
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 0481 - James H. Bright Elementary School

FeederPattern: Hialeah Senior

Region: Regional Center I

District: 13 - Miami-Dade

Principal: Patricia Moreira-Garcia

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

James H. Bright Elementary School

James H. Bright/J.W. Johnson Elementary Schools believe we will embrace our students through their initial journey of formal education. With this plan which is analyzed and presented through the EESAC committee, our parents, community, and stakeholders will be empowered to assist the school in educating all students. It has been developed cooperatively and its mission is to meet or surpass all objective requirements of the NCLB during the 2005-06 school year. The schools' goals and expectations for student learning will be clearly defined. James H. Bright Elementary School is located on eight and 28 hundredth acres in Hialeah at 2530 West 10 Avenue. The original building was built in 1959 and consists of a three wing structural composite, containing five classrooms per wing. Constructed in 1961, a two-story open classroom (pod) building was added to this campus. It has 420 student stations. This forty-five year old school has been retro-fitted to provide internet access for educational use in all classrooms. The media center houses a state-of-the-art closed circuit television system and internet access via eighteen computer stations. A Full-Service Clinic is located on the school grounds. There is also a portable used for the Voluntary Pre-Kindergarten Program (VPK). J.W. Johnson Elementary School is located on six and seventeen hundredth acres in Hialeah at 735 West 23rd Street. This school is made up of one building with eight classrooms. It also contains an office and a cafeteria. The school offers the Academic Excellence Program (AEP), Extended Foreign Language (EFL), High Scope, Gifted Program, ESE Program and the after school Family Literacy Program through our Full Service Clinic. James H. Bright Elementary School serves 762 students and J.W. Johnson Elementary School 140 students from the surrounding neighborhood.

After analyzing and evaluating all available data, the staff at James H. Bright and J.W. Johnson Elementary Schools, along with our Educational Excellence School Advisory Council (EESAC) members have identified the following objectives as school-wide priorities for the 2005-2006 school year:

Given instruction using the Sunshine State Standards, students in grades 3-5 will increase their reading skills as evidenced by a three (3) percentage point increase in the number of students scoring at or above FCAT Achievement Level 3 to attain the NCLB requirement of 44% in the 2006 FCAT Reading administration.

Given instruction using the Sunshine State Standards, students in grades 3-5 will improve their mathematics skills as evidenced by a two (2) percentage point increase in the number of students attaining the NCLB requirement of 50% scoring at FCAT Achievement Level 3 or higher on the 2006 FCAT Mathematics test.

Given instruction using the Sunshine State Standards, the LEP students subgroup will increase their mathematics skills as evidenced by a two (2) percentage point increase in the number of students attaining the NCLB requirement of 50% scoring at FCAT Achievement Level 3 or higher on the 2006 FCAT Mathematics test.

Given instruction using the Sunshine State Standards, fourth grade students will improve their writing skills as evidenced by a one (1) percentage point increase of students attaining the NCLB requirement of

scoring at state mastery level in the 2005-06 FCAT Writes Plus.

Given instruction using the Sunshine State Standards, LEP students will improve their writing skills as evidenced by a one percent increase of students attaining the NCLB requirement of scoring at state mastery level in the 2005-06 FCAT Writes Plus.

Given instruction using the Sunshine State Standards, students will improve their science skills as evidenced by meeting or exceeding the district's mean scale score by a five (5) percentage point increase in the 2006 administration of the FCAT-Science.

Given parental workshops and activities, parental involvement needs to increase by three (3) percent and surpass the 2005 year end totals as determined by attendance logs.

Given an emphasis on a safe and orderly environment, James H. Bright/J.W. Johnson Elementary Schools will decrease the number of student outdoor suspensions by five (5) percent in the 2005-06 school year.

Given access and hands-on experience with computers, James H. Bright/ J. W. Johnson will increase the number of state-of-the art computers available for students and teachers by ten (10) percent as measured by the technology equipment survey at the end of the 2005-06.

Given instruction following the National Standards for Physical Education, students will achieve a three (3) percent increase of award recipients as measured by the FITNESSGRAM, based on the previous year's percent of award winners.

Given attention to the performing arts, James H. Bright/ J. W. Johnson will develop an after school drama program for students in grades 2-5 during the 2005-06 school year, thereby increasing student performances by fifty (50) percent.

