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# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

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*School Name:* 1281 - Cypress Elementary School

*FeederPattern:* Southwest Miami Senior

*Region:* Regional Center V

*District:* 13 - Miami-Dade

*Principal:* Faye Haynes

*Superintendent:* Rudolph F. Crew, Ed.D.



# SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

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## *Cypress Elementary School*

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Cypress Elementary School has a multicultural population consisting of PreKindergarten-5th grade within a suburban community of single-family homes in southwestern Miami-Dade County. We serve a student population comprised of 79.8 percent Hispanic, 16.7 percent White Non-Hispanic, 3.3 percent other. Fifty percent of our students qualify for free or reduced lunch. Special programs housed at Cypress Elementary include two Varying Exceptionalities units, SPED Inclusion model in grades 3-5, Academic Excellence Program (AEP) and two part-time Gifted units.

Given instruction using the Sunshine State Standards, students in grades three through five will increase or maintain their reading skills as evidenced by 80 percent of students scoring at achievement level 3 or higher.

Given instruction using the Sunshine State Standards, students in grades three through five will maintain or increase their mathematics skills on the 2006 FCAT Mathematics test by 78 percent of students scoring at achievement Level 3.

Given instruction using the Sunshine State Standards, the Cypress Elementary fourth grade students will maintain the percent of students scoring at the mastery level of 4.0 on the 2005 administration on the 2006 administration of the FCAT Writing Plus test.

Given instruction using the Science Sunshine State Standards, students will meet or exceed the District's mean scale score on the 2006 FCAT Science test.

Cypress Elementary will maintain or increase the number of volunteer hours documented by school volunteers as evidenced by 2004-2005 Volunteer Log Sheets and qualifying for the Golden Volunteer Award for 2005-2006.

Given the impact that appropriate discipline and safety have on student achievement, Cypress Elementary will decrease the percent of 2005-2006 indoor/outdoor suspensions by 1 percent as compared to 2004-2005.

Given school wide emphasis on technology and project-based learning, each grade level will use long range plans integrated with technology to complete four project-based learning units as documented by the teachers' Project Based Completion Log.

Given a societal emphasis on the importance of good health and fitness, Cypress Elementary will increase the percentage of students eating free breakfast from 26 percent in 2004-2005 to 28 percent in 2005-2006 as evidenced by statistics from the Cafeteria Managers' Yearly Participation Report # T0960850.

Given the emphasis in providing opportunities for growth in creative and critical thinking, Cypress Elementary will promote elective and special areas so that 20 percent of the eligible student body participates in extracurricular activities as evidenced by 2005-2006 participation rosters.

Cypress Elementary will improve its ranking on the State of Florida ROI index publication from the 44th percentile in 2003 to the 46th percentile on the next publication of the index.

Strategies that will be implemented to achieve our stated goals include: increasing parental involvement, providing in-school and afterschool tutoring opportunities for students on Academic Improvement Plans (AIPS) and Limited English Proficient students (LEP), providing inservice for parents in all areas tested by the Florida Comprehensive Achievement Test, continue implementing web-based programs to increase student achievement. Additional strategies include continuing to offer a developmental counseling program that includes peer mediation /conflict resolution techniques, study skills development, character education and offering parents the expertise of the Child Study Team for initiating psychological referrals.

Based on the results of the Organizational Performance Improvement Snapshot survey, the area most deficient (4.2) was the lack of staff understanding and knowledge of the basic financial operation of the school site. The second area of deficiency, with an overall score of 4.4, was the ability of teachers to collect data about the quality of their work. The administration will provide inservice in the area of school finances and fiscal management to better assist the staff in making resource allocation decisions. We will also provide assistance to the staff to enable them to collect data about the quality of their work through the dissemination and use of an individual data and inservice notebook.

# 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.

## Cypress Elementary School

### VISION

Cypress Elementary School is committed to achieving academic excellence by enhancing all children's natural interest in learning through exploration, motivation, manipulation and application. In cooperation with our parents and community, we will provide the academic atmosphere where students can acquire the knowledge and experience needed to become responsible and caring family members as well as productive citizens in the multicultural and technological society of the 21st century.

### MISSION

Cypress Elementary School provides our students and community with a standards based curriculum through state of the art pedagogy infused with technology. We encourage students' academic and social growth in pursuit of becoming life-long learners and productive citizens.

