
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 1331 - Devon Aire Elementary School

FeederPattern: Miami Killian Senior

Region: Regional Center V

District: 13 - Miami-Dade

Principal: Lawrence Feldman

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

Devon Aire Elementary School

Located in the suburban community of Kendall, Devon Aire Elementary provides for the educational needs of 972 students, including standard curriculum students, English for Speakers of Other Languages (ESOL) students (14.7%), students who qualify for free/reduced lunch (31%), Students with Disabilities (SWD), and Gifted students (17%). Curricular offerings include an Academic Excellence Program, both content and self-contained Gifted programs, and Inclusion classrooms in grades 1, 3, and 4. In an effort to enhance our cultural arts and music offerings, a strings program is also offered. Additionally, the Before and After School Care programs effectively meet the child care and enrichment needs of this community.

Given instruction using the Sunshine State Standards, students in grades 3-5 will maintain or increase their reading skills, as evidenced by 89% of the students achieving level 3 or higher, on the 2006 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades 3-5 will maintain or increase their mathematics skills as evidenced by 90% of the students achieving level 3 or higher on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade 4 will maintain or improve their writing skills as evidenced by 92% of the students scoring 4.0 on the 2006 administration of the FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards, students in grade 5 will improve their science skills as evidenced by meeting or exceeding the District mean scale score on the 2006 FCAT Science Test.

Given the school wide emphasis on parental and community involvement, the school will demonstrate a 5% increase in parental and community involvement as evidenced by comparing the volunteer hourly logs of the 2004-2005 and 2005-2006 school years.

Given an emphasis on a safe and orderly environment, student average daily attendance will improve as evidenced by a .5 increase during the 2005-2006 school year as documented by the 2005-06 attendance reports.

Given an emphasis on the use of technology in education, a technology cohort of teachers will receive professional development in the area of technology, as evidenced by a 1.2 point increase on the STaR profile question pertaining to 'Professional Development'.

Given instruction on the M-DCPS mandated FITNESSGRAM standards, the percentage of students in grades 3-5 meeting minimum fitness levels will be maintained at 94% or increased as documented by the

2006 FITNESSGRAM report.

Given an emphasis on the benefits of participating in a culturally rich curriculum, 80% of students who receive reading intervention during their special area time will be exposed to or participate in additional cultural arts programs to be staged throughout the school year.

Devon Aire Elemenatry School will maintain or improve its ranking on the State of Florida ROI Index publication from the 91 percentile in 2003 to the 92 percentile on the next publication of the Index.

Recognized as an A+ school for six consecutive years, Devon Aire Elementary has continuously strived to maintain or increase its high level of academic achievement. It is the guiding vision of the school that drives our decision-making. As with any successful organization, reflection and review are integral components of our School Improvement Plan. Through the reflective process inherent in the School Improvement Plan, areas of need have been identified. Our plan outlines the corrective measures addressing these issues that will be implemented. Two areas chosen to focus on are

leadership and Strategic Planning. Specifically, item (1g): My organization asks me what I think and item (2a): As it plans for my future, my organization asks for my ideas are targeted. As we continue to build a community of learners, Devon Aire Elementary continues to collaborate with its stakeholders in an effort to be inclusive of those who are affected most by the SIP. A strategic plan involving stakeholders in the planning process and decision making model will address both statements. Plans for meetings between administration, EESAC representatives, grade level/department chairpersons, teachers, and other stakeholders will ensure input from each group and remove any ambiguity that may exist as to our role, responsibility, and accountability in the successful implementation of the 2005-06 School Improvement Plan.

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.

Devon Aire Elementary School

VISION

The vision of Devon Aire Elementary School is to provide a successful instructional program that will meet each student's physical, emotional, cultural, and academic needs, continuously improving the development of character, reasoning, and lifelong decision making skills.

MISSION

The staff, students, parents, After-School Care Program, and Dade Partners will be an integral part of achieving our vision. The purpose of Devon Aire Elementary School is to provide a successful instructional program that will meet each student's physical, emotional, cultural, and academic needs while continuously improving the development of character, reasoning, and life long decision making skills. To address these needs, teachers and other staff members will support the implementation of Sunshine State Standards, multicultural education, and curriculum designed to enhance character development while continuously improving academic achievement. The parental community, Dade Partners, and After School Care Program will support the achievement of our vision through their vital roles in the Educational Excellence School Advisory Council and participation in our School Improvement Plan process.

