

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Twin Lakes Elementary School (5601)

Feeder Pattern - Hialeah-Miami Lakes Senior

Regional Center I

District 13 - Miami-Dade

Principal - Maria de Leon

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Twin Lakes Elementary is a Pre-Kindergarten to 5th grade elementary school located in West Hialeah, in a low to middle class community consisting of 94% Hispanic, 4% White Non-Hispanic, 1% African-American, and 1% other. Seventy-seven percent of the students are eligible for free or reduced meals and the mobility rate is moderate. A variety of specialty programs help make Twin Lakes Elementary a school of excellence: a Special Education (SPED) program in which methods of instruction are tailored to students' needs, an English Language Learner (ELL) program that infuses language stimulating techniques while maintaining the same scope and sequence as in the regular curriculum, a Teaching Enrichment Activities to Minorities (TEAM) program that uses higher-order thinking skills to foster academic growth, a Gifted Program, an Extended Foreign Language Program (EFL) that emphasizes English and Spanish to prepare students to succeed in a competitive bilingual community, and an Academic Excellence Program (AEP) that includes Chess.

Given instruction based on the Sunshine State Standards, students in grades 3 through 5 will demonstrate skilled proficiency in reading as evidenced by 87% or more of students meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the number of Students with Disabilities (SWD) meeting high standards in grades 3 through 5 will increase to 58% on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in grades 3 through 5 will demonstrate skilled proficiency in mathematics as evidenced by 90% or more of students meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade 4 will demonstrate their skill proficiency in writing, as evidenced by 95% or more of students maintaining high standards on the 2008 FCAT Writing+.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade 5 will increase by 10 percentage points on the 2008 FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

Given the need for parental involvement as a powerful tool in student achievement, participation of parents in school sponsored activities will increase by 5 percentage points during the 2007-2008 school year as compared to the 2006-2007 school year.

Given an emphasis on a safe and orderly environment, students will improve punctuality by a one percentage point decrease in the number of tardies during the 2007-2008 school year as compared to the 2006-2007 school year as evidenced by the Attendance Report with Absences and Suspensions.

Given an emphasis on the use of technology in education, all students in grades 3 through 5 will augment their use of technology as evidence by a 5 percentage point increase in the number of problems executed on the FCAT Explorer Program in 2007-2008 school year as compared to the 2006-2007 school year.

Given an emphasis on improving physical fitness, 70 percent of the students will be Silver or Gold award recipients as measured by the FITNESSGRAM.

Recognizing the benefits of exposing and allowing students to actively participate in the fine arts, the number of programs available to students in the 2007-2008 school year will reflect a 10 percentage point increase from the previous year.

Twin Lakes Elementary School will improve its ranking on the State of Florida Return On Investment (ROI) Index publication from the 87th percentile in 2004-2005 to the 88th percentile on the next publication of the Index.

The two areas of improvement identified by the Organizational Performance Improvement Snapshot (OPIS) Survey Tool are Human Resource Focus and Business Results.

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



School Improvement Plan 2007-2008



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.

5601 - TWIN LAKES ELEMENTARY SCHOOL

VISION

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

MISSION

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

CORE VALUES

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

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

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

School Demographics

Twin Lakes Elementary is a school located on a 4 acreage site, in Hialeah, Florida, and serves students in grades Pre-Kindergarten through fifth. The school was established in 1956. The community consists of low to middle class families. Student enrollment at this time is 674. The average class size for general education students are as follows: Pre-K - 17, Kindergarten - 20.6, grade 1 - 19.2, grade 2 - 20.5, grade 3 - 18.4, grade 4 - 19.2, and grade 5 - 22.0. The average class size for SPED education is 13.5, Kindergarten through fifth. The retention rate is 8%. The student population is: 94% Hispanic, 4% White Non-Hispanic, 1% African-American, 1% other. The mobility index is moderate. The percentage of students receiving free and reduced price meals was 77% during the 2006-2007 school year which made the school eligible for Title 1 funds. The school is part of 16 schools that form the Hialeah-Miami Lakes Senior High feeder pattern. The middle feeder school is Palm Springs.