### CORE VALUES

The staff, students and community of Cypress Elementary hold the following beliefs as the framework for our school: We are dedicated to quality; we believe that we should be, for all those involved, a place of realized potential. We believe that our responsibility is to our students, to our employees and to the community and the society we serve.

## *School Demographics*

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Cypress Elementary School has a multicultural population consisting of PreKindergarten-5th grade within a suburban community of single-family homes in southwestern Miami-Dade County. We serve a student population comprised of 79.6 percent Hispanic, 16.7 percent White Non-Hispanic, 3.6 percent other . Fifty percent of our students qualify for free or reduced lunch. Special programs housed at Cypress Elementary include two Varying Exceptionalities units and two part-time Gifted units.

The administration, faculty and staff at Cypress Elementary are representative of the ethnic, racial and cultural diversity of our district and school as 57 percent of the faculty are of Hispanic origin, 20 percent are African-American, and 24 percent are White non-Hispanic according to published data in the District published "School Profiles." Cypress Elementary has an instructional staff with an average of 13 years of teaching experience in Florida with 3.2 percent of the faculty comprised of beginning teachers. Professional development is a primary focus at Cypress Elementary. Based on available data, 45 percent have obtained Masters degrees and 9 percent have received Specialists degrees.

# *School Foundation*

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## ***Leadership:***

The staff survey completed September 2005 indicated a positive overall composite score of 4.7 in the area of leadership. All leadership categories were rated a 4.7 with a 4.8 for question 1c: "My supervisor creates a work environment that helps me do my job."

The staff understands the school's mission and operates within the value system embodied in the M-DCPS, to provide an environment that encourages optimum social and academic growth for our students.

This positive work environment welcomes participation and input from all members of the staff for a model of continuous improvement in all areas of the daily operation of the school site.

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

Cypress Elementary operates within the scope of the Continuous Improvement Model for all strategic planning objectives. The constant focus, on the mission of our school, encourages a targeted approach to all aspects of this planning process. The survey completed by staff, further documents and supports this model with an overall score of 4.5 in the area of Strategic Planning. Members of the school community feel empowered to share ideas for the future and participate in all progress made towards our common mission.

## ***Stakeholder Engagement:***

The staff at Cypress Elementary is fully committed to providing an educational environment that ensures academic improvement for all students. Even with the many challenges faced by our community, the staff continues to maintain communication, receive feedback and assist in offering support for our "customers", the students. We accomplish these goals by providing a wide variety of student services including : tutoring for at-risk students, a developmental counseling, conflict resolution training, Character Education Substance Abuse Training , Child Assault Prevention, Career Development, development of study habits and Inclusion opportunities for ESE students. In addition, Cypress Elementary encourages parental involvement by providing opportunities for parent participation in all aspects of school operations including: employment at Cypress Elementary, Parent Inservices, EESAC, P.T.A. and through the many active student clubs and organizations. The School Climate Survey completed at the end of 2004-2005 by students, staff and parents rated our school as an A by all three stakeholder groups. Cypress Elementary currently has 350 cleared volunteers who assist our staff in maintaining and supporting the many quality school programs in operation. We also received the "Golden Volunteer School" award for the 28th year in May 2005. The large number of volunteers and employees with children at Cypress, further indicate satisfaction with a school climate that encourages and welcomes an open environment where all stakeholders feel empowered to make suggestions for the benefit of our school community as evidenced by a 4.4 rating(question 3e) on the Organizational Performance Improvement Survey.

## ***Faculty & Staff:***

Cypress Elementary employs forty-four full-time staff members and twelve who are part time staff members. Of this group, two are administrators, nineteen are general education classroom teachers, four are exceptional educational teachers, two are advanced academic teachers, three are foreign language/ESOL teachers , one guidance counselor, five special area teachers, two classroom paraprofessionals, five custodians, five clerical workers and six cafeteria

personnel. Of the teaching staff, less than three percent are new to this school with the average length of time teaching in Florida being twelve years. The Teacher Mentoring Program consists of continuous support and targeted inservice to improve classroom curriculum delivery. Positive support is offered through the identification of a mentor teacher and also through the scheduling of common grade group planning sessions to assist teachers in identifying, monitoring and implementing required instructional strategies and programs. Targeted inservice is initiated through the mutual development of the State required Professional Development Plan. This plan lists specific training objectives linked to identified student needs and professional development activities. The plan is evaluated at the end of each year using all available data to determine the impact and success of the individual's Professional Development Plan. The results of the staff survey indicated an overall score of 4.7. This evaluation is reflective of an overall working climate that is one that fosters continuous individual and team improvement in a safe environment for all staff members.

