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# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

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*School Name: 2401 - Hibiscus Elementary School*

*FeederPattern: Miami Norland Senior*

*Region: Regional Center II*

*District: 13 - Miami-Dade*

*Principal: Dyona McLean-Fisher*

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



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

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### *Hibiscus Elementary School*

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Hibiscus Elementary is a small school surrounded by a quiet community of homeowners. As a result, many families have more than one child attending our school thus allowing teachers to really know the families of the students. Parents are happy that we are a uniform school and have consistently voiced their support for the adherence to the Code of Student Conduct. Visitors to our school often comment on the fact that Hibiscus students are busy learning in the classrooms. The grounds are well maintained and the gardens are well tended by our custodial staff. The cafeteria is clean and runs efficiently. The teachers take pride in the orderliness and the beauty of their classrooms.

Hibiscus Elementary provides various academic programs designed to complement our mission to develop the whole child in an enriching academic environment and to develop problem solvers, critical thinkers, and effective communicators.

Hibiscus Elementary offers a home-based gifted program, the Academic Excellence Program (AEP) and Teaching Enrichment Activities to Minorities (TEAM) classes at various grade levels in an effort to improve critical thinking skills among our students. In addition to enrichment programs, Hibiscus also provides inclusive classes for special education students as well as resource and self-contained special education classes and remediation opportunities for struggling students.

In order to achieve these objectives, appropriate strategies have been suggested and planned by all of the school's stakeholders. Some of the strategies to be implemented include cooperative learning, reciprocal teaching, use of technology, parent workshops, and the Five-Day Houghton Mifflin Reading Plan.

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by an increase from 68% to 71% of the students meeting high performance standards as documented by the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, an increase from 47% to 50% of the students scoring in the lowest 25th percentile on the 2005 FCAT Reading Test will demonstrate learning gains in reading as documented by scores 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 an increase from 58% to 61% of the students meeting high performance standards as documented by scores on the 2006 FCAT Mathematics Test.

Given instruction in the Sunshine State Standards, students in fourth grade will improve their writing skills as evidenced by maintaining or improving by 1% or more the 91% of the students achieving high standards on the 2006 administration of the FCAT Writing test.

Given instruction using the Sunshine State Standards, students in grade five will demonstrate improvement in science skills as evidenced by an increase in the mean scale score of 265 to meet the

district mean scale score of 286 as documented by the 2006 FCAT Science Test.

Given the need to establish a link between the home and community to support the efforts of improving academic achievement of students, parent/family/community involvement during the 2005-2006 school year will increase from 692 to 797 participants in school-site activities as documented by sign-in logs.

Given the impact a safe learning environment has on student achievement, during the 2005-2006 school-wide student discipline will improve as evidenced by a decrease in the number of outdoor suspensions from 62 cases to 55 cases as documented by comparing the Student Case Management System Executive Summary for Hibiscus Elementary for 2004-2005 and 2005-2006.

The use of technology at Hibiscus Elementary School will be enhanced during the 2005 – 2006 school year as evidenced by 75% of third grade students completing the FCAT Explorer Reading Software by March 2006 as documented by the FCAT Explorer completion reports.

Given instruction in the Sunshine State Standards for physical education, students in grades four and five will improve their physical fitness as evidenced by an increase from 63% to 66% of the students receiving awards on the 2006 FITNESSGRAM.

Given emphasis on the benefits of participating in advanced academic programs, the number of students enrolled in the Academic Excellence Program will increase from 25 to 28 students, an enrollment increase of 10%, during the 2005-2006 school year when compared to the 2004-2005 school year.

Hibiscus Elementary School will improve its ranking on the State of Florida ROI index publication from the 7th percentile in 2003 to the 10th percentile on the next publication of the index.

The Organizational Performance Improvement Snapshot survey reveals two areas that will be addressed this year: Strategic Planning and Process Management. These two categories had the lowest ranking average scores among the seven assessed. The results indicate that there is a perception that staff ideas aren't considered prior to making plans for the future. Also, equally important, staff results indicate that getting all the resources needed to do one's work is an area of concern. One strategy employed this year is regularly meeting with the leadership team that represents various segments of the staff designed to provide input and feedback about staff needs. Another strategy will be an increased use of committees or professional learning communities to discuss school related concerns and make feasible recommendations to the school administration regarding forward advancement of our students.

