
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 5601 - Twin Lakes Elementary School

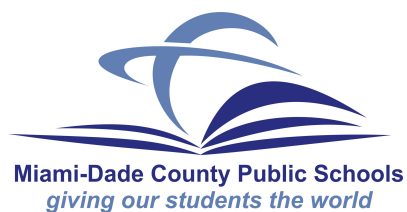
FeederPattern: Hialeah-Miami Lakes Senior

Region: Regional Center I

District: 13 - Miami-Dade

Principal: Maria de Leon

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Twin Lakes Elementary School

Twin Lakes Elementary is a Pre-Kindergarten to 5th grade elementary school located in West Hialeah, in a low to middle class community consisting of 95% of Hispanics, 3% White Non-Hispanics, 1% African-American, and 1% others. Seventy-nine percent of the students are eligible for free or reduced meals and the mobility rate is 26%. A variety of speciality programs help make Twin Lakes Elementary a school of excellence: an Exceptional Student Education (ESE) program in which methods of instruction are tailored to students' needs, a Limited English Proficient (LEP) program that infuses language stimulating techniques while maintaining the same scope and sequence as in the regular curriculum, a Teaching Enrichment Activities to Minorities (TEAM) program that uses higher-order thinking skills to foster academic growth, a Gifted Program, an Extended Bilingual Program that emphasizes English and Spanish to prepare students to succeed in a competitive bilingual community, and an Academic Excellence Program (AEP) that includes Chess and Journalism.

Given instruction using Sunshine State Standards, students in grades three through five will maintain or improve their reading skills as demonstrated on the results of the 2006 FCAT-Reading.

Given instruction using the Sunshine State Standards, students in grades three, four and five will maintain or improve their mathematics skills as demonstrated on the results of the 2006 FCAT-Mathematics.

Given instruction using the Sunshine State Standards, students in grade four will maintain or increase by 1% their current level of performance in writing skills as demonstrated on the results of the 2006 FCAT-Writing.

Given instruction using the Sunshine State Standards and increased attention to the science process skills, students in grade five will increase their science proficiency as evidenced by an increase of five percent in scores earned on a school-generated science pre/post test administered in the fall of 2005 and the spring of 2006.

Given the need for parental involvement as a powerful tool in student achievement and performance, 64 percent of the parents will participate in a minimum of two school sponsored activities as evidenced by parent sign-in logs.

Given an emphasis on a safe and orderly environment, students will improve punctuality by a 3 percent decrease in the number of tardies during the 2005-2006 school year as compared to the 2004-2005 school year as evidenced by the Attendance Report with Absences and Suspensions.

Given instruction using the Sunshine State Standards and the National Education Technology Standards, 75 percent of the students in Kindergarten through fifth grades will complete with a passing grade, independently or in groups, a project and/or report using technology as evidenced by a school-generated

technology rubric.

Given an emphasis on improving physical fitness, 90 percent of the students will be award recipients as measured by the FITNESSGRAM.

Given emphasis on the benefits of participating in a variety of musical activities, the number of music programs available to students will increase by 20 percent from the 2004-2005 school year to the 2005-2006 school year as evidenced by the list of musical extra-curricular activities.

Twin Lakes Elementary School will improve its ranking on the State of Florida Return On Investment (ROI) index publication from the 86th percentile in 2003 to the 88th percentile on the next publication of the index.

The two areas of improvement identified by the Organizational Performance Improvement Snapshot Survey Tool are Process Management and Business Results.

To address these areas, Twin Lakes plans to make a concerted effort to recognize unique teacher talents and channel these more effectively. By reorganizing the School Improvement Plan (SIP) committees, each teacher will choose and participate in two SIP committees. In addition, more information regarding the school's financial status will be shared with all staff members throughout the year at faculty and EESAC meetings.

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.

Twin Lakes Elementary School

VISION

The Twin Lakes Elementary faculty, staff, parents, and the community strive for excellence in education while challenging students to reach their full potential.

MISSION

The Twin Lakes Elementary faculty and staff are committed to the foundation of high academic standards of achievement and principles of sound character in all students. It is through the principal's strong leadership that the vision and mission become realities.

CORE VALUES

Twin Lakes Elementary School holds our students to higher standards of academic achievement, thus envisioning and creating a world-class education for all.

