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# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

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*School Name:* 1801 - Fairlawn Elementary School

*FeederPattern:* Coral Gables Senior

*Region:* Regional Center IV

*District:* 13 - Miami-Dade

*Principal:* Amelia Leth

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



# SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

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## *Fairlawn Elementary School*

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Fairlawn Elementary Community School was established in 1951 and currently serves 726 students in pre-kindergarten through fifth grade. The school is in the Coral Gables Feeder Pattern, and is an example of a successfully integrated school with students from a variety of cultural and economic backgrounds: 97% Hispanic, 2% White, and less than 1% Multi-racial students. The number of students on free or reduced lunch is 81%. The percentage of Limited English Proficient (LEP) is 41%, with 79 level 1, 66 level 2, 56 level 3, and 97 level 4 students. The percentage of students in Exceptional Student Education (ESE) Services is 15%, with 62 as Specific Learning Disabled, 16 Speech Impaired, 1 Emotionally Handicapped, and 35 Gifted students.

Given instruction using the Sunshine State Standards, students in grades three through five will increase their reading skills as evidenced by a two percentage point gain of students obtaining Achievement Level 3 or above on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades three through five will increase their mathematics skills as evidenced by a two percentage point gain of students obtaining Achievement Level 3 or above on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade four will maintain or increase their writing skills by 1% as evidenced by the 2006 FCAT Writing Test scores.

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

Given the need to establish a link between school, home, community, and parental involvement will continue to be an integral part of the school's mission. Additional services and activities will be provided in order to increase the level of parental involvement by 5% when compared to the 2004-2005 school year as evidenced by student and parent participation rosters.

Given the need to establish an environment that is safe and conducive to learning, the number of suspensions will decrease by .1% when compared to the 2004-2005 school year.

Given the need to develop, reinforce, and improve communication through technology, the percent of staff members with published web pages will increase by 5%.

Given instruction using the Sunshine State Standards, students in grades four and five will increase their physical fitness level as evidenced by a three percentage point gain of students obtaining a level Gold or Silver in the 2006 FITNESSGRAM.

Given the need to develop music appreciation and opportunities to perform, the number of students participating in musical performances in grades three through five will increase by 5% during the 2005-

2006 school year.

Fairlawn Elementary Community School will improve on the State of Florida ROI index publication from the 55th percentile in 2003 to the 57th percentile on the next publication of the index.

The 2005-2006 Fairlawn Elementary Community School, in conjunction with the Educational Excellence School Advisory Council (EESAC), has identified the objectives in this document as school-wide priorities for the 2005-2006 school year. The EESAC also analyzed the September 2005 Organizational Performance Improvement Snapshot Survey and concluded that the two weakest areas were Business Results and Strategic Planning, scoring 4.0 and 4.1 respectively out of 5.0 possible points.

# 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.

## **Fairlawn Elementary School**

### VISION

At Fairlawn Elementary Community School, caring and learning go hand in hand. We have high expectations for our students and are committed to providing a challenging educational environment. It is our firm belief that all of our students will learn and develop confidence in their ability to succeed. The staff, parents, and community envision the intellectual development of our students through cooperative learning and effective instruction. This will maximize our educational efforts while being responsive to the diverse needs of each learner. At Fairlawn Elementary Community School, our after school programs will serve as an extension of the school day by integrating basic concepts and relevant curriculum.

## MISSION

To accomplish the goals set forth in our school's vision, the staff, parents, and community partners of Fairlawn Elementary Community School have established the following mission: increase collaboration among staff to promote professional development, mentor and coach, maintain high staff morale, and enhance teaching and learning practices to create a productive working relationship with our community.

We will target less proficient students in each of the academic areas so that they, too, can become fluent readers, accomplished writers, critical and creative thinkers, problem solvers, scientific investigators, and productive citizens in society.

Communication between home and school will be enhanced through a variety of media in an effort to increase and improve the quality of parental involvement at the school.

