
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 5131 - North Dade Center for Modern Languages

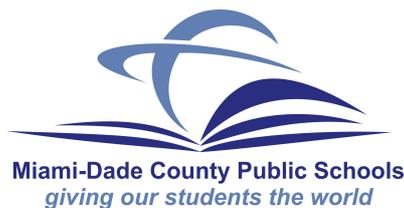
FeederPattern: Hialeah-Miami Lakes Senior

Region: Regional Center I

District: 13 - Miami-Dade

Principal: Dr. Maria Castaigne

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

North Dade Center for Modern Languages

North Dade Center for Modern Languages (CML) is a foreign language magnet school, with 485 students in grades one through five. The mobility index is 20. The racial/ethnic makeup of the students is 43.5 percent Hispanic, 42.7 percent Black, 6.6 percent White, and 7.2 percent other, with 56 percent of the students receiving free/or reduced price meals. The school is located at 1840 N.W. 157th Street, Miami, Florida, in a predominantly African-American community. The school is an elementary magnet center specializing in modern languages and multicultural education. Basic educational services are provided to students in grades one through five. Students also experience two to three hours of Spanish or French each day. There are two components in the Spanish program: an intensive language program and a cooperative education program with the government of Spain. The entire French program is language intensive and provides authentic learning experiences in both language and culture. The delivery of full-time Gifted services is a key curriculum component to meet the individual needs of CML's large academically motivated population.

After analyzing pertinent data in conjunction with the Educational Excellence School Advisory Council (EESAC), the following were developed:

Given instruction using the Sunshine State Standards, 90 percent of students will meet the state required mastery level, with 75 percent of the lowest 25 percent, including those in levels one and two, making annual gains to meet state standards, as documented by scores on the 2006 administration of the FCAT Reading.

Given instruction using the Sunshine State Standards, 70 percent of students will make annual learning gains as documented by scores on the 2006 administration of the FCAT Mathematics.

Given instruction using the Sunshine State Standards, students will increase their writing skills as evidenced by 96 percent of students reaching a score of 3.5 or higher on the 2006 administration of the FCAT Writing.

Given instruction using the Sunshine State Standards, students will meet or exceed the district science mean scale score with a score of 325 as documented by the 2006 administration of the FCAT Science.

Given the opportunity, parental involvement will increase by nine percentage points in volunteer enrollment as evidenced by 2005-2006 computer generated Parent Volunteer Applications.

Given the continuous attention on attendance, the students will maintain or increase their daily attendance as evidenced by a .25 percent increase on the 2005-2006 Attendance Report as compared to 2004-2005 school year.

Given an emphasis on the use of technology in education, all students will increase their usage of technology curriculum instruction programs (i.e., FCAT Explorer, Accelerated Reader, and Riverdeep) as evidenced by a ten percent increase during the 2005-2006 school year as compared to the 2004-2005 school year.

Given instruction using the Sunshine State Standards, 76 percent of fourth and fifth grade students will pass the six component FITNESSGRAM test as documented by the 2005-2006 Physical Fitness Test Report.

Given instruction using the District curriculum and Sunshine State Standards, 75 percent of students will maintain or increase their musical skills as evidenced by their gains in notation reading skills and self-assessment of performance skills.

North Dade Center for Modern Languages will improve its ranking on the State of Florida ROI index publication from the 67th percentile in 2003 to the 70th percentile on the next publication of the index.

A review of the Organizational Performance Improvement Snapshot (OPIS) Survey indicates that faculty and staff either strongly agree or agree with all categories as documented by an average score of 4.5 on a scale of one to five. However, CML is aware of areas that need improvement. Process management and strategic planning are categories that received the lowest score in comparison to other categories in the survey. In the area of strategic planning, grade level articulation with administrators will be conducted monthly through curriculum planning meetings in order to provide common direction for educational practices. In the area of process management, faculty and staff will be provided with assistance on how to access or acquire resources for instructional purposes. As a result of information compiled by the school, North Dade Center for Modern Languages will continue to provide the best direction to assist students in meeting high academic standards.

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 Dade Center for Modern Languages

VISION

The vision of the North Dade Center for Modern Languages is to develop an academically enriched environment, preparing our students to become contributing citizens and global thinkers in a multicultural, multilingual society.

MISSION

North Dade Center for Modern Languages' faculty and staff have made a commitment to prepare all students for the challenges ahead by providing an academically enriched environment which builds upon the basic skills. We encourage creativity and promote analytical and reflective thinking. It is hoped that our students will acquire multicultural experiences and mutual respect on the road to becoming bilingual and biliterate citizens in an increasingly internationalized workforce. MOTTO: "Preparing global thinkers for a multicultural world."