Twin Lakes Elementary provides students with access to Competency-Based Curriculum delivered through highly qualified instructors and provided in traditional classroom settings.

Twin Lakes Elementary is dedicated to excellence in quality of instruction, training, and relationships and provide an environment where all students are challenged to achieve their full potential.

School Demographics

Twin Lakes Elementary is located in Hialeah, Florida and serves students in grades Pre-Kindergarten through fifth. The school was established in 1956. The community consists of low to middle class families. Student enrollment at this time is 700. The student population is: 3% White, 95% Hispanic, 1% African-American, 1% Asian/Indian/Multi-racial. The mobility index is moderate. The percentage of students receiving free and reduced price meals was 79% during the 2004-2005 school year which made the school eligible for Title 1 funds.

Twin Lakes Elementary has 62 full-time staff members of which, 48 are teachers. Seven percent of teachers hold Specialists Degrees, thirty-nine percent have Masters Degrees, and four percent are National Board Certified. The leadership team is composed of the principal, one assistant principal, a guidance counselor, a reading coach, a mathematics resource teacher, and the grade level chairpersons. The school has a media specialist, a psychologist, a social worker, a staffing specialist and a speech therapist. Other personnel include two full-time paraprofessionals, four part-time paraprofessionals, six custodial staff, six cafeteria staff, aides and volunteers, an effective Parent-Teacher-Student Association, and the community at large that support the total school program.

Twin Lakes Elementary has been an A school for five consecutive years. During the 2004-2005 school year, the school ranked #1 in attendance among all Miami-Dade County Public Schools (M-DCPS). It attained the highest mean scale score in mathematics in M-DCPS Regional Center I schools, and placed second among M-DCPS in mathematics. The mathematics mean scale score has been the highest among Florida Title I schools for two consecutive years. Adequate Yearly Progress (AYP) has been met. Twin Lakes has been awarded the grade of A under the Governor of the State of Florida's A+ Plan. Reading scores are above district averages in grades three through five, and science scores are above both district and state averages. During the 2002-2003, 2003-2004, and 2004-2005 school years, the school ranked first in attendance among 203 elementary schools.

Twin Lakes Elementary is a school of excellence that continuously strives to challenge students to reach their full potential.

School Foundation

Leadership:

Twin Lakes Elementary's Educational Excellence School Advisory Council (EESAC) in conjunction with the administration, strives to foster an environment of professional collaboration among its stakeholders to bring about higher academic achievement and a safe and nurturing environment for students. The council oversees the areas of curriculum, monitors the implementation of the School Improvement Plan, and monitors the budget that supports it. The Organizational Performance Improvement Snapshot (OPIS) reflects an average of 4.2 in this category.

District Strategic Planning Alignment:

The goals and objectives developed for the School Improvement Plan came about through the collaboration of the various School Improvement Plan committees. Each committee met and was actively engaged in discussing and analyzing all the 2004-2005 data pertaining to their area, identifying needs for improvement, and brainstorming on the different strategies that would address these needs. The OPIS average score in this area was 4.1.

Stakeholder Engagement:

In an effort to more effectively serve all stakeholders, Twin Lakes identifies needs through a variety of surveys and questionnaires. To address the identified needs properly, a variety of parent workshops and outreach program services are provided. Parents and students show satisfaction with the school. Students have been ranked number one in attendance among all elementary schools in Miami-Dade County Public Schools for two consecutive years. The OPIS reflects an average of 4.1 in this area.

Faculty & Staff:

Twin Lakes Elementary School's mentoring program is in accordance with the District Professional Assessment and Comprehensive Evaluation System (PACES) in regards to policies and procedures. New teachers have the support of a professional growth team and an individual mentor teacher who provides guidance in all aspects of school responsibilities throughout the first year. The goal of this program is to foster a supportive environment for beginning teachers by providing opportunities for coaching, classroom demonstrations, and mentor-teacher activities, such as, planning, observing, and providing feedback. The OPIS average score in this area was 4.0.

Data/Information/Knowledge Management:

Mentors are highly qualified school personnel who have the special knowledge and competencies required to be successful in supporting the development and professional growth of employees through careful analysis of applicable data as related to the organization's overall vision and mission. The OPIS reflects an average of 4.3 in this category.