## 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*

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Fairlawn Elementary Community School was established in 1951 and is a Title I funded school, which currently serves 726 students in pre-kindergarten through fifth grade. The school is located in a predominantly Hispanic community in Miami-Dade County serving students from first and second generation immigrants with a wide variety of cultural and economic backgrounds: 97% Hispanic, 2% White, and less than 1% Multi-racial. The student population is comprised of 81% receiving free or reduced lunch. There are 41% Limited English Proficient (LEP) and 15 % Exceptional Student Education (ESE) students serviced at our school. The enrollment at Fairlawn Elementary Community School fluctuates by a 22% mobility rate.

Of the teaching staff, Fairlawn Elementary Community School employs 64 full-time staff members and 22 part-time staff members. The breakdown of full-time staff is as follows: 3 administrators, 1 guidance counselor, 1 reading coach, 1 media specialist, 1 paraprofessional, 5 clerical, 3 custodial, 1 cafeteria manager, and 48 teachers. The breakdown of teachers is as follows: 4 exceptional education, 10 special area, and 34 classroom teachers (5 are new to this school and 34 hold advanced degrees including 2 who are National Board certified). The breakdown of part-time staff is as follows: 10 classroom paraprofessionals, 9 cafeteria workers, 1 community involvement specialist, 1 social worker, and 1 custodial service worker.

Fairlawn Elementary Community School has an Extended Foreign Language (EFL) Spanish program for students in grades kindergarten through four, which expands one grade level per year. The school also provides two Academic Excellence Programs targeting journalism and broadcasting and a schoolwide Title 1 Chess Club. In 2004, the school was awarded the Miami-Dade County Public Schools' Platinum Award for Superior Performance Excellence. In 2005, Fairlawn Elementary Community School was recognized as one of the top three schools in Regional Center 4 attaining the highest learning gains.

### Teacher Mentoring

Fairlawn Elementary Community School's Teacher Mentoring Program adheres to the policies and procedures set forth in the District's PACES manual. At the start of the school year, new teachers are identified and scheduled to participate in both District and school-sponsored orientations to familiarize them with Miami-Dade County's policies and procedures and facilitate their success in their positions. All beginning teachers are provided with the M-DCPS handbook, school handbook, and opening of school materials prior to the returning of tenured staff in order to provide them with additional time to familiarize themselves with their contents. All new staff members are provided with a school tour, assigned a mentor teacher, and scheduled for frequent meetings with members of the administrative team. All annual contract teachers are assigned a Professional Growth Team comprised of members who are mutually agreed upon by staff and administration.

### School Wide Improvement Model

Fairlawn Elementary Community School will use the 8-Step Continuous Improvement Model (CIM). This model is comprised of an 8-step data-driven process that assesses students on a regular basis for enrichment and remediation. These steps include the following: test scores, desegregation of data, timeline development, instructional focus, assessment, tutorials, enrichments, maintenance, and monitoring of students' progress. This model will be implemented along with professional development for the entire staff.

### Educational Excellence School Advisory Council

The purpose of the Educational Excellence School Advisory Council (EESAC) of Fairlawn Elementary Community School is to collaboratively define a vision and establish goals for the improvement of student achievement. The ESSAC works cohesively with the principal in the preparation and evaluation of the School Improvement Plan and fosters an environment conducive to strong academic achievement. The principal and elected members of the ESSAC use consensus management to improve the potential of every student.

#### Extended Learning Opportunities

The students at Fairlawn Elementary Community School are provided extended learning opportunities through the implementation of before, during, and after school tutorial programs. An Academic Excellence Program is offered to provide enrichment activities to address the needs of students in the area of writing and reading through journalism and broadcasting. Additionally, Fairlawn Elementary Community School provides an after school care program offering a variety of educational activities.

# *School Foundation*

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## ***Leadership:***

The September 2005 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Leadership was the knowledge of the organization's mission, item 1a, whereas the weakest in that section was the staff's opinion of the organization, item 1g. Based on aforementioned results, it is evident that the administration and the EESAC has collaboratively defined a vision and established goals for the improvement of student achievement. The administration and elected members of EESAC use consensus management to improve the potential of every student.

