

# SCHOOL IMPROVEMENT PLAN 2007 - 2008

Dr. William A. Chapman Elementary School (0771)

Feeder Pattern - Homestead Senior

Regional Center VI

District 13 - Miami-Dade

Principal - Carzell Morris

Superintendent - Rudolph F. Crew, Ed.D.



---

## EXECUTIVE SUMMARY

---

Dr. William A. Chapman Elementary School is located in Naranja, Florida. The diverse student population is multiethnic with approximately thirty-four percent English Language Learners (ELL) students. Nineteen percent of the students are presently enrolled in Special Education (SPED) programs and nine percent attend an in-house program for Emotional Behavior Disorder. The school also serves children from migrant families and children residing in the Homeless Assistance Center. The school has a forty-eight percent mobility. Ninety-eight percent of the students receive free or reduced priced meals.

After analyzing and evaluating pertinent data such as the School's Organizational Improvement Snapshot Assessment, the Florida Comprehensive Assessment Test (FCAT), and the Stanford Achievement Test, Dr. William A. Chapman Elementary School, in conjunction with the Educational Excellence School Advisory, has suggested the following strategies for the 2007-2008 school year: monitoring the instruction of the Sunshine State Standards; implementation of the K-12 Comprehensive Research-Based Reading Plan (CRRP); differentiated instruction, Reading Plus lab, collaborative planning, the implementation of instructional calendars, tutoring targeted students from special areas; before, during and Saturday tutorial programs; infusion of technology throughout instruction; Regional Center VI Focus Calendars; staff development and on-going support from the District and community-based services. These strategies/resources serve all students including English Language Learners (ELL) and Special Education (SPED) program participants. All endeavors are designed to achieve our mission to develop each student's potential for success and become lifelong learners and responsible citizens in our global society.

In order to cultivate the changes necessary to advance high achievement while eliminating low performance, Dr. William A. Chapman Elementary School will institute an instructional program with a strong focus on literacy from kindergarten to fifth grade. Common instructional reading materials with demonstrated success will be employed at the school as well as supplemental materials and literacy intervention across grade levels. A structured curriculum will be delivered through instruction that is data driven. A strong emphasis will be placed on continuous assessment which monitors student achievement through a variety of assessments including bi-weekly and quarterly assessments which will yield student performance data to be carefully analyzed and used to focus instruction accordingly.

Dr. William A. Chapman Elementary recognized that good instruction is the foundation that fosters learning. To address this priority, high caliber professional development for teachers and administrators will occur. School site-based professional development will be delivered by teams of specialists to ensure effective implementation of the professional development activities into the classroom instruction. School site administrators, as the instructional leaders of the school, will be involved in the professional development activities in order to effectively monitor instruction. The leadership team will be the core of the professional development effort, monitoring and supporting the direct services to Dr. William A. Chapman Elementary School.

Given instruction based on the Sunshine State Standards, 58 percent of students in grades three through five will score a level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction using Sunshine State Standards, 58 percent of Economically Disadvantaged students in grades three through five will score a Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction using Sunshine State Standards, 58 percent of Hispanic students in grades three through five will score a Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction using Sunshine State Standards, 58 percent of Black students in grades three through five will score a Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction using Sunshine State Standards, 58 percent of Students With Disabilities in grades three through five will score a Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase 62 percent on the 2008 administration of FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, the number of Black students meeting high standards in grades three through five will increase 62 percent on the 2008 administration of FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, the number of Economically Disadvantaged students meeting high standards in grades three through five will increase 62 percent on the 2008 administration of FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, the number of English Language Learner students meeting high standards in grades three through five will increase 62 percent on the 2008 administration of FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, the number of Students With Disabilities meeting high standards in grades three through five will increase 62 percent on the 2008 administration of FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 91 percent of the students reaching the state required mastery level as documented by scores of the 2008 FCAT Writing+ Test.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade 5 will increase by 25 percentage points on the 2008 FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

Parent attendance will increase by 5 percent due to the efforts of the Community Involvement Specialist scheduling and hosting Title I Workshops during the 2007-2008 school year as evidenced by sign-in logs.

Given an emphasis on a safe and orderly learning environment and through the implementation of the Chapman County Discipline Plan, there will be a 5 percent decrease in student referrals as assessed by the number of referrals and suspensions reports.

Given the results of the 2007 System for Technology Accountability and Rigor Survey (STaR), student and teacher usage and understanding of technology will increase when compared to the 2008 STaR Survey.

Given instruction using the Sunshine State Standards, student will improve their overall National Fitness scores as evidenced by a five percent increase in the number of students receiving gold and silver awards on the 2007-2008 FITNESSGRAM when compared to the 2006-2007 results.

Given an increased emphasis on participation in the appreciation of the fine arts, 15 percent of the students in grades three through five will participate in the fine arts before/after school program during the 2007-2008 school year as documented by attendance rosters.

Dr. William A. Chapman Elementary School will improve its ranking on the State of Florida ROI index publication from the 11th percentile in 2004 to the 15th percentile on the 2007 publication of the next statement.

Analysis of Dr. William A. Chapman Elementary School's Organizational Improvement Snapshot Assessment indicates a high level of stakeholder satisfaction as indicated by 88 percent of the category score rankings averaging 4 or above (based on a scale of 1-5 where 1 equals strongly disagrees, 2 equals disagrees, 3 equals neither, 4 equals agree, and 5 equals strongly agree). Further analysis identified the following categories as being in need of improvement: 7c: I know how well my organization is doing financially (category score = 3.8) 7e: My work location removes things that get in the way of progress (category score= 4.1). To further address these areas of concern, Dr. William A. Chapman Elementary will identify and provide staff development that will enable staff members to develop an improved understanding of the school's budget as well as monthly faculty meeting where concerns and issues can be expressed.



# 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.

## 0771 - DR. WILLIAM A. CHAPMAN ELEMENTARY SCHOOL

### VISION

In order to cultivate the changes necessary to advance high achievement while eliminating low performance, Dr. William A. Chapman Elementary School will institute an instructional program with a strong focus on literacy from kindergarten through fifth grade.

### MISSION

The mission of Dr. William A. Chapman Elementary School is to develop all students' potential for success. To attain this goal, Chapman's staff provides a supportive and healthy environment, which enhances the students' academic, social, physical, and emotional development. Students will become lifelong learners and responsible citizens in a global society.

### CORE VALUES

Dr. William A. Chapman Elementary School's core values are to help students develop into engaged, productive members of society who put knowledge to work. Students are nurtured, challenged and encouraged to reach the extent of their potential. Individual student needs are identified and met in an effort to help each student reach his/her full potential.

---

## **School Demographics**

---

### School Demographics

#### Facility/Community:

Built in 1976, Dr. William A. Chapman is located on nine acres in the southern Miami-Dade County community of Naranja. Dr. William A. Chapman Elementary School resides at 27190 SW 140th Avenue. The two-story main building was built as an open space school, but has been partially partitioned into smaller classroom areas. The school has undergone facility renovations during the last five years. A new addition was completed featuring a music and art room as well as several smaller spaces used as resource rooms. The construction of a playground located in the front of the building has recently been completed. In addition to the construction, Dr. William A. Chapman Elementary School has been painted and several air conditioning units have been replaced.