Education Design:

Twin Lakes Elementary provides a curriculum that fosters support of advanced academics through two gifted units, Teaching Enrichment Activities to Minorities (TEAM) and the Extended Bilingual Program (EFL) classes. The school provides in-house, after-school and Saturday Academy tutorials in reading, mathematics, and writing for

students not making learning gains and/or those who scored below Level 3 on the FCAT. Tutorials are also provided for Students with Disabilities (SWD) and Limited English Proficient (LEP) students in reading and mathematics.

Twin Lakes Elementary implements the Houghton Mifflin Reading Program and the Scott Foresman/Addison-Wesley Mathematics Series. FCAT Houghton Mifflin Supplementary materials are utilized in reading. The mathematics curriculum is supplemented with the ACALETICS program. Students' scores are monitored and analyzed continuously for data-driven instruction, through the implementation of the Plan Do Study Act Model (PDSA): test score disaggregation, time line development, instructional focus, assessment, tutorials, enrichment, maintenance and monitoring. Twin Lakes Elementary has been an A school for five consecutive years. The school has met Federal Adequate Yearly Progress (AYP). Based on this premise, procedures and practices are being implemented to ensure that all subgroups meet the No Child Left Behind (NCLB) legal requirements. The OPIS average score in this area was 3.9.

Performance Results:

Additional areas that this process has impacted, include a clearer vision from the staff and a proactive approach toward the acquisition of the school's goals.

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 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:

Twin Lakes Elementary will continue to pursue excellence in reading by setting high standards and meeting all district and state requirements.

Needs Assessment

Results of the 2005 FCAT-Reading indicate that 85 percent of students have met the required mastery level, 76 percent have made annual learning gains and 65 percent of the lowest 25 percentile made learning gains in reading, while 15 percent of students have not met the 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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using Sunshine State Standards, students in grades three through five will maintain or improve their reading skills as demonstrated on the results of the 2006 FCAT-Reading.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement in-house, after-school, and Saturday Academy programs for students scoring levels 1 and 2 and/or not making learning gains.	Administration	10/01/2005	05/24/2006
Establish remediation specific to the needs of Limited English Proficient (LEP) and Students with Disabilities (SWD) subgroups.	Administration	08/08/2005	05/24/2006
Implement the Plan Do Study Act Model (PDSA)diseggregating and analyzing the 2005 FCAT-Reading data.	Administration, Instructional Staff	08/08/2005	05/24/2006
Group students homogeneously and implement the Houghton Mifflin Reading Program with intensive focus on guided reading, fluency, vocabulary development, and comprehension skills.	Administration, Reading Coach, Instructional staff	08/08/2005	05/24/2006
Use Houghton Mifflin FCAT test preparation materials to reinforce test-taking skills.	Administration, Instructional Staff	08/08/2005	05/24/2006
Conduct weekly grade level meetings to monitor progress, collaborate and plan the delivery of instruction.	Administration, Instructional Staff	08/08/2005	05/24/2006
Use Accelerated Reader, FCAT Explorer, and Riverdeep to improve reading comprehension and promote independent reading.	Administration, Instructional Staff, Media Specialist	08/08/2005	05/24/2006
Incorporate a variety of activities to encourage lifelong reading.	Administration, Reading Coach, Media Specialist, Instructional Staff	08/08/2005	05/24/2006
Utilize Performance Task cards across the curriculum, including special areas, to familiarize students with Sunshine State Standards' benchmarks.	Administration, Instructional Staff	08/08/2005	05/24/2006
Establish in-house daily, after-school three times a week, and Saturday Academy tutorial programs for students scoring levels 1 and 2, and/or not making learning gains. An evaluation component of pre/post test will be implemented.	Administration, Instructional Staff	09/01/2005	05/24/2006

Research-Based Programs

Twin Lakes Elementary implements the Continuous Improvement Model (CIM) and the Houghton Mifflin Reading program that provides the students an opportunity to practice all Sunshine State Standards Reading Benchmarks so they achieve mastery and develop efficient strategies for learning.

Professional Development

Professional Development will include:

- *Techniques to implement the delivery of instruction of the Houghton Mifflin Reading Program
- *Collaborative planning, Accelerated Reader Program training
- *CRISS training
- *DIBELS Assessment training

Evaluation

This objective will be evaluated by scores earned on the 2006 FCAT-Reading, which will provide formative assessment to be used to monitor progress towards the objective.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

GOAL 2 STATEMENT:

Twin Lakes Elementary will meet all district and state requirements by setting high standards and expectations in mathematics.

