
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 2901 - Leisure City K-8 Center

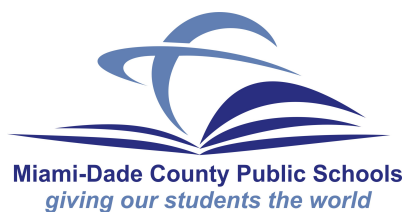
FeederPattern: Homestead Senior

Region: Regional Center VI

District: 13 - Miami-Dade

Principal: Charles Hankerson

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Leisure City K-8 Center

Leisure City K-8 Center, a Title I school, has seen great improvement during the 2004-2005 school year. After being assigned a "D" school grade for the previous six years, the school's team of administrators, teachers, students, parents and community leaders collaborated to attain the learning gains needed to improve to a "C" grade for the 2004-2005 school year. In order to continue this achievement trend, the school's faculty has teamed up to facilitate numerous academic programs and initiatives that will ensure the continued success of its students within all academic areas. The core curricular foundation established by the ZONE will continue to be implemented along with numerous opportunities for students to receive additional assistance through tutorial programs. Among the tutorial opportunities provided are: early bird, Saturday Academy, and daily pull-out small group intensified remediation. These coupled with partnerships with Education Station and Platform Learning are sure to provide academic success by way of learning gains for our students. Added emphasis has now been placed on the District's mandatory uniform policy, which has led to 100% student body participation in the uniformity of the school dress code. This coupled with the Positive Behavior Support (PBS) program has helped to lower the amount of disciplinary referrals and helped students focus on learning. Throughout the school's campus, students and faculty alike recognize that Leisure City K-8 Center is an exciting place to be, where academic achievement is paramount, and the air of teamwork is continuously present.

Given instruction using the Sunshine State Standards, students in grades three through eight will improve their Reading Skills as evidenced by 44 percent of the students reaching the state required mastery level 3 or higher, as documented by scores of the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Black students in grades three through eight will improve their Reading Skills as evidenced by 44 percent of the students reaching the state required mastery level 3 or higher, as documented by scores of the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Hispanic students in grades three through eight will improve their Reading Skills as evidenced by 44 percent of the students reaching the state required mastery level 3 or higher, as documented by scores of the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, students on Free/Reduced Lunch in grades three through eight will improve their Reading Skills as evidenced by 44 percent of the students reaching the state required mastery level 3 or higher, as documented by scores of the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Limited English Proficient students in grades three through eight will improve their Reading Skills as evidenced by 44 percent of the students reaching the state required mastery level 3 or higher, as documented by scores of the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Students with Disabilities in grades three through eight will improve their Reading Skills as evidenced by 44 percent of the students reaching the state required mastery level 3 or higher, as documented by scores of the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades three through eight will improve their mathematics skills as evidenced by 50 percent of students reaching the state required mastery level 3 or higher, as documented by scores of the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Black students in grades three through eight will improve their mathematics skills as evidenced by 50 percent of students reaching the state required mastery level 3 or higher, as documented by scores of the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Hispanic students in grades three through eight will improve their mathematics skills as evidenced by 50 percent of students reaching the state required mastery level 3 or higher, as documented by scores of the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students on Free/Reduced Lunch in grades three through eight will improve their mathematics skills as evidenced by 50 percent of students reaching the state required mastery level 3 or higher, as documented by scores of the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Limited English Proficient students in grades three through eight will improve their mathematics skills as evidenced by 50 percent of students reaching the state required mastery level 3 or higher, as documented by scores of the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Students with Disabilities in grades three through eight will improve their mathematics skills as evidenced by 50 percent of students reaching the state required mastery level 3 or higher, as documented by scores of the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grades four and eight will improve their writing skills as evidenced by 85 percent of the students reaching the state required mastery level as documented by scores on the 2006 FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by meeting or exceeding the District's mean scale score, as documented by the 2006 FCAT Science Test.

Given instruction using the Sunshine State Standards, students in grade eight will improve their science skills as evidenced by meeting or exceeding the district's mean scale score, as documented by the 2006 FCAT Science Test.

Given the need to establish a link with the home and community in order to provide additional support of efforts to improve the academic achievement of students, parental and community attendance at school sponsored activities will increase by ten percentage points when comparing the 2004 – 2005 Title I Parent Outreach Monthly School Report to the 2005 – 2006 Title I Parent Outreach Monthly School Report.

Given the need to increase student attendance, out of school suspensions during the 2005-2006 school year will decrease by ten percentage points when compared to the number of suspensions during the 2004 – 2005 school year.

Given the need to infuse technology across the curriculum, staff attendance at technology-based professional development activities during the 2005-2006 school year will increase by five percent as compared to technology-based inservice attendance rosters from the 2004 – 2005 school year.

Given instruction using the Sunshine State Standards, students in grades three through eight will increase the number of award recipients by three percent as measured by the FITNESSGRAM compared to the 2004 – 2005 percent of award winners.

Given the need to incorporate the fine arts into the curriculum, students in grade three through eight will increase participation in school-sponsored enrichment activities during the 2005-2006 school year by ten percent, as compared to participation during the 2004 -2005 school year.

Leisure City K-8 Center will improve its ranking on the State of Florida ROI index publication from the 21st percentile in 2003 to the 31st percentile on the next publication of the index.

While the school has made major improvements, both reflected by the students' achievement scores and the building improvements, the staff recognizes that continued success can and must be achieved. The staff survey, administered to both full and part time staff members revealed two areas where improvements may be made. While all areas scored at least a four score (on a scale of one to five), the least two areas of impact were: Business Results and Strategic Planning. For this reason, both of these areas have been targeted this school year as focused areas of improvement.

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.

Leisure City K-8 Center

VISION

The Leisure City K-8 Center faculty, parents and community members are committed to the premise that all children can learn. It is the school's belief that each student will be given an equal opportunity to acquire the essential skills to become a productive, competitive and effective individual of a diverse and technological society in the 21st Century.

MISSION

The Leisure City K-8 Center community is committed to improving the school's educational excellence. We are dedicated to raising the achievement level of all students by implementing research-based learning programs, increasing parent involvement, and infusing technology to equip our students to be successful in today's society.

CORE VALUES

At Leisure City K-8 Center, the school community has developed “Dolphin Pride” words in which to focus and align students to the schools’ overall mission. These words are visible throughout the school’s campus and are used daily in classroom instruction.

1. ACADEMIC EXCELLENCE: SUPERIOR MERIT
2. RESPONSIBILITY: MORAL OBLIGATION
3. SELF-RESPONSIBILITY: HAVING CONTROL OVER ONE’S SELF
4. HONESTY: BE TRUTHFUL
5. INTEGRITY: SINCERITY
6. SELF-RESPECT: TO FEEL OR SHOW ESTEEM
7. HONOR: HIGH REGARD
8. CITIZENSHIP: A MEMBER
9. BRAVERY: COURAGE
10. COMPASSION: UNDERSTANDING

School Demographics

Leisure City K-8 Center is a Title I school, located in a multiethnic community. Currently, a total of 1,598 students are enrolled at the school site, of which 97 percent qualify for free or reduced priced meals. Leisure City Elementary became a K-8 Center during the 1999-2000 school year. The Educational Excellence School Advisory Council and staff of Leisure City K-8 Center have analyzed the 2004-2005 data and test results from several different sources. These sources include: The 2004 –2005 NCLB School Public Accountability Report, School Report Card, Stanford Achievement Test, Florida Comprehensive Assessment Test, Florida Comprehensive Writing Assessment Test, and the School Improvement Plan from 2004-2005.