Dr. William A. Chapman Elementary School has an enrollment of approximately 850 students. Currently 96 percent of the students are on free and reduced lunch. The school is at 117 percent utilization capacity with nine portables housing students. Enrollment at Dr. William A. Chapman Elementary School is on the increase. There is further anticipated increase in enrollment due to the completion of several housing developments adjacent to the school. This will pose a challenge in that classroom space since it is extremely limited due to the design of the building. Additional students will result in overcrowding which will challenge the overall restricted classroom space and impact the learning environment. The structure of the school is an open classroom concept with large amounts of distractions and movement. The school has no solid walls and temporary partitions are used to divide space. Often space is limited for each classroom area. Dr. William A. Chapman Elementary School also identified several issues concerning challenges in relationship to internal operations and external forces.

#### Student Demographics:

The diverse population at Dr. William A. Chapman Elementary School is multiethnic. The school has identified several issues that present challenges to the learning environment. The large migrant population and students from the Homeless Assistance Center contribute to the high mobility rate. Promoting regular attendance presents a challenge, which also impacts the academic achievement of these students. Since these students are transported by bus, they are often unable to participate in before and after school tutoring and other activities. To meet the needs of these students, additional tutoring is provided during the school day. Dr. William A. Chapman Elementary School is located in a low socio-economic community. Special Education (SPED) students include groupings of Emotional Behavior Disorder and students with Varying Exceptionalities. These class units have small student/teacher ratios and have a full-time paraprofessional. SPED students benefit from all curriculums and tutoring provided to the entire school population. The student population in the 2006-2007 school year consisted of approximately 850 students in pre-kindergarten through grade five, with an ethnic breakdown of 49.4 percent Black, 46.4 percent Hispanic, 2.9 percent White and 1.3 percent other. The number of students qualifying for free or reduced priced lunch averages 96 percent each year. SPED population constitutes 19 percent of the enrollment. English Language Learners (ELL) students constitute 34 percent of the enrollment. Additionally, Dr. William A. Chapman Elementary School provides an education to students in grades pre-kindergarten through fifth grade. Of the approximate 900 students, 157 students are a Level 1 (95 reading, 62 mathematics) and 142 students are a Level 2 (70 reading, 78 mathematics). There are 23 gifted students.

#### Unique Aspects: STRENGTHS:

Dr. William A. Chapman is a Title I School, receiving additional federal funds. The school has: an inclusion model for students with diagnosed exceptionalities; English Language Learners (ELL) program which provides instruction in English for Students of Other Languages; an Academic Excellence Program (AEP) that is implemented for students who benefit from enrichment strands of instruction and a Gifted Program which utilizes the mathematics, social studies and science model. These programs focus on improving the educational achievement of all students. The Florida Department of Education grades Dr. William A. Chapman Elementary as a C level school. A decrease in the number of struggling students achieving learning gains had a significant impact on overall scores. According to data collected from the 2006-2007 Florida Comprehensive Assessment Test (FCAT), 58 percent of students in grades three through five made learning gains in reading, 66 percent of the students in grades three through five made learning gains in mathematics and 87 percent of the students in grade four met state standards or higher in writing.

#### Unique Aspects: AREAS OF CONCERN:

A challenge that Dr. William A. Chapman Elementary School faces is the high rate of mobility which stems from the large migrant population and students from the Homeless Assistance Center. Promoting regular attendance presents a challenge, which also impacts the academic achievement of these students. Additionally, many of the parents lack the level of education needed to adequately help their children at home. Monthly workshops and meetings are held to inform parents of school activities and expose them to the kinds of skills their children receive in school. A large number of parents do not speak or read English. Fewer than ten percent of the students have computers at home. This makes it difficult to expect students to receive the level of support from home that is required for home learning assignments. The school administration, teachers and the Community Involvement Specialist are instrumental in promoting positive communications between school and home and in facilitating parent support services.





# School Improvement Plan 2007-2008



Dr. William A. Chapman Elementary School has identified several issues concerning challenges in process improvement. Students' scores on the Florida Comprehensive Achievement Test (FCAT) indicate a need to modify instructional methods to raise the level of achievement and reduce the number of students at the lowest performance levels. Collaborative planning and focused instruction continue to be implemented throughout the grade levels. A team concept has been implemented to allow grade levels to plan together and with other grade levels, share best practices and use item analysis information to analyze student weaknesses to drive instruction. Frequent monitoring of instruction in the classrooms, continuous teacher support, and assessments aligned with the Sunshine State Standards have been developed to address the need to raise levels of student performance in all subgroups.

Additionally, although there are many new housing developments being constructed around the school, the community in general remains a low income housing community. Generally, the families buying the newer homes tend to send their children to private schools, No Child Left Behind (NCLB) schools of choice or charter schools.

Acquiring Dade Partners is also a concern at Dr. William A. Chapman Elementary School. Many businesses or community partners are unable to assist the school as Dade Partners.

## Teacher Demographics:

The administrative team is comprised of a principal and an assistant principal who serve as the instructional leaders of the school. There are 69 certified classroom teachers, 11 special area teachers, and one guidance counselor. There is also a speech therapist, a media specialist, a Title I reading coach, a Reading First reading coach, a mathematics coach and 9 paraprofessionals employed at the school. The ethnic makeup of the staff is 32 percent White non-Hispanic, 42 percent Black and 27 percent Hispanic. Thirty-five percent of the teachers have advanced degrees. The student-teacher ratios are at state-level requirements as evidenced by data reported on the District and School Profile Report. Ninety-nine percent of the classes at Dr. William A. Chapman Elementary School are taught by teachers teaching in-field. Presently, Dr. William A. Chapman Elementary School is fully staffed with no staff vacancies. If positions become vacant, teachers will be recruited through the Miami-Dade County Public School's Teacher Recruitment Fair.

## Class Size/Teacher-to Student Ratio:

Dr. William A. Chapman Elementary School has an average class size of 18 in kindergarten through third grade and an average class size of 22 in grades four and five. The Specific Programs for Educationally Disabled (SPED) and Emotional Behavior Disorder (EBD) self-contained classes have an average class size of 18. Inclusion classes in grades three through five have approximately 10 students per special education teacher. The average student-to-teacher ratios are 1:18 in kindergarten through grade three, and 1:22 in grades four and five. These student-teacher ratios are at state-level requirements as evidenced by data reported on the District and School Profile Report.

## Attendance Rate:

Dr. William A Chapman Elementary School students maintained an average attendance rate of 94.59 percent during the 2006-2007 school year. The average attendance rate for the 2006-2007 school year for the district was 94.96 percent and Regional Center VI was 94.74 percent.

## Promotion/Graduation/Retention Rates:

Dr. William A. Chapman Elementary School had 36 retentions at the end of the 2006-2007 school year. (Kindergarten - 25 out of 149 students; first grade -17 out of 127 students; second – 17 out of 143 students; third grade – 22 out of 157 students; fourth grade -- 1 (new student to school) out of 125 students; fifth grade – 1 out of 108 students). Promotion rates for each grade level are as follows: kindergarten 83 percent; first grade 87 percent; second grade 88 percent; third grade 86 percent; fourth grade 99.9 percent and fifth grade 99.9 percent.

