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# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

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*School Name:* 3981 - North Twin Lakes Elementary School

*FeederPattern:* Hialeah-Miami Lakes Senior

*Region:* Regional Center I

*District:* 13 - Miami-Dade

*Principal:* A. Louise Harms

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



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

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### *North Twin Lakes Elementary School*

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North Twin Lakes Elementary Community School begins each school year as a participant in Celebrate the First Day America by welcoming student and parent stakeholders with a festive celebration of the first day. Parents visit their students' classes and participate in an informational fair which provides them with an overview of parental involvement activities, school rules and regulations, and related services. The school's motto, REACH FOR THE STARS THE SKY'S THE LIMIT BECAUSE ALL CHILDREN CAN AND WILL LEARN, is displayed in every classroom, office, and in the entrance corridor to remind all stakeholders of the school's belief in high level performance by our student stakeholders.

The original facility opened in 1962. The school's stakeholders were proud to open this school year with a new addition which includes eight classrooms (five fifth grade and three pre-kindergarten classrooms) a state-of-the-art media center, and art and music studios. The renovations include a physical education shelter, and administration wing and teachers' lounge, safety-to-life upgrades to existing classrooms and restrooms, designated bus drop off and parent pick up access, and beautiful landscaping.

The school welcomes approximately 800 children in pre-kindergarten through fifth grades, who represent a variety of family and ethnic backgrounds and include 24 out-of-area transfers. Ninety-two percent of these students qualify for the free or reduced-price meals program. Ninety-five percent of the students are Hispanic, of which 40 percent are Limited English Proficient; the remaining ethnic breakdown is three percent Black Non-Hispanic and two percent other.

The school offers an individualized curriculum which meets the varying educational needs of all students. A wide range of class groupings and extended day programs provides our students with a wealth of educational opportunities. Special area classes provide enrichment learning experiences in art, music, physical education, and Spanish (for native speakers and as a second language). Technology assisted learning is infused into the total learning experience. Special-needs programs include Gifted language arts/reading, Teaching Enrichment Activities to Minorities (TEAM), Extended Foreign Language (EFL), Exceptional Student Education (ESE) Inclusion, ESE Resource, Academic Excellence Program (AEP), and an innovative approach for providing our English language learners with a full curriculum in mathematics, science, and social studies taught in the home language. The school's newest educational programs are aimed toward the educational needs of our parents: the Parent Academy, Families Learning at School and Home (FLASH), and community school offerings. Through strategic planning and unanimous consensus, the stakeholders of North Twin Lakes Elementary Community School have developed the following School Improvement Plan Objectives for the 2005-06 school year.

Given instruction utilizing the Sunshine State Standards/Competency-Based Curriculum and as measured on the 2006 administration of FCAT-Reading, students in grades three through five will improve their reading skills as evidenced by 71 percent of the students achieving proficiency level (FCAT Achievement Level 3) or higher.

Given instruction utilizing the Sunshine State Standards/Competency-Based Curriculum 60 percent of the students presently identified as below basic will demonstrate learning gains by at least one year's growth

as measured on the 2006 administration of the FCAT-Reading.

Given instruction using the Sunshine State Standards and Competency Based Curriculum, students in grades kindergarten through second will improve their reading skills as evidenced by 50 percent scoring at 70 percent or higher on a District-designed or school-developed post inventory assessment as compared with the results of the pre inventory assessment.

Given instruction using the Sunshine State Standards/Competency Based Curriculum, students in grades three through five will improve their mathematics skills as evidenced by 50 percent scoring at a Level 3 or higher on the 2006 administration of the FCAT-Mathematics Test.

Given instruction using the Sunshine State Standards/Competency-Based Curriculum, 74 percent of the students in grades three, four, and five will demonstrate learning gains as measured on the 2006 administration of FCAT-Mathematics.

Given instruction using the Sunshine State Standards and Competency Based Curriculum, students in grades kindergarten through second will improve their mathematics skills as evidenced by 50 percent scoring at 70 percent or higher on the District-designed post inventory assessment as compared with the results of the pre inventory assessment.

Given instruction using the Sunshine State Standards/Competency-Based Curriculum, students in all curriculum groups will improve their writing skills as evidenced by 80 percent of the students scoring at Level 4 or above on the 2006 administration of the FCAT-Writing.

Given instruction using the Sunshine State Standards/Competency-Based Curriculum, 60 percent of students in grades K, 1,2,3, and 5 will demonstrate writing skills at Level 3.5 on the post assessment as compared with the results of the District pre assessment.

Given instruction utilizing the Sunshine State Standards/ Competency Based Curriculum, students in the fifth grade standard curriculum group will improve their science skills as evidenced by an increase in the mean scale score to meet or exceed the District mean scale score of 286 on the 2006 administration of the FCAT Science.

Given instruction utilizing the Sunshine State Standards/Competency Based Curriculum, students in first through fifth grades will be administered a school designed pre/post inventory test. Sixty-nine percent of the students will demonstrate an increase of ten percentage points on the post-test.

Given the schoolwide emphasis on parental and community involvement, the percentage of families involved in positive school activities more than once during the school year will increase from 74 percent in 2004-05 to 78 percent in 2005-06 as measured parent sign-in rosters.

Given the schoolwide emphasis on parental and community involvement, the percentage of parents participating in educational opportunities and discussion/support groups will increase from 25 percent in 2004-05 to 30 percent in 2005-2006 as measured by parent sign-in rosters.

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

Given focus on computer assisted instruction, teachers will improve their information literacy skills as evidenced by attendance at a minimum of four professional development sessions during the year as measured by sign-in rosters.

Given instruction using Sunshine State Standards in physical education, the students will achieve an annual increase of three percent award recipients as measured by the FITNESSGRAM, based on 76 percent award winners from 2004-05.

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

North Twin Lakes Elementary Community School will improve its ranking on the State of Florida ROI index publication from the 51st percentile in 2003 to the 54th percentile on the next publication of the index.

North Twin Lakes Elementary Community School implements a fact-based performance improvement system and with a Plan, Do, Study, Act which is summarized in the acronym STARS and has made considerable progress in the areas of leadership, customer market focus, data-driven decision making, human resource focus, and process management.

Some of the most important strengths include:

- The school has a systematic strategic planning process that links to the Department of Education and District Level School Improvement Plan Objectives and Strategies to maintain continuous improvement on the statewide testing standards. Four of the ten strategic objectives are related to educational performance of the students aligned with the testing and achievement results mandated by the Governor's A+ Plan, the Florida Department of Education, and federal No Child Left Behind legislation.
- The school utilizes a systematic design program to develop instructional classroom curricula and delivery. This process uses a Leadership Team approach to monitor and supervise implementation of instruction, follow up with new teachers, and pilot innovative programs. The measures for these programs are linked to the nine of the key objectives in the School Improvement Plan.
- There are multiple methods used by the school to ensure that staff, students, and parents are informed of the vision and mission of the school, staff expectations, components of the strategic plan, and ongoing events involving the school and student programs. The school also has the ability to determine school satisfaction through the use and analysis of various data-driven surveys.
- The school participates and works with the community through school advisory groups to review school programs. The Parent Teacher Association and business partnerships provide funding and opportunities for staff and students to interact in the greater community. Examples of this include receiving over \$3,000,000 over the past five years in external funding which provided Internet access, wireless service, servers, electrical connections, an e-rate, software, hardware throughout the school, tutorial programs, and professional development. Additionally, this funding provides opportunities for students to participate in extended learning activities beyond the school/day campus.