In order to make successful gains towards educational excellence, the following programs will be implemented at Leisure City K-8 Center: Competency-Based Curriculum, Comprehensive Reading Plan for grades K-8, READ 180 for grades six – eight, motivational programs and tutoring in reading, writing, mathematics, and science, Success Maker, Reading Plus, Classworks, Early Success, Soar to Success, Mathematics and Science Literacy Bridges to Careers District Plan, Sunshine State Standards in all academic subjects, and Accelerated Reader. These programs include strategies designed for all students including Limited English Proficient (LEP) and Exceptional Student Education (ESE).

The ethnic/racial makeup of the student population is 75 percent Hispanic, 20 percent Black Non-Hispanic, four percent White Non-Hispanic, and one percent Asian/Indian Multiracial. The mobility index of the school is 41. The migrant population at the school accounts for 22 percent of the students.

Our school is located in an empowerment zone; therefore our students are in need of support to secure the basic resources that will enable them to participate fully in the community. The PTA group and the Community Involvement Specialists are instrumental in identifying the neediest families and providing both direct assistance and references to appropriate social service agencies. Additionally, students are serviced by school, migrant and community-based tutorials in order to help students master the skills taught in the classroom. Many of these students require extensive re-direction of unproductive behaviors, which is the responsibility of the members of the Child Study Team, Trust Counselor, 5000 Role Models, Recapturing the Vision and the Positive Behavior Support Team.

Leisure City K-8 Center employs a total of 114 full time instructional staff members and 25 part time staff members. Of the full-time group, four are administrators and 12 are teachers new to Miami-Dade County Public Schools and 65 teachers have been teaching for more than ten years. Many of the staff members at the school site hold advanced degrees, with 33 percent of staff currently holding Masters degrees, six percent with Specialists degrees and one percent having a Doctoral degree.

School Foundation

Leadership:

Leadership at the school site is the highest ranking area, according to the Organizational Performance Improvement Snapshot Survey (OPIS) completed by the school site staff. The leadership has driven many on-site campus improvements and upgrades, which has provided a positive working environment reflected in the survey by all staff members. All statements within the leadership component averaged at least a four out of five score. The lowest numerical average was given in conjunction with the statement relating to the leadership's ability to ask for the staff's feedback.

District Strategic Planning Alignment:

Overall, the faculty strongly recognizes that they know the school's organizational mission (scored 4.7 out of five) and are guided by the mission from our school's principal (scored 4.6 out of five). Following these statements, the faculty also assigned high numerical values to the statements relating to the organization's ability to effectively share information about the school, identify important information and express high standards and ethics. The foundation for this school year has been aligned to all District objectives, with particular emphasis on discipline through the Positive Behavior Support (PBS) system, School Dress Code initiative which provides all students with uniforms they may borrow, and Data Driven Assessments provided through EduSoft and data driven instruction.

Stakeholder Engagement:

The school climate indicates that our students are satisfied with the building improvements, added technology, and the additional instructional programs provided on site. The staff acknowledges they know our customers are most important (4.7 out of five score) and our customers frequently express their needs and wants. As determined by the learning gains evident on the 2005 administration of the FCAT, students are continuing to benefit from the school upgrades and the emphasis on data driven instruction.

Faculty & Staff:

The school's faculty and staff have expressed that the school's administration is vital in helping the community by giving this statement a 4.2 out of a total score of five. The team concept is evident in the survey results with high scores given to statements pertaining to the communication of information from the administration, and the staff's overall satisfaction with their jobs. In addition, the staff expresses their content in the safeness of working environment (4.4). The team concept is emphasized greatly by the school's administration. The creation of teacher mentors took place early in the school year and allowed for the pairing of new teachers to the profession with veteran teachers who have been at the school site for many years.

Data/Information/Knowledge Management:

The faculty at the school site recognizes the importance of frequent self- assessment and its alignment with the administrative mission to align data to classroom instruction. Overall the area of Measurement, Analysis and Knowledge Management scored a 4.4 in the survey scale. Assessment results are presented periodically to the staff in order to emphasize the importance of achieving district goals and all requirements in the No Child Left Behind Act.

Education Design:

The area of Educational Process also proved to be a strength at the school site, according to the participants in the survey (overall score of 4.2 out of five). The faculty recognizes the importance of collecting data as it relates to the quality of instruction and also identifies their ability to effectively control the educational environment they create. The Plan, Do, Study, Act (PDSA) continuous improvement model is implemented both during the school day and during extended learning opportunities provided for the students. As a result, numerous faculty members participate in the instructional opportunities provided to the students through the early bird tutorial program, Saturday Academy and tutorial job positions provided through Education Station and Platform Learning.

Performance Results:

The area of Business Results within the survey was the lowest scored area; however, it still maintained an average response score of 4.1 out of five. The faculty responded favorably to questions regarding the organization's effectiveness in removing obstacles and the positive use of time and talents. Of all statements, the least favorable regarded the staff's knowledge of the organization's financial status. The positive score within this area reflects the administration's emphasis on improving policies and procedures at the school site. The Recapturing the Vision program addresses students deemed at-risk and supplemental programs such as Gear Up and the tutorial opportunities cater to low-income families who may not afford supplemental education programs. The Positive Behavior Support and Uniform Programs initiated school-wide have also positively affected the number of suspensions and the amount of disciplinary action needed.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

Of the teachers currently employed at the school site, in-field teachers represented 98.5 percent of the population, which is above the District's average of 97.8 in-field teachers. All teachers currently instructing the Reading subject have obtained either a Bachelor's Degree and/or passed the Florida Certification Examination within their designated field. In addition, 33 percent of teachers hold a Master's Degree and six percent hold Specialists Degrees. All Reading Teachers previously employed at the school site have attended various District sponsored workshops in specified reading competencies. All teachers previously employed at the school site have received training and are experienced in the Core Comprehensive Reading Plan. In addition, the majority of teachers have attended the Creating Independence through Student owned Strategies (CRISS) training workshops, are familiar with the FCAT reading strategies and skills, have used the STAR and Accelerated Reader programs, and have attended ongoing workshops provided by the District and the Teacher Education Center on reading topics and practices aimed at student achievement. Teachers brand new to our district and/or school site are also scheduled to receive CRISS training and have been assigned a veteran teacher mentor to assist with the Core Reading Program.

Among the programs our teachers implement regularly are: The Building Early Language and Literacy Program (BELL) for Pre-Kindergarten students, Voyager Passport for students in grades K-three, Project B.E.A.R., Project O.W.L., Accelerated Reader, Reading Plus, Classworks, Success Maker, and FCAT Strategies. In addition to these, Reciprocal Teaching and CRISS Strategies are also used continuously.

