
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 3101 - Frank Crawford Martin Elementary School

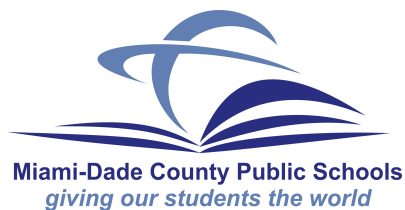
FeederPattern: Miami Palmetto Senior

Region: Regional Center V

District: 13 - Miami-Dade

Principal: Pamela Brown

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Frank Crawford Martin Elementary School

Frank C. Martin Elementary is unique in that it serves students in prekindergarten and kindergarten and is an International Baccalaureate Primary Years Programme (PYP) magnet for students in first through fifth grades. The school has an in-house gifted program for students in the second through fifth grades in science and mathematics. The school is located on a 15-acre campus, which is adjacent to a county park. The surrounding community, Richmond Heights, consists primarily of business and professional people.

Frank C. Martin Elementary's faculty and staff have developed 10 specific objectives to guide school improvement in the 2005/2006 school year. In order to achieve these objectives, well-chosen strategies have been proposed. The objectives and strategies will complement our mission to advance the academic, emotional, social and physical well-being of students in a supportive, creative and flexible environment where children learn to think compassionately and think to learn globally.

Frank C. Martin Elementary has been recognized with numerous awards and achievements. In 2004, the Department of Education recognized the school with the prestigious, "No Child Left Behind Blue Ribbon School" award. The school has also been recognized nationally by Magnet Schools of America and awarded both the Excellence and Distinguished awards. Additionally, the school has also received an A rating six times by the Florida Department of Education.

Given instruction using the Sunshine State Standards, students will increase their reading skills as evidenced by 94% achieving Level 3 or higher on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, students will maintain or increase their mathematics skills as evidenced by 95% scoring at Level 3 or higher on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 92% of students scoring Level 4 or above on the 2006 FCAT Writing+ Test.

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

Using baseline data from the 2004/05 school year showing 30% of F. C. Martin parents accessing the Parent Resource Center, an increase in parental involvement will be evidenced by an increase in the number of parents accessing the Parent Resource Center by at least 10%.

Given the need to reduce incidents reported by SCAM sheets as documented by the 2005 Student Case Management Executive Summary, our school will reduce the number of administrative reprimands and warnings by 10% by following the School Wide Discipline Plan.

Using the Sunshine State Standards and MDCPS Competency Based Curriculum for Technology, our Student Access to Technology score will increase from the 2004/2005 STaR Survey score of Stage 1 (Entry) to Stage 2 (Intermediate) as documented by the 2005/2006 STaR Survey.

Given instruction using the Sunshine State Standards, students in fourth and fifth grade will improve their performance by 2% as evidenced by the percentage of students receiving the 2005/2006 FITNESSGRAM Awards being 82% compared to the 2004/2005 score of 80%.

Given instruction based on the Sunshine State Standards in Theater Education, 95% of Fifth Grade students will develop and/or perform in dramatic presentation as evidenced by participation in school site performances.

Using baseline data from the Florida Department of Education Return on Investment Index, Frank C. Martin Elementary will remain at or above the 93th percentile statewide in the Return on Investment Index for value and cost effectiveness of its program.

Although Frank C. Martin Elementary faculty and staff rated both Leadership and Strategic Planning sections on the recent OPIS Survey at a mean score above 4 points on a 5 point scale, we have identified 2 areas with room for improvement. The areas are "My organization asks me what I think", with an average score of 3.8 and "As it plans for the future, my organization asks for my ideas", also with an average score of 3.8. In response Frank C. Martin Elementary will implement an "I Have An Idea" format through which faculty and staff can make suggestions with an opportunity for sharing, discussion, and implementation.

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.

Frank Crawford Martin Elementary School

VISION

Frank C. Martin Elementary provides students with an internationally recognized curriculum. This curriculum incorporates world-class standards that empower students to actively participate in the learning process and acquire and exhibit positive attitudes. Students are enabled to become model citizens of our diverse world.

MISSION

All stakeholders are committed to the advancement of students' academic, emotional, social and physical well being within a supportive, creative, and flexible environment in which children learn to think compassionately and think to learn globally.