# 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.

## **Hibiscus Elementary School**

### VISION

Hibiscus Elementary School is a school with a vision for students to attain the skills necessary to be problem solvers and life-long learners in our ever-changing and technological society. Ideally, an educational environment will be created where students, teachers, and other community members strive to dream freely, live life today, and prepare for the future.

### MISSION

The mission of Hibiscus Elementary School is to nurture the ethnic diversity of its population and to produce students academically and socially that are prepared for high school, college, and beyond. Students will be empowered to be problem solvers, critical thinkers, and effective communicators in an educational environment designed to nurture and maximize their academic success.

## 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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Hibiscus Elementary School provides basic educational services based on the Sunshine State Standards, the Competency Based Curriculum and the Five Day Houghton Mifflin Reading Plan. School wide strategies include a focus on reading, writing, and mathematics skills, as well as the development of critical thinking. There is one unit offering services to deaf and hard-of-hearing students, two varying exceptionality units providing services to special education students, one unit of instruction of gifted education student in grades kindergarten through five, one unit providing a non-fee supported voluntary Pre-Kindergarten (VPK) program and one unit Special Education (SPED) Pre-Kindergarten program. Additionally, Title I funding is utilized to enhance computer-based activities and Creating Independence through Student owned Strategies (CRISS) is applied in grades pre-kindergarten through five. An Academic Excellence Program (AEP) is implemented for intermediate students who benefit from enrichment instruction for two and one-half hours per week. The curriculum also includes utilization of the Accelerated Reader and STAR Reading Programs. This concentration on the basic skills, along with the utilization of CRISS and the incorporation of technology into the learning process, provides an overall philosophy of empowering our students to set career goals and realize their potential.

Hibiscus Elementary School is located in northwest Miami-Dade County in the city of Miami Gardens. It serves 611 multi-ethnic students living in surrounding neighborhoods as well as those bussed for special needs. The ethnic/racial make-up of the student population is 90% Black Non-Hispanic, 7% Hispanic, 1% White Non-Hispanic, and 2% Other. Our student population included 476 standard curriculum students, 51 SPED students, 26 gifted students, and 58 ESOL students. Of our student population, 76 % would be considered economically disadvantaged as evidenced by the number of students who qualify for free or reduced lunch. This percentage qualifies Hibiscus Elementary School for federal funding under the Title-I program.

Hibiscus Elementary School employs a total of 56 full time staff members and eight part time staff members. The faculty and staff consist of two administrators, 26 classroom teachers, five enrichment area teachers, two varying exceptionalities educators, one gifted education teacher, one teacher of the Deaf/Hard-of-Hearing, one guidance counselor, one media specialist, one ESOL teacher, two curriculum support teachers, three classroom paraprofessionals, five clerical employees, seven cafeteria workers and five custodial service workers. The ethnic/racial make-up of the staff is 32% White Non-Hispanic, 47% Black Non-Hispanic, and 21% Hispanic.

Hibiscus Elementary School received a grade of "C" from the Florida Department of Education based on the 2004 – 2005 test scores. According to the data from the Florida Department of Education Accountability Report 68% of the third through fifth grade students met high standards in Reading, 58% of the third through fifth grade students met high standards in Mathematics, and 91% of the fourth grade students met high standards in Writing of the 2005 administration on the Florida Comprehensive Assessment Test (FCAT). While we had enough points to receive a grade of "B," students in the lowest 25th percentile did not make adequate progress for two consecutive years thus requiring the earned grade to be reduced by one letter. Hibiscus Elementary also met the federal requirements for Adequate Yearly Progress (AYP) under the No Child Left Behind Act of 2002.

# *School Foundation*

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## ***Leadership:***

In general, the school staff is confident in the leadership team at our school as indicated by an average above four in the leadership category.

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

In this area, Hibiscus Elementary's average was a four demonstrating satisfaction, however, one area of concern involved soliciting ideas from all staff members as we chart our future course. This was one of several areas that were below a four on our survey.

