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# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

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*School Name:* 1441 - Paul Laurence Dunbar Elementary School

*FeederPattern:* Miami Jackson Senior

*Region:* Regional Center IV

*District:* 13 - Miami-Dade

*Principal:* Marie Destin

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



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

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### *Paul Laurence Dunbar Elementary School*

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

Given instruction using the Sunshine State Standards, 44 percent of tested students will score at Achievement Level 3 or higher on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, all curriculum students in grades three through six will improve their mathematics scores as evidenced by 50 percent of students achieving Level 3 or higher on the 2006 FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade four will increase their writing skills as evidenced by a one percentage point increase in the percent of students scoring at level 4.0 or higher on the 2006 FCAT Writing Test.

Given instruction using the Sunshine State Standards in Science, students in grade five will increase science skills as evidenced by meeting or exceeding the District's Mean Scale Score as documented by the 2006 Science FCAT.

Given the need to establish a link with the home and community to support the efforts of improving the academic achievement of students, parental and community involvement will reflect a five percentage point gain above the 2004-2005 level of participation, as evidenced by data attained from the 2005-2006 Annual Survey of Title I Parental Involvement.

Given an emphasis on safe and orderly environment, student behavior will improve by a five percent decrease in the number of outdoor suspension as evidenced by the District's report for the 2004-2005 school year as compared to the 2005-2006 school year.

Given an emphasis on the use of educational technology, all teachers will attend a minimum of four workshops on the use of technology during the 2005-2006 school year as documented by the sign-in rosters.

Based on the recommendations of the Florida Department of Education, students will improve their fitness as evidenced by a five percent increase in the number of students passing the 2005-2006 FITNESSGRAM.

Provide a program of Art and Music using technology as evidenced by Lesson plans.

Paul Laurence Dunbar Elementary School will improve its ranking on the state Return on Investment Index as evidenced by a minimum of a five percent increase. The school will improve from the 28 percentile to the 33 percentile.

Paul Laurence Dunbar Elementary, as a member of the School Improvement Zone, recognizes that good instruction is the foundation that fosters learning. To address this priority, high caliber professional development for teachers and administrators will occur. Collaboration with local universities will ensure that teachers' professional development experiences are based on current, effective research that targets students' academic needs. Additionally, site-based professional development will be delivered by teams of specialists to ensure effective implementation of the professional development activities into classroom instruction. School site administrators, as the instructional leaders of the school, will be involved in the professional development activities in order to effectively monitor instruction. The administrative team for the School Improvement Zone will be at the core of the professional development effort, monitoring and supporting the direct services to Paul Laurence Dunbar Elementary.

## 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.

## Paul Laurence Dunbar Elementary School

### VISION

The entire Paul Laurence Dunbar Elementary School family will strive to provide a learning environment where all children will learn. All stakeholders will embrace and demonstrate that each student's learning style, cultural background and personal experiences are valued, understood, and incorporated in the total learning process. Each stakeholder in this learning community will continue to expose all students to opportunities that will develop them as life learners, productive citizens and contributors to society.

### MISSION

Paul Laurence Dunbar Elementary School's mission is to develop a long range comprehensive plan where all students can enhance their academic performance, involve all stakeholders in understanding and taking part in the change process to establish, communicate, and monitor clear expectations and outcomes.

## CORE VALUES

Excellence: We pursue the highest standards in academic achievements 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 legations go beyond our professional responsibilities to promote democratic principles.