• Highly Qualified, Certified Administrators:

Mr. Charles E. Hankerson, the current principal of Leisure City K - 8 Center is a graduate of Hampton University with a Bachelor of Science degree. He received his Masters degree from Nova Southeastern University in Administration Supervision. Mr. Hankerson has served in the role of principal for the past twelve years. He was the principal of North Miami Senior High School for seven years. Distinguishing himself by leading the school to a "C" status for the first time in the school's history. He also served as the principal of Richmond Heights Middle School for one year. In addition Mr.Hankerson served as principal of Pine Villa Elementary School for two years, increasing their state assessment scores to new heights. Mr. Hankerson also served as a Region Director before deciding to return to the school site. Presently, Mr. Hankerson serves as the principal of Leisure City K-8 Center where the school also received a "C" status for the first time in the school's history. In every school that Mr.Hankerson has associated himself with, the student achievement levels have increased at a consistent rate. This speaks to the organizational and leadership qualities possessed by Mr. Hankerson.

Ms. Hilda Milanes, is currently the assistant principal, and principal's designee, in charge of curriculum for grades K-5. Although new to Leisure City K – 8 Center, she brings with her six years of administrative experience from Pine Villa Elementary School where she was instrumental in bringing the school from an "F" status to a high "C" status. There she was in charge of many activities and programs including ESE Coordinator, Testing Chairperson, and ESOL Coordinator. She received her Masters in Educational Leadership from Nova University in 1997. She also holds a Bachelors Degree in elementary education from the University of South Florida. She has been involved in various regional committees. Prior to becoming a school administrator, Ms. Milanes taught for ten years holding several lead teacher positions such as, Department Chairperson, EESAC member, Peer Teacher and Parent Liason. Ms. Milanes strives daily to achieve her assigned tasks and works hard to maintain a high level of excellence.

Mrs. Carolyn Kaloostian, the assistant principal who oversees building maintenance, has a Bachelors and Masters of Science degree in Political Science and Social Studies, respectively. Mrs. Kaloostian also received her Certification in Educational Leadership from Nova Southeastern University in 1992. She brings nine years of professional experience to Leisure City and has served as an Assistant Principal at two local middle schools and one neighboring high school. In addition, her instructional experience reflects fifteen years as a classroom teacher, where she served her respective schools by being a Peer Teacher, CSI Director, Advance Placement Liason, and author of important school documents. Mrs. Kaloostian strives daily to achieve her assigned tasks and works hard to maintain a high level of excellence.

Ms. Jennifer Brill, the assistant principal in charge of curriculum for grades six-eight, received her undergraduate degree at the University of Alabama (August 1990- June 1994) where she majored in Special Education. During her time at Alabama, she spent ample time volunteering at a neighboring high school teaching kids with disabilities. She continued her education in the Masters program at Florida International University (August 1994- July 1995). Following this time, she was hired at Arthur and Polly Mays Middle School to teach students in grades six through eight in a varying exceptionalities math class. In 1998, she received her certificate from Florida International University in Educational Leadership. During her ten years at Arthur and Polly Mays Middle School, she held the position of ESE department chairperson, team leader, and FEA advisor. The last two years at Mays, she was an administrative assistant. Her duties involved being the Saturday school facilitator, Professional Growth Team coordinator, ESE department chairperson, and tutoring advisor. Ms. Brill, although new to her role as assistant principal, brings with her a wealth of experience that can benefit the school.

• Teacher Mentoring:

Due to the number of new teachers to the school coupled with the addition of the first year teachers, Leisure City K-8 Center has implemented various programs to provide the instructional tools needed to ensure student achievement. The administration has established a successful Teacher Mentoring Program which pairs new teachers to the profession with veteran teachers. Through the partnership, the veteran teacher meets with the new teacher on a continuous basis to ensure support is given through the creation of lesson plans, a strong discipline foundation and the alignment of data with classroom instruction. In addition, teachers new to the school have also been paired with teachers who have taught at the school for a few years within the mentoring program. This partnership is created to foster collaboration between both teachers and a smooth transition into a new educational environment. Grade Level Planning is also implemented at the school site in grades K-8 to facilitate teaching partnerships, encourage the exchange of ideas and infuse the use of thematic instruction, hereby bridging all content areas.

• School Advisory Council:

The Educational Excellence School Advisory Council (EESAC) assisted in the preparation of the School Improvement Plan relative to the following areas:

- Budget: The EESAC recommends that EESAC budget monies be allocated to facilitate building improvements, support the school- wide uniform initiative and Dolphin Store incentives for students. After school care will also focus on providing additional instructional help for students through their budget money.
- Training: The EESAC recommends that training be provided for all new teachers, specifically in CRISS, reciprocal teaching, and the PDSA Model to facilitate the best learning environment possible for our students. In addition, training will be offered to our parent community on Back to School nights, Science Nights and a Library Night to infuse of FCAT strategies they can use at home.

- **Instructional Materials:** The EESAC recommends that further textbooks are ordered to equip each student, and supplemental instructional materials be ordered as well. In addition, student behavior incentives should be purchased and made available for students who strive to improve their behavior, attend school each day, and wear their uniform. Finally, additional AR incentives should be purchased, especially for the Jr. Academy students.
- **Technology:** The EESAC recommends that monies be allocated for the purchase of additional LCD Projectors, and printers to help facilitate the use of technology within each classroom. This will allow for teachers to print data reports from their classroom and monitor student progress on programs such as AR, STAR, SuccessMaker and Reading Plus. Also, all computers should be equipped with Microsoft Office so that students can develop word processing skills and develop their own PowerPoint projects.
- **Staffing:** The EESAC recommends that the school's budget be utilized to continue to facilitate tutors, paraprofessionals and additional support staff who can target our FCAT Level I and II students. our school's Safety Committee be given monies to purchase additional resources to secure the school's
- **Student Support Services:** The EESAC recommends that there be continued extracurricular activities that will peak students interests, but still be academically challenging. Clubs and Organizations such as the Future Business Leaders of America, 5,000 Role Models, Future Educators of America, and Chess will continue to be offered. Both parents and teachers will work together to achieve instructional support through the use of after school clubs and programs.
- **Benchmarking:** The EESAC recommends that the PDSA Model be implemented continuously throughout grade levels and school-wide to ensure that data drives changes needed in order to target deficient areas. Also, periodical data assessment presentations should be presented to all stakeholders, including faculty and EESAC Members to ensure progress is continually achieved. This will ensure learning gains are made throughout the school year.

• **Extended Learning Opportunities**

The student population at Leisure City K-8 Center is offered continued assistance by way of supplemental programs throughout the school year. Students who need additional academic assistance are provided the opportunity to receive early bird tutoring and/or attend our Saturday Academy in both Reading and Mathematics, and receive intensified small group instruction through a pull-out reading tutorial program during the school day. All of these programs are offered in addition to the supplemental hour of intensive instruction allowed by the ZONE.

