
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 3981 - North Twin Lakes Elementary School

FeederPattern: Hialeah-Miami Lakes Senior

Region: Regional Center I

District: 13 - Miami-Dade

Principal: A. Louise Harms

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

North Twin Lakes Elementary School

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

The original facility opened in 1962. The school's stakeholders were proud to open the 2005-2006 school year with a new addition which includes eight classrooms (five fifth grade and three pre-kindergarten classrooms), a state-of-the-art media center, and art and music studios. The renovations which were completed in March of 2006, include a physical education shelter, and administration wing and teachers' lounge, safety-to-life upgrades to existing classrooms and restrooms, designated bus drop off and parent pick up access, and beautiful landscaping.

The school welcomes approximately 730 children in pre-kindergarten through fifth grades. These children represent a variety of family and ethnic backgrounds including 14 out-of-area transfers and nine No Child Left Behind/Schools of Choice transfer students. Eighty-eight percent of these students qualify for the free or reduced-price meals program. Ninety-five percent of the students are Hispanic, of which 38 percent are Limited English Proficient; the remaining ethnic breakdown is three percent Black Non-Hispanic and two percent other.

At the end of the 2005-2006 school year, the student enrollment was 765. The current student population of 730 students indicates a slight decrease in enrollment. School action research finds that this decrease in the number of students who completed the 2005-2006 school year and entered for the 2006-2007 school year can be attributed to the normal aging of community and the conversion of at least three apartment complexes which accepted Section 8, to condominiums.

The school offers an individualized curriculum which meets the varying educational needs of all students. A wide range of class groupings and extended day programs provides our students with a wealth of educational opportunities. Special area classes provide enrichment learning experiences in art, music, physical education, and Spanish (for native speakers and as a second language). Technology assisted learning is infused into the total learning experience. Special-needs programs include Gifted self-contained and Gifted resource language arts/reading, Teaching Enrichment Activities to Minorities (TEAM), Extended Foreign Language (EFL), Exceptional Student Education (ESE) Inclusion, ESE Resource, Academic Excellence Program (AEP), and an innovative approach for providing our English language learners with a full curriculum in mathematics, science, and social studies taught in the home language. The school's newest educational programs are aimed toward the educational needs of our parents: the Parent Academy, Families Learning at School and Home (FLASH), and community school offerings. Through strategic planning and unanimous consensus, the stakeholders of North Twin Lakes Elementary Community School have developed the following School Improvement Plan Objectives for the 2006-07 school year.

Given instruction utilizing the Sunshine State Standards, students in grades three through five will increase their reading skills as evidenced by 77 percent achieving Level 3 or above on the 2007 administration of the FCAT Reading Assessment.

Given instruction utilizing the Sunshine State Standards, students in grades three through five will increase their mathematics skills as evidenced by 83 percent achieving Level 3 or above on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, students in fourth grade will increase their writing skills as evidenced by maintaining or increasing 96 percent of the students scoring 3.5 or above on the 2007 administration of the FCAT Writing Assessment.

Given instruction utilizing the Sunshine State Standards, students in the fifth grade will improve their science skills as evidenced by 58 percent scoring Level 3 or higher on the 2007 administration of the FCAT Science Assessment.

Given the schoolwide emphasis on parental and community involvement, the percentage of families involved in positive school activities more than once during the school year will increase from 88 percent in 2005-06 to 89 percent in 2006-07 as measured by parent sign-in rosters.

Given the schoolwide emphasis on parental and community involvement, the percentage of parents participating in educational opportunities and discussion/support groups will increase from 30 percent in 2005-06 to 31 percent in 2006-2007 as measured by parent sign-in rosters.

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

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

Given information on grant opportunities, the Technology Quality School Team will identify and apply for grants aimed at securing external funding and resources to enhance the educational experience for students as evidenced by applying for a minimum of two grants per school year.

Given instruction using the Sunshine State Standards in physical education, fourth and fifth grade students will achieve an annual increase of three percentage points of Gold and Silver Award recipients to 88.3

percent as measured by the FITNESSGRAM, in 2007, as compared with 85.3 percent of Gold and Silver Award winners in 2005-06.

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

North Twin Lakes Elementary Community School will improve its ranking on the State of Florida ROI Index publication from the 53rd percentile in 2004-2005 to the 54th percentile on the next publication of the Index.

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

S Strategic planning by Instructional and Leadership Teams to correlate the Sunshine State Standards and research-based curriculum to data-driven instruction.

T Teachers engage their learners in a dynamic instructional environment; senior leaders make informal classroom visitations daily.

A Action research is initiated, data regarding student performance are analyzed, and action plans are developed and implemented.

R Reviews are scheduled quarterly with each teacher and a senior leader to assess students' progress.

S Students' academic successes are celebrated at annual awards assemblies.

Some of the most important strengths include:

- The school has a systematic strategic planning process that links to the Department of Education and District Level School Improvement Plan Objectives and Strategies to maintain continuous improvement on the statewide testing standards. Four of the ten strategic objectives are related to educational performance of the students aligned with the testing and achievement results mandated by the Governor's A+ Plan, the Florida Department of Education, and federal No Child Left Behind legislation.
- The school utilizes a systematic design program to develop instructional classroom curricula and delivery. This process uses a Leadership Team approach to monitor and supervise implementation of instruction, follow up with new teachers, and pilot innovative programs. The measures for these programs are linked to the nine of the key objectives in the School Improvement Plan.
- There are multiple methods used by the school to ensure that staff, students, and parents are informed of the vision and mission of the school, staff expectations, components of the strategic plan, and ongoing events involving the school and student programs. The school also has the ability to determine school satisfaction through the use and analysis of various data-driven surveys.
- The school participates and works with the community through school advisory groups to review school programs.

The Parent Teacher Association and business partnerships provide funding and opportunities for staff and students to interact in the greater community. Examples of this include receiving over \$3,000,000 over the past five years in external funding which provided Internet access, wireless service, servers, electrical connections, an e-rate, software, hardware throughout the school, tutorial programs, and professional development. Additionally, this funding provides opportunities for students to participate in extended learning activities beyond the school/day campus.

Analysis of the data from the Sterling Examinators' Feedback Report 2003, indicates opportunities for improvement in Strategic Planning that include:

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

There are opportunities for improvement in documenting Business results:

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

After analyzing the results of the Organizational Performance Improvement Snapshot Survey (OPIS), two areas of

concern are Process Management and Strategic Planning. These areas of concern include resources for enhancing job performance and including staff in long range curriculum planning. One way to address this issue is to increase resource through grants and business partners. Through grade level and Quality School Team meetings, staff will have an active role in strategic planning.