Twin Lakes Elementary has 67 full-time staff members of which, 52 are teachers. One percent of teachers hold Specialist Degrees, nineteen percent have Masters Degrees, and one percent are National Board Certified. The ethnic breakdown of our staff is as follows: twelve percent White Non-Hispanic, twelve percent Black Non-Hispanic, seventy-five percent Hispanic, and two percent Asian. The leadership team is composed of the principal, one assistant principal, a guidance counselor, two reading coaches, a mathematics resource teacher, and the grade level chairpersons. The school has a media specialist, a psychologist, a social worker, a staffing specialist and a speech therapist. Other personnel include two full-time paraprofessionals, four part-time paraprofessionals, six custodial staff, six cafeteria staff, aides and volunteers, an effective Parent-Teacher-Student Association (PTSA), and the community at large that support the total school program.

The school implements a variety of programs to enhance the education of students: a Special Education (SPED) program in which methods of instruction are tailored to students' needs, an English Language Learner (ELL) program that infuses language stimulating techniques while maintaining the same scope and sequence as in the regular curriculum, a Teaching Enrichment Activities to Minorities (TEAM) program that uses higher-order thinking skills to foster academic growth, a Gifted Program, an Extended Foreign Language Program (EFL) that emphasizes English and Spanish to prepare students to succeed in a competitive bilingual community, and an Academic Excellence Program (AEP) that includes Chess and Hands-on Science. Twin Lakes Elementary is also part of the Reading First Grant sponsored through a partnership between the Florida Center for Reading Research (FCRR) and Miami-Dade County Public Schools.

The school has a close relationship with the community. The Mayor of City of Hialeah recognized the principal and the head custodian as Principal and Head Custodian of the Year. Other partnerships include a variety of local businesses that consistently support school programs.

Twin Lakes has been awarded the grade of A under the Governor of the State of Florida's A+ Plan for seven consecutive years. The school has ranked #1 in attendance among all elementary Miami-Dade County Public Schools (M-DCPS) since 2002. It attained the highest mean scale score in mathematics and science in M-DCPS Regional Center I schools and achieved the highest number of FCAT points (671) in the district. The mathematics mean scale score has been the highest among Florida Title I schools for four consecutive years. The school ranked 5th in the State of Florida on students meeting proficiency level and ranked 4th place on the lowest 25 percentile students achieving proficiency level. The school has met Adequate Yearly Progress (AYP) for four years. Twin Lakes Elementary is a school of excellence that continuously strives to challenge students to reach their full potential.

School Foundation

Leadership:

Twin Lakes Elementary's Educational Excellence School Advisory Council (EESAC) in conjunction with the administration, strives to foster an environment of professional collaboration among its stakeholders to bring about higher academic achievement and a safe and nurturing environment for students. The council oversees the areas of curriculum, monitors the implementation of the School Improvement Plan, and monitors the budget that supports it. The Organizational Performance Improvement Snapshot (OPIS) reflects an average of 4.3 in this category.

District Strategic Planning Alignment:

The goals and objectives developed for the School Improvement Plan came about through the collaboration of the various School Improvement Plan committees. Each committee met and was actively engaged in discussing and analyzing all the 2006-2007 data pertaining to their area, identifying needs for improvement, and brainstorming on the different strategies that would address these needs. The OPIS average score in this area was 4.1.

Stakeholder Engagement:

In an effort to more effectively serve all stakeholders, Twin Lakes identifies needs through a variety of surveys and questionnaires. To address the identified needs properly, a variety of parent workshops and outreach program services are provided. Parents and students show satisfaction with the school. Students have been ranked number one in attendance among all elementary schools in Miami-Dade County Public Schools for five consecutive years. The OPIS reflects an average of 4.4 in this area.

Faculty & Staff:

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

Data/Information/Knowledge Management:

Mentors are highly qualified school personnel who have the special knowledge and competencies required to be successful in supporting the development and professional growth of employees through careful analysis of applicable data as related to the organization's overall vision and mission. The OPIS reflects an average of 4.5 in this category.