• **School Wide Improvement Model**

The School Improvement Model currently in practice at the school site is the Plan, Do, Study, Act (PDSA) Instructional Cycle. Research informs us that the benefits of the PDSA Instructional Cycle are many. Through its use, key skills are emphasized for each student, allowing them to retain skills in order to build higher skills. The process also gives teachers flexibility on topics of instruction and fosters collaboration among teachers, students and instructional support staff. Most importantly, the success of the PDSA Instructional Cycle lies in its ability to align planning, instruction, assessment and the necessary support services in order to improve student performance. The PDSA Model will involve a four-step process that is systematic for making improvements in services. The cycle will include: Plan- for changes to bring about improvement, Do-changes on a small scale first to try them, Study- to see if changes are working, and Act- to get the greatest benefit from the changes made

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

All students in grades three through eight will continue to improve their reading performance.

Needs Assessment

While students in grades three through eight have shown marginal gains in reading annually, they continue to fall short of the acceptable gains mandated by the state in reading. Approximately 60 percent of our students in grades three through eight did not perform at the minimum required FCAT Level three on the 2005 FCAT Reading Test. When broken down by grade level, fourth and seventh grade students showed a decline, averaging 3.5 percent. Of our current middle school students, 75 percent are performing below FCAT Achievement Level three.

Within the AYP subgroups, all fell short of attaining the state required mastery level. Of all subgroups, our Students with Disabilities need to make up the largest deficiency to deem adequate performance.

Data trends do reflect acceptable student performance in Reading through the Pearson Education Technologies' SuccessMaker Reading computer program tutorial. Of all students who used the SuccessMaker program, reports reflect approximately 90 percent of students scoring 65 or better on all reading practices. The use of technology has also encouraged students by way of the Accelerated Reader and FCAT Explorer programs, both of which have increased significantly in usage within the past three years.

After examining the data pertinent to the school's performance in reading, many factors may work together to inhibit student achievement in this area. The ongoing distractions caused by building improvements and the noise level generated by local air conditioning units prove challenging when delivering classroom instruction. Within our middle school, instruction must be aligned with the FCAT tested benchmarks and department chair planning should be

considered among the subject areas. Technology issues are being addressed in order to provide functioning computers in each classroom, and increasing opportunities should be given to expose students to technological advances.

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through eight will improve their Reading Skills as evidenced by 44 percent of the students reaching the state required mastery level 3 or higher, as documented by scores of the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Black students in grades three through eight will improve their Reading Skills as evidenced by 44 percent of the students reaching the state required mastery level 3 or higher, as documented by scores of the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Hispanic students in grades three through eight will improve their Reading Skills as evidenced by 44 percent of the students reaching the state required mastery level 3 or higher, as documented by scores of the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, students on Free/Reduced Lunch in grades three through eight will improve their Reading Skills as evidenced by 44 percent of the students reaching the state required mastery level 3 or higher, as documented by scores of the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Limited English Proficient students in grades three through eight will improve their Reading Skills as evidenced by 44 percent of the students reaching the state required mastery level 3 or higher, as documented by scores of the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Students with Disabilities in grades three through eight will improve their Reading Skills as evidenced by 44 percent of the students reaching the state required mastery level 3 or higher, as documented by scores of the 2006 FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement a Saturday Academy tutorial program and an early bird tutorial program for all students.	Administrators and Testing Chairperson	9/10/2005	5/26/2006
Implement a Saturday Academy tutorial program and an early bird tutorial program for all students.	Administrators and Testing Chairperson	9/10/2005	5/26/2006
Utilize the Migrant Program to provide tutorial assistance for Migrant students, focusing on reading intervention strategies.	Administrators, Migrant Education Director and Staff	8/1/2005	5/26/2006
Enhance instruction in reading and technology using the Pearson Education Technologies' SuccessMaker Program, Reading Plus, Classworks, Accelerated Reader, Read 180, and Academic Support.	Administrators, Media Specialists and Computer Lab Facilitators	8/1/2005	5/26/2006
Utilize the SuccessMaker Program Discover English portion to assist LEP students.	Administrators, Computer Lab Teacher	8/1/2005	5/26/2006

Provide free on-site tutoring through Education Station on Saturday mornings.	Administrators, Education Station Staff	10/9/2005	5/21/2006
Utilize Accelerated Reader to monitor independent reading for LEP students and their progress as evidenced by a quarterly STAR assessment.	Administrators, Media Specialists and Teachers	8/1/2005	5/26/2006
Implement the School Improvement Zone Reading Focus Calendar.	Administrators	8/1/2005	5/26/2006
Implement timed readings with special education students to increase reading fluency.	Administrators and Special Education Teachers	8/1/2005	5/26/2006
Provide diagnostic assessment to LEP students who have not attained mastery level and monitor their learning using the record of child progress.	Administrators, and ESOL Teachers	8/1/2005	5/26/2006
Implement the School Improvement Zone's extended school year.	Administrators and Faculty Members	8/1/2005	5/26/2006
Implement the All-Stars after school tutorial program for students in grades six through eight.	Administrators and Select all Star Program Instructors	9/12/2005	5/19/2006
Implement the Gear Up program sponsored by Florida International University for students in grades six through eight.	Administrators and Select Gear Up Program Instructors	9/19/2005	5/19/2006
Implement reading strategies within the Recapturing the Vision program to reach our Black students in grades five through eight.	Administrators and Select Teachers	8/1/2005	5/26/2006
Implement the Inclusion Model for students with disabilities in grades three through five.	Administrators and Select Inclusion Teachers	8/1/2005	5/26/2006
Implement reading strategies within the 5,000 Role Model program through events and meetings to reach our Black students in grades six through eight.	Administrators and 5,000 Role Model Sponsors	8/1/2005	5/26/2006
Implement the School Improvement Zone Extended Day requirements for reading including Voyager Passport, Soar to Success, and Early Success.	Administrators	8/1/2005	5/26/2006
Implement the Inclusion model in third through fifth grade classrooms.	Administrators	8/1/2005	5/26/2006
Implement an independent core curriculum for students with disabilities in grades six through eight, through instruction given by certified special education teachers within each curriculum subject.	Administrators and Select Teachers	8/1/2005	5/26/2006
Implement Comprehensive Research-Based Reading Plan using the Houghton Mifflin core reading series in grades K through five.	Administrators and Instructional Staff	8/1/2005	5/26/2006
Implement the READ 180 reading program as the	Administrators, Reading Leaders and	8/1/2005	5/26/2006

core reading curriculum for students in grades six through eight.	Middle School Reading Teachers		
Implement the District Continuous Improvement Model to monitor progress and assess learning trends.	Administrators and Staff Members	8/1/2005	5/26/2006
Maintain the use of Curriculum Maps and Focus Calendars to guide effective instructional practices within the classrooms.	Administrators, and Reading Leaders	8/1/2005	5/26/2006
Utilize Creating Independence through Student-owned Strategies (CRISS) Strategies during classroom instruction to enhance critical thinking.	Administrators and Classroom Teachers	8/1/2005	5/26/2006
Adhere to the State's Rigorous Reading Requirement by intensifying instruction in the Big Five during all Language Arts Classes for students in grades six through eight.	Administrators and Middle School Language Arts Teachers	8/1/2005	5/26/2006
Implement instruction using the Comprehensive Research-based Reading Plan in grades three through eight.	Administrators and Reading Leaders	8/1/2005	5/26/2006
Create and Update Student Academic Improvement Plans to assess student needs.	Administrators, Student Services, School Social Worker and Classroom Teachers	8/1/2005	5/26/2006
Implement an in-house pull-out tutorial program with instruction provided by certified teachers to assist low performing students and free/reduced lunch students in grades two through eight.	Administrators and Select Teachers	9/19/2005	5/19/2006