There are opportunities for improvement in Strategic Planning that include:

- Although the school has strong parent, community, and business involvement programs that provide the opportunity for input, the focus does not include a systematic process to learn from the stakeholder and customer groups to determine requirements and analyze, aggregate, or prioritize that information for use in planning and fact based decision-making.
- Processes outside of the development and delivery of classroom instruction have been developed in the last two years. This includes methods to analyze and assess satisfaction in all areas, to design non-instructional programs, to understand data needed for daily operations (outside of tracking individual student performance in the classroom) throughout the school, and to analyze and assess the selection of resources.
- The school has developed short- and long-term plans, in addition to the School Improvement Plan, to facilitate planning for this and future school years. These plans have indicators, measures, and/or goals that are related to the mandates of the District and Florida Department of Education. Opportunities to excel in all areas important to the school such as retaining staff, addressing student mobility, and assisting the student population that is primarily multi-cultural and economically disadvantaged are infused into the Plan, Do, Study, Act continuous improvement model.
- There is a systematic performance improvement process to review programs, customer requirements, measures, and methods to listen and learn from school stakeholders. The use of the Plan, Do, Study, Act process has been expanded to include all school functions/processes and is not limited to classroom instruction implementation. This enhances the identification of new methods to achieve life long learning for all school stakeholders.
- Over the past five years, the school has made remarkable progress in the state testing results, rising to an A school for four of the past five years from an F school six years ago.
- The school's achievement over the past five years has been recognized by the receipt of national and state recognitions: National - Fordham University National School Change Award, Washington State Apple for Your School Award (Florida winner), State - Five Star School of Excellence Award (seven years), Sterling Recognition, Platinum School (four of five consecutive years), and the Florida Department of Education Commissioner's Award for Outstanding Leadership.

There are opportunities for improvement in documenting business results:

- Trend data (outside of individual student performance) are used by the school in assessing its performance relative to programs and delivery of instructional support programs. Data are available from many different sources (state provided data through the internet and printed reports: District level reports, and school generated counts and reports)and are used to learn about the organization and to establish plans for both the short- or long-term planning.
- Comparative information is utilized to determine the achievement of high performance. The school uses the available comparative data provided by the state and the district to benchmark progress.
- Results of support processes, regulatory requirements, and non-instructional programs are in place. The school is able to address its key challenges by reporting and analyzing data (obtaining grants, competing with private schools, attracting and retaining teaching staff).

# 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.

## North Twin Lakes Elementary School

### VISION

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

### MISSION

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

### CORE VALUES

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

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

## *School Demographics*

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

The school welcomes approximately 800 children in grades pre-kindergarten through fifth, who represent a variety of family and ethnic backgrounds and includes 24 out-of-area transfers. Ninety-two percent of these students qualify for the free or reduced-price meals program. Ninety-five percent of the students are Hispanic, of which forty percent are Limited English Proficient; the remaining ethnic breakdown is three percent Black Non-Hispanic and one percent other.

The school employs a total of 79 full-time staff members and 15 part-time members. Of the full-time set, three are administrators, three are curriculum/resource lead teachers, 33 are classroom teachers, three are pre-kindergarten teachers, four are Spanish teachers, five are special area teachers, two are exceptional student resource teachers, one is a speech pathologist, one is a guidance counselor, one is a gifted/language arts teacher, one is a media specialist, five are classroom paraprofessionals, one is a parent involvement specialist, five are clerical employees, one is a security monitor, one is a cafeteria manager, one is a microsystems technician, and six are custodial service workers. A school psychologist and a placement specialist provide additional services. Of the part-time staff, four are classroom aides, one is an attendance clerk, two are cafeteria monitors, six are food service workers, and two are before/after care leaders. Of the teaching staff 18 percent are teachers new to this school, with the average length of time teaching in Florida at 13 years. Thirty have advanced degrees.

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

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

Under the leadership of the principal the Educational Excellence School Advisory Council, North Twin Lakes continues to implement participatory leadership/consensus management, involving representatives of all stakeholder groups in school governance. The goals and objectives in this School Improvement Plan were developed by six Sterling Quality School Teams, for which the stakeholders volunteered to be members. Parent, student, instructional support, and community stakeholders also serve

on these teams. The team leaders and designees were elected by unanimous consensus of the team members. As the Sterling Quality School Teams developed the goals, objectives, and strategies, each team has added parents, community representatives, and students as members.

North Twin Lakes Elementary Community School continues to identify issues concerning challenges in relationships with internal operations and external forces. When the school experienced an increase in the number of older students from other countries entering any school for the first time, the school applied for and received a grant from the Department of Bilingual Education under the Emergency Immigrant Education Program. In addition to providing language instruction with English for speakers of other languages strategies, the school is faced with the challenge of preparing these students to enter middle school within a year or two of their arrival at North Twin Lakes. During the 2004-2005 school year, these students benefited from the technology and software (Compass Learning) funded by the grant. An additional grant from the Bilingual Department provided print and visual materials to enhance instruction in oral language. School site facility improvements are ongoing with some phases being more problematic than others. The ongoing renovations and new construction have brought challenges including parking for staff, parents, and visitors and access to campus. The school's original roof has been replaced, and the portables were refurbished during the summer of 2004. The construction of a new wing that houses the media center, art and music laboratories, and eight classrooms began in July of 2004 and was completed in August of 2005. This new wing is at least seven years behind schedule. A physical education shelter and storage facility, as well as major renovations of the main facility including the main office, are also contained in the scope of the new construction. Regardless of these conditions, the staff and students continue to demonstrate a positive teaching/learning environment at North Twin Lakes.

# *School Foundation*

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## *Leadership:*

The results of the Performance Improvement Assessment indicate that the average score in Leadership is 4.4.

The school is comprised of a community of energized, enthusiastic learners and dynamic, dedicated teachers who embrace and demonstrate the belief that all children can and will learn. Students are continuously exposed to opportunities to learn beyond the traditional classroom. The impact of the current principal's philosophy of participatory leadership has facilitated the implementation of consensus management school-wide, throughout decision-making processes. Also, instructional leadership is evidenced by infusing technology into instruction, promoting research-based initiatives, and modeling classroom instruction. Student stakeholders receive life and social skills throughout their daily academic routine in preparation for secondary education. Additionally, the necessary preparation to react to the pace of change and practice effective employability skills is continuously reinforced.

Therefore, the Leadership Team is the main governing body of the school and is comprised of the principal, two assistant principals, three lead resource teachers (Reading, Science, and Performance Excellence), the guidance counselor, the media specialist, and the community involvement specialist (a paraprofessional). The school is organized with clear reporting lines to the principal and assistant principal from the grade levels through the department chairs to the administrators. There are separate ESOL/Bilingual, Exceptional Student Education, and Special Area Departments, covering all grade levels. The department chairs also have increased roles in leadership. All of these initiatives provide support for classroom instruction.