CORE VALUES

Excellence

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

Integrity

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

Equity

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

Citizenship

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

School Demographics

North Dade Center for Modern Languages (CML) is located on 1.05 acres in north Miami-Dade County at 1840 N.W. 157th Street. Our school was established in 1988. We are housed in the back two wings of North Dade Middle School. We share their auditorium and cafeteria. Our school has been retro-wired to provide Internet and intranet access in 100 percent of the classrooms with two or more computer connections in each room. The media center houses a closed circuit television system and Internet access.

CML services 485 students. These students are transported from targeted zones. This is the only full magnet language program in the north end of the county. Our students come from 34 target schools, from Miami Beach on the east to Hialeah on the west and from N.W. 79th Street on the south to the Broward county line on the north. The student population consists of 121 Exceptional Student Education (112 Gifted and 9 speech impaired) students and 21 English for Speakers of Other Languages (ESOL) students. The ethnic makeup of the student population is 42.7 percent Black, 43.5 percent Hispanic, 6.6 percent White, and 7.2 percent other. The mobility rate of the school is 20 percent.

CML employs a total of 47 full-time staff members; one shared full-time staff member, and six part-time members. This group includes two administrators, 26 full-time classroom teachers, four Gifted teachers, one shared full-time teacher, one guidance counselor, one media specialist, one lead teacher, one full-time and one part-time classroom paraprofessional, one full-time Exceptional Student Education (ESE) paraprofessional, one full-time micro-systems technician, one part-time and five full-time clerical employees, one full-time and three part-time security monitors, and one part-time and three full-time custodial service workers. Of the teaching staff, there is one teacher new to the school. The average length of time teaching is 12 years. Nineteen teachers hold advanced degrees. The ethnic makeup of the teacher population is 29 percent Black, 44 percent Hispanic, 26 percent White, and zero percent other.

At North Dade Center for Modern Languages, the enrollment has been maintained at an average of 485 due to the established cap of the magnet program and the exemplary recruitment effort of the entire school community. The Florida Department of Education has graded North Dade Center for Modern Languages as an A school seven out of eight years that schools have been graded in the State of Florida. North Dade Center for Modern Languages has earned many distinctions, which include, National School of Excellence, 1992; Redbook's "America's Best Schools", 1995; Art in Public Places, 1996; Magnet Schools of America, School of Merit, 1997 & 2001; Magnet Schools of America, School of Distinction, 2003-2005; State of Florida's School Recognition, 1998-2005; School Board of Miami-Dade County, Florida, Platinum Award, 2001-2005; United Way of Miami-Dade Student Campaign, First Place Regional Center I, 1998-2005; Science Engineering Mathematics Communication Enhancement (SECME) Science Team Champions, 2004-2005.

North Dade Center for Modern Languages maintains an exemplary attendance average of 97.69 percent. The majority of our students have access to electronic communications at home. The School Climate Survey indicates how satisfied all stakeholders are with the overall school environment.

School Foundation

Leadership:

The faculty and staff strongly agree on how the school leaders set direction as evidenced by an average score of 4.6 in the Leadership Section of the Organizational Performance Improvement Snapshot Survey. At North Dade Center for Modern Languages, leaders set direction by creating a safe learning environment, sharing information about the organization, and using the organizational values to guide the faculty and staff.

District Strategic Planning Alignment:

The faculty and staff strongly agree with the involvement in the development of the school's goals and objectives as evidenced by an average score of 4.3 in the Strategic Planning Section of the Organizational Performance Improvement Snapshot Survey. North Dade Center for Modern Languages is subject to the requirements of the Florida Department of Education and Florida's High Quality Education System, including the implementation of programs addressing the requirements of the Sunshine State Standards. In addition, the school implements the District Competency Based Curriculum.

Stakeholder Engagement:

The faculty and staff strongly agree with the level of stakeholders' satisfaction as evidenced by an average score of 4.6 in the Customer and Market Focus Section of the Organizational Performance Improvement Snapshot Survey.

North Dade Center for Modern Languages enjoys a collaborative system of leadership that includes representatives from all stakeholder groups on its primary decision-making group, the Educational Excellence School Advisory Council. Leaders in the school provide technical support and professional and personal growth opportunities that stakeholders need in order to make informed decisions. Innovation is encouraged and new ideas are given every opportunity to succeed.

At the beginning of the school year, North Dade Center for Modern Languages' Parent Teacher Association (PTA) sponsors met with the administration, counselor, and grade level representatives. They discussed activities that would provide assistance to enhance the learning environment for the students.