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

The September 2005 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Strategic Planning was analyzing progress, item 2c, whereas the weakest in that section was the lack of staff input and ideas of the organization's future, item 2a. The administration and the elected members of EESAC follow the Sunshine State Standards, district and state guidelines, School Improvement Plan, and Academic Improvement Plans in order to accomplish the school's goals and objectives.

## ***Stakeholder Engagement:***

The September 2005 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Stakeholder Engagement/Customer and Market Focus was knowledge and identification of the stakeholders, item 3a, whereas the weakest in that section was the staff's input in the decision making process, item 3e. The stakeholders at Fairlawn Elementary Community School are provided extended learning opportunities addressing remedial, basic, and advanced academic needs.

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

The September 2005 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Faculty and Staff/Human Resources was the ability to individually measure quality of work, item 4a, whereas the weakest in that section was the staff's knowledge of how the organization is doing in general, item 4f. The administration and elected members of the EESAC have a team approach to the overall function of the school. The organization has implemented opportunities for involvement and growth through many activities such as Professional Development, Professional Growth Teams, networking, and other team building events.

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

The September 2005 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Data/Information/Knowledge Management/Process Management was the administration's encouragement of the staff's opportunities to develop their job skills, item 5c, whereas the weakest in that section was the individual recognition of work performed by staff members, item 5d. The organization has monitored staff performance through the PACES, Certification, Professional Development Plans (PDP), and End of the Year Evaluations. The staff members are encouraged and provided opportunities to participate in a variety of workshops and inservices, which enhances the school's efficiency.



***Education Design:***

The September 2005 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Education Design/Process Management was the organization's processes staff members to complete their work, item 6c, whereas the weakest in that section was the staff member's control over their work process, item 6d. The organization keeps the staff notified of the latest best practices relayed from the District and State.

***Performance Results:***

The September 2005 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Performance/Business Results was the staff member's ability to meet all requirements with high degree of excellence, item 7b, whereas the weakest in that section was the organization's use of the staff's talents and time, item 7d. The organization has used the 8-Step Continuous Improvement Model to monitor and improve student scores, attendance, suspensions, and drop-out rates. The organization's highly experienced staff, truancy program, assessment platforms, District and State guidelines, and best practices have helped improve the performances to achieve and maintain a grade 'A' in the Florida School Report Card.

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

### **GOAL 1 STATEMENT:**

Improve Reading Comprehension

### **Needs Assessment**

Results of the 2005 FCAT Reading scores indicate that 78% of students in grades three through five scored at Achievement Level 3 or higher. Subtests indicate that 33% of students in grade three, 38% of students in grade four, and 37% of students in grade five scored below FCAT Achievement Level 3. Our analysis of student performance on the 2005 FCAT Reading subtest data indicated that the weakest content cluster for grade three was Words/Phrases at 50% and the strongest content cluster was Comparison at 75%. Grade four demonstrated that the weakest content cluster was Reference/Research at 50% and the strongest content cluster was Main Idea/Purpose at 65%. Fifth grade demonstrated that the weakest content cluster was Words/Phrases at 62% and the strongest content cluster was Reference/Research at 75%.

### NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will increase their reading skills as evidenced by a two percentage point gain of students obtaining Achievement Level 3 or above on the 2006 FCAT Reading Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement District provided programs such as Riverdeep as evidenced by computer generated data reports.	Principal Classroom Teachers	8/8/2005	5/24/2006
Conduct Academic Improvement Plan (AIP) conferences to monitor student progress as evidenced by class assignment rosters and parental signatures.	Principal Assistant Principals Reading Coach Classroom Teachers	8/8/2005	5/24/2006
Provide differentiated and flexible reading tutorial sessions before, during, and after school to address students' learning needs as evidenced by attendance rosters.	Principal Reading Coach	8/8/2005	5/24/2006
Identify students in grades three through five scoring at Achievement Levels 1 and 2 on the FCAT Reading subtest and implement small group instruction reading intervention programs such as Voyager Passport, Soar to Success, and Early Success as evidenced by participation rosters.	Principal Assistant Principals Reading Coach	8/8/2005	5/29/2006
Implement the 8-Step Continuous Improvement Model (CIM) as evidenced by grade level meeting agendas.	Principal Assistant Principals Classroom Teachers	8/8/2005	5/24/2006