## *School Demographics*

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Paul Laurence Dunbar Elementary School is located in historic Overtown on eight acres of land at 505 Northwest 20 Street, Miami, Florida. There are ten buildings that include classrooms, media center, a cafeteria, and a freestanding full service community medical center. Dunbar sits amid a community that is in the process of revitalization with numerous new dwellings and several new business ventures. Most families have low economic status as evidenced by 97 percent of the student body receiving free or reduced lunch. The majority of the student population is African-American. First or second-generation immigrants representing many Caribbean, Central and South American Countries comprise the remainder of the student body. All instructional staff members are certified and qualified. The demographics of our current instructional staff are as follows: 50 teachers and two paraprofessionals comprised of one female and one male, 31 percent Black, 48 percent Hispanic, two percent White, zero percent other, 76 percent are females, 24 percent males. The student attendance rate is 94.76 percent. One hundred forty eight days were given for outdoor suspension and 19 days were given for indoor suspension. Seven point four percent of third grade students were retained. Teacher attendance rate is 95.2 percent. Four percent (two) of the teachers have specialist degrees, 20 percent (ten) have Master's degrees and two percent (one) have doctoral degrees. The ethnically and culturally diverse community surrounding the school provides opportunities to positively impact students and the community.

# *School Foundation*

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## ***Leadership:***

School staff agreed that school leadership has established a work environment conducive to teaching and learning. Within this environment professional development and career advancement are encouraged. The school vision is clearly conveyed to staff and based on organizational values. LEADERSHIP received a ranking of 4.0, which reports that the staff who responded to the online survey scored at the "agrees" level.

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

School staff agreed that they are informed about The District's Strategic Planning and Alignment, how it affects them and their work through the Continuous Improvement Model. School leadership and the support team members keep faculty and staff apprised of the status of continuing progress toward school performance goals. DISTRICT STRATEGIC PLANNING ALIGNMENT received a ranking of 3.8, which reports that the staff who responded to the online survey scored slightly below the "agrees" level.

## ***Stakeholder Engagement:***

School staff are aware of their responsibility for student achievement. Parents are informed regularly through school meetings, parent conferences and informal communication. Parents are encouraged to communicate their concerns regularly. CUSTOMER AND MARKET FOCUS received a ranking of 4.1, which reports that the staff who responded to the online survey scored slightly above the "agrees" level.

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

Faculty and staff measure the quality of their work based on increased student achievement. Student score reports and daily class assignment results showing student achievement are records that report student progress. Deficits in student performance are addressed through targeted instruction and tutoring. The school support team facilitates the alignment of student needs with instruction through weekly monitoring and feedback. FACULTY AND STAFF received a ranking of 4.2, which reports that the staff who responded to the online survey scored slightly above the "agrees" level.

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

School staff plan, organize and deliver teaching and learning based on formative and summative data. Teachers receive weekly feedback on class and student performance from the support team. Daily instruction is based on this continuously generated data.

MEASURE, ANALYSIS, AND KNOWLEDGE MANAGEMENT, received a ranking of 3.9, which reports that the staff who responded to the online survey scored slightly below the "agrees" level.

## ***Education Design:***

Having analyzed the results of FCAT 2005, school staff placed students in appropriate classroom assignments. Curriculum was aligned to student needs. School staff agreed that data is collected both by individual teachers and

the support team in order to facilitate data-driven instruction. Bi-weekly progress tests are analyzed by the support team who convey the test results to the instructional teacher in order to redirect instruction to meet student needs. Tutorials are arranged as needed for additional focus on remediation of academic skills. PROCESS MANAGEMENT received a ranking of 3.9, which reports that the staff who responded to the online survey scored slightly below the "agrees" level.

***Performance Results:***

School staff are informed of formative and summative performance results on an on-going basis. It is hoped that the careful alignment of students' needs with instruction will positively impact student attendance and reduce student suspensions. BUSINESS RESULTS received a ranking of 3.8, which reports that the staff who responded to the online survey scored slightly below the "agrees" level.



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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 1 STATEMENT:***

Students at Paul Laurence Dunbar Elementary School will improve their reading skills as measured by the 2006 FCAT Reading Test. This improvement will be maintained until 2013, when 100 percent of the students will be proficient readers.