## Feeder Pattern:

Dr. William A. Chapman Elementary School is in the Homestead Senior High School Feeder Pattern. Dr. William A. Chapman Elementary School feeds into Campbell Drive Middle School. The feeder pattern is comprised of 10 schools, including one senior high school with a grade of F, and one middle school that is also an F. Both of the aforementioned feeder pattern schools are Zone schools. Based upon address verification, students from Dr. William A. Chapman Elementary School usually enter the middle and high schools stated above upon promotion from fifth grade.

## Special Programs:

Dr. William A. Chapman Elementary has several special programs in place to enhance and supplement the existing strong academic program. The Academic Excellence Program is conducted five days a week for the more advanced students. The 5000 Role Model Program includes many of our third, fourth, and fifth grade boys who lack male influence in the home. The Parent Academy allows our parents the opportunity to receive on-sight parent training in various topics. Family Counseling Services provides our families in need on-sight intervention and assistance for various families' issues. One gifted self-contained class includes students in grades first through fifth. Dr. William A. Chapman Elementary is a Title I School.



# School Improvement Plan

## 2007-2008



### School Community Relations/Partners:

Support is provided to the school through curriculum support from both the region and the district. The Department of Language Arts and Reading provides the reading coaches with monthly updates and professional developments of any current reading strategies to be shared with the staff. The gifted program receives support from neighboring schools in our feeder pattern as well as the district. Quarterly visits from district and regional personnel help to keep the curriculum focused and aligned to district and regional standards. The Special Programs for Educationally Disabled (SPED) and English Language Learners (ELL) programs are offered support through visits and contacts from the district and regional offices. Presently, Dr. William A. Chapman Elementary School does not have an active Dade Partner. Further attempts will be made to obtain various Dade Partners from the community.

Grants: Dr. William A. Chapman Elementary has been awarded several grants; one is specifically referenced to the Waterford Bilingual Computer based program, Ready Schools Grant for the transition of students from pre-kindergarten to the kindergarten program. Additionally, a grant was awarded for a science/mathematics summer camp (Discovery Camp) for the summer of 2007 to provide students with hands-on experiences. Dr. William A. Chapman is a recipient of the Reading First Grant awarded from the state of Florida.

---

## ***School Foundation***

---

### **Leadership:**

According to data derived from the May 2007 Organizational Improvement Snapshot Assessment the faculty and staff at Dr. William A. Chapman Elementary School are extremely satisfied (score = 4.0) with the leadership team. The leadership team at Dr. William A. Chapman Elementary School is committed to preparing students for the challenges and expectations of the twenty-first century. Instructional decisions are data driven, however, staff is encouraged to implement new/innovative ideas and programs in the never ending quest to meet the goals of the school's vision and mission. School leaders provide support and opportunities for professional and personal growth. The leadership team actively seeks involvement from the community in an effort to provide an effective educational continuum.

### **District Strategic Planning Alignment:**

According to data derived from the May 2007 Organizational Improvement Snapshot Assessment the faculty and staff at Dr. William A. Chapman Elementary School are confident in the school's strategic plan(score = 4.0). Dr. William A. Chapman Elementary School's goals are delineated in the school's mission. These goals include: 1) developing life-long readers and learners; 2) improving student's self-esteem by providing opportunities where they can contribute to their cultural values and traditions to the school and community; 3) developing proficient learners who are capable of utilizing critical thinking, writing skills, and problem-solving strategies; and 4) developing student's personal responsibility to promote decision-making in daily life. To attain this mission, Dr. William A. Chapman Elementary School will provide a supportive and healthy environment, which will enhance the students' academic, social, physical, and emotional development.

### **Stakeholder Engagement:**

According to data derived from the May 2007 Organizational Improvement Snapshot Assessment the faculty and staff at Dr. William A. Chapman Elementary School are satisfied (score = 4.2) with the leadership team. The stakeholders of Dr. William A. Chapman Elementary School will include representatives from the parent, community, student and parent groups. The stakeholders will review, analyze and evaluate pertinent data such as FCAT Reports and the School Demographic and Academic Profile, and formulate objectives as school wide priorities. The stakeholders will schedule meetings, notify participants, and created agendas, as per state and district guidelines. Concerns related to academic progress, safety, instructional materials and supplies will be other areas addressed by the stakeholders. The stakeholders will support the efforts of the PTA in achieving a higher level of parental involvement. The EESAC will make recommendations for expenditures of EESAC funds, including reading support materials for students, student awards and incentives, materials to enhance the Media Center and a teacher incentive program. The stakeholders will recommend additional training for all teachers in reading, mathematics, science and higher order thinking skills. The EESAC will recommend the purchase of software to support instruction and enhance learner performance. The EESAC will suggest the hiring of additional teachers and tutors to promote a better learning environment. The EESAC will support incentives for the school-wide discipline plan.

### **Faculty & Staff:**

According to data derived from the May 2007 Organizational Improvement Snapshot Assessment the faculty and staff at Dr. William A. Chapman Elementary School are satisfied (score = 4.0). Dr. William A. Chapman Elementary School will implement a master schedule which enables grade level/subject area planning throughout the school. The leadership team, comprised of the Principal, Assistant Principal, Grade/Subject Area Chairpersons, one Title I reading coach, one Reading First reading coach and a Curriculum Leadership Team (consisting of teachers from grades kindergarten through grade 5) will meet regularly and provide suggestions, solutions, and feedback for all aspects of the school's programs. Bi-weekly planning meetings provide opportunities for grade level/subject area teams to review and provide additional feedback for concerns that the leadership team is addressing. Monthly data meetings will be conducted with grade levels and Dr. William A. Chapman Elementary School's leadership team to review and analyze data in order to drive instruction. Collaborative decision making is based upon total quality management principles.

### **Data/Information/Knowledge Management:**





# School Improvement Plan

## 2007-2008



According to data derived from the May 2007 Organizational Improvement Snapshot Assessment the faculty and staff at Dr. William A. Chapman Elementary School are satisfied (score = 4.3). Dr. William A. Chapman Elementary School will implement a master schedule which enables grade level/subject area planning throughout the school. The leadership team, comprised of the Principal, Assistant Principal, Grade/Subject Area Chairpersons, one Title I reading coach, one Reading First reading coach and a Curriculum Leadership Team (consisting of teachers from grades kindergarten through grade five) will meet regularly and provide suggestions, solutions, and feedback for all aspects of the school's programs. Bi-weekly planning meetings provide opportunities for grade level/subject area teams to review and provide additional feedback for concerns that the leadership team is addressing. Monthly data meetings will be conducted with grade levels and Dr. William A. Chapman Elementary School's leadership team to review and analyze data in order to drive instruction. Collaborative decision making is based upon total quality management principles.

### **Education Design:**

According to data derived from the May 2007 Organizational Improvement Snapshot Assessment the faculty and staff at Dr. William A. Chapman Elementary School are satisfied (score = 4.4). Dr. William A. Chapman Elementary School will utilize a data driven approach to implement effective instructional programs. Data will be analyzed and disaggregated as soon as it is available. Instructional teams will review the results and then participate in any restructuring that may be needed to meet the identified areas of concern. Instructional focus calendars will then be developed and utilized to ensure that instruction addresses the identified needs. This process will be repeated throughout the year and adjustments to academic programs are made as necessary.