Research-Based Programs

1. The Houghton Mifflin Reading Program for students in grades K through five
2. Soar To Success and Early Success
3. Voyager Passport for grades K and grade three
4. Reading Plus
5. READ 180

Professional Development

- Comprehensive Reading Plan training for new teachers
- DIBELS administration training to teachers in grades K through three
- EduSoft training for all teachers in order to assist with assessments and alignment of data to instruction.
- FCAT Data Review for all teachers in order to inform them of our instructional goals, based on AYP results.
- Accelerated Reader training and overview for all teachers in grades K through eight
- Creating Independence through Student-owned Strategies (CRISS) training for new teachers
- Provide assistance for new teachers through the Teacher Mentor Partnerships to instruct them in the correct use of the Academic Improvement Plans (AIP) and the District Continuous Improvement Model.
- Utilize the Reading Leaders to instruct teachers on an ongoing basis on the correct use of Curriculum Maps and Focus Calendars.

Evaluation

This objective will be evaluated by scores on the 2006 FCAT Reading Test. Quarterly reports will provide formative assessments, which will be used to monitor progress toward meeting the objective.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

All students in grades three through eight will continue to improve their mathematics performance.

Needs Assessment

After analyzing the FCAT Test data, we determined that 66 percent of students in grades three through eight did not meet the state required mastery level in the area of Mathematics, according to the 2005 administration of the FCAT. This statistic is also coupled with the fact that 36 percent of these students also failed to make acceptable levels of learning gains. Within the past three years, students have not shown adequate improvement in this area, and as a result, instruction must be rigorous. When analyzing the data by grade level, the highest deficiencies are shown in our incoming seventh and eighth grade students, both of which have an average of 81 percent scoring below FCAT level three.

Within our identified AYP Subgroups, none was able to achieve the state standard of 44 percent at or above grade level in Math. Our closest subgroup to meeting this goal was our Hispanic and LEP students, both with a 14 percentage point deficiency. The subgroup needing the most assistance in Math are our Students with Disabilities who scored only ten percent at or above grade level. The positive points which can be taken from our AYP data show that on average, 64 percent of students who scored below the state mastery level are making learning gains.

Data from the 2005 FCAT Mathematics Test revealed that students in grade seven showed declines in three out of five content clusters, specifically, Number Sense, Measurement and Geometry. Students in grades three and seven also showed significant decline in the content cluster of Geometry. Therefore, overall, emphasis must be given on the

content cluster of Geometry, followed by Number Sense and Measurement.

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through eight will improve their mathematics skills as evidenced by 50 percent of students reaching the state required mastery level 3 or higher, as documented by scores of the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Black students in grades three through eight will improve their mathematics skills as evidenced by 50 percent of students reaching the state required mastery level 3 or higher, as documented by scores of the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Hispanic students in grades three through eight will improve their mathematics skills as evidenced by 50 percent of students reaching the state required mastery level 3 or higher, as documented by scores of the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students on Free/Reduced Lunch in grades three through eight will improve their mathematics skills as evidenced by 50 percent of students reaching the state required mastery level 3 or higher, as documented by scores of the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Limited English Proficient students in grades three through eight will improve their mathematics skills as evidenced by 50 percent of students reaching the state required mastery level 3 or higher, as documented by scores of the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Students with Disabilities in grades three through eight will improve their mathematics skills as evidenced by 50 percent of students reaching the state required mastery level 3 or higher, as documented by scores of the 2006 FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize the mathematics facilitator to model lessons and enhance classroom instruction.	Administrators and Mathematics Facilitator	8/1/2005	5/26/2006
Implement the All Stars After School Tutorial program to target students who receive Free and/or Reduced Lunch.	Administrators and All Star Program Instructors	9/12/2005	5/25/2006
Utilize the Migrant Program to provide tutorial assistance for Limited English Proficient students, focusing on Math intervention strategies.	Administrators and Migrant Program Director and Staff	9/5/2005	5/26/2006
Implement the Gear Up program sponsored by Florida International University to target low performing students in the area of Mathematics.	Administrators and Gear Up Instructors	9/12/2005	5/26/2006
Implement a library night for Spanish speaking parents to have access to both Spanish and English Math resources from our Media Center.	Administrators and Media Center Staff	9/6/2005	5/26/2006

Implement Departmental planning of ESE department for students in grades 6 – 8 in order to encourage critical thinking across the curriculum within our Students with Disabilities subgroup.	Administrators and Middle School ESE Teachers	8/1/2005	5/26/2006
Establish an in-house early bird tutoring program and a Saturday Academy Tutorial with structured mathematics curriculums to specifically assist low performing students.	Administrators, Testing Chairperson and Select Teachers	9/12/2005	5/19/2006
Implement mathematics strategies within the Recapturing the Vision program through events and meetings to reach our African American students in grades 5-8.	Administrators and select teachers	8/1/2005	5/26/2006
Provide free on-site tutoring through Education Station and Platform Learning on Saturday mornings available for all Free and Reduced Lunch Students.	Administrators, Education Station Staff and Platform Learning Staff	10/22/2005	5/20/2006
Implement mathematics strategies within the 5,000 Role Model program through events and meetings to reach our Black students in grades six through eight.	Administrators and 5,000 Role Model Sponsors	8/1/2005	5/26/2006
Implement the School Improvement Zone's Extended School Year.	Administrators, All Faculty Members	8/1/2005	5/26/2006
Implement the Inclusion model in grades three through five in order for ESE and GE teachers to work together during the Mathematics block, to target the needs of our Students With Disabilities.	Administrators and Select Teachers	8/1/2005	5/26/2006
Implement the Carnegie Cognitive Tutor program in grade six through eight to target all Level One Math students.	Administrators and Middle School Mathematics Teachers	8/1/2005	5/26/2006
Utilize the Mathematics scope and sequence developed to strengthen mathematics instruction.	Administrators and Math Facilitator	8/1/2005	5/26/2006
Utilize Creating Independence through Student-owned Strategies (CRISS) Strategies during classroom instruction to enhance critical thinking.	Administrators and Instructional Staff	8/1/2005	5/26/2006
Adhere to the State Middle Grade Reform Act by delivering rigorous academic instruction to all students in grades K-8 in the area of Mathematics.	Administrators and Instructional Staff	8/1/2005	5/26/2006
Create and Update Student Academic Improvement Plans to assess student needs.	Administrators, Student Services, Social Worker and Classroom Teachers	8/1/2005	5/26/2006
Implement the Interim Reports given by the District to monitor student progress towards	Administrators, Math Facilitator and Classroom Teachers	8/1/2005	5/26/2006

achieving learning gains.			
Implement and adhere to the District Continuous Improvement Model in order to drive effective student instruction.	Administrators and Classroom Teachers	8/1/2005	5/26/2006