James H. Bright/J.W. Johnson Elementary School will improve its ranking on the State of Florida ROI index publication from the twenty-eight (28) percentile in 2003 to the thirty-three (33) percentile on the next publication of the index.

After analyzing the Organizational Improvement Snapshot Survey, the results indicate that our staff members ranked item 7e the lowest. This stated, "I know how well my organization is doing financially." During the EESAC Meetings, budget issues are addressed. To inform those that are not in attendance, the administration will provide this information during faculty meetings. Item 2a had an average score of 4.0 stated, "As it plans for the future, my organization asks for my ideas." Even though the average response states " frequently " the school will address this item by providing multiple opportunities for teachers to communicate their ideas by participating in committees such as the EESAC and others where they can voice their concerns on school issues. Each grade level is scheduled to meet with the principal to discuss curriculum and other concerns. The school administration believes in teamwork and collaboration. It will address this issue during Leadership Team Meetings, grade level meetings, and staff surveys throughout the school year to make sure all stakeholders in the school have a voice concerning school operations.

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.

James H. Bright Elementary School

VISION

Embracing all children as we provide world-class education and inspire every child to reach beyond their dreams.

MISSION

We believe that quality education is the key to success in our diverse world, that together we will grow and learn to be the best that we can be, that every child will succeed at James H. Bright/J.W. Johnson Elementary Schools "Where Children Come First."

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.

School Demographics

James H. Bright and J.W. Johnson Elementary Schools employs a total of 87 full-time staff members and 17 part-time staff members. Twenty-two teachers hold a Masters Degree and two teachers hold Specialist degree. The average years of teaching is twelve. Of this group, there are three administrators, 55 classroom teachers, 5 exceptional student education teachers, two reading coaches, two guidance counselors, two parent outreach personnel, one computer specialist, one pool substitute, eight full-time and three part-time paraprofessionals, five clerical employees, one full-time and ten part-time cafeteria workers, three part-time cafeteria monitors, four part-time school security personnel, and seven full-time and one part-time custodians. The school offers the Academic Excellence Program (AEP), Extended Foreign Language (EFL), and the after school Family Literacy Program through our Full Service Clinic. Our school is composed of two buildings, one is the Primary Learning Center (J.W. Johnson Elementary) and the other is James H. Bright Elementary. James H. Bright Elementary School serves 762 students from the surrounding neighborhood with eighty-four being Exceptional Student (ESE) students, 48 percent English for Speakers of Other Languages (ESOL) s, and 95 percent Economically Disadvantaged students. The ethnic/racial make-up of the student population is 93 percent Hispanic, 5 percent African-American and 1 percent White. The mobility index of the school is 34. J.W. Johnson Elementary School presently serves 140 students from the surrounding neighborhood with 19 percent being Exceptional Student Education (ESE), 51 percent English for Speakers of Other Languages (ESOL) students and 92 percent Economically Disadvantaged students. The ethnic/racial make-up of the student population is 94 percent Hispanic and 6 percent African-American. The mobility index of the school is 46.

Due to the predominantly low socioeconomic status found within the area surrounding the school, the students require the necessary assistance to assure them the fundamental means, which allow them to become active participants in the community. The school counselor and therapist are instrumental in identifying the neediest families and providing both direct assistance and references to appropriate Social Service agencies. The school has an on-site Full Service Clinic, staffed with social workers who provide family and individual therapy. Additionally, students who are in need of extra help in mastering the skills taught in the classroom are served through the following tutorial programs: America Reads, Family Literacy Program, Miami-Dade Refugee Tutorial Program, and Extended Day. The school has also received the following awards and grants: Cervantes Outstanding Student Award, Dade Volunteers/Partners Award, Waterford Early Literacy Grant, Reading First Grant, and three Nationally Certified Teachers.

There are challenges in learning that face our school community. Among these are a high mobility rate and frequent absences from school. Many parents do not encourage or motivate their children to spend time outside of the classroom studying the skills already taught. Due to their limited education and lack of English, they are unable to provide support to their children. Home visits frequently indicate a lack of students' access to basic literacy materials and computers. It also indicates that a large percentage of our families are dependent on governmental assistance to provide for the needs of our students. Many of our primary students enter school deficient in readiness skills. Opportunities for improvement include the following: increasing parental involvement, providing incentives to increase attendance, and providing tutorial services.