Needs Assessment

Results of the 2005 FCAT-Mathematics indicate that 93 percent of students have met the required mastery level, while 7 percent did not meet high standards in mathematics.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three, four and five will maintain or improve their mathematics skills as demonstrated on the results of the 2006 FCAT-Mathematics.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Establish in-house daily, after-school three times a week, and Saturday Academy tutorial programs for students scoring levels 1 and 2, and/or not making learning gains. An evaluation component of pre/post test will be implemented.	Administration, Instructional Staff	10/1/05	05/24/06
Conduct weekly grade level meetings to monitor pacing of the curriculum and discuss long range plans.	Administration, Instructional Staff	08/8/05	05/24/06
Provide daily uninterrupted sixty-minute instructional block in mathematics for students in kindergarten through grade five.	Administration, Instructional Staff	08/8/05	05/24/06
Provide guided and independent practice of daily drills in basic computation facts at the appropriate grade levels to improve speed and accuracy in problem solving.	Administration, Instructional Staff	08/8/05	05/24/06
Provide and practice test-taking strategies using FCAT supplementary resource materials.	Administration, Instructional Staff	08/8/05	05/24/06
Implement the Plan Do Study Act Model (PDSA) through diseggregating and analyzing the 2005 FCAT-Mathematics data to identify strengths and opportunities for improvement.	Administration, Instructional Staff	08/8/05	05/24/06
Continue to implement the ACALETICS Program to assist in the delivery of mathematics instruction school-wide.	Administration, Mathematics Resource, Instructional Staff	08/8/05	05/24/06
Articulate and share lesson plans with Exceptional Student Education (ESE) teachers to make sure Students with Disabilities (SWD) are being engaged in the same high-intensity curriculum as the rest of the student population.	Administration, Instructional Staff	08/8/05	05/24/06
Establish remediation specific to the needs of Limited English Proficient (LEP) and Student with Disabilities (SWD) subgroups.	Administration, Instructional Staff	08/08/05	05/24/06
Identify students not meeting performance levels in mathematics and develop Academic Improvement	Administration, Instructional Staff	08/8/05	05/24/06

Plans (AIPs) as needed.	
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Research-Based Programs

Twin Lakes Elementary implements the Continuous Improvement Model (CIM) and the state adopted Scott Foresman/Addison Wesley Mathematics Program that provides all the elements necessary to stimulate student motivation and confidence in mathematics while making mathematics fun to learn.

Professional Development

Professional Development will include:

- *Techniques to improve the delivery of instruction of the Scott Foresman/Addison Mathematics Program
- *ACALETICS Program
- *Collaborative planning
- *Technology workshops on mathematics programs available on the web

Evaluation

This objective will be evaluated by scores earned on the 2006 FCAT-Mathematics, which will provide formative assessment to be used to monitor progress towards the objective.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

Twin Lakes Elementary will meet all district and state requirements by setting high standards and expectations in writing.

Needs Assessment

Results of the 2005 FCAT-Writing indicate that 95 percent of students have met the required mastery level, while 5 percent have not met the 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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade four will maintain or increase by 1% their current level of performance in writing skills as demonstrated on the results of the 2006 FCAT-Writing.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Evaluate student writing in grades 2-5 by using the scoring rubric established by the Florida Department of Education.	Administration, Instructional Staff	08/8/05	05/24/06
Provide students in K-5 with writing prompts/topics to help improve writing proficiency.	Administration, Instructional Staff	08/8/05	05/24/06
Utilize Microsoft Word in the writing process to facilitate editing and publishing.	Administration, Instructional Staff	08/8/05	05/24/06
Continue to implement student journal writing to encourage creative writing.	Administration, Reading Coach, Instructional Staff	08/8/05	05/24/06
Display selected writing samples on the Young Author's bulletin board to showcase student achievement in writing.	Administration, Reading Coach, Instructional Staff	08/8/06	05/24/06
Utilize the suggested writing and reading language instruction activities to improve writing skills and language mechanics.	Administration, Reading Coach, Instructional Staff	08/8/05	05/24/06
Promote student participation in writing contests to improve writing skills.	Administration, Reading Coach, Instructional Staff	08/8/05	05/24/06
Implement the Plan Do Study Act Model (PDSA).	Administration, Instructional Staff	08/8/05	5/24/06
Implement an after-school Writing Tutorial Program once a week to include Limited English Proficient (LEP) and Students with Disabilities (SWD) students. An evaluation component of pre/post test will be implemented.	Administration, Instructional Staff	08/8/05	05/24/06

Research-Based Programs

Houghton Mifflin Reading Program and Continuous Improvement Model (CIM).