The principal implements a school-within-a-school model. The designee assistant principal, who was an elementary teacher, is the head master of the primary school (grades Pre-K-two); the principal, who was a secondary teacher, assistant principal, and principal, is the head mistress of the intermediate school (grades three-five). Each administrator is responsible for curriculum, grade level meetings, horizontal and vertical articulation within and to/from each grade level, student discipline, parent conferences, and observation/evaluation of teachers. The senior leaders of the school are the principal and the two assistant principals, however, shared governance through the implementation of participatory leadership/consensus management. With the addition of a second assistant principal/senior leader in October of 2005, the senior leaders and the Leadership Team are working collegially to define this administrator's responsibilities. As the assistant principal for the community school, this administrator will further facilitate the participation of parents and other adults as life-long learners. During an absence or emergency, the administrator on duty assumes total responsibility. Each lead teacher is responsible for the curriculum (reading and science) school-wide. However, each of these teachers serves as the curriculum leader for two grade levels (1/3; 2/4; K/5). Therefore, the lead teachers share leadership and curriculum responsibilities with the principal and assistant principals. The principal also serves as the Writing Leader and one assistant principal also serves as the Mathematics Leader; the media specialist also serves as the Technology Leader. The responsibilities of the guidance counselor/school volunteer coordinator, media specialist, and community involvement specialist are schoolwide.

The faculty and support staff collaborate to ensure that the vision, mission, and short and long-term goals, as delineated in the School Improvement Plan, are met. As the instructional leader of North Twin Lakes, it is the principal's responsibility to inform the Leadership Team of new district mandates, state legislative actions, and federal guidelines. These leaders communicate with their corresponding department/grade level chairpersons. The impact of the principal's philosophy of participatory leadership has facilitated the implementation of consensus management school-wide, throughout the decision-making processes. This school-wide reform/change process has been aimed at alleviating the obvious ineffectiveness and lack of organization in the previous administration. With the advent of the 2005-06 school year, the school has added an additional collaborative organization in school

governance. This organization is the Quality School Task Force, the membership of which encompasses representatives from all stakeholder groups. The Quality School Task Force is responsible for implementing and monitoring STARS, the school's Plan/Do/Study/Act continuous improvement model, for providing professional development activities for all adult stakeholders, and for serving as the clearinghouse, the facilitators of the multiple-faceted network of teams and task forces which comprise the school's organization.

The school provides maintenance of a supportive, safe, and wholesome atmosphere where all students will succeed to their highest levels. Specifically, the community school component provides the before/after school care that facilitates the development of the student. Itinerant services include the school psychologist, the placement specialist, the speech/language pathologist, and other support curriculum services from the regional and district offices. The aforementioned services allow for individualized instruction to ensure that all students will succeed. All student, parent, community, and school staff are encouraged to participate in school-wide activities/programs that foster the democratic values and cultural heritage of our nation.

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

The results of the Performance Improvement Assessment indicate that the average score in Strategic Planning is 4.3. Beginning with the 1999-00 school year, the school developed and implemented the Quality School Team organization and processes. There were originally five teams: Reading, Mathematics, Writing, Science, and School-to Life Skills. Parental Involvement became the sixth team in 2004. All teachers, administrators, and paraprofessionals are members of a team and each grade level/department is represented on each team. The membership of each team also includes parent, student and community stakeholder representatives.

The Quality School Teams draft the Goals, Objectives, and Strategies of the School Improvement Plan. For the current plan, the School-to-Life Skills Quality School Team was responsible for Goals Six, Eight, and Nine. The team leaders and designees are responsible to report to the EESAC and provide feedback to/from the team members. Team members are responsible to provide feedback to/from their grade levels/departments.

The functions of the Quality School Teams are inherent to the smooth operation of the school's Plan, Do, Study, Act continuous improvement model. After the School Improvement Plan is approved, the Quality School Teams are responsible for monitoring and benchmarking the implementation of the Strategies. Monthly reports are made to the EESAC via the completion of the EESAC checklists by each team leader, which provides an opportunity to identify strengths and opportunities for improvement. Team members also facilitate feedback to/from the teams at grade level/department team meetings.

The Quality School Teams are also responsible for the mid-year review and assessing school progress.

Decisions regarding the instructional program are made by the faculty who are organized into grade level and department teams with an elected chairperson, and one of the three resource teachers serves as a curriculum leader for two grade levels (K/5; 1/3; 2/4). The principal and assistant principal participate as members of the grade level/department teams as delineated in the organizational chart. Horizontal articulation is accomplished by the meetings of the grade level teams twice monthly to discuss student placement, achievement, and which strategies are being implemented effectively. The placement of students into classes is accomplished by using standardized test scores along with input from the teachers involved. Students are now grouped homogeneously according to achievement in order to facilitate meeting their instructional needs most effectively. Disciplinary problems are handled by the counselor and administrators as outlined in the Progressive Discipline Plan. The chair of a separate ESOL/Bilingual Department schedules ESOL Level 1 and 2 students into self-contained classes and mainstreams English language learners as they progress toward mastery of English. The lead teachers are responsible for placing

students into their classes prior to the opening of school and throughout the year as new students are enrolled. There is significant agility in the placement of students, and teachers make recommendations about the students' class placements based upon each child's academic process.

Vertical articulation between grade levels and with the feeder middle school is accomplished by the Quality School Task Force and includes teachers from all grade levels and special areas. Strategies and long-range planning is a key objective of this team. The chair and members also plan and implement monthly professional growth activities for the entire faculty and paraprofessionals. Best practices are frequently shared. Teachers are empowered to make decisions about textbooks and instructional materials and to provide feedback to the Leadership and Instructional Improvement Teams. When block scheduling was recommended several years ago by the Leadership Team, the proposed changes in teachers' schedules were reviewed by the impacted teachers prior to implementation. There is a mood of excitement, which emanates from the teaching/learning environment at North Twin Lakes and it is evident to formal and informal visitors.

### ***Stakeholder Engagement:***

The results of the Performance Improvement Assessment indicate that the average score in Customer and Market Focus is 4.5.

The major market focus of the school is creating learning communities. In addition to instructional personnel, students, parents, school support staff, and community representatives are enfranchised as participants in the teaching and learning process. All stakeholders are held accountable for the continuous improvement toward educational growth. Furthermore, stakeholders are continuously challenging one another to adapt practices toward fostering educational and social equity. This process enables students to be prepared properly to matriculate in secondary education and to be prepared the future demands of higher education. The ultimate goal is to create lifelong learners enabled with critical thinking skills needed for success in the global workforce. The organization has identified its key customers as students, parents, teachers, community stakeholders, secondary education, higher education, global workforce, and the challenges of a technologically changing society.

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

The results of the Performance Improvement Assessment indicate that the average score in Human Resource Focus is 4.4.

The school has developed the processes and tools to achieve results by enfranchising all stakeholders in school governance. The instructional personnel have become a collaboration of lifelong learners who engage in total staff and team learning communities. This concept has been expanded to include representatives of all other stakeholder groups. Social and human resources also enhance the professional community. They include and are not limited to:

Openness to improvement:

There must be support within the school for teachers who want to take risks and try new techniques and ideas. Otherwise, professional communities will not occur. Teachers must feel they are supported in their efforts to learn more about their profession and to make decisions based on that new knowledge.

Supportive leadership:

Whether a school is led by a principal or a site-based team, that leadership must be a prime keeper of the school's vision. Leadership needs to keep the school focused on professional community.

Socialization:

Building and maintaining professional community requires that as schools recruit and acculturate new teachers, there are mechanisms for passing along the school's vision to the newcomers. Staff must impart a sense that new teachers

are an important and productive part of a meaningful collective. School culture must encourage some behaviors and discourage others, in a daily process aimed at working toward the school mission. All of these processes have led this model organization to be graded as an A+ school by the Florida Department of Education and to be recognized as a recipient of the Commissioner of Education's Five Star School of Excellence Award for seven consecutive years and the Fordham University National School Change Award.