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

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

Integrity

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

Equity

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

Citizenship

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

North Twin Lakes Elementary School

VISION

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

MISSION

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

CORE VALUES

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

*Maintenance of a supportive, safe, and wholesome atmosphere where all learners will succeed to their highest levels.

*Maintenance of a teaching/learning/working environment that fosters respect by and for all stakeholders.

*Participation in school-wide activities/programs that foster the democratic values and cultural heritage of our nation.

*Celebration of the wealth of our multi-cultural/ethnic diversity through school-wide activities.

*Encouragement of outreach activities and community service by all stakeholders which prompt us to share time, talents, and donations with those in need in the community around us.

School Demographics

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

The school welcomes approximately 730 children in grades pre-kindergarten through fifth, who represent a variety of family and ethnic backgrounds and includes 14 out-of-area transfers. Eighty-Eight percent of these students qualify for the free or reduced-price meals program. Ninety-five percent of the students are Hispanic, of which thirty-eight percent are Limited English Proficient; the remaining ethnic breakdown is three percent Black Non-Hispanic and one percent other. At the end of the 2005-2006 school year, the student enrollment was 765. The current student population of 730 students indicates a slight decrease in enrollment. School action research finds that this decrease in the number of students who completed the 2005-2006 school year are entered for the 2006-2007 school year can be attributed to the normal aging of community, the conversion of at least three section eight Government Housing apartments to condominiums.

The school employs a total of 78 full-time staff members and 5 part-time members. Of the full-time set, three are administrators, three are curriculum/resource lead teachers, 30 are classroom teachers, three are pre-kindergarten teachers, four are Spanish teachers, five are special area teachers, two are exceptional student resource teachers, one is a speech pathologist, one is a guidance counselor, one is a gifted/language arts teacher, one is a media specialist, four are classroom paraprofessionals, one is a community involvement specialist, four are clerical employees, one is a security monitor, one is a cafeteria manager, one is a microsystems technician, and six are custodial service workers. The staff ethnicity reflects that nine members are White, 11 are Black, 64 are Hispanic and one other. A school psychologist and a placement specialist provide additional services. Of the part-time staff, two are classroom aides, one is an hourly school security monitor two are cafeteria monitors, six are food service workers, and eight are before/after care leaders. Of the teaching staff 18 percent are teachers new to this school, with the average length of time teaching in Florida at 14 years. Thirty have advanced degrees. In addition to a Community School Assistant Principal and Community School Specialist, the after care program employs eight part-time members.

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

North Twin Lakes implements a Schoolwide Title I Program, as outlined in the Elementary and Secondary Education Act: "No Child Left Behind". Previously, the school benefited directly from several other federal/state grants; Title VI Class Size Reduction, Qualified Zone Academy Bonds, Title I School Improvement, the Comprehensive School Reform Demonstration, the Title I Model Program and, most recently, the Emergency Immigrant Education Program. The Comprehensive School Reform Demonstration project was added to enhance reading instruction in primary grades through a computerized program, and the

Emergency Immigrant Education Program grant is an initiative to improve the efficiency of instruction for English language learners through technology. Although direct funding is no longer available, the long-range effects of these grants continue to impact the instructional program favorably.

Under the leadership of the principal, the Educational Excellence School Advisory Council, North Twin Lakes continues to implement participatory leadership/consensus management, involving representatives of all stakeholder groups in school governance. The goals and objectives in this School Improvement Plan were developed by six Sterling Quality School Teams, for which the stakeholders volunteered to be members. Parent, student, instructional support, and community stakeholders also serve on these teams. The team leaders and designees were elected by unanimous consensus of the team members. As the Sterling Quality School Teams developed the goals, objectives, and strategies, each team has added parents, community representatives, and students as members.

North Twin Lakes Elementary Community School continues to identify issues concerning challenges in relationships with internal operations and external forces. When the school experienced an increase in the number of older students from other countries entering any school for the first time, the school applied for and received a grant from the Department of Bilingual Education under the Emergency Immigrant Education Program. In addition to providing language instruction with English for speakers of other languages strategies, the school is faced with the challenge of preparing these students to enter middle school within a year or two of their arrival at North Twin Lakes. During the 2005-2006 school year, these students benefited from the technology and software (Compass Learning) funded by the grant. An additional grant from the Bilingual Department provided print and visual materials to enhance instruction in oral language. School site facility improvements are ongoing with some phases being more problematic than others. The ongoing renovations and new construction have brought challenges including parking for staff, parents, and visitors and access to campus. The construction of a new wing that houses the media center, art and music laboratories, and eight classrooms began in July of 2004 and was completed in August of 2005. This new wing is at least seven years behind schedule. A physical education shelter and storage facility, as well as major renovations of the main facility including the main office, have been completed. Regardless of these conditions, the staff and students continued to demonstrate a positive teaching/learning environment at North Twin Lakes.

School Foundation

Leadership:

The results of the Performance Improvement Assessment in fall 2005 indicate that the average score in Leadership was 4.4. In fall 2006, it has increased to 4.5.

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

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

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

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

the advent of the 2005-06 school year, the school has added an additional collaborative organization in school governance. This organization is the Quality School Task Force, the membership of which encompasses representatives from all stakeholder groups. The Quality School Task Force is responsible for implementing and monitoring the school's Plan/Do/Study/Act continuous improvement model, for providing professional development activities for all adult stakeholders, and for serving as the clearinghouse, the facilitators of the multiple-faceted network of teams and task forces which comprise the school's organization.

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

District Strategic Planning Alignment:

The results of the Performance Improvement Assessment in fall 2005 indicate that the average score in Strategic Planning was 4.3. In fall 2006 it remains 4.3.

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

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

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

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

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

ESOL/Bilingual Department schedules ESOL Level 1 and 2 students into self-contained classes and mainstreams English language learners as they progress toward mastery of English. The senior leaders are responsible for placing students into their classes prior to the opening of school and throughout the year as new students are enrolled. There is significant agility in the placement of students, and teachers make recommendations about the students' class placements based upon each child's academic process.

Vertical articulation between grade levels and with the feeder middle school is accomplished by the Quality School Task Force and includes teachers from all grade levels and special areas. Strategies and long-range planning is a key objective of this team. The chair and members also plan and implement monthly professional growth activities for the entire faculty and paraprofessionals. Best practices are frequently shared. Teachers are empowered to make decisions about textbooks and instructional materials and to provide feedback to the Leadership and Instructional Improvement Teams. When block scheduling was recommended several years ago by the Leadership Team, the proposed changes in teachers' schedules were reviewed by the impacted teachers prior to implementation. There is a mood of excitement, which emanates from the teaching/learning environment at North Twin Lakes and it is evident to formal and informal visitors. Although the block scheduling was favorable with positive feedback, it is no longer possible due to District mandate of 30 minutes daily for Physical Education.