Professional Development

Professional development will include:

- *Techniques to improve the delivery of instruction
- *The scoring of student writing samples using rubric scoring.
- *The implementation of creative, innovative techniques that will enhance student writing for both narrative and expository prompts.
- *Continue to attend district, regional center and school-sponsored inservices that will facilitate the writing process for instructional staff.

Evaluation

This objective will be evaluated by scores earned on the 2006 FCAT-Writing. Miami-Dade County Public Schools (M-DCPS) Writing Pre-Test, Progress Test, Post-Test results and in-house writing prompts will provide formative assessment which will be used to monitor progress towards the objective.

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

Miami-Dade County Public Schools

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

GOAL 4 STATEMENT:

Twin Lakes Elementary will meet all district and state requirements by setting high standards and expectations in science.

Needs Assessment

2005 FCAT-Science scores indicate Twin Lakes Elementary is above the district average in all science content areas except Physical and Chemical Science where the mean points earned were the same as the state.

Compared to the state's score of 7 mean points earned in Scientific Thinking, Twin Lakes 5th grade students scored 8 out of the possible 12.

In the other three science content areas, Twin Lakes met the same state mean score of 8 points earned in Physical/Chemical and Life/Environment and 7 points earned in Earth/Space.

Measurable Objective

Given instruction using the Sunshine State Standards and increased attention to the science process skills, students in grade five will increase their science proficiency as evidenced by an increase of five percent in scores earned on a school-generated science pre/post test administered in the fall of 2005 and the spring of 2006.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct parent workshops on the scientific method and science process skills.	Administration, Instructional Staff	10/1/05	11/30/05
Showcase on closed-circuit television the winning science fair projects.	Administration, Science Chairperson	01/10/06	02/20/06
Use the district-developed Scope, Sequence and Pacing Document to ensure that all grade levels are using a structured approach to meeting the goals of the Sunshine State Standards within the appropriate time frame.	Administration, Science Chairperson	09/1/05	05/24/06
Provide opportunities for students to conduct science investigations throughout each nine-week grading period.	Administration, Instructional Staff	09/01/05	05/24/06
Provide on-site professional development opportunities for teachers.	Administration	10/1/05	05/24/06
Promote the development of higher-order thinking skills through the participation in an annual science fair that will require students to implement and apply the scientific method.	Administration, Science Committee	10/1/05	12/15/06

Research-Based Programs

Twin Lakes Elementary implements the Continuous Improvement Model (CIM), the state adopted McGraw-Hill Science Series and the FCAT Prep Grade 5 Science.

Professional Development

Professional development training will include:

- *Inservices in the eight strands of science
- *Delivery of instruction through hands-on activities
- *The implementation of the scientific method

Evaluation

This objective will be evaluated by scores earned on the school-generated pre, progress, and post tests administered throughout the 2005-2006 school year.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

GOAL 5 STATEMENT:

Twin Lakes Elementary will increase parental involvement by providing motivating and meaningful activities throughout the school year.

Needs Assessment

Based upon 2004-2005 parent sign-in logs, an average of 58 percent of parents attended at least one school activity, while 42 percent of parents did not attend any school activity.

