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# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

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*School Name:* 0041 - Air Base Elementary School

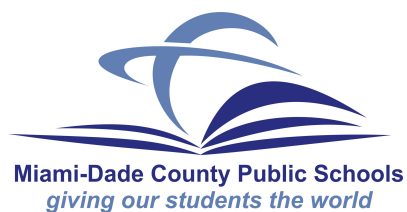
*FeederPattern:* Homestead Senior

*Region:* Regional Center VI

*District:* 13 - Miami-Dade

*Principal:* RAUL CALZADILLA, JR.

*Superintendent:* Rudolph F. Crew, Ed.D.



# SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

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## *Air Base Elementary School*

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Air Base Elementary, The Center for International Education, created in 1995, has been designed to provide heightened global perspectives by combining interdisciplinary course work with intensive language and cultural studies within an advanced academic curriculum. The International Education Program provides students with the skills needed to achieve their career goals, as well as, opportunities to develop new career fields for the global society of the 21st Century.

Air Base Elementary has been awarded the National Magnet School of America Award for seven years and has maintained the State Accountability Grade of "A" for the past four years. The goal of the magnet program at Air Base Elementary is threefold. To begin, students are provided with a strong academic foundation and an international perspective that promotes better understanding and appreciation of other countries. The magnet curriculum prepares students for living in the global society of the 21st century where cultures cooperatively interact with one another. This enables students to live more effectively in an increasingly interdependent world by providing an academic setting that fosters their development as literate, multi-cultural, and multi-lingual individuals.

Air Base Elementary School, in conjunction with the Educational Excellence School Advisory Council (EESAC), has identified the following objectives as school wide priorities for the 2005-2006 school year.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 87 percent of the students achieving the state required mastery level as documented by scores on the 2006 administration of the FCAT.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 87 percent of the students achieving the state required mastery level as documented by scores on the 2006 administration of the FCAT.

Given instruction using the Sunshine State Standards, students in grade four will maintain or improve their writing skills, as evidenced by 95 percent of the students achieving the state required mastery level as documented by scores on the 2006 administration of the FCAT.

Given instruction using the Sunshine State Standards, students in grade five will show an increase of five points in the mean scale score on the 2006 administration of the Science FCAT/SSS.

Given increased attention to parental involvement, there will be a one percent increase in parental participation/attendance at school sponsored activities, as evidenced by parent participation logs and attendance rosters for the 2005-2006 school year, as compared to those of the 2004-2005 school year.

Given increased attention to the students' daily attendance, the rate will increase by five tenths (.5) percent in the 2005-2006 school year.

Given increased general access to technology, training, additional hardware, and support, ratings will advance to a stage 2 intermediate level, as measured by the 2006 STaR survey administered during the 2005-2006 school year.

Given instruction in physical education classes, a minimum of 308 students will earn an award at the silver level of achievement or higher indicating an annual increase of 3 percent award recipients as measured by the FITNESSGRAM, based on the 2004-2005 award winners.

Given instruction through the fine arts program, using the Sunshine State Standards, the students will be afforded opportunities to attend the expanded curricular and extra curricular offerings during the 2005-2006 school year, as evidenced by 10 percent participation.

Air Base Elementary will improve its ranking on the State of Florida Return on Investment (ROI) index publication from the 68th percentile, in 2003, to the 90th percentile on the next publication of the index.

Air Base Elementary has identified two challenges hindering the goal to advance learning opportunities. Analysis of the Self Assessment Survey reflected the lowest categories to be Strategic Planning and Process Management. Both of these categories scored a 4.2. This demonstrates a need for additional involvement of its employees in the development of curricular resources and technology to meet state standards and achieve maximum academic growth toward mastery of student achievement goals.

A total effort will focus on developing, coordinating, and implementing activities and programs using enhanced teaching strategies which nurture increased parental involvement. An emphasis will be placed on the improvement of reading, mathematics, writing, science processing skills, and cooperative learning to improve student achievement. The faculty will utilize the Competency-Based Curriculum, while employing an international perspective of study, through intensive language immersion and cultural integration. All staff members will participate in the implementation of this plan. Strategies are designed to encourage higher order thinking skills for all students including Limited English Proficiency (LEP) and Students with Disabilities (SWD).