Education Design:

Twin Lakes Elementary provides a curriculum that fosters support of advanced academics through two gifted units, Teaching Enrichment Activities to Minorities (TEAM) and the Extended Foreign Language Program (EFL) classes. The school provides in-house, after-school and Saturday Academy tutorials in reading, mathematics, and writing for students not making learning gains and/or those who scored below proficiency level on the FCAT. Tutorials are also provided for Students with Disabilities (SWD) and English Language Learner (ELL) students in reading and mathematics.

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

Performance Results:

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



School Improvement Plan 2007-2008



Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :



School Improvement Plan
2007-2008



Schools Offering Primarily Grades 6 through 12

Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :

Reading Goal

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

Florida Education Priorities

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"/>

Reading Statement

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

Needs Assessment

Results of the 2007 FCAT-Reading Assessment indicate that 82 percent of students have met the required mastery level. Test results also indicate the need to increase the number of students meeting high standards in grades 3 through 5 SWD subgroup and the need to improve in the areas of main idea, vocabulary and reference and research.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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 checked="" type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades 3 through 5 will demonstrate skilled proficiency in reading as evidenced by 87% or more of students meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the number of Students with Disabilities (SWD) meeting high standards in grades 3 through 5 will increase to 58% on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Administration, Instructional Staff	08/20/07	06/4/08	Continuous Improvement Model	300
Implement the Houghton Mifflin Reading Core Program which correlates with the Comprehensive Reading Research Plan (CRRP) through fidelity to the district's pacing guide and emphasizing guided reading, fluency, vocabulary development and comprehension skills.	Administration, Reading Coach, Instructional staff	08/20/07	06/04/08	District-wide Literacy Plan	12000
Encourage articulation among classroom, Curriculum Content in the Home Language (CCHL) and Special Education (SPEP), teachers to monitor pacing of the curriculum and discuss long range plans.	Administration, Instructional Staff	08/20/07	06/04/08	Seamless PreK-12 Curriculum	0
Utilize Performance Task cards across the curriculum, including special areas, to familiarize students with Sunshine State Standards' benchmarks.	Administration, Instructional Staff	08/20/07	06/04/08	Dual Language	450
Use Houghton Mifflin FCAT test preparation materials to reinforce test-taking skills.	Administration, Instructional Staff	08/20/07	06/04/08	District-wide Literacy Plan	100
Use Accelerated Reader, FCAT Explorer, and Riverdeep to improve reading comprehension and promote independent reading.	Administration, Instructional Staff, Media Specialist	08/20/07	06/04/08	District-wide Literacy Plan	4500
Incorporate a variety of activities to encourage lifelong reading.	Administration, Reading Coach, Media Specialist, Instructional Staff	08/20/07	06/04/08	District-wide Literacy Plan	300
Establish in-house, after-school and Saturday Academy tutorial programs for students scoring Levels 1 and 2, and/or not making learning gains, English Language Learners (ELL) students and Students with Disabilities (SWD). An evaluation component of pre/post test will be implemented.	Administration, Instructional Staff	08/20/07	06/04/08	District-wide Literacy Plan	16000
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Administration, Instructional Staff	08/20/07	06/04/08	Continuous Improvement Model	0

Research-Based Programs

- * Comprehensive Reading Research Plan (CRRP)
- * Sunshine State Standards (SSS) Reading Benchmarks
- * Houghton Mifflin Reading Program
- * Elements of Vocabulary
- * Quick Reads

Professional Development



School Improvement Plan 2007-2008



Professional Development will include:

- *Data Analysis
- *Mentoring
- *Techniques to implement the delivery of instruction of the Houghton Mifflin Reading Program
- *Collaborative planning
- *Accelerated Reader Program training
- *CRISS training
- *DIBELS Assessment training
- *Reading First Summer Academies
- *IPEGS Evaluation System Training
- *Peer Coaching
- *Classroom Walk-Throughs

Evaluation

This objective will be evaluated by scores earned on the 2008 FCAT-Reading Assessment.