Stakeholder Engagement:

The results of the Performance Improvement Assessment in fall 2005 indicate that the average score in Customer and Market Focus was 4.5. In fall 2006, it increased to 4.6.

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

Faculty & Staff:

The results of the Performance Improvement Assessment in fall 2005 indicate that the average score in Human Resource Focus was 4.4. In fall 2006, it remains 4.4.

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

Openness to improvement:

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

Supportive leadership:

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

Socialization:

Building and maintaining professional community requires that as schools recruit and acculturate new teachers, there are mechanisms for passing along the school's vision to the newcomers. Staff must impart a sense that new teachers are an important and productive part of a meaningful collective. School culture must encourage some behaviors and discourage others, in a daily process aimed at working toward the school mission. All of these processes have led this model organization to be graded as an A+ school by the Florida Department of Education and to be recognized as a recipient of the Commissioner of Education's Five Star School of Excellence Award for seven consecutive years and the Fordham University National School Change Award.

Data/Information/Knowledge Management:

The results of Measurement Analysis and Knowledge Management in fall 2005 indicate that the average score was 4.5. In fall 2006, it increased to 4.6. The Quality School Task Force was created during the 2004-05 school to serve as the unifying factor, a clearing house for all of the teams, task forces, and committees which comprise the components of the Plan, Do, Study, Act continuous improvement model. The Quality School Task Force is chaired by the Quality School Leader, who is responsible for assessing performance excellence. The membership includes the Leadership Team, at least one teacher from each grade/department, a representative each from the paraprofessionals, office personnel, custodial staff, food services staff, security, two students, the PTA President and two other parents, and a community representative.

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

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

Education Design:

The results of Process Management in fall 2005 indicate that the average score was 4.4. In fall 2006, it decreased to 4.3.

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

Extended Learning Opportunities:

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

Academic Excellence Program—high performing students

Critical Thinking Club—Gifted students

Extended Day Program—students needing additional instruction

Tutoring Academy—English Language Learners

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

School-wide Improvement Model:

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

Advanced Courses and Initiatives:

The school provides the reading/language resource model for students in second through fifth grades. Learning challenged students benefit from inclusion classes. The inclusion rate for 2005-06 was 84 percent.

Post Unitary Commitments:

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

Performance Results:

The results of Business in fall 2005 indicate that the average score was 4.4. In fall 2006, it remains 4.4. The school has identified several challenges that impact learning. Approximately 95.73 percent of the students were in attendance for the 2005-06 school year which ranks North Twin Lakes at 60 out of 180 elementary schools. Eighty-Eight percent of the students are eligible for free or reduced meals. The school population is transient with a mobility rate of 26 percent. About 38 percent of the students are English language learners and in need of English as a second language instruction. An additional class size averages one teacher to approximately 23 students and approximately 84 percent of non-gifted Exceptional Student Education (ESE) students participate in inclusive services. The 2004-05 suspension data indicate 34 students received outdoor suspension and 6 indoor suspensions.

GOAL 1: READING

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

Florida Education Priorities

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

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

GOAL 1 STATEMENT:

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

Needs Assessment

Analysis of the results of the criterion referenced Florida Comprehensive Assessment Test (FCAT) in Reading indicates that North Twin Lakes Elementary Community School’s monitoring of the benchmarks toward goals of proficiency kept us driven to our targeted behavior. The involvement of all stakeholders in goal development and the necessary changes for continuous progress provided a unified focus. Parent workshops that assisted parents in becoming involved with teaching their children to read in English and the home language also provided strategies, information, and materials related to the Sunshine State Standards. The implementation of and the continual assessment provided by the Inclusion Model during the Comprehensive Reading Plan to guide instruction for students with disabilities and the self-contained reading/language arts two and one half hour block for English language learners focusing on the Sunshine State Standards in reading preparation are strengths we intend to continue to implement, study, and analyze. Based upon feedback from teacher, parent, and student stakeholders and the increase in the number of eligible students, self-contained Gifted classes have been created in fourth and fifth grades. Gifted students in second and third grades will continue to be serviced in a self-contained reading/language arts two and one half hour block. The school created and has implemented four different After School Academic Programs to meet the varying educational needs of our student stakeholders: Academic Excellence Program, Critical Thinking Club, Tutorial Academy, and the Extended Day Program. Through a grant from Bilingual Education and World of Languages, the Tutorial Academy was created to meet the needs of our English language learners. Based

upon school action research, it has been determined that the Extended Day Program should be expanded to include second grade students who are not demonstrating mastery of the Sunshine State Standards in reading. There is a need to provide kindergarten through second grade teachers with ongoing professional development to facilitate their ability to make data-driven decisions in the analysis of their students' progress in reading. There is also a need to provide ongoing professional development for primary teachers related to the reading strands on the SAT-10 and to benchmark the mastery of grade level expectations by kindergarten, first, and second grade students.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<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 utilizing the Sunshine State Standards, students in grades three through five will increase their reading skills as evidenced by 77 percent achieving Level 3 or above on the 2007 administration of the FCAT Reading Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
1. Implement the Plan-Do-Study-Act Model involving teachers in data-driven decision making by providing teachers with all available data to enable them to analyze the ongoing progress of their students as they benchmark student progress and implement a school-developed action plan.	Principal Curriculum Leaders Pre-Kindergarten through fifth grade teachers	8/14/2006	6/1/2007	District Strategic Plan	\$0.00
2. Implement quarterly reviews of administrator and teacher to analyze student achievement at the end of each grading period, involving the parents of students who are not meeting grade level expectations in cooperative discourse.	Principal Pre-Kindergarten through fifth grade teachers Parents Students	8/14/2006	6/1/2007	District Strategic Plan	\$0.00
3. Analyze assessment data to identify and meet the needs at all Tier one, two, and three students in grades kindergarten through fifth who are not meeting grade level expectations/Sunshine State Standards and utilize the Quality School Leader to provide additional instructional strategies to assist them.	Principal Assistant Principal Quality School Leader Curriculum Leader Kindergarten through fifth grade teachers Students	8/14/2006	6/1/2007	District Strategic Plan	\$31206.00
4. Provide an Extended Day Program and Tutorial Academy, focusing on Sunshine State Standards in reading preparation for second through fifth grade students including limited English proficient students and students with disabilities. Progress will be measured utilizing a school developed reading pre and post test.	Principal Curriculum Leaders Second through fifth grade teachers Students Assistant Principal Community School	9/18/2006	2/28/2007	District Strategic Plan	\$20000.00
5. Develop and implement an action plan to address the educational needs of the lowest 25 percent at each grade level and a different action plan to maintain high performing scores in Reading for students in grades 3, 4,	Principal Curriculum Leaders Pre-Kindergarten through fifth grade teachers Students	8/14/2006	6/1/2007	District Strategic Plan	\$0.00

