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# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

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*School Name:* 3261 - Miami Heights Elementary School

*FeederPattern:* Miami Southridge Senior

*Region:* Regional Center VI

*District:* 13 - Miami-Dade

*Principal:* Crystal Coffey

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



# SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

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## *Miami Heights Elementary School*

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Miami Heights Elementary, a Title 1 school which demonstrated outstanding academic achievement since 2002, has committed itself to providing educational excellence for all students since 1963.

Our school provides various stimulating programs such as the Sanron Teach Me Writing Program for kindergarten through fifth grade which assists our students with creating dynamic writing pieces. In addition, the Houghton Mifflin Core Reading Series provides enriched and interesting story selections which correlate to the Sunshine State Standards. This series also contains an abundance of supplemental materials for our students and teachers which provide a link to parental involvement through weekly parent newsletters. To enhance the mathematics curriculum, our students participate in daily FCAT Math Moments, which focus on FCAT mathematic strategies via the morning announcements.

Given academic instruction as related to the Sunshine State Standards all students will demonstrate high academic achievement in reading as evidenced by 72 percent of students reaching the state required mastery level and a five percent decrease in the percent of students scoring at Level 1 as evidenced by scores on the 2006 FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, students in third through fifth grade will improve their mathematics skills as evidenced by 68 percent of students reaching the state required mastery level and a five percent decrease in the percent of students scoring at Level 1 as evidenced by scores on the 2006 FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, students in fourth grade will improve their writing skills as evidenced by 90 percent of the students reaching the state required mastery level as documented by scores on the 2006 FCAT Writing Test.

Given instruction using the Sunshine State Standards, students in fifth grade will improve their science skills as evidenced by a two percent increase in their mean scale score of 296, continuing to meet or exceed the State's mean scale score of 296, as documented by the 2006 FCAT Science Test.

Recognizing the importance between school, home and community an increase in parental participation and attendance in school sponsored activities will increase by 10 percentage points when comparing the 2004 – 2005 Title I Parent Outreach Monthly School Report to the 2005 – 2006 Title I Parent Outreach

Monthly School Report.

Given the implementation of the School-wide Discipline Plan, teachers at Miami Heights Elementary will decrease the number of student case management referrals and the administration will decrease the number of outdoor suspensions by 20 percent for the 2005-2006 school year as evidenced by the student case management reports.

Given additional professional development, the faculty and staff will employ their technology skills through the use of programs such as FCAT Explorer, Riverdeep, Accelerated Reader, Star, Microsoft Outlook and Classworks as evidenced by an average score of one on the 2005 STaR School Profile.

Given instruction in physical fitness as related to the Sunshine State Standards, using the FITNESSGRAM, students in grades two through five will demonstrate an achievement in physical fitness as evidenced by three percent of the students exceeding the 2004-2005 percentage of 70 percent.

Given instruction using the Sunshine State Standards, students will develop an appreciation for the arts as evidenced by the participation in extra-curricular activities offered such as the strings club, recorder club and chess club.

Given the State of Florida ROI index publication, Miami Heights Elementary School will improve its ranking from the 59th percentile in 2003 to the 69th percentile on the next publication of the index.

As our school continues to strive in excellence, our focus on high academic standards, exceptional leadership, and the commitment to building a strong foundation for our customers, including strong values and good character traits, is evident. The Self-Assessment Survey, completed by both full and part-time staff members, revealed two areas where improvements can be made. While all areas scored an average score of 4.0, the two areas with the lowest scores were Business Results and Strategic Planning. Miami Heights Elementary will address these two areas by implementing a systematic approach that centers on the strategic planning process which provides for the involvement of numerous stakeholders, including business partners, more focus groups, surveys and the implementation of a monthly Curriculum Newsletter.

## **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.

## **Miami Heights Elementary School**

### **VISION**

The Miami Heights Elementary faculty, parents and community members are committed to provide and prepare students in all academic and social components in order for each student to reach their maximum potential. It is our intention to provide an academic atmosphere of educational excellence.

### **MISSION**

At Miami Heights Elementary we provide high quality education in order to produce thoroughly educated citizens able to meet the challenges faced by society.

## CORE VALUES

1. **ACADEMIC EXCELLENCE:** Miami Heights Elementary is in pursuit of the highest quality and sound academic standards. We are deeply committed to providing every student with vast educational opportunities and learning experiences as a result of organizational performance.
2. **INTEGRITY:** Miami Heights Elementary stands up for their beliefs and what is right as it relates to one another.
3. **EQUITY:** Miami Heights Elementary has developed a learning environment that caters to all students with a commitment to eliminate gaps in academic achievement.
4. **SELF-RESPECT:** Miami Heights Elementary shows their worth and dignity by being courteous and polite.
5. **HONOR:** Miami Heights Elementary will have high regards on sincerity and truthfulness.
6. **CITIZENSHIP:** We strive to work together as a team to achieve educational successes while understanding that our professional obligations must honor the diversity in our community.
7. **COMPASSION:** Miami Heights Elementary strives to be sympathetic, helpful, and compassionate towards one another.

## *School Demographics*

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Miami Heights Elementary School is a Title I school, located in a multi-ethnic community. Currently, a total of 1268 students are enrolled at the school site, of which, 72 percent qualify for free or reduced priced meals. The Educational Excellence School Advisory Council and staff of Miami Heights Elementary have analyzed the 2004-2005 data and test results from several different sources. These sources include: The 2004 –2005 NCLB School Public Accountability Report, School Report Card, Stanford Achievement Test, Florida Comprehensive Assessment Test, Florida Comprehensive Writing Assessment Test, and the School Improvement Plan from 2004-2005.