North Dade Center for Modern Languages enjoys a collaborative relationship with our stakeholders and the different communities represented by our diversified student body. Parents, relatives, and community members play important roles in our school educational environment initiative by donating their time and sharing their knowledge and expertise with our students. As part of the Dade Partners Program, Washington Mutual Bank, World's Finest Chocolate/QSP, Miami Beach Bar Association, and the North Miami Beach Parks and Recreation Department have partnerships with the school. The school enjoys a very active and productive PTA. In addition, the Young Men's Christian Association (YMCA) provides low cost quality childcare in the after-care program.

Faculty & Staff:

The faculty and staff strongly agree with the schools' productive learning environment as evidenced by an average score of 4.6 in the Human Resource Focus Section of the Organizational Performance Improvement Snapshot Survey.

North Dade Center for Modern Languages' faculty and staff conduct grade level planning meetings that result in consistent planning processes, through common lesson plans and delivery of instruction. Vertical planning opportunities are provided yearly in order to review grade level expectations for the following year.

Teacher Mentoring Programs:

The mentoring programs at North Dade Center for Modern Languages facilitate the professional development of teachers. To support new teachers, various mentoring opportunities are provided. Teachers new to the school attend the Beginning Teachers' Orientation to learn about the organizational structure of Miami-Dade County Public Schools. Also, beginning teachers have a grade level chairperson or lead teacher to assist them with any problems or questions that may arise. In addition, new teachers are provided with a professional growth team for assistance in curriculum planning, classroom management, and strategies to implement effective teaching skills as well as the administration of the pre and post assessments. Department chairpersons assist the teachers with academic improvement plans by providing them with resources and intervention strategies.

Data/Information/Knowledge Management:

The faculty and staff strongly agree with its knowledge and ability to utilize data in order to make informed decisions about the quality of their work. This is evidenced by an average score of 4.6 in the Measurement, Analysis, and Knowledge Management Section of the Organizational Performance Improvement Snapshot Survey.

Education Design:

Extended Learning Opportunities:

The faculty and staff strongly agree with the organized effort that drives the schools performance. This is evidenced by an average score of 4.5 in the Process Management Section of the Organizational Performance Improvement Snapshot Survey.

All third, fourth, and fifth grade students at North Dade Center for Modern Languages whose FCAT Sunshine State Standards (SSS) reading and mathematics scores fall within levels one and two are provided with sub group tutoring sessions. These sessions are for one hour each, twice a week. Remediation, based on the SSS, focuses on the students' individual skill deficiencies. The basic classroom teachers provide resources for remediation. In addition, fifth grade students within levels three and four in mathematics will be provided with skill enhancement sessions for one hour each week.

Students at the North Dade Center for Modern Languages experience two to three hours of Spanish or French each day. This extension affects the school day by providing an additional hour of instruction, as the school hours are

from 8:30 AM – 4:00 PM. Students are also provided an opportunity to integrate content and language studies through a cooperative education program agreement with the government of Spain.

As a part of the Academic Excellence Program (AEP), the students are offered the opportunity to participate in a before school chess program to enhance critical thinking skills.

School-Wide Improvement Model:

The research based model implemented at the North Dade Center for Modern Languages is the Continuous Improvement Model, known as the Deming Cycle; this model has been given the name THRIVE:

TEACHERS plan and collaborate to improve their instructional practices.

HAVE teachers identify strengths and determine areas that need improvement through monthly curriculum planning meetings to drive instruction.

REMEDiate to correct deficiencies using small group instruction, flexible grouping, and computer-assisted instruction.

INTEGRATE curriculum to enrich the learning experience.

VARY instruction utilized, such as visual, audiovisual, and technological services.

EVALUATE and analyze student progress allowing us to monitor progress made toward achieving the objectives.

THRIVE follows the logical sequence of the four repetitive steps for continuous improvement (Plan, Do, Study, Act). This model provides students with individual attention and enriched learning experiences.

Advanced Courses Initiatives & Post Unitary Commitments:

North Dade Center for Modern Languages provides students the opportunity for enrichment and acceleration through a self-contained Gifted program in grades three through five. This program offers extended learning opportunities in all subject areas.

To enhance professional development plans, faculty and staff will be provided with opportunities to enroll in leadership activities toward advanced courses and/or learning activities in special areas including Post Unitary Commitments and Diversity Compliance.

Performance Results:

The results of the Organizational Performance Improvement Snapshot (OPIS) Survey indicate that the faculty and staff either strongly agree or agree with all the categories as documented by an average of 92 percent. The categories of Leadership, Customer and Market Focus, Measurement, Analysis and Knowledge Management, Human Resource Focus, and Business Results were all frequently agreed by faculty and staff by an average score of 4.6 on a scale of one to five. Process Management and Strategic Planning are the categories that received an average of 4.4 on a scale of one to five; the lowest score in comparison to other categories in the survey. As a result of information compiled by North Dade Center for Modern Languages, the school will continue to provide the best direction in order to strive for educational excellence.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

All students will maintain or improve their knowledge and skills in the area of reading needed to master Sunshine State Standards.