## ***Stakeholder Engagement:***

Survey results again reveal that we are aware of our customers' wants and needs and we are striving to meet them. This was demonstrated by yielding our highest score.

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

In general, the Hibiscus Elementary school staff is confident in the team at our school as indicated by an average above four in the Human Resources category.

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

As a result of the survey it is obvious that Hibiscus Elementary's staff is comfortable with the data and information they receive. This category again indicates an average above four.

## ***Education Design:***

This is another area that Hibiscus has successfully addressed with an average score above four. Everyone has what he or she needs to do his or her job successfully.

## ***Performance Results:***

In general Hibiscus did well in this area. However, there were several areas that received an average below four thus they have become areas of concern. These areas address keeping the faculty and staff members aware of how the school is doing financially, removing things that get in the way of progress, and using faculty and staff time and talents well.

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 1 STATEMENT:**

All students at Hibiscus Elementary School will be able to read on or above grade level.

### ***Needs Assessment***

Sixty-eight percent of all of the students tested on the 2005 FCAT Reading Test in grades three, four, and five are reading at or above grade level, which is an increase of four percentage points over the 2004 scores. Seventy-six percent of the fourth grade students tested on the 2005 FCAT Reading Test are reading at or above grade level. All of the targeted subgroups tested on the 2005 FCAT Reading Test showed improvement in reading. More than sixty-two percent of all subgroups are reading at or above grade level. Sixty-six percent of the students tested on the 2005 FCAT Reading Test made at least one year's growth in reading when compared to the scores on the 2004 FCAT Reading Test.

However, only forty-seven percent of the lowest 25% of the students in third through fifth grade were able to make Adequate Progress in reading on the 2005 FCAT Reading Test, which is three percentage points below the percentage required for state accountability. Also, only fifty percent of the fifth grade students tested on the 2005 FCAT Reading Test were reading at or above grade level, which is a decrease of one percentage point when compared to the 2004 FCAT Reading scores for fifth grade.

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

## Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by an increase from 68% to 71% of the students meeting high performance standards as documented by the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, an increase from 47% to 50% of the students scoring in the lowest 25th percentile on the 2005 FCAT Reading Test will demonstrate learning gains in reading as documented by scores on the 2006 FCAT Reading Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Identify students scoring in the lowest 35% on the 2005 FCAT Reading Test for pullout small group instruction.	Administrator, Reading Coach	9/12/2005	5/19/2006
Complete FCAT Explorer prior to administration of the 2006 FCAT Reading Test.	Administrator, Reading Coach, Classroom Teachers	9/26/2005	3/31/2006
Conduct a family reading night.	Media Specialist	10/10/2005	5/24/2006
Implement the Continuous Improvement Model (CIM) utilizing the eight-step process.	Administrator, Reading Coach, Classroom Teachers	8/8/2005	5/24/2006
Disaggregate and analyze data from the 2005 FCAT Reading Test to identify strengths and weaknesses in student performance, and develop an instructional focus calendar for reading.	Administrator, Reading Coach, Classroom Teachers, Literacy Team	8/8/2005	5/24/2006
Implement the Comprehensive Research-based Reading Plan (CRRP) with intensive focus on guided reading and vocabulary development.	Administrator, Reading Coach, Classroom Teachers	8/8/2005	5/24/2006
Provide a daily, uninterrupted two-hour reading block to ensure growth in phonemic awareness, phonics, vocabulary, fluency and comprehension skills.	Administrator	8/8/2005	5/24/2006
Utilize Accelerated Reader/STAR, FCAT Explorer, Riverdeep, and Houghton Mifflin computer-assisted resources to reinforce and enhance reading skills.	Administrator, Reading Coach, Classroom Teachers, Media Specialist	8/8/2005	5/24/2006
Utilize Accelerated Reader to improve STAR levels.	Administrator, Reading Coach, Classroom Teachers, Media Specialist	8/29/2005	5/1/2006
Implement an after school tutorial four days per week for students scoring in the lowest 35% on the 2005 FCAT Reading Test.	Administrator, selected teachers	10/3/2005	5/24/2006