Formative Assessments:

- * DIBELS (Fall, Winter, Spring) - Kindergarten through 3rd grade
- * 2007-2008 Interims (Fall, Winter, Spring) - 3rd through 5th grade
- * Houghton Mifflin Reading Core Program - Weekly, Theme and Integrated Assessments
- * PPVT-III Peabody Picture Vocabulary Test - Kindergarten through 3rd grade

Mathematics Goal

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

Florida Education Priorities

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"/>

Mathematics Statement

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

Needs Assessment

Results of the 2007 FCAT-Mathematics Assessment indicate that 96 percent of students have met the required mastery level. Test results also indicate the need of increase mastery in the areas of Measurement, Algebraic Thinking and Data Analysis.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades 3 through 5 will demonstrate skilled proficiency in mathematics as evidenced by 90% or more of students meeting high standards on the 2008 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Administration, Instructional Staff	08/20/07	06/04/08	Continuous Improvement Model	200
Provide: *Daily uninterrupted sixty-minute instructional block in mathematics K-5. *Guided and independent practice of daily drills in basic computation facts at the appropriate grade levels.	Administration, Instructional Staff	08/20/07	06/04/08	District-wide Literacy Plan	100
Encourage and facilitate articulation among CCHL, SPED and classroom teachers to monitor pacing of the curriculum, discuss long range plans, and share best practices.	Administration, Instructional Staff	08/20/07	06/04/08	Seamless PreK-12 Curriculum	0
Continue to implement the ACALETICS program to assist in the delivery of mathematics instruction school-wide.	Administration, Mathematics Resource, Instructional Staff	08/20/07	06/04/08	Continuous Improvement Model	27500
Establish in-house, after-school and Saturday Academy tutorial programs for students with stanines 1 through 4, scoring FCAT Levels 1 and/or not making learning gains. Student progress will be monitored using formative assessments to ensure student achievement and to determine the effectiveness of the programs.	Administration, Instructional Staff	08/27/07	06/04/08	Continuous Improvement Model	25700
Integrate the use of a variety of computer programs such as FCAT Explorer, Riverdeep, Brainchild, etc. into daily classroom instruction for all curriculum groups.	Administration, Mathematics Resource, Instructional Staff	08/20/07	06/04/08	District-wide Literacy Plan	200
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Administration, Instructional Staff	08/20/07	06/04/08	Continuous Improvement Model	0

Research-Based Programs

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

Professional Development

Professional Development will include:

- *Data Analysis
- *Mentoring
- *Techniques to improve the delivery of instruction of the Scott Foresman/Addison Mathematics Program
- *ACALETICS Program Training
- *Collaborative planning
- *Technology workshops on mathematics programs available on the web
- *IPEGS Evaluation System Training
- *Peer Coaching
- *Classroom Walk-Throughs

Evaluation



School Improvement Plan 2007-2008



This objective will be evaluated by scores earned on the 2008 FCAT-Mathematics Assessment.

Formative Assessments:

- * Fall, Winter and Spring Interim Assessments- 3rd through 5th grade
- * Pre/Post basic computation facts tests at appropriate grade level
- * ACALETICS Pre/Post Assessments - Kindergarten through 5th grade
- * ACALETICS Pre/Post Comprehensive - 1st through 5th grade
- * ACALETICS Pre/Post Advanced Assessments - 5th grade
- * ACALETICS Comprehensive Midterm - 1st through 5th grade
- * ACALETICS Interim Assessments - 1st through 5th grade
- * Scott Foresman/Addison Wesley Chapter Tests