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

The results of Measurement Analysis and Knowledge Management indicate that the average score is 4.5. The Quality School Task Force was created during the 2004-05 school to serve as the unifying factor, a clearing house for all of the teams, task forces, and committees which comprise the components of the Plan, Do, Study, Act continuous improvement model. The Quality School Task Force is chaired by the Quality School Leader, who is responsible for assessing performance excellence. The membership includes the Leadership Team, at least one teacher from each grade/department, a representative each from the paraprofessionals, office personnel, custodial staff, food services staff, security, two students, the PTA President and two other parents, and a community representative.

The Quality School Task Force is responsible for gathering and analyzing data from the Organizational Performance Self Assessment, the School Climate Surveys, and team-generated surveys to develop and implement processes and professional development to achieve performance excellence. The Quality School Task Force is also responsible for planning and implementing professional development for all employee groups and the EESAC, facilitating the establishment of learning communities, vertical articulation, curriculum mapping, and School Action Research.

The mission of the Quality School Task Force is to provide leadership and direction to unite all stakeholders toward the common goals of increasing student achievement and providing a vibrant school and positive culture for the benefit of all stakeholders.

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

The results of Process Management indicate that the average score is 4.4.

Students are grouped into their classes based upon reading and ESOL levels. English language learners who are in ESOL Levels 1 and 2 are in self-contained classes for the ESOL instruction and Curriculum Content Home Language (CCHL) in mathematics, science, and social studies.

Extended Learning Opportunities:

Extended day tutorial and enrichment programs meet three hours weekly and address the varying needs of the school's student population:

Academic Excellence Program—high performing students

Critical Thinking Club—Gifted students

Extended Day Program—students needing additional instruction

Tutoring Academy—English Language Learners

Intensive Care Unit—direct instruction by the principal and Quality School Leader for students who are not demonstrating mastery of grade level expectations

School-wide Improvement Model:

North Twin Lakes Elementary implements the Plan-Do-Study-Act Model. The principal, in consensus with the members of the EESAC has created the Quality School Task Force, which includes representatives from each

stakeholder group: administrators, teachers, instructional support, parents, students, and community representatives. The task force conducts school-wide needs assessments throughout the year, analyzes the School Climate Survey data, and provides leadership for implementation of the Plan-Do-Study-Act Model. The school participated in the Comprehensive School Reform Demonstration model and the Urban Systemic Initiative: Transforming the School Climate and Infrastructure. The school is organized with clear reporting lines through grade levels and departments to the curriculum leaders and administration. There are six Sterling Quality School Teams which write and implement the Goals/Objectives/Strategies of the School Improvement Plan. The principal implements a philosophy of participatory leadership and consensus management. All stakeholders are encouraged to become active in school governance. Parent and student stakeholders are represented on all school-wide teams and committees. The students have been enfranchised as a stakeholder group which shares responsibility for school improvement and student achievement.

#### Advanced Courses and Initiatives:

The school provides the reading/language resource model for students in second through fifth grades. Learning challenged students benefit from inclusion classes. The inclusion rate for 2004-05 was 87 percent.

#### Post Unitary Commitments:

During the process of adding ten new faculty members for the 2005-06 school year, the school interviewed and hired a diverse group including race, ethnicity, gender, age, and experience

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

The results of Business indicate that the average score is 4.4. The school has identified several challenges that impact learning. Approximately 96 percent of the students were in attendance for the 2004-05 school year which ranks North Twin Lakes at 51 out of 180 elementary schools. Ninety-two percent of the students are eligible for free or reduced meals. The school population is transient with a mobility rate of 26 percent. About 38 percent of the students are English language learners and in need of English as a second language instruction. An additional class size averages one teacher to approximately 23 students and approximately 84 percent of non-gifted Exceptional Student Education (ESE) students participate in inclusive services. The 2004-05 suspension data indicate 34 students received outdoor suspension and 6 indoor suspensions.

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

### ***GOAL 1 STATEMENT:***

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

### ***Needs Assessment***

Analysis of the results of the criterion referenced Florida Comprehensive Assessment Test (FCAT) in Reading indicates that North Twin Lakes Elementary Community School's monitoring of the benchmarks toward goals of proficiency kept us driven to our targeted behavior. The involvement of all stakeholders in goal development and the necessary changes for continuous progress provided a unified focus. Parent workshops that assisted parents in becoming involved with teaching their children to read in English and the home language also provided strategies, information, and materials related to the Sunshine State Standards. The implementation and the continual assessment provided by the Inclusion Model during the Comprehensive Reading Plan to guide instruction for students with disabilities and the self contained reading/language arts two and one half hour block for Gifted students and English learners focusing on Sunshine State Standards in reading preparation are strengths we intend to continue to implement, study, and analyze. The school created and implemented three different after-school tutorial and enrichment programs to meet the varying educational needs of our student stakeholders: Academic Excellence Program, Critical Thinking Club, and the Extended Day Program. There is a need to develop a fourth model to meet the needs of our English language learners. There is a need to provide kindergarten through second grade teachers with professional development to facilitate their ability to make data-driven decisions in the analysis of their students' progress in Reading. There is also a need to provide professional development for primary teachers related to the reading strands on the SAT-10 and to benchmark the mastery of grade level expectations by kindergarten and

first and second grade students.

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"/>											

## Measurable Objective

Given instruction utilizing the Sunshine State Standards/Competency-Based Curriculum and as measured on the 2006 administration of FCAT-Reading, students in grades three through five will improve their reading skills as evidenced by 71 percent of the students achieving proficiency level (FCAT Achievement Level 3) or higher.

Given instruction utilizing the Sunshine State Standards/Competency-Based Curriculum 60 percent of the students presently identified as below basic will demonstrate learning gains by at least one year's growth as measured on the 2006 administration of the FCAT-Reading.

Given instruction using the Sunshine State Standards and Competency Based Curriculum, students in grades kindergarten through second will improve their reading skills as evidenced by 50 percent scoring at 70 percent or higher on a District-designed or school-developed post inventory assessment as compared with the results of the pre inventory assessment.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Implement the Plan-Do-Study-Act Model involving teachers in data-driven decision making by providing teachers with all available data to enable them to analyze the ongoing progress of their students as they benchmark student progress and implement a school-developed action plan.	Principal Curriculum Leaders Pre-Kindergarten through fifth grade teachers	8/8/2005	5/26/2006
2. Implement quarterly reviews of administrator/Quality School Leader/teacher to analyze student achievement at the end of each grading period, involving the parents of students who are not meeting grade level expectations in cooperative discourse.	Principal Quality School Leader Pre-Kindergarten through fifth grade teachers Parents Students	8/8/2005	5/26/2006
3. Analyze assessment data to identify and meet the needs of all Tier one, two, and three students in grades kindergarten through fifth who are not meeting grade level expectations/Sunshine State Standards and utilize the Quality School Leader to provide additional instructional strategies to assist them.	Principal Assistant Principal Quality School Leader Curriculum Leader Kindergarten through fifth grade teachers Students	8/8/2005	5/26/2006
4. Provide an Extended Day Program and Tutorial Academy, focusing on Sunshine State Standards reading preparation for third through fifth grade students including limited English proficient students and students with disabilities. Progress will be measured utilizing a school developed reading pre and post test.	Principal Curriculum Leaders Third through fifth grade teachers Students	10/10/2005	2/28/2006
5. Develop and implement an action plan to	Principal	8/8/2005	5/26/2006

address the educational needs of the lowest 25 percent at each grade level and a different action plan to maintain high performing scores in Reading for students in grades 3, 4, and 5.	Curriculum Leaders Pre-Kindergarten through fifth grade teachers Students		
6. Use the Reading Coach to monitor the assessments for students in grades K-third and levels 1 and 2 students in grades 4 and 5 and assist with the development of classroom strategies to ensure that these students receive additional support to reach the grade level expectations at their grade level.	Principal Reading Coach Kindergarten through fifth grade teachers Students	8/8/2005	5/26/2006

## Research-Based Programs

Houghton-Mifflin Reading Series  
Wright Group Literacy  
Breakthrough to Literacy  
Rigby Literacy  
High Scope Primary Grades Approach to Education  
Voyager - PASSPORT  
Continuous Improvement Model

## Professional Development

District provided reading workshops  
NTL provided professional development:

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

## **Evaluation**

Adequate progress will be deemed to have been achieved if 71 percent of the students in grades three through five achieve proficiency level (FCAT Level 3) or higher as measured on the 2006 administration of the FCAT-Reading.