### ***Needs Assessment***

Results of the 2005 FCAT Reading Administration indicate that 43 percent of the students in grades three through six have scored at or above FCAT Achievement Level 3, an increase of fifteen percent as compared to scores of the 2004 FCAT Reading Test. Analysis of 2005 FCAT Reading data indicates 31 percent of students in grade three have scored at or above FCAT Achievement Level 3, an increase of seven percentile points as compared to scores of the 2004 FCAT Reading Test. Analysis of 2005 FCAT Reading data indicates 57 percent of students in grade four have scored at or above FCAT achievement Level 3, an increase of two percentile points as compared to scores of the 2004 FCAT Reading Test. Analysis of the 2005 FCAT Reading data indicates 33 percent of students in grade five have scored at or above FCAT Achievement Level 3, a decrease of one percentile point as compared to scores of the 2004 FCAT Reading Test. Analysis of 2005 FCAT Reading data indicates 41 percent of students in grade six have scored at or above FCAT Achievement Level 3, an increase of 26-percentile points as compared to scores of the 2004 Test.

Fifty-seven percent of struggling students in grades three through six made a years worth of progress in reading. According to the Adequate Yearly Progress Report, all subgroups made adequate yearly progress, however, forty-three percent of the students need improvement in Reading.

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, 44 percent of tested students will score at Achievement Level 3 or higher on the 2006 FCAT Reading Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Summarize the Comprehensive Reading Plan, train teachers, and develop a plan for data review that will help determine current status/success of instruction which should lead to modification of instruction, extract trends or patterns; identify need for professional development (including coaching and mentoring); and identify topics for action research.	Administrators, Reading Coaches, Teachers.	08/01/05	05/26/06
Administer bi-weekly reading assessments and implement data-driven instruction to monitor student progress according to the results as evidenced by the bi-weekly Assessment Class Summary Report.	Administrators, Reading Coaches, Teachers	8/1/2005	05/26/06
Provide students with performance-based activities incorporating the use of reciprocal teaching, guided reading, and technology as evidenced by lesson plans and reports. Provide small group instruction for students making inadequate progress in reading according to assessments as evidenced by student's Academic Improvement Plan (AIP)	Administrators, Reading Coaches,	08/01/05	05/26/06
Implement a daily two and one-half hour block of uninterrupted reading instruction for grades kindergarten through sixth grade and an additional 30 minutes of reading instruction with third grade Tier III students, as evidenced by class schedules and lesson plans.	Administrators, Reading Coaches, Teachers.	08/01/05	05/26/06
Schedule data-review forums in several meetings including but not limited to grade-level, articulation, and EESAC Meetings.	Administrators, Reading Coaches,	08/01/05	05/26/06

## **Research-Based Programs**

Houghton Mifflin Literacy Series(K-six), Houghton Mifflin's Early Success, Houghton Mifflin's Soar to Success, Voyager Passport (Kindergarten and six) Middle School (grade six), McDougal-Littell Language of Literature, Scholastic READ 180 textbook and software, CRISS and Reading Plus.

## **Professional Development**

Houghton Mifflin's Legacy of Literacy, Houghton Mifflin's Early Success, Houghton Mifflin's Soar to Success, Voyager Passport,  
Florida Professional Development System Evaluation Protocol, District staff development and CRISS.

## **Evaluation**

The teacher will administer a formative weekly and monthly benchmark assessments and summative Reading Standards bi-weekly assessments for all students. DIBELS will be administered each nine weeks to all Kindergarten through six grade students and FCAT Level 1 and 2 students. All data will be reported using the PMRN. The Diagnostic Assessment of Reading will be administered to all students who are not making adequate progress as indicated by the DIBELS. The SRUSS (K) assessments will be used for screening. Final evaluation will be the results of the 2006 FCAT Reading Test.

## GOAL 2: MATHEMATICS

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

*Florida Education Priorities*

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

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 2 STATEMENT:**

Students at Paul Laurence Dunbar Elementary School will increase mathematical skills as measured by the FCAT Mathematics Test.

**Needs Assessment**

The results of the 2005 FCAT Mathematics Test indicate that 45 percent of students in grades three through six scored at above grade level. Additionally, an average of 40 percent in the Number Sense indicated a weakness in that strand.