## **Research-Based Programs**

Houghton Mifflin Reading Program – A Legacy of Literacy, 2003 Edition; Voyager

## **Professional Development**

The Reading Coach will provide professional development to teachers and administrators. For all classroom teachers this will include a review of the Houghton Mifflin Five Day Plan and the Comprehensive Research-based Reading Plan. Professional Development activities will also include instruction in the use of the new assessment tools followed by an analysis of assessment data to ensure differentiated instruction based on data provided by the assessment. Additionally, inservices will include training on the resources required for the implementation of the School Improvement Plan: FCAT Explorer, Accelerated Reader, and DIBELS. Additional professional development will include training in CRISS strategies and using Science and Math Integrated with Literary Experiences (S.M.I.L.E.) if available.

## **Evaluation**

Scores on the 2006 FCAT Reading Test will evaluate this objective. Scores and data from the District Interim Assessments and computer-assisted reading instruction will be used to monitor progress towards this objective.

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 2 STATEMENT:***

All Hibiscus Elementary School students will be able to function on or above grade level in mathematics.

### ***Needs Assessment***

Results of the 2005 FCAT Mathematics Test indicate that all of the targeted subgroups showed improvement in mathematics skills, as evidenced by at least 52% of all subgroups scoring at or above grade level in mathematics, which is an increase of eight percentage points. The data acquired from the School Performance Accountability Results indicate that 58% of the students in third through fifth grade met high standards in Mathematics on the 2005 FCAT Mathematics Test.

Seventy-three percent of the students tested on the 2005 FCAT Mathematics Test made at least one year's progress in mathematics. However, only thirty-two percent of the fifth grade students tested on the 2005 FCAT Mathematics Test scored at or above grade level in mathematics. There has been a three year decline in the percentage of students in fifth grade scoring level three and above in mathematics on the FCAT Mathematics Test.

Interpreting the data from the FCAT Mathematics Test across the grade levels indicates that the content clusters needing increased instruction in grade three are Number Sense, Geometry, and Data Analysis. An analysis of the grade four mathematics achievement scores indicates that content clusters in most need of increased instruction are Number Sense and Geometry. All of the content clusters need addressing in grade five with Number Sense and Measurement as the areas of greatest need. Focused instruction in these areas should result in an increase in student achievement in mathematics.

NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will increase their mathematics skills as evidenced by an increase from 58% to 61% of the students meeting high performance standards as documented by scores on the 2006 FCAT Mathematics Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the Continuous Improvement Model (CIM) utilizing the eight-step process.	Administrators, Classroom Teachers	8/8/2005	5/24/2006
Conduct small group instruction throughout the day for students who scored at Level 1 on the 2005 FCAT Mathematics Test.	Administrators, Math Leader, Classroom Teachers	8/8/2005	5/24/2006
Analyze data from District Interim Assessments in Mathematics in grades two through five to monitor progress and to identify FCAT tested strands that need additional instructional focus.	Administrators, Math Leader, Classroom Teachers	08/08/2005	5/24/2006
Identify the students in all subgroups scoring at achievement Levels 1 or 2 of the FCAT Mathematics Test, as delineated in Adequate Yearly Progress disaggregated data.	Administrators, Classroom Teachers	8/8/2005	5/24/2006
Implement an uninterrupted 60-minute block in mathematics for kindergarten through fifth grade.	Administrators, Classroom Teachers	8/8/2005	5/24/2006
Provide and utilize District-developed "Suggested Mathematics Long-Range Plans for 2005-2006" in kindergarten through fifth grade.	Administrators, Grade Level Chairpersons, Math Leader, Classroom Teachers	8/8/2005	5/24/2006

### Research-Based Programs

Harcourt Math, 2004 Edition (Harcourt School Publishers)

### Professional Development

Professional development for all teachers will include Riverdeep, FCAT Explorer, and Using Manipulatives to enhance instruction. Additional professional development for new teachers will include training in CRISS strategies and using Science and Math Integrated with Literary Experiences (S.M.I.L.E.) if available.

## **Evaluation**

This objective will be evaluated by scores of the 2006 FCAT Mathematics Test.