Needs Assessment

According to the 2005 FCAT Reading results, 90 percent of students have met the state required mastery level. Seventy-seven percent have made an annual learning gain. Progress is sufficient to acquire the knowledge, skills, and competencies needed to master state standards, successfully compete nationally, and to make well-reasoned and thoughtful decisions. Seventy-four percent of the students scoring in the lowest 25 percent have made annual learning gains, showing improvement in student achievement. Based on this data, our current need is to have 90 percent of students maintain or exceed the district and state required mastery level, with 75 percent of the lowest 25 percent making annual gains sufficient to acquire the knowledge, skills, and competencies needed to meet the state required mastery level.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, 90 percent of students will meet the state required mastery level, with 75 percent of the lowest 25 percent, including those in levels one and two, making annual gains to meet state standards, as documented by scores on the 2006 administration of the FCAT Reading.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide parents with materials and workshops to assist students at home with reading activities.	Teachers FCAT Tutors Principal and/or Assistant Principal Media Specialist	8/8/2005	5/24/2006
Involve students in reading activities, which focus on characters, settings, plot elements, compare/contrast, cause/effect, and inference/conclusions in order to improve knowledge of reading skills.	Teachers FCAT Tutors Principal and/or Assistant Principal Media Specialist	8/8/2005	5/24/2006
Implement reading activities, which focus on characteristics of fiction/non fiction, predicting content, identifying personal preferences and response in order to improve reading skills.	Teachers FCAT Tutors Principal and/or Assistant Principal Media Specialist	8/8/2005	5/24/2006
Participate in reading activities, which focus on support details/facts chronological order, vocabulary skills, clarifying understanding, retelling and summarizing in order to improve reading skills.	Teachers FCAT Tutors Principal and/or Assistant Principal Media Specialist	8/8/2005	5/24/2006
Involve students in reading activities using various resources involving Sunshine State Standards type questioning in order to acquire the knowledge and skills needed to master state standards.	Teachers FCAT Tutors Principal and/or Assistant Principal Media Specialist	8/8/2005	5/24/2006
Assist students in identifying the author's purpose, message/view point, fact/opinion, literary terms, and effects of language through reading activities to improve reading skills.	Teachers FCAT Tutors Principal and/or Assistant Principal Media Specialist	8/8/2005	5/24/2006
Utilize computer-assisted programs (Accelerated Reader and FCAT Explorer) to improve reading skills.	Teachers FCAT Tutors Principal and/or Assistant Principal Media Specialist	8/8/2005	5/24/2006

Research-Based Programs

1. Houghton-Mifflin Reading Program
2. Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

Professional Development

1. Reading Standards: Best Practices
2. DIBELS Training
3. Progress Monitoring and Reporting Network (PMRN) Training
4. Houghton-Mifflin Intervention Strategies In-Service
5. District and Regional Center Initiatives In-Service Training

Evaluation

This objective will be evaluated by the scores of the 2006 FCAT Reading. Each strategy for this objective will be evaluated through the following:

1. School site generated pre, mid, and post assessments
2. Master schedule
3. Monitor Accelerated Reader quizzes

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

All students will maintain or improve their knowledge and skills in the area of math needed to master Sunshine State Standards.

Needs Assessment

According to the 2005 FCAT Mathematics results, 87 percent of students have met the state required mastery level. Sixty-seven percent have made an annual learning gain. Progress is sufficient to acquire the knowledge, skills, and competencies needed to master state standards, successfully compete nationally, and to make well-reasoned and thoughtful decisions. Based on this data, our current need is to have 70 percent of students make an annual learning gain sufficient to acquire knowledge, skills, and competencies needed to meet the state required mastery level.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, 70 percent of students will make annual learning gains as documented by scores on the 2006 administration of the FCAT Mathematics.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Prepare students in mathematics activities, which focus on number sense, concepts, and basic operations in order to improve mathematics skills.	Teachers FCAT Tutors Principal and/or Assistant Principal	8/8/2005	5/24/2006
Require students to participate in mathematics activities, which focus on systems of measurement, data analysis, and probability to improve knowledge in mathematical skills.	Teachers FCAT Tutors Principal and/or Assistant Principal	8/8/2005	5/24/2006
Involve students in mathematics activities, which focus on geometry, spatial sense, and algebraic thinking in order to acquire higher order mathematical concepts.	Teachers FCAT Tutors Principal and/or Assistant Principal	8/8/2005	5/24/2006
Provide grade level FCAT Daily Practice to increase awareness of state standards expectations.	Teachers FCAT Tutors Principal and/or Assistant Principal	8/8/2005	5/24/2006
Provide parents with materials and workshops to assist students at home with math activities.	Teachers FCAT Tutors Principal and/or Assistant Principal	8/8/2005	5/24/2006
Utilize computer-assisted programs (FCAT Explorer and Harcourt Math Programs) to improve mathematics skills.	Teachers FCAT Tutors Principal and/or Assistant Principal	8/8/2005	5/24/2006
Have students participate on a weekly basis in activities through the use of math journals to enhance and build mathematical vocabulary to improve mathematical skills.	Teachers FCAT Tutors Principal and/or Assistant Principal	8/8/2005	5/24/2006