### **Performance Results:**

Faculty and staff at Dr. William A. Chapman Elementary School are satisfied with the overall leadership with an average score of 4.0 on the May 2007 Organizational Improvement Snapshot Assessment. The leadership team, faculty, and staff work in collaboration with parents and students to effectively communicate behavioral and academic expectations. Dr. William A. Chapman Elementary School uses alternative discipline methods (N.E.S.T., Peer Mediation, one-to-one counseling, Family Counseling Services, Chapman County School-wide discipline plan) to reduce student referrals and suspensions. Through this shared vision, all stakeholders are confident that the school's suspension rate will decrease.

---

## ***Schools Graded 'C' or Below***

---

### **Professional Development:**

We recognize that teachers need to provide multiple instructional strategies so that students of different abilities, interests or learning needs experience equally appropriate ways to absorb, use, develop and present concepts as a part of the daily learning process. It allows students to take greater responsibilities and ownership for their own learning and provides opportunities for peer teaching and cooperative learning. To assist teachers in becoming diverse in their instructional styles, teachers are offered a variety of professional development opportunities. Teachers will be offered various trainings on differentiated instruction, cooperative learning, data driven instruction, Best Use of Technology, Curriculum mapping, and CRISS strategies.

### **Disaggregated Data :**

To prepare for the 2007-2008 school year, the leadership team from Dr. William A. Chapman Elementary attended, collaborated, and co-authored the Regional Center VI focus calendars utilizing the previous years data to drive the instruction. As part of the our school improvement plan, the Continuous Improvement Model, subject/grade level team meet weekly to discuss the data results from formal and informal assessments including benchmark mini assessments to determine students needs and to adjust instructional strategies. Bi-monthly the leadership team will meet to discuss data from the regional FCAT benchmark practice assessments and will make necessary changes to their instruction student needs.

### **Informal and Formal Assessments:**

FCAT Assessment - March  
Bi-Weekly Benchmark Assessments  
Classroom Assessment  
DIBELS Assessment - September, January, May  
DAR Diagnostic Assessment of Reading - after first administration of DIBELS for students at high risk level.

### **Alternative Instructional Delivery Methods :**

Small group differentiated instruction  
Peer tutoring  
One-to-one individual conferencing  
Cooperative Learning Groups  
Hands on instructional activities  
Departmentalization of subject areas  
Coach/Teacher Co-teaching model  
Coaching Model utilizing reading, mathematics, and science coach  
Pull-out tutoring  
Push-in tutoring



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

**Miami-Dade County Public Schools**

**District Strategic Plan**

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

**Reading Statement**

All students will be able to read on or above grade level.

**Needs Assessment**

Scores on the 2007 FCAT Reading Test indicate that 47 percent of third graders scored a Level 3 or higher on the 2007 reading portion of the Florida Comprehensive Assessment Test (FCAT) which shows a 1 percent increase from the 2006 FCAT administration. Scores on the 2007 FCAT Reading Test indicate that 37 percent of fourth graders scored a Level 3 or higher on the 2007 reading portion of the FCAT which shows a 1 percent decrease from the 2006 FCAT administration. Scores on the 2007 FCAT Reading Test indicate that 40 percent of fifth graders scored a Level 3 or higher on the 2007 reading portion of the FCAT which shows an 11 percent increase from the 2006 FCAT administration. At the current level of performance, the school is faced with the challenge of increasing the percentage of learning gains of Black, Hispanic, and Economically Disadvantaged students in order to meet the state's required level of performance. Content Cluster Analysis Report indicates that 64 percent of third graders, 60 percent of fourth graders and 56 percent of fifth graders provided incorrect responses on the words and phrases benchmark. 47 percent of third graders, 48 percent of fourth graders and 52 percent of fifth graders provided incorrect responses on the main idea and author's purpose benchmark. 67 percent of third graders, 47 percent of fourth graders and 44 percent of fifth graders provided incorrect responses on the compare and contrast benchmark. 50 percent of third graders, 50 percent of fourth graders and 50 percent of fifth graders provided incorrect responses on the reference and research benchmark. Additionally, an area of need is to ensure that students who have scored at a Level 3 and 4 show continued mastery of benchmarks.

**NCLB Subgroup Target**

# School Improvement Plan

## 2007-2008



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



### Measurable Objective

Given instruction based on the Sunshine State Standards, 58 percent of students in grades three through five will score a level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction using Sunshine State Standards, 58 percent of Economically Disadvantaged students in grades three through five will score a Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction using Sunshine State Standards, 58 percent of Hispanic students in grades three through five will score a Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction using Sunshine State Standards, 58 percent of Black students in grades three through five will score a Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction using Sunshine State Standards, 58 percent of Students With Disabilities in grades three through five will score a Level 3 or higher on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Continuously analyze data to drive instruction and monitor progress.	Principal, Assistant Principal, Reading Coaches, and Classroom Teachers	8/20/07	6/05/08	District-wide Literacy Plan	5000
Provide daily guided reading sessions using other support personnel in order to meet with all groups daily.	Principal, Assistant Principal, Reading Coaches, Tutors and Classroom Teachers	8/20/07	6/5/08	District-wide Literacy Plan	5000
Implement the K-12 Comprehensive Research-Based Reading Plan with intensive focus on data driven interventions and instruction	Principal, Assistant Principal, Reading Coaches and Tutors Classroom Teachers	8/20/07	6/05/08	District-wide Literacy Plan	12000
Conduct Bi-weekly and Interim District Assessments that will allow teachers to analyze, reteach, and monitor student progress.	Principal, Assistant Principal, Classroom Teachers and Reading Coaches	9/14/07	4/20/08	District-wide Literacy Plan	500
Utilize Accelerated Reader, Voyager Passport, STAR, FCAT Explorer and Reading Plus computer assisted resources to reinforce and enhance reading skills.	Principal, Assistant Principal, and Computer Teacher	8/20/07	6/5/08	District-wide Literacy Plan	22000
Disaggregate and analyze data from the 2007 FCAT Reading Test to identify strengths and weaknesses in student performance and develop an instructional focus calendar for reading.	Principal, Assistant Principal, Reading Coaches and Reading Tutors	8/30/07	6/5/08	District-wide Literacy Plan	0
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Principal, Assistant Principal, Reading Coaches, Classroom Teachers	8/20/07	6/05/08	Continuous Improvement Model	
Provide additional in-house tutoring opportunities in reading for Economically Disadvantaged students in grades three through five.	Principal, Assistant Principal, Reading Coaches, Classroom Teachers	8/20/07	6/05/08	District-wide Literacy Plan	
Provide additional reading opportunities for Hispanic students in grades three through five using FCAT benchmark task cards in order to build reading skills.	Principal, Assistant Principal, Reading Coaches, Classroom Teachers	8/20/07	6/05/08	District-wide Literacy Plan	
Provide Saturday Academy tutoring opportunities for Black students in grades three through five for reading remediation.	Principal, Assistant Principal, Reading Coaches, Classroom Teachers	8/20/07	6/05/08	District-wide Literacy Plan	

### Research-Based Programs



# School Improvement Plan 2007-2008



The Houghton Mifflin Reading Series will be used school-wide, kindergarten through fifth grade as the basic reading program. Voyager Passport Tutorial, Early Success Tutorial and Soar to Success Tutorial will be used as interventions. K-12 Comprehensive Research Based Reading Plan(CRRP) will be utilized in grades kindergarten through fifth. The Waterford computer program will be used in kindergarten for ESOL level 1-3 students. The Reading Plus computer program will be utilized in grades two through five. Direct Instruction will be implemented in kindergarten and first grades.