and 5.					
6. Utilize the Reading Coach to monitor the assessments for students in grades K-third and levels 1 and 2 students in grades 4 and 5 and assist with the development of classroom strategies to ensure that these students receive additional support to reach the grade level expectations at their grade level.	Principal Reading Coach Kindergarten through fifth grade teachers Students	8/14/2006	6/1/2007	District Strategic Plan	\$0.00
7. Implement the Comprehensive Research-Based Reading Plan and District's Curriculum Pacing Guide for Language Arts/Reading in grades K-fifth.	Principal Reading Coach Kindergarten through fifth grade teachers Students	8/14/2006	6/1/2007	District Strategic Plan	\$0.00

Research-Based Programs

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

Professional Development

District provided reading workshops
NTL provided professional development:

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

Evaluation

Adequate progress will be deemed to have been achieved if 77 percent of the students in grades three through five achieve Level 3 or higher as measured on the 2007 administration of the FCAT Reading Assessment.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

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

Needs Assessment

Analysis of the results of the criterion referenced Florida Comprehensive Assessment Test (FCAT) in Mathematics indicates that North Twin Lakes Elementary Community School’s monitoring of the benchmarks toward goals of proficiency kept us driven to our targeted behavior. The involvement of all stakeholders in goal development and the necessary changes for continuous progress provided a unified focus. Parent workshops that assisted parents in becoming involved with teaching their children to read in English and the home language also provided strategies, information, and materials related to the Sunshine State Standards. The implementation of and the continual assessment provided by the Inclusion Model during mathematics Instruction to guide instruction for students with disabilities and the self-contained mathematics Curriculum Content in the Home Language (CCHL) for one hour daily for English language learners focusing on the Sunshine State Standards in mathematics preparation are strengths we intend to continue to implement, study, and analyze. Based upon feedback from teacher, parent, and student stakeholders and the increase in the number of eligible students, self-contained Gifted classes have been created in fourth and fifth grades. The school created and has implemented four different After School Academic Programs to meet the varying educational needs of our student stakeholders: Academic Excellence Program, Critical Thinking Club, Tutorial Academy, and the Extended Day Program. Through a grant from Bilingual Education and World of Languages, the Tutorial Academy was created to meet the needs of our English language learners. Based upon school action research, it has been determined that the Extended Day Program should be expanded to include

second grade students who are not demonstrating mastery of the Sunshine State Standards in mathematics. There is a need to provide kindergarten through second grade teachers with ongoing professional development to facilitate their ability to make data-driven decisions in the analysis of their students' progress in Mathematics. There is also a need to provide ongoing professional development for primary teachers related to the mathematics strands on the SAT-10 and to benchmark the mastery of grade level expectations by kindergarten, first, and second grade students.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	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 utilizing the Sunshine State Standards, students in grades three through five will increase their mathematics skills as evidenced by 83 percent achieving Level 3 or above on the 2007 administration of the FCAT Mathematics Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
1. Implement the Plan-Do-Study-Act Model involving teachers in data-driven decision making by providing teachers with all available data to enable them to analyze the progress of their students as they benchmark student progress and a school-developed action plan.	Principal Pre-Kindergarten through fifth grade teachers	8/14/2006	6/1/2007	District Strategic Plan	\$0.00
2. Administer the district Interim assessment in grades kindergarten through second grade as a tool to analyze data results and utilize as instrument for instruction.	Principal Mathematics Leader Kindergarten through second grade students	10/3/2006	6/1/2007	District Strategic Plan	\$0.00
3. Provide an Extended Day Program and Tutorial Academy, focusing on Sunshine State Standards in mathematics preparation for second through fifth grade students including limited English proficient students and students with disabilities progress will be measured utilizing a school developed mathematics pre and post test.	Principal Mathematics Leader Assistant Principal Community School	9/18/2006	2/22/2007	District Strategic Plan	\$12500.00
4. Implement quarterly meetings of administrator and teacher to analyze students achievement at the end of each grading period involving the parents of students who are not meeting grade level expectations in cooperative discourse.	Principal Assistant Principal Pre-Kindergarten through fifth grade teachers	8/14/2006	6/1/2007	District Strategic Plan	\$0.00
5. Provide small group instruction for Level 1 and 2 students in grades three through five.	Principal Quality School Leader	8/14/2006	6/1/2007	District Strategic Plan	\$31206.00
6. Utilize the District's Curriculum Pacing Guide for Mathematics in grades K-fifth.	Principal Mathematics Leader Kindergarten through fifth grade teachers Students	8/14/2006	6/1/2007	District Strategic Plan	\$0.00

Research-Based Programs

Harcourt Brace Mathematics Series

Riverdeep

Continuous Improvement Model

Professional Development

District provided mathematics workshops

NTL provided professional development:

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

Evaluation

Adequate progress will be deemed to have been achieved if 83 percent of the students in grades three through five achieve Level 3 or higher as measured on the 2007 administration of FCAT Mathematics Assessment.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 3 STATEMENT:

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

Needs Assessment

Analysis of the results of the Florida Comprehensive Assessment Test (FCAT) in Writing indicates that 96 percent of the students in fourth grade met state standards in Writing. The involvement of all stakeholders in goal development and the necessary changes for continuous progress provided a unified focus. Parent workshops that assisted parents in becoming involved with teaching their children to write in English and the home language also provided strategies, information, and materials related to the Sunshine State Standards. The implementation of and the continual assessment provided by the Inclusion Model during the Comprehensive Reading Plan to guide instruction for students with disabilities and the self-contained reading/language arts two and one half hour block for English language learners focusing on the Sunshine State Standards in reading preparation are strengths we intend to continue to implement, study, and analyze. Based upon feedback from teacher, parent, and student stakeholders and the increase in the number of eligible students, self-contained Gifted classes have been created in fourth and fifth grades. Gifted students in second and third grades will continue to be serviced in a self-contained reading/language arts two and one half hour block. The school created and has implemented four different After School Academic Programs to meet the varying educational needs of our student stakeholders: Academic Excellence Program, Critical Thinking Club, Tutorial Academy, and the Extended Day Program. Through a grant from Bilingual Education and World of Languages, the Tutorial Academy was created to meet the needs of our English language learners. The vertical articulation between fourth and third grade teachers was one of the most effective strategies. There is a need