CORE VALUES

Appreciation, Commitment, Confidence, Cooperation, Creativity, Curiosity, Empathy, Enthusiasm, Independence, Integrity, Respect and Tolerance.

School Demographics

Frank C. Martin Elementary is a public, non-profit governmental organization in the M-DCPS System. Frank C. Martin Elementary is located on fifteen acres of land in the Richmond Heights community in Miami-Dade County. The current enrollment at Frank C. Martin Elementary is 801 students. The student body reflects a diverse ethnic background. The ethnic/racial makeup of the student population is 53.5% Black, 21% Hispanic, 14% White, 7% Multiracial, 4% Asian and .5% Indian. Frank C. Martin Elementary is a magnet school for students in grades 1-5 that provides the International Baccalaureate Organization Primary Years Programme (IBO/PYP). In addition, Frank C. Martin Elementary houses a neighborhood kindergarten program which also participates in the PYP. The PYP is an inquiry based, comprehensive approach to teaching and learning that focuses on the development of the whole child. With an international focus, it addresses the academic, social, physical, emotional and cultural needs of the students. The IBO requires Frank C. Martin Elementary to evaluate students through the use of the IBO Student Profile (SP), which promotes the development of an international student.

Frank C. Martin Elementary consists of 69 full time employees. Of these 69 employees, 33% are Hispanic, 29% are White, 32% are Black, and 5% are Asian/Multiracial. These include two administrators, one lead teacher, one guidance counselor, 42 classroom teachers, four exceptional student education teachers, two physical education teachers, one art teacher, one music teacher and one itinerant music teacher, one paraprofessional, five clerical employees, one cafeteria manager and four custodial staff. In addition, there are 16 part-time staff members. These include one counselor/parent resource representative, five paraprofessionals, three cafeteria staff, three custodians and two security guards. Of the instructional staff 34 hold Bachelor's degrees, 16 hold Master's degrees, one holds a Specialist degree and one holds a Doctoral Degree. In addition, two faculty members are currently seeking Doctoral degrees and two are seeking Master's degrees. Five teachers are National Board Certified and five are currently seeking National Board Certification.

Frank C. Martin Elementary's strength is that it offers its students an integrated subject curriculum with a global perspective. It encompasses a rigorous curriculum to include experimental sciences, mathematics, technology, personal/social/physical education, social studies and the arts, a second modern language study (French or Spanish), and international and community service projects to promote international understanding and responsible citizenship.

Frank C. Martin Elementary receives a majority of its competition from elementary schools within the Palmetto Feeder Pattern. This feeder pattern encompasses elementary and middle schools whose students will attend Miami Palmetto Senior High School. All schools in this feeder pattern have earned a rating of "B" or "A" from the FDOE. In addition, several private schools draw students from the Richmond Heights area. Other competitors of our school are those that offer magnet themes such as fine arts and international education, e.g. Sunset Elementary and Airbase Elementary. Finally, some parents choose to home school their children.

School Foundation

Leadership:

Based on the findings of the Organizational Performance Improvement Snapshot (OPIS) Survey the Frank C. Martin Elementary's Faculty/Staff feel that the leadership sets the direction for the school, shares the mission and vision of the school, creates a positive working environment, and frequently involves its employees in the day to day operation of the school. On a scale from one to five the school scored an average of 4.3 in the area of Leadership, with five being the highest and one being the lowest score on the survey. Frank C. Martin Elementary's Faculty/Staff would like to become more involved in the day to day organizational matters of the school. This will be accomplished through monthly team leader meetings where representatives from grade levels and special areas will meet to discuss and share ideas for school initiatives.

District Strategic Planning Alignment:

Based on the findings of the Organizational Performance Improvement Snapshot Survey the Frank C. Martin Elementary's Faculty/Staff feel that they are frequently involved in the development of goals and objectives of the school. On a scale from one to five the school scored an average of 4.1 in the area of District Strategic Planning Alignment, with five being the highest and one being the lowest score on the survey. Frank C. Martin Elementary's Faculty/Staff would like to become more involved as the development of goals occurs during the school year. This will be accomplished through daily collaborative planning and vertical and horizontal articulation.