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, all curriculum students in grades three through six will improve their mathematics scores as evidenced by 50 percent of students achieving Level 3 or higher on the 2006 FCAT Mathematics Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Administer school-based mathematics assessments to evidence data driven instruction and to monitor student progress through class summary sheets.	Administrators, Math Coaches and Teachers	08/01/05	05/26/06
Identify students on Levels 1 and 2 based on the FCAT Mathematics Test, and provide tutoring interventions before and after school.	Administrators, Math Coaches and Teachers	08/01/05	05/26/06
Provide a variety of teaching strategies that include CRISS (Creating Independence Through Student-owned Strategies), hands-on, and manipulative instruction (Technology)	Administrators, Math Coaches and Teachers	08/01/05	05/26/06
Administer indicated mathematics assessments to evidence data driven instruction and to monitor student progress through class summary sheets.	Administrators, Math Coaches and Teachers	08/01/05	05/26/06
Provide enrichment activities for FCAT Level 3 students and above.	Administrators, Math Coaches and Teachers	08/01/05	05/26/06
Implement school developed specific benchmark booklets in areas that discuss data during grade level planning to direct instruction through data analysis on the benchmark tests.	Math Coach	08/01/05	05/26/06
Implement benchmark test question booklets in areas that showed weakness through data analysis on the benchmark bi-weekly tests.	Administrators, Math Coaches and Teachers	08/01/05	05/26/06
Utilize district mathematics long-range plans for kindergarten through sixth grade, as evidenced by bi-weekly benchmark test.	Administrators, Math Coaches and Teachers	08/01/05	05/26/06

## **Research-Based Programs**

Harcourt Brace Textbook Series (Kindergarten through two), Prentice Hall Textbook Series (six), SuccessMaker Textbook Series (six)

## **Professional Development**

All teachers will attend district staff development specific to their assigned grade level. Beginning teachers and teachers new to the school or grade level will receive continuous mentoring. Best practices, hands-on manipulatives and differentiated instructions, CRISS Strategies, Continuous Improvement Model (CIM)

## **Evaluation**

Administer bi-weekly Mathematics assessment in grades one through six. Administer Pre/Benchmark/Post Mathematics test in grades one through six. Final evaluation will be the results of 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 3 STATEMENT:**

Increase writing performance of all fourth grade students.

### **Needs Assessment**

The results attained from the School Performance Accountability Report indicate that 77 percent of the students tested met the state standard of three 3.5 or above in Writing, while 23 percent did not meet the State standard. The needs assessment reveals that students require further development in Writing Benchmarks. The data revealed test improvement is needed in Expository Writing Benchmarks. The data indicates the strength is Narrative Writing; continuous instruction is required to raise each student's achievement levels.

### 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 based on the Sunshine State Standards, students in grade four will increase their writing skills as evidenced by a one percentage point increase in the percent of students scoring at level 4.0 or higher on the 2006 FCAT Writing Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize state adopted research-based textbooks in writing, as evidenced by lesson plans and textbook distribution forms.	Administrators, Reading Coaches and Teachers	08/01/05	05/26/06
Utilize and analyze data from the District's Pre and Post Test narrative and expository writing prompts to develop writing prompts and establish differentiated instruction groups.	Administrators, Reading Coaches and Teachers	08/01/05	05/26/06
Provide students with performance-based activities incorporating the use of timed writing, journal writing and technology, as evidenced by lesson plans and reports.	Administrators, Reading Coaches and Teachers	08/01/05	05/26/06
Implement and monitor Writing Across the Curriculum as evidenced by lesson plans and student journals.	Administrators, Reading Coaches and Teachers	08/01/05	05/26/06
Provide additional instruction by implementing the extended school day, using CRISS strategies throughout writing instructions.	Administrators, Reading Coaches and Teachers	08/01/05	05/26/06
Provide coaching and mentoring with the implementation of the monthly prompts, interpretation of the 6.0 Scoring Rubric, analysis of student papers, and specific strategies to guide instruction to ensure writing gains.	Administrators, Reading Coaches and Teachers	08/01/05	05/26/06

## Research-Based Programs

Houghton Mifflin (Kindergarten through six) Literacy Series, Houghton Mifflin's Early Success, Houghton Mifflin's Soar to Success, Voyager Passport (Kindergarten and third), Middle School (grade six), McDougal-Littell Language of Literature, Scholastic READ 180 textbook and software, Creating Independence Through Student-owned Strategies (CRISS), Reading Plus

## **Professional Development**

All teachers will attend district staff development specific to their assigned grade level. Best Practices, CIM, FCAT Writing Strategies, Holistic Scoring Training and CRISS. Beginning teachers and teachers new to the school or grade level will receive continuous mentoring.