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.

School Demographics

Devon Aire Elementary School serves 972 students from the surrounding neighborhoods, including standard curriculum students(14.7%) English for Speakers of Other Language (ESOL) students,(31%) students who qualify for free/reduced lunch, and (17%)Students with Disabilities (SWD), and Gifted students. Special accommodations and fulfill the needs of SWD students through the adjustment of curriculum as indicated by their Individual Education Plan. An Individual Educational Plan/Educational Plan is developed for each student. Each student has to meet requirements that are established by the State Department of Education. For our ESOL students, special accommodations and fulfillment of needs are met through instruction using ESOL resource materials that support the ESOL curriculum. Additionally, our community business partners and school clubs/organizations provide resources depending on individual student need.

The staff of the school is comprised of 64 full-time and 33 part-time employees. There are 48 classroom teachers with 22 holding Masters Degrees, 4 Specialists Degrees, and 1 Doctoral Degree. Forty percent of the teachers are classified as White Non-Hispanic, 21% as Black Non-Hispanic, and 38% as Hispanic. All instructional staff are in-field certified and all paraprofessionals are "highly qualified".

School Foundation

Leadership:

In *The Elements of Leadership*, Noonan (2003) defines leadership as "developing potential and building community" (p. 3). These two components of leadership guide and set our direction. At Devon Aire Elementary, identifying and articulating an organizational vision was first accomplished through employee feedback. Administrative leaders met with each of the stakeholder groups and solicited feedback ranging from complaints, to compliments, to suggestions; additionally staff members completed the Organizational Performance Improvement Snapshot Assessment (OPIS). This feedback was the first step in gaining insight into the perspective of each stakeholder and, later, fostering acceptance of group goals. The following ideas emerged from these meetings: high performance expectations, providing intellectual stimulation, and developing a strong school culture and community. These ideals now define our transformational leadership team. We are heartened by results to question (1b), where 96% of stakeholders Strongly Agreed/Agreed to the statement: My supervisor uses our organization's values to guide us.

The vision of Devon Aire Elementary School is to provide a successful instructional program that will meet each student's physical, emotional, cultural, and academic needs, while continuously improving the development of character, reasoning, and lifelong decision making skills. This collective vision helps focus attention on what is important, motivate staff and students, and increase the sense of shared responsibility and accountability for student learning. The vision and mission statements are shared explicitly through its posting in every classroom. More importantly, this 'vision in action' and mission is shared through modeling by our highly qualified teachers through their mentoring among colleagues. Our new teachers benefit from seeing our vision become a part of the school culture. According to our School Climate Survey, the average score for the statement: 'I know my organization's mission' was 4.7.

In an effort to create a positive working environment and involve employees in day-to-day operations, Grade Level and Department teams were created. These teams work on site-based decision making, data-driven reform and planning, implementing new programs, or restructuring. Chairpersons for each grade level and department are appointed from recommendations and meet with administration to relay information, ideas, thoughts, etc. from group to group. As per our OPIS Survey, Item 1g, 7% of our employees answered Disagree/Strongly Disagree to the statement 'My organization asks me what I think.' 18% answered Neither Agree nor Disagree and 75% Agreed/Strongly Agreed to the same statement. It is the intent of the leadership team, including, our Grade Level/Department Teams, that each stakeholder will feel their voice and opinions are heard.

District Strategic Planning Alignment:

In analyzing results from the Strategic Planning portion of the 2005 School Climate Survey, both the administrative team and the SIP team feel this area can provide for significant growth. Ten percent of stakeholders Strongly Disagreed/Disagreed with the statement: As it plans for the future, my organization asks for my ideas. Seeking more stakeholder input will be sought through weekly Grade Level/Department meetings, where chairpersons will allot time for feedback that will be shared with the administration/SIP Team. In addition, the EESAC Chairperson will organize stakeholders into teams that will be given opportunities to directly impact the SIP and monitor progress throughout the year. It is our intention that stakeholders, given explicit opportunities to monitor SIP progress

throughout the year, will develop more ownership, responsibility, and accountability of this document. In reviewing results from the 2005 School Climate Survey, 5% of stakeholders Strongly Disagreed/Disagreed with the statement 2c: I know how to tell if we are making progress on my work group's part of the plan, 5% percent neither Agreed nor Disagreed, and 89% Strongly Agreed/Agreed.