Stakeholder Engagement:

Based on the findings of the Organizational Performance Improvement Snapshot Survey the Frank C. Martin Elementary's Faculty/Staff strongly feel that the stakeholders in the school are generally satisfied with Faculty/Staff performance. The Faculty/Staff feel that their customers are important and they routinely communicate with them. On a scale from one to five Frank C. Martin Elementary scored an average of 4.4 in the area of Stakeholder Engagement, with five being the highest and one being the lowest score on the survey.

Faculty & Staff:

Based on the findings of the Organizational Performance Improvement Snapshot Survey the Frank C. Martin Elementary's Faculty/Staff feel that frequently there is a team approach to the overall function of the school. Frank C. Martin Elementary is unique in the sense that it offers cooperative planning times daily for all the teachers. It is during this time that veteran teachers have the opportunity to mentor the new teachers on the staff. On a scale from one to five Frank C. Martin Elementary scored an average of 4.2 in this area, with five being the highest and one being the lowest score on the survey.

Data/Information/Knowledge Management:

Based on the findings of the Organizational Performance Improvement Snapshot Survey the Frank C. Martin Elementary's Faculty/Staff strongly feel that they utilize the data given to them to measure the quality of their work, monitor the progress of that work and make adjustments when deemed necessary. In addition, the survey indicates that the Faculty/Staff acquire information needed to monitor their progress and also monitor school functions. On a scale from one to five Frank C. Martin Elementary scored an average of 4.5 in the area of

Data/Information/Knowledge Management, with five being the highest and one being the lowest score on the survey.

Education Design:

Based on the findings of the Organizational Performance Improvement Snapshot Survey the Frank C. Martin Elementary's Faculty/Staff feel that they have control over the work process and that they collect information about their quality of work. They feel there is a process for completing their work and they have access to various resources in order to successfully complete their job. The school has established and is currently using the Continuous Improvement Model, (Plan-Do-Study-Act). On a scale from one to five Frank C. Martin Elementary scored an average of 4.0 in the area of Education Design, with five being the highest and one being the lowest score on the survey. The school's strength is that it offers its students an integrated subject curriculum with a global perspective. It encompasses a rigorous curriculum to include experimental sciences, mathematics, technology, personal/social/physical education, social studies and the arts, a second modern language study (French or Spanish), and international and community service projects to promote international understanding and responsible citizenship.

Performance Results:

Based on the findings of the Organizational Performance Improvement Snapshot Survey the Frank C. Martin Elementary's Faculty/Staff feel that their work is of high quality and their customers are satisfied with their work. Faculty/Staff felt they knew less about the financial workings of the school. The survey indicates that Faculty/Staff feel that our organization does a better than average job on utilizing their time and talents. On a scale from one to five the school scored an average of 4.1 in this area, with five being the highest and one being the lowest score on the survey.

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:

The students will make annual learning gains sufficient to acquire the skills and knowledge needed to master state's high standards in reading.

Needs Assessment

Content analysis of FCAT Performance Strands shows a relative weakness for the current fourth grade class in the area of Word/Phrases (67%), and a relative weakness for the current fifth grade class in the area of Reference/Research (50%). Six current Fourth graders and Eight current Fifth graders have been identified by the 2005 FCAT Reading Test as Level 1 or 2.

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 will increase their reading skills as evidenced by 94% achieving Level 3 or higher on the 2006 FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide instruction using CRISS strategies with focus on developing reading comprehension to develop skills for SSS benchmarks with additional activities and opportunities for practice in the areas of reference/research and words/phrases.	All Teachers, Reading Leader, Media Specialist	8/8/2005	5/24/2006
Use STAR Reading as a supplement to the Accelerated Reader Program to assess and monitor reading levels.	Teachers, Media Specialist	8/8/2005	5/24/2006
Provide workshops for parents to teach strategies to assist with reading at home (e.g. Echo reading, read and retell, etc.)	Administrator, Reading Leader	11/1/2005	11/30/2005
Build understanding of vocabulary in context using AIP strategies, e.g., guided reading groups and graphic organizers.	All Teachers	10/10/2005	5/24/2006
Implement incentive programs such as Science Friday and Accelerated Reader to encourage circulation of non-fiction materials, and continue Lunch Bunch and Guest Reader opportunities to promote reading as a leisure activity.	Administrator, Reading Leader, Media Specialist	10/11/2005	5/24/2006
Provide before and/or after school tutoring, Saturday School, faculty mentors, weekly small group instruction from paraprofessionals, and weekly small group guided reading instruction for students identified as Level 1 or 2 in reading.	Administrator, Teachers	11/1/2005	5/24/2006
Use monthly non-fiction articles in special area classes for students in grades 1-5 (gifted resource, music, foreign language, and physical education).	Special Area Teachers, Reading Leader	10/11/2005	5/24/2006
Using Students Performance Indicator data and the Continuous Improvement Model teachers will develop individualized Academic Improvement Plans utilizing strategies such as cooperative learning and peer tutoring for Level 1 and 2 students.	Teachers (Grade 3-5)	11/7/2005	5/24/2006