## 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.

## **Air Base Elementary School**

### VISION

We provide a strong educational foundation and an advanced academic curriculum that inspires lifelong learning and educates the total child through an international perspective and foreign language immersion.

### MISSION

Within a nurturing environment, we increase students' performance through an intensive instructional program. This comprehensive design focuses on five main objectives: analytical reading, structured writing, cross-curricular mathematics application, science exploration, and the use of technology.

## 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 aspire 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 our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

## *School Demographics*

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As a dedicated International Magnet School, Air Base Elementary, The Center for International Education, offers a rigorous academic program as well as a comprehensive course of international studies. The magnet program combines interdisciplinary course work, intensive second language immersion, and in-depth cultural studies; linked to the development of professional skills valued in a future global job market. Innovative practices include emphasis on depth, comprehension, and application of knowledge to critical thinking and analytical problem solving through extensive use of technology. The foreign languages offered at Air Base Elementary are French, Spanish as a second language and Advanced Spanish for Spanish speakers. The school's population for 2005-2006 is projected to reach 714 students of diverse ethnic and socioeconomic backgrounds.

Air Base Elementary has a grade configuration of pre-kindergarten through fifth grade. The school employs a total of 64 full-time teachers (one lead teacher, one counselor, four pre-kindergarten, five kindergarten, five first grade, five second grade, five third grade, four fourth grade, four fifth grade, three gifted, two Students with Disabilities, one technology facilitator, one music, one art, two physical education, one media specialist, two French, and five Spanish), two administrators (one principal and one assistant principal), three paraprofessionals and four support and clerical personnel. The ethnic breakdown of instructional staff is as follows: 33 percent White, six percent Black and 61 percent Hispanic. Seventeen percent of the teachers are male, while 83 percent are female. Thirty percent of the teachers hold master's degrees while four percent have obtained specialist degrees. Areas of certification include Early Childhood, Elementary Education, French, Spanish, ESOL, Reading, Students with Disabilities, Mathematics, Leadership, and Guidance. The faculty has an average of six years teaching experience in Florida. Thirteen percent of the teachers on staff are new to the school. Two teachers have obtained National Board Certification and four teachers have completed the process and are awaiting the results.

As a school without boundaries, the student body is comprised of children from all areas of the district. The student's racial/ethnic ratio is 16 percent White, 24 percent Black, 52 percent Hispanic, and seven percent Asian/Multiracial. The school has a Students with Disabilities population of 17 percent, a gifted population of 11 percent, and an English Speakers of Other Languages (ESOL) population of two percent. Based on the percentage of students receiving free and reduced lunch, 58 percent of the population is from economically disadvantaged homes. Approximately 96 percent of the students are in attendance daily. The promotion rate is 99 percent. Students who are in need of extra assistance in mastering academic skills are provided with remediation during the school day to ensure annual learning gains are achieved.

Students with Disabilities receive instruction through a full-day inclusion/co-teaching model. Pre-kindergarten Students with Disabilities participate in a reverse mainstreaming instructional program. Gifted students are enrolled in a part-time language arts/content instructional model provided at the school site. ESOL strategies are provided to Limited English Proficient students by all teachers. Additionally, enrichment opportunities are provided to students in kindergarten through fifth grade with weekly technology and science lab experiences. An Academic Excellence Program (AEP) is offered to qualifying fourth grade students who are eligible for the Advanced Academics Program. Students in kindergarten and grade one have extended school days in order to accommodate the foreign language and fine arts curriculum.

Air Base Elementary School enjoys a collaborative relationship with five colleges and universities: Barry, Florida International University, Florida Memorial, Nova, and Miami-Dade College. Field experience and internship opportunities are offered to potential teachers. The majority of students leaving Air Base Elementary School after fifth grade will attend Ammons Middle School. The staff from Air Base Elementary School works closely with Ammons Middle School on articulation.

# *School Foundation*

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## ***Leadership:***

Results according to the Self Assessment survey completed by the school site faculty and staff indicate that Leadership ranked at the highest category (4.6 out of 5). The findings reveal the following: The faculty recognized that their administration demonstrates dynamic leadership in support of the mission and vision of Air Base Elementary. The working environment is conducive to positive academic success and all stakeholders are kept informed.