In response to statement (2b): I know the parts of my organization's plans that will affect me and my work, 5% Disagree/Strongly Disagreed, while 9% Neither Agree nor Disagree. In order to address this issue, the manner in which SIP information will be disseminated will be modified. In order for stakeholders to focus on the parts of the SIP that affect them daily, they will meet with administration for individualized team presentations to outline the SIP. This presentation will be in addition to the general presentation given by the EESAC Chairperson. These modifications to the manner in which SIP information and progress is disseminated should also affect results for statement (4f): I get the information I need to know about how my organization is doing. Results from the 2005 School Climate Survey indicated that 3% of stakeholders Strongly Disagreed/Disagreed with that statement, while 8% neither Agreed nor Disagreed.

Stakeholder Engagement:

In terms of education, our customer and market focus include the many different groups we service. However, our most important customer remains the student. Our organization is confident in their (3a) knowledge of whom the most important customers are and in their (3b) ability to keep in touch with them. Both of these statements had an average score of 4.6 on the 2005 School Climate Survey.

One area which indicated a need for revision regards customer feedback. The two statements in this portion analyze the manner in which customer feedback is derived. Results from the 2005 School Climate Survey for statement (3c): My customers tell me what they need and want, indicate that 3% Strongly Disagree/Disagree with that statement. Survey results from statement (3d): 'I ask my customers if they are satisfied or dissatisfied with my work' indicate that 69% Strongly Agree/Agree; 27% neither Agree nor Disagree; and 3% Strongly Disagree/Disagree. Encouraging student feedback through classroom surveys and discussion will provide teachers with data that could assist them in the instructional and planning process and address both these issues.

Faculty & Staff:

Due to the dynamic growth in both our community and school this year, Devon Aire hired 5 new faculty members. Each beginning teacher and teachers new to our school are administratively paired with a highly qualified and high quality teacher in their department/grade level. These highly qualified and high quality mentors have displayed commitment to their field through national board certification, seeking leadership roles, and/or distinguished awards/accolades. Faculty members are encouraged by both administrators and teachers to pursue advanced degrees and National Certification to advance their careers and skills. Results of the 2005 School Climate Survey indicate that 95% of those surveyed Strongly Agreed/Agreed with the statement (1e): My supervisor encourages learning that will help me advance in my career.

In an effort to attract and retain our highly qualified teachers, Devon Aire strives to create a culture of excellence; one in which teachers grow professionally and build lifelong relationships with colleagues. Professional development focuses not only on academic improvements, but also on promoting a positive school culture and climate. Results from the 2005 School Climate Survey indicate that 89% of stakeholders Strongly Agreed/Agreed with the statement, (5b): The people I work with cooperate and work as a team.

Grade Level and Department teams were created. These teams worked on site-based decision making, data-driven

curriculum reform and planning, implementing new programs, and/or restructuring. Chairpersons for each grade level and department were appointed and meet with administration to share information, ideas, thoughts, etc., between groups.

Data/Information/Knowledge Management:

The Measurement, Analysis, and Knowledge Management portion of the 2005 School Climate Survey revealed that stakeholders are mostly confident in their (4a) ability to measure the quality of their work and (4b) know how to analyze the quality of their work to see if changes are necessary. An average score of 4.7 for both statements was generated. Credit is given to the emphasis of data-driven decision making which guides instruction and team level decision-making autonomy. Ninety-five percent of stakeholders Strongly Agreed/Agreed to statement (4c): I use these analyses for making decisions about my work. Administrative directives encourage all teachers to use state/district provided assessments and site-based assessments to generate and analyze data that will guide instruction. Results from statement (4e): I get all the important information I need to do my work indicate that 93% of stakeholders feel they get the information they need to know how the organization is doing. We will continue to strive to present all stakeholders with updated data and progress monitoring.