Research-Based Programs

Houghton Mifflin Reading series K-5, Blast Off Florida Reading (Grades 3-5), Aim Higher Reading (5th Grade), Riverdeep (K-5), FCAT Explorer (Grades 3 & 4), STAR Reading (K-5), Accelerated Reader.

Professional Development

Classroom Teachers will receive training by the media specialist specifically geared toward teaching reference and research skills.

Additional workshops will be sought at the district level to target FCAT performance strands.

New teachers will attend CRISS and the Comprehensive Research-Based Reading Plan training.

Reading Leader will provide Houghton Mifflin professional development training for all teachers.

Selected teachers will attend Dade Reading Council workshops and share new strategies at faculty meetings.

Evaluation

This objective will be monitored on a quarterly basis using some or all of the following, as appropriate: STAR Reading Diagnostic Tests, District Interim Assessments, Houghton Mifflin Reading series FCAT Practice, Harcourt Horizons Social Studies Florida Reading Support and Test Prep. Curriculum will be modified as needed. Monitoring for Level 1 and 2 students will be supplemented through the students' Academic Improvement Plans. Summative evaluation will be the results of the 2006 FCAT Reading Test.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

The students will make annual learning gains sufficient to acquire the knowledge and skills needed to master the state's high standards in mathematics.

Needs Assessment

While the percentage of students meeting high state standards has stayed consistently high over the last three years, content analysis shows a relative weakness in the areas of geometry and number sense. Based on the 2004/2005 FCAT Assessment Data, 73% of the students made adequate yearly progress in the area of mathematics. 2% of incoming fourth graders and 6% of incoming fifth graders were identified by the 2005 FCAT Mathematics Test as Level 1 or 2.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL 1	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 will maintain or increase their mathematics skills as evidenced by 95% scoring at Level 3 or higher on the 2006 FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide intensive instruction in small groups during the instructional block for students who did not make annual learning gains in mathematics.	Grade 4-5 Math Teachers	11/2/2005	04/05/2006
Offer Math Confidence counseling to build student self-esteem and mathematics security; assign Faculty Mentors to low performing students to offer support and encouragement in math.	Administrator, Counselor, Teachers	9/12/2005	5/5/2006
Implement weekly before and/or after school tutoring and Saturday School to remediate tested benchmark skills and provide intense instruction in deficient benchmark areas for Level 1 and 2 students.	Administrator, Teachers	1/3/2006	5/24/2006
Implement Daily FCAT Mathematics Practice to introduce and/or remediate mathematics benchmark skills and Aim Higher! Mathematics as an instructional tool to supplement daily classroom mathematics instruction.	Fifth Grade Teachers	8/15/2005	5/24/2006
Provide and support Riverdeep and/or FCAT Explorer for instruction and enrichment in specific mathematics benchmark areas, and to improve student achievement on mathematics assessment.	Classroom Teachers (K-5), Teacher Technology Trainer	10/26/2005	05/05/2006
Using Students Performance Indicator data and the Continuous Improvement Model teachers will develop individualized Academic Improvement Plans utilizing strategies such as cooperative learning, FCAT Explorer, mentoring, and peer tutoring.	All Teachers	10/26/2005	05/05/2006
Utilize Math Superstars to supplement mathematics instruction in the area of problem solving and critical thinking.	Math Teachers	9/28/2005	5/17/2006

Research-Based Programs

Everyday Mathematics, FCAT Explorer, Riverdeep, Measuring Up! Mathematics, Aim Higher Math, Blast Off Florida Math

Professional Development

Peer training on the effective use of the Everyday Mathematics instructional text will be provided for teachers new to Frank C. Martin Elementary.