Research-Based Programs

1. Harcourt Mathematics Program

Professional Development

1. Mathematics Standards: Best Practices
2. District and Regional Center Initiatives In-Service Training

Evaluation

This objective will be evaluated by scores of the 2006 FCAT Mathematics. Each strategy for this objective will be evaluated through the following:

1. School site generated pre, mid, and post assessments
2. Math Journal

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

All students will maintain or improve their knowledge and skills in the area of writing needed to master state proficiency levels.

Needs Assessment

According to the 2005 FCAT Writing results, 95 percent of students met the state required proficiency level. Based on this data, our current need is to have students maintain or increase their writing skills as evidenced by 96 percent of students reaching a score of 3.5 or higher on the 2006 administration of the FCAT Writing.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students will increase their writing skills as evidenced by 96 percent of students reaching a score of 3.5 or higher on the 2006 administration of the FCAT Writing.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Participate on a monthly basis in various writing activities used in journalism and communication careers.	All teachers including foreign language teachers Principal and/or Assistant Principal	8/8/2005	5/24/2006
Incorporate vivid verbs in building sentences and paragraph structure to improve writing skills.	All teachers including foreign language teachers Principal and/or Assistant Principal	8/8/2005	5/24/2006
Participate in small group instruction in order to enhance writing skills.	All teachers including foreign language teachers Principal and/or Assistant Principal	8/8/2005	5/24/2006
Involve students in writing simple paragraphs, incorporating the four types of sentences to improve structure skills in writing.	All teachers including foreign language teachers Principal and/or Assistant Principal	8/8/2005	5/24/2006
Encourage students to use more descriptive languages (adjectives) in constructing sentences and paragraphs to increase the use of vocabulary in their writing.	All teachers including foreign language teachers Principal and/or Assistant Principal	8/8/2005	5/24/2006
Use the District writing pre-test assessment as a teaching tool, to instruct students on how to write expository and narrative paragraphs to increase awareness of state standards expectations.	All teachers including foreign language teachers Principal and/or Assistant Principal	8/8/2005	5/24/2006
Use Write Time for Kids, to enhance students' writing opportunities. First and second grade teachers will incorporate Teach Me Writing to enhance their program.	All teachers including foreign language teachers Principal and/or Assistant Principal	8/8/2005	5/24/2006

Research-Based Programs

1. Teach Me Writing
2. Houghton-Mifflin Writing Program

Professional Development

1. Writing Standards: Best Practices
2. Houghton-Mifflin Intervention Strategies In-Service
3. Creating Independence Through Student Owned Strategies (CRISS) Training
4. District and Regional Center Initiatives In-Service Training

Evaluation

This objective will be evaluated by scores of the 2006 FCAT Writing. Each strategy for this objective will be evaluated through the following:

1. Master Schedule
2. School site generated writing pre/post assessments
3. Distric Writing Rubric
4. District FCAT Writing Pre/Post assessments

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 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 4 STATEMENT:

All students will maintain or improve their knowledge and skills in the area of Science needed to master Sunshine State Standards.

Needs Assessment

According to the 2005 FCAT Science, fifth grade students attained a mean scale score of 321 which surpasses the district and state mean scale score. Based on this data, our current need is to focus on Life and Environmental Science, along with Scientific Thinking to attain a mean score of 325 on the 2006 administration of the FCAT Science.

Measurable Objective

Given instruction using the Sunshine State Standards, students will meet or exceed the district science mean scale score with a score of 325 as documented by the 2006 administration of the FCAT Science.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Focus on science process skills integrating instructional objectives to provide students with basic knowledge of science skills.	Teachers Principal and/or Assistant Principal	8/8/2005	5/24/2006
Incorporate reciprocal teaching techniques to increase students' ability to comprehend and analyze science concepts evidenced by written responses.	Teachers Principal and/or Assistant Principal	8/8/2005	5/24/2006
Encourage students to participate in activities related to the ecosystem of Florida in order to improve their science skills in the area of Life and Environmental Science.	Teachers Principal and/or Assistant Principal	8/8/2005	5/24/2006
Require students to participate in hands-on activities through informal assessments to integrate science instructional objectives, allowing students to correlate science skills to basic knowledge.	Teachers Principal and/or Assistant Principal	8/8/2005	5/24/2006
Utilize the district's science scope and sequence monitored through classroom visitation to drive instruction in all five science strands in order to guide instruction.	Teachers Principal and/or Assistant Principal	8/8/2005	5/24/2006
Involve students in a Science/Technology Fair to improve their understanding of the scientific process as recorded by participation logs.	Teachers Principal and/or Assistant Principal	8/8/2005	5/24/2006