Education Design:

The school utilized the AAR (After Action Review) Model initiated by the United States Military. Following each data-driven decision that impacts increased student performance, a school and community-based team review the action and make adjustments to the policies, practices, and structures as necessary. This is a continuous improvement model that has been used by all military forces since Desert Storm. The results have been highly effective as our students achieved a total of 507 FCAT points. They also demonstrated a 77% learning gain in reading, 82% in mathematics, and 79% of the lowest 25%, ranked 3rd in Regional Center V. Based on this process we have begun to implement new procedures and practices to ensure that all subgroups again meet the high standards set forth by the Legislature and Federal Government.

Devon Aire Elementary is committed to providing its students with opportunities for extended learning through a before and after school tutoring program. This program is offered at no cost to the parents of Devon Aire. Our tutoring program is data-driven and based on individual student needs. Students are identified by classroom teachers using the following criteria: FCAT test scores, classroom performance and teacher observation. In addition to our tutoring program, a Learning Lab has been created to address the specific needs of those students lacking essential reading skills. Students' comprehension and decoding skills are developed in a small group setting with a trained tutor. The Learning lab houses 6-10 tutors who service students in grades 1-5.

During the summer months the school employs an hourly person to monitor an open media center. This allows students and parents, to check out books and participate in the Accelerated Reader Program all year.

Performance Results:

Additional areas analyzed indicate that:

-Retention rates were below 10% at all grade levels: specifically, Kindergarten 4%, First Grade 5%, Second Grade 0%, Third Grade 4%, Fourth Grade 1%, and Fifth Grade 0%.

- The success of the first year of co-teaching inclusion in grade three resulted in the expansion of the program to include first and fourth grades.
- Over 80% of our instructional staff were absent 10 or fewer days.
- We had perfect property and financial audits.
- No suspension or SPAR Group IV violations.
- Adequate Yearly Progress was met in all areas.
- 100% of teachers are highly qualified based on the appropriate certification and consequent passing of subject area test or through the HOUSSE process.

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

GOAL 1 STATEMENT:

The students will meet grade level expectations in reading.

Needs Assessment

An assessment of the data reveals that 12% of students in grades 3-5 are not meeting high standards in reading. Additionally, 23% of students in grades 3-5 are not making learning gains in reading, while 21% of the lowest 25% are not making learning gains in reading. However, students in grade 3 were most successful with 80% of reference and research and 75% of comparison questions being answered correctly. Data indicates the need for additional help with words and phrases and main idea/purpose. Students answered 67% and 73% of these questions correctly, respectively. Fourteen percent of students in grade 3 required intensive instruction and tutoring in fluency, comprehension, and context clues to assist them in reaching state required mastery level and make learning gains.

Students in grade 4 were most successful with questions pertaining to main idea/purpose and comparisons. Seventy-eight percent and 74% of these questions were answered correctly, respectively. Students need additional help with word phrases and reference and research. Seventy-one percent of these questions were answered correctly. However, their greatest are of need is reference and research with only 50% of these questions being answered correctly. Fourteen percent of students in grade 4 can benefit from intensive instruction in all the above mentioned areas to assist them in reaching state required mastery level.

Students in grade 5 were most successful in comparisons with 77% of these questions being answered correctly. Students need additional help with identifying main idea/purpose, words/phrases and reference/research. Seventy-

five percent of these questions were answered correctly.

This assessment uncovered needs which include, but are not limited to; refresher training for CRISS-trained staff on those learning strategies which maximize reading comprehension, an instructional strategy that promotes reading fluency, and schoolwide vocabulary development activities.

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 3-5 will maintain or increase their reading skills, as evidenced by 89% of the students achieving level 3 or higher, on the 2006 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Maintain a log of books read with parental or teacher signature verification indicating that a minimum of five supplemental books have been read during each grading period.	Reading Coach	08/08/05	05/24/06
Continue the implementation of small group tutoring interventions during the school day for students who score Level 1 or 2 on the FCAT Reading Test.	Assistant Principal	08/08/05	05/24/06
Utilize a pacing schedule to ensure all Sunshine State Standards measured on the FCAT Reading Test are taught.	Reading Coach	08/08/05	05/24/06
Give teachers access to SPI so they can utilize the Academic Improvement Plan process to individualize instruction to meet the needs of their Level One and Two (or lower performing students) while assessing their departmental action plans.	Principal	8/8/2005	11/30/2005
Continue providing afterschool reading tutoring to reinforce reading development using Early Success, Soar to Success, and Voyager.	Assistant Principal	08/08/05	05/24/06
Continue participation in the Accelerated Reader Program by students in grades 2-5.	Reading Coach	08/08/05	05/24/06
Administer uniform weekly reading comprehension exams based on the Sunshine State Standards to students in grades 2-5, as delineated by the Continuous Improvement Model.	Grade Level Chairpersons Reading Coach	08/08/05	05/24/06