Training on the use of FCAT Explorer as a test preparation tool to help prepare and remediate students for the state standardized assessment will be offered to all Mathematics teachers.

Professional development will be sought for implementing the use of manipulatives in the mathematics classroom, and in all areas of mathematics instruction.

Evaluation

This objective will be monitored on a quarterly basis using some or all of the following, as appropriate: STAR Mathematics Diagnostic Tests, District Interim Assessments, Everyday Mathematics pre and post-tests, FCAT Explorer, Riverdeep, Aim Higher Mathematics diagnostic, pre and post-tests, Blast Off Florida Mathematics unit, pre, and post tests. Monitoring for Level 1 and 2 students will be supplemented through the students' Academic Improvement Plans. Summative evaluation will be the results of the 2006 FCAT Mathematics Test.

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

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

GOAL 3 STATEMENT:

Frank C. Martin Elementary's students will acquire the writing skills needed to meet State of Florida's high standards in writing.

Needs Assessment

Results from the 2005 FCAT Writing Test show 71% of last year's fourth graders scored at or above Level 4 in Expository Writing, and 87% of last year's fourth graders scored at or above Level 4 in Narrative Writing; these scores reflect a mean score of 79% of those tested in 2005 scoring at or above the current state standard of Level 4 in writing.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL 1	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 four will improve their writing skills as evidenced by 92% of students scoring Level 4 or above on the 2006 FCAT Writing+ Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize CRISS strategies in journal writing across the curriculum to encourage daily writing fluency.	Classroom Teachers	8/8/2005	5/24/2006
Provide students with writing activities and subsequent opportunities to use the writing rubric in order to evaluate their own and other students' writing samples.	Classroom Teachers Grades 3-5	8/15/2005	5/24/2006
Offer a parent workshop during Parent Curriculum Night to teach parents ways to help their children become better writers.	Team Leaders, Grades 3 & 4	11/1/2005	11/30/2005
Generate interest in writing and provide writing practice with student participation in monthly writing contests, K-5.	Assistant Principal, Programme Coordinator, Writing Committee, Classroom Teachers	9/26/2005	5/24/2006
Using Student Performance data and the CIM teachers will develop individualized Academic Improvement Plans for writing, utilizing strategies such as journal writing, word walls, and peer editing.	Teachers	9/26/2005	05/05/2006
Use the writing rubric, each grading period, to score a minimum of one expository writing piece in Science and Special Area classes for students in grades 3-5.	Grade 3-5 Special Area and Science Teachers	10/11/2005	05/24/2006

Research-Based Programs

M-DCPS FCAT Writing+ Program, Write Source Language Program, Write on Track, Writer's Express

Professional Development

The school's Reading Leader will conduct a writing workshop for all teachers, instructing them on the "Four Squares" Writing Method.

Teachers trained by The Writing Institute will conduct a writing workshop for all Special Area Teachers, providing them with best writing practices, examples of how to incorporate writing into their curriculum, and the use of the writing rubric.

New teachers will attend a workshop provided by a veteran fourth grade teacher on the 2006 FCAT writing rubric.

District workshops will be sought for new teachers to be trained in CRISS strategies, and to keep veteran teachers up to date on best practices.

Evaluation

This objective will be evaluated using the results of the 2006 Florida Comprehensive Assessment Writing+ Test. Monthly writing samples will provide formative assessment which will be used to monitor progress and adjust 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 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 4 STATEMENT:

The students will acquire the skills and knowledge needed to meet the state's high standards in Science.

Needs Assessment

According to the results of the 2005 FCAT Science Test, our students have a relative weakness in the area of Scientific Thinking (67 %).

Measurable Objective

Given instruction using the Sunshine State Standards, students will increase 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
Use FOSS for hands-on scientific exploration in all grades.	Classroom Teachers, Resource Teachers, Grade 1-5	8/15/2005	05/19/06
Provide hands-on activities that integrate science and mathematics.	Classroom Teachers, Resource Teachers, Grade 1-5	8/8/2005	5/24/2006
Promote and utilize science related materials in the media center through the "Science Fridays" program in order to encourage scientific thinking.	Media Specialist	9/19/2005	05/12/2006
Use Blast-Off Science to build skills and provide practice in science content areas in 5th grade.	Classroom Teachers, Resource Teachers, Grade 5	11/1/2005	3/29/2006
Use Science-In-A-Nutshell to increase the students skills in Scientific Thinking for grade 5.	5th Grade Classroom & Resource Teachers	9/26/2005	5/5/2006
Using Student Performance data and the CIM teachers will develop lessons utilizing techniques modeled on CRISS science and math strategies.	Science Teachers	8/22/2005	5/24/2006

