second grade students.

**NCLB Subgroup Target**

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

### Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades 3 through 5 will increase by 5 percentage points from 77 to 82 on the 2008 administration of the FCAT Reading Test as compared to the 2007 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
1. Implement the Plan-Do-Study-Act Model involving teachers in data-driven decision making by providing teachers with all available data to enable them to analyze the ongoing progress of their students as they benchmark student progress and implement a school-developed action plan.	Principal Pre-Kindergarten through fifth grade teachers	8/20/2007	6/5/2008	District-wide Literacy Plan	0
2. Implement quarterly reviews of administrator with teacher to analyze student achievement at the end of each grading period, involving the parents of students who are not meeting grade level expectations in cooperative discourse.	Principal Assistant Principal Pre-Kindergarten through fifth grade teachers Parents Students	8/20/2007	6/5/2007	District-wide Literacy Plan	0
3. Analyze assessment data to identify and meet the needs at all Tier One, Two, and Three students in grades kindergarten through fifth who are not meeting grade level expectations/Sunshine State Standards and utilize the principal and assistant principal to provide additional instructional strategies to assist them.	Principal Assistant Principal Kindergarten through fifth grade teachers Students	8/20/2007	6/5/2008	District-wide Literacy Plan	0
4. Provide After School Academic Programs to meet the educational needs of all third, fourth, and fifth grade students: critical Thinking Club for Gifted Students; Academic Excellence Program for high performing students; Tutorial Academy for English Language Learners; Extended Day Program for all other students, including Special Education students.	Principal Assistant Principal, Community Education Third through fifth grade teachers Students	9/17/2007	2/28/2008	District-wide Literacy Plan	20000
5. Develop and implement an action plan to address the educational needs of the lowest 25 percent at each grade level and a different action plan to maintain high performing scores in Reading for students in grades 3, 4, and 5.	Principal Pre-Kindergarten through fifth grade teachers Students	8/20/2007	6/5/2008	District-wide Literacy Plan	0
6. Utilize the Reading Coach to monitor the assessments for students in grades K-third and levels 1 and 2 students in grades 4 and 5 and assist with the development of classroom strategies to ensure that these students receive additional support to reach the grade level expectations at their grade level.	Principal Reading Coach Kindergarten through fifth grade teachers Students	8/20/2007	6/5/2008	District-wide Literacy Plan	72375
7. Implement the Comprehensive Research-Based Reading Plan and District's Curriculum Pacing Guide for Language Arts/Reading in grades K-fifth.	Principal Reading Coach Kindergarten through fifth grade teachers Students	8/20/2007	6/5/2008	District-wide Literacy Plan	0
8. Utilize the principal as an intervention teacher for one hour daily for designated third, fourth, and fifth grade students.	Principal	08/20/07	06/05/08	District-wide Literacy Plan	0
9. Utilize an hourly paraprofessional and bilingual curriculum content teachers as the intervention instructors for all other students required to participate in Intervention classes.	Paraprofessional Bilingual Curriculum Content teacher	08/20/07	06/05/08	District-wide Literacy Plan	0
10. Utilize SuccessMaker to benchmark students' progress in Reading.	Third through fifth grade teachers	08/20/07	06/05/08	District-wide Literacy Plan	36800
11. Utilize Accelerated Reader as part of the technology center on differentiated instruction.	Second through fifth grade teachers	09/20/07	06/05/08	District-wide Literacy Plan	0

### Research-Based Programs

Houghton-Mifflin Reading Series  
 Rigby Literacy  
 High Scope Primary Grades Approach to Education  
 Voyager - PASSPORT

## Professional Development

District provided reading workshops

NTL provided professional development:

- Reading comprehension for teachers of kindergarten through fifth grade students
- Cause and effect for teachers of kindergarten through fifth grade students
- Vocabulary instruction for teachers of kindergarten through fifth grade students
- Reference and Research for teachers of third through fifth grade students

## Evaluation

Results of District Interim Assessments in reading will be used as a formative evaluation to be reviewed by each teacher and the principal to analyze data to drive instruction and establish differentiated strategies.

Adequate progress will be deemed to have been achieved if 82 percent of the students in grades three through five achieve Level 3 or higher as measured on the 2007 administration of the FCAT Reading Assessment.

## Mathematics Goal

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

#### **Florida Education Priorities**

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

### **Mathematics Statement**

All North Twin Lakes students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master state standards in mathematics.

### **Needs Assessment**



# School Improvement Plan 2007-2008



Analysis of the results of the criterion referenced Florida Comprehensive Assessment Test (FCAT) in Mathematics indicates that North Twin Lakes Elementary Community School's monitoring of the benchmarks toward goals of proficiency kept us driven to our targeted behavior. Eighty percent of third grade students scored at Level 3 and above; 75 percent of fourth grade students scored at Level 3 and above; 69 % of third grade students scored at Level 3 and above. Eighty percent of all third, fourth, and fifth grade students made learning gains in mathematics, 67 percent of the lowest 25% made learning gains in mathematics. The involvement of all stakeholders in goal development and the necessary changes for continuous progress provided a unified focus. Parent workshops that assisted parents in becoming involved with teaching their children to read in English and the home language also provided strategies, information, and materials related to the Sunshine State Standards. The implementation of and the continual assessment provided by the Inclusion Model during mathematics Instruction to guide instruction for students with disabilities and the self-contained mathematics Curriculum Content in the Home Language (CCHL) for one hour daily for English language learners focusing on the Sunshine State Standards in mathematics preparation are strengths we intend to continue to implement, study, and analyze. Based upon feedback from teacher, parent, and student stakeholders and the increase in the number of eligible students, self-contained Gifted classes have been created in third, fourth and fifth grades. The school created and has implemented four different After School Academic Programs to meet the varying educational needs of our student stakeholders: Academic Excellence Program, Critical Thinking Club, Tutorial Academy, and the Extended Day Program. Through a grant from Bilingual Education and World of Languages, the Tutorial Academy was created to meet the needs of our English language learners. Based upon school action research, it has been determined that the Extended Day Program should be expanded to include second grade students who are not demonstrating mastery of the Sunshine State Standards in reading and mathematics. There is a need to provide kindergarten through second grade teachers with ongoing professional development to facilitate their ability to make data-driven decisions in the analysis of their students' progress in Mathematics. There is also a need to provide ongoing professional development for primary teachers related to the mathematics strands on the SAT-10 and to benchmark the mastery of grade level expectations by kindergarten, first, and second grade students.