## **Evaluation**

The administration of the 2006 FCAT Writing Plus Test. FCAT Pre-Progress, and Post-Tests from School Site.

## 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.)

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

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

### ***GOAL 4 STATEMENT:***

Increase science performance of all fifth grade students as measured by the FCAT Science test.

### ***Needs Assessment***

The results of the 2005 FCAT Science Test indicate that students in grade five scored a mean scale score of 228, which was 58 points less than the District mean scale score of 286. Testing data reveal that students in grade five are weakest in the area of Physical and Chemical Science. The students are strongest in the area of Life and Environmental Science.

## Measurable Objective

Given instruction using the Sunshine State Standards in Science, students in grade five will increase science skills as evidenced by meeting or exceeding the District's Mean Scale Score as documented by the 2006 Science FCAT.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize the state adopted research-based textbooks in science, as evidenced by lesson plan and textbook distribution forms.	Administrators, Math Coaches and Teachers.	08/01/05	05/26/06
Utilize the District's Scope and Sequence science long-range plans for kindergarten through sixth grade, as evidence by lesson plans.	Administrators, Math Coaches and Teachers.	08/01/05	05/26/06
Administer science assessments and implement data driven instruction to monitor student progress according to the results as evidenced by class summary reports.	Administrators, Math Coaches and Teachers.	08/01/05	05/26/06
Conduct on-going instructional workshops for teachers in the area of physical and chemical science.	Administrators, Math Coaches and Teachers.	08/01/05	05/26/06
Engage students on scientific investigations through science projects and exhibits	Administrators, Math Coaches and Teachers.	08/01/05	05/26/06
Integrate CRISS Strategies throughout the curriculum.	Administrators, Math Coaches and Teachers.	08/01/05	05/26/06
Provide students with performance-based activities incorporating the use of the scientific method and technology, as evidenced by lesson plans, reports and a school-wide Science Fair.	Administrators, Math Coaches and Teachers.	08/01/05	05/26/06

### Research-Based Programs

FOSS Kit

## **Professional Development**

All teachers will attend district staff development specific to their assigned grade level, CRISS and other relevant programs.

Beginning teachers and teachers new to the school or grade level will receive continuous mentoring.

## **Evaluation**

Pre/Progress/Post Test at the School Site will be administered. Final evaluation will be the results of 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 5 STATEMENT:***

Increase communication and parental involvement at Paul Laurence Dunbar Elementary School.

### ***Needs Assessment***

Paul Laurence Dunbar Elementary School struggles with parental involvement as evidenced by the lack of parent turnout at Parent-Teacher Association meetings, School Advisory Council meetings, parent workshops and regular school events. The stakeholders have used a variety of innovative strategies to try to motivate parents to get involved but this continues to be one of our greatest challenges. The level of involvement of both parents and community-based organizations will need to be highly focused and well planned to maximize the efforts to generate increased participation and support.