Research-Based Programs

1. Harcourt Brace Science Series
2. Full Option Science System (FOSS) Learning Kits

Professional Development

1. Eisenhower Professional Development Program
2. District and Regional Center Initiatives In-Service Training

Evaluation

This objective will be evaluated by the scores of the 2006 FCAT Science. Each strategy for this objective will be evaluated through the following:

1. Informal assessments by teacher
2. Participation log by grade level
3. Quarterly data generated by teacher
4. Quarterly assessments from the science textbook
5. Classroom visits from assistant principal to monitor progress with scope and sequence.

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

GOAL 5 STATEMENT:

Parents will increase participation in their child(ren)'s school and education.

Needs Assessment

According to the 2004-2005 computer generated Parent Volunteer Applications, 51 percent of our parent population enrolled as volunteers at the school site. Based on this data, our current need is to have 60 percent of our parent population enrolled as volunteers for the 2005-2006 school year.

Measurable Objective

Given the opportunity, parental involvement will increase by nine percentage points in volunteer enrollment as evidenced by 2005-2006 computer generated Parent Volunteer Applications.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Deliver workshops to empower the parents to assist the students at home.	Counselor Principal and/or Assistant Principal	8/8/2005	5/24/2006
Provide parent resource center to disseminate information to parents.	Counselor Principal and/or Assistant Principal	8/8/2005	5/24/2006
Initiate parents' participation in decision-making groups such as the Parent Teacher Association (PTA) and the Educational Excellence School Advisory Council (EESAC) to improve parental involvement.	Counselor Principal and/or Assistant Principal	8/8/2005	5/24/2006
Conduct monthly EESAC meetings to provide updates to parent representatives about school improvement efforts.	Counselor Principal and/or Assistant Principal	8/8/2005	5/24/2006
Conduct an open house in the fall to encourage parental participation.	Counselor Principal and/or Assistant Principal	8/8/2005	5/24/2006
Encourage parents to review home-learning activities daily.	Counselor Principal and/or Assistant Principal	8/8/2005	5/24/2006
Maintain an ongoing line of communication through the usage of flyers, newsletters, interim reports, and parent teacher conferences.	Counselor Principal and/or Assistant Principal	8/8/2005	5/24/2006

Research-Based Programs

1. National Parental and Family Involvement Program
2. National PTA Standards for Parental Involvement

Professional Development

1. Elementary School Guidance Counselors' Quarterly Workshops

Evaluation

The objective will be evaluated by an increase in the percentage of parents attending school functions as evidenced by documented school records and volunteer logs. Each strategy for this objective will be evaluated through the following:

1. Workshop attendance record
2. Volunteer sign-in logs
3. Students' attendance records and teacher/parent conference logs
4. PTA sign-in logs
5. EESAC agendas, minutes, and attendance records
6. Open house attendance logs

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 6 STATEMENT:

All students will maintain or improve attendance for the 2005-2006 school year.

Needs Assessment

According to the Attendance Report for the 2004-2005 school year, our average daily attendance was 97.69 percent. Based on the data our current need is to have students maintain or increase the average daily attendance for our school.

Measurable Objective

Given the continuous attention on attendance, the students will maintain or increase their daily attendance as evidenced by a .25 percent increase on the 2005-2006 Attendance Report as compared to 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Recognize individual classes with 100 percent attendance during morning announcements daily via closed circuit television.	Teachers Counselor Data Input Specialist Principal and/or Assistant Principal	8/8/2005	5/24/2006
Acknowledge the classes with 100 percent attendance for each semester with special incentives.	Teachers Counselor Data Input Specialist Principal and/or Assistant Principal	8/8/2005	5/24/2006
Provide individual awards to students with 100 percent attendance during the school year.	Teachers Counselor Data Input Specialist Principal and/or Assistant Principal	8/8/2005	5/24/2006
Provide awards for students with five and six consecutive years of perfect attendance.	Teachers Counselor Data Input Specialist Principal and/or Assistant Principal	8/8/2005	5/24/2006
Exhibit names of students with perfect attendance quarterly.	Teachers Counselor Data Input Specialist Principal and/or Assistant Principal	8/8/2005	5/24/2006

Research-Based Programs

1. Lee Cantor's Assertive Discipline
2. Cooperative Discipline Program

Professional Development

1. District Professional Development on school attendance

Evaluation

This objective will be evaluated by a .25 percent increase in student's attendance as evidenced by documented school records through Daily Attendance Bulletin and Attendance Reports.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

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

GOAL 7 STATEMENT:

All students will increase their usage of instructional technology.