Writing Goal

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

Florida Education Priorities

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"/>

Writing Statement

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

Needs Assessment

Results of the 2007 FCAT-Writing Plus Assessment indicate that 95 percent of students have met the required mastery level. Test results also indicate the need to improve organization and support skills to increase student mastery in expository writing.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade 4 will demonstrate their skill proficiency in writing, as evidenced by 95% or more of students maintaining high standards on the 2008 FCAT Writing+.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Administration, Instructional Staff	08/20/07	06/04/08	Continuous Improvement Model	100
Encourage articulation among classroom, CCHL and SPED teachers to plan delivery of instruction and monitor writing pacing.	Administration, Instructional Staff	08/20/07	06/04/08	Seamless PreK-12 Curriculum	0
Promote student participation in writing through contests, journal writing and technology assisted publishing.	Administration, Reading Coach, Instructional Staff	08/20/07	06/04/08	District-wide Literacy Plan	600
Provide students in K-5 with writing prompts/topics to help improve writing proficiency.	Administration, Instructional Staff	08/20/07	06/04/08	District-wide Literacy Plan	200
Implement an after-school Writing Tutorial Program once a week to include English Language Learner (ELL) and Students with Disabilities (SWD) students. An evaluation component of pre/post test will be implemented.	Administration, Instructional Staff	10/17/07	06/04/08	Continuous Improvement Model	3500
Implement the Four Square Planning Model for students in grades 1-5.	Administration, Reading Coaches, Instructional Staff	08/20/07	06/04/08	District-wide Literacy Plan	200
Display samples of students writing in grades K-5 in the "Young Author's Showcase".	Administration, Reading Coaches, Instructional Staff	08/20/07	06/04/08	Academic Enrichment Opportunities	100
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Administration, Instructional Staff	08/20/07	06/04/08	Continuous Improvement Model	0

Research-Based Programs

Houghton Mifflin Reading Program

Professional Development

Professional development will include:

- *Data Analysis
- *Mentoring
- *Techniques to improve the delivery of instruction
- *IPEGS Evaluation System Training
- *Rubric Scoring
- *Implementation of creative, innovative techniques in writing
- *District/Regional Center Writing Process Inservices

Evaluation

This objective will be evaluated by scores earned on the 2008 FCAT-Writing Plus Assessment.

Formative Assessments:

- * Miami-Dade County Public Schools (M-DCPS) Writing Pre/Post Tests
- * Teacher made expository and narrative prompt assessments
- * Writing Plus Pre/Post Assessments
- * Houghton Mifflin Reading Core Program Writing Assessments
- * Houghton Mifflin Reading Core Program Grammar Assessments

Science Goal

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

Florida Education Priorities

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"/>

Science Statement

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

Needs Assessment

Results of the 2007 FCAT-Science Assessment indicate that 67 percent of students have met the required mastery level. Test results also indicate the need to increase mastery in the areas of Earth and Space Science.

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade 5 will increase by 10 percentage points on the 2008 FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Administration, Instructional Staff, Science Chairperson	08/20/07	06/04/08	Continuous Improvement Model	1100
Provide on-site professional development opportunities for teachers.	Administration	08/20/07	06/04/08	Continuous Improvement Model	400
Provide opportunities for students to conduct science investigations throughout each nine-week grading period.	Administration, Instructional Staff	08/20/07	06/04/08	Continuous Improvement Model	300
Showcase on closed-circuit television scientific investigations performed by students on WTLE.	Administration, Science Chairperson	08/20/07	06/04/08	Academic Enrichment Opportunities	0
Promote the development of higher-order thinking skills through the participation in an annual science fair that will require students to implement and apply the scientific method.	Administration, Science Committee	03/1/08	06/04/08	Continuous Improvement Model	400
Use the district-developed Scope, Sequence and Pacing Document to ensure that all grade levels are using a structured approach to meeting the goals of the Sunshine State Standards within the appropriate time frame.	Administration, Science Chairperson	08/20/07	06/04/08	Seamless PreK-12 Curriculum	9300
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Administration, Instructional Staff	08/20/07	06/04/08	Continuous Improvement Model	0

Research-Based Programs

Twin Lakes Elementary implements the state adopted Scott Foresman Science Series and the Buckle Down Series.

Professional Development

Professional development training will include:

- *Data Analysis
- *Mentoring
- *Inservices on the eight strands of science
- *Delivery of instruction through hands-on activities
- *The implementation of the scientific method
- *IPEGS Evaluation System Training
- *Peer Coaching

Evaluation

This objective will be evaluated by scores earned on the 2008 FCAT-Science Assessment.

Formative Assessments:

- * Department of Education (DOE) 2004 and 2006 FCAT-Science Sample Test
- * Grade 5 Science Survey Assessment
- * Buckle Down Florida FCAT-Science Practice Tests- Forms A and B
- * Scott Foresman FCAT-Science Test Prep
- * Scott Foresman Practice Pre/Post Test

Parental Involvement Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Parental Involvement Statement

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

Needs Assessment

Based upon 2006-2007 parent sign-in logs, an average of 65 percent of parents attended at least two school sponsored activities.