Adequate progress will be deemed to have been achieved if 60 percent of the students presently identified as below basic demonstrate learning gains by at least one year's growth as measured on the 2006 administration of the FCAT-Reading.

Adequate progress will be deemed to have been achieved if 50 percent of the students in grades kindergarten through second score at 70 percent or higher on a District-designed or school developed post inventory reading assessment as compared with the results of the pre-inventory reading assessment.

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

### **GOAL 2 STATEMENT:**

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

### ***Needs Assessment***

Analysis of the results of the Florida Comprehensive Assessment Test (FCAT) in Mathematics indicates that 66 percent of the students in third, fourth, and fifth grades performed at Level 3 or higher on state standards in Mathematics and 73 percent of the students made learning gains. Overall from 2004 to 2005 on FCAT Mathematics the learning gains in third, fourth, and fifth grades declined by 11 percent. The involvement of all stakeholders in goal development and the necessary changes for continuous progress provided a unified focus. Parent workshops that assisted parents in becoming involved with teaching their children mathematical concepts in English and the home language also provided strategies, information, and materials related to the Sunshine State Standards. The school created and implemented three different after-school tutorial and enrichment programs to meet the varying educational needs of our student stakeholders; Academic Excellence Program, Critical Thinking Club, and the Extended Day Program. There is a need to develop a fourth model to meet the needs of our English Language Learners. There is a need to provide kindergarten through second grade teachers with professional development to facilitate their ability to make data-driven decisions in the analysis of their students' progress in mathematics.

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"/>											

## Measurable Objective

Given instruction using the Sunshine State Standards/Competency Based Curriculum, students in grades three through five will improve their mathematics skills as evidenced by 50 percent scoring at a Level 3 or higher on the 2006 administration of the FCAT-Mathematics Test.

Given instruction using the Sunshine State Standards/Competency-Based Curriculum, 74 percent of the students in grades three, four, and five will demonstrate learning gains as measured on the 2006 administration of FCAT-Mathematics.

Given instruction using the Sunshine State Standards and Competency Based Curriculum, students in grades kindergarten through second will improve their mathematics skills as evidenced by 50 percent scoring at 70 percent or higher on the District-designed post inventory assessment as compared with the results of the pre inventory assessment.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Implement the Plan-Do-Study-Act Model involving teachers in data-driven decision making by providing teachers with all available data to enable them to analyze the progress of their students as they benchmark student progress and a school-developed action plan.	Principal Pre-Kindergarten through fifth grade teachers	8/8/2005	5/26/2006
2. Administer the district designed pre/post inventory assessment in grades kindergarten through second grade as a tool to analyze data results and utilize as instrument for instruction.	Principal Mathematics Leader Kindergarten through second grade students	10/3/2005	5/26/2006
3. Provide small group instruction to third, fourth, and fifth grade students through the Extended Day Program (EDP) addressing remediation in mathematics and measuring progress through a school developed pre and post test.	Principal Mathematics Leader	10/3/2005	2/28/2006
4. Implement quarterly meetings of administrator/curriculum leader/teacher to analyze students achievement at the end of each grading period involving the parents of students who are not meeting grade level expectations in cooperative discourse.	Principal Assistant Principal Pre-Kindergarten through fifth grade teachers	8/8/2005	5/26/2006
5. Provide small group instruction for Level 1 and 2 students in grades three through five.	Principal Quality School Leader	8/8/2005	5/26/2006

## **Research-Based Programs**

Harcourt Brace Mathematics Series

Riverdeep

Continuous Improvement Model

## **Professional Development**

District provided mathematics workshops

NTL provided professional development:

- Measurement for kindergarten through fifth grade students
- Geometry and Spatial Sense for kindergarten through fifth grade students
- Algebraic Thinking for kindergarten through fifth grade students

## **Evaluation**

Adequate progress will be deemed to have been achieved if 66 percent of the students in grades three through five achieve proficiency level (FCAT Level 3) or higher as measured on the 2006 administration of FCAT-Mathematics.

Adequate progress will be deemed to have been achieved if 74 percent of the students in grades three, four, and five demonstrate learning gains as measured on the 2006 administration of the FCAT-Mathematics.

Adequate progress will be deemed to have been achieved if 50 percent of the students in grades kindergarten through second score at 70 percent or higher on a District-designed or school developed post inventory mathematics assessment as compared with the results of the pre inventory mathematics assessment.

## GOAL 3: WRITING

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 3 STATEMENT:**

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

### ***Needs Assessment***

Analysis of the results of the Florida Comprehensive Assessment Test (FCAT) in Writing indicates that 95 percent of the students in fourth grade met state standards in Writing. The involvement of all stakeholders in goal development and the necessary changes for continuous progress provided a unified focus. Parent workshops that assisted parents in becoming involved with teaching their children to write in English and the home language also provided strategies, information, and materials related to the Sunshine State Standards. The implementation of the Inclusion Model during the Comprehensive Reading Plan to guide instruction for students with disabilities, and the self-contained reading/ language arts two and one half hour blocks for Gifted students and English language learners, focusing on Sunshine State Standards in writing preparation are strengths the school intends to implement, study, and analyze. The school created and implemented three different after-school tutorial and enrichment programs to meet the varying educational needs of our student stakeholders: Academic Excellence Program, Critical Thinking Club, and the Extended Day Program. There is a need to develop a fourth model to meet the needs of our English language learners. The vertical articulation between fourth and third grade teachers was one of the most effective strategies. There is a need to provide kindergarten through second grade teachers with professional development to facilitate their ability to make data-driven decisions in the analysis of their students' progress in writing. There is also a need to provide professional development for teachers and intensive instruction for fifth grade students to develop the skill of writing long and short responses. Third and fourth grade teachers have identified a need for professional

development in English grammar.

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"/>											

## Measurable Objective

Given instruction using the Sunshine State Standards/Competency-Based Curriculum, students in all curriculum groups will improve their writing skills as evidenced by 80 percent of the students scoring at Level 4 or above on the 2006 administration of the FCAT-Writing.