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

The school-wide improvement model used at Cypress Elementary is the Continuous Improvement Model (CIM) that consists of an eight step process: 1. Data Disaggregation 2. Timeline Development 3. Instructional Focus 4. Assessment 5. Tutorials 6. Enrichment 7. Monitoring 8. Maintenance. It encompasses Best Practices, provides for frequent monitoring of performance, bases instructional decisions on available data and ensures that the educational needs of all NCLB subgroups are addressed.

This model of school-wide improvement provides a framework for making all decisions regarding Budget, Professional Development, Instructional Materials, Technology, Student Support Services, School Safety and Discipline Initiatives. The EESAC, Curriculum Council, P.T.A. and School Leadership Team cooperatively evaluate and reach consensus on issues impacting student achievement. This team planning data driven approach affects all facets of school operations and provides for a seamless, structured and focused allocation of monetary and human resources.

### ***Education Design:***

Cypress Elementary offers extended learning opportunities including: a Before and After Care Program that provides homework assistance, tutoring for at risk students, art and Physical Education programs as well as opportunities for parents to use the school media center after hours through the "Family Reading Circle."

Cypress Elementary also provides a Summer Camp through which students participate in a variety of activities designed to support "year-long" learning and establish a strong connection between the school and community. The Cypress Elementary Parent Teacher Association and Cypress Elementary Staff plan and coordinate P.T.A. meetings to include extended learning activities for parents with presentations on curricular issues, community concerns and available community resources available to assist them in supporting their children academically and socially.

Cypress Elementary sponsors clubs and organizations that provide varied and extended learning opportunities for students. These include: Drama Club, Future Educators of America, Chorus, Photography Club, Litter Patrol, Safety Patrols, Student Council and Morning Announcements Club. All students are eligible to participate and their participation promotes student academic and social growth.

Cypress Elementary is committed to adhering to all requirements and commitments made by our District in support of positively sustaining our Post Unitary status .

### ***Performance Results:***

Cypress Elementary has been named an A school for five consecutive years and has met the "No Child Left Behind" requirements for the 2003-2004 and 2004-2005 school years. Our performance results indicate that our focus on academic achievement, critical thinking skills, inclusionary practices, attendance and parental involvement has produced increased student achievement. The performance planning process is impacted by budget constraints, testing results, the School Improvement Plan objectives and staffing strengths. These performance results also establish benchmarks and impacts the content of Professional Development Plans, Performance Plans, Exceptional Student Individual Education Plans and Gifted Education Plans. This structured and targeted approach to the performance planning process further enables Cypress Elementary to provide for the individual needs of all students including students on Academic Improvement Plans and subgroups designated by the "No Child Left behind Act."



## GOAL 1: READING

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 1 STATEMENT:**

Cypress Elementary students will make annual learning gains sufficient to acquire the skills, knowledge, and competencies needed to master State standards in the area of reading.

### **Needs Assessment**

Scores on the 2005 FCAT Reading Sunshine State Standards Test indicate that 85 percent of students in grades three through five scored at or above FCAT Achievement Level 3, mastery level, a increase of 5 percentage points as compared to the scores of the 2004 administration. Scores on the 2005 FCAT Reading Sunshine State Standards Test indicate that a total of 81 percent of subgroups school wide, identified in the "No Child Left Behind" requirements, have scored at the state mastery level. Additionally, 73 percent of students with disabilities scored at the state mastery level, an increase of 11 percent as compared to the 2004 administration. These results indicate that the reading objectives/strategies used were successful but should be enhanced to address the NCLB standards that require 44 percent of the subgroups score at the state mastery level.

#### NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will increase or maintain their reading skills as evidenced by 80 percent of students scoring at achievement level 3 or higher.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Continue to provide opportunities for additional reading support to students who have Academic Improvement Plans through the "Reading Intensive Care Unit" and after school tutoring programs.	Assistant Principal Teachers Aides assigned to tutor	10/24/2005	4/30/2006
Provide a parent workshop on the Research-based Comprehensive Reading Plan and the FCAT instructional strategies employed by teachers to encourage support and assistance from parents	Reading Leader Teachers	10/19/2005	5/26/2006
Continue implementation of the Research-based Comprehensive Reading/Literacy Plan.	Teachers Reading Leader	8/8/2005	5/26/2006
Provide instructional staff with CRISS inservice training.	Teachers Media Specialist Reading Leader	8/8/2005	5/26/2006
Administer all state and district mandated testing and input scores using PMRN monitoring system and utilize the Continuous Improvement Model to analyze data to target instruction.	Teachers Reading Leader	9/30/2005	5/26/2006
Continue the Accelerated Reading Program integrating Literature based reading and technology.	Teachers Media Specialist Reading Leader	8/8/2005	5/26/2006

### Research-Based Programs

The research-based core-reading program at Cypress Elementary is Houghton Mifflin.

## **Professional Development**

The following Professional Development Opportunities will be provided to the Cypress Elementary staff:

CRISS Strategies For Improvement

Technology Training

Data Retrieval and Use in Planning Instructional Strategies

Alternative Assessment for ESE Students

Houghton Mifflin Staff Development for Reading

Reading Intervention Training in Early Success and Soar to Success.

## **Evaluation**

Scores obtained on the 2006 FCAT Reading Test will evaluate this objective.

## GOAL 2: MATHEMATICS

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

*Florida Education Priorities*

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

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 2 STATEMENT:**

Cypress Elementary students will make annual learning gains sufficient to acquire the skills, knowledge, and competencies needed to master State standards in the area of mathematics.

**Needs Assessment**

Scores on the 2005 FCAT Mathematics Sunshine State Standards Test indicate that 78 percent of students in grades three through five have scored at or above FCAT Achievement level 3, mastery level, demonstrating an increase of 3 percentage points as compared to the 2004 administration. Seventy-four percent of the subgroups identified by the NCLB requirements scored at the state mastery level. Sixty-three percent of students with disabilities scored at or above the mastery level, an increase of six percent as compared to the 2004 FCAT Mathematics test administration. These results indicate that the mathematics objectives/strategies used were successful but should be enhanced to address the NCLB standards that require 50 percent of the subgroups score at the mastery level.

**NCLB SUBGROUP TARGET**

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

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will maintain or increase their mathematics skills on the 2006 FCAT Mathematics test by 78 percent of students scoring at achievement Level 3.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Continue to review and monitor progress of students placed on Academic Improvement Plans and adjust instructional strategies using the Continuous Improvement Model.	Teachers	8/8/2005	5/26/2006
Provide inservice for parents in coordination with P.T.A. meetings to familiarize parents with concepts assessed on the Mathematics FCAT.	Media Specialist	10/19/2005	5/17/2006
Continue the use of the Competency Based Mathematics program correlated to the Sunshine State Standards.	Teachers	8/8/2005	5/26/2006
Continue the implementation of the Co-teaching model for students with disabilities to further the goal of meeting the NCLB requirements.	Teachers ESE Department Chairperson	8/8/2005	5/26/2006
Provide staff development activities incorporating the use of technology programs to strengthen mathematics skills.	Principal Assistant Principal	9/6/2005	5/26/2006
Continue the use of web based mathematics activities to strengthen the math strands of estimation and number sense.	Teachers Media Specialist	8/8/2005	5/26/2006

### Research-Based Programs

The Research-Based Writing Program used at Cypress Elementary is the Mathematics core program, Houghton Mifflin.

## **Professional Development**

The following Professional Development Opportunities will be provided to the staff at Cypress Elementary:

WSPI/Data Retrieval and Use in Planning Instructional Strategies

Alternative Assessment for ESE Students

“Windows on Math” and “Riverdeep” Technology Training

## **Evaluation**

Scores obtained on the 2006 FCAT Mathematics Test will evaluate this objective.

### GOAL 3: WRITING

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

*Florida Education Priorities*

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

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 3 STATEMENT:**

Cypress Elementary students will make annual learning gains sufficient to acquire the skills, knowledge, and competencies needed to master State standards in the area of writing.

**Needs Assessment**

Scores on the 2005 FCAT Writing Test indicate that 95% percent of students in grade four scored at or above a rubric score of 3.5. These results indicate that the writing objectives/strategies used were successful. Continued use of these strategies is recommended to move additional students from a 3.0 to 3.5 writing score.

NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction using the Sunshine State Standards, the Cypress Elementary fourth grade students will maintain the percent of students scoring at the mastery level of 4.0 on the 2005 administration on the 2006 administration of the FCAT Writing Plus test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct parent workshops to assist parents in assessing and assisting students with writing assignments as well as holistic scoring methods used to evaluate the Florida Writing Assessment results.	Principal Assistant Principal Reading Leader	10/19/2005	5/17/2006
Conduct parent workshops to assist parents in assessing and assisting students with writing assignments as well as holistic scoring methods used to evaluate the Florida Writing Assessment results.	Principal Assistant Principal Reading Leader	10/19/2005	5/17/2006
Implement student monthly writing prompts using the Continuous Improvement Model to determine instructional strategies.	Assistant Principal Reading Leader	8/15/2005	5/19/2006
Continue the "Cypress Writes Program" that highlights original student writing samples on closed circuit television, bulletin boards and in the weekly parent newsletter.	Teachers Reading Leader	8/17/2005	5/26/2006
Continue participation in the District's Writing Across the Curriculum Program including staff development and a pre and posttest for grades 1-5 ;data will then be used to modify instructional strategies for students on Academic Improvement Plans.	Teachers Reading Leader Dept. Chairperson	8/8/2005	5/26/2006
Implement the co-teaching inclusion model for students with disabilities to further the goal of meeting the NCLB requirements.	Assistant Principal ESE Dept. Chairperson Teachers	8/8/2005	5/26/2006



## **Research-Based Programs**

The Research-Based Writing Program used at Cypress Elementary is the Reading core program, Houghton Mifflin.

## **Professional Development**

The following Professional Development Opportunities will be provided to the staff at Cypress Elementary:

Writing with Inspiration

Writing Across The Curriculum

Exploration and implementation of other writing programs will be implemented if funds permit.

## **Evaluation**

This objective will be evaluated by scores obtained on the 2006 FCAT Writing Plus Test.

## GOAL 4: SCIENCE

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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"/>

### ***GOAL 4 STATEMENT:***

Cypress Elementary students will make annual learning gains sufficient to acquire the skills, knowledge, and competencies needed to master State standards in the area of Science.

### ***Needs Assessment***

Scores on the Science Cluster of Life and Environment decreased by 8 percent from a 9 mean scale score on the 2004 administration to an 8 mean scale score on the 2005 administration. Although the scores on the cluster of Earth and Space and Scientific Thinking were maintained, further emphasis should be placed on the appropriate pace and sequence of FCAT science objectives.

## Measurable Objective

Given instruction using the Science Sunshine State Standards, students will meet or exceed the District's mean scale score on the 2006 FCAT Science test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Correlate data with grade level competencies and use the Continuous Improvement Model to determine appropriate instructional strategies.	Teachers Curriculum Leadership Team	8/8/2005	5/26/2006
Continue implementation of the FOSS (Full Option Science System) correlating projects with the Sunshine State Standards.	Teachers	8/8/2005	5/26/2006
Provide professional development to sequence instructional science objectives to ensure coverage vertically from K-5 th.	Teachers	8/8/2005	5/26/2006
Provide access and information to parents regarding technology resources available to students on Academic Improvement Plans.	Media Specialist Reading Leader	10/12/2005	5/17/2006
Continue to increase project-based learning across the curriculum with a focus on higher order thinking skills and maximize the use of the school's technology to achieve these goals.	Principal Teachers Media Specialist	8/8/2005	5/26/2006

### Research-Based Programs

The Research-Based Science Programs used at Cypress Elementary are Harcourt Brace Science and FOSS (Full-Option Science System).

## **Professional Development**

Professional Development Opportunities will be provided to the staff at Cypress Elementary in the following areas:

Science FCAT Simulation Training/TEST TOOLS INC.

FOSS (Full-Option Science System)

## **Evaluation**

This objective will be evaluated based on the results of the 2005-2006 FCAT Science test.

## GOAL 5: PARENTAL INVOLVEMENT

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 5 STATEMENT:***

Cypress Elementary will meet or exceed the number of school volunteers sufficient to satisfy the State and district standards in the area of parental involvement.

### ***Needs Assessment***

Cypress Elementary has received the Golden Volunteer Award for the past 28 years. Due to this high level of parental involvement, the school has improved as indicated by steadily improving SAT and FCAT scores. The number of cleared volunteers increased from 119 to 340, representing a 285 percent increase from the 2005 totals. This improvement will continue by increasing the number of hours served by our volunteers during the 2005-2006 school year. As a result, more support will be given to the instructional staff and provide a cadre of volunteers who can assist in improving the educational services offered at Cypress Elementary.