Research-Based Programs

- Bridges to Careers Mathematics and Science Literacy Plan.
- Scott Foresman Core Mathematics Series (Grades K - 5)
- Prentice Hall Core Mathematics Series (Grades 6 – 8)
- Carnegie Cognitive Math Tutor

Professional Development

- All new teachers to the District will be provided training opportunities in the Creating Independence through Student owned Strategies (CRISS), and the Reciprocal Teaching Model.
- Pearson Education Technologies SuccessMaker program training will be provided by our SuccessMaker Facilitator.
- An opening of school presentation will be provided to all instructional staff informing them of the previous year's FCAT scores, our school's instructional goals and what gains are needed in order to achieve Adequate Yearly Progress
- EduSoft training for all teachers in order to assist with assessments and alignment of data to instruction.
- Provide assistance for new teachers through the Teacher Mentor Partnerships to instruct them in the correct use of the Academic Improvement Plans (AIP) and the District Continuous Improvement Model.
- Utilize the Math Facilitator to instruct teachers on an ongoing basis on the correct use of the Bridges to Careers Mathematics and Science Literacy Plan and the infusion of Math Manipulatives into lessons for critical thinking.

Evaluation

This objective will be evaluated by scores on the 2006 FCAT Mathematics Test. District directed Interim reports will provide formative assessments, which will be used to monitor progress toward meeting the objective.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

Increase the writing performance of all No Child Left Behind (NCLB) subgroups.

Needs Assessment

During the 2005 administration of the FCAT Writing Plus Test 84 percent of students in fourth and eighth grade scored at or above the state required mastery level. This figure was an increase from 79 percent during the 2004 administration. However, there was no increase in the mean score of grade four students on the narrative prompt and no increase in the mean score of grade eight students on the persuasive prompt. The AYP data reflects a decline in the writing performance of our Limited English Proficiency subgroup by three percentage points. This indicates a need for increasing the number of students meeting high standards.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades four and eight will improve their writing skills as evidenced by 85 percent of the students reaching the state required mastery level as documented by scores on the 2006 FCAT Writing Plus Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement Learning Express in grades 3 – 8 in order to ensure a consistent scoring system and access to reports to ensure data driven instruction.	Administrators and Instructional Staff	10/5/2005	5/26/2006
Implement an additional 30 minutes of writing instruction within the instructional schedules for all Kindergarten through 5th grade classes.	Administrators and Classroom Teachers	8/1/2005	5/26/2006
Implement the School Improvement Zone's extended school year.	Administrators and all Faculty Members	8/1/2005	5/26/2006
Model effective writing techniques in all classes throughout grades kindergarten through eighth.	Administrators and Writing Facilitator	8/1/2005	5/26/2006
Implement a seventh period intensive writing class for all students in grades six, seven, and eight.	Administrators, Middle School Language Arts Teachers and Reading Teachers	8/1/2005	5/26/2006
Supplement writing instruction for fourth and eighth grade students through Operation Write Now used in pull – out tutoring.	Administrators and Pull-out Tutors	12/5/2005	2/24/2006
Implement the School Improvement Zone Writing Plan for all students in grades kindergarten through eighth.	Administrators, Writing Facilitator and Classroom Teachers	8/1/2005	5/26/2006
Implement school-wide monthly writing prompts to provide FCAT response practice for all students in grades one through eight.	Administrators, Writing Facilitator and Classroom Teachers	8/1/2005	5/26/2006
Implement the District Continuous Improvement Model to monitor progress and assess learning trends.	Administrators and Instructional Staff	8/1/2005	5/26/2006
Utilize Creating Independence through Student-owned Strategies (CRISS) Strategies during classroom instruction to enhance student writing performance.	Administrators and Instructional Staff	8/1/2005	5/26/2006
Practice writing across the curriculum daily throughout all subject areas through the use of journaling and teacher directed prompts.	Administrators and Classroom Teachers	8/1/2005	5/26/2006

Research-Based Programs

1. Houghton Mifflin Core Reading Series with writing component.
2. Learning Express

Professional Development

- All new teachers to the district will be provided training on the FCAT Writing program.
- Teachers in grades three through eight will be provided training on Learning Express.
- Teachers will be trained on the holistic scoring method by the writing facilitator.
- Creating Independence through Student-owned Strategies (CRISS) training for new teachers.
- Provide assistance for new teachers through the Teacher Mentor Partnerships to instruct them in the correct use of the District Continuous Improvement Model and the Core Writing Program.
- Utilize the Writing Facilitator to instruct teachers on an ongoing basis on the implementation of FCAT Writing Strategies.

Evaluation

This objective will be evaluated by scores of the 2006 FCAT Writing Plus Test. Quarterly reports will provide formative assessments by subgroup area, which will be used to monitor progress toward meeting the objective.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

All NCLB students will increase their performance in science as evidenced by the results of the 2006 FCAT Science Test examination.

Needs Assessment

Although students have shown improvement over the last year, fifth and eighth grade students still have not reached the District mean scale score in Science. Our fifth and eighth grade students did not meet the District's mean scale scores of 258 and 286 respectfully, as evidenced by the administration of the 2006 FCAT Examination. Data trends reflect that student science scores need improvement.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by meeting or exceeding the District's mean scale score, as documented by the 2006 FCAT Science Test.

Given instruction using the Sunshine State Standards, students in grade eight will improve their science skills as evidenced by meeting or exceeding the district's mean scale score, as documented by the 2006 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide a Family Science Night for the Science Fair to inform parents of procedures and strategies for successfully completing science projects.	Administrators and Science Facilitator	1/9/2006	5/5/2006
Implement a school- wide science fair for all students in grades kindergarten through eighth.	Administrators, Science Facilitator and Classroom Teachers	3/3/2006	4/28/2006
Implement a site- developed Science Pre-Test and Post-Test for all students in grades first through eighth.	Administrators and Science Facilitator	9/5/2005	5/19/2006
Implement the Gear Up program (science portion) sponsored by Florida International University for students in grades six through eight.	Administrators and Gear Up Program Instructors	10/5/2005	5/26/2006
Administer the FCAT Science Sample Test for all students in grades five and eight.	Administrators and Science Facilitator	12/12/2005	3/24/2006
Provide full service science labs for students in grades two through eight with additional time scheduled for students in grades five and eight.	Administrators and Science Lab Teachers	8/1/2005	5/26/2006
Administer weekly and Interim assessments to ensure mastery of Sunshine State Standard benchmarks.	Administrators and Classroom Teachers	8/1/2005	5/26/2006
Utilize Creating Independence through Student-owned Strategies (CRISS) Strategies during classroom instruction to enhance critical thinking.	Administrators and Classroom Teachers	8/1/2005	5/26/2006
Utilize the science scope and sequence and curriculum map developed to strengthen instruction for students in grades kindergarten through eighth.	Administrators and Instructional Staff	8/1/2005	5/26/2006

Research-Based Programs

1. Core McGraw Hill Science Series

Professional Development

- All new teachers to the District will be provided training on the FCAT Science program.
- Teachers will be trained on the scientific method and completing a science project.
- Teachers will be trained on utilizing the district-suggested scope and sequence
- Select teachers in grades six through eight will be given training in the Gear Up Too Program.