Research-Based Programs

McGraw-Hill Science (K-5), FOSS Science Program Modules (K-5), Blast Off Florida Science (Grade 5), Delta Education Science-In-A-Nutshell (Grade 5)

Professional Development

District workshops will be sought to help teachers in the area of Scientific Thinking.

New teachers will be trained on the use of the FOSS materials as well as observing model teaching by experienced teachers using the scientific method.

Evaluation

This objective will be evaluated using the results of the 2006 FCAT Science Test. Progress will be monitored utilizing the FDOE Science Practice Tests and Blast Off Science diagnostic and unit pre and post-tests.

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.)

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

Miami-Dade County Public Schools

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

GOAL 5 STATEMENT:

The school will support and encourage parental involvement, while complying with the School Board Rule 6GX13-1B-1.011.

Needs Assessment

Data from the 2004/2005 sign in sheets/logs indicate that an area of need for our school is to increase parental involvement in the Parent Resource Center from 30% to at least 40%.

Measurable Objective

Using baseline data from the 2004/05 school year showing 30% of F. C. Martin parents accessing the Parent Resource Center, an increase in parental involvement will be evidenced by an increase in the number of parents accessing the Parent Resource Center by at least 10%.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Continue to support a Parent Advocate position for a minimum of two hours a day, five days a week.	Administrator, Parent Advocate	8/8/2005	5/24/2006
Establish representation for each class via parent liaisons.	Parent Advocate, Teachers	8/8/2005	5/24/2006
Meet with Room parents liaisons at the beginning of each grading period for planning involvement and promoting courses through The Parent Academy.	Parent Advocate	10/31/2005	5/10/2006
Provide parent classes and workshops based on results of parent surveys and teacher surveys, to include instruction on home-learning support with focus on K-2.	Parent Advocate, Team Leaders, Teachers K-2.	11/1/2005	5/5/2006
Provide parents with materials by hard copy and/or e-mail, to include: videos, brochures, event notices, MDCPS and FDOE informational publications.	Parent Advocate	8/8/2005	5/24/2006

Research-Based Programs

The school's Parent Resource Center uses The Parent's Institute "Parent Resource Center" package, the Sunburst Series from Houghton Mifflin, and the framework from the National Council of PTA.

Professional Development

Faculty and staff will be trained on site by the Parent Advocate expert on research-based positive methods to improve parental involvement and communication.

Evaluation

This objective will be evaluated by the total number of parents who access the Parent Resource Center during the 2005/2006 school year as compared with the 2004/2005 school year, and evidenced by sign in sheets/logs from the Parent Resource Center.

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 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 6 STATEMENT:

The school will decrease the number of administrative warnings and reprimands documented by SCAM sheets in the 2005-2006 school year.

Needs Assessment

The most recent data supplied from Regional Center V indicates that in the 2004 – 2005 school year 50 administrative warnings were issued via SCAM sheets.

Measurable Objective

Given the need to reduce incidents reported by SCAM sheets as documented by the 2005 Student Case Management Executive Summary, our school will reduce the number of administrative reprimands and warnings by 10% by following the School Wide Discipline Plan.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Review and implement the School Wide Discipline Plan with faculty and staff.	Administrator, Lead Teacher, Counselor, Classroom Teachers	8/4/2005	05/24/2006
Discuss the School Wide Discipline Plan with students each quarter.	Classroom Teachers, Counselor	8/8/2005	05/24/2006
Follow the School Wide Discipline Plan's suggested recommendations prior to sending a student for administrative warnings.	Classroom Teachers, Administrator	8/8/2005	5/24/06
Monitor quarterly Student Case Management System Report. Evaluate data and develop strategies with the Discipline Committee.	Administrator	8/8/2005	05/24/06
Utilize peer mediator to redirect inappropriate student behavior.	Administrator	8/8/2005	05/24/06
Conference with teacher, parents, student and counselor in order to redirect behavior.	Classroom Teachers, Counselor	8/8/2005	05/24/2006

Research-Based Programs

N/A

Professional Development

All teachers will be provided with the opportunity to review/revise the School Wide Discipline Plan. In addition, new teachers will be mentored in the implementation of the School Wide Discipline Plan by their grade/department team members.