## Research-Based Programs

Core Program: Houghton Mifflin Reading Basal Series

Supplemental Programs: Get Set To Read, Riverdeep and COMPASS

Intervention Programs: Voyager Passport, Soar to Success, and Early Success

## **Professional Development**

Training will be provided in the following areas:

1. Houghton Mifflin Reading Basal Series
2. Riverdeep
3. 8-Step Continuous Improvement Model
4. Reciprocal Teaching
5. Five Major Reading Components (Phonics, Phonological Awareness, Fluency, Vocabulary, and Comprehension)

## **Evaluation**

This objective will be evaluated using scores from the 2006 FCAT Reading subtest. Scores/data from the Reading Interim Assessments will be used to monitor progress towards this objective and to redirect intervention and instructional strategies. Teacher lesson plans following the Professional Assessment Comprehensive Evaluation System (PACES) guidelines will be used to monitor student progress. Item analysis data provided by Edusoft software will also be used to monitor and assess student progress.

## 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 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 2 STATEMENT:**

Improve Mathematics Skills

**Needs Assessment**

Results of the 2005 FCAT Mathematics scores indicate that 73% of students in grades three through five scored at Achievement Level 3 or higher. Subtests indicate that 33% of students in grade three, 42% of students in grade four, and 44% of students in grade five scored below FCAT Achievement Level 3. An analysis of student performances on the 2005 FCAT Mathematics subtest data indicated that the weakest content cluster for grade three was Number Sense at 50% and the strongest content cluster was Measurement at 62%. Students in grade four demonstrated that the weakest content cluster was Number Sense at 55% and the strongest content cluster was Measurement at 62%. Students in grade five demonstrated that the weakest content cluster was Number Sense at 38 % and the strongest content clusters were Measurement and Algebraic Thinking at 55%.

**NCLB SUBGROUP TARGET**

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

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will increase their mathematics skills as evidenced by a two percentage point gain of students obtaining Achievement Level 3 or above on the 2006 FCAT Mathematics Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Identify students in grades three through five scoring at Achievement Levels 1 and 2 on the FCAT Mathematics subtest and implement small group instruction using technology programs such as FCAT Explorer, Riverdeep Mathematics, and Scott Foresman Series as evidenced by computer generated data reports.	Principal Assistant Principals Classroom Teachers	8/8/2005	5/24/2006
Conduct Academic Improvement Plan (AIP) conferences to monitor students' progress as evidenced by class assignment rosters and parental signatures.	Principal Assistant Principals Classroom Teachers	8/8/2005	5/24/2006
Provide differentiated and flexible mathematics tutorial sessions before, during, and after school to address students' deficiencies and strengths as evidenced by attendance rosters.	Assistant Principals	8/8/2005	5/24/2006
Provide mathematics instruction using ESOL and ESE strategies including the use of manipulatives as evidenced by weekly instructional lesson plans.	Principal Assistant Principals ESE Teachers ESOL Teachers Classroom Teachers	8/8/2005	5/24/2006
Continue the Math SuperStar Program as evidenced by weekly rosters.	Assistant Principals Classroom Teachers Future Educator's of America Sponsor	8/8/2005	5/24/2006
Implement the 8-Step Continuous Improvement Model (CIM) as evidenced by grade level meeting agenda.	Principal Assistant Principal Classroom Teacher	8/8/2005	5/24/2006

## **Research-Based Programs**

Core Program: Scott Foresman Mathematics Series

Supplemental Program: Riverdeep

## **Professional Development**

Training will be provided in the following areas:

1. Scott Foresman Mathematics Series
2. Riverdeep
3. 8-Step Continuous Improvement Model
4. District sponsored in-services by the Division of Mathematics and Science

## **Evaluation**

This objective will be evaluated using scores from the 2006 FCAT Mathematics subtest. Scores/data from the Mathematics Interim Assessments will be used to monitor progress towards this objective and to redirect intervention and instructional strategies. Teacher lesson plans using PACES guidelines will be used to monitor student progress and the use of manipulatives. Item analysis data provided by Edusoft software will also be used to monitor and assess student progress.