***NCLB Subgroup Target***

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

### Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades 3 through 5 will increase by 5 percentage points from 80 to 85 on the 2008 administration of the FCAT Mathematics Test as compared to the 2007 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
1. Implement the Plan-Do-Study-Act Model involving teachers in data-driven decision making by providing teachers with all available data to enable them to analyze the progress of their students as they benchmark student progress and a school-developed action plan.	Principal Pre-Kindergarten through fifth grade teachers	8/20/2007	6/5/2008	Seamless PreK-12 Curriculum	0
2. Administer the district Interim assessment in grades three through five as a tool to analyze data results and utilize as instrument for instruction.	Principal Mathematics Leader Three through fifth grade students	11/5/2007	6/5/2008	Seamless PreK-12 Curriculum	0
3. Provide After School Academic Programs to meet the educational needs of all third, fourth, and fifth grade students: critical Thinking Club for Gifted Students; Academic Excellence Program for high performing students; Tutorial Academy for English Language Learners; Extended Day Program for all other students, including Special Education students.	Principal Mathematics Leader Assistant Principal, Community Education	9/17/2007	2/28/2008	Seamless PreK-12 Curriculum	12500
4. Implement quarterly meetings of administrator with teacher to analyze students achievement at the end of each grading period involving the parents of students who are not meeting grade level expectations in cooperative discourse.	Principal Assistant Principal Pre-Kindergarten through fifth grade teachers	8/20/2007	6/5/2008	Seamless PreK-12 Curriculum	0
5. Provide small group instruction for Level 1 and 2 students in grades three through five.	Mathematics Leader	01/14/2008	02/29/2008	Seamless PreK-12 Curriculum	0
6. Utilize the District's Curriculum Pacing Guide for Mathematics in grades K-fifth.	Principal Mathematics Leader Kindergarten through fifth grade teachers	8/20/2007	6/5/2008	Seamless PreK-12 Curriculum	0
7. Utilize SuccessMaker to benchmark students' progress in mathematics.	Teachers	08/20/07	06/05/08	Seamless PreK-12 Curriculum	0

### Research-Based Programs

Harcourt Brace Mathematics Series  
Riverdeep

### Professional Development

- District provided mathematics workshops  
NTL provided professional development:
- Measurement for teachers of kindergarten through fifth grade students
  - Geometry and Spatial Sense for teachers of kindergarten through fifth grade students
  - Algebraic Thinking for teachers of kindergarten through fifth grade students

### Evaluation



# School Improvement Plan 2007-2008



Results of District Interim Assessments in mathematics will be used as a formative evaluation to be reviewed by each teacher and the principal to analyze data to drive instruction and establish differentiated strategies.

Adequate progress will be deemed to have been achieved if 85 percent of the students in grades three through five achieve Level 3 or higher as measured on the 2008 administration of FCAT Mathematics Assessment.



### Writing Goal

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

##### **Florida Education Priorities**

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

#### **Writing Statement**

All North Twin Lakes students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master state standards in writing.

#### **Needs Assessment**

Analysis of the results of the Florida Comprehensive Assessment Test (FCAT) in Writing indicates that 90 percent of the students in fourth grade met state standards in Writing. This is a significant decrease in percentage points from 96% in 2006. An action plan has been developed to monitor the proficiency of fourth grade students in Expository and Narrative writing and Writing+. The involvement of all stakeholders in goal development and the necessary changes for continuous progress provided a unified focus. Parent workshops that assisted parents in becoming involved with teaching their children to write in English and the home language also provided strategies, information, and materials related to the Sunshine State Standards. The implementation of and the continual assessment provided by the Inclusion Model during the Comprehensive Reading Plan to guide instruction for Special Education and the self-contained reading/language arts two and one half hour block for English language learners focusing on the Sunshine State Standards in reading preparation are strengths we intend to continue to implement, study, and analyze. Based upon feedback from teacher, parent, and student stakeholders and the increase in the number of eligible students, self-contained Gifted classes have been created in third, fourth, and fifth grades. The school created and has implemented four different After School Academic Programs to meet the varying educational needs of our student stakeholders: Academic Excellence Program, Critical Thinking Club, Tutorial Academy, and the Extended Day Program. Through a grant from Bilingual Education and World of Languages, the Tutorial Academy was created to meet the needs of our English language learners. The vertical articulation between fourth and third grade teachers was one of the most effective strategies. There is a need to continue to provide kindergarten through second grade teachers with professional development to facilitate their ability to make data-driven decisions in the analysis of their students' progress in writing. There is also a need to provide professional development for teachers and intensive instruction for fifth grade students to develop the skill of writing long and short responses. Third and fourth grade teachers have identified a need for continuation of professional development in the teaching of English grammar.