In addition, the District Interim Assessments in Mathematics, as well as weekly and monthly assessments, will be utilized to monitor student progress and redirect learning activities on an on-going basis.

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 3 STATEMENT:**

All Hibiscus Elementary School students will be able to communicate effectively through writing.

**Needs Assessment**

Results from the 2005 FCAT Writing Test indicate that 91% of fourth grade students scored 3.5 or higher. Students need to maintain or improve FCAT levels for the 2006 school year. When comparing scores on the 2004 FCAT Writing Test and 2005 FCAT Writing Test, the students' mean score showed an increase on the expository prompt from 3.4 to 4.1 but on the narrative prompt the mean score remained 4.

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 in the Sunshine State Standards, students in fourth grade will improve their writing skills as evidenced by maintaining or improving by 1% or more the 91% of the students achieving high standards on the 2006 administration of the FCAT Writing test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Analyze data from District pre/post Writing prompts.	Classroom Teachers, Reading Coach, Literacy Team	8/22/2005	5/3/2006
Plan, implement & monitor school wide schedule for writing using the Continuous Improvement model (CIM).	Reading Coach	9/5/2005	5/24/2006
Review results of Monthly Writing Prompts.	Classroom Teachers	9/6/2005	5/2/2006
Utilize writing lessons & strategies from the Houghton Mifflin Reading Series to improve quality of writing.	Classroom Teachers	8/8/2005	5/24/2006
Incorporate classroom Writing Journals on a daily basis.	Classroom Teachers	8/8/2005	5/24/2006
Form writing groups based upon skill levels as indicated by scores on monthly writing prompts to focus instruction.	Classroom Teachers	9/7/2005	5/3/2006

## Research-Based Programs

Houghton Mifflin Reading Program – A Legacy of Literacy, 2003 Edition

## Professional Development

On-going professional development activities for teachers will include techniques to improve delivery of instruction, the art of teaching writing, and scoring of student samples using the state developed scoring rubric. The Florida Department of Education CD-Roms “NCS Staff Development for Florida Writes” and “FCAT Performance Task Scoring- Grade 4 Writing” will be utilized to train teachers in writing criteria and rubric scoring.

## **Evaluation**

The 2006 FCAT achievement scores for fourth grade students will assess performance in this objective. In addition, monthly writing prompts will be used to monitor progress towards this goal.

## GOAL 4: SCIENCE

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 4 STATEMENT:**

The Hibiscus Elementary School will increase the scientific knowledge of all students.

### ***Needs Assessment***

When comparing the fifth grade students' mean score on the 2005 FCAT Science Test (265) with the fifth grade students' mean score on the 2004 FCAT Science Test (244) there was an increase of 21 points. Gains were made in the Physical and Chemical, Earth and Space, and Scientific Thinking Content Clusters of the FCAT Science Test. There has been a three-year decline in the Life and Environmental Content Cluster of the FCAT Science Test. Science scores overall on the 2005 FCAT Science Test lag significantly behind the District and State results.

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will demonstrate improvement in science skills as evidenced by an increase in the mean scale score of 265 to meet the district mean scale score of 286 as documented by the 2006 FCAT Science Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the District suggested Science scope and sequence to ensure that all Sunshine State Standards are addressed through content area instruction.	Administrator, Classroom Teachers	8/8/2005	5/24/2006
Implement the Continuous Improvement Model (CIM) utilizing the 8-step process.	Administrator, Classroom Teachers	8/8/2005	5/24/2006
Disaggregate and analyze data from the 2005 FCAT Science Test to identify strengths and weaknesses and develop an instructional focus calendar for science.	Administrator, Classroom Teachers	8/8/2005	5/24/2006
Reinforce grade appropriate science content with the language arts curriculum through the use of non-fiction text during shared or guided reading.	Administrator, Classroom Teachers, Reading Coach, Literacy Team	8/8/2005	5/24/2006
Encourage the participation in the school-wide Science Fair to reinforce the use of scientific process skills.	Administrator, Classroom Teachers, Science Fair Committee	8/8/2005	4/3/2006
Correlate the reading series to the Sunshine State Standards for Science in order to integrate instruction.	Administrator, Classroom Teachers, Reading Coach	8/8/2005	5/24/2006
Analyze the FCAT Science Sample Assessment data for students in grade five to monitor student progress and to identify FCAT tested strands that need additional instructional focus.	Administrator, Classroom Teachers	9/5/2005	2/27/2006

## Research-Based Programs

McGraw – Hill Science 2000 Edition

## **Professional Development**

Professional development will include training in Inquiry-Based/Hands-on Approaches, Technology in the Classroom, and training in CRISS strategies and using Science and Math Integrated with Literary Experiences (S.M.I.L.E.) if available.