## Measurable Objective

Given the need to establish a link with the home and community to support the efforts of improving the academic achievement of students, parental and community involvement will reflect a five percentage point gain above the 2004-2005 level of participation, as evidenced by data attained from the 2005-2006 Annual Survey of Title I Parental Involvement.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement a parent outreach program to traditionally non-participating families as evidenced by parent outreach logs and records.	Administrators, Community Involvement Specialist, Faculty, Parents, Community-based organizations, Reading Coaches, Social Worker.	08/01/05	05/26/06
Survey parents needs, prioritizing the areas of greatest concerns and planning activities to address the identified areas.	Administrators, Community Involvement Specialist, Faculty, Parents, Community-based organizations, Reading Coaches, Social Worker.	08/01/05	05/26/06
Utilize the school's website to update and enable parents to access their children's learning assignments and other pertinent school information. In addition, a school newsletter will be created to inform parents of upcoming events as evidenced by copies kept by the administration.	Administrators, Community Involvement Specialist, Faculty, Parents, Community-based organizations, Reading Coaches, Social Worker.	08/01/05	05/26/06
Disseminate information such as student progress reports, report cards, letters, flyers, school newsletters, parent/teacher conferences and home visits to parents in multi-lingual (in student's home language) formats as evidenced by attachments.	Administrators, Community Involvement Specialist, Faculty, Parents, Community-based organizations, Reading Coaches, Social Worker.	08/01/05	05/26/06
Encourage and promote increased community involvement through collaboration with Dade Partners and the School Volunteer Program and other local family-oriented initiatives.	Administrators, Community Involvement Specialist, Faculty, Parents, Community-based organizations, Reading Coaches, Social Worker.	08/01/05	05/26/06
Encourage parent's active participation and decision-making groups / activities such as the PTA/PTSA, EESAC, Title I PAC/DAC, IEP and AIP Meetings.	Administrators, Community Involvement Specialist, Faculty, Parents, Community-based organizations, Reading Coaches, Social Worker.	08/01/05	05/26/06
Plan and deliver a variety of activities for parents to include workshops that will empower them with	Administrators, Community Involvement Specialist, Faculty,	08/01/05	05/26/06

<p>skills to assist students in grades Kindergarten through sixth and Reading, Mathematics and Home Learning Assignments. Activities will include Second Cup of Coffee (monthly): Family Literacy Night; Motivation-To-Success and participation in the District Parent Academy and other literacy initiatives that promote personal growth for parents.</p>	<p>Parents, Community-based organizations, Reading Coaches, Social Worker.</p>	
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### **Research-Based Programs**

Passport To Success, National P.T.A., National Standards of Parental and Family Involvement Program. (Program by the National Parent, Teacher Student Association), Parents as Partners in Reading.

### **Professional Development**

Title I Community Involvement Specialist and Faculty will attend district professional development.

### **Evaluation**

Parental and community involvement will show a five percent increase above the 2004-2005 level of participation, as reflected in the tally of data obtained from parent/workshop rosters and delivery of service, as reported on the 2005-2006 Annual Survey of Title I Parental Involvement.



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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 6 STATEMENT:**

Foster a safe and orderly learning environment for students and faculty at Paul Laurence Dunbar Elementary.

### ***Needs Assessment***

Analysis of data from the District's report indicates that one of the greatest needs is to improve student behavior. Paul Laurence Dunbar suspension rate during the 2004-2005 school year indicates that 148 days were given for outdoor suspension. A total of 19 days were given for indoor suspension. An analysis of the data indicates a need for a decrease in the number of indoor and outdoor suspension indicated above. Preventive actions are necessary to decrease the disruptive behavior that will help to create a safe and orderly environment.

## Measurable Objective

Given an emphasis on safe and orderly environment, student behavior will improve by a five percent decrease in the number of outdoor suspension as evidenced by the District's report for the 2004-2005 school year as compared to the 2005-2006 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Form a Discipline committee with our stakeholders, in order to create a uniform school-wide discipline plan	Administrators, Counselor, Faculty and EESAC Committee Members	08/01/05	08/26/06
Identify students based on Student Case management referral forms and teacher referrals. Provide counseling interventions during school hours.	Administrators, Counselors and Teachers, EESAC Committee	08/01/05	05/26/06
Utilize a positive incentive program to encourage positive behavior as documented by class summary sheets.	Administrators, Counselors and Teachers, EESAC Committee	08/01/05	05/26/06
Utilize school site counselor and social worker, and outside counseling agency to provide counseling.	Administrators, Counselors and Teachers, EESAC Committee	08/01/05	05/26/06
Use character education strategies throughout the year.	Administrators, Counselors and Teachers, EESAC Committee	08/01/05	05/26/06
Discuss the Student Code of Conduct with all curriculum students.	Administrators, Counselors and Teachers, EESAC Committee	08/01/05	05/26/06
Expose teachers to a variety of classroom management and disciplinary strategy through professional development.	Administrators, Counselors and Teachers, EESAC Committee	08/01/05	05/26/06