***NCLB Subgroup Target***

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

### Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade 4 will demonstrate their skill proficiency in writing, as evidenced by 90% or more of students meeting high standards on the 2008 FCAT Writing+.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
1. Implement the Plan-Do-Study-Act Model involving teachers in data-driven decision making by providing teachers with all available data to enable them to analyze the ongoing progress of their students as they benchmark student progress and a school developed action plan.	Principal/Writing Leader Writing Leader Designee Kindergarten through fifth grade teachers	8/20/2007	6/5/2008	District-wide Literacy Plan	0
2. Implement quarterly reviews of administrator/Quality School Leader/teacher to analyze student achievement at the end of each grading period, involving the parents of students who are not meeting grade level expectations in cooperative discourse.	Principal/Writing Leader Fourth grade teachers	10/25/2007	06/05/2008	District-wide Literacy Plan	0
3. Provide fourth grade students in each class with demonstration Expository and Narrative writing lessons taught by the principal and reward the best writer in each class on each lesson by having the students' writing published on FROM THE DESK OF THE PRINCIPAL and the schoolwide Writing Honors Bulletin Board.	Principal/Writing Leader	10/8/2007	1/14/2008	District-wide Literacy Plan	0
4. Organize a timed simulation Sunshine State Standards Writing test to be administered to all fourth grade students two weeks prior to the state administered test.	Principal/Writing Leader Fourth grade teachers	1/21/2008	2/1/2008	District-wide Literacy Plan	0
5. Develop and implement an action plan to address the educational needs of the lowest 25 percent at each grade level.	Principal/Writing Leader Writing Leader Designee	10/25/2007	6/5/2008	District-wide Literacy Plan	0
6. Provide third grade students in each class with a demonstration Narrative writing lesson taught by the principal and reward the winning student in each class with an FCAT Writing trophy/award of excellence at the third grade awards assembly.	Principal/Writing Leader	5/5/2008	5/9/2008	District-wide Literacy Plan	0
7. Implement vertical articulation by having fourth grade teachers instruct third grade students in writing skills and techniques and provide demonstration lessons for third grade teachers in preparation for fourth grade writing instruction.	Principal/Writing Leader Fourth grade teachers	4/7/2008	5/16/2008	District-wide Literacy Plan	0
8. Provide After School Academic Programs to meet the educational needs of all third, fourth, and fifth grade students: critical Thinking Club for Gifted Students; Academic Excellence Program for high performing students; Tutorial Academy for English Language Learners; Extended Day Program for all other students, including Special Education students.	Principal/Writing Leader Writing Leader Designee Assistant Principal, Community Education	09/17/07	02/07/08	District-wide Literacy Plan	20000
9. Implement ICU writing sessions for students not demonstrating grade level mastery of Writing+ standards.	Principal/Writing Leader Writing Leader Designee	01/09/08	02/07/08	District-wide Literacy Plan	400
10. Participate in the Melissa Forney 2007-2008 Race Around Florida Writing training.	Fourth Grade Teachers	10/02/07	10/03/07	District-wide Literacy Plan	2050
11. Provide weekly demonstration grammar lessons to prepare fourth grade students for Writing+.	Principal/Writing Leader	09/17/07	02/07/08	District-wide Literacy Plan	0

### Research-Based Programs

High/Scope Primary Grades Approach to Education  
Junior Great Books  
Voyager-PASSPORT  
Houghton-Mifflin Reading Series

### Professional Development



# School Improvement Plan 2007-2008



Melissa Forney 2007-2008 Race Around Florida Writing  
NTL provided professional development:  
- Grammar for Third and Fourth Grade Teachers  
- Long and Short Responses for Fifth Grade Teachers  
- Writing for Primary Teachers

## **Evaluation**

The formative assessment in Expository writing will be the prompt following the principal's demonstration lessons.

The formative assessment in Narrative writing will be the prompt following the principal's demonstration lessons.

Quarterly formative assessments in Writing+ will be administered.

Adequate progress will be deemed to have been achieved if 90 percent or more of the fourth grade students score 3.5 or above on the 2008 administration of the FCAT Writing Assessment.

## Science Goal

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

#### *Florida Education Priorities*

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

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

#### *District Strategic Plan*

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

### **Science Statement**

All North Twin Lakes students will acquire the knowledge, skills, and competencies needed to master state standards in science.

### **Needs Assessment**



# School Improvement Plan

## 2007-2008



Analysis of the results of the Florida Comprehensive Assessment Test (FCAT 2007), in Science indicates that 35 percent of all fifth grade students performed at Level 3 and above and 44 percent of the standard curriculum students performed at Level 3 or higher. Examination of the data indicates a need for improvement in all strands tested. Analysis of the mean points indicates that the weakest area is Earth Space Science with Physics and Chemical Science, Life Science, and Scientific Thinking averaging the same mean scores also indicating that improvement is needed in these areas. The involvement of all stakeholders in goal development and the necessary changes for continuous progress provides a unified focus. The newly assigned science leader attended a four day professional development training regarding the recently district adopted Scott Foresman elementary school textbook. The science leader provided turn-around training for the teachers in kindergarten through fifth grade and demonstrated the textbook's context, organization, and the various resources that support the inquiry method of teaching science. Examination of practices indicates that demonstration lessons, including hands-on experiences, examples of long and short responses, and focus on science vocabulary, as well as, scientific process skills, and scientific inquiry method are effective methods which will be implemented, studied, and analyzed. These strategies will require students to organize, classify, interpret, and draw conclusions about real-life scientific problems. Students will communicate their ability to problem-solve through oral, written and physical demonstrations. There is a need to provide more hands-on field trips such as Everglades National Park and the Environmental Center. The need for, demonstration lessons, diversified instruction, and hands-on experiences have led to the implementation of a science laboratory with opportunities to work individually as well as in small and large groups. There is a need to provide kindergarten through fifth grade teachers with professional development, continuous vertical articulation, analysis of the results of the school designed pre/post test, which will be taken from the new science series for each grade level, and review of Grade Level Expectations to facilitate their ability to make data-driven decisions in the analysis of their students' progress in science.

### Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade 5 will increase 25 percentage points from 35 to 60 on the 2008 FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
1. Implement a fourth and fifth grade science fair demonstrating the scientific method through individually produced student science projects.	Principal Science Leader Quality School Science Team Fourth and fifth grade teachers Students Parents	11/19/2007	1/25/2008	Seamless PreK-12 Curriculum	0
2. Implement a primary science fair demonstrating the scientific method through either an individual or group science project in third grade and a class project in kindergarten, first, and second grade classes.	Principal Science Leader Quality School Science Team Kindergarten through third grade teachers Students Parents	3/3/2008	5/23/2008	Seamless PreK-12 Curriculum	0
3. Implement a science laboratory in which students and teachers in second through fifth grade are provided hands-on, participatory-type learning experiences. The laboratory is conducted by the Science Leader with a full schedule of classes in second through fifth grade. The classroom teacher assists in a team teaching setting.	Principal Science Leader Second through fifth grade teachers	8/20/2007	6/5/2008	Seamless PreK-12 Curriculum	44026
4. Provide direct instruction to students and teachers in kindergarten through fifth grades in science vocabulary and writing long and short responses.	Principal Science Leader Writing Leader	8/20/2007	6/5/2008	Seamless PreK-12 Curriculum	0
5. Provide students in kindergarten through fifth grade with opportunities to attend science related field trip experiences and follow-up with multiple-choice assessments.	Principal Science Leader Quality School Science Team Kindergarten through fifth grade teachers	9/1/2007	6/5/2008	Seamless PreK-12 Curriculum	0
6. Implement Weather Bug program in Pre-K through fifth grade in which teachers and students are provided hands-on, participatory-type weather related learning experiences. Weather Bug is available on line with live data from the school's weather station.	Principal Science Leader Quality School Science Team	8/20/2007	6/5/2008	Seamless PreK-12 Curriculum	995
7. Provide an Extended Day Program focusing on Sunshine State Standards in Science preparation for fifth grade students. Progress will be measured utilizing a school developed science pre and post test.	Principal Science Leader Fifth grade teachers Assistant Principal, Community Education	9/10/2007	3/1/2008	Seamless PreK-12 Curriculum	3300
8. Utilize the District's Curriculum Pacing Guide for Science in grades K-fifth. Administer a school designed pre/post inventory test in grades one through five with 79 percent of the students demonstrating an increase of ten percentage points on the post-test.	Principal Science Leader Teachers	9/18/2007	5/29/2008	Seamless PreK-12 Curriculum	0

### Research-Based Programs

Scott Foresman Science Series  
Full Option Science System (FOSS) kits

### Professional Development



# School Improvement Plan 2007-2008



District provided science workshops

Advanced degree science courses

NTL provided professional development:

- Science vocabulary
- Writing long and short responses
- Scientific thinking
- Techniques of hands-on learning using FOSS Measurement, Air and Weather, Variables, and Magnetism and Electricity kits

## **Evaluation**

Results of District Interim Assessments in science will be used as a formative evaluation to be reviewed by each teacher and the principal to analyze data to drive instruction and establish differentiated strategies.

Adequate progress will be deemed to have been achieved if 60 percent of the students in the fifth grade score Level 3 or above on the 2008 administration of the FCAT Science Assessment.



## Parental Involvement Goal

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

#### *Florida Education Priorities*

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

### Parental Involvement Statement

The goal is to increase parental involvement.

### Needs Assessment

The involvement of parents has been met through the implementation of the Five Star School of Excellence criteria for Family Involvement as per the demonstration of 93 percent attendance of parents at a minimum of two positive school functions. Thirty-two percent of the parents participated in professional development/parent education classes sponsored by the school and its community partners. The weaknesses include the need to provide educational opportunities for parents and to develop and infuse curriculum which emphasizes the importance of bilingualism and biliteracy in the 21st century global market. There is also a need to involve a small percentage of reluctant parents, who are not able/willing to participate in workshops offered by the Parent Academy, Bilingual Outreach Program and classes offered by the Community Education Program. Through Parent Academy workshops, parents were able to learn how to enhance their students' academic proficiency and to develop a personal sense of accomplishment. A need to locate another source of funding for Adult Education has surfaced because the Hialeah-Miami Lakes Adult Education Center, our Dade Partner lost funding and cancelled ESOL and computer classes housed as part of our community school.



# School Improvement Plan 2007-2008



## **Measurable Objective**

Given the schoolwide emphasis on parental and community involvement, the percentage of parents involved in positive school activities more than once during the school year will increase from 93 percent in 2006-07 to 94 percent in 2007-08 as measured by parent sign-in rosters.