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

**GOAL 3 STATEMENT:**

Improve Narrative and Expository Writing

**Needs Assessment**

Results of the 2005 FCAT Writing scores indicate that 90% of students in grade four met state standards. Subtests indicate the mean score for writing was 3.6 in both Narrative and Expository.

NCLB SUBGROUP TARGET

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



## Measurable Objective

Given instruction using the Sunshine State Standards, students in grade four will maintain or increase their writing skills by 1% as evidenced by the 2006 FCAT Writing Test scores.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Infuse the Houghton Mifflin Reading/Writing Workshop as evidenced by weekly instructional lesson plans.	Principal Assistant Principals Classroom Teachers	8/8/2005	5/24/2006
Provide before, during, and after school tutorial sessions that target writing skills as evidenced by attendance rosters.	Principal Assistant Principals Reading Coach	8/8/2005	5/24/2006
Incorporate a variety of writing genres including journal, expository, narrative, descriptive, and persuasive writing as evidenced by weekly instructional lesson plans.	Classroom Teachers	8/8/2005	5/24/2006
Infuse the writing process as evidenced by weekly instructional lesson plans.	Classroom Teachers	8/8/2005	5/24/1006
Incorporate a variety of teacher and student generated graphic organizers as evidenced by weekly instructional lesson plans.	Classroom Teachers	8/8/2005	5/24/2006

### Research-Based Programs

Core Program: Houghton Mifflin Reading/Writing Workshop

Supplemental Programs: Project Beginning Emergent Awareness in Reading (BEAR), Opening Minds with Literacy (OWL), and Developing Reading and Writing (DRAW)

### Professional Development

Training will be conducted in the following areas:

1. FCAT Writing+
2. Houghton Mifflin Reading/Writing Workshop

## **Evaluation**

This objective will be evaluated using scores on the 2006 FCAT Writing subtest. Scores/data from the Pre-Assessment Tests and the monthly writing prompts will be used to monitor progress towards this objective and to redirect intervention and instructional strategies. Teacher lesson plans using PACES guidelines will be used to monitor student progress.

## 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 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:***

Improve Science Skills

### ***Needs Assessment***

Scores on the 2005 FCAT Science Test indicate that students in grade five achieved a mean scale score of 260. Subtests indicate that the weakest content cluster for students in grade five was Environmental Science at 54%, Physical and Chemical Science at 54%, and Earth and Space Science at 46%.

## Measurable Objective

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

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement District Science Scope and Sequence and long range plans to ensure that all Sunshine State Standards are being taught through content area instruction as evidenced by weekly lesson plans.	Principal Assistant Principals Classroom Teachers	8/8/2004	5/24/2006
Provide dedicated space and resources for hands-on/inquiry-based investigations to support knowledge of the scientific method as evidenced by materials check-out log.	Principal Assistant Principals	8/8/2005	5/24/2006
Plan a Science Fair to provide students with an opportunity for inquiry-based learning as evidenced by rubric scores.	Principal Assistant Principals Science Fair Committee Math and Science Facilitator Classroom Teachers	8/8/2005	5/24/2006
Involve every child with hands-on investigative experiments using Full Option Science Systems (FOSS) kits to correlate with the scope and sequence of the science curriculum as evidenced by weekly instructional lesson plans.	Classroom Teachers	8/8/2005	5/24/2006
Present student-generated science experiments via the closed circuit media as evidenced by media tapings.	Classroom Teachers Technology Facilitator	8/8/2005	5/24/2006

### Research-Based Programs

Core Program: Harcourt Brace Science Basal Series

Supplemental Program: FOSS Kits

## **Professional Development**

Training will be provided in the following areas:

1. Inquiry-based instruction
2. On-line scientific research
3. Full Option Science Systems (FOSS)

## **Evaluation**

This objective will be evaluated using scores of the 2006 FCAT Science subtest. Classroom assessments will be used to monitor progress towards this objective and to redirect intervention and instructional strategies. Conduct Academic Improvement Plan (AIP) conferences to monitor student progress as evidenced by class assignment rosters and parental signatures. Results from the 2005-2006 Science Fair Projects will be compared to data from the previous year.