Given instruction using the Sunshine State Standards/Competency-Based Curriculum, 60 percent of students in grades K, 1,2,3, and 5 will demonstrate writing skills at Level 3.5 on the post assessment as compared with the results of the District pre assessment.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Implement the Plan-Do-Study-Act Model involving teachers in data-driven decision making by providing teachers with all available data to enable them to analyze the ongoing progress of their students as they benchmark student progress and a school developed action plan.	Principal/Writing Leader Writing Leader Designee Kindergarten through fifth grade teachers	8/8/2005	5/26/2006
2. Implement quarterly reviews of administrator/Quality School Leader/teacher to analyze student achievement at the end of each grading period, involving the parents of students who are not meeting grade level expectations in cooperative discourse.	Principal Quality School Leader Fourth grade teachers	10/3/2005	5/26/2006
3. Provide fourth grade students in each class with demonstration Expository and Narrative writing lessons taught by the principal and reward the best writer in each class on each lesson by having the students' writing published on FROM THE DESK OF THE PRINCIPAL and the schoolwide Writing Honors Bulletin Board.	Principal	10/3/2005	1/31/2006
4. Organize a timed simulation Sunshine State Standards Writing test to be administered to all fourth grade students two weeks prior to the state administered test.	Principal Fourth grade teachers	2/1/2006	2/28/2006
5. Develop and implement an action plan to address the educational needs of the lowest 25 percent at each grade level.	Principal/Writing Leader Writing Leader Designee	10/3/2005	5/26/2006
6. Provide third grade students in each class with a demonstration Narrative writing lesson taught by the principal and reward the winning student in each class with an FCAT Writing trophy/award of excellence at the third grade awards assembly.	Principal	4/3/2006	5/26/2006

7. Implement vertical articulation by having fourth grade teachers instruct third grade students in writing skills and techniques and provide demonstration lessons for third grade teachers in preparation for fourth grade writing instruction.	Principal Fourth grade teachers	4/3/2006	5/26/2006
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## Research-Based Programs

Wright Group Literacy  
 Breakthrough to Literacy  
 Rigby Literacy  
 High/Scope Primary Grades Approach to Education  
 Junior Great Books  
 Voyager-PASSPORT  
 Houghton-Mifflin Reading Series  
 Continuous Improvement Model

## Professional Development

District provided writing workshops  
 NTL provided professional development:
 

- Grammar for Third and Fourth Grade Teachers
- Long and Short Responses for Fifth Grade Teachers
- Implementing the New Writing Criteria
- Writing for Primary Teachers

## Evaluation

Adequate progress will be deemed to have been achieved if 80 percent of the students in all curriculum groups score at Level 4 or above on the 2006 administration of the FCAT-Writing.

Adequate progress will be deemed to have been achieved if 60 percent of students in grades K, 1,2,3, and 5 demonstrate writing skills at Level 3.5 on the post assessment as compared with the results of the District writing pre-assessment.

## GOAL 4: SCIENCE

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

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

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

### ***Needs Assessment***

Analysis of the results of the Florida Comprehensive Assessment Test (FCAT) in Science indicates that 46 percent of the students in fifth grade in all curriculum groups and 53 percent of the standard curriculum group scored above the District mean scale score. The involvement of all stakeholders in goal development and the necessary changes for continuous progress provided a unified focus. Examination of practices indicates that demonstration lessons, including hands-on experiences, examples of long and short responses, and focus on science vocabulary, as well as, construction of science fair projects are effective strategies, which will be implemented, studied, and analyzed. There is a need to provide kindergarten through fifth grade teachers with professional development and continuous vertical articulation and review of Grade Level Expectations to facilitate their ability to make data-driven decisions in the analysis of their students' progress in science.

## Measurable Objective

Given instruction utilizing the Sunshine State Standards/ Competency Based Curriculum, students in the fifth grade standard curriculum group will improve their science skills as evidenced by an increase in the mean scale score to meet or exceed the District mean scale score of 286 on the 2006 administration of the FCAT Science.

Given instruction utilizing the Sunshine State Standards/Competency Based Curriculum, students in first through fifth grades will be administered a school designed pre/post inventory test. Sixty-nine percent of the students will demonstrate an increase of ten percentage points on the post-test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Implement a fourth and fifth grade science fair demonstrating the scientific method through individually produced student science projects.	Principal Science Leader/Coach Quality School Science Team Fourth and fifth grade teachers	12/1/2005	3/31/2006
2. Implement a primary science fair demonstrating the scientific method through either an individual or group science project in third grade and a class project in kindergarten, first, and second grade classes.	Principal Science Leader/Coach Quality School Science Team Kindergarten through third grade teachers	3/1/2006	5/26/2006
3. Implement a science laboratory in which students and teachers in second through fifth grade are provided hands-on, participatory-type learning experiences.	Principal Science Leader/Coach	9/1/2005	5/26/2006
4. Provide direct instruction to students and teachers in third through fifth grades in science vocabulary and writing long and short responses.	Principal Science Leader/Coach Writing Leader	9/1/2005	5/26/2006
5. Provide students in kindergarten through fifth grade with opportunities to attend science related field trip experiences and follow-up with multiple-choice assessments.	Principal Science Leader/Coach Quality School Science Team Kindergarten through fifth grade teachers	9/1/2005	5/26/2006
6. Implement Weather Bug program in Pre-K through fifth grade in which teachers and students are provided hands-on, participatory-type weather related learning experiences.	Principal Science Leader/Coach Quality School Science Team	9/1/2005	5/26/2006

## **Research-Based Programs**

Harcourt Brace Science Series  
Full Option Science System (FOSS) kits  
Continuous Improvement Model

## **Professional Development**

District provided science workshops

Advanced degree science courses

NTL provided professional development:

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

## **Evaluation**

Adequate progress will be deemed to have been achieved if 54 percent of the students in the standard curriculum group score at or above the district mean scale score on the 2006 administration of the FCAT. Adequate progress will be deemed to have been achieved if 69 percent of the students in grades first through fifth demonstrate an increase of ten percentage points on a school designed science post-test as compared to the pre-test.

## GOAL 5: PARENTAL INVOLVEMENT

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

#### *Florida Education Priorities*

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

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

### **GOAL 5 STATEMENT:**

The goal is to increase parental involvement.

### **Needs Assessment**

The involvement of parents has been met through the implementation of the Five Star School of Excellence criteria for Family Involvement as per the demonstration of 74 percent attendance of parents at a minimum of two positive school functions. Twenty-five percent of the parents participated in professional development/parent education classes sponsored by the school and its community partners. The weaknesses include the need to provide literacy classes and other educational opportunities for parents and to develop and infuse curriculum which emphasizes the importance of bilingualism and biliteracy in the 21st century global market. There is also a need to involve a small percentage of reluctant parents, who are not able/willing to participate in collaborative conferences with administrators, teachers, the counselor, and support personnel to address the specific educational needs of their children.

## Measurable Objective

Given the schoolwide emphasis on parental and community involvement, the percentage of families involved in positive school activities more than once during the school year will increase from 74 percent in 2004-05 to 78 percent in 2005-06 as measured parent sign-in rosters.