Given the schoolwide emphasis on parental and community involvement, the percentage of parents participating in educational opportunities and discussion support groups will increase from 32 percent in 2006-07 to 37 percent in 2007-08 as measured by parent sign-in rosters.

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STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
1. Involve parents as active participants in the Educational Excellence School Advisory Council, Quality School Teams, schoolwide ad hoc task forces and committees, PTA committees, and other decision making teams, task forces, and parent groups, as indicated by attendance rosters, agendas, and minutes of the meetings.	Principal Assistant Principal, Instruction and Operations Assistant Principal, Community Education Community Involvement Specialist (CIS) PTA President	8/20/2007	6/5/2008	Improve Public Perception	31582
2. Implement a community school program, based upon the needs assessment completed by parent stakeholders, to include Before/After Care programs and parent education programs: Bilingual Outreach Program, Adult Education classes through the Parent Academy, and special interest/recreational community school classes.	Principal Assistant Principal, Community Education Community Involvement Specialist Community School After Care Manager	8/20/2007	6/5/2008	Improve Public Perception	120000
3. Engage parents in communicating with their children's teachers by telephone and/or in face-to-face conferences by providing a printed policy that describes these ways of communication. This policy will be distributed at the beginning of the school year, or upon registration, and is also posted in the school office and the Parent Resource Center. Facilitate Positive Parent Conferences.	Principal Assistant Principal, Instruction and Operations Assistant Principal, Community Education Counselor Community Involvement Specialist	8/20/2007	6/5/2008	Improve Public Perception	0
4. Provide parents with opportunities to demonstrate their special knowledge, abilities, talents, and cultural experiences as active participants in school programs and activities, such as the Hispanic Heritage Festival, African American Voices Festival, career days, mentoring programs, and tutorial sessions. Evidence of this will be indicated by an increase of parent volunteers by at least 5 percent from the 2006-07 to the 2007-08 school year.	Principal Assistant Principal, Instruction and Operations Assistant Principal, Community Education Counselor Community Involvement Specialist Hispanic Heritage Team African American Heritage Team	8/20/2007	6/5/2008	Improve Public Perception	0
5. Facilitate opportunities for all parents to be involved in at least two positive activities during the school year. Develop and implement strategies in collaboration with the Educational Excellence School Advisory Council, PTA, and encourage parental involvement in such activities as PTA meetings, FCAT Nights, Open House, Hispanic Heritage Festival, African American Heritage Festival, and other heritage, festivals, and Awards Assemblies.	Principal Assistant Principal, Instruction and Operations Assistant Principal, Community Education Community Involvement Specialist	8/20/2007	6/5/2008	Improve Public Perception	0
6. Communicate expectations for parents as teachers, at least yearly, in languages representative of the student body, utilizing lay terminology they understand: School/Student/Parent Compact, Code of Student Conduct, Parent/Student Handbook, and Parent Newsletters.	Principal Assistant Principal, Instruction and Operations Assistant Principal, Community Education Counselor Community Involvement Specialist	8/20/2007	6/5/2008	Improve Public Perception	0
7. Implement Academic Progress Parent/Student/Teacher Nights for third, fourth, and fifth grade stakeholders at the end of the first grading period to acquaint parents with the Sunshine State Standards/Competency-Based Curriculum, the importance of daily attendance and the need for parental involvement in cooperative discourse related to data-driven instruction.	Principal/Writing Leader Assistant Principal/Mathematics Leader Reading Leader Science Leader Community Involvement Specialist Teachers	10/26/2007	1/18/2008	Improve Public Perception	0
8. Encourage parents to take advantage of the public library system provided by the City of Hialeah.	Teachers Community Involvement Specialist EESAC Community Representative	09/12/07	06/05/08	Improve Public Perception	0
9. Provide opportunities for parents to visit the public library with their children to attend hands-on workshops on the use of technology.	Teachers Community Involvement Specialist EESAC Community Representative	09/12/07	06/05/08	Improve Public Perception	0

### Research-Based Programs

National Parent Teacher Association Standards for Parental Involvement



# School Improvement Plan 2007-2008



## **Professional Development**

District provided Parental Involvement workshops:  
Parent Academy

NTL provided Parental Involvement workshops:  
Bilingual Outreach  
Community School course offerings

## **Evaluation**

The percentage of families involved in positive school activities more than once during the school year will increase from 93 percent in 2006-07 to 94 percent in 2007-08 as measured parent sign-in rosters.

The percentage of parents participating in educational opportunities and discussion/support groups will increase from 32 percent in 2006-07 to 37 percent in 2007-2008 as measured by parent sign-in rosters.

## Discipline & Safety Goal

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

#### *Florida Education Priorities*

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

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

#### *District Strategic Plan*

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

### **Discipline & Safety Statement**

North Twin Lakes Community School will continue to provide proactive positive learning opportunities to foster improvement in behavior, interpersonal relationships, and safety.

### **Needs Assessment**

School Action Research of student behavior indicates that consistent patterns of behavior modification at school and at home significantly affected the decline of student indoor/outdoor suspension rates during the 2006-07 school year. This was achieved by providing parents, students, and teachers with an effective Progressive Discipline Plan. Participation by students in positive learning activities related to improving behavior, interpersonal relationships, and safety contributed to a safer and orderly environment. Informal feedback from parents indicates that workshops focused on safety issues and the Critical Incident Response Plan are necessary and should be offered by the counselor, school resource officer, and Regional Center I Safe Schools Facilitator.

### Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will continue to improve as evidenced by 100 percent of the students participating in at least two positive learning activities related to improving behavior, interpersonal relationships, and safety as documented by grade level appropriate written follow-up activities, and a decline of one percent of the number of student suspensions.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
1. Provide grade level student orientation assemblies and primary classroom visitations during the first week of school and new student orientation throughout the year.	Principal Assistant Principal, Instruction and Operations Counselor Community Involvement Specialist	8/24/07	6/5/08	Student Wellness	0
2. Develop and implement a progressive discipline plan with the following steps:  <ul style="list-style-type: none"> <li>• Student/teacher</li> <li>• Student/teacher/parent</li> <li>• Student/teacher/counselor</li> <li>• Student/teacher/counselor/parent</li> <li>• Student/teacher/parent/administrator</li> <li>• Indoor suspension</li> <li>• Outdoor suspension</li> </ul>	Principal Assistant Principal, Instruction and Operations Counselor Pre-Kindergarten through fifth grade teachers	08/20/2007	06/05/2008	Student Wellness	0
3. Distribute the revised Code of Student Conduct, Parent/Student Handbook, and the School/Parent/Student Compact to all students. Review these documents with parents and students regularly.	Principal Assistant Principal, Instruction and Operations Counselor Community Involvement Specialist	08/20/2007	6/5/2008	Student Wellness	3400
4. Implement a plan to ensure the safety of all students, staff, and parents during the arrival and dismissal of students.	Principal Assistant Principal, Instruction and Operations Counselor Critical Incident Response Team	08/20/2007	6/5/2008	Student Wellness	0
5. Increase annual student attendance percentage to 96.42 in 2007-08 as compared to 96.02 in 2006-07 ensuring that the school's Attendance Action Plan is implemented with fidelity (calling parents, enforcing a grade of 0 for all assignments missed by truant students, utilizing the administrative stop list, and providing incentives.)	Principal Assistant Principal, Instruction and Operations Counselor Attendance Manager Attendance Specialist	08/20/2007	6/5/2008	Student Wellness	21242
6. Provide Character Education instruction for students in grades kindergarten through fifth, including My Little Book About Me in third grade.	Principal Kindergarten through fifth grade teachers Counselor	8/20/2007	6/5/2008	Student Wellness	0
Provide parents with workshops focused on safety issues and the Critical Incident Response Plan.	Principal Assistant Principal, Instruction and Operations Assistant Principal, Community Education Counselor School Resource Officer Safe Schools Facilitator	8/20/2207	6/5/2008	Student Wellness	0

### Research-Based Programs

Keys To Safer Schools.net

### Professional Development



# School Improvement Plan 2007-2008



## District Workshops

NTL provided workshops:

- Bullying
- Interpersonal Relationships
- Safety

## Evaluation

Student behavior will improve as evidenced by 100 percent of the students participating in at least two positive learning activities related to improving behavior, interpersonal relationships, and safety as documented by grade level appropriate written follow-up activities.

### Technology Goal

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

**Florida Education Priorities**

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

**Miami-Dade County Public Schools**

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

**Technology Statement**

The goal is to improve proficiency of all stakeholders in the use of technology, provide opportunities for learning, engage today's students as active learners and participants in decision making on their own educational futures, and prepare students for the demands of a global society in the 21st century.

**Needs Assessment**

Analysis of the technology needs assessment indicates that faculty and staff require professional development on accessing and utilizing the district website's employee portal and the H.E.A.T. self-service incident report. Priority should be given to the FCAT Explorer computer-assisted instruction program by providing teachers with professional development to review and implement the program. Additionally, second through fifth grade teachers require professional development to utilize the Accelerated Reader program to enhance classroom instruction. Other professional development sessions should include a review of the district's email system, electronic gradebook, Riverdeep, SuccessMaker, and the district's Virtual Library. The greatest challenge is the lack of student computer stations throughout classrooms. One solution is to provide information on grant opportunities to the Technology Quality School Team for the purpose of acquiring external funding and resources to increase the number of student computer stations.



### Measurable Objective

Given an emphasis on the use of technology in education, 75 percent of all third, fourth, and fifth grade students will utilize the FCAT Explorer Program as evidenced by data collected from the FCAT Explorer Program School Administrator's Desk.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
1. Continue to provide teachers with a professional development session to review and implement the Riverdeep program in pre-kindergarten through second grade to enhance classroom instruction.	Principal Assistant Principal, Instruction and Operations Technology Leader Technology Quality School Team Pre-Kindergarten through second grade teachers	8/14/2007	6/6/2008	District-wide Literacy Plan	0
2. Provide teachers with professional development to implement the FCAT Explorer program in third through fifth grades to analyze data to drive differentiated instruction.	Principal Assistant Principal, Instruction and Operations Technology Quality School Leader Third through fifth grade teachers	08/14/07	06/05/08	District-wide Literacy Plan	0
3. Develop and implement a schedule to provide third through fifth grade students with access to the FCAT Explorer Program for one hour per week.	Principal Assistant Principal, Instruction and Operations Media Specialist Teachers	08/20/07	06/05/08	District-wide Literacy Plan	0
4. Utilize the media specialist and other teachers as instructors in the After School Academic Programs to provide additional student access to the FCAT Explorer program three times a week.	Principal Assistant Principal, Community Education Media Specialist and Instructors	09/17/07	06/05/08	District-wide Literacy Plan	0
5. Utilize data and grade level expectations to encourage fourth and fifth grade students to apply the Continuous Improvement Model to their academic growth and development.	Principal	08/20/07	06/05/07	District-wide Literacy Plan	0
6. Encourage all students to visit the public library regularly to take advantage of technology services.	Teachers Media Specialist	09/12/07	06/05/08	District-wide Literacy Plan	0

### Research-Based Programs

Riverdeep  
 FCAT Explorer  
 SuccessMaker  
 Accelerated Reader

### Professional Development

NTL provided professional development:

Riverdeep  
 FCAT Explorer  
 Accelerated Reader  
 Electronic Gradebook  
 District Email  
 District Virtual Library

Other professional development:

Renaissance Learning-Accelerated Reader  
 Pearson Learning-SuccessMaker  
 Information Technology Services

### Evaluation



# School Improvement Plan 2007-2008



Improved student proficiency in the use of technology will be measured by computer log attendance records maintained by the media specialist.