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

The Strategic Planning category received the lowest score 4.2. This indicates a need to involve all of its employees in the development of goal setting. Input from all stakeholders is considered an essential part of program improvement. At Air Base Elementary there is ongoing communication between the school leadership team and the stakeholders. This collaboration is essential in selecting educational programs that are tailored to students' needs. Educational programs include interactive staff, parent, and student activities. A unique, specialized magnet curriculum is implemented by a well-prepared, knowledgeable foreign language faculty. Innovation is encouraged and new ideas are given every opportunity to succeed.

## ***Stakeholder Engagement:***

The data revealed this category to be the second highest. It received a 4.5 average score. This indicates that ongoing communication and collaborative decision making between all stakeholders is evident. A humanistic approach to leadership includes representation from all stakeholder groups in its primary decision-making organization, the EESAC. Leaders in the school provide professional and personal growth opportunities that empower stakeholders to make informed decisions. A consistency in partnership efforts between parents, community members, and the school enhance a strong link for continued student achievement.

## ***Faculty & Staff:***

The results of this category with an average score of 4.5 indicate that there is general satisfaction of how information and data is disseminated. Air Base Elementary is committed to establishing additional time for collaboration among teachers. All grade levels have common planning time, achieved through block scheduling. Each grade level chairperson convenes a weekly meeting to discuss activities for the month and to share best practices. Grade level chairpersons also meet bi-monthly with the administration to discuss activities/concerns. Additionally, vertical teaming opportunities are offered during staff development days to ensure articulation across subject areas and grade levels. Committees have also been established to promote the multidisciplinary facets of the school's goals and to focus on district and school initiatives.

All faculty and staff are given the option to participate in professional growth activities aimed at improving student academic performance. Therefore, teachers create individualized Professional Development Plans to guarantee

quality instruction. Furthermore, a school-based beginning teacher program offers new teachers opportunities for growth and professional development by assigning mentor teachers. Collaboration among the teachers allows for continued support, improved performance, and ongoing self-assessment.

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

The results of this category is an average score of 4.4. This indicates that staff are adept at measuring, reviewing, and analyzing the quality of their work. Data is utilized to monitor progress on a daily basis. Our expectations highly value quality work while addressing each student's unique needs and learning style. Data is utilized to monitor progress. Students are afforded tutoring opportunities resulting from the data obtained through SPI (Student Performance Indicators), reflecting the FCAT results from the 2004-2005 administration. The teachers have access to the State Progress Monitoring Network(PMRN) system to analyze data. Site authored pre- and post tests are given and students' skills are remediated, reinforced, and/or enriched accordingly. Dibels (Dynamic Indicators for Basic Early Literacy Skills) and STAR testing is administered quarterly to determine strengths and weaknesses. The data generated continues to guide our instruction, projected in-services, and staff development.

### ***Education Design:***

Results of this category concurrent with the lowest score of 4.2 indicate that additional curricular resources are required to meet state standards, achieve maximum academic growth, and reach student achievement goals. The Plan, Do, Study, Act (PDSA)continuous improvement model is implemented to facilitate a framework for efficient work.

### ***Performance Results:***

Results of this category, with an average score of 4.3, indicate a general satisfaction with the school efforts to improve performance. The school has maintained its "A" state accountability grade for 4 consecutive years. It reflects the administration's emphasis on complying with laws and regulations. The student attendance rate is 96 percent and staff attendance rate is 95 percent. Air Base Elementary is committed to high standards and ethics.



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

### **GOAL 1 STATEMENT:**

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

### ***Needs Assessment***

An in depth analysis of each FCAT strand revealed the following:

Eighteen percent of students in grade three were reading below grade level, while 82 percent scored at or above grade level. Sixty-seven percent of these students have mastered the words/phrases. Seventy-three percent have mastered the main idea/author's purpose components of the FCAT. Seventy-five percent of these students have mastered the comparison components of the FCAT. Eighty percent of these students have mastered the reference/research components of the FCAT.