Evaluation

On the 2006 Student Case Management Executive Summary Frank C. Martin Elementary will show at least a 10% reduction in administrative reprimands and warnings via SCAM sheets as compared to the 2005 Student Case Executive Summary.

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 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 7 STATEMENT:

All students will experience a variety of technological devices and processes, will learn to manage them appropriately and effectively, and will develop an understanding of the nature of technology.

Needs Assessment

According to the STaR Survey (School Profile) administered in the fall of 2004 our school is at a Stage 1 (Entry) level for Student Access to Technology, as compared to the county elementary school average of Stage 2.2 (slightly above Intermediate) and the statewide elementary average of 2 (Intermediate).

Measurable Objective

Using the Sunshine State Standards and MDCPS Competency Based Curriculum for Technology, our Student Access to Technology score will increase from the 2004/2005 STaR Survey score of Stage 1 (Entry) to Stage 2 (Intermediate) as documented by the 2005/2006 STaR Survey.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Instruct grade 1 and 2 students in basic word processing.	Grade 1 & 2 Teachers, Media Specialist	12/5/2005	05/19/06
Instruct grade 3 students in the use of spreadsheets to organize and graphically depict numerical data.	Homeroom Teachers, Resource Teachers	2/20/2006	4/14/2006
Instruct grade 5 students in the arrangement and display of presentation materials using PowerPoint.	Homeroom Teachers, Resource Teachers	12/5/2005	3/24/2006
Utilize interactive on-line tools such as BrainPOP to promote interest in computer literacy while delivering curriculum.	All Teachers	8/8/2005	5/24/2006
Enroll students in FCAT Explorer on-line reading program (Grade 3 & 4) and FCAT Explorer on-line math program (grade 5).	Homeroom and Resource Teachers, Grades 3-5	10/31/2005	4/28/2006
Enroll students in grades K through 5 in the Riverdeep on-line reading and math program.	Homeroom Teachers, Resource Teachers, Media Specialist	10/28/2005	5/12/2006

Research-Based Programs

FCAT Explorer, Riverdeep, STAR Reading and Math, BrainPOP.

Professional Development

Teachers will be offered on-site instruction and mentoring for use of county web-based instructional tools.

Faculty will seek district in-service training opportunities.

Evaluation

This objective will be evaluated using the 2005/2006 STaR 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 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 type="checkbox"/>

GOAL 8 STATEMENT:

Frank C. Martin Elementary aims to teach children the importance of fitness and healthy lifestyles, and involve them in regular, vigorous activity.

Needs Assessment

Research done by organizations such as the Centers for Disease Control and CIGNA Health find that certain health-risk behaviors are often established during youth, and that the majority of these behaviors are associated with unhealthy dietary habits and physical inactivity. Our students' 2004/2005 Physical Fitness Testing Elementary School Report Form shows 80% of last years students won FITNESSGRAM awards.

Measurable Objective

Given instruction using the Sunshine State Standards, students in fourth and fifth grade will improve their performance by 2% as evidenced by the percentage of students receiving the 2005/2006 FITNESSGRAM Awards being 82% compared to the 2004/2005 score of 80%.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Participate in a pre-test for FITNESSGRAM.	Physical Education Teachers	11/7/2005	11/18/2005
Engage students in group discussions on the documented results of their individual exercise plans.	Physical Education Teachers and/or Science Teachers	12/5/2005	5/12/2006
Provide students with lessons on proper exercise, body management, and diet.	Physical Education Teachers, Science Teachers	11/21/2005	5/12/2006
Review data from the FITNESSGRAM pre-test and information learned through lessons to develop individual exercise plans for students.	Physical Education Teachers	11/21/2005	12/2/2005
Participate in a post-test for FITNESSGRAM.	Physical Education Teachers	4/17/2006	5/5/2006

Research-Based Programs

The Cooper Institute's FITNESSGRAM/ACTIVITYGRAM

Professional Development

Teachers will attend meetings sponsored by NASPE (National Association for Sport and Physical Education), AAHPERD (American Alliance for Health and Physical Education) if available.