## GOAL 5: PARENTAL INVOLVEMENT

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

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

Improve Parental Involvement

### ***Needs Assessment***

The 2004-2005 Parental Involvement Rosters at Fairlawn Elementary Community School indicate that 62% of parents participated in school functions. Results from the 2004-2005 In-house Needs Assessment Survey also indicate that 54% of the staff agreed that their ability to do the best possible job at the school is limited by the lack of concern/support from parents reflected by the number of Parental Contracts and/or Open House Rosters signed and returned. Therefore, school-sponsored activities will be expanded.

## Measurable Objective

Given the need to establish a link between school, home, community, and parental involvement will continue to be an integral part of the school's mission. Additional services and activities will be provided in order to increase the level of parental involvement by 5% when compared to the 2004-2005 school year as evidenced by student and parent participation rosters.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Organize Family Literacy Nights on a quarterly basis to involve families in literacy activities as evidenced by student/parent participation rosters.	Principal Assistant Principals Media Specialist Reading Coach Community Involvement Specialist	8/8/2005	5/24/2006
Implement the Reading is Fundamental (RIF) literacy program for second grade students and their parents as evidenced by student/parent participation rosters.	Principal Assistant Principals Reading Coach Classroom Teachers Community Involvement Specialist	8/8/2005	5/24/2006
Provide workshops and activities to empower parents with the skills needed to assist students with home learning activities as evidenced by parent participation rosters.	Principal Assistant Principals Classroom Teachers Community Involvement Specialist	8/8/2005	5/24/2006
Implement Title 1 Parent Orientation as evidenced by parent participation rosters.	Community Involvement Specialist PTA	8/8/2005	5/24/2006
Conduct Science Family Night to exhibit Science Fair Projects as evidenced by student/parent participation rosters.	Community Involvement Specialist PTA	8/8/2005	5/24/2006
Conduct Academic Improvement Plan (AIP) conferences to monitor students' progress and encourage parental involvement as evidenced by class assignment rosters and parental signatures.	Principal Assistant Principals Classroom Teachers	8/8/2005	5/24/2006

## Research-Based Programs

Core Programs: National Parent Teacher Association, and the National Network of Partnership Schools (Center on School, Family, and Community Partnerships)

Supplemental Programs: Reading is Fundamental

## **Professional Development**

Training will be provided in the following areas:

1. Reading is Fundamental
2. Science Fair
3. Family Literacy

## **Evaluation**

This objective will be evaluated by the number of parents/guardians who sign Parental Involvement Rosters at targeted parent workshops and activities such as Report Card Night, parent orientation meetings, and Open House. Conduct Academic Improvement Plan (AIP) conferences to monitor students' progress as evidenced by class assignment rosters and parental signatures.



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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

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

Maintain and Promote a Safe Learning Environment

### ***Needs Assessment***

Results from the 2003-2004 School Profile Report indicate that .7% of students served out-of-school suspension. In an effort to decrease the aforementioned suspension rate and promote and maintain a safe learning environment the number of out-of school suspensions will decrease by .1%.

## Measurable Objective

Given the need to establish an environment that is safe and conducive to learning, the number of suspensions will decrease by .1% when compared to the 2004-2005 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Review, implement, and adhere to the Miami-Dade County Public Schools' Code of Student Conduct as evidenced by the opening of school agenda.	Principal Assistant Principals Classroom Teachers Parents	8/8/2005	5/24/2006
Implement classroom discipline plans that focus on positive feedback and reinforcement as evidenced by posted classroom discipline charts.	Classroom Teachers	8/8/2005	5/24/2006
Conduct individual preventative counseling sessions focusing on non-violent approaches to solving problems as evidenced by the Student Service Reports.	Counselor Classroom Teachers	8/8/2005	5/24/2006
Conduct motivational programs such as Do The Right Thing as evidenced by monthly nomination forms.	Principal Assistant Principals Counselor	8/8/2005	5/24/2006
Offer peer mentoring programs, from Future Educators of America (FEA) and school patrols, to students identified as having difficulties with interpersonal relationships and conflict resolution as evidenced by rosters.	Principal Assistant Principals Counselor	8/8/2005	5/24/2006