Evaluation

This objective will be evaluated by scores of the 2006 FCAT Science Test. In-house pre and post test reports will provide formative assessments which will be used to monitor progress toward meeting the objective.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

GOAL 5 STATEMENT:

The school will provide increased opportunities for parents to be involved in their children’s education.

Needs Assessment

Parental involvement continues to be an area of concern for our school’s faculty and staff. In the past, our Parent Teacher Association has dwindled in membership and involvement has been low. Parent attendance, however, has been promising at nightly school events. A need has risen for parents to be more informed of ways and strategies that they can use to help their students achieve. Efforts need to be focused to bridge parents and the school community in order to assist all students in achieving the ultimate success.

Measurable Objective

Given the need to establish a link with the home and community in order to provide additional support of efforts to improve the academic achievement of students, parental and community attendance at school sponsored activities will increase by ten percentage points when comparing the 2004 – 2005 Title I Parent Outreach Monthly School Report to the 2005 – 2006 Title I Parent Outreach Monthly School Report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct monthly Title I parent meetings to assist parents with learning FCAT expectations and strategies.	Administrators and Community Involvement Specialists	8/1/2005	5/26/2006
Implement the PASS (Parent And Student Success) program which allows parents to come to Saturday workshops on FCAT strategies and how to work better with their children.	Administrators and Select Teachers	9/10/2005	5/20/2006
Utilize the Community Involvement Specialist to deliver important school messages.	Administrators and Community Involvement Specialists	8/1/2005	5/26/2006
Implement "Take Home Tuesday" where packets will be sent home weekly on Tuesdays communicating school news and informing parents of curriculum enhancement opportunities for students.	Administrators, Clerical Staff and Classroom Teachers	8/8/2005	5/26/2006
Provide a monthly parent newsletter will be distributed to communicate important school dates, and highlight student achievement.	Administrators and Curriculum Support Staff	8/1/2005	5/26/2006
Implement teacher classpages on the school's website that allow parents total access to teachers at any time.	Administrators, Math Facilitator and Teachers	8/1/2005	5/26/2006
Provide information to parents about the Parent Academy in order for them to enroll in scheduled classes.	Administrators and Community Involvement Specialists	8/1/2005	5/26/2006
Provide information and encourage participation relative to the District Parent Academy and other literacy initiatives that promote personal growth for parents.	Administrators, Community Involvement Specialists and Clerical Staff	8/1/2005	5/26/2006
Provide and maintain a Professional Development Center available for parents and staff members in the Media Center with instructional materials and activities that support student learning and achievement.	Administrators and Media Specialists	8/1/2005	5/26/2006

Research-Based Programs

Passport to Success

Professional Development

1. Selected staff members will be trained on implementing the PASS program such as the Community Involvement Specialists, and select Student Services Personnel Members.
2. All faculty members will receive training on creating and maintaining the teacher classpages in an effort to increase parental communication and involvement.

Evaluation

This objective will be evaluated by the end of the year Title I Parent Attendance Roster. Monthly parent attendance rosters will provide progress monitoring towards meeting the objective.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 6 STATEMENT:

Leisure City K-8 Center will provide a safe and disciplined environment for all students.

Needs Assessment

School outdoor suspensions during the 2004-2005 year amounted to 200, equaling to 2,310 missed school days for the respective students. This, of course, greatly affects the educational opportunities these students have to be successful. As a result, the need to lower these outdoor suspensions has arisen and must be targeted. The grant awarded to the school site for a Positive Behavior Support (PBS) team will ensure that the goal of lowering outdoor suspensions is met.

Measurable Objective

Given the need to increase student attendance, out of school suspensions during the 2005-2006 school year will decrease by ten percentage points when compared to the number of suspensions during the 2004 – 2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the Dolphin Pride initiative in order for all students to be clear on the school's core values.	Administrators, Curriculum Support Team and Teachers	8/1/2005	5/26/2006
Implement the Parent And Student Success Program that allows parents to attend a Saturday workshop in lieu of Suspension.	Administrators, Counselors and Select Teachers	9/10/2005	5/20/2006
Implement an after school All Stars Program to assist students with redirecting negative behavior for a positive outcome.	Administrators and All Stars Sponsors	8/1/2005	5/26/2006
Implement and Maintain the Positive Behavior Support Team to provide positive initiatives in order to decrease negative behavior.	Administrators, PBS Team Chairperson and Teachers	8/1/2005	5/26/2006
Provide developmental group counseling for students who have been suspended to reduce the number of disciplinary referrals.	Administrators and Student Services Team	8/1/2005	5/26/2006

Research-Based Programs

1. Project PROUD (Peacefully Resolving Our Unsettled Differences)

Professional Development

1. PBS Team members will be trained on PBS Strategies.
2. All Faculty members will be trained on the PBS strategies and given the PBS plan for the school.

Evaluation

This objective will be evaluated by the end-of-the year suspension report. Monthly reports will provide progress monitoring towards meeting this objective.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 7 STATEMENT:

Faculty and staff members will develop the interest and skills needed to infuse technology across the curriculum.

Needs Assessment

Technology at the school site has been significantly upgraded through the creation of two computer labs, and a the number of computer stations in the media center increased from eight to 45. In addition, three Smart Boards have been purchased for the school site, four LCD Projectors are now available for teachers to use, and the number of computer-based programs has increased due to District initiatives. As a result, professional development opportunities for staff members in the area of technology must increase in order to properly execute the district requirements and successfully use the added technology available on site.

Measurable Objective

Given the need to infuse technology across the curriculum, staff attendance at technology-based professional development activities during the 2005-2006 school year will increase by five percent as compared to technology-based inservice attendance rosters from the 2004 – 2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide Edusoft Web-Based Program training on interpreting data reports to drive instruction and creating Edusoft answer sheets with question groups that align with the Sunshine State Standards.	Administrators and Curriculum Resource Team	10/10/2005	5/26/2006
Provide Microsoft Excel Spreadsheet training in order for teachers to compile student data to drive instruction.	Administrators and Curriculum Resource Team	10/10/2005	5/26/2006
Provide Student Performance Indicators (SPI) training in order for teachers to access student FCAT data.	Administrators and Curriculum Resource Team	8/1/2005	5/26/2006
Provide automated Academic Improvement Plan (AIP) training in order for teachers to complete Academic Improvement Plans for low performing students.	Administrators	8/1/2005	10/7/2005
Provide a basic computer knowledge training for all teachers in grades Kindergarten through eighth grade.	Administrators, Computer Lab Facilitators, and Media Specialists	10/7/2005	12/16/2005
Provide Excelsior Gradebook Training to all Teachers.	Administrators and Excelsior Gradebook Managers	8/1/2005	5/26/2006
Provide Reading Plus training and continued support throughout its implementation during the school year.	Administrators, Reading Leaders and Computer Lab Facilitators	8/1/2005	5/26/2006
Implement READ 180 program during the Language Arts Block for students in grades 6-8.	Administrators and READ 180 Teachers	8/1/2005	5/26/2006
Implement and maintain the National Education Technology Standards (NCTS) during classroom instruction.	Administrators and Classroom Teachers	8/1/2005	5/26/2006

Research-Based Programs

N/A

Professional Development

1. Training for all Faculty on using the Edusoft Web-based program
2. Training for all Faculty on using the SPI database
3. Training for all Faculty members on basic computer skills and using Microsoft excel to help organize data and retrieve useful reports.
4. Training for all Faculty members on technology based programs at the school site: SuccessMaker, Reading Plus, Accelerated Reader, Classworks, and the Excelsior Gradebook.
5. Read 180 training for all new Language Arts Middle School Teachers, unfamiliar with the program's implementation.