Fourteen percent of students in grade four were reading below grade level, while 86 percent scored at or above grade level. Seventy-one percent of these students have mastered the words/phrases. Fifty percent of these students have mastered the reference/research components of the FCAT. Sixty-eight percent of these students have mastered the comparison component of the FCAT. Seventy-eight percent of these students have mastered the main idea/author's purpose component of the FCAT.

Twenty-five percent of students in grade five were reading below grade level, while 75 percent scored at or above grade level. Seventy-five percent of these students have mastered the words/phrases. Seventy-seven percent of these students have mastered the comparisons components of the FCAT. Seventy-five percent of these students have mastered the main idea/author's purpose component of the FCAT. Seventy-five percent of these students have

mastered the reference/research component of the FCAT.

NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 87 percent of the students achieving the state required mastery level as documented by scores on the 2006 administration of the FCAT.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement a tutorial program to address the reading deficiencies of the lowest performing 25 percent of students on the 2005 FCAT Reading Test.	Administration, Lead Teacher, Teachers	08/08/2005	05/24/2006
Utilize the reading scope and sequence to guide reading instruction.	Teacher	08/08/2005	05/24/2006
Utilize technology resources such as Riverdeep, FCAT Explorer, and Assess 2 Learn to further develop reading skills in grades three through five.	Teacher, Computer Lab Facilitator	08/08/2005	05/24/2006
Enforce, as delineated by the Magnet Program, the parent/student criteria contract, which requires parents to work with their children daily.	Lead Teacher, Reading /Language Arts Teacher	08/08/2005	05/24/2006
Monitor the implementation of the four-step PDSA Model.	Administration	8/8/2005	5/24/2006
Utilize the Accelerated Reader program to promote and monitor independent reading in kindergarten through fifth grade.	Media Specialist Reading/Language Arts Teacher	08/08/2005	08/24/2006
Utilize the (Progress Monitoring & Reporting Network) PMRN to identify students' strengths and weakness to provide remediation and reinforcement for basic skill development in grades kindergarten through fifth grade.	Administration, Teacher	08/08/2005	05/24/2006

### Research-Based Programs

Houghton Mifflin Core Reading Program

Riverdeep Destination

Voyager

Early Success

Soar to Success

## **Professional Development**

Professional development for teachers will include training on the Houghton Mifflin Reading Program and new reading assessment instruments, i.e. Diagnostic Indicators of Basic Early Literacy Skills (DIBELS), Early Success, Soar to Success; Creating Independence Through Student Owned Strategies (CRISS) training for selected teachers, training in the use of the Student Performance Indicators (SPI) data base and the automated Academic Improvement Plan.

## **Evaluation**

Daily, weekly, monthly, and interim assessments to monitor student progress and redirect learning activities will occur on an ongoing basis. Monthly and interim assessments will be administered by the reading teachers and the Reading Coach. Data will be compiled and shared by grade level teachers. The 2006 FCAT Reading test will serve as a summative evaluation. Additional assessment instruments that will be used are: DIBELS, Diagnostic Assessment of Reading (DAR), Early Success and Soar to Success. The tutoring program will be evaluated by pre and post tests.

## 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 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 2 STATEMENT:***

Students will continue to improve mathematics skills until all are proficient.

### ***Needs Assessment***

Ten percent of students in grade three scored below the federally required 44 percent in mathematics, while 90 percent scored at or above grade level. Seventy-one percent of these students mastered the geometry and data analysis components of the FCAT. Seventy-five percent of these students mastered the measurement component of the FCAT. Sixty-seven percent of these students mastered the number sense and algebraic thinking components of the FCAT.

Twenty-five percent of students in grade four scored below the federally required 44 percent in mathematics, while 75 percent scored at or above grade level. Seventy-five percent of these students mastered the measurement component of the FCAT. Seventy-one percent of these students mastered the geometry and algebraic thinking components of the FCAT. Fifty-seven percent of these students mastered the data analysis component of the FCAT. Sixty-four percent of these students mastered the number sense component of the FCAT.

Twenty-nine percent of students in grade five scored below the federally required 44 percent in mathematics while 71 percent scored at or above grade level. Forty-six percent of these students mastered the number sense components of the FCAT. Sixty-two percent of these students mastered the geometry component of the FCAT. Fifty-five percent of these students mastered the measurement component of the FCAT. Fifty-eight percent of these students mastered the data analysis component of the FCAT. Sixty-four percent of these students mastered the algebraic thinking

component of the FCAT.

NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 87 percent of the students achieving the state required mastery level as documented by scores on the 2006 administration of the FCAT.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Monitor the implementation of the Four-Step PDSA Model.	Administration, Teacher	08/08/2005	05/24/2006
Provide students across all grade levels with a variety of mathematical techniques that emphasize the preparation, development, and implementation of critical thinking skills as applied to real life situations.	Teacher	08/08/2005	05/24/2006
Continue to implement the technology lab utilizing a technology resource facilitator in conjunction with the classroom teacher to infuse a variety of instructional techniques through the use of multimedia.	Teacher, Computer Lab Facilitator	08/08/2005	05/24/2006
Provide ongoing staff development in the use of critical thinking skills, manipulatives and mathematical software to improve delivery of instruction and mathematical reasoning.	Administration, Lead Teacher, Teacher	08/08/2005	05/24/2006
Provide a tutorial program to address the mathematical deficiencies of the lowest performing 25 percent of students on the 2005 FCAT Mathematics Test.	Administration, Lead Teacher, Teacher	08/08/2005	05/24/2006

## Research-Based Programs

Scott Foresman Mathematics Series

Riverdeep Destination Mathematics

## Professional Development

Teachers at Air Base Elementary will be provided the opportunity to attend in-house mathematics best practices and participate in any District professional development offered.

## **Evaluation**

Air Base Elementary School will administer the district approved assessments to diagnose and monitor student progress in mathematics. The tutoring program will be evaluated by pre and post tests. In addition students will be evaluated through the 2006 FCAT Mathematics test.



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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 3 STATEMENT:**

Students will continue to improve writing skills until all are proficient.

### **Needs Assessment**

An analysis of the 2005 FCAT Writing results in grade four indicates that 95 percent of students met high standards. Results showed that Air base Elementary fourth grade students performed better when responding to a narrative prompt as compared to an expository prompt.

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

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grade four will maintain or improve their writing skills, as evidenced by 95 percent of the students achieving the state required mastery level as documented by scores on the 2006 administration of the FCAT.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide weekly small group tutorial sessions to remedy deficiencies in writing.	Teacher	08/08/2005	05/24/2006
Reinforce writing by modeling and student-teacher conferences to support effective writing practices.	Teacher	08/08/2005	05/24/2006
Conduct formative quarterly assessments across all grade levels to monitor students' progress.	Administration, Lead Teacher, Teacher	08/08/2005	05/24/2006
Determine student gains in writing in both narrative and expository by measuring growth on the Miami Dade County Public Schools writing pre and post Tests.	Administration, Lead Teacher, Teacher	08/08/2005	05/24/2006
Utilize graphic organizers to plan writing responses on a weekly basis in all fourth grade reading and language arts classes.	Teacher	08/08/2005	05/24/2006

## Research-Based Programs

Houghton Mifflin Core Reading Program  
Comprehensive Research-Based Reading Plan (CRRP)

## Professional Development

Air Base Elementary teachers will be provided the opportunity to participate in the following professional development sessions: District Holistic Writing Scoring, FCAT Writing+ and the Zelda Glazer Writing Institute.

## Evaluation

This objective will be evaluated by the scores on the District developed expository and narrative writing pre and post tests administered in fall 2005 and spring 2006. In addition, fourth grade students will be evaluated by the results of the 2006 FCAT Writing+ test.

## 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 type="checkbox"/>

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 4 STATEMENT:**

Students will continue to improve science processing skills until all are proficient.

### ***Needs Assessment***

Results of the 2005 administration for the Science FCAT/SSS show a decline of 13 points in the mean scale score as compared to the 2004 administration of the Science FCAT/SSS. Sixty-two percent of these students mastered the physical/chemical components of the FCAT. Fifty-four percent of these students mastered the earth/space components of the FCAT. Sixty-two percent of these students mastered the life/environmental components of the FCAT. Fifty-eight percent of these students mastered the scientific thinking component of the FCAT.