Measurable Objective

Given the need for parental involvement as a powerful tool in student achievement and performance, 64 percent of the parents will participate in a minimum of two school sponsored activities as evidenced by parent sign-in logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Facilitate ESOL classes for parents in order to help reinforce home learning.	Administration	08/8/05	05/24/06
Develop a monthly bilingual newsletter to promote school events, the importance of PTA membership, and active involvement in school-sponsored activities.	Administration	10/01/05	05/24/06
Conduct a Volunteer Opportunities Workshop to clarify to parents how they can be involved in their children's education and to stimulate parent volunteerism.	Administration, Community Involvement Specialist	10/01/05	11/30/05
Plan and schedule a workshop to promote the Parent Academy and help parents learn how to access and use Parent Academy's resources.	Administration, Community Involvement Specialist	10/1/05	11/30/05
Plan and schedule parent workshops related to FCAT test-taking skills in reading, writing, mathematics, and science to improve academic performance in these areas.	Administration, Community Involvement Specialist, Instructional Staff	10/5/05	1/30/06
Display Parent Academy website on marquee and list courses offered to parents through Parent Academy in Community Events Bulletin Board.	Administration, Community Involvement Specialist	10/01/05	05/24/06
Use parent-teacher conferences, bilingual newsletters, and informational meetings/workshops to promote the use of the Parent Resource Center located in the school library.	Administration, Community Involvement Specialist, Instructional Staff	08/8/05	05/24/06
Implement the use of daily planners to ensure parents' awareness of homework.	Administration, Instructional Staff	08/8/05	05/24/06
Participate in the 2005-2006 "Parent of the Month Award" Program to honor Twin Lakes Elementary's outstanding parents.	Administration, Community Involvement Specialist	10/1/05	05/24/06

Research-Based Programs

Parent-Teacher Association (PTA)

Professional Development

Professional development will include:

- *Different approaches on how to work with families and be respectful of ethnic and cultural differences
- *Parents' communication styles
- *Implementation of creative and innovative activities that will enhance parental involvement.

Evaluation

This objective will be evaluated by the 2005-2006 parent sign-in 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 checked="" 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 checked="" type="checkbox"/>

GOAL 6 STATEMENT:

Students will understand the value of punctuality and discipline thus acquiring proper attitudes for developing behavior patterns which will yield responsible citizens.

Needs Assessment

During the 2004-2005 school year, Twin Lakes Elementary ranked #1 in attendance, however, the Attendance Report with Absences and Suspensions indicates that students had a total of 3,851 tardies.

Measurable Objective

Given an emphasis on a safe and orderly environment, students will improve punctuality by a 3 percent decrease in the number of tardies during the 2005-2006 school year as compared to the 2004-2005 school year as evidenced by the Attendance Report with Absences and Suspensions.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Plan and establish a school-wide award program for classrooms with Zero Tardies.	Administration	10/3/05	5/24/06
Establish a grade-level behavior plan to improve cafeteria behavior.	Administration, Grade-level Chairpersons	10/1/05	5/24/06
Create and implement a school-wide Zero Tolerance for Tardiness policy.	Administration, Instructional Staff	10/3/05	5/24/06
Establish a hallway "buddy-system" to prevent students from traveling throughout the school by themselves.	Administration, Instructional Staff	08/8/05	05/24/06
Participate in the City of Miami Police Department's "Do the Right Thing" program to acknowledge students demonstrating good moral character.	Administration, Counselor	8/8/05	05/24/06
Utilize the School Safety Patrol members to serve as role models of punctuality, dependability and discipline.	Administration, Safety Patrol Chairperson	10/3/05	5/24/06
Promote good citizenship through the realization of a character education program that recognizes students demonstrating each month's core value.	Administration, Discipline and Safety Committee	10/1/05	05/24/06
Create and implement classroom-based discipline plan to feature students' rights and responsibilities along with consequences for negative behavior.	Administration, Instructional Staff	8/8/05	05/24/06
Utilize the School Safety Patrol members to monitor, direct student traffic and promote school pride.	Administration, Safety Patrol Program Sponsor	8/8/05	05/24/06
Implement the Drug Awareness Resistance Education (DARE) program for 5th grade students.	Administration, Hialeah Police Department	3/13/06	5/24/06

Research-Based Programs

Continuous Improvement Model (CIM)

Professional Development

Grade-level Chairpersons will meet on a monthly basis to collaborate and discuss discipline and safety concerns.

Evaluation

This objective will be evaluated by a 3% decrease in the number of tardies during the 2005-2006 school year as compared to the 2004-2005 school year as evidenced by the Attendance Report with Absences and Suspensions.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 7 STATEMENT:

Twin Lakes Elementary students will become technology literate and use the skills learned as a tool to enhance lifelong learning.

Needs Assessment

Results of the 2004-2005 STAR Survey indicate that less than 50 percent of teachers are using technology resources to enhance learning.