Evaluation

This objective will be evaluated by end of the year inservice attendance records.

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

GOAL 8 STATEMENT:

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

Needs Assessment

After careful examination of the FITNESSGRAM scores from the 2004-2005 school year, it was determined that eight percent of our elementary students achieved the Gold Award, passing six out of six items, and only five percent of our middle school students achieved the Gold Award. In addition, the data reflects that 40 percent of elementary students and 12 percent of the middle school students achieved the Silver Award, passing five out of six items. These percentages total to reflect that 49 percent of elementary students received awards and 18 percent of middle school students received awards.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through eight will increase the number of award recipients by three percent as measured by the FITNESSGRAM compared to the 2004 – 2005 percent of award winners.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize the FITNESSGRAM to compare pre and post test results to measure student/school improvement.	Administrators and Physical Education Teachers	8/1/2005	5/26/2006
Monitor the physical education program to ensure that teachers select activities specifically related to body fat, curl-ups, trunk lifts, push-ups and back saver sit and reach.	Administrators	8/1/2005	5/26/2006
Ensure that an appropriate amount of instructional time is dedicated to fitness related activities throughout the school day.	Administrators	8/1/2005	5/26/2006
Develop an action plan for the school to insure input from the physical education department to meet the goal and objective.	Administrators and Physical Education Teachers	8/1/2005	5/26/2006

Research-Based Programs

FITNESSGRAM

Professional Development

1. Physical Education teachers new to the school will be provided with training on administering the FITNESSGRAM.

Evaluation

This objective will be evaluated by the FITNESSGRAM, health-related fitness test.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

GOAL 9 STATEMENT:

Students will be actively engaged in enrichment activities throughout the 2005-2006 school year.

Needs Assessment

Students at the school site are heavily involved in academic programs to support student achievement. As a result, students have fewer opportunities to participate in extracurricular activities. Students at the school site are particularly interested in the arts, including drawing, painting and sculpting. Because of this, the school has identified the need to increase enrichment opportunities for our students.

Measurable Objective

Given the need to incorporate the fine arts into the curriculum, students in grade three through eight will increase participation in school-sponsored enrichment activities during the 2005-2006 school year by ten percent, as compared to participation during the 2004 -2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Create art club guidelines to serve as requirements for entering and remaining in the club.	Administrators and Art Club Sponsor	10/10/2005	5/19/2006
Create attendance logs in order to monitor participation in the art club.	Administrators and Art Club Sponsors	10/10/2005	12/16/2005
Implement an art portfolio to showcase student's artistic growth.	Administrators and Art Club Sponsor	10/10/2005	5/19/2006
Implement a student survey to prospect for possible students to recruit band members.	Administrators and Band Sponsor	9/12/2005	5/19/2006
Create guidelines to serve as requirements for entering and remaining in the band.	Administrators and Band Sponsor	9/12/2005	5/19/2006
Purchase resources needed to facilitate successful implementation of the band.	Administrators	9/12/2005	5/19/2006
Produce a musical program to showcase the students' musical ability.	Administrators and Band Sponsor	9/12/2005	5/19/2006
Create attendance logs in order to monitor participation in the band.	Administrators and Band Sponsor	9/12/2005	5/19/2006
Purchase materials needed to facilitate successful implementation of an art club and chess club.	Administrators	10/10/2005	12/16/2005
Implement a student survey to prospect for possible students to recruit art club members and chess club members.	Administrators, Art Club Sponsor/ Chess Club Sponsor	10/10/2005	5/19/2006

Research-Based Programs

N/A

Professional Development

Provide direction for art club sponsor in order to maintain accurate data for students in the art club.

Provide AEP- Chess Training for teachers of implementing the chess club.

Evaluation

These objectives will be evaluated by the total student enrollment in enrichment activities at the end of the and the increase in the number of enrichment course offerings at the end of the 2005-2006 school year.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 10 STATEMENT:

Leisure City K-8 Center will rank at or above the 90th percentile statewide in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2003, Leisure City K-8 Center ranked at the 21st percentile on the State of Florida ROI index.

Measurable Objective

Leisure City K-8 Center will improve its ranking on the State of Florida ROI index publication from the 21st percentile in 2003 to the 31st percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g., private foundations, volunteer networks.	Administrators	8/1/2005	5/26/2006
Consider shared use of facilities, partnering with community agencies.	Administrators	8/1/2005	5/26/2006
Become more informed about the use of financial resources in relation to school programs.	Administrators and School Staff	8/1/2005	5/26/2006
Collaborate with the district on resource allocation.	Administrators	8/1/2005	5/26/2006

Research-Based Programs

N/A

Professional Development

N/A

Evaluation

On the next State of Florida ROI index publication, Leisure City K-8 Center will show progress toward reaching the 31st percentile.

EESAC Compliance

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

Budget:

The EESAC has recommended that the EESAC budget be used to continue building improvements, provide additional student incentives for the students, and fund additional administrative projects that will assist in the continued academic achievement of the student body.

Training:

Training for all faculty members in the programs of Reading Plus should be provided. In addition, training for teachers in Accelerated Reader, Electronic Gradebook, SuccessMaker, and FCAT Strategies should continue, with particular learning opportunities in the area of technology.

Instructional Materials:

The District mandated texts should accompany all academic instruction, and resources should be provided to enhance instruction within these areas.

Technology:

Technology will continue to play a large role at the school site. Students should have access to computers on a daily basis, and be given increased learning opportunities in computer programs such as Microsoft Word, Excel, PowerPoint, Publisher, and Inspiration.

Staffing:

School support staff will continue to be funded through financial means. Paraprofessionals and staff members will tutor students with low academic performance. This will assist students in making learning gains on the FCAT 2006 test.

Student Support Services:

The Student Support Services Team will provide additional support to all classroom teachers by providing assistance to referred students in a timely manner. Also, the team will reach out to parents and families and communicate resources which may assist them.

Other Matters of Resource Allocation:

Allocations will also be made to address building improvements such as providing televisions for all classes, and upgraded technology. Also, provisions will be made to assist in obtaining resources for Red Ribbon Week and HIV/AIDS education.

Benchmarking:

The EESAC fully supports the academic programs provided by the ZONE Region Office. All instruction will be aligned to the Sunshine State Standards and be in compliance with all District and school benchmarks.

School Safety & Discipline:

The EESAC will do all within its power to assist in the successful implementation of the Positive Behavior Support (PBS) initiative at the school. This, coupled with the on-site police officer will assist in lowering the number of student referrals, outdoor suspensions, and expulsions at the school site.

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