## **Evaluation**

Scores on the 2006 FCAT Science Test will evaluate this objective. In addition, weekly and monthly assessments will be utilized to monitor student progress and redirect learning activities on an on-going basis.

## GOAL 5: PARENTAL INVOLVEMENT

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

#### *Florida Education Priorities*

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

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

### **GOAL 5 STATEMENT:**

Hibiscus Elementary School will provide increased opportunities for parents to be involved in their child's education.

### **Needs Assessment**

Parent/family/community participation sign-in logs documented 692 participants in school site activities at Hibiscus Elementary during the 2004-2005 school year. The participation sign-in logs also revealed that the parent/family/community participation in school-site activities showed a significant decrease when compared with the 807 documented participants during the 2003-2004 school year.

## Measurable Objective

Given the need to establish a link between the home and community to support the efforts of improving academic achievement of students, parent/family/community involvement during the 2005-2006 school year will increase from 692 to 797 participants in school-site activities as documented by sign-in logs.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Plan and deliver workshops to empower parents with the skills needed to assist students with home learning activities.	Counselor, Classroom Teachers	8/8/2005	5/24/2006
Plan and deliver workshops for parents on basic skills and FCAT strategies.	Counselor, Classroom Teachers, Reading Coach, Mathematics Leader	8/8/2005	5/24/2006
Monitor the participation in parent/family/community activities by maintaining the use of sign-in sheets and logs of attendance.	Administrator, Counselor, Classroom Teachers	8/8/2005	5/24/2006
Implement the use of school wide parent contact logs with codes to identify type of contact.	Administrator, Classroom Teachers	8/8/2005	5/24/2006
Plan and deliver workshops on educational technology and "cyber safety".	Media Specialist, Counselor, Law Enforcement/School Resource Officer, Technology Coordinator	8/8/2005	5/24/2006
Maintain an on-going line of communication (in students' home language) between the home and the school through the use of student progress reports, report cards, letters, flyers, parent/teacher conferences, home visits, and monthly calendar.	Administrator, Counselor, Classroom Teachers	8/8/2005	5/24/2006

## Research-Based Programs

National PTA Standards for Parent and Family Involvement Programs

## Professional Development

Parents will be encouraged to participate in school-site activities that include the annual opening of school and Title I informational meeting, family literacy workshops, annual Science Fair, and EESAC Meetings. Parents will also be provided with information regarding workshops provided by the newly established Parent Academy (TPA).

## **Evaluation**

Workshop/activity participation sign-in logs will be used to evaluate this objective.



## GOAL 6: DISCIPLINE & SAFETY

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

*Florida Education Priorities*

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

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 6 STATEMENT:**

Hibiscus Elementary School will provide a safe and disciplined environment for all students.

**Needs Assessment**

An evaluation of the Student Case Management System Executive Summary for Hibiscus Elementary revealed 62 outdoor suspensions for the 2004-2005 school year. For successful student achievement it is important for students to be in attendance at school and in a safe learning environment. Alternative ways to address discipline and safety problems need to be identified.