Our school has strengths to be proud of. We have earned a grade "B" for three consecutive years by the Florida Department of Education. Our teachers collaborate by grade level to ensure effective learning skills. The Full Service Clinic offers parenting classes to help parents successfully fulfill their parenting responsibilities. Twenty-four of our teachers have advanced degrees and the years of experience as an average is twelve. Students have the opportunity to participate in Gifted, Extended Day, AEP, and EFL Programs. Our Dade Partner Telemundo (T.V. 51) is an integral Dade partner asset to our school funds and resources to enhance student learning. To help us inform parents, Telemundo donated our marquis last year. The YWCA provides low cost childcare in the After-Care Program and the school supports the Boys and Girls Scouts.

School Foundation

Leadership:

The results indicate that the majority of the staff strongly agree or agree that leadership is effective. The staff frequently agrees as an average (4.0) that the leadership role is ranked highly. James H. Bright and J.W. Johnson Elementary Schools enjoy a collaborative system of leadership that includes representatives from all stakeholder groups through our EESAC and Leadership Team. The EESAC is the primary decision making group. Leaders in the school provide technical support, and professional growth opportunities that stakeholders need in order to make informed decisions.

District Strategic Planning Alignment:

The results indicate that the majority of the staff strongly agree or agree that District Strategic Planning Alignment is effective. James H. Bright/J.W. Johnson Elementary Schools align our objectives with the district. Collaboration between the district and school empowers the staff by providing a stronger curriculum that is research-based. We are partners with equal goals and therefore encourage our staff to use all resources provided by the district that will enhance student achievement.

Stakeholder Engagement:

Results indicate that the majority of the staff strongly agree or agree that Stakeholder Engagement is effective. James H. Bright and J.W. Johnson Elementary Schools have always taken careful consideration of the community's needs when establishing new programs to facilitate its continuing changing population. Our website is updated regularly and flyers are distributed in two languages to keep our customers informed. Our Family Literacy Program provides parenting and educational classes for parents in our Full Service Clinic which help our customers successfully fulfill their parenting needs.

Faculty & Staff:

James H. Bright/J.W. Johnson Elementary Schools integrate collaborative grade level and long-range planning with our staff. This supports each member through interaction with their peers and creates strong staff morale. Beginning teachers are assigned mentors. Teachers are given the opportunity to attend professional development workshops. Some items from the survey demonstrate that our staff strongly agrees that collaboration and teamwork is apparent in our school.

Data/Information/Knowledge Management:

Results indicate that the majority of the staff strongly agree or agree that Data/Information/Knowledge Management is effective. James H. Bright/J.W. Johnson Elementary Schools identify students in need of assistance after reviewing the results of the Sunshine State Standards benchmarks that were not met during the previous administration of FCAT tests. We use the data to enroll students in tutorial programs according to their needs. Teachers are also encouraged to attend workshops in academic areas related to their subjects. Our staff is surveyed as well throughout the year to collaborate on many ideas. They are also given the opportunity to be instructional leaders for the tutorial programs. The Leadership Team meets regularly to discuss data/information that will impact the school curriculum's

objectives.

Education Design:

James H. Bright/J.W. Johnson Elementary Schools has identified the minimum state standards of its SSS benchmarks and continues to align our curriculum to be above the minimum standards. We will continue to offer professional development for all our staff members to empower them with the latest and research-based instructional strategies available. We strongly believe in collaboration throughout each grade level as they meet regularly and communicate progress towards meeting our school's objectives. Students who need assistance are targeted and given remediation on their academic weaknesses through tutoring programs and small group instruction. On going feedback from the staff and administration keeps the school's goals in focus in order to continue making necessary adjustments.

Performance Results:

This process has outlined the purpose for our curriculum and school operations where our students are given the best opportunity to succeed. The school has continued to improve yearly as we earned a Grade B again and were five points short of an A. It is also vital that our students' basic needs are met and that they are motivated through the academic and incentive programs we offer. Children who are exposed to a positive learning environment look forward to coming to their school.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

James H. Bright/J.W. Johnson Elementary Schools will engage and motivate our students to become proficient readers. Reading is a vital part of everyday life. We strive for our students to become successful and productive citizens. Our nation depends on the ability of our future leaders and citizens to use critical thinking skills to communicate effectively.