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Research-Based Programs

Houghton Mifflin Core Reading Program
Leaptrack Assessment and Instruction System
Riverdeep
Voyager Passport

Professional Development

CRISS Strategies refresher training
DIBELS Training
Riverdeep Reading Training
Best Practices In-house Workshops
Voyager Passport

Evaluation

This objective will be evaluated by scores of the 2006 FCAT Reading Test. Reports using Interim Reading Standards Assessments will provide formative assessments which will be used to monitor progress towards the 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 type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>

GOAL 2 STATEMENT:

The percentage of students will meet grade level mathematics expectations.

Needs Assessment

An assessment of data reveals that 11% of grades 3-5 students did not meet high standards in math. Additionally, 18% did not make annual learning gains. Specifically, students in grade 3 were most successful with 75% of measurement questions being answered correctly. Performance in the areas of geometry and data analysis revealed a need for improvement with only 71% questions answered correctly. The area of greatest need is number sense and algebraic thinking with 67% of these questions answered correctly. Student performance in these areas reveal the need for intensive instruction in the areas of: number sense and algebraic thinking.

Students in grade 4 were most successful with 73% of the number sense strand questions being answered correctly. This population experienced similar success with 71% of geometry, data analysis and algebraic thinking questions being answered correctly. Students area of greatest need was measurement with 63% of questions being answered correctly. Their performance in these areas reveals the need for intensive instruction in the area of measurement.

Students in grade 5 were most successful in answering geometry questions and data analysis questions with 69% and 67% being answered correctly, respectfully. They need additional help in the areas of algebraic thinking and measurement with 64% of these questions being answered correctly. However, their greatest area of mathematics need is number sense with 62% percent of these questions being answered correctly. Their performance in these areas reveals the need for intensive instruction in the areas of measurement, number sense, and algebraic thinking.

The assessment uncovered needs which include, but are not limited to, the following; the need for an instructional initiative which will maximize and promote algebraic thinking and number sense throughout school curriculum and the need for inservice workshops of best practices in the areas of algebraic thinking, number sense, and data analysis.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N 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 3-5 will maintain or increase their mathematics skills as evidenced by 90% of the students achieving level 3 or higher on the 2006 FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the use of the "Problem of the Day" to estimate, calculate, and analyze solutions to real world problems.	Grade Level Chairpersons	08/08/05	05/24/06
Maintain a mathematics journal to enhance their understanding of mathematics processes and the relevance of math in their daily lives.	Grade Level Chairpersons	08/08/05	05/24/06
Utilize a pacing schedule, as denoted in the District Math Scope and Sequence, to ensure all Sunshine State Standards measured on the FCAT Mathematics Test are taught.	Grade Level Chairpersons	08/08/05	05/24/06
Provide small group tutoring using Harcourt supplementary materials for students who score Level 1 or 2 on the FCAT Math Test.	Grade Level Chairpersons	08/08/05	05/24/06
Administer uniform weekly math quizzes based on the Sunshine State Standards to students in grades 2-5 as delineated by the Continuous Improvement Model.	Grade Level Chairpersons	08/08/05	05/24/06

Research-Based Programs

Harcourt Brace Core Mathematics Program
Riverdeep

Professional Development

Best Practices In-houseworkshops

Lexia Training

Riverdeep Mathematics Training

SMILE Eisenhower Training

HOME Eisenhower Training

Evaluation

This objective will be evaluated by the results of the 2006 FCAT Mathematics Test. Interim mathematics assessments will be utilized to monitor progress and make adjustments to instruction.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

The percentage of students will meet state mastery standards in writing.