to continue to provide kindergarten through second grade teachers with professional development to facilitate their ability to make data-driven decisions in the analysis of their students' progress in writing. There is also a need to provide professional development for teachers and intensive instruction for fifth grade students to develop the skill of writing long and short responses. Third and fourth grade teachers have identified a need for continuation of professional development in the teaching of English grammar.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<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 fourth grade will increase their writing skills as evidenced by maintaining or increasing 96 percent of the students scoring 3.5 or above on the 2007 administration of the FCAT Writing Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
1. Implement the Plan-Do-Study-Act Model involving teachers in data-driven decision making by providing teachers with all available data to enable them to analyze the ongoing progress of their students as they benchmark student progress and a school developed action plan.	Principal/Writing Leader Writing Leader Designee Kindergarten through fifth grade teachers	8/14/2006	6/1/2007	District Strategic Plan	\$0.00
2. Implement quarterly reviews of administrator/Quality School Leader/teacher to analyze student achievement at the end of each grading period, involving the parents of students who are not meeting grade level expectations in cooperative discourse.	Principal Quality School Leader Fourth grade teachers	10/23/2006	6/1/2007	District Strategic Plan	\$0.00
3. Provide fourth grade students in each class with demonstration Expository and Narrative writing lessons taught by the principal and reward the best writer in each class on each lesson by having the students' writing published on FROM THE DESK OF THE PRINCIPAL and the schoolwide Writing Honors Bulletin Board.	Principal	10/9/2006	1/19/2007	District Strategic Plan	\$0.00
4. Organize a timed simulation Sunshine State Standards Writing test to be administered to all fourth grade students two weeks prior to the state administered test.	Principal Fourth grade teachers	1/22/2007	2/2/2007	District Strategic Plan	\$0.00
5. Develop and implement an action plan to address the educational needs of the lowest 25 percent at each grade level.	Principal/Writing Leader Writing Leader Designee	10/9/2006	6/1/2007	District Strategic Plan	\$0.00
6. Provide third grade students in each class with a demonstration Narrative writing lesson taught by the principal and reward the winning student in each class with an FCAT Writing trophy/award of excellence at the	Principal	5/1/2007	5/18/2007	District Strategic Plan	\$0.00

third grade awards assembly.					
7. Implement vertical articulation by having fourth grade teachers instruct third grade students in writing skills and techniques and provide demonstration lessons for third grade teachers in preparation for fourth grade writing instruction.	Principal Fourth grade teachers	4/9/2007	5/18/2007	District Strategic Plan	\$0.00

Research-Based Programs

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

Professional Development

Zelda Glazer Writing Institute
 NTL provided professional development:

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

Evaluation

Adequate progress will be deemed to have been achieved if 96 percent or more of the fourth grade students score 3.5 or above on the 2007 administration of the FCAT Writing Assessment.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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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:

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

Needs Assessment

Analysis of the results of the Florida Comprehensive Assessment Test (FCAT 2006) in Science indicates that 33 percent of the standard curriculum students in fifth grade performed at Level 3 or higher. Examination of the data indicates a need for improvement in all areas. The weakest area is Earth Space Sciences. The strongest is Life and Environmental Sciences. Analysis of the results of the school designed pre/post inventory test indicates 78 percent of students demonstrated an increase of at least ten percentage points on the post-test. The involvement of all stakeholders in goal development and the necessary changes for continuous progress provided a unified focus. Examination of practices indicates that demonstration lessons, including hands-on experiences, examples of long and short responses, and focus on science vocabulary, as well as, construction of science fair projects are effective strategies, which will be implemented, studied, and analyzed. The need for demonstration lessons and hands-on experiences have led to the implementation of a science laboratory. There is a need to provide kindergarten through fifth grade teachers with professional development and continuous vertical articulation and review of Grade Level Expectations to facilitate their ability to make data-driven decisions in the analysis of their students' progress in science.

Measurable Objective

Given instruction utilizing the Sunshine State Standards, students in the fifth grade will improve their science skills as evidenced by 58 percent scoring Level 3 or higher on the 2007 administration of the FCAT Science Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
1. Implement a fourth and fifth grade science fair demonstrating the scientific method through individually produced student science projects.	Principal Science Leader/Coach Quality School Science Team Fourth and fifth grade teachers Students Parents	08/21/2006	11/03/2006	District Strategic Plan	\$0.00
2. Implement a primary science fair demonstrating the scientific method through either an individual or group science project in third grade and a class project in kindergarten, first, and second grade classes.	Principal Science Leader/Coach Quality School Science Team Kindergarten through third grade teachers Students Parents	3/1/2007	5/23/2007	District Strategic Plan	\$0.00
3. Implement a science laboratory in which students and teachers in second through fifth grade are provided hands-on, participatory-type learning experiences. The laboratory is conducted by the Science Leader/Coach with a full schedule of classes in second through fifth grade. The classroom teacher assists in a team teaching setting.	Principal Science Leader/Coach Teachers second through fifth grade	8/14/2006	6/1/2007	District Strategic Plan	\$62412.00
4. Provide direct instruction to students and teachers in third through fifth grades in science vocabulary and writing long and short responses.	Principal Science Leader/Coach Writing Leader	8/14/2006	6/1/2007	District Strategic Plan	\$0.00
5. Provide students in kindergarten through fifth grade with opportunities to attend science related field trip experiences and follow-up with multiple-choice assessments.	Principal Science Leader/Coach Quality School Science Team Kindergarten through fifth grade teachers	9/1/2007	6/1/2007	District Strategic Plan	\$0.00
6. Implement Weather Bug program in Pre-K through fifth grade in which teachers and	Principal Science Leader/Coach	8/14/2006	6/1/2007	District Strategic Plan	\$995.00

students are provided hands-on, participatory-type weather related learning experiences. Weather Bug is available on line with live data from the school's weather station.	Quality School Science Team				
7. Provide an Extended Day Program focusing on Sunshine State Standards in Science preparation for fifth grade students. Progress will be measured utilizing a school developed science pre and post test.	Principal Science Leader/Coach Fifth grade teachers Assistant Principal Community School	9/18/2006	3/1/2007	District Strategic Plan	\$3300.00
8. Utilize the District's Curriculum Pacing Guide for Science in grades K-fifth. Administer a school designed pre/post inventory test in grades one through five with 79 percent of the students demonstrating an increase of ten percentage points on the post-test.	Principal Science Leader/Coach Teachers	8/14/2006	6/1/2007	District Strategic Plan	\$0.00

Research-Based Programs

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

Professional Development

District provided science workshops
Advanced degree science courses
NTL provided professional development:

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

Evaluation

Adequate progress will be deemed to have been achieved if 58 percent of the students in the fifth grade score Level 3 or above on the 2007 administration of the FCAT Science Assessment.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 5 STATEMENT:

The goal is to increase parental involvement.