## Measurable Objective

Cypress Elementary will maintain or increase the number of volunteer hours documented by school volunteers as evidenced by 2004-2005 Volunteer Log Sheets and qualifying for the Golden Volunteer Award for 2005-2006.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide a volunteer orientation to train parents in the volunteer registration and participation procedures.	Assistant Principal Volunteer Liaison	9/16/2005	5/26/2006
Continue to recognize volunteers for their service by recognition letters published in the "Cougar Growl" newsletter and "Neighbors" section of the Miami Herald Newspaper.	Principal Dept. Chair	8/8/2005	5/26/2006
Continue to pair volunteers with staff members to assist with classroom projects.	Assistant Principal Volunteer Liaison	8/8/2005	5/26/2006
Enlist parent volunteers to participate as presenters for the 2005-2006 Career and Shadow Day activities.	Counselor	11/1/2005	12/1/2005
Enlist parent volunteers to assist in special events and activities at Cypress Elementary including Family Fun Night, P.T.A Meetings, and Field Trips etc.	Principal Teachers	8/8/2005	5/26/2006

### Research-Based Programs

-Not Applicable-

## **Professional Development**

The following Professional Development Opportunities/Inservice will be provided to the staff at Cypress Elementary:

Volunteer Procedures

FERPA Guidelines and Confidentiality

Americans with Disabilities Guidelines

Miami-Dade County Public Schools' Acceptable Use Policy

Safety/Crisis Procedures

## **Evaluation**

This objective will be evaluated based on the District's guidelines/criteria for the Golden Volunteer School Award and the Volunteer Log sheets.

## GOAL 6: DISCIPLINE & SAFETY

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

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

### **GOAL 6 STATEMENT:**

As Cypress Elementary students master appropriate social and behavior skills, the percentage of indoor/outdoor suspensions for the year 2005-2006 will decrease.

### **Needs Assessment**

Cypress Elementary records indicate that 9 indoor suspensions and 3 outdoor suspensions (3 percent of school's population, 12 students) occurred during the 2004-05 school year. This data indicates that it is necessary to further implement behavior modification strategies to decrease the percentage of indoor and outdoor suspensions due to chronic behavior problems.



## Measurable Objective

Given the impact that appropriate discipline and safety have on student achievement, Cypress Elementary will decrease the percent of 2005-2006 indoor/outdoor suspensions by 1 percent as compared to 2004-2005.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct Code of Conduct orientation and review sessions for staff and students.	Principal Assistant Principal Teachers	10/5/2005	5/26/2006
Provide inservice to School staff on research based programs that provide: violence and substance abuse prevention, anger management skills, decision-making skills, conflict mediation skills, and diversity/sensitivity education.	Counselor Teachers	8/8/2005	5/26/2006
Implement monthly Character Education activities.	Counselor Teachers	8/8/2005	5/26/2006
Continue small group instruction in Peer Conflict Resolution strategies.	Counselor Teachers	8/8/2005	5/26/2006
Continue Cypress Elementary's in house "Keep Us Safe" procedures.	Principal Teachers P.E. Coach - Randolph Rice	8/8/2005	5/26/2006

### Research-Based Programs

-Not Applicable-

### Professional Development

-Not Applicable-

## **Evaluation**

This objective will be evaluated using the data report published by the M-DCPS in May of 2006(Report #T32205402)that documents yearly Case Management entries.

## GOAL 7: TECHNOLOGY

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

*Florida Education Priorities*

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

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

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

**GOAL 7 STATEMENT:**

Cypress Elementary staff will infuse technology into all aspects of the curriculum to enable the students to complete four critical thinking project based learning units.

**Needs Assessment**

Summary Needs Assessment Results:

Given the need to enable our students to compete in the global society, the students will use the computer lab and classroom computers to gain technology literacy as stated in the I.S.T.E. Technology national standards. This proficiency will help the students increase their achievement in all curriculum areas. Using the Co-nect model for technology integration across the curriculum, this objective will further increase each student’s critical thinking skills and will also enable the students to critically evaluate multiple data sources.