## **Professional Development**

Modeling and Coaching by Reading Coaches as needed or requested.

CRISS strategies based on tested benchmarks will be modeled during bi-monthly Curriculum Spotlight meetings. Guided Reading modeling done through Houghton Mifflin training video during Curriculum Spotlight meetings. Individual data analysis meetings will occur bi-monthly for teachers to analyze the student data and correlate interventions and strategies for instruction.

## **Evaluation**

The 2008 FCAT Reading Test will be utilized to determine mastery of skills, or the need for remediation. Interim District assessments will be used to determine weaknesses in the tested benchmarks and will then assist in driving instruction. Dynamic Indicators of Basic Early Skills (DIBELS) will be administered to all students in grades kindergarten through fifth, three times a year. Those scoring at intensive and strategic levels will be provided additional tutoring. The Diagnostic Assessments of Reading (DAR) will be given to those scoring at the high risk level on the DIBELS assessment. The DAR will be used to pinpoint the area of continuous weakness. Accelerated Reading tests will be administered continuously to assess students reading levels.

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

#### **Miami-Dade County Public Schools**

#### **District Strategic Plan**

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

### **Mathematics Statement**

All students will be able to perform on or above grade level in mathematics.

### **Needs Assessment**

Scores from the 2007 Mathematics Test indicate that 55 percent of students in grade three scored a Level 3 or above on the mathematics portion of the 2007 Florida Comprehensive Achievement Test (FCAT) which shows a 16 percent increase from the 2006 FCAT administration. Scores from the 2007 Mathematics Test indicate that 50 percent of students in grade four scored a Level 3 or above on the mathematics portion of the 2007 Florida Comprehensive Achievement Test (FCAT) which shows a 4 percent increase from the 2006 FCAT administration. Scores from the 2007 Mathematics Test indicate that 36 percent of students in grade five scored a Level 3 or above on the mathematics portion of the 2007 Florida Comprehensive Achievement Test (FCAT) which shows a 1 percent decrease from the 2006 FCAT administration. The item analysis showed 50 percent of third graders, 45 percent of fourth graders and 62 percent of fifth graders provided incorrect responses to number sense questions. Fifty percent of third graders, 50 percent of fourth graders and 55 percent of fifth graders provided incorrect responses to measurement questions. 43 percent of third graders, 43 percent of fourth graders, and 54 percent of fifth graders provided incorrect responses to geometry questions. 50 percent of third graders, 43 percent of fourth graders and 64 percent of fifth graders provided incorrect responses to algebraic thinking questions. 57 percent of third graders, 57 percent of fourth graders and 58 percent of fifth graders provided incorrect responses to data analysis questions. At our current level of performance we need to increase learning gains for the black student population.

### **NCLB Subgroup Target**



# School Improvement Plan 2007-2008



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

### Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase 62 percent on the 2008 administration of FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, the number of Black students meeting high standards in grades three through five will increase 62 percent on the 2008 administration of FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, the number of Economically Disadvantaged students meeting high standards in grades three through five will increase 62 percent on the 2008 administration of FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, the number of English Language Learner students meeting high standards in grades three through five will increase 62 percent on the 2008 administration of FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, the number of Students With Disabilities meeting high standards in grades three through five will increase 62 percent on the 2008 administration of FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide an uninterrupted daily sixty minute block in mathematics for grades kindergarten through fifth grade.	Principal, Assistant Principal, Classroom Teachers	8/20/07	6/5/08	Seamless PreK-12 Curriculum	0
Conduct Bi-weekly and Interim District Assessments that will allow teachers to analyze, reteach, and monitor student progress for grades three through five.	Principal, Assistant Principal, Classroom Teachers	9/14/07	4/20/08	Seamless PreK-12 Curriculum	0
Disaggregate and analyze data from the 2007 FCAT Mathematics Test to identify strengths and weaknesses in student performance, and develop an instructional focus calendar for mathematics for grades three through five.	Principal, Assistant Principal, Classroom Teachers	8/20/07	6/5/08	Seamless PreK-12 Curriculum	500
Utilize Mathematics long-range plans for kindergarten through fifth grade.	Principal, Assistant Principal, Classroom Teachers	8/20/07	6/5/08	Seamless PreK-12 Curriculum	200
Provide students in kindergarten through five with performance based activities incorporating the use of manipulatives, problem solving, critical thinking, and analysis.	Principal, Assistant Principal, Classroom Teacher	8/20/07	6/5/08	Seamless PreK-12 Curriculum	1500
Utilize Riverdeep and FCAT Explorer computer-assisted resources to reinforce and enhance mathematics skills in grades three through five.	Principal, Assistant Principal, Computer teacher	8/20/07	6/5/08	Seamless PreK-12 Curriculum	5000
Continuously analyze data to drive instruction and monitor progress for grades three through five with a focus on students scoring levels 3-5 as well as the struggling readers.	Principal, Assistant Principal, Classroom teachers	8/30/07	6/5/08	Seamless PreK-12 Curriculum	500
Implement the Continuous Improvement Model (CIM) to monitor student achievement and instructional program on an on-going basis.	Principal, Assistant Principal, Classroom Teachers, Mathematics Coach	8/20/07	6/05/08	Continuous Improvement Model	

### Research-Based Programs

The Scott Foresman Mathematics series will be utilized in all grade levels, V-Math.

### Professional Development

Teachers will participate in professional development activities on analysis and data driven decision making data. Modeling and Coaching for classroom teachers on Calendar Math activities will be given according to need and request. Classroom teachers will receive training in current technology for mathematics.

### Evaluation





# School Improvement Plan 2007-2008



Chapter and Interim testing will be continuously administered by the classroom teachers as a skill is taught to prove mastery. Achievement of the objective will be attained when students demonstrate increased mathematics competency, as evidenced by the students reaching the state required mastery level as documented by scores on the 2008 FCAT Mathematics Test. In-house progress monitoring assessments will be implemented monthly.

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

### **Writing Statement**

All students will continue to improve writing skills until all students are able to score a 3.5 or higher.