Needs Assessment

Scores indicate that 50% of students in grades 3-5 scored at achievement Level 1 or two in the 2005 FCAT Reading Test. Scores indicate that in grades 3-5, 49% of Hispanic students, and 49% of Economically Disadvantaged students scored below grade level in the FCAT Reading Test. Scores indicate that third grade students' mean score by content during the 2004-05 school year were: Words/Phrases 3 out of 6, Main Idea/Purpose 14 out of 26, Comparisons 5 out of 6, and Reference/Research 3 out of 5. Scores indicate that fourth grade students mean score by content were: Words/Phrases 4 out of 7, Main Idea/Purpose 14 out of 23, Comparisons 11 out of 19, Reference/Research 1 out of two. Scores indicate that fifth grade students' mean score by content were: Words/Phrases 5 out of 8, Main Idea/Purpose 12 out of 20, Comparisons 8 out of 13, Reference/Research 3 out of 4.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades 3-5 will increase their reading skills as evidenced by a three (3) percentage point increase in the number of students scoring at or above FCAT Achievement Level 3 to attain the NCLB requirement of 44% in the 2006 FCAT Reading administration.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide Parent Workshops.	Administration/Reading Coaches	10/11/05	05/05/06
Provide Professional Development.	Administration/Reading Coaches	08/08/05	05/05/06
Provide tutoring daily for Level 1 and Level 2 third, fourth, and fifth grade students by extended day teachers and evaluate by pre and post test.	Special Area Teachers/America Reads Tutors/Extended Day Teachers/Reading Teacher/Administration	10/11/05	5/05/06
Provide Model Reading Lessons.	Reading Coaches/Administration	10/05/05	05/05/06
Provide PMRN for progress monitoring.	Reading Coaches/Teachers/Administration	09/06/05	05/05/06
Utilize computer assisted programs.	Classroom Teachers/Administration	08/08/05	05/05/06
Implement two hour uninterrupted reading block.	Classroom Teachers/Administration	8/8/2005	05/05/06

Research-Based Programs

The research-based program that will be used is the state-adopted reading series, Houghton Mifflin. For reading interventions, Voyager and Soar to Success, and Continuous Improvement Model(CIM) will be utilized.

Professional Development

Professional development from James H. Bright and J.W. Johnson will include training on the five essential components of reading:

1. Reading/Role of Technology
2. Instructional Strategies to Improve Student Proficiency in Reading Comprehension
3. Phonological Awareness as it Relates to Reading Process
4. Project CRISS Level I

Evaluation

The evaluation component will include the FCAT as the final data of evaluation, but will also incorporate the district assessment(s) as a progress monitoring tool.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

James H. Bright/J.W. Johnson Elementary Schools' students will acquire and apply computation and problem solving skills to become effective practioners in today's society.

Needs Assessment

Scores indicate that sixty-two percent of the Limited English Proficient (LEP) students in Grades 3, 4, and 5 did not meet Adequate Yearly Progress (AYP). Scores indicate that fifty-six percent of students in Grades 3 through 5 scored at Achievement Level 1 or 2 on the 2005 FCAT-Mathematics. Scores indicate that in grades 3-5, 54% of Hispanic students and 54% of Economically Disadvantaged Students did not score Level 3 or above on the 2005 FCAT-Mathematics. Scores indicate that 3rd grade students' mean scores by content during the 2004-05 school year were: Number Sense-5 out of 12, Measurement-5 out of 8, Geometry-4 out of 7, Algebraic Thinking-3 out of 6, Data Analysis-4 out of 7. Scores indicate that 4th grade students' mean score by content were: Number Sense-6 out of 11, Measurement-5 out of 8, Geometry-4 out of 7, Algebraic Thinking-4 out of 7, and Data Analysis-4 out of 7. Scores indicate that fifth grade students mean score by content were: Number Sense-4 out of 13, Measurement-4 out of 11, Geometry-6 out of 13, Algebraic Thinking-5 out of 11, and Data Analysis-4 out of 12.