## Measurable Objective

Given school wide emphasis on technology and project-based learning, each grade level will use long range plans integrated with technology to complete four project-based learning units as documented by the teachers' Project Based Completion Log.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase student achievement and their technology proficiency through the use of recommended online resources.	Teachers Media Specialist	8/8/2005	5/26/2006
Share information and demonstrate best practices regarding the integration of technology across the curriculum.	Teachers	8/8/2005	5/26/2006
Continue to increase project based learning activities across the curriculum with a focus on higher order thinking skills to maximize use of the school's technology resources.	Teachers	8/8/2005	5/26/2006
Provide parents information and web-based student resources in conjunction with P.T.A. meetings.	Reading Leader Media Specialist	10/19/2005	5/17/2006
Use classroom computers as an integral part of classroom learning incorporating a wide variety of programs for students to generate and present project work, as well as access and track academic progress.	Teachers Media Specialist - Teresita Sierra	8/8/2005	5/26/2006

### Research-Based Programs

-Not Applicable-

### Professional Development

-Not Applicable-

## **Evaluation**

This objective will be evaluated by evaluating the teachers' mid year / end-of year project completion logs and their participation in the "Project Fair".

## GOAL 8: HEALTH & PHYSICAL FITNESS

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

#### *Florida Education Priorities*

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

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

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

### ***GOAL 8 STATEMENT:***

Breakfast provides students with an optimal beginning to their school day and will positively impact the students' learning environment. Cypress Elementary is committed to providing health and fitness strategies to encourage life long healthy eating habits.

### ***Needs Assessment***

At Cypress Elementary 26 percent of the students were accessing the Free Breakfast Program during the 2004-2005 school year. After careful analysis, we determined that it would be beneficial for more students to access this program. Cypress Elementary will promote the importance of breakfast, educate the students on healthy eating habits.

## Measurable Objective

Given a societal emphasis on the importance of good health and fitness, Cypress Elementary will increase the percentage of students eating free breakfast from 26 percent in 2004-2005 to 28 percent in 2005-2006 as evidenced by statistics from the Cafeteria Managers' Yearly Participation Report # T0960850.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Educate the parents and staff on the importance and necessity of eating breakfast to promote optimal academic achievement.	Teachers	8/8/2005	5/26/2006
Invite members of the health and fitness community to participate in 2005-2006 Career Day activities.	Counselor	11/1/2005	12/16/2005
Provide information and resources to parents to reinforce and establish life long health habits and fitness.	Cougar Growl Editor Principal - Faye G. Hayne	8/8/2005	5/26/2006
Promote and advertise the opportunity for students to receive free breakfast.	Principal Cougar Growl Editor	8/8/2005	5/26/2006
Make student-developed presentations on opening exercises to promote healthy eating habits and the importance of eating breakfast.	Teachers Counselor	10/17/2005	5/26/2006

## Research-Based Programs

-Not Applicable-

## Professional Development

-Not Applicable-

## Evaluation

Percentages from the May 2006 ) Cafeteria Managers' Yearly Participation report #T0960850 will provide the information necessary to evaluate progress on this objective.

## GOAL 9: ELECTIVES & SPECIAL AREAS

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

#### *Florida Education Priorities*

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

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

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

### ***GOAL 9 STATEMENT:***

Participation in electives improves self-esteem and enhances critical/creative thinking. Cypress Elementary students will participate in a variety of electives that provide an outlet to expand and develop their talents

### ***Needs Assessment***

Research indicates that participation in electives/clubs/organizations increases student achievement and encourages positive student behavior and an increased sense of self-worth. Participation in such activities has been proven to provide a sense of community that enriches any school setting. Parental involvement is also positively impacted and increases the parents' confidence in school operations and participation in all school events.



## Measurable Objective

Given the emphasis in providing opportunities for growth in creative and critical thinking, Cypress Elementary will promote elective and special areas so that 20 percent of the eligible student body participates in extracurricular activities as evidenced by 2005-2006 participation rosters.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct informational meetings for parents to explain requirements, responsibilities and benefits of participation.	Safety Patrol Sponsor Drama Club Sponsors FEA and Student Council Sponsors AEP Teacher Chorus Sponsor Photography Club Sponsor Family Reading Circle Sponsor	8/8/2005	5/26/2006
Publicize the extra-curricular electives available to students through PTA meetings, school website, Cougar Growl and weekly newsletters.	Principal Cougar Growl Editor	8/8/2005	5/26/2006
Promote Family Reading Circle by opening the Media Center for extended hours to allow parents, students and community members access to available technology resources.	Family Reading Circle Sponsor	8/8/2005	5/26/2006
Investigate and establish programs to enhance critical thinking skills.	AEP Sponsor	8/8/2005	5/26/2006
Provide outlets for students to expand and develop their creative talents.	Club and Organization Sponsors	8/8/2005	5/26/2006

## Research-Based Programs

-Not Applicable-

## Professional Development

-Not applicable-

## **Evaluation**

This objective will be evaluated using the club/organization/electives participation rosters provided by each teacher or sponsor.