Needs Assessment

The involvement of parents has been met through the implementation of the Five Star School of Excellence criteria for Family Involvement as per the demonstration of 88 percent attendance of parents at a minimum of two positive school functions. Thirty percent of the parents participated in professional development/parent education classes sponsored by the school and its community partners. The weaknesses include the need to provide educational opportunities for parents and to develop and infuse curriculum which emphasizes the importance of bilingualism and biliteracy in the 21st century global market. There is also a need to involve a small percentage of reluctant parents, who are not able/willing to participate in workshops offered by the Parent Academy, Bilingual Outreach Program and classes offered by the Community Education Program.

Measurable Objective

Given the schoolwide emphasis on parental and community involvement, the percentage of families involved in positive school activities more than once during the school year will increase from 88 percent in 2005-06 to 89 percent in 2006-07 as measured by parent sign-in rosters.

Given the schoolwide emphasis on parental and community involvement, the percentage of parents participating in educational opportunities and discussion/support groups will increase from 30 percent in 2005-06 to 31 percent in 2006-2007 as measured by parent sign-in rosters.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
1. Involve parents as active participants in the Educational Excellence School Advisory Council, Quality School Teams, schoolwide ad hoc task forces and committees, PTA committees, Exceptional Student Education committees, and other decision making committees, task forces, and parent groups, as indicated by attendance rosters, agendas, and minutes of the meetings.	Principal Assistant Principal Assistant Principal, Community Education Community Involvement Specialist PTA President	8/14/2006	6/1/2007	District Strategic Plan	\$0.00
2. Implement a community school program, based upon the needs assessment completed by parent stakeholders to include Before/After Care programs and parent education programs: Families Learning at School and at Home (FLASH), adult education classes through the Parent Academy, satellite classes of Hialeah-Miami Lakes Adult Education Center, and special interest/recreational community school classes.	Principal Assistant Principal, Community Education Community Involvement Specialist Community School After Care Manager Principal of Hialeah-Miami Lakes Adult Education Center	8/14/2006	6/1/2007	District Strategic Plan	\$204980.00
3. Engage parents in communicating with their children's teachers either by phone or by face-to-face conferences by providing them with a printed policy that describes these ways of communication. This policy will be distributed at the beginning of the school year, or upon registration, and is included as part of the school's parent/student handbook. It will also be posted in the school office and the Parent Resource Center.	Principal Assistant Principal Assistant Principal, Community Education Counselor Community Involvement Specialist	8/14/2006	6/1/2007	District Strategic Plan	\$0.00

<p>4. Provide parents with opportunities to demonstrate their special knowledge, abilities, talents, and cultural experiences as active participants in school programs and activities, such as the Hispanic Heritage Festival, African American Voices Festival, career days, mentoring programs, and tutorial sessions. Evidence of this will be indicated by an increase of parent volunteers by at least 5 percent from the 2005-06 to the 2006-07 school year.</p>	<p>Principal Assistant Principal Assistant Principal, Community Education Counselor Community Involvement Specialist Hispanic Heritage Coordinators African American Heritage Coordinators</p>	8/14/2006	6/1/2007	District Strategic Plan	\$0.00
<p>5. Facilitate opportunities for all parents to be involved in at least two positive activities during the school year. Develop and implement strategies in collaboration with the Educational Excellence School Advisory Council, PTA, and encourage parental involvement in such activities as PTA meetings, FCAT Nights, Open House, Hispanic Heritage Festival, African American Heritage Festival, and other heritate, festivals, and Awards Assemblies.</p>	<p>Principal Assistant Principal Community Involvement Specialist</p>	8/14/2006	6/1/2007	District Strategic Plan	\$29213.00
<p>6. Communicate expectations for parents as teachers, at least yearly, in languages representative of the student body, utilizing lay terminology they understand: School/Student/Parent Compact, Code of Student Conduct, Parent/Student Handbook, and Parent Newsletters.</p>	<p>Principal Assistant Principal Assistant Principal, Community Education Counselor Community Involvement Specialist Media Specialist</p>	8/14/2006	6/1/2007	District Strategic Plan	\$0.00
<p>7. Implement Academic Progress Parent/Student/Teacher Nights for third, fourth, and fifth grade stakeholders at the end of the first grading period to acquaint parents with the Sunshine State Standards/Competency-Based Curriculum, the importance of daily attendance and the need for parental involvement in cooperative discouse related to data-driven instruction.</p>	<p>Principal/Writing Leader Assistant Principal/Mathematics Leader Reading Leader Science Leader Community Involvement Specialist Teachers</p>	10/19/2006	3/15/2007	District Strategic Plan	\$0.00

Research-Based Programs

National Parent/Family Involvement Program

Celebrate the First Day America

National Parent Teacher Association Standards for Parental Involvement

Continuous Improvement Model

Professional Development

District provided Parental Involvement workshops

Parent Academy

NTL provided Parental Involvement workshops:

- Bilingual Outreach

Community School course offerings

- Adult Education Classes
- Families Learning at School and Home (FLASH)

Evaluation

The percentage of families involved in positive school activities more than once during the school year will increase from 88 percent in 2005-06 to 89 percent in 2006-07 as measured parent sign-in rosters.

The percentage of parents participating in educational opportunities and discussion/support groups will increase from 30 percent in 2005-06 to 31 percent in 2006-2007 as measured by parent sign-in rosters.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 6 STATEMENT:

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

Needs Assessment

Data generated by the District reports attendance for 2005-06 at 95.73 percent. Attendance records indicate a need to increase student attendance and reduce tardiness. Based upon school action research, an action plan has been developed and implemented to provide attendance incentives for students in grades Pre-Kindergarten through fifth grade. School action research also indicates that participation by students in positive learning activities related to improving behavior interpersonal relationships, and safety contributes to the maintenance of a safe and orderly environment.