Needs Assessment

An assessment of the data reveals that our grade 4 students had a combined mean score of 4.2 on the 2005 FCAT Writing Test. Ninety-four percent of these students reached the state required mastery level of 3. Moreover, of the students reaching the state required mastery level, 90% scored a 3.5 or above and 89% and 92 % scored above a 3.5 or above on the expository and narrative prompts, respectively.

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 grade 4 will maintain or improve their writing skills as evidenced by 92% of the students scoring 4.0 on the 2006 administration of the FCAT Writing Plus Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Continue the "Writer of the Month" and "Most Improved Writer of the Month" program.	Grade Level Chairpersons	08/08/05	05/24/06
Utilize the six point rubric to holistically score student writing in all classes.	Grade Level Chairpersons	08/08/05	05/24/06
Maintain a writing portfolio to track students' writing progress from K-5.	Grade Level Chairpersons	08/08/05	05/24/06
Maintain an incentive program run by the Writing Committee to recognize and reward each "Writer of the Month".	Grade Level Chairpersons	08/08/05	05/24/06
Monitor the progressive assessment of each student's writing progress as delineated in the Continuous Improvement Model.	Grade Level Chairpersons	08/08/05	05/24/06
Obtain, monitor and analyze pre-, progress, and post writing samples from each student as delineated in the Continuous Improvement Model.	Grade Level Chairpersons	08/08/05	05/24/06

Research-Based Programs

Houghton-Mifflin Core Reading Program

Professional Development

Holistic Scoring

Evaluation

This objective will be evaluated by the results of the 2006 FCAT Writing Plus Test. Interim assessments will be utilized to monitor progress and make adjustments to instruction.

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.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

The students mean scale score will meet the District mean scale score.

Needs Assessment

Scores of the 2005 FCAT Science Test indicate that the mean score for students is 311. Specifically, our fifth grade students were most successful in answering (1) physical and chemical and (2) life and environment questions. They need additional help with (1) Earth and Space and (2) scientific thinking questions. This assessment uncovered needs which include, but are not limited to, instructional initiative which promote scientific thinking and earth and space science.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade 5 will improve their science skills as evidenced by meeting or exceeding the District mean scale score on the 2006 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize the computer lab to conduct research and virtual science experiments.	Fifth Grade Science Teachers	08/08/05	05/24/06
Departmentalize fifth grade for math/science to maximize quality of instruction.	Assistant Principal	08/08/05	05/24/06
Organize presentations by MAST Academy and other outreach programs to enhance science lessons for grade 5 students.	Fifth Grade Science Teachers	08/08/05	05/24/06
Administer site-authored monthly science tests and utilize as an instructional tool as delineated in the Continuous Improvement Model.	Fifth Grade Science Teachers	08/08/05	05/24/06
Utilize District Science Scope and Sequence in grade 5.	Science Teacher	8/8/05	05/24/06
Conduct bi-weekly science labs in grade 5.	Fifth Grade Science Teachers	08/08/05	05/24/06

Research-Based Programs

Harcourt Brace Core Science Program

FOSS

Professional Development

SMILE Eisenhower Workshops

Riverdeep Training

Evaluation

This objective will be evaluated by scores on the 2006 FCAT Science Test. Interim reports from site developed tests and from the district provided quarterly assessment will provide formative assessment which will be used to monitor progress toward the objective.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 5 STATEMENT:

Parents of Devon Aire Elementary School students will be welcomed to participate in a range of activities designed to enrich their lives. Through these activities, parents will create bonds with their children and be provided with opportunities to become active members of the Devon Aire learning community.

Needs Assessment

Data collected from the School Climate Survey indicates that only 93% of the parents selected returned the survey. 98% of parents responding to the School Climate Survey indicated that the overall climate at the school was positive and helped children learn.

Volunteer logs indicate that parental involvement is increasing.

Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate a 5% increase in parental and community involvement as evidenced by comparing the volunteer hourly logs of the 2004-2005 and 2005-2006 school years.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Coordinate child psychologists and other children services personnel to conduct workshops for parents.	School Counselor	08/08/05	05/24/06
Continue the implementation of the Open House program.	Principal	08/08/05	05/24/06
Work cooperatively with the school PTA to conduct periodic movie nights for families.	PTA Liason	08/08/05	05/24/06
Expand the monthly Jaguar Express Newsletter to include such topics as: testing tips, home learning help, and social and/or emotional development tips for parents in an effort to increase parent volunteers.	PTA Liason	08/08/05	05/24/06

Research-Based Programs

National Parent Teacher Association

Professional Development

Provide training on increasing parent involvement in the classroom.