### **Needs Assessment**

Scores from the 2007 Writing+ Test indicate that 78 percent of students in grade four met the state standard of 3.5 or above on the Writing+ portion of the 2007 Florida Comprehensive Achievement Test (FCAT) which shows a 5 percent decrease from the 2006 FCAT administration. The scores indicate that students require further development in writing benchmarks. The data revealed that improvement is needed in narrative writing, with 71 percent scoring 3.5 or higher. Though data indicates strength in expository writing, with 81 percent scoring 3.5 or higher, continuous instruction is required to raise student achievement levels. Students in all subgroups must demonstrate a 1 percent gain in 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 using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 91 percent of the students reaching the state required mastery level as documented by scores of the 2008 FCAT Writing+ Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Continuously analyze data to drive instruction and monitor progress for grades kindergarten through five.	Principal, Assistant Principal, and K through 5 teachers	8/20/07	6/05/08	Seamless PreK-12 Curriculum	0
Enhance the instruction of the writing process by the 4th grade teachers spiral teaching, 3rd grade students.	Principal, Assistant Principal, 4th grade teachers, paraprofessionals, and reading team	8/20/07	6/05/08	Seamless PreK-12 Curriculum	0
Improve the quality of writing through the use of strategies such as magnified moments, vivid verbs, sentence variety, writing pictures and transitional words.	Principal, Assistant Principal, K through 5 teachers, paraprofessionals and reading team	8/20/07	6/5/08	Seamless PreK-12 Curriculum	0
Disaggregate and analyze data from the 2007 FCAT writing test to identify strengths and weaknesses in student performance, and develop an instructional focus calendar for writing.	Principal, Assistant Principal, 4th grade teachers, paraprofessionals, reading coaches	8/20/07	6/5/08	Seamless PreK-12 Curriculum	200
Implementation of Saturday school to remediate all subgroups to include all strengths and weaknesses and focus on needed writing strategies for grades kindergarten through fifth.	Principal, Assistant Principal, 4th grade teachers, paraprofessionals and reading team	10/15/07	4/1/08	Seamless PreK-12 Curriculum	35000
Conduct monthly simulated FCAT type testing situations for grades kindergarten through fifth that will allow teachers to analyze, reteach and monitor student progress. Students will build stamina, familiarity and success by implementing mock testing. The writing rubric will be used to monitor strengths and weaknesses and needed areas of further instruction	Principal, Assistant Principal, K through 5th grade teachers, paraprofessionals and reading team	8/30/07	5/1/08	Seamless PreK-12 Curriculum	500
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Principal, Assistant Principal, Classroom Teachers	8/20/07	6/05/08	Continuous Improvement Model	

### Research-Based Programs

Houghton Mifflin Writers Workshop K-5

### Professional Development

Professional development training for teachers will include: techniques to improve the delivery of instruction; how to maximize the opportunities for learning; the art of teaching writing; scoring of student writing samples using the rubric; pre-writing skills; vocabulary development; and editing.

### Evaluation

Students will demonstrate increased writing skills, as evidenced by students reaching the state required mastery level of 3.5 or above, as documented on the 2008 FCAT Writing+ test.

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

#### **Miami-Dade County Public Schools**

#### **District Strategic Plan**

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

### **Science Statement**

Increase the scientific knowledge of all students.

### **Needs Assessment**

The results on the 2007 administration of the FCAT Science Test indicate that 16 percent of students scored a Level 3 or above. These results indicate a 10 percent increase in students in grade five scoring a 3 or above on the 2006 FCAT administration. Students in grade five must make a 25 percent increase on the 2008 administration of the FCAT Science Test. This criteria reveals that all students require intensive remediation in all benchmarks. On-going analysis of monthly assessments will drive instruction. Additionally, professional development needs will be met with scientific experiment demonstrations, concept development and scientific thinking modeling.

### Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade 5 will increase by 25 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
Analyze data from the 2007 FCAT Science Test to identify strengths and weaknesses in student performance, and develop an instructional focus for science lessons for grades three through five.	Principal, Assistant Principal, and Curriculum Leadership Team	8/20/07	6/5/08	Seamless PreK-12 Curriculum	500
Provide opportunities during language arts/shared reading to reinforce grade appropriate science content through the use of non-fiction text in grades three through five.	Principal, Assistant Principal and Classroom Teachers	8/20/07	6/5/08	Seamless PreK-12 Curriculum	2000
Continue to utilize the Family Resource Center to provide families with equipment and activities that can be used in the home to reinforce students' science skills in grades three through five.	Principal, Assistant Principal, and Community Involvement Specialist	8/20/07	6/05/08	Seamless PreK-12 Curriculum	1000
Continue to provide opportunities for students to increase their awareness of science vocabulary and concepts through the creation and maintenance of student science journals and science Day Books in grades four and five.	Principal, Assistant Principal, and Classroom Teachers	8/20/07	6/5/08	Seamless PreK-12 Curriculum	4000
Continue to provide hands-on science experiences for students in grades two through five, using science lab activities.	Principal, Assistant Principal and Classroom Teachers	8/20/07	6/5/08	Seamless PreK-12 Curriculum	0
Provide hands on activities through a portable lab which will utilize the materials from the Science resource room and the FOSS kits located in the Science resource room.	Principal, Assistant Principal and Math/Science Leader	8/20/07	6/5/08	Seamless PreK-12 Curriculum	5000
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Principal, Assistant Principal, Science Coach, Classroom Teachers	8/20/07	6/05/08	Continuous Improvement Model	

### Research-Based Programs

Scott Foresman Science textbooks and resources/ FOSS Science Kits

### Professional Development

Professional development training will include an emphasis on the scientific method, use of hands-on activities, including FOSS Science Kits, and managing and guiding cooperative groups and strategies to maximize learning opportunities. Professional development opportunities will include: Higher order thinking skills, SMILE, hands-on science, and FOSS training. In-services will be scheduled during each quarter based on data driven analysis and/or District/Regional Center initiatives.

### Evaluation

District-approved assessments will be used to analyze progress and instruction to target weaknesses and reinforce areas of strength. Summative evaluation will be the 2008 FCAT Science 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

#### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **Parental Involvement Statement**

The school will provide an environment that allows parents and educators to work collaboratively to foster academic excellence.

### **Needs Assessment**

Dr. William A. Chapman faces the challenge of involving parents and community members. Although parents are encouraged to participate in school activities, parental participation in academic meetings was low during the 2006-2007 school year. Data gathered from the 2006-2007 parent participation logs and sign-in sheets indicates that an average of 37 percent of parents participated in parent training workshops, Parent, Teacher Association (PTA) meetings, and Title I meetings. Some parents may be employed in more than one job, with limited time (to spare) to attend their child's academic and social activities. The school continues to extend a welcoming hand to parents and offer training and assistance in programs in which they are asked to encourage and support their children. Opportunities for parents to participate in school activities will continue throughout the 2007-2008 school year with parental involvement increasing 20 percent.

### Measurable Objective

Parent attendance will increase by 5 percent due to the efforts of the Community Involvement Specialist scheduling and hosting Title I Workshops during the 2007-2008 school year as evidenced by sign-in logs.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Enhance the open door policy of the school, welcoming parents to visit and volunteer their services.	Principal, Assistant Principal and Community Involvement Specialist	8/20/07	6/5/08	Improve Public Perception	0
Combine the efforts of the administration, faculty, parent representatives, and community-based organizations in surveying parent needs, prioritizing the areas of greatest concerns and planning activities to address needs.	Administration, and Parent Representatives Community Involvement Specialist	8/20/07	6/05/08	Improve Public Perception	500
Provide informational workshops to empower parents with the knowledge base to improve their parenting skills, their understanding of child related health issues, direct their own personal education growth, and use of technology.	Administration and Community Involvement Specialist	8/20/07	6/5/08	Improve Public Perception	15000

### Research-Based Programs

Not applicable

### Professional Development

Parents will be encouraged to participate in the following activities: The Title I Instructional Fair, The Educational Excellence School Advisory Council (EESAC) Workshop series, Regional Center/School-Based Parent Involvement Workshops, and monthly Title I in-house parent workshops.

### Evaluation

Comparison of the Title I Community Involvement Specialist's Parent/Family/Community Sign-In Logs from the 2006-2007 school year with the 2007-2008 school year with an parental involvement increasing 20 percent this school year.

### Discipline & Safety 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 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"/>

**Discipline & Safety Statement**

The school will provide a safe and nurturing environment for all students. The school will promote programs and practices that facilitate a safe and nurturing environment for students.