Given the schoolwide emphasis on parental and community involvement, the percentage of parents participating in educational opportunities and discussion/support groups will increase from 25 percent in 2004-05 to 30 percent in 2005-2006 as measured by parent sign-in rosters.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Involve parents as active participants in the Educational Excellence School Advisory Council, Quality School Teams, schoolwide ad hoc task forces and committees, PTA committees, Exceptional Student Education committees, and other decision making committees, task forces, and parent groups, as indicated by attendance rosters, agendas, and minutes of the meetings.	Principal Assistant Principal Assistant Principal, Community Education Parent Involvement Specialist PTA President	8/8/2005	5/26/2006
2. Implement a community school program, based upon the needs assessment completed by parent stakeholders to include Before/After Care programs and parent education programs: Families Learning at School and at Home (FLASH), adult education classes through the Parent Academy, satellite classes of Hialeah-Miami Lakes Adult Education Center, and special interest/recreational community school classes.	Principal Assistant Principal, Community Education Parent Involvement Specialist Community School After Care Manager Principal of Hialeah-Miami Lakes Adult Education Center	8/8/2005	5/26/2006
3. Engage parents in communicating with their children's teachers either by phone or by face-to-face conferences by providing them with a printed policy that describes these ways of communication. This policy will be distributed at the beginning of the school year, or upon registration, and is included as part of the school's parent/student handbook. It will also be posted in the school office and the Parent Resource Center.	Principal Assistant Principal Counselor Parent Involvement Specialist	8/8/2005	5/26/2006
4. Provide parents with opportunities to demonstrate their special knowledge, abilities, talents, and cultural experiences as active participants in school programs and activities, such as the Hispanic Heritage Festival, career days, mentoring programs, and tutorial sessions.	Principal Assistant Principal Assistant Principal, Community Education Counselor Parent Involvement Specialist	8/8/2005	5/26/2006

Evidence of this will be indicated by an increase of parent volunteers by at least 5 percent from the 2004-05 to the 2005-06 school year.	Hispanic Heritage Coordinators		
5. Facilitate opportunities for all parents to be involved in at least two positive activities during the school year. Develop and implement strategies in collaboration with the Educational Excellence School Advisory Council, PTA, and encourage parental involvement in such activities as PTA meetings, FCAT Nights, Open House, Hispanic Heritage Festival, other heritate festivals and Awards Assemblies.	Principal Assistant Principal Parent Involvement Specialist	8/8/2005	5/26/2006
6. Communicate expectations for parents as teachers, at least yearly, in languages representative of the student body, utilizing lay terminology they understand: School/Student/Parent Compact, Code of Student Conduct, Parent Student Handbook, and Parent Newsletters.	Principal Assistant Principal Counselor Parent Involvement Specialist Media Specialist	8/8/2005	5/26/2006
7. Implement FCAT Parent/Student/Teacher Nights for third, fourth, and fifth grade stakeholders during the third week of school to acquaint parents with the Sunshine State Standards/Competency-Based Curriculum, the importance of daily attendance and the need for parental involvement in cooperative discouse related to data-driven instruction.	Principal/Writing Leader Assistant Principal/Mathematics Leader Reading Leader Science Leader Parent Involvement Specialist Teachers	8/8/2005	8/31/2005

## Research-Based Programs

National Parent/Family Involvement Program

Celebrate the First Day America

National Parent Teacher Association Standards for Parental Involvement

Ccontinuous Improvement Model

## **Professional Development**

District provided Parental Involvement workshops

Parent Academy

NTL provided Parental Involvement workshops:

- Bilingual Outreach

Community School course offerings

## **Evaluation**

The percentage of families involved in positive school activities more than once during the school year will increase from 74 percent in 2004-05 to 78 percent in 2005-06 as measured parent sign-in rosters.

The percentage of parents participating in educational opportunities and discussion/support groups will increase from 25 percent in 2004-05 to 30 percent in 2005-2006 as measured by parent sign-in rosters.

## GOAL 6: DISCIPLINE & SAFETY

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 6 STATEMENT:***

North Twin Lakes Community School will improve student attendance and reduce participation in the Truancy Intervention Program.

### ***Needs Assessment***

Data generated by the District reports attendance for 2004-05 at 96.10 percent. Attendance records indicate a need to increase student attendance and reduce tardiness.

## Measurable Objective

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

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Provide grade level student orientation assemblies and primary classroom visitations during the first week of school and new student orientation throughout the year.	Principal Assistant Principal Counselor Community Involvement Specialist	9/1/2005	5/26/2006
2. Develop and implement a progressive discipline plan with the following steps:  <ul style="list-style-type: none"> <li>• Student/teacher</li> <li>• Student/teacher/parent</li> <li>• Student/teacher/counselor</li> <li>• Student/teacher/counselor/parent</li> <li>• Student/teacher/parent/administrator</li> <li>• Outdoor suspension</li> </ul>	Principal Assistant Principal Counselor Pre-Kindergarten through fifth grade teachers	9/1/2005	5/26/2006
3. Distribute the Code of Student Conduct, Parent/Student Handbook and the School/Parent Student Compact to all students. Review these documents with parents and students regularly.	Principal Assistant Principal Counselor Community Involvement Specialist	11/1/2005	5/26/2006
4. Participate in the Walk Safe Program to bring awareness to traffic safety.	Pre-Kindergarten through fifth grade teachers Assistant Principal Counselor Physical Education Teacher	10/1/2005	5/26/2006
5. Implement a plan to ensure the safety of all students, staff, and parents during the arrival and dismissal of students.	Principal Assistant Principal Counselor Critical Incident Response Team	9/1/2005	5/26/2006
6. Increase annual student attendance percentage by .08 comparing 2004-05 to 2005-06 school years ensuring that all policies and procedures of the Truancy Intervention Program are followed and the school's Attendance Action Plan is implemented (calling parents, enforcing a grade of 0 for all assignments missed by truant students, utilizing the	Assistant Principal Counselor Attendance/Tip Task Force	9/1/2005	5/26/2006

administrative stop list.)			
7. Provide Character Education instruction for students in grades kindergarten through fifth, including The Little Book About Me in third grade.	Principal Kindergarten through fifth grade teachers Counselor	8/8/2005	5/26/2006

## Research-Based Programs

Keys To Safer Schools.net  
Continuous Improvement Model

## Professional Development

District Workshops  
NTL Community School Workshops:

- Bullying
- Interpersonal Relationships
- Safety

## Evaluation

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

## GOAL 7: TECHNOLOGY

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

#### *Florida Education Priorities*

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

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

### ***GOAL 7 STATEMENT:***

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

### ***Needs Assessment***

Analysis of the technology needs assessment indicates that 100 percent of the teacher stakeholders require professional development in the use of technology.

## Measurable Objective

Given focus on computer assisted instruction, teachers will improve their information literacy skills as evidenced by attendance at a minimum of four professional development sessions during the year as measured by sign-in rosters.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Provide teachers with professional development to utilize the Atomic Learning tutorials to help teachers build technology literacy skills as they learn how to use over forty common applications- programs like PowerPoint, Excel, iMovie, Inspiration, Dreamweaver, and Photoshop Elements. Each tutorial is in the form of a very short movie (one to two minutes long) that shows and tells, through video and narration, how to use the features of one of the selected software. The tutorials are available in both English and Spanish, and progress from basic skills to more advanced skills.	Principal Technology Leader Microsystems Technician Technology Task Force	8/8/2005	5/26/2006
2. Provide teachers with professional development to implement the Riverdeep program in pre-kindergarten through second grade to enhance classroom instruction.	Principal Technology Leader Microsystems Technician Technology Task Force Pre-Kindergarten through second grade teachers	8/8/2005	5/26/2006
3. Provide teachers with professional development implement the FCAT Explorer program in third through fifth grade to enhance classroom instruction.	Principal Technology Leader Microsystems Technician Technology Task Force Third through fifth grade teachers	8/8/2005	5/26/2006
4. Provide teachers with professional development to utilize the Accelerated Reader program in second through fifth grade to enhance classroom instruction.	Principal Technology Leader Microsystems Technician Technology Task Force Second through fifth grade teachers	8/8/2005	5/26/2006
5. Provide teachers with professional development to utilize the SuccessMaker program in the Inclusion Model to enhance classroom instruction.	Principal Technology Leader Microsystems Technician Technology Task Force	11/1/2005	5/26/2006

	ESE Teacher(s) Classroom teachers		
6. Provide teachers with professional development on the Electronic Gradebook.	Principal Technology Leader Microsystems Technician Technology Task Force Information Technology Services	8/8/2005	5/26/2006

## Research-Based Programs

Atomic Learning  
Riverdeep  
FCAT Explorer  
SuccessMaker  
Continuous Improvement Model

## Professional Development

NTL provided professional development:

Atomic Learning  
Riverdeep  
FCAT Explorer  
Accelerated Reader

Pearson Learning-SuccessMaker  
Information Technology Services  
District Technology Conference

## Evaluation

Teachers will improve their information literacy skills as evidenced by attendance at a minimum of four professional development sessions during the year as measured by sign-in rosters.