Measurable Objective

Given the need for parental involvement as a powerful tool in student achievement, participation of parents in school sponsored activities will increase by 5 percentage points during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Use parent-teacher conferences, monthly bilingual newsletters, and informational meetings/workshops to promote the use of the Parent Resource Center, Parent Academy and Parent Portal.	Administration, Community Involvement Specialist, Instructional Staff	08/20/07	06/04/08	Exchange Meaningful Information	950
Implement the use of daily planners to ensure parent awareness of homework.	Administration, Instructional Staff	08/20/07	06/04/08	Exchange Meaningful Information	2650
Facilitate ESOL classes for parents in order to help reinforce home learning.	Administration	09/18/07	06/04/08	Dual Language	100
Promote the School Volunteer Program (SVP) to involve parents in the school's organizational structure and continue to implement "Parent of the Month Award" Program.	Administration, Community Involvement Specialist, Instructional Staff	08/20/07	06/04/08	Exchange Meaningful Information	100
Plan and schedule: Parent workshops related to FCAT test-taking skills in reading, writing, mathematics, and science.	Administration, Community Involvement Specialist, Instructional Staff	09/19/07	05/07/08	Exchange Meaningful Information	100

Research-Based Programs

Parent-Teacher Association (PTA)

Professional Development

Professional development will include:

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

Evaluation

This objective will be evaluated by the 2007-2008 parent sign-in logs.

Discipline & Safety Goal

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

Florida Education Priorities

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

Discipline & Safety Statement

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

Needs Assessment

Results of the Attendance Report with Absences and Suspensions indicates that Twin Lakes Elementary was ranked #1 in attendance. There were 3,810 tardies which indicates there is a need to improve punctuality.

Measurable Objective

Given an emphasis on a safe and orderly environment, students will improve punctuality by a one percentage point decrease in the number of tardies during the 2007-2008 school year as compared to the 2006-2007 school year as evidenced by the Attendance Report with Absences and Suspensions.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Create and implement classroom-based discipline plan to feature students' rights and responsibilities along with consequences for negative behavior, in the classroom, the cafeteria and the schools' hallways.	Administration, Instructional Staff	08/20/07	06/04/08	Alternative Education	700
Plan and establish a school-wide award program for classrooms with Zero Tardies.	Administration, Instructional Staff	08/20/07	06/04/08	Truancy Prevention	245
Establish a hallway "buddy-system" to prevent students from traveling throughout the school by themselves.	Administration, Instructional Staff	08/20/07	06/04/08	Student Wellness	0
Participate in the City of Miami Police Department's "Do the Right Thing" program and implement the Drug Awareness Resistance Education (DARE) program for 5th grade students.	Administration, Counselor	08/20/07	06/04/08	Student Wellness	250
Utilize the services of School Safety Patrol members to monitor, direct student traffic, promote school pride and encourage punctuality.	Administration, Safety Patrol Program Sponsor	08/20/07	06/04/08	Student Wellness	300
Promote good values through the implementation of a Character Education program that recognizes students exemplifying core value each month.	Administration, Discipline and Safety Committee	08/20/07	06/04/08	Student Wellness	200
Improve breakfast participation in the school's breakfast program.	Administration, Cafeteria Manager, Discipline and Safety Committee	08/20/07	06/04/08	Student Wellness	0

Research-Based Programs

N/A

Professional Development

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

Evaluation

This objective will be evaluated by a one percentage point decrease in the number of tardies during the 2007-2008 school year as compared to the 2006-2007 school year as evidenced by the Attendance Report with Absences and Suspensions.

Technology Goal

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

Florida Education Priorities

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
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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"/>

Technology Statement

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

Needs Assessment

FCAT Explorer reports by grade level indicate that, even though students worked on a total of 69,411 problems, there is a need to increase the use of technology as a home learning tool in grades 3, 4, and 5.