**Needs Assessment**

The results of the Executive Summary of Case Management Report (ESCMR) for the 2006-2007 school year indicates that there were 780 incidents in which students were referred to administration or school services for general disruptive conduct. By implementing the Chapman County Discipline Plan, student behavior in grades kindergarten through five will improve as evidenced by a 5 percent decrease in the number of student referrals in the 2007-2008 school years. This plan will allow students to be active members of a community where rules are followed. The school-wide rules will be standardized so that students will follow the same set of rules throughout the school.

### Measurable Objective

Given an emphasis on a safe and orderly learning environment and through the implementation of the Chapman County Discipline Plan, there will be a 5 percent decrease in student referrals as assessed by the number of referrals and suspensions reports.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Award students with an "I was caught being good coin" for moving throughout the school in a quiet, orderly fashion. Students can earn them individually or as a class. At the end of each month, coins will be traded for stamps in their "Chapman County Passport". At the end of the year, 200 students with the most stamps will be rewarded with a fieldtrip.	Principal, Assistant Principal and Behavioral Committee	8/20/07	6/5/08	Education Innovation	200
Provide school wide incentives recognizing students for acts of good citizenship.	Administration and Counselors	08/20/07	6/5/08	Education Innovation	1000
Adherence to the "Chapman County" Classroom Behavior Plan will provide each classroom and special area teacher a copy of the "Basic Classroom Expectations". This provides a uniform set of rules to be used throughout the school. Teachers may add to these rules if necessary. Each class will use the green, yellow and red behavior plan indicating the student's behavior.	Principal, Assistant Principal, Classroom and Special Area Teachers	8/20/07	6/5/08	Education Innovation	200
Give students lunch points as outlined in the cafeteria behavior plan resulting in a quieter school environment.  Stack green, yellow and red plastic cups at the end of each lunch table. Each table begins with a green cup. As the tables get louder, the cup changes to yellow (warning). If the noise continues, the cup will be changed to red. Cafeteria monitors will be responsible for changing the cups. Points are awarded according to the color of the cups. Teachers track their points on a monthly chart. At the end of each month, points are counted. Classes are rewarded using different contest criteria each month.	Administration, all security monitors, cafeteria monitors, and guidance counselors.	8/20/07	6/5/08	Education Innovation	100
Target students with excessive referrals for administrative counseling and intervention.	Administration and Counselors	08/20/07	6/5/08	Education Innovation	0

### Research-Based Programs

Not applicable

### Professional Development

The Behavior Intervention Committee will highlight the rules and strategies at Curriculum Spotlight in-house trainings to assist with classroom behavior as well as traffic flow throughout the school. Teachers will share effective techniques used to improve behavior during Curriculum Spotlight trainings.

### Evaluation

Program effectiveness will be monitored on a monthly basis by the Behavior Intervention Committee in order to make any necessary adjustments to the discipline plan. Data pertaining to the 2006-2007 school year's referrals and suspensions will be compared with current information for each grading period. Improvement can be assessed by a 10 percent decrease in the number of referrals and suspensions as well as a quieter learning environment.

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

**Miami-Dade County Public Schools**

**District Strategic Plan**

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

**Technology Statement**

The goal of Dr. William A. Chapman Elementary School is to promote and facilitate the use of technology by faculty and students.

**Needs Assessment**

The results of the 2004 System for Technology Accountability and Rigor Survey (STaR) demonstrates that Dr. William A. Chapman Elementary School's use of technology is below the Miami-Dade County elementary average. Student usage and understanding of technology is at an entry level stage while the Miami Dade County elementary average is at an intermediate level stage. In addition, teacher access to technology is at a low entry level stage (0 of 4), while the Miami Dade County elementary average is at an intermediate entry level stage (1.3 of 4). Teachers and students will be given opportunities to increase their technology skills and abilities through professional development and computer instruction. The Waterford Early Reading program will be used in the kindergarten ESOL classrooms. STaR Reading, mathematics, and early literacy will be utilized in the computer classes.

### Measurable Objective

Given the results of the 2007 System for Technology Accountability and Rigor Survey (STaR), student and teacher usage and understanding of technology will increase when compared to the 2008 STaR Survey.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize Waterford Early Reading program to enhance language and pre-reading skills of Kindergarten ESOL Level 1 & 2 students.	Self-Contained ESOL Classroom teachers.	8/20/07	6/5/08	Education Innovation	25000
Utilize Accelerated Math to continuously reinforce and monitor math skills/strategies for grades kindergarten through five.	Administration/Classroom Teacher	8/20/07	6/05/08	Education Innovation	500
Utilize Accelerated Reader to continuously monitor comprehension of books read at independent /instructional level in kindergarten through five.	Classroom Teacher	8/20/07	6/05/08	Education Innovation	500
Conduct quarterly assessments on STaR Reading, STaR Math, and STaR Early Literacy that will allow teachers to monitor student progress in grades kindergarten through five.	Administration, Computer Teacher and Classroom Teacher	8/20/07	6/05/08	Education Innovation	500
Utilize Riverdeep and FCAT Explorer to enhance reading, math and test taking skills in grades three through five.	Administration, Computer Teacher and Classroom Teacher	8/20/07	6/05/08	Education Innovation	500
Utilize Tumblebooks in grades kindergarten through grade fifth to enhance reading comprehension.	Administration and Classroom Teachers	8/20/07	6/05/08	Education Innovation	300
Upgrade schoolwide hardware and software to enhance technology curriculum.	Administration and Technology Facilitator	8/20/07	6/05/08	Education Innovation	190000

### Research-Based Programs

The Waterford Early Reading program will be utilized in the kindergarten ESOL classrooms. Riverdeep and Reading Plus will be utilized as enrichment resources.

### Professional Development

District and In-house professional development and Curriculum Spotlight trainings will be utilized to facilitate and increase the use of technology by the faculty.

### Evaluation

Quarterly computer-based tests, using research based programs will demonstrate an increase in student achievement in grades kindergarten through five. In addition, the 2006-2007 STaR Survey will demonstrate a 10 percent increase in the use of technology by both teachers and students.

## Health & Physical Fitness 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 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 checked="" type="checkbox"/>

### **Health & Physical Fitness Statement**

The school will align its physical fitness program with the National Standards for Physical Education. Through participation, students will develop interest and skills that promote and encourage lifetime fitness for daily living and overall wellness.

### **Needs Assessment**

The data obtained from the 2006-2007 Physical Fitness Test Summary indicates that 15 percent of the students tested met the minimum health related standard. The needs assessment reveals that 85 percent of students require further development in all areas of physical fitness. On-going monthly physical assessments and the FITNESS GRAM will be administered and the results will drive instruction.