## GOAL 10: RETURN ON INVESTMENT

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

*Florida Education Priorities*

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

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

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

**GOAL 10 STATEMENT:**

Cypress Elementary will increase the ROI ranking from 42 percent in 2003 to 46 percent in 2005-2006.

**Needs Assessment**

The most recent data supplied from the FLDOE indicate that in 2003, Cypress Elementary ranked at the 44th percentile on the State of Florida ROI index.

## Measurable Objective

Cypress Elementary will improve its ranking on the State of Florida ROI index publication from the 44th percentile in 2003 to the 46th percentile on the next publication of the index.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become more informed about the use of financial resources in relation to school programs.	Principal	8/8/2005	5/26/2006
Consider reconfiguration of existing resources and accessing a broader resource base such as volunteer services.	Principal	8/8/2005	5/26/2006
Monitor and evaluate in school tutoring programs to increase learning gains.	Principal Assistant Principal	8/8/2005	5/26/2006
Enlist Best Practices for organizational improvement from Dade Partners, volunteers, EESAC and school staff.	Principal	8/8/2005	5/26/2006
Collaborate with the district on resource allocation.	Principal	8/8/2005	5/26/2006

## Research-Based Programs

-Not Applicable-

## Professional Development

-Not Applicable-

## Evaluation

This objective will be evaluated using the state of Florida ROI index for 2005-2006.

## *EESAC Compliance*

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

### ***Budget:***

The EESAC receives periodic budget updates to provide them with the needed budgetary information to ensure that expenditures can be made as well as incorporating long-range planning goals for the 2005-2006 school budget.

### ***Training:***

The EESAC recommended that staff development throughout the 2005-2006 school year emphasize the Comprehensive Reading plan, FCAT teaching strategies and infusing Critical Thinking strategies throughout the curriculum.

### ***Instructional Materials:***

The EESAC recommended that instructional materials purchased throughout the year, as well as planned future purchases, be discussed. It was the recommendation of the EESAC that all purchases be made with the goal of supporting the School Improvement Plan in a focused, organized manner to maximize our current budgetary resources.

### ***Technology:***

The EESAC recommended that Cypress Elementary continue to pursue the integration of technology into all areas of the curriculum. The EESAC has been instrumental in supporting this initiative by allocating EESAC funds to support the Technology program as well as providing suggestions for improvement. The staff will continue to provide a "project fair" to showcase the four project based-learning units completed by all students each school year.

### ***Staffing:***

The EESAC recommended that staffing concerns, allocations, and placements be discussed at each meeting to further assist the EESAC in making decisions to maximize student learning.

### ***Student Support Services:***

The EESAC recommended a continued focus on assisting low achieving, ESE and economically disadvantaged students. These students will receive specialized assistance to maximize their achievement.

### ***Other Matters of Resource Allocation:***

The EESAC recommended that the allocation of volunteers be used as a way of assisting students who are performing below grade level. The EESAC has taken a leadership role in recruiting additional volunteers and Dade Partners to contribute time and materials to support the School Performance Excellence Plan's strategies and objectives.

### ***Benchmarking:***

The Cypress Elementary EESAC has operated efficiently by developing, identifying and implementing programs that target student achievement. They have consistently supported, through the allocation of EESAC funds, School Recognition funds and volunteer assistance to fund and support all programs that target and improve student performance on all objectives of the School Improvement Plan. Through this seamless and focused cooperation among the EESAC, Curriculum Council and P.T.A, Cypress Elementary is able to efficiently operate and provide "all" students a rich social and academic environment.

### ***School Safety & Discipline:***

The EESAC included an objective to reduce the number of indoor/outdoor suspensions during the 2005-2006 school year. Although, suspensions were 3 percent, the EESAC has recommended a further reduction to increase days spent receiving instruction from their teachers. The EESAC members have also been active participants on the CRISIS and Safety committees, making suggestions for improvements regarding school safety and discipline issues.

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

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

*Required Signatures:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*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.

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*Region Superintendent*