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades 3-5 will improve their mathematics skills as evidenced by a two (2) percentage point increase in the number of students attaining the NCLB requirement of 50% scoring at FCAT Achievement Level 3 or higher on the 2006 FCAT Mathematics test.

Given instruction using the Sunshine State Standards, the LEP students subgroup will increase their mathematics skills as evidenced by a two (2) percentage point increase in the number of students attaining the NCLB requirement of 50% scoring at FCAT Achievement Level 3 or higher on the 2006 FCAT Mathematics test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide Professional development in analysis of FCAT data for teachers.	Administration/SECME Teachers	9/6/05	05/05/06
Utilize computer programs such as Riverdeep and FCAT Explorer.	Classroom Teachers/Administration	08/08/05	05/05/06
Implement uninterrupted 60 minute block of mathematics from grades kindergarten through fifth.	Classroom Teachers/Administration	08/08/05	05/05/06
Implement Departmentalization and/or cross-grouping of subject areas.	Classroom teachers in grades 4 and 5/Administration	08/08/05	05/05/06
Provide Parents of LEP students with Workshops on strategies that develop mathematical skills.	Administration	09/06/05	05/05/06
Provide tutoring daily for Level 1 and Level 2 third, fourth, and fifth grade students by extended day teachers and evaluate by pre and post test.	Classroom/SpecialArea Teachers/Administration	08/08/05	05/05/06

Research-Based Programs

The research-based program used is the Scott Foresman State-Adopted Series and the Continuous Improvement Model (CIM).

Professional Development

Professional Development for James H. Bright and J.W. Johnson Elementary Schools will include inservices on the five strands of mathematics (number sense, measurement, geometry, algebraic thinking and data analysis).

Evaluation

The evaluation component will include a two (2)% point increase in the number of students scoring at Level 3 on the FCAT as the final data of evaluation, but will also incorporate the district assessment(s) as a progress monitoring tool.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

James H. Bright/J.W. Johnson Elementary Schools will provide a research-based instructional program using the Sunshine State Standards to have all our student subgroups score at or above state mastery level in writing. Our goal is to empower students to become effective communicators in today's society, thus, enabling them to share and express ideas fluently.

Needs Assessment

Scores indicate that twenty-eight percent of the LEP students need to improve their performance in writing in the 2006 FCAT Writes Plus. Scores indicate that eighty-five percent of fourth grade students increased their performance by 1% in the 2005 FACT Writes Plus.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, fourth grade students will improve their writing skills as evidenced by a one (1) percentage point increase of students attaining the NCLB requirement of scoring at state mastery level in the 2005-06 FCAT Writes Plus.

Given instruction using the Sunshine State Standards, LEP students will improve their writing skills as evidenced by a one percent increase of students attaining the NCLB requirement of scoring at state mastery level in the 2005-06 FCAT Writes Plus.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide Professional Development K-5.	Administration/Reading Coaches	08/08/05	05/05/06
Implement CRISS Strategies.	EESAC Chairperson/Administration	10/05/05	04/07/06
Implement Long Range Planning.	Classroom Teachers/Administration	08/08/05	04/07/06
Provide Parent Inservices.	Reading Coaches/Administration	12/1/05	2/28/06
Provide Extended Day after school tutoring program.	Classroom Teacher/Administration	10/05/05	04/07/06
Provide Bi-Weekly Writing Prompts.	4th Grade Teachers/Spanish Teachers/Administration	08/08/05	04/7/06
Provide daily Small Group Tutoring for Level 1 and Level 2 third, fourth, and fifth grade students by extended day teachers and evaluate by pre and post test.	EESAC Chairperson/Reading Teachers/Administration	10/05/05	04/07/06

Research-Based Programs

The research-based program that will be used is the Houghton Mifflin State-Adopted Series and the Continuous Improvement Model (CIM).

Professional Development

1. Peer Mentoring
2. Instructional Strategies to Improve Student Proficiency in Reading Comprehension
3. Phonological Awareness as it Relates to Reading Process
4. Project CRISS Level I
5. Technology for Teachers

Evaluation

The evaluation component will include the FCAT as the final data of evaluation, but will also incorporate the district assessment(s) as a progress monitoring tool.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

James H. Bright/J.W. Johnson Elementary Schools will provide students with the scientific method of investigation in order to provide a strong science base that students can implement in their lives. Students in grade 5 will be able to use science process skills throughout their everyday lives.