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will show an increase of five points in the mean scale score on the 2006 administration of the Science FCAT/SSS.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide opportunities for students at all grade levels to explore career choices and develop critical thinking skills in the field of science through participation in the Air Base Science Fair and Invention Convention.	Lead Teacher, Teacher	08/08/2005	05/24/2006
Monitor the implementation of the Four-Step PDSA Model in grades one to five.	Administration, Lead Teacher, Teacher	08/08/2005	05/24/2006
Monitor students' progress through the administration of site-authored pre-and post test given to kindergarten through fifth grade students.	Teacher	08/08/2005	05/24/2006
Provide weekly hands-on experiments and activities through the school's science lab to students in grades kindergarten through fifth grade.	Science Lab Teacher	08/08/2005	05/24/2006
Utilize Full Option Science System (FOSS) kits to provide hands-on experiences to further develop science skills in grades kindergarten through fifth grade.	Teacher	08/08/2005	05/24/2006

### Research-Based Programs

McGraw Hill Science Series  
FOSS

### Professional Development

Teachers at Air Base Elementary will be provided the opportunity to attend in-house FOSS training, share best practices and participate in any District professional development offered.

## **Evaluation**

This objective will be evaluated by school developed tests administered in the fall and spring. Results will provide assessment data which will be used to monitor progress towards the objective. In addition, fifth grade students will be evaluated through the 2006 FCAT Science test.

## GOAL 5: PARENTAL INVOLVEMENT

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

#### *Florida Education Priorities*

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 5 STATEMENT:***

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

### ***Needs Assessment***

A review of parent participation logs for the 2004-2005 school year indicates that there was a five percent increase in parent participation in the volunteer program.

A review of the attendance rosters for the 2004-2005 school year indicates that there was a 10 percent decline in the number of parents attending parent workshops.

## Measurable Objective

Given increased attention to parental involvement, there will be a one percent increase in parental participation/attendance at school sponsored activities, as evidenced by parent participation logs and attendance rosters for the 2005-2006 school year, as compared to those of the 2004-2005 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide a school-based Parent Resource Center available to parents/volunteers during the school day.	Administration, Lead Teacher, Counselor	08/08/2005	05/24/2006
Provide workshops for parents of ESOL, SWD, and Gifted students to review program guidelines.	Administration, Lead Teacher, Counselor	08/08/2005	05/24/2006
Advertise and disseminate school events via the school marquee, the school web-site, flyers, MDCPS Parent Academy, and the Neighbors section in the Miami Herald.	Administration, Lead Teacher, Counselor	08/08/2005	05/24/2006
Promote and monitor the volunteer program.	Administration, Lead Teacher, Counselor	08/08/2005	05/24/2006
Promote evening activities at the school site, such as: Family Reading Night, Science Night, An Evening in Paris, and Evening Among the Stars to promote school-home-community relationships.	Administration, Lead Teacher, Counselor, Teacher	08/08/2005	05/24/2005
Provide notices to parents of PTA meetings and all school activities/events on a regular basis and in appropriate languages.	Administration, Lead Teacher, Counselor, Teacher	08/08/2005	05/24/2006

## Research-Based Programs

National Standards for Parental Involvement

Just Read Family

Families Building Better Readers

## Professional Development

Air Base Elementary will provide the following parent seminars and workshops: Personal Protection (Amber Watch), Bullying, FCAT Writing+, FCAT Best Practices, the Scientific Method and Child Development.

## **Evaluation**

This objective will be evaluated by parental involvement as recorded in parent participation logs for the 2005-2006 school year.



## 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"/>

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

### ***GOAL 6 STATEMENT:***

The school will provide a safe and disciplined environment for all students.

The school will continue to promote incentives for student attendance in order to reach an attendance rate of 100 percent.

### ***Needs Assessment***

A review of the attendance analysis for the 2004-2005 school year indicates that there was a 96 percent rate of students' daily attendance. Monthly safety committee meetings will be convened to discuss safety and discipline issues.