## Health & Physical Fitness Goal

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

#### *Florida Education Priorities*

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

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

#### *District Strategic Plan*

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

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

Physical education provides students with the opportunity to attain their optimal level of fitness while participating in a continuous carefully planned program of developmentally age-appropriate physical activities. It is the unique role of quality physical education and nutritional programs to develop the health-related fitness, physical competence, and cognitive understanding about physical active lifestyles. Through participation, students develop interest and skills that promote and encourage lifetime fitness for daily living and overall wellness.

### **Needs Assessment**

Analysis of the results of the FITNESSGRAM in 2006-07 indicates that 87 percent of the students in fourth and fifth grades received awards. There has been a steady increase in the percent of students in fourth and fifth grade who have received awards. The weakest subtest is running. Therefore, emphasis will be placed in running.

### Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, the percentage of students in grades four and five who demonstrate their fitness by passing 5 of 6 subtests will increase from 87% in 2006-2007 to 88% in 2007-2008.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
1. Provide instruction for students to improve healthier lifestyles.	Counselor Physical Education Teacher	8/20/2007	6/5/2008	Student Wellness	0
2. Increase the awareness of physical activity and how it impacts the growth and development of children into healthier adults through physical education classes and recess.	Principal Pre K – 5th grade teachers Physical Education teachers	8/20/2007	6/5/2008	Student Wellness	0
3. Provide a wide variety of physical education/fitness activities and teach students how to maintain a personalized active life style.	Principal PreK - 5th grade teachers Physical Education teachers	8/20/2007	6/05/2008	Student Wellness	0
4. Increase the students' understanding and respect for the differences among their fellow students during recess, a non-structured activity.	Principal Pre K- 5th grades teachers Physical Education teachers	8/20/2007	6/05/2008	Student Wellness	0
5. Provide all students with healthier choices of foods and snacks served in the cafeteria.	Principal Cafeteria Manager	8/20/2007	6/05/2008	Student Wellness	0
6. Provide students with an understanding of how proper nutrition is important for physical and mental health.	Principal Pre K – 5th grades teachers Physical Education teachers	08/20/2007	06/05/2008	Student Wellness	0
7. Provide students with a nutritious breakfast at school demonstrating an increase from 33 to 36 percent of the students participating daily.	Principal Assistant Principal Cafeteria Manager	08/20/2007	06/05/2008	Student Wellness	0

### Research-Based Programs

Studies from U.S. Department of Agriculture  
Continuous Improvement Model

### Professional Development

District provided workshops

### Evaluation

The students receiving Gold and Silver Awards as measured by the FITNESSGRAM will increase from 87 percent in 2006-2007 to 88 percent in 2007-2008.

## Electives & Special Areas Goal

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

#### *Florida Education Priorities*

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

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

### **Electives & Special Areas Statement**

Participation in cultural arts and heritage programs, whether as a performer or as an observer, provides students with opportunities to expand the horizons of their educational experiences. Through participation in heritage programs, students are able to enrich their lives with the music, folklore, costumes, and art from their own backgrounds as well as those of their colleagues and the faculty/staff.

### **Needs Assessment**

Review of student data indicates that 88 percent of the students qualify for free/reduced meals; therefore, it is questionable that the students would have the opportunity to partake of professional artistic performances without school sponsorship. The results of school action research indicate that participation in professional artistic performances and heritage activities as parts of the extended curriculum has a positive impact on learning and broadens the students' creative and critical thinking skills.

### Measurable Objective

Given emphasis on the relevance of infusing fine arts into the basic curriculum, 100 percent of students in pre-kindergarten through fifth grades will participate in one or more cultural arts and/or heritage programs to be documented by grade level appropriate written follow-up activities to be scheduled from September 15, 2007 to May 30, 2008.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
1. Continue to provide fourth and fifth grade students with the opportunity to attend dress rehearsals of the Florida Grand Opera.	Principal Opera Club Florida Grand Opera	11/1/2007	5/13/2008	Academic Enrichment Opportunities	0
2. Continue to provide school-site concerts by the Florida Grand Opera artists for fourth and fifth grade students and an in-school opera performance for students in grades first through fifth.	Principal Assistant Principal, Instruction and Operations Florida Grand Opera	11/1/2007	5/13/2008	Academic Enrichment Opportunities	0
3. Continue to provide third, fourth, and fifth grade students with the opportunity to attend a performance of the Cultural Arts Society.	Principal	3/1/2008	3/31/2008	Academic Enrichment Opportunities	0
4. Continue to sponsor schoolwide heritage activities: Hispanic Heritage, African American Voices, and St. Patrick's Day.	Principal Assistant Principal, Instruction and Operations Hispanic Heritage Festival Coordinators African American Heritage Coordinators Music Teacher Community Involvement Specialist	9/15/2007	3/31/2008	Academic Enrichment Opportunities	0
5. Continue to provide opportunities for students to attend performances of Carnival of the Animals, Miami City Ballet, and the Miami Symphony.	Principal Assistant Principal, Instruction and Operations	10/3/2007	6/1/2008	Academic Enrichment Opportunities	0
6. Provide students with the opportunity to perform as members of the Principal's Chorus and to study selections from the musical theatre.	Principal Music Teacher	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0

### Research-Based Programs

Parent Teacher Association

### Professional Development

Florida Grand Opera  
Arts for Learning

### Evaluation

Student written follow up assignments and feedback forms from students and staff.