Needs Assessment

Scores indicate that students in grade 5 received a mean scale score of 269, a thirteen percentage point increase compared to the 2005 FCAT Science scores, but seventeen percentage points below the district's mean scale score of 286. Scores indicate that grade 5 student's scale score by content for the 2005 FCAT Science Administration were: Physical Science-7 out of 13, Earth and Space-6 out of 13, Life and Environmental-7 out of 13, and Scientific Thinking-6 out of 13.

Measurable Objective

Given instruction using the Sunshine State Standards, students will improve their science skills as evidenced by meeting or exceeding the district's mean scale score by a five (5) percentage point increase in the 2006 administration of the FCAT-Science.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide Professional Development.	Administration/SECME Teacher	11/01/05	11/30/05
Implement Hands on Investigations.	Classroom Teachers/Administration	08/08/05	05/05/06
Provide Parent Workshops.	Science Fair Committee/Administration	1/3/06	1/31/06
Use Internet Resources.	Classroom Teachers/Administration	08/08/05	05/05/06
Create Science Fair Projects.	Classroom Teachers/Administration	02/01/06	04/07/06
Implement Research Projects.	Classroom Teachers/Administration	08/08/05	05/05/06

Research-Based Programs

The research-based program is the Harcourt Brace Science State-Adopted Series and the Continuous Improvement Model (CIM).

Professional Development

Professional development at James H. Bright and J.W. Johnson Elementary Schools will include inservices on the four components of science (physical and chemical, earth and space, life and environment, and scientific thinking). Inservices will include training on the conducting science investigations and new teachers will receive continuous mentoring.

Evaluation

The evaluation component will include a five (5)% point increase on the FCAT as the final data of evaluation, but will also incorporate the district assessment(s) as a progress monitoring tool.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 5 STATEMENT:

Given the need to establish a connection between school, home, and community to support the efforts of improved academic achievement, parental and community involvement will continue to be an integral part of the school’s performance by providing additional parental inservices related to reading, writing, math, and science.

Needs Assessment

According to attendance logs, the school needs higher parental involvement in order to facilitate students’ academic success and development throughout the 2005-06 year.

During the 2004-2005 school year, our Title I Parent Outreach Office had a total of 587 telephone contacts, however our Parent workshops attendance total was only 132. The school was unable to provide workshops that dealt with technological educational needs.

Measurable Objective

Given parental workshops and activities, parental involvement needs to increase by three (3) percent and surpass the 2005 year end totals as determined by attendance logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Host Annual Title 1 Meeting.	Assistant Principal	08/08/05	08/31/05
Create Monthly Calendars.	AEP Teacher/ Administration	09/01/05	05/05/06
Use District Parent Academy.	Assistant Principal/Administration	09/01/05	05/05/06
Implement Family Literacy Program.	School Counselor/Administration	08/08/05	05/05/06
Announce/Provide EESAC Meetings.	EESAC Chairperson/Administration	08/08/05	05/05/06
Provide Parent Workshops as documented by attendance log.	Administration/Reading Coaches/Counselor	10/05/05	05/05/06
Create and maintain attendance log.	Administration/Parent Outreach Personnel	8/8/05	8/31/05

Research-Based Programs

PTSA

Professional Development

EESAC Meetings, Parent Academy, Reading, Mathematics, Writing and Science Inservices for parents.

Evaluation

The objective will be evaluated through the number of parent signatures collected in the parental attendance logs throughout inservices held in the 2005-06 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 6 STATEMENT:

James H. Bright/J.W. Johnson Elementary Schools believe in providing a safe learning environment for all students and staff. Classroom settings will be organized for our students and teachers in order to establish an effective class environment conducive to learning. Classrooms will be clear of interruptions and objects that disrupts the ability of our students to move freely.

Needs Assessment

Student Case Management records indicate that 23 students were suspended outdoor in the 2004-05 school year. The school wants to reduce this number because students who are not in school miss valuable teaching time and therefore have more difficult time with academic success.