Measurable Objective

Given an emphasis on the use of technology in education, all students in grades 3 through 5 will augment their use of technology as evidence by a 5 percentage point increase in the number of problems executed on the FCAT Explorer Program in 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Encourage the use of the FCAT Explorer Program via morning announcements, parent-teacher conference, school newsletter and parent workshops.	Administration, Instructional Staff	08/20/07	06/04/08	Academic Enrichment Opportunities	500
Schedule computer lab sessions for students in grades 3 through 5 to utilize the FCAT Explorer Program.	Administration, Instructional Staff, Media Specialist	08/20/07	06/04/08	Academic Enrichment Opportunities	100
Conduct an FCAT Explorer/technology parent workshop to educate parents of the benefits of the program and how to access it from home.	Administration, Instructional Staff, Media Specialist	08/20/07	06/04/08	Exchange Meaningful Information	100
Provide access to the computer lab before school hours and establish a point reward system for participating in this activity.	Administration, Instructional Staff, Media Specialist	08/20/07	06/04/08	Academic Enrichment Opportunities	500
Schedule continuous hands-on professional development opportunities for teachers on the use of the FCAT Explorer.	Administration, Instructional Staff	09/17/07	06/04/08	Continuous Improvement Model	

Research-Based Programs

- *National Education Technology Standards for Students (NETS-S)
- *FCAT Explorer

Professional Development

Professional Development will include:

- *FCAT Explorer
- *Riverdeep
- *Focus Program

Evaluation

This objective will be evaluated by the 2007-2008 total number of FCAT related problems completed using the FCAT Explorer Program.

Health & Physical Fitness Goal

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

Florida Education Priorities

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

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

Health & Physical Fitness Statement

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

Needs Assessment

Results of the 2006-2007 FITNESSGRAM Assessment indicate that 68.8 percent of students in grades 4 through 5 demonstrated acceptable physical fitness.

Measurable Objective

Given an emphasis on improving physical fitness, 70 percent of the students will be Silver or Gold award recipients as measured by the FITNESSGRAM.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Fit to Achieve Program in grades 2 through 5 which will culminate in a technical and/or physical skills exhibition based on the skills learned in physical education.	Administration, Physical Education Teachers	08/20/07	03/28/08	Student Wellness	400
Continue to implement the Physical Fitness Testing Program FITNESSGRAM to all students in grades 2 through 5.	Administration, Physical Education Teachers	08/20/07	03/28/08	Student Wellness	0
Continue the implementation of Field Day as the closing activity for grades 2 through 5 to encourage physical fitness, competitiveness and sportsmanship.	Administration, Physical Education Teachers	08/20/07	06/04/08	Student Wellness	850
Emphasize weekly activities to improve cardiovascular, flexibility, and muscular strength and endurance.	Administration, Physical Education Teachers, Classroom Teachers	08/20/07	06/04/08	Student Wellness	0
Implement the AIDS curriculum in grades K through 5.	Administration, Instructional Staff	03/05/08	06/04/08	Student Wellness	0

Research-Based Programs

FITNESSGRAM Program

Professional Development

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

Evaluation

This objective will be evaluated by the 2007-2008 FITNESSGRAM Assessment.

Electives & Special Areas Goal

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

Florida Education Priorities

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"/>

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

Electives & Special Areas Statement

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

Needs Assessment

The growing participation, enthusiasm and interest in fine arts programs and activities has prompted the school to increase the number of art appreciation opportunities for students by 10% during the 2007-2008 school year.

Measurable Objective

Recognizing the benefits of exposing and allowing students to actively participate in the fine arts, the number of programs available to students in the 2007-2008 school year will reflect a 10 percentage point increase from the previous year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Facilitate the implementation of recorders, bells and drums.	Administration, Music Teacher	08/20/07	06/04/08	Academic Enrichment Opportunities	400
Plan and promote the participation of students in the Miami-Dade County Youth Fair Exposition	Administration, Art and Music Teachers	10/01/07	02/04/08	Academic Enrichment Opportunities	150
Provide fine arts educational displays to encourage art and music appreciation during after school sponsored activities and on early release days.	Administration, Art and Music Teachers	08/20/07	06/07/08	Academic Enrichment Opportunities	500
Provide opportunities for students to perform in front of an audience.	Administration, Music Teacher	08/20/07	06/04/08	Academic Enrichment Opportunities	100
Utilize community bulletin boards to display student fine arts work.	Administration, Music and Art Teacher	08/20/07	06/04/08	Academic Enrichment Opportunities	100
Implement the Symponic Training and Education in the Public School Violin Program (S.T.E.P.S.).	Administration, Florida Youth Opera Teacher	10/3/07	06/04/08	Academic Enrichment Opportunities	0