Evaluation

Evaluation for this goal will consist of volunteer hourly logs and sign-in sheets and surveys submitted by parents.

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.)

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

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

GOAL 6 STATEMENT:

Devon Aire Elementary seeks to provide its students, faculty and staff with a safe and productive learning environment. Inherent to a productive learning environment is consistent attendance which we seek to increase.

Needs Assessment

Data collected from the last quarterly attendance report indicates that our student average daily attendance percentage was 95.29. Our ranking stood at #34 and resulted in 37,980 instructional contact hours lost with 10% of the students having five or more absences.

Measurable Objective

Given an emphasis on a safe and orderly environment, student average daily attendance will improve as evidenced by a .5 increase during the 2005-2006 school year as documented by the 2005-06 attendance reports.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Create an Attendance Incentive Committee consisting of teachers and parent volunteers.	School Counselor	08/08/05	05/24/06
Implement an attendance incentive program aimed at increasing attendance.	School Counselor	08/08/05	05/24/06
Create morning and afternoon posts for Safety Patrols and School Security to ensure students are in class on time.	Principal Safety Patrol Sponsor	08/08/05	05/24/06
Utilize a visual aide to be presented during WNOE announcements to increase student attendance by grade level.	Media Specialist	08/08/05	05/24/06

Research-Based Programs

AAA Safety Patrols
D.A.R.E.

Professional Development

n/a

Evaluation

This objective will be evaluated using quarterly student average daily attendance reports and end-of-the-year reports.

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.)

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

Miami-Dade County Public Schools

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

GOAL 7 STATEMENT:

Technology will be an integral component in each classroom. Devon Aire will strive to seamlessly infuse technology throughout the curriculum and facilitate professional development to meet the needs of its faculty.

Needs Assessment

In reviewing data generated by the STaR School Profile, Devon Aire Elementary exceeded County and State averages in 80% of Technology components assessed. Most notably, in the areas of Funding, Teacher Access to Technology, Students Technology Standards and Community Outreach we scored at least one point higher than County/State averages. The review of this data uncovered needs which include, but are not limited to, greater professional development in the area of technology for teachers, an increase in the awareness of teacher technology standards, and an increase in the need for technology support.

Measurable Objective

Given an emphasis on the use of technology in education, a technology cohort of teachers will receive professional development in the area of technology, as evidenced by a 1.2 point increase on the STaR profile question pertaining to 'Professional Development'.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Appoint a "Technology Leader" to assist with technology.	Principal	08/08/05	05/24/06
Create a 'Technology Cohort' to receive training in curriculum based technology.	Principal Technology Leader	08/08/05	05/24/06
Create a bank of proximas and laptops for distribution to teachers.	Technology Support	08/08/05	05/24/06
Open the computer lab at 7:45 a.m. for early morning use by students.	Principal	08/08/05	05/24/06
Order a Brainpop.com subscription for the Math/Science Department to facilitate technology infusion.	Fifth Grade Science Teachers	08/08/05	05/24/06

Research-Based Programs

n/a

Professional Development

EETT Cohort Training
STaR

Evaluation

This objective will be evaluated using the STaR Profile Assessment Survey.

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

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

GOAL 8 STATEMENT:

Students will participate regularly in physical activity, while achieving and maintaining a health-enhancing level of physical/health related fitness.

Needs Assessment

An assessment of the data reveals that 94% of students tested, using the FITNESSGRAM assessment, received awards. 87% of these award winners received a Gold Award, 12% qualified for a Silver Award, and 6% of students tested did not meet minimum fitness standards.