## Measurable Objective

Given the impact a safe learning environment has on student achievement, during the 2005-2006 school-wide student discipline will improve as evidenced by a decrease in the number of outdoor suspensions from 62 cases to 55 cases as documented by comparing the Student Case Management System Executive Summary for Hibiscus Elementary for 2004-2005 and 2005-2006.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Establish a school safety and discipline committee.	Administrators, Counselor, Classroom Teachers	8/8/2005	5/24/2006
Implement a school wide discipline plan.	Administrators, Counselor, Classroom Teachers	8/8/2005	5/24/2006
Implement discipline strategies.	Administrators, Counselor, Classroom Teachers	8/8/2005	5/24/2006
Provide information regarding "cyber safety".	Counselor, Law Enforcement/School Resource Officer	8/8/2005	5/24/2006
Provide parent workshops on discipline and behavior modification.	Administrators, Counselor, Classroom Teachers	8/8/2005	5/24/2006
Implement peer teacher observations of effective discipline strategies.	Administrators, Counselor, Classroom Teachers	10/10/2005	5/24/2006

## Research-Based Programs

Not Applicable

## Professional Development

Staff members will share best practices for discipline during faculty meetings, grade level meetings, and through school intranet. Teachers will be encouraged to collaborate with other teachers, as well as to observe strategies used by other teachers. Students and parents will receive information regarding safety on the internet from designated staff members and local law enforcement agencies.

## Evaluation

The Student Case Management System Executive Summary for Hibiscus Elementary will be used to evaluate this objective.

## GOAL 7: TECHNOLOGY

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

#### *Florida Education Priorities*

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

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

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

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

Hibiscus Elementary will promote equitable and universal access to technology.

### ***Needs Assessment***

The most recent data supplied from the Florida System for Technology Accountability and Rigor Survey (STAR) indicates the learners used drill and practice about once a week and simulation and tool-based software only about once a month. A review of the Accelerated Reader reports reveals that there is a need to improve consistent computer access in all classrooms.

## Measurable Objective

The use of technology at Hibiscus Elementary School will be enhanced during the 2005 – 2006 school year as evidenced by 75% of third grade students completing the FCAT Explorer Reading Software by March 2006 as documented by the FCAT Explorer completion reports.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Create and implement classroom student computer usage schedules.	Administrator, Classroom Teachers, Technology Coordinator	10/17/2005	2/24/2006
Provide students with the login and password information as well as directions for using FCAT Explorer at home.	Administrator, Classroom Teachers, Technology Coordinator	9/19/2005	2/27/2006
Schedule the students to use FCAT Explorer.	Administrator, Classroom Teachers, Reading Coach	10/10/2005	2/24/2006
Monitor FCAT Explorer utilization to ensure completion by March.	Administrator, Classroom Teachers, Media Specialist, Technology Coordinator	10/10/2005	2/24/2006
Provide access to computers in the classrooms, media center, and computer lab.	Administrator, Classroom Teachers, Media Specialist, Technology Coordinator	8/8/2005	5/24/2006

## Research-Based Programs

Not Applicable

## Professional Development

Not Applicable

## Evaluation

FCAT Explorer software completion reports will be used to evaluate this objective.

## GOAL 8: HEALTH & PHYSICAL FITNESS

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

*Florida Education Priorities*

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

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 8 STATEMENT:**

Hibiscus Elementary will promote overall health and fitness of the students.

**Needs Assessment**

The Fitnessgram for the 2004-2005 school year revealed that 63% of the 159 students tested passed the Fitness assessment. Results of the student scores for 2004 – 2005 Physical Fitness Gram indicate that students in fourth and fifth grades need to improve levels of fitness training in sit-ups, curl-ups, lower and upper body flexibility, distance running and proper nutritional awareness.

## Measurable Objective

Given instruction in the Sunshine State Standards for physical education, students in grades four and five will improve their physical fitness as evidenced by an increase from 63% to 66% of the students receiving awards on the 2006 FITNESSGRAM.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase overall student fitness training.	Physical Education Teacher	9/26/2005	5/24/2006
Increase student upper & lower body flexibility.	Physical Education Teacher	9/26/2005	5/24/2006
Increase student distance running.	Physical Education Teacher	9/26/2005	5/24/2006
Strengthen student ability to do curl-ups & sit-ups.	Physical Education Teacher	9/26/2005	5/24/2006
Encourage student participation in the free breakfast program.	Administrators, Cafeteria Manager	8/8/2005	5/24/2006
Provide instruction in Nutritional Awareness	Classroom Teachers	9/12/2005	5/24/2006

## Research-Based Programs

Not Applicable

## Professional Development

Not Applicable

## Evaluation

The evaluation for this objective will include the 2005- 2006 FITNESSGRAM achievement scores.