## Research-Based Programs

Project Proud (Peacefully Resolving our Unsettled Differences)

Peace Works Mediation for Kids

## **Professional Development**

Paul Laurence Dunbar will receive Professional Development using differential approaches to manage student behaviors, "How to Be An Effective Teacher" by Harry and Rosemary Wong, classroom management in-services provided by the District.

## **Evaluation**

The discipline committee will meet monthly to monitor referrals.

Discipline referrals and the District Report on suspension Rate-School Profile will be monitored for objective achievement.

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

### *Miami-Dade County Public Schools*

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

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

Increase student use of technology by providing Professional Development to teachers on technology usage in the classroom.

### ***Needs Assessment***

During the 2005-2006 school year, there are approximately six computers in each classroom and a computer lab for students and teachers' use. Technology access will be advanced. According to the 2004 System for Technology Accountability and Rigor (STaR) School Profile, there is a significant need for technology planning and enhancement of Teacher's computer usage.

## Measurable Objective

Given an emphasis on the use of educational technology, all teachers will attend a minimum of four workshops on the use of technology during the 2005-2006 school year as documented by the sign-in rosters.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Infuse the student-based programs into the curriculum, giving students daily opportunities to utilize technology.	Administrators, Technology Facilitators and Teachers	08/01/05	05/26/06
Utilize technology to retrieve, evaluate, and use information related to student progress.	Administrators, Technology Facilitators and Teachers	08/01/05	05/26/06
Employ skills that foster higher level thinking to produce various projects electronically.	Administrators, Technology Facilitators and Teachers	08/01/05	05/26/06
Increase and improve student achievement, delivery of instruction, and teacher technological awareness by providing training in various available softwares.	Administrators, Technology Facilitators and Teachers	08/01/05	05/26/06

## Research-Based Programs

Voyager

## Professional Development

Professional Development will be provided in the following areas including but not limited to Edusoft, Power Point, Electronic Grade Book, Microsoft Word, Excel, FCAT Explorer, Voyager, Reading Plus, Success Maker, RiverDeep.

## Evaluation

Progress will be monitored by teachers' attendance, sign-in rosters, training packets and the result of the next STaR survey. In addition, student progress reports and projects will be evaluated and/or displayed during the 2005-2006 school year.

## 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.)

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

### *Miami-Dade County Public Schools*

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

### ***GOAL 8 STATEMENT:***

To improve Student Health and Physical Fitness.

### ***Needs Assessment***

Based on the results of the 2004-2005 FITNESSGRAM, 64 percent of fourth grade students, 51 percent of fifth grade students, 38 percent of sixth grade students had passing scores. These results indicate a need for sixth grade students to become more physically active and health conscious.

## Measurable Objective

Based on the recommendations of the Florida Department of Education, students will improve their fitness as evidenced by a five percent increase in the number of students passing the 2005-2006 FITNESSGRAM.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide activities that promote the attainment of knowledge in food and nutrition to raise health consciousness.	Administrators, Physical Education Teachers.	08/01/05	05/26/06
Provide activities that promote the attainment of knowledge in hygiene and cleanliness to raise health consciousness.	Administrators, Physical Education Teachers.	08/01/05	05/26/06
Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items, which would enhance specificity of training.	Administrators, Physical Education Teachers.	08/01/05	05/26/06
Exhibits responsible personal and social behavior that respects self and others in physical activity settings.	Administrators, Physical Education Teachers.	08/01/05	05/26/06
Direct and oversee student's participation in the following activities in order to prepare for the FITNESSGRAM. Physical Fitness (one mile) 20 curl ups in one minute 10 push-ups in one minute Body stretching for flexibility	Administrators, Physical Education Teachers.	08/01/05	05/26/06

### Research-Based Programs

FITNESSGRAM

### Professional Development

Physical Education Teachers will attend district staff development specific to physical education.