Measurable Objective

Given instruction on the M-DCPS mandated FITNESSGRAM standards, the percentage of students in grades 3-5 meeting minimum fitness levels will be maintained at 94% or increased as documented by the 2006 FITNESSGRAM report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Administer a Pre-test to determine baseline measures of all students tested.	PE Teachers	08/08/05	05/24/06
Compare data from Pre-test and Mid-Year test to help guide teacher instruction.	PE Teachers	08/08/05	05/24/06
Plan activities that are data-driven from Mid-Year assessment and provide students with corrective feedback.	PE Teachers	08/08/05	05/24/06
Emphasize activities that promote improvement in the areas of : cardiovascular health, flexibility, muscular strength and endurance.	PE Teachers	08/08/05	05/24/06
Administer a Mid-Year Progress Test to assess each student's improvement.	PE Teachers	08/08/05	05/24/06

Research-Based Programs

FITNESSGRAM

Professional Development

Physical Education General Meeting
Elementary Tinkling/Jumping Bands Workshop

Evaluation

This objective will be evaluated by scores from the 2006 FITNESSGRAM Assessment. The Pre-test and Mid-Year assessment will provide formative assessments which will be used to monitor progress toward the 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.)

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

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

GOAL 9 STATEMENT:

Students at Devon Aire Elementary School will benefit from an enriched Arts program designed to inspire a lifelong love of the humanities.

Needs Assessment

Over one hundred students in grades 1-5 receive additional reading intervention during their allocated special area time resulting in a loss of instructional time in the arts.

Measurable Objective

Given an emphasis on the benefits of participating in a culturally rich curriculum, 80% of students who receive reading intervention during their special area time will be exposed to or participate in additional cultural arts programs to be staged throughout the school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Stage a Hispanic Heritage Extravaganza to showcase student talent.	Spanish Teachers	08/08/05	05/24/06
Stage two musical programs to showcase student talent.	Music Teachers	08/08/05	05/24/06
Coordinate a Field Day to encourage physical fitness and sportsmanship.	PE Teachers	08/08/05	05/24/06
Showcase student art throughout the school.	Art Teachers	08/08/05	05/24/06
Design schedules so that students in K-1 receive a minimum amount of instruction in the arts.	Assistant Principal	08/08/05	05/24/06

Research-Based Programs

n/a

Professional Development

n/a

Evaluation

This objective will be evaluated through class rosters indicating attendance by students who receive tutoring.

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

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

GOAL 10 STATEMENT:

Devon Aire Elementary School will rank at or above the 90th percentile statewide in the ROI Index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicates that in 2003, Devon Aire Elementary ranked at the 91st percentile on the State of Florida ROI Index.

Measurable Objective

Devon Aire Elementary School will maintain or improve its ranking on the State of Florida ROI Index publication from the 91 percentile in 2003 to the 92 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	08/08/05	05/24/06
Consider reconfiguration of existing resources or taking advantage of a broader resource base.	Principal	08/08/05	05/24/06
Consider shared use of facilities, partnering with community agencies.	Principal	08/08/05	05/24/06
Collaborate with the District on resource allocation.	Principal	08/08/05	05/24/06

Research-Based Programs

n/a

Professional Development

n/a

Evaluation

On the next State of Florida ROI Index publication, Devon Aire Elementary School will maintain or show progress toward reaching the 92 percentile.

EESAC Compliance

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

Budget:

The EESAC recommends that school funds be used to continue to support the Learning Lab for intensive reading instruction.

Training:

The EESAC recommends staff development in the area of technology enhancement to instruction.

Instructional Materials:

The EESAC recommends that the total per student allocation go to funding instructional materials and tutors to remediate students who are deficient in reading and mathematics skills.

Technology:

The EESAC recommends continued investigation into the purchase of computers and grade level appropriate software to enhance curriculum objectives and instruction.

Staffing:

The EESAC recommends continuation of the team staffing process.

Student Support Services:

The EESAC recommends that members be kept informed of school programs, activities, and special events related to this important area. The EESAC strongly supports all student services and inclusion practices at the school site.

Other Matters of Resource Allocation:

Devon Aire Elementary School EESAC has no recommendations at this time.

Benchmarking:

The EESAC recommends in the area of FCAT Writing: Students participate in the “Writer of the Month” incentive program to improve each student’s writing ability. The EESAC recommends in the area of FCAT Reading: Students participate in regular practice sessions incorporating FCAT strategies in order to acquaint students with “Read, Think and Explain” questioning techniques.

School Safety & Discipline:

The EESAC recommends the use of and strongly supports the T.R.U.S.T. curriculum, D.A.R.E. program, and safety patrols, which facilitate safety and discipline in the school.

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

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

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

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

Region Superintendent