Needs Assessment

According to the School Climate Survey for the 2004-2005 school year, 21 percent of parents emphasized a need for the integration of technology in curriculum. Based on this data, our current need is to have students increase their usage of technology programs to support curriculum instruction.

Measurable Objective

Given an emphasis on the use of technology in education, all students will increase their usage of technology curriculum instruction programs (i.e., FCAT Explorer, Accelerated Reader, and Riverdeep) as evidenced by a ten percent increase during the 2005-2006 school year as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Encourage students to use Accelerated Reader Program through incentives and recognition.	Teachers Micro-systems Technician Media Specialist Principal and/or Assistant Principal	8/8/2005	5/24/2006
Involve students in research activities through the use of instructional internet activities.	Teachers Micro-systems Technician Media Specialist Principal and/or Assistant Principal	8/8/2005	5/24/2006
Promote parental involvement to enhance student achievement through the use of technology by providing instructional sites for reinforcement (i.e., eharcourtschool.com, Florida Department of Education).	Teachers Micro-systems Technician Media Specialist Principal and/or Assistant Principal	8/8/2005	5/24/2006
Provide on-site training for teachers and paraprofessionals on implementation of curriculum instruction programs (i.e., FCAT Explorer, Accelerated Reader, and Riverdeep).	Teachers Micro-systems Technician Media Specialist Principal and/or Assistant Principal	8/8/2005	5/24/2006
Monitor student participation in FCAT Explorer, Accelerated Reader, and Riverdeep programs through computer generated reports.	Teachers Micro-systems Technician Media Specialist Principal and/or Assistant Principal	8/8/2005	5/24/2006

Research-Based Programs

1. Riverdeep

Professional Development

1. Accelerated Reader Training
2. FCAT Explorer Training
3. Riverdeep Training
4. ebook and eharcourt Online Training
5. District and Regional Center Initiatives In-Service Training

Evaluation

This objective will be evaluated by a ten percent increase in the participation of students in curriculum instruction programs as evidenced by computer generated reports for FCAT Explorer, Accelerated Reader, and Riverdeep.

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

Miami-Dade County Public Schools

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

GOAL 8 STATEMENT:

All students will maintain or improve skills in the areas of physical fitness needed to master the 2005-2006 FITNESSGRAM test.

Needs Assessment

According to the 2004-2005 Physical Fitness Test, 71 percent of fourth and fifth grade students passed the FITNESSGRAM test. Based on this data, our current need is to focus on having fourth and fifth grade students pass the six component FITNESSGRAM test by an increase of five percent.

Measurable Objective

Given instruction using the Sunshine State Standards, 76 percent of fourth and fifth grade students will pass the six component FITNESSGRAM test as documented by the 2005-2006 Physical Fitness Test Report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Motivate students to complete the mile run/walk by conditioning students to build upon prior times throughout the school year.	Physical Education Teachers Principal and/or Assistant Principal	8/8/2005	5/24/2006
Provide nutritional awareness in conjunction with the physical fitness strategies.	Physical Education Teachers Principal and/or Assistant Principal	8/8/2005	5/24/2006
Increase flexibility of students by systematically providing exercises to enhance stretching ability.	Physical Education Teachers Principal and/or Assistant Principal	8/8/2005	5/24/2006
Participate in current events to enhance reading skills through sports studies.	Physical Education Teachers Principal and/or Assistant Principal	8/8/2005	5/24/2006
Reinforce a connection between physical fitness and mathematics through the use of record keeping, data analysis, and problem solving.	Physical Education Teachers Principal and/or Assistant Principal	8/8/2005	5/24/2006
Provide family awareness of fitness and nutrition by promoting success of FITNESSGRAM components through school's monthly calendar/newsletter.	Physical Education Teachers Principal and/or Assistant Principal	8/8/2005	5/24/2006

Research-Based Programs

1. Presidential Physical Fitness Testing

Professional Development

1. District Level Workshops on physical fitness, nutrition, and school safety

Evaluation

The objective will be evaluated by a five percent increase on the 2005-2006 FITNESSGRAM test.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

GOAL 9 STATEMENT:

All students in performing group (Troubadours) will improve their music performance skills to prepare them for lifelong enjoyment of music.

Needs Assessment

According to the students' audition scores, 72 percent have acquired a level of mastery preparing them for the next level of music performance. They are now ready to acquire the knowledge and skills necessary to become a responsible productive member of a performing group. Based on this data, it is necessary that 75 percent of the students maintain or increase a level of mastery in their musical reading and performing skills.