Measurable Objective

Given instruction using the Sunshine State Standards and the National Education Technology Standards, 75 percent of the students in Kindergarten through fifth grades will complete with a passing grade, independently or in groups, a project and/or report using technology as evidenced by a school-generated technology rubric.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Create a long-range technology plan to develop technical literacy among students, maintain technical infrastructure of the school and classrooms, and train teachers to use technology effectively to support learning.	Administration, Technology Facilitator, Technology Committee, Micro-Systems Technician	10/11/05	5/24/06
Utilize instructional software to reinforce self-directed learning, i.e. Riverdeep, FCAT Explorer and Accelerated Reader.	Administration, Instructional Staff, Media Specialist	10/11/05	5/24/06
Integrate technology into the classroom utilizing various productivity tools for teaching and learning, such as, word processing, spreadsheet, and presentation applications.	Administration, Instructional Staff, Technology Facilitator, Media Specialist	10/11/05	5/24/06
Utilize various online resources to access information, such as, the district's library book catalog, Grolier Online, or eLibrary to enhance the research process.	Administration, Instructional Staff, Media Specialist	10/11/05	5/24/06
Revise the school's website creating links for teachers, parents, and students in all subject areas.	Administration, Technology Facilitator, Micro-Systems Technician, Media Specialist	10/11/05	5/24/06
Complete a technology time sheet showing at least: a. 5 hours per grading period spent in the lab, Grades 2-5 b. 3 hours per grading period spent in the labs, Grades PreK-1.	Administration, Instructional Staff	10/11/05	5/24/06
Complete a "Technology Product Log" demonstrating completion of technology projects and/or reports.	Administration, Instructional Staff	10/11/05	5/24/06

Research-Based Programs

Continuous Improvement Model (CIM), National Education Technology Standards for Students (NETS-S) and FCAT Explorer.

Professional Development

Professional Development will include:

- *FCAT Explorer
- *Riverdeep
- *MS Office Applications
- *Accelerated Reader
- *Online resources to develop technology proficiency that will support instruction
- *The use of e-mail

Evaluation

This objective will be evaluated by a listing of projects and/or reports on the 2005-2006 "Technology Product Log" showing 75% of the students attaining a passing grade as evidenced by the technology rubric.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 8 STATEMENT:

Twin Lakes Elementary will develop interest and skills that promote and encourage lifetime fitness for daily living and overall wellness.

Needs Assessment

Results of the 2004-2005 FITNESSGRAM Assessment indicate that 88 percent of students in grades 4-5 demonstrated acceptable physical fitness, while 12 percent of students have not met the physical fitness standards as defined by the aforementioned assessment.

Measurable Objective

Given an emphasis on improving physical fitness, 90 percent of the students will be award recipients as measured by the FITNESSGRAM.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the AIDS curriculum in grades K-5.	Administration, Instructional Staff	03/1/05	05/24/06
Continue the implementation of Field Day as the closing activity for grades 2-5 to encourage physical fitness, competitiveness and sportsmanship.	Administration, Physical Education Teachers	8/16/05	5/24/05
Ensure that an appropriate amount of instructional time is dedicated to fitness related activities. Activities will emphasize improvement in cardiovascular, flexibility, and muscular strength and endurance.	Administration, Physical Education Teachers Classroom Teachers	8/8/05	5/24/06
Implement the Fit to Achieve Program in grades 2-5 which will culminate in a technical and/or physical skills exhibition based on the skills learned in physical education.	Administration, Physical Education Teachers	8/16/05	4/30/06
Continue to implement the Physical Fitness Testing Program FITNESSGRAM to all students in grades 2-5.	Administration, Physical Education Teachers	8/8/05	4/30/06

Research-Based Programs

FITNESSGRAM Program

Professional Development

The Physical Education Department will meet monthly to discuss student progress.

Evaluation

This objective will be evaluated by the 2005-2006 FITNESSGRAM Assessment.

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

GOAL 9 STATEMENT:

Twin Lakes will develop and nourish interest and skills that promote and encourage life-time appreciation for music.

Needs Assessment

A music awareness survey of students in grades 2-5 reflects that 88 percent have had limited exposure to string instruments.