Measurable Objective

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

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
1. Provide grade level student orientation assemblies and primary classroom visitations during the first week of school and new student orientation throughout the year.	Principal Assistant Principal Counselor Community Involvement Specialist	8/18/06	6/1/07	District Strategic Plan	\$0.00
2. Develop and implement a progressive discipline plan with the following steps: <ul style="list-style-type: none"> • Student/teacher • Student/teacher/parent • Student/teacher/counselor • Student/teacher/counselor/parent • Student/teacher/parent/administrator • Indoor suspension • Outdoor suspension 	Principal Assistant Principal Counselor Pre-Kindergarten through fifth grade teachers	9/1/2006	6/1/2007	District Strategic Plan	\$0.00
3. Distribute the Code of Student Conduct, Parent/Student Handbook, and the School/Parent Student Compact to all students. Review these documents with parents and students regularly.	Principal Assistant Principal Counselor Community Involvement Specialist	11/1/2006	6/1/2007	District Strategic Plan	\$3400.00
4. Participate in the Walk Safe Program to bring awareness to traffic safety.	Pre-Kindergarten through fifth grade teachers Assistant Principal Counselor Physical Education Teacher	10/1/2006	6/1/2007	District Strategic Plan	\$0.00
5. Implement a plan to ensure the safety of all students, staff, and parents during the arrival and dismissal of students.	Principal Assistant Principal Counselor Critical Incident Response Team	9/1/2006	6/1/2007	District Strategic Plan	\$0.00
6. Increase annual student attendance percentage by .36 comparing 2005-06 to 2006-07 school years ensuring that all policies and procedures of the Truancy Intervention Program are followed and the	Assistant Principal Counselor Attendance/Tip Task Force	9/1/2006	6/1/2007	District Strategic Plan	\$0.00

school's Attendance Action Plan is implemented (calling parents, enforcing a grade of 0 for all assignments missed by truant students, utilizing the administrative stop list, and providing incentives.)					
7. Provide Character Education instruction for students in grades kindergarten through fifth, including My Little Book About Me in third grade.	Principal Kindergarten through fifth grade Teachers Counselor	8/14/2006	6/1/2007	District Strategic Plan	\$0.00

Research-Based Programs

Keys To Safer Schools.net
Continuous Improvement Model

Professional Development

District Workshops
NTL provided workshops:

- Bullying
- Interpersonal Relationships
- Safety

Evaluation

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

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 7 STATEMENT:

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

Needs Assessment

Analysis of the technology needs assessment indicates that 92 percent of faculty and staff received professional development on the use of the district's email. Ninety-five percent of the faculty received professional development on HOUSSE. Ninety-eight percent of the faculty received professional development on the following topics: Atomic Learning, FCAT Explorer, Riverdeep, and Electronic Gradebook. The SuccessMaker professional development session was postponed due to a scheduling conflict. The Accelerated Reader program did not begin due to lack of professional development. Based on this data, professional development should focus on the implementation of the SuccessMaker and Accelerated Reader programs. Other professional development sessions should include a review of Electronic Gradebook, Atomic Learning, Riverdeep, FCAT Explorer, and the district's Virtual Library. The greatest challenge facing the school is the lack of working computers throughout the classrooms. These computers were acquired approximately six years ago through the Quality Zone Academy Bond (QZAB) grant in 2001. Working computers are using the Windows 98 operating system which is not compatible with the district's electronic gradebook, and the hard-drives are prone to crash when students are using the Breakthrough to Literacy software. One solution is to disconnect the computers using Breakthrough to Literacy from the Internet. Another challenge is to provide each teacher with a personal computer to facilitate the teacher's use of the electronic gradebook.

Measurable Objective

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

Given information on grant opportunities, the Technology Quality School Team will identify and apply for grants aimed at securing external funding and resources to enhance the educational experience for students as evidenced by applying for a minimum of two grants per school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
1. Provide teachers with a professional development session to review and utilize the Atomic Learning tutorials to help teachers build technology literacy skills as they learn how to use over forty common applications- programs like PowerPoint, Excel, iMovie, Inspiration, Dreamweaver, and Photoshop Elements. Each tutorial is in the form of a very short movie (one to two minutes long) that shows and tells, through video and narration, how to use the features of one of the selected software. The tutorials are available in both English and Spanish, and progress from basic skills to more advanced skills.	Principal Assistant Principal Technology Leader Technology Quality School Team	8/8/2006	6/1/2007	School-to-Career	\$0.00
2. Provide teachers with a professional development session to review and implement the Riverdeep program in pre-kindergarten through second grade to enhance classroom instruction.	Principal Assistant Principal Technology Leader Technology Quality School Team Pre-Kindergarten through second grade teachers	8/8/2006	6/1/2007	School-to-Career	\$0.00
3. Provide teachers with a professional development session to review and implement the FCAT Explorer program in third through fifth grade to enhance classroom instruction.	Principal Assistant Principal Technology Leader Technology Quality School Team Third through fifth grade teachers	8/8/2006	6/1/2007	School-to-Career	\$0.00
4. Provide teachers with professional development to utilize the Accelerated Reader program in second through fifth grade to enhance classroom instruction.	Principal Assistant Principal Technology Leader Technology Quality School Team Second through fifth grade	8/8/2006	6/1/2007	School-to-Career	\$0.00

	teachers				
5. Provide teachers with professional development to utilize the SuccessMaker program in the Inclusion Model to enhance classroom instruction.	Principal Assistant Principal Technology Leader Technology Quality School Team ESE Teacher(s) Classroom teachers	8/8/2006	6/1/2007	District Strategic Plan	\$0.00
6. Provide teachers with a professional development session to review and discuss updates to the Electronic Gradebook.	Principal Assistant Principal Gradebook Manager Technology Leader Technology Quality School Team Information Technology Services	8/8/2006	6/1/2007	District Strategic Plan	\$0.00
7. Provide teachers and staff with a professional development session to review and utilize the district's email and Virtual Library.	Principal Assistant Principal Technology Leader Technology Quality School Team	8/8/2006	6/1/2007	District Strategic Plan	\$0.00
8. Provide information on grant opportunities to the Technology Quality School Team for the purpose of acquiring external funding and resources to enhance classroom instruction.	Office of Intergovernmental Affairs, Grants Administration, and Community Services-M-DCPS Principal Assistant Principal Technology Leader Technology Quality School Team Grant Writing Dream Team	8/8/2006	6/1/2007	District Strategic Plan	\$0.00

Research-Based Programs

Atomic Learning

Riverdeep

FCAT Explorer

SuccessMaker

Accelerated Reader

Continuous Improvement Model

Professional Development

NTL provided professional development:

Atomic Learning

Riverdeep

FCAT Explorer

Accelerated Reader

Electronic Gradebook

District Email

District Virtual Library

Other professional development:

Renaissance Learning-Accelerated Reader

Pearson Learning-SuccessMaker

Information Technology Services

District Technology Conference

Evaluation

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

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 8 STATEMENT:

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

Needs Assessment

Analysis of the results of the FITNESSGRAM in 2005-06 indicates that 85.3 percent of the students in fourth and fifth grades received awards. Examination of FITNESSGRAM awards indicate that students should continue working to develop their physical education skills. Department of Food and Nutrition data indicate that 33 percent of the students participate in the breakfast program. There is a need for more students to participate in the school breakfast program.