## GOAL 8: HEALTH & PHYSICAL FITNESS

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

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

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

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

### ***Needs Assessment***

Analysis of the results of the FITNESSGRAM in 2004-05 indicates that 76 percent of the students in fourth and fifth grades received awards. Examination of FITNESSGRAM awards indicate that students should continue working on physical education skills. Department of Food and Nutrition data indicate that 30 percent of the students participate in the breakfast program. There is a need for more students to participate in the school breakfast program.

## Measurable Objective

Given instruction using Sunshine State Standards in physical education, the students will achieve an annual increase of three percent award recipients as measured by the FITNESSGRAM, based on 76 percent award winners from 2004-05.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Provide motivation and incentives for students to eat breakfast in the cafeteria daily.	Principal Assistant Principal Counselor Cafeteria Manager	8/8/2005	5/26/2006
2. Increase the awareness of physical activity and how it impacts the growth and development of children into healthier adults through physical education classes and recess.	Principal Pre K – 5th grades teachers Physical Education teachers	8/8/2005	5/26/2006
3. Provide a wide variety of physical education/fitness activities and teach students how to maintain a personalized active life style.	Principal Pre K - 5th grade teachers Physical Education teachers	8/8/2005	5/26/2006
4. Increase the students' understanding and respect for the differences among their fellow students during recess, a non-structured activity.	Principal Pre K- 5th grades teachers Physical Education teachers	8/8/2005	5/26/2006
5. Provide all students with healthier choices of foods and snacks served in the cafeteria.	Cafeteria Manager Principal	8/8/2005	5/26/2006
6. Provide students with an understanding of how proper nutrition is important for physical and mental health.	Principal Pre K – 5th grades teachers Physical Education teachers	8/8/2005	5/26/2006
7. Provide students with a nutritious breakfast at school demonstrating an increase from 30 to 36 percent of the students participating daily.	Principal Assistant Principal Cafeteria Manager	8/8/2005	5/26/2006

### Research-Based Programs

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

## **Professional Development**

District provided workshops

### **Evaluation**

The students receiving awards as measured by the FITNESSGRAM will increase from 76 percent to 79 percent.

## GOAL 9: ELECTIVES & SPECIAL AREAS

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

*Florida Education Priorities*

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

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 9 STATEMENT:**

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

**Needs Assessment**

Review of student data indicates that 92 percent of the students qualify for free/reduced meals; therefore, it is questionable that the students would have the opportunity to partake of professional artistic performances without school sponsorship.

## Measurable Objective

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

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Continue to provide fourth and fifth grade students with the opportunity to attend dress rehearsals of the Florida Grand Opera.	Principal Opera Club Florida Grand Opera	11/1/2005	4/28/2006
2. Continue to provide school-site concerts by the Florida Grand Opera artists for fourth and fifth grade students.	Principal Assistant Principal Florida Grand Opera	11/1/2005	4/28/2006
3. Continue to provide third, fourth, and fifth grade students with the opportunity to attend a performance of the Cultural Arts Society.	Principal	3/1/2006	3/31/2006
4. Continue to sponsor schoolwide heritage activities: Hispanic Heritage, African American Voices, and St. Patrick's Day.	Principal Assistant Principal Hispanic Heritage Festival Coordinators African American Heritage Coordinators Music Teacher Parent Involvement Specialist	9/1/2005	3/31/2006
5. Continue to provide opportunities for students to attend performances of Carnival of the Animals, Miami City Ballet, and the Miami Philharmonic.	Principal Assistant Principal	10/3/2005	5/26/2006
6. Participate in the grant sponsored by Arts for Learning: Follow the Yellow Brick Road from The Wizard of Oz to The Wiz to Wicked.	Principal Gifted Teacher Fifth Grade Level Chairperson Fourth Grade Level Chairperson Music Teacher Art Teacher	2/1/2006	5/26/2006
7. Provide students with the opportunity to perform as members of the Principal's Chorus and to study selections from the Musical Theatre.	Principal Music Teacher	8/8/2005	5/26/2006

## **Research-Based Programs**

Continuous Improvement Model  
Parent Teacher Association

## **Professional Development**

Florida Grand Opera  
Arts for Learning

## **Evaluation**

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

## GOAL 10: RETURN ON INVESTMENT

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

#### *Florida Education Priorities*

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

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

### ***GOAL 10 STATEMENT:***

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

### ***Needs Assessment***

The most recent data supplied from the FLDOE indicate that in 2003 North Twin Lakes Elementary Community School ranked at the 51st percentile of the State of Florida ROI index.

## Measurable Objective

North Twin Lakes Elementary Community School will improve its ranking on the State of Florida ROI index publication from the 51st percentile in 2003 to the 54th percentile on the next publication of the index.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Become more informed about the use of financial resources in relationship to school programs.	Principal Assistant Principal	8/8/2005	5/26/2006
2. Collaborate with the district on resource allocation.	Principal Assistant Principal	8/8/2005	5/26/2006
3. Review the reconfiguration of existing resources or take advantage of a broader resource base, e.g. Dade Partners, volunteer networks.	Principal Assistant Principal	8/8/2005	5/26/2006
4. Increase the percentage of students demonstrating learning gains in reading and math.	Principal Assistant Principal Third, fourth, and fifth grade teachers	8/8/2005	5/26/2006
5. Increase the percentage of students in the lowest 25 percent demonstrating learning gains in reading and math.	Principal Assistant Principal	8/8/2005	5/26/2006

### Research-Based Programs

Houghton Mifflin Reading Series  
Harcourt Brace Science and Mathematics Series  
Continous Improvement Model

### Professional Development

Continuous Improvement Model

### Evaluation

On the next State of Florida ROI index publication, North Twin Lakes Elementary Community School will show progress reaching the 54th percentile.

## *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 Principal provides a Budget/Personnel update at each meeting as a part of the Status Reports. The Principal presents as extensive Budget/Personnel professional development activity annually in November. In addition to the Principal, Assistant Principal, and Treasurer, four EESAC members (one teacher, the community involvement specialist, and two parents) are members of the Budget Task Force.

### ***Training:***

A professional development activity is provided for members at each monthly meeting by the Principal and Quality School Team Leaders. The principal and designated/interested members participate in training sponsored by the District.

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

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

### ***Technology:***

The Lottery funds have been designated annually by the EESAC for expenditure by the Technology Task Force, incorporated with matching funds.

### ***Staffing:***

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

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

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

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

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

***Benchmarking:***

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

***School Safety & Discipline:***

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

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

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

*Required Signatures:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*EESAC Student Representative, as applicable*

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

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*Region Superintendent*