## GOAL 9: ELECTIVES & SPECIAL AREAS

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

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

All Hibiscus Elementary School students will be given opportunities to participate in advanced academic programs.

### ***Needs Assessment***

Participation in Academic Excellence Programs has been shown to improve students' critical thinking skills. A review of the 2004-2005 Academic Excellence Program roster revealed 24 students enrolled. This shows a need to increase the number of students enrolled in the Academic Excellence Program during the 2005-2006 school year.

## Measurable Objective

Given emphasis on the benefits of participating in advanced academic programs, the number of students enrolled in the Academic Excellence Program will increase from 25 to 28 students, an enrollment increase of 10%, during the 2005-2006 school year when compared to the 2004-2005 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase student knowledge of the principles of chess.	Academic Excellence Program Teacher	10/17/2005	5/24/2006
Participate in District chess competitions.	Academic Excellence Program Teacher	10/3/2005	5/24/2006
Increase peer socialization through the formation of a chess club.	Academic Excellence Program Teacher	11/7/2005	5/24/2006
Develop student critical and creative thinking skills.	Academic Excellence Program Teacher	10/3/2005	5/24/2006
Identify students for enrollment in the Academic Excellence program based on test scores, classroom performance, and teacher recommendations.	Administrators, Classroom Teachers	10/10/2005	5/24/2006

## Research-Based Programs

Not Applicable

## Professional Development

Not Applicable

## Evaluation

The Academic Excellence Program student rosters will be used to evaluate this objective.



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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 10 STATEMENT:**

Hibiscus Elementary School will rank at or above the 90th percentile statewide in the ROI index of value and cost effectiveness of its programs.

**Needs Assessment**

The most recent data supplied from the Florida Department of Education indicate that in 2003, Hibiscus Elementary School ranked at the 7th percentile on the State of Florida ROI index.

## Measurable Objective

Hibiscus Elementary School will improve its ranking on the State of Florida ROI index publication from the 7th percentile in 2003 to the 10th percentile on the next publication of the index.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administrator	8/1/2005	6/2/2006
Consider shared use of facilities, partnering with community agencies.	Administrator	8/1/2005	6/2/2006
Conduct mini workshops on budget allocation for teachers and materials.	Administrator	8/8/2005	5/24/2006
Become more informed about the use of financial resources in relation to school programs.	Administrator	8/1/2005	6/2/2006
Collaborate with the district on resource allocation.	Administrator	8/1/2005	6/2/2006

## Research-Based Programs

Not Applicable

## Professional Development

Not Applicable

## Evaluation

On the next State of Florida ROI index publication, Hibiscus Elementary School will show progress toward reaching the 10th 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 recommended budget allocations to the administration and budget committee in regards to the School Improvement Plan.

### ***Training:***

The EESAC recommended an increase in professional development activities for the staff including those activities focused on technology.

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

The EESAC recommended the use of Accelerated Reader and STAR Reading programs to enhance the curriculum.

### ***Technology:***

The EESAC recommended the use of Accelerated Reader, STAR Reading, FCAT Explorer, Riverdeep, and Harcourt Math Software to improve academic achievement in grades 1 – 5.

### ***Staffing:***

The EESAC recommended personnel and staffing suggestions to the administration that would best support the School Improvement Plan.

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

The EESAC recommended the continuation of the services already in place as well as seeking additional services from outside agencies that help support our School Improvement Plan. The current services include an after-school tutoring program in reading, writing, and math, as well as, an Academic Excellence Program.

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

The EESAC recommended an incentive program for the Accelerated Reader Program.

***Benchmarking:***

The EESAC recommended strategies to assist in benchmarking the students' progress in the designated objectives.

***School Safety & Discipline:***

The EESAC recommended continuing the existing policies, programs, and procedures to address school safety and discipline implemented by the administration and faculty, which provide a calm and orderly atmosphere conducive to learning. Programs already in place include School Safety Patrol, Student Council, Do The Right Thing, and the Student/Management/Recognition Committee.

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*