## Return On Investment Goal

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

#### *Florida Education Priorities*

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

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

### **Return On Investment Statement**

North Twin Lakes Elementary Community School will rank at or above the 90th percentile statewide in the Return On Investment (ROI) Index value and cost effectiveness of its programs.

### **Needs Assessment**

The most recent data supplied from the FLDOE indicate that in 2004-2005 North Twin Lakes Elementary Community School ranked at the 53rd percentile of the State of Florida ROI Index.

### Measurable Objective

North Twin Lakes Elementary Community School will improve its ranking on the State of Florida ROI Index publication from the 53rd percentile in 2004-2005 to the 54th percentile on the next publication of the Index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
1. Become more informed about the use of financial resources in relationship to school programs.	Principal Assistant Principal, Instruction and Operations Assistant Principal, Community Education	8/20/2007	6/5/2008	District-wide Literacy Plan	0
2. Collaborate with the district on resource allocation.	Principal Assistant Principal, Instruction and Operations Assistant Principal, Community Education	8/20/2007	6/5/2008	District-wide Literacy Plan	0
3. Review the reconfiguration of existing resources or take advantage of a broader resource base, e.g. Dade Partners, volunteer networks.	Principal Assistant Principal, Instruction and Operations Assistant Principal, Community Education	8/20/2007	6/5/2008	Exchange Meaningful Information	0
4. Increase the percentage of students demonstrating learning gains in reading and math.	Principal Assistant Principal, Instruction and Operations Third, fourth, and fifth grade teachers	8/20/2007	6/5/2008	District-wide Literacy Plan	0
5. Increase the percentage of students in the lowest 25 percent demonstrating learning gains in reading and math.	Principal Assistant Principal, Instruction and Operations Third, fourth, and fifth grade teachers	8/20/2007	6/5/2008	District-wide Literacy Plan	0

### Research-Based Programs

Houghton Mifflin Reading Series  
Harcourt Brace Mathematics  
Scott-Foresman Science Series

### Professional Development

Continuous Improvement Model

### Evaluation

On the next State of Florida ROI Index publication, North Twin Lakes Elementary Community School will show progress by reaching the 54th 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 Principal provided a Budget/Personnel update at each meeting as a part of the Status Reports. The Principal presented an extensive Budget/Personnel professional development activity in October. In addition to the Principal, Assistant Principals, and Treasurer, four EESAC members (one teacher, a paraprofessional , and two parents) are members of the Budget Task Force.

**Training:**

Professional development activities are provided for members at each monthly meeting by the Principal, Assistant Principals and Quality School Team Leaders. The principal and designated/interested members participate in training sponsored by the Region and District.

**Instructional Materials:**

The Assistant Principals and the Quality School Leader provide monthly updates as part of the Status Reports.

**Technology:**

The Lottery funds have been designated annually by the EESAC for expenditure by the Technology Task Force. The members implement a needs assessment to determine the most relevant purchases and report back to the EESAC.

**Staffing:**

The teacher and instructional support members of the EESAC all serve on personnel interview committees, depending upon whether the opening is instructional or non-instructional. Three teacher members also serve on the Administrative Selection Team.

**Student Support Services:**

The counselor and the community involvement specialist are both members of the EESAC. The EESAC members benefit from an annual training regarding the regulations in the Family Educational Right to Privacy Act (FERPA).

**Other Matters of Resource Allocation:**

The Title I schoolwide budget is reviewed annually. All other grant applications are reviewed by the EESAC prior to submission. All donations and awards are added to EESAC agendas.

**Benchmarking:**



# School Improvement Plan 2007-2008



Last November, the leader of each Quality School Team reviewed the benchmarks related to the implementation of the School Improvement Plan Strategies via the EESAC Checklist. The school collected of benchmarking data by comparing this school with a similar school and to a high performing school. The EESAC also benchmarked data regarding student performance with a school with similar academic and socio-economic demographics as well as with a high performing school in Regional Center I that did not qualify for free/reduced meals.

## **School Safety & Discipline:**

The review of School Safety and Discipline issues was part of the Status Reports on each EESAC agenda.

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***Budget Summary***

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Reading	129175
Mathematics	12500
Writing	22450
Science	48321
Parental Involvement	151582
Discipline & Safety	24642
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
<b>Total</b>	<b>388670</b>



# School Improvement Plan 2007-2008



Date of Review: \_\_\_\_\_

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

\_\_\_\_\_

\_\_\_\_\_

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

*Required Signatures:*

\_\_\_\_\_  
*Principal*

\_\_\_\_\_  
*EESAC Chair*

\_\_\_\_\_  
*UTD Steward*

\_\_\_\_\_  
*EESAC Parent Representative*

\_\_\_\_\_  
*EESAC Business/Community Representative*

\_\_\_\_\_  
*EESAC Student Representative, as applicable*

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

\_\_\_\_\_  
*Region Superintendent*