## Measurable Objective

Given increased attention to the students' daily attendance, the rate will increase by five tenths (.5) percent in the 2005-2006 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Identify and monitor safety and discipline concerns through the monthly EESAC meetings.	Administration, Counselor	08/08/2005	05/24/2006
Develop and implement a school site attendance plan with incentives.	Administration, Lead Teacher, Counselor, Teacher	08/08/2005	05/24/2006
Monitor quarterly attendance trends.	Administration, Lead Teacher, Counselor	08/08/2005	05/24/2006
Announce classes with one hundred (100) percent attendance on a daily basis.	Administration, Media Specialist, Lead Teacher	08/08/2005	05/24/2006
Award Air Base Bucks to the classes with one hundred (100) percent daily attendance.	Administration	08/08/2005	05/24/2006
Identify and monitor students with five or more absences.	Administration, Lead Teacher, Counselor	08/08/2005	05/24/2006
Track identified students with a history of absentee problems and provide additional services and interventions.	Administration, Lead Teacher, Counselor, Teacher	08/08/2005	05/24/2006

### Research-Based Programs

N/A

### Professional Development

Administrators and counselor will participate in the Truancy Intervention Plan Training provided by the District.

### Evaluation

This objective will be evaluated by the monitoring of the monthly attendance report (10-999) and reviewing the results of the 2005-2006 School Attendance Percentage Report.

## 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.)

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

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

### ***GOAL 7 STATEMENT:***

The school will integrate technology in all curricular areas.

### ***Needs Assessment***

A need for additional hardware, technological support, and general access to technology was indicated at the stage 1 entry level, as measured by the 2004 STaR survey administered during the 2004-2005 school year.

## Measurable Objective

Given increased general access to technology, training, additional hardware, and support, ratings will advance to a stage 2 intermediate level, as measured by the 2006 STaR survey administered during the 2005-2006 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase the use of technology by acquiring 50 additional computers and 40 printers to support technology integration in the classroom.	Administration	08/08/2005	05/24/2006
Administer a technology use survey to the staff to identify professional development needs.	Administration	08/08/2005	05/24/2006
Provide ongoing staff development in the use of interactive technology, telecommunications, and multimedia resources.	Administration, Technology Coordinator	08/08/2005	05/24/2006
Use technology to implement: AR (Accelerated Reader), STAR, Riverdeep, and FCAT Explorer to students in grades kindergarten through fifth grade.	Teacher, Computer Lab Facilitator	08/08/2005	05/24/2006
Provide one hour weekly of computer lab usage to provide opportunities for students in kindergarten through fifth grade to apply interactive technology and create multimedia projects.	Computer Lab Facilitator, Teacher	08/08/2005	05/24/2006

### Research-Based Programs

Riverdeep Destination

### Professional Development

Air Base Elementary will provide professional development opportunities, peer mentoring, and in-services, to support effective instruction and application of technology throughout the curriculum.

### Evaluation

This objective will be evaluated by the results of the Air Base Elementary School 2006 STaR survey.

## GOAL 8: HEALTH & PHYSICAL FITNESS

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

*Florida Education Priorities*

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

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

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

### **GOAL 8 STATEMENT:**

Air Base Elementary provides students with the opportunity to attain their optimal level of fitness for daily living and overall wellness.

### **Needs Assessment**

Analysis of the 2004-2005 FITNESSGRAM assessment data indicated that 299 students earned a silver award or higher.

## Measurable Objective

Given instruction in physical education classes, a minimum of 308 students will earn an award at the silver level of achievement or higher indicating an annual increase of 3 percent award recipients as measured by the FITNESSGRAM, based on the 2004-2005 award winners.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilizing the FITNESSGRAM, a pre-test will be administered to determine a baseline needs assessment.	Physical Education Teacher	08/08/2005	05/24/2006
Provide instruction that emphasizes making healthy choices regarding food selection, proper sleep habits, and weight reduction and/or maintenance.	Physical Education Teacher	08/08/2005	05/24/2006
Emphasize progressive fitness/endurance activities that will improve cardiovascular, flexibility, and muscular strength.	Physical Education Teacher	08/08/2005	05/24/2006
Increase student track distances progressively to build confidence and proficiency.	Physical Education Teacher	08/08/2005	05/24/2006
Insure that the daily calisthenics opening activity addresses cardiovascular, flexibility, and muscular strength, and endurance.	Administration, Physical Education Teacher	08/08/2005	05/24/2006

### Research-Based Programs

N/A

### Professional Development

Physical Education teachers will participate in training offered by the Division of Life Skills.