### Research-Based Programs

Core Program: Not Applicable

### Professional Development

Not Applicable

## **Evaluation**

The objective will be evaluated by the number of students that served in and out of school suspensions on the 2005-2006 School Profile Report.

## GOAL 7: TECHNOLOGY

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

#### *Florida Education Priorities*

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

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

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#### *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 7 STATEMENT:***

Improve Technology use throughout the School

### ***Needs Assessment***

The need to individualize communication between staff members and stakeholders is crucial. The school's mission statement vows to increase and improve communication between the home and the school through a variety of media stressing computer-assisted communication. During the 2004-2005 school year, 5% of our faculty had published web pages that communicated instructional focus.

## Measurable Objective

Given the need to develop, reinforce, and improve communication through technology, the percent of staff members with published web pages will increase by 5%.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide training for teachers on the development and publication of web pages as evidenced by workshop rosters.	Technology Specialist	8/8/2005	5/24/2006
Inform parents how to access teacher web pages via the school newsletter as evidenced by monthly dual language communication.	Media Specialist	8/8/2005	5/24/2006
Provide user friendly and teacher specific program, www.teacherweb.com, for easier input and maintenance as evidenced by staff web pages.	Technology Specialist Classroom Teachers	8/8/2004	5/24/2006
Provide parent/community instruction and continuous use of the Internet through the Community School's Internet Café as evidenced by attendance rosters.	Principal Assistant Principals Community Involvement Specialist	8/8/2005	5/24/2006
Encourage teachers to create inquiry-based projects whereby students can use their imagination and problem-solving skills as evidenced by staff web pages.	Principal Assistant Principals Technology Specialist Classroom Teachers	8/8/2005	5/24/2006

## Research-Based Programs

Core Program: National Education Technology Standards (NETS)

## Professional Development

Training will be provided in the following areas:

1. On-going Web Page Development and Maintenance
2. Exposure to Web Quest/Treasure Hunts
3. Atomic Learning Website

## **Evaluation**

This objective will be evaluated by the increase in percent of teachers who publish a website as compared to the 2004-2005 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.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 8 STATEMENT:***

Increase Physical Fitness Skills

### ***Needs Assessment***

Results from the physical fitness 2004-2005 FITNESSGRAM, a health related fitness test, indicates that 58% of the students in grades four and five adequately performed on the Miami-Dade County FITNESSGRAM.

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grades four and five will increase their physical fitness level as evidenced by a three percentage point gain of students obtaining a level Gold or Silver in the 2006 FITNESSGRAM.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Engage students in physical fitness activities 2.5 hours a week as evidenced by weekly instructional lesson plans.	Principal Assistant Principals Physical Education Teachers	8/8/2005	5/24/2006
Implement Pre/Post Tests that will measure student/school improvement and physical progress as evidenced by Post Test results.	Physical Education Teachers	8/8/2005	5/24/2006
Emphasize activities that will improve cardiovascular, muscular strength building, flexibility training, and endurance training enhancing activities as evidenced by weekly instructional lesson plans.	Physical Education Teachers	8/8/2005	5/24/2006
Select activities specifically related to assessment component items which would enhance specificity as evidenced by weekly instructional lesson plans.	Physical Education Teachers	8/8/2005	5/24/2006
Integrate monthly physical fitness related article summaries in order to address physical education action plan across the curriculum as evidenced by the teachers' gradebooks.	Principal Assistant Principals Physical Education Teachers	8/8/2005	5/24/2006

## Research-Based Programs

Core Program: Not Applicable

## Professional Development

Not Applicable



## **Evaluation**

The objective will be evaluated using the results from the 2006 Miami-Dade County FITNESSGRAM. Physical Education teachers' lesson plans will reflect the implementation of strategies.