Measurable Objective

Given instruction using the Sunshine State Standards in physical education, fourth and fifth grade students will achieve an annual increase of three percentage points of Gold and Silver Award recipients to 88.3 percent as measured by the FITNESSGRAM, in 2007, as compared with 85.3 percent of Gold and Silver Award winners in 2005-06.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
1. Provide motivation and incentives for students to eat breakfast in the cafeteria daily.	Principal Assistant Principal Counselor Cafeteria Manager	8/14/2006	6/1/2007	District Strategic Plan	\$0.00
2. Increase the awareness of physical activity and how it impacts the growth and development of children into healthier adults through physical education classes and recess.	Principal Pre K – 5th grade teachers Physical Education teachers	8/14/2006	6/1/2007	District Strategic Plan	\$0.00
3. Provide a wide variety of physical education/fitness activities and teach students how to maintain a personalized active life style.	Principal Pre K - 5th grade teachers Physical Education teachers	8/14/2006	6/1/2007	District Strategic Plan	\$0.00
4. Increase the students' understanding and respect for the differences among their fellow students during recess, a non-structured activity.	Principal Pre K- 5th grades teachers Physical Education teachers	8/14/2006	6/1/2007	District Strategic Plan	\$0.00
5. Provide all students with healthier choices of foods and snacks served in the cafeteria.	Cafeteria Manager Principal	8/14/2006	6/1/2007	District Strategic Plan	\$0.00
6. Provide students with an understanding of how proper nutrition is important for physical and mental health.	Principal Pre K – 5th grades teachers Physical Education teachers	8/14/2006	6/1/2007	District Strategic Plan	\$0.00
7. Provide students with a nutritious breakfast at school demonstrating an increase from 33 to 36 percent of the students participating daily.	Principal Assistant Principal Cafeteria Manager	8/14/2006	6/1/2007	District Strategic Plan	\$0.00

Research-Based Programs

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

Professional Development

District provided workshops

Evaluation

The students receiving Gold and Silver Awards as measured by the FITNESSGRAM will increase from 85.3 percent in 2005-06 to 88.3 percent in 2006-07.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 9 STATEMENT:

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

Needs Assessment

Review of student data indicates that 88 percent of the students qualify for free/reduced meals; therefore, it is questionable that the students would have the opportunity to partake of professional artistic performances without school sponsorship. The results of school action research indicate that participation in professional artistic performances and heritage activities as parts of the extended curriculum has a positive impact on learning and broadens the students' creative and critical thinking skills.

Measurable Objective

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

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
1. Continue to provide fourth and fifth grade students with the opportunity to attend dress rehearsals of the Florida Grand Opera.	Principal Opera Club Florida Grand Opera	11/1/2006	5/13/2007	Expanding arts opportunities	\$0.00
2. Continue to provide school-site concerts by the Florida Grand Opera artists for fourth and fifth grade students and an in-school opera performance for students in grades first through fifth.	Principal Assistant Principal Florida Grand Opera	11/1/2006	5/13/2007	Expanding arts opportunities	\$0.00
3. Continue to provide third, fourth, and fifth grade students with the opportunity to attend a performance of the Cultural Arts Society.	Principal	3/1/2007	3/31/2007	Expanding arts opportunities	\$0.00
4. Continue to sponsor schoolwide heritage activities: Hispanic Heritage, African American Voices, and St. Patrick's Day.	Principal Assistant Principal Hispanic Heritage Festival Coordinators African American Heritage Coordinators Music Teacher Parent Involvement Specialist	9/15/2006	3/31/2007	Expanding arts opportunities	\$0.00
5. Continue to provide opportunities for students to attend performances of Carnival of the Animals, Miami City Ballet, and the Miami Symphony.	Principal Assistant Principal	10/3/2006	6/1/2007	Expanding arts opportunities	\$0.00
6. Participate in the grant sponsored by Arts for Learning: Journey to Egyptian Culture	Principal Gifted Teachers Fifth Grade Teacher Third Grade Teacher Music Teacher	8/14/2006	6/1/2007	Expanding arts opportunities	\$0.00
7. Provide students with the opportunity to perform as members of the Principal's Chorus and to study selections from the musical theatre.	Principal Music Teacher	8/14/2006	6/1/2007	Expanding arts opportunities	\$0.00

Research-Based Programs

Continuous Improvement Model
Parent Teacher Association

Professional Development

Florida Grand Opera
Arts for Learning

Evaluation

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

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 10 STATEMENT:

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

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2004-2005 North Twin Lakes Elementary Community School ranked at the 53rd percentile of the State of Florida ROI Index.

Measurable Objective

North Twin Lakes Elementary Community School will improve its ranking on the State of Florida ROI Index publication from the 53rd percentile in 2004-2005 to the 54th percentile on the next publication of the Index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
1. Become more informed about the use of financial resources in relationship to school programs.	Principal Assistant Principal	8/14/2006	6/1/2007	District Strategic Plan	\$0.00
2. Collaborate with the district on resource allocation.	Principal Assistant Principal	8/14/2006	6/1/2007	District Strategic Plan	\$0.00
3. Review the reconfiguration of existing resources or take advantage of a broader resource base, e.g. Dade Partners, volunteer networks.	Principal Assistant Principal	8/14/2006	6/1/2007	District Strategic Plan	\$0.00
4. Increase the percentage of students demonstrating learning gains in reading and math.	Principal Assistant Principal Third, fourth, and fifth grade teachers	8/14/2006	6/1/2007	District Strategic Plan	\$0.00
5. Increase the percentage of students in the lowest 25 percent demonstrating learning gains in reading and math.	Principal Assistant Principal	8/14/2006	6/1/2007	District Strategic Plan	\$0.00

Research-Based Programs

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

Professional Development

Continuous Improvement Model

Evaluation

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

EESAC Compliance

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

Budget:

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

Training:

Professional development activities are provided for members at each monthly meeting by the Principal, Assistant Principals and Quality School Team Leaders. The principal and designated/interested members participate in training sponsored by the Region and District.

Instructional Materials:

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

Technology:

The Lottery funds have been designated annually by the EESAC for expenditure by the Technology Task Force. The members implement a needs assessment to determine the most relevant purchases and report back to the EESAC.

Staffing:

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

Student Support Services:

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

Other Matters of Resource Allocation:

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

Benchmarking:

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

School Safety & Discipline:

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

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$51,206.00
Goal 2: Mathematics	\$43,706.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$66,707.00
Goal 5: Parental Involvement	\$234,193.00
Goal 6: Discipline & Safety	\$3,400.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
Total:	\$399,212.00

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