### Evaluation

This objective will be evaluated by evidence that a minimum of 308 students will earn an award at the silver level of achievement or higher indicating an annual increase of 3 percent.

## GOAL 9: ELECTIVES & SPECIAL AREAS

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

#### *Florida Education Priorities*

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

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

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

### ***GOAL 9 STATEMENT:***

The students will be provided an opportunity to develop an increased appreciation for the fine arts through expanded curricular and extra-curricular offerings.

### ***Needs Assessment***

During the 2004-2005 school year 37 percent of the students at Air Base Elementary participated in expanded curricular and extra curricular activities. An informal survey administered during the 2004-2005 school year indicated that parents feel strongly that their children need to increase their participation in the fine arts program.

## Measurable Objective

Given instruction through the fine arts program, using the Sunshine State Standards, the students will be afforded opportunities to attend the expanded curricular and extra curricular offerings during the 2005-2006 school year, as evidenced by 10 percent participation.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement a strings program with the intermediate students.	Music Teacher	08/08/2005	05/24/2006
Provide opportunities for participation in chorus and instrumental clubs.	Music Teacher	08/08/2005	05/24/2006
Participate in community projects through the art program.	Art Teacher, Lead Teacher	08/08/2005	05/24/2006
Invite parents and community to talent showcases and exhibits.	Administration, Lead Teacher, Teacher	08/08/2005	05/24/2006
Provide activity clubs through the after school care program.	Administration, After School Care manager, selected staff	01/02/06	05/24/06

### Research-Based Programs

N/A

### Professional Development

N/A

### Evaluation

This objective will be evaluated by sign-in Logs showing expanded curricular and extra curricular offerings demonstrating five percent increased participation.



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

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

### ***GOAL 10 STATEMENT:***

Air Base Elementary will rank at or above the 90th percentile statewide in the Return on Investment(ROI) index of value and cost effectiveness of its programs.

### ***Needs Assessment***

The most recent data supplied from the FLDOE indicates that in 2003, Air Base Elementary School ranked at the 68th percentile on the State of Florida ROI index.

## Measurable Objective

Air Base Elementary will improve its ranking on the State of Florida Return on Investment (ROI) index publication from the 68th percentile, in 2003, to the 90th percentile on the next publication of the index.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become more informed about the use of financial resources in relation to school programs.	Administration	08/08/2005	05/24/2006
Collaborate with the District on resource allocation.	Administration	08/08/2005	05/24/2006
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administration, EESAC	08/08/2005	05/24/2006
Consider shared use of facilities by partnering with community agencies.	Administration, EESAC	08/08/2005	05/24/2006

### Research-Based Programs

N/A

### Professional Development

N/A

### Evaluation

Air Base Elementary will rank at the 90th percentile on the next State of Florida ROI index publication.

## *EESAC Compliance*

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

### ***Budget:***

The EESAC recommended that a programmatic needs assessment be utilized to assist with the development of the school budget. Pertinent aspects of the budget were reviewed at monthly meetings.

### ***Training:***

The EESAC recommended the identification of reading/language arts and mathematics training as critical in all grade levels.

### ***Instructional Materials:***

The EESAC recommended the utilization of instructional materials that support the objectives of the School Improvement Plan.

### ***Technology:***

The EESAC recommended infusing technology into the curriculum to support the School Improvement Plan strategies.

### ***Staffing:***

The EESAC recommended assigning individual stakeholder groups the responsibility of maintaining attendance checks on excused and unexcused absences.

### ***Student Support Services:***

The EESAC recommended incorporating strategies in the School Improvement Plan that provide the community with support services.

### ***Other Matters of Resource Allocation:***

The EESAC recommended that the Volunteer Coordinator continue efforts to support the School Improvement Plan by providing volunteer services.

***Benchmarking:***

The EESAC recommended reviewing the status of the School Improvement Plan progress and submitting the appropriate mid-year documentation.

***School Safety & Discipline:***

The EESAC recommended reviewing schoolwide disciplinary expectations at all levels. Schoolwide recognition programs reward academic achievement, positive behavior, and good attendance to ensure a secure and comfortable environment for our school community.

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:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*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.

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*Region Superintendent*