Measurable Objective

Given an emphasis on a safe and orderly environment, James H. Bright/J.W. Johnson Elementary Schools will decrease the number of student outdoor suspensions by five (5) percent in the 2005-06 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide Motivational Incentives.	Administration/Teachers	08/08/05	05/05/06
Provide Counseling Services.	Guidance Counselor/Administration	08/08/05	05/05/06
Implement Family Literacy Program.	Full Service Clinic Coordinator/Administration	08/08/05	05/05/06
Use classroom teacher for Behavior Intervention Classroom.	Classroom Teacher/Administration	08/08/05	05/05/06
Implement Character Education.	Counselor/Teachers/Administration	08/08/05	05/05/06
Implement PIN Curriculum.	K,2,4 Teachers/Counselor/Administration	08/08/05	05/05/06
Implement Continuous Improvement Model(CIM).	Administration/Classroom Teachers	8/8/05	5/5/06

Research-Based Programs

PTA

Professional Development

1. TIP Program
2. Lee Cantor's Assertive Discipline
3. Harry Wong

Evaluation

This component will be evaluated by a 5% decrease in the total number of outdoor suspensions during the 2005-06 school year.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 7 STATEMENT:

Technology is a vital tool for success in the 21st century. The school will improve the use of and integration of technology throughout the curriculum. Students at James H. Bright/J.W. Johnson Elementary Schools will leave with the expertise to be successful competitors and proficient computer users in the technological world.

Needs Assessment

A technology survey conducted early in the year determined that there are not enough computers in the school to provide adequate access to all students and teachers. The student to computer ratio is 7-1 and needs to decrease in order to give all students more access and experience with computers.

Measurable Objective

Given access and hands-on experience with computers, James H. Bright/ J. W. Johnson will increase the number of state-of-the art computers available for students and teachers by ten (10) percent as measured by the technology equipment survey at the end of the 2005-06.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Create a grant writing committee to increase the amount of funds the school receives for grants.	Principal	09/1/05	05/05/06
Create a technology committee who will meet monthly to ensure all technology needs for the school are reviewed and maintained.	Technology Committee members.	09/01/05	05/05/06
Attend District and State Conferences for technology to keep informed of the latest instructional technology resources available.	Principal, Assistant Principals, and Technology Committee	09/01/05	05/05/06
Utilize the Office of Grants Administration for assistance with the development of technology grants.	Administration and Grant Committee	09/01/05	05/05/06
Conduct a mini survey of the schools current number of working computers.	Assistant Principal and Microsystem Technician	09/01/05	05/05/06
Implement Riverdeep and FCAT Explorer programs.	Administration, classroom teachers and Microsystem Technician	09/01/05	05/05/06
Utilize the Office of Procurement to ensure the best pricing and technology specifications are obtained when purchasing new computers.	Administration and Microsystem Technician	09/01/05	05/05/06

Research-Based Programs

Conitnuous Improvement Model (CIM).

Professional Development

1. Grant Writing Workshop
2. FETC presentations and Workshops
3. Atomic Learning Training.

Evaluation

A technology survey of the schools current technology equipment will be conducted at the beginning of the school year. This survey will be conducted again at the end of the school year to measure progress.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 8 STATEMENT:

Physical education provides students with the opportunity to attain their optimal level of fitness while participating in a continuous planned program of developmentally age-appropriate physical activities. It is the unique role of quality physical education programs to develop the health-related fitness, physical competence, and cognitive understanding about physical ability for all students so that they can adopt healthy and physically active lifestyles. Through participation, James H. Bright Elementary students will develop interest and skills that promote and encourage lifetime fitness for daily living and overall wellness.

Needs Assessment

Results from the 2004-05 FITNESSGRAM indicate that 47% of our students met the minimum health-related standards. James H. Bright Elementary School will administer a pre- and post-test to determine baseline measures. Student health-related fitness is assessed through the implementation of the FITNESSGRAM test program.