Measurable Objective

Given instruction using the District curriculum and Sunshine State Standards, 75 percent of students will maintain or increase their musical skills as evidenced by their gains in notation reading skills and self-assessment of performance skills.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide students with the knowledge of basic music skills in order to improve musical performance skills.	Music Teacher Principal and/or Assistant Principal	8/8/2005	5/24/2006
Require student participation in instrumental and vocal performance groups.	Music Teacher Principal and/or Assistant Principal	8/8/2005	5/24/2006
Assist students in improving in musical notation to enhance reading skills.	Music Teacher Principal and/or Assistant Principal	8/8/2005	5/24/2006
Involve students in performances throughout the year that require musical reading and performance skills.	Music Teacher Principal and/or Assistant Principal	8/8/2005	5/24/2006
Prepare fifth grade students for auditions to perform in Superintendent's Honors Music Festival.	Music Teacher Principal and/or Assistant Principal	8/8/2005	5/24/2006

Research-Based Programs

1. District Competency-Based Curriculum

Professional Development

1. State Music Educators' Conference attended by music teacher
2. District Music Workshops

Evaluation

The objective will be evaluated through the following:

1. Teacher generated quarterly assessments
2. Informal performance assessments in music reading and vocal skills including unison and two-part singing, utilizing rubric scoring
3. Audition and be selected in the District's annual Superintendent's Honors Music Festival

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

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

GOAL 10 STATEMENT:

North Dade Center for Modern Languages will rank at or above the 70th percentile statewide in the Return On Investment (ROI) index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the Florida Department of Education (FLDOE) indicate that in 2003, North Dade Center for Modern Languages ranked at the 67th percentile on the State of Florida ROI index.

Measurable Objective

North Dade Center for Modern Languages will improve its ranking on the State of Florida ROI index publication from the 67th percentile in 2003 to the 70th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become more informed about the use of financial resources in relation to school programs.	Principal and/or Assistant Principal	8/8/2005	5/24/2006
Collaborate with the District on resource allocation.	Principal and/or Assistant Principal	8/8/2005	5/24/2006
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal and/or Assistant Principal	8/8/2005	5/24/2006
Consider shared use of facilities, partnering with community agencies.	Principal and/or Assistant Principal	8/8/2005	5/24/2006

Research-Based Programs

1. Houghton-Mifflin Reading Program
2. Harcourt Mathematics Program
3. Houghton-Mifflin Writing Program
4. Harcourt-Brace Science Series

Professional Development

1. Intervention/Diagnostic Strategies in Reading Training

Evaluation

On the next State of Florida ROI index publication, North Dade Center for Modern Languages will show progress toward reaching the 70th percentile.

EESAC Compliance

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

Budget:

The EESAC has provided specific input on budget allocations that impact curricular innovations in all areas. In addition, the EESAC budget is utilized to purchase supplemental materials for curriculum enhancement and student achievement.

Training:

The EESAC suggested ongoing training for its members and faculty to achieve the goals of the School Improvement Plan such as test preparation and practice. The training is achieved via faculty and curriculum planning meetings as well as EESAC monthly meetings.

Instructional Materials:

Instructional tools should be purchased as decided by the individual teachers, department chairpersons, and support staff (media specialist and counselor), with the support of the administration, EESAC chairperson, and United Teachers of Dade Building Steward.

Technology:

The EESAC recommended that its members and the faculty assess and develop the annual needs for technology as an instructional tool. Purchases are approved according to budget allocations. To assist the school in securing additional funds for technology purchases, EESAC has sent a representative to the Opa Locka/North Dade Front Porch Council.

Staffing:

The school has an interview committee to screen candidates for instructional members and non-instructional vacancies. The EESAC chairperson, principal, and Union Steward/Representative are permanent members of the committee.

Student Support Services:

The EESAC suggests that a needs assessment be conducted to survey the areas of improvement or enhancement in student support services. The counselor and EESAC members assist with the preparation of the goals.

Other Matters of Resource Allocation:

Resource allocations are recommended to be reviewed and enhanced by the active involvement of the school community in the EESAC. The EESAC suggests that its members and the faculty review, by grade levels each nine weeks, the students' pre and post assessments for modification and/or curriculum enhancement.

Benchmarking:

The EESAC members and the faculty review, by grade levels every nine weeks, student progress toward mastery of the Sunshine State Standards for modification and/or curriculum enhancement.

School Safety & Discipline:

To enhance safety and discipline, the EESAC and the faculty encourage students to participate in several programs including Safety Patrol and Do The Right Thing.

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

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

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

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

Region Superintendent