Evaluation

Students in grades 3-5 will make improvement in fitness and activity levels as evidenced by 82% receiving FITNESSGRAM Awards in the 2005/2006 school year as compared to 80% in 2004/2005.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

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

GOAL 9 STATEMENT:

Fifth Grade Students will acquire the skills and knowledge necessary to meet the state's high standards in Theater Education.

Needs Assessment

Research shows that creative exploration and expression develops students' imaginative and creative skills and improves self-esteem and confidence. Teachers feel that providing opportunities for creative expression will prepare our students to meet future challenges with extra poise and assurance.

Measurable Objective

Given instruction based on the Sunshine State Standards in Theater Education, 95% of Fifth Grade students will develop and/or perform in dramatic presentation as evidenced by participation in school site performances.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Instruct students in the development of tools for effective performance.	Drama Teacher, 5th Grade Teachers	11/1/2005	5/24/2006
Provide opportunities for the students to perform before an audience of their peers and/or adults to develop performance skills.	5th Grade Teachers, Drama Teacher, Media Specialist	11/21/2005	5/24/2006
Establish a culture of literacy by keeping journal entries for analysis and reflection on productions viewed and activities completed.	5th Grade Teachers, Drama Teacher	11/7/2005	5/24/2006
Provide students with a pre and post self assessment survey to document confidence in dramatic activities.	5th Grade Teachers, Drama Teacher	11/21/2005	5/24/2006
Participation in field trips to local professional and/or high school productions.	Drama Teacher	1/3/2006	5/24/2006
Establish and support an after-school Drama Club for students in 5th grade.	Administrator, Drama Teacher	1/2/2006	5/24/2006

Research-Based Programs

Sunshine State Standards for Drama, MDCPS Competency Based Curriculum Standards for Drama.

Professional Development

Teacher enrollment in Acting and Drama Workshops at Miami Dade College School of Community Education (10/24/2005 - 12/5/2005).

Evaluation

This objective will be monitored by students' development of and participation in school site performances as evidenced and documented by student work folders, performance videos, and cooperative group rubrics.

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

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

GOAL 10 STATEMENT:

Frank C. Martin Elementary will work to deliver quality, efficient services as required by the FDOE.

Needs Assessment

The most recent data supplied by the FDOE indicates that in 2003 Frank C. Martin Elementary ranked at the 93rd percentile on the State of Florida Return On Investment Index.

Measurable Objective

Using baseline data from the Florida Department of Education Return on Investment Index, Frank C. Martin Elementary will remain at or above the 93th percentile statewide in the Return on Investment Index for value and cost effectiveness of its program.

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	8/4/2005	5/24/06
Collaborate with the district on resource allocation	Principal	10/4/2005	5/24/06
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g private foundations, volunteer networks.	Principal	8/4/2005	5/24/06
Investigate shared use of neighboring facilities, partnering with community agencies.	Principal	8/4/2005	5/24/06

Research-Based Programs

Florida Department of Education Return on Investment Index

Professional Development

Administrators will seek district-provided ROI workshop/training and state-provided financial expenditures training.

Evaluation

This objective will be evaluated using the next State of Florida Return On Investment Index publication.

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 recommends funds be used to add resources to meet the objectives in the School Improvement Plan.

Training:

The EESAC supports training for new teachers in order to meet the objectives in the School Improvement Plan.

Instructional Materials:

The EESAC supports additional resources be ordered to meet objectives in the School Improvement Plan.

Technology:

The EESAC recommends that technology be used in as many activities as possible.

Staffing:

The EESAC recommends that parents be approached to staff hard to fill positions such as security guard and cafeteria monitor. They also support additional paraprofessionals hired for all grade levels and special areas.

Student Support Services:

Other Matters of Resource Allocation:

The EESAC recommends that we continue to support the use of resources for the improvement of student achievement and enhanced school learning environment. Again this year, it was recommended that DADE Partners be approached to assist with incentive programs.

Benchmarking:

The EESAC recommends that we continue to work on our relative weaknesses when analyzing our FCAT results.

School Safety & Discipline:

The EESAC recommends that we continue with school Safety Patrol and Youth Watch programs. A cafeteria discipline incentive program was also recommended.

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