Measurable Objective

Given emphasis on the benefits of participating in a variety of musical activities, the number of music programs available to students will increase by 20 percent from the 2004-2005 school year to the 2005-2006 school year as evidenced by the list of musical extra-curricular activities.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Establish a string ensemble to include: viola, violin, and cello.	Administration, Music Teacher	8/8/05	5/24/06
Conduct auditions to recruit students in grades 2-5 to participate in all available music programs.	Administration, Music Teacher	8/8/05	5/24/06
Implement chorus, bells, and recorder ensembles.	Administration, Music Teacher	8/8/05	5/24/06
Include a dance component to complement the music program.	Administration, Music Teacher	8/8/05	5/24/06
Organize chamber singers to showcase students' vocal talents.	Administration, Music Teacher	8/8/05	5/24/06

Research-Based Programs

"Music and You" by McMillan

"The Music Connection" by Silver-Burdett/Ginn

"Hands On Recorder" Recorder Book- by Gerald and Sonya Burakoff

Professional Development

Professional development will include:

- *String Program Inservice

- *Opera workshops

- *"Interdisciplinary of Arts" course at Nova University

- *Music teacher will research various methods of instruction to enrich Twin Lakes Elementary's music program.

Evaluation

This objective will be evaluated by the number of musical programs implemented for the 2005-2006 school year as compared to musical programs implemented during the 2004-2005 school year as evidenced by the list of musical extra-curricular activities.

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 type="checkbox"/>

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

GOAL 10 STATEMENT:

Twin Lakes Elementary School will rank at or above the 90th 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 indicates that in 2003 Twin Lakes Elementary ranked at the 86th percentile on the State of Florida ROI index.

Measurable Objective

Twin Lakes Elementary School will improve its ranking on the State of Florida Return On Investment (ROI) index publication from the 86th percentile in 2003 to the 88th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Collaborate with the district on resource allocation.	Administration	8/8/05	5/24/06
Become more informed about the use of financial resources in relation to school programs.	Administration	8/8/05	5/24/06
Review shared use of facilities, partnering with community agencies.	Administration	8/8/05	5/24/06
Analyze reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administration	8/8/05	5/24/06

Research-Based Programs

Twin Lakes Elementary uses a variety of research-based programs, such as, ACALETICS, Houghton Mifflin Reading Program, Accelerated Reader, and McGraw-Hill Science Series that help students increase learning gains.

Professional Development

Administrators and teachers will participate in professional development to become aware of financial resources as related to school programs and in-kind resources to target areas of need.

Evaluation

On the next State of Florida, Return On Investment, ROI, index publication, Twin Lakes Elementary will show progress toward reaching the 88th 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 EESAC will review and approve the use of 2005-2006 EESAC budget allocation.

Training:

EESAC members will be trained by the district and school administrators on how to write the 2005-2006 School Improvement Plan (SIP) on budget procedures and consensus management. Some of the training workshops in which Twin Lakes' teachers have participated are: CRISS, Sunshine State Standards Staff Development, DIBLES, ACALETICS, Houghton Mifflin Reading Program, FCAT Writes, Holistic Scoring, Reciprocal Teaching and Voyager Passport.

Instructional Materials:

EESAC members will analyze test scores data and recommend instructional materials to improve student academic achievement.

Technology:

EESAC members will continue to approve a budget that will support student achievement and performance through technology. Accelerated Reader, FCAT Explorer and Assess 2 Learn are being used to infuse technology in the curriculum.

Staffing:

Members of the EESAC will continue to participate on the school interviewing committee. EESAC has recommended the implementation of reading and mathematics programs, as well as, tutors and aides for instructional enhancement.

Student Support Services:

EESAC members will work with staff to implement the student services program through participation in parent conferences, Child Study Teams, LEP Committees, and Academic Improvement Plans in support of student achievement.

Other Matters of Resource Allocation:

The EESAC will continue to approve the use of its funds for tutorial programs in reading, writing and mathematics.

Benchmarking:

The Florida Department of Education has graded Twin Lakes Elementary as an A school for the last five years. The school has made continued improvement in student achievement by showing scores at or above state and district averages.

EESAC members will disaggregate data to implement and support initiatives that will improve student performance. The EESAC will be involved in finalizing the School Improvement Plan (SIP) based on data analyzed by the committee and recommendations from subject areas SIP committee meetings.

School Safety & Discipline:

The EESAC members will work with the staff to implement and support the Safety Patrols, Do the Right Thing, DARE and cafeteria programs.

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