## Evaluation

2005-2006 FITNESSGRAM



## 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 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 9 STATEMENT:***

Students at Paul Laurence Dunbar Elementary School will explore Art and Music through technology as a creative tool.

### ***Needs Assessment***

Collaboration between Art and Music Teachers to produce student exhibits to include art and music which will be presented at the Creativity Fair. Students time on task prompted a new approach to special interest classes. The introduction of technology shown by action research conducted during the 2004-2005 school year, has shown a significant increase in the interest and productivity level in Art and Music classes.

## Measurable Objective

Provide a program of Art and Music using technology as evidenced by Lesson plans.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Vocalize before singing the lyrics, using Solfege technique	Administrators, Special area Teachers	08/01/05	05/26/06
Maintain tonal accuracy when singing unison songs as a member of a group with an accompaniment.	Administrators, Special area Teachers	08/01/05	05/26/06
Perform the expressive and stylistic characteristics of a repertoire of vocal and instrumental literature, which includes patriotic, songs about social studies, science or art history lessons taught.	Administrators, Special area Teachers	08/01/05	05/26/06
Using basic computer skills, students will produce art work reflective of social studies, science or art history lessons taught.	Administrators, Special area Teachers	08/01/05	05/26/06
Produce a slide show combing student art with recorded student music as a sound track.	Administrators, Special area Teachers	08/01/05	05/26/06
Provide an opportunity for students to engage in special interest classes through the extended day.	Administrators, Special area Teachers and Faculty	08/01/05	05/26/06

### Research-Based Programs

Adventures in Art Davis Publication

### Professional Development

Training in the Arts program, Continuous Improvement Model (CIM)

### Evaluation

Art and Music produced by students will be displayed at the Creativity Fair at the end of the 2005-2006 school year.

## GOAL 10: RETURN ON INVESTMENT

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

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

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

To improve student performance by developing an effective relationship between the costs of programs purchased and the effectiveness of programs purchased. To establish cost effective programs that produce a high return on investments and high learning gains.

### ***Needs Assessment***

The Return on Investment index indicated that in the state of Florida Paul Laurence Dunbar Elementary is in the lower 28 percentile of all elementary schools. The percent of students making learning gains needs to increase by five percent.

## Measurable Objective

Paul Laurence Dunbar Elementary School will improve its ranking on the state Return on Investment Index as evidenced by a minimum of a five percent increase. The school will improve from the 28 percentile to the 33 percentile.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Use student performance data to influence decision-making.	Administrators, EESAC Members and Faculty	08/01/05	05/26/06
Use student data to target specific areas for improvement and make purchases that will assist in areas as needed.	Administrators, EESAC Members and Faculty	08/01/05	05/26/06
Collaborate with the district/zone on resource allocation and become informed about the use of financial resources in relation to school programs.	Administrators, EESAC Members and Faculty	08/01/05	05/26/06
Make informed decisions about appropriate and effective use of school funds to purchase programs and resources.	Administrators, EESAC Members and Faculty	08/01/05	05/26/06
Measure whether or not the programs and resources purchased resulted in accomplishing the desired goal to improve school and student performance.	Administrators, EESAC Members and Faculty	08/01/05	05/26/06
Monitor whether or not the programs and resources are improving school and student performance.	Administrators, EESAC Members and Faculty	08/01/05	05/26/06
Use enrichment activities to maintain learning gains by students who scored above 3.5 in reading and or math on the 2005 FCAT Achievement Test.	administrators, EESAC Members and Faculty	08/01/05	05/26/06

## Research-Based Programs

N/A

## Professional Development

N/A

## **Evaluation**

Next report on Return on Investment Index from the State of Florida

## *EESAC Compliance*

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

*Budget:*

*Training:*

*Instructional Materials:*

*Technology:*

*Staffing:*

*Student Support Services:*

*Other Matters of Resource Allocation:*

*Benchmarking:*

*School Safety & Discipline:*

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*

---

*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*