### Measurable Objective

Given instruction using the Sunshine State Standards, student will improve their overall National Fitness scores as evidenced by a five percent increase in the number of students receiving gold and silver awards on the 2007-2008 FITNESSGRAM when compared to the 2006-2007 results.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Warm-up drills will emphasize improvement in cardiovascular, flexibility, and muscular strength and endurance for students in grades two through five.	Principal/Physical education teachers	8/20/07	6/05/08	Healthcare & Healthy Choices	0
Monitor the physical education program, by school administrators, to ensure that activities are specifically related to assessment component items for students in grades two through five.	School site administrators	8/20/07	6/05/08	Healthcare & Healthy Choices	0
Compare pre and post data that will provide valid measures of student/school improvement for students in grades two through five.	Principal/Physical education teachers	8/20/07	6/05/08	Healthcare & Healthy Choices	0
Emphasize daily physical activities to ensure that students will master skills needed to pass the President's Physical Fitness Test (running, stretching, endurance) for students in grades two through five.	Physical education teachers	8/20/07	6/05/08	Healthcare & Healthy Choices	0
Continue to use the monthly parent newsletter and flyers to keep parents informed and advised of special events.	Principal/Computer Teacher/Parent Involvement Specialist	8/20/07	6/05/08	Healthcare & Healthy Choices	500
Plan and administer workshops for parents to improve their understanding of school related business, parenting skills, and child related health issues.	Administration/Parent Involvement Specialist	8/20/07	6/05/08	Healthcare & Healthy Choices	300
Administer a pre-test to determine baseline measures for students in grades two through five.	Administration/Physical education teachers	8/20/07	10/01/07	Healthcare & Healthy Choices	200
Continue to use the Parent Compacts to elicit parental support and encourage participation.	Administration/Parent Involvement Specialist	8/20/07	6/05/08	Healthcare & Healthy Choices	100
Implement activities such as Jump Rope for Heart and the FITNESS GRAM to emphasize improvement in overall fitness for students in grades two through five.	Administration/Physical Education Teacher	8/20/07	6/05/08	Healthcare & Healthy Choices	200

### Research-Based Programs

"Moving into the Future: National Standards for Physical Education" through the National Association for Sports and Physical Education.

### Professional Development

Professional development for teachers will include techniques to improve the delivery on instruction; how to maximize opportunities for learning; and properly assess students achievement.

### Evaluation

Pre and post fitness tests will be used to monitor the percentage of students receiving gold and silver awards as measured by the fitness gains based upon the results of the 2007-2008 FITNESSGRAM.

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

#### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **Electives & Special Areas Statement**

All Students will be given the opportunity to pursue areas of interest and special talents.

### ***Needs Assessment***

Attendance rosters for the 2006-2007 school year indicate that 20 percent of students participated regularly in the steel drums, chorus, chess and/or art club fine arts programs at Dr. William A. Chapman Elementary School. State mandated academic guidelines for tier one, tier two and tier three students who participate in after school tutorial programs have severely impacted student participation in the fine arts programs. Many of the students ride buses, live in the homeless shelter and migrant camps. These students have difficulties participating in electives or special area activities.

### Measurable Objective

Given an increased emphasis on participation in the appreciation of the fine arts, 15 percent of the students in grades three through five will participate in the fine arts before/after school program during the 2007-2008 school year as documented by attendance rosters.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Maintain the steel drum band through weekly practices and quarterly performances for students in grades three through five.	Administration/Music Teachers	8/20/07	6/05/08	Academic Enrichment Opportunities	0
Create Tier 1, Tier 2 and Tier 3 groups of students to participate in activities of interest.	Administration/Special Area Teachers/Leadership Teams	8/20/07	6/05/08	Academic Enrichment Opportunities	0
Identify and provide additional opportunities for students in grades three through five to participate in arts experiences.	Administration/Special Area Teachers	8/20/07	6/05/08	Academic Enrichment Opportunities	0
Monitor all arts programs to ensure that students are exposed to a variety of artistic genres.	Administration/Music Teachers	8/20/07	6/05/08	Academic Enrichment Opportunities	200
Build a variety of after school activities such as Chess Club, Chorus, Art Club and Steel Drums based on available resources and interests of the student population.	Administration/Special Area Teachers	8/20/07	6/05/08	Academic Enrichment Opportunities	200

### Research-Based Programs

Not applicable

### Professional Development

Professional development training will focus on in-services that will assist the instructional personnel to implement a before/after school fine arts program.

### Evaluation

Summative evaluation will be based on 20 percent or more of the students in second through fifth grade participating in the 2007-2008 fine arts program as documented by attendance rosters.

## 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 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"/>

### **Return On Investment Statement**

Dr. William A. Chapman Elementary School will rank at or above the 90 percentile statewide in the ROI index of value and cost effectiveness of its programs.

### **Needs Assessment**

The most recent data supplied from the FLDOE indicates that in 2004, Dr. William A. Chapman Elementary School ranked at the 11th percentile on the State of Florida ROI index.

### Measurable Objective

Dr. William A. Chapman Elementary School will improve its ranking on the State of Florida ROI index publication from the 11th percentile in 2004 to the 15th percentile on the 2007 publication of the next statement.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Consider shared use of facilities, partnering with community agencies.	Principal	8/20/07	6/05/08	Exchange Meaningful Information	0
Become more informed about the use of financial resources in relation to school programs.	Principal	8/20/07	6/05/08	Exchange Meaningful Information	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal	8/20/07	6/05/08	Exchange Meaningful Information	0
Collaborate with the district on resource allocation.	Principal	8/20/07	6/05/08	Exchange Meaningful Information	0

### Research-Based Programs

Not applicable

### Professional Development

Not applicable

### Evaluation

On the next State of Florida ROI index publication, Dr. William A. Chapman Elementary School will show progress toward reaching the 15th 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 Educational School Advisory Council (EESAC) made recommendations for the following expenditures: allocate funds to enhance the Media Center programs; funds to provide additional reading resources for students in grades pre-kindergarten through fifth grade; funds to provide incentives for student achievement.

**Training:**

The EESAC recommended additional training for all teachers to continue the K-12 Comprehensive Research Based Reading Plan (CRBRP), integration of mathematics and science instruction and the infusion of higher order thinking skills across the curriculum.

**Instructional Materials:**

The EESAC recommended the purchase of additional books for independent reading at all grade levels and matching funds to support the media center. The EESAC further recommended funds to support the before school, in-house and Saturday Academy tutorial programs.

**Technology:**

The EESAC recommended purchasing software and equipment to fully implement the Accelerated Reader and Accelerated Mathematics programs as well as other software to support instruction and enhance learner performances.

**Staffing:**

The EESAC recommended the hiring of additional teachers, paraprofessionals, FCAT tutors, and clerical staff to promote a better learning environment.

**Student Support Services:**

The EESAC recommended the continuation of services from the Family Counseling Services of Greater Miami; continuation of the in-house N.E.S.T (Needing Extra Support Time) program, parent conferences and the Child Study Team that supports student achievement.

**Other Matters of Resource Allocation:**

The EESAC recommended providing incentives for increasing student achievement on the FCAT Reading, Mathematics, Science and Florida Writes! tests.

**Benchmarking:**



# School Improvement Plan 2007-2008



The EESAC recommended more frequent assessments of students' progress in reading, writing and mathematics to determine the gains made in each of these areas to provide intervention strategies to those students in need of academic support.

## **School Safety & Discipline:**

The EESAC recommended the implementation of programs such as Youth Crime Watch, Safety Patrols, Do The Right Thing, Future Educators of America (FEA), a school-wide behavior plan, and 5000 Role Models.



---

***Budget Summary***

---

<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Reading	44500
Mathematics	7700
Writing	35700
Science	12500
Parental Involvement	15500
Discipline & Safety	1500
Technology	217300
Health & Physical Fitness	1300
Electives & Special Areas	400
Return On Investment	0
<b>Total</b>	<b>336400</b>



# 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*