Measurable Objective

Given instruction following the National Standards for Physical Education, students will achieve a three (3) percent increase of award recipients as measured by the FITNESSGRAM, based on the previous year's percent of award winners.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Monitor the physical education program to ensure that teachers select activities specifically related assessment component items.	Administrative Team	09/01/05	05/05/06
Develop an action plan to ensure that the goals and objectives of the physical education program are met.	Physical Education Teachers and Administrative Team	09/01/05	05/05/06
Administer pre and post test to determine baseline measures and progress in order to provide valid measures of student and school improvement.	Physical Education Teachers/Administration	09/01/05	05/05/06
Give students 30 minutes a day of physical fitness activities with emphasis on cardiovascular, flexibility, and muscular strength and endurance.	Physical Education Teachers and classroom teachers/administration	09/01/05	05/05/06

Research-Based Programs

FITNESSGRAM

Professional Development

Instructional Strategies to Improve Student Proficiency in Reading Comprehension

Evaluation

This goal will be evaluated by a three (3)% increase of 2005-2006 award recipients as measured by the FITNESSGRAM as compared to the 2004-2005 school year.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 9 STATEMENT:

The school will establish an after school drama program in order to expose our students to the cultural arts. Children learn and express ideas through the different mediums that our electives provide. It is the responsibility of our school to nurture and develop all the liberal arts that our elective courses offer.

Needs Assessment

Students need to have the opportunity to participate in extracurricular activities. James H. Bright students performed one (1) drama show and one (1) musical recital during the 2004-2005 school year as evidenced through school flyers. This opportunity for the students will also serve as the facilitating agent where students have hands-on experiences with this form of the arts.

Measurable Objective

Given attention to the performing arts, James H. Bright/ J. W. Johnson will develop an after school drama program for students in grades 2-5 during the 2005-06 school year, thereby increasing student performances by fifty (50) percent.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Involve students in drama program.	Drama Instructor Administration	10/05/05	05/05/06
Attend the drama program after school two times a week.	Administration Drama Instructor	10/05/05	05/05/06
Monitor participation in the drama program on a monthly basis.	Administration	10/05/05	05/05/06
Write and produce a play to be presented to an audience of their peers.	Drama Instructor and classroom teachers/Administration	10/05/05	05/05/06
View and critique various movies and plays.	Media Specialist Drama Instructor/Administration	10/05/05	05/05/06

Research-Based Programs

PTA

Professional Development

The district will provide AEP (Academic Excellence Program) in-services.

Evaluation

James H. Bright/ J. W. Johnson will evaluate the increase of performances by 50% for students in grades 2-5 as evidenced by three shows presented during the 2005-2006 school year.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 10 STATEMENT:

James H. Bright/J.W. Johnson Elementary School will rank at or above the 90th percentile statewide in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2003, James H. Bright Elementary ranked at the 28 percentile on the state of Florida ROI index.

Measurable Objective

James H. Bright/J.W. Johnson Elementary School will improve its ranking on the State of Florida ROI index publication from the twenty-eight (28) percentile in 2003 to the thirty-three (33) 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.	School Principal	08/08/05	05/05/06
Collaborate with district on resource allocation.	School Principal	08/08/05	05/05/06
Research the need for reconfiguration of existing resources or taking advantage of a broader resource base. e.g. private foundations, volunteer networks.	Administration, PTA President	08/08/05	05/05/06
Review benefits of facilities, partnering with community agencies.	Administration	08/08/05	05/05/06

Research-Based Programs

1. Houghton Mifflin state adopted series textbooks
2. Harcourt Brace state adopted series textbooks
3. Scott Foresman state adopted series textbooks

Professional Development

1. Reading/Role of Technology
2. Instructional Strategies to Improve Student Proficiency in Reading Comprehension
3. Phonological Awareness as it Relates to Reading Process
4. Project CRISS Level I
5. Peer Mentoring
6. Technology for Teachers

Evaluation

On the next State of Florida ROI index publication, James H. Bright/J.W. Johnson Elementary Schools will show progress toward reaching the 33 percentile.

EESAC Compliance

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

Budget:

The committee has discussed with Leadership Team on Budget for personnel and allocations.

Training:

EESAC has members who give workshops to staff members and parents.

Instructional Materials:

EESAC has voted on funds to enrich books and AR tests our students use.

Technology:

The chairperson for the Technology Committee discusses all technology issues at every EESAC meeting.

Staffing:

School Principal shares personnel matters through reports at EESAC meetings.

Student Support Services:

Guidance counselor presents report on student services given monthly.

Other Matters of Resource Allocation:

Allocation The committee shares any concerns and are addressed by the members during meetings.

Benchmarking:

Reading Coaches present their reports in each meeting.

School Safety & Discipline:

Chairperson for Discipline committee presents report to the EESAC.

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

Region Superintendent