## GOAL 9: ELECTIVES & SPECIAL AREAS

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

#### *Florida Education Priorities*

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 9 STATEMENT:***

Improve Music Appreciation and Skills

### ***Needs Assessment***

The 2004-2005 musical performance attendance logs indicate that 182 students in grades three through five participated in school-wide performances.

## Measurable Objective

Given the need to develop music appreciation and opportunities to perform, the number of students participating in musical performances in grades three through five will increase by 5% during the 2005-2006 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct and attend, on and off school site, musical performances that enhance musical appreciation and self-esteem as evidenced by musical programs.	Principal Assistant Principals Music Teacher	8/8/2005	5/24/2006
Incorporate cooperative learning, critical thinking skills, musical appreciation, and musical skills into lessons plans as evidenced by weekly instructional lesson plans.	Principal Assistant Principals Music Teacher	8/8/2005	5/24/2006
Develop creative thinking by having students write musical notation as evidenced by weekly instructional lesson plans.	Music Teacher	8/8/2005	5/24/2006
Select students in grades four and five to participate in before school Bell and String Ensembles as evidenced by attendance rosters.	Music Teacher	8/8/2005	5/24/2006
Engage students in reading musical notation and performing on instruments such as recorders and bells as evidenced by weekly instructional lesson plans.	Music Teacher	8/8/2005	5/24/2006

## Research-Based Programs

Core Program: Not Applicable

## Professional Development

Not Applicable

## Evaluation

The objective will be evaluated by performance attendance logs and teacher lesson plans.

## GOAL 10: RETURN ON INVESTMENT

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

#### *Florida Education Priorities*

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input 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 10 STATEMENT:***

Improve Return on Investment Ranking

### ***Needs Assessment***

The most recent data supplied from the Florida Department of Education (FLDOE) indicate that in 2003, Fairlawn Elementary Community School ranked at the 55th percentile on the State of Florida ROI index.

## Measurable Objective

Fairlawn Elementary Community School will improve on the State of Florida ROI index publication from the 55th percentile in 2003 to the 57th 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.	Principal Assistant Principals	8/8/2005	5/24/2006
Collaborate with the District on resource allocation.	Principal Assistant Principals	8/8/2004	5/24/2006
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal Assistant Principals	8/8/2004	5/24/2006
Consider shared use of facilities, partnering with community agencies.	Principal Assistant Principals	8/8/2005	5/24/2006

### Research-Based Programs

Core Program: Not Applicable

### Professional Development

Not Applicable

### Evaluation

On the next State of Florida ROI index publication, Fairlawn Elementary Community School will show progress toward reaching the 57th percentile.

## *EESAC Compliance*

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

### ***Budget:***

The EESAC reviewed the budget for the 2005-2006 school year and has made adjustments and recommendations based on the expenditures.

### ***Training:***

The EESAC conducted a needs assessment using test data and teacher recommendations to develop a staff development schedule.

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

The EESAC met with constituents to select instructional and supplemental materials.

### ***Technology:***

The EESAC met and reviewed purchased hard and software at the school site and discussed the upgrading process.

### ***Staffing:***

The EESAC made recommendations to continue to use paraprofessionals and hourly personnel to increase classroom support.

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

The EESAC has discussed strategies provide students with support services in the development of the School Improvement Plan. The strategies include individual and group counseling, peer mentoring, and the cooperative consultation process.

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

The EESAC provides incentive programs that reward student performances.

***Benchmarking:***

The EESAC has established means in which to assess progress throughout the course of the school year. Recommendations will be made to maintain or increase student achievement.

***School Safety & Discipline:***

The EESAC has developed an incentive program that provides and maintains a safe learning environment as outlined in the Miami-Dade County Public Schools Code of Student Conduct.

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

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

*Required Signatures:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*EESAC Student Representative, as applicable*

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

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*Region Superintendent*