Research-Based Programs

- **"Music and You" by McMillan
- **"The Music Connection" by Silver-Burdett/Ginn
- **"Hands On Recorder" Recorder Book- by Gerald and Sonya Burakoff
- *Music K-8 - Resource Magazine
- **"Art Connection" by SRA grades 2 through 5

Professional Development

- Professional development will include:
- *String Program Inservice (West Cunningham)
 - *Music teacher will research various methods of instruction to enrich Twin Lakes Elementary's music program.
 - *String Program Inservice
 - *Creative Methods of Instruction Workshop
 - *National Board Certification

Evaluation

This objective will be evaluated by comparing the number of programs implemented during the 2007-2008 school year to the programs established in 2006-2007.

Return On Investment Goal

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

Florida Education Priorities

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"/>

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

Return On Investment Statement

Twin Lakes Elementary School will rank above the 87th percentile statewide in the Return On Investment, ROI, Index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the Florida Department of Education indicates that in 2004-2005 Twin Lakes Elementary ranked at the 87th percentile on the State of Florida ROI Index.

Measurable Objective

Twin Lakes Elementary School will improve its ranking on the State of Florida Return On Investment (ROI) Index publication from the 87th percentile in 2004-2005 to the 88th percentile on the next publication of the Index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Use student data analysis results to find or construct more effective educational strategies that fit the needs of students and staff.	Administration	05/28/07	06/04/08	Continuous Improvement Model	200
Identify lowest quartile students early and provide additional assistance.	Administration	08/20/07	06/04/08	Seamless PreK-12 Curriculum	36700
Provide strategies to parents for their student's academic improvement.	Administration	08/20/07	06/04/08	Exchange Meaningful Information	200
Continue to provide high quality teacher professional development and monitor its implementation.	Administration	08/20/07	06/04/08	Succession Management	2500
Purchase and utilize research-based materials.	Administration	08/20/07	06/04/08	District-wide Literacy Plan	0
Increase participation in programs provided by the Department of Education, such as FCAT Explorer, Riverdeep and Florida Achieves.	Administration	08/20/07	06/04/08	Seamless PreK-12 Curriculum	0

Research-Based Programs

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

Professional Development

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

Development of the annual school budget will take place in preparation for budget conferences three times a year.

Evaluation

On the next State of Florida, Return On Investment, ROI, Index publication, Twin Lakes Elementary will show progress toward reaching the 88th percentile.

EESAC Compliance

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

Budget:

The EESAC will review and approve the use of 2007-2008 EESAC budget allocation.

Training:

EESAC members will be trained by the district and school administrators on how to write the 2007-2008 School Improvement Plan (SIP) on budget procedures and consensus management. Some of the training workshops in which Twin Lakes' teachers have participated are: CRISS, Sunshine State Standards Staff Development, DIBLES, ACALETICS, Houghton Mifflin Reading Program, FCAT Writes, Holistic Scoring, Guided Reading Teaching and Voyager Passport.

Instructional Materials:

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

Technology:

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

Staffing:

EESAC has recommended the implementation of reading and mathematics programs, as well as, tutors and aides for instructional enhancement. Staff will be identified to support the implementation of interventions.

Student Support Services:

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

Other Matters of Resource Allocation:

The EESAC will continue to approve the use of its funds for the benefit of the students at the school.

Benchmarking:



School Improvement Plan

2007-2008



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

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

School Safety & Discipline:

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

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	33650
Mathematics	53700
Writing	4700
Science	11500
Parental Involvement	3900
Discipline & Safety	1695
Technology	1200
Health & Physical Fitness	1250
Electives & Special Areas	1250
Return On Investment	39600
Total	152445



School Improvement Plan 2007-2008



Date of Review: _____

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

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