In order to make successful gains towards educational excellence, the following programs will be implemented at Miami Heights Elementary School: Competency-Based Curriculum, Comprehensive Research Based Reading Plan for grades Kindergraten through fifth tutoring in reading, writing, mathematics, and science, Voyager, Early Success, Soar to Success, Mathematics and Science Literacy Bridges to Careers District Plan, Sunshine State Standards in all academic subjects, and Accelerated Reader. These programs include strategies designed for all students including Limited English Proficient (LEP) and Exceptional Student Education (ESE).

The ethnic/racial makeup of the student population is 79 percent Hispanic, 11 percent Black Non-Hispanic, eight percent White, two percent Asian, and two percent Indian/Multiracial. The mobility index of the school is 4.6 percent.

Miami Heights Elementary School employs a total of 74 instructional staff members. Of the group, 3 are administrators and 20 are teachers new to Miami-Dade County Public Schools. The ethnic/racial makeup of the instructional staff is 45 percent Hispanic, 32 percent Black Non-Hispanic and 23 percent White Non-Hispanic.

The PTA and the Community Involvement Specialist are instrumental in identifying the neediest families and providing both direct assistance and references to appropriate social service agencies. Additionally, students are serviced by school tutorials in order to help students master the skills taught in the classroom.

# *School Foundation*

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## ***Leadership:***

According to the Organizational Performance Improvement Self Assessment Survey (OPIS) completed by the faculty and staff, leadership has driven the continuous improvements organization, while the work environment motivates communication of school goals, to inform and practice procedures for conducive professional growth that contribute to the on-site stakeholders organization's success.

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

The faculty and staff recognize the importance of the organization's goals. Through the leadership of the administration, the staff assigned an average score of 3.5 as related to the following statements: I know my organization's goals and my customers are satisfied with my work. High numerical values were also assigned to statements relating to knowledge of the organization's plans and the impact on the faculty and their work. Overall, stakeholders feel that the administration values and respects their input and ideas.

## ***Stakeholder Engagement:***

Based on the analysis of the results of the OPIS, the customer indicates that our students express satisfaction with being aware of their academic performance and high expectations/standards of their level of work. The stakeholders acknowledge that customers are the most important (4.5) and their customers feel comfort in expressing their needs and wants (4.3).

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

The school's faculty and staff have expressed, on the portion of the OPIS, evidence that the school's administration is helpful in their assistance to the community by giving this statement a 4.0 out of a total score of 5.0. The work environment and team cohesiveness is evident in the survey with high scores given. Additionally, the stakeholders expressed satisfaction in the provision of a safe workplace with an average score of 4.2.

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

The implementation of data analysis and measurement effectively aligns with the OPIS indicating that stakeholders comprehend how to quantify their efforts through their daily classroom instruction. The overall average score of measurement analysis and knowledge management is 4.2 from the OPIS completed by the faculty and staff. In order to disaggregate the data to the stakeholders, emphasis on district, state, and all requirements in the No Child Left Behind Act will continue to be closely tied to the School Improvement Plan.

## ***Education Design:***

Results of the OPIS proved our area of educational process to be a strength, given a score of 4.0 out of 5 in the areas of having good work process and control over those processes. The faculty also recognizes the importance of measuring the quality of their work (4.5). In addition, the importance of the analysis and decision making is also addressed in their work.

***Performance Results:***

On the OPIS category Customer and Market Focus, the faculty responded favorably to questions regarding customer service with an average score of 4.0 to 4.5. The stakeholders commit themselves to the importance of the customer/school involvements.



## 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 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:**

All students in third through fifth grade will demonstrate high academic achievement in reading.

### ***Needs Assessment***

While 69 percent of students in grades three through five met the state required mastery level, students in grade three improved their mean scale score from 293 to 303 as indicated by the results of the 2005 FCAT Reading Assessment compared to the results of the 2004 FCAT Reading Assessment but showed declines in three out of four content clusters.

Although students in fourth grade improved their mean scale score from 317 to 318 as indicated by the results of the 2005 FCAT Reading Assessment compared to the results of the 2004 FCAT Reading Assessment, a greater emphasis needs to be made on both words and phrases and comparisons.

After examining the data pertinent to the school's performance in reading, a greater focus on main idea and purpose, words and phrases, and reference and research is needed in third 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Measurable Objective

Given academic instruction as related to the Sunshine State Standards all students will demonstrate high academic achievement in reading as evidenced by 72 percent of students reaching the state required mastery level and a five percent decrease in the percent of students scoring at Level 1 as evidenced by scores on the 2006 FCAT Reading Assessment.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Demonstrate model lessons in the classroom for teachers, using effective reading strategies.	Reading Coach	8/8/2005	5/24/2006
Teachers in kindergarten through fifth grade will attend professional development workshops at school site, district or region regarding reading and share information obtained with the faculty and staff members.	Principal, Assistant Principal, Reading Coach	8/8/2005	5/24/2006
Implement an after school tutorial program that will provide additional reading instruction for a minimum of 1 hour, three times a week, using supplemental preparatory materials for students in the lowest 25th percentile in third through fifth grade.	Principal, Reading Coach	10/3/2005	5/24/2006
Provide professional development for teachers in kindergarten through fifth grade to ensure effective instruction through the use of the Comprehensive Research-Based Reading Plan.	Administration, Reading Coach	8/8/2005	5/24/2006
Conduct monthly grade level meetings to analyze and disaggregate data and ensure continuity of the instructional focus calendar.	Administration, Reading Coach, Teachers	8/8/2005	5/24/2006
Establish an in-house tutorial program to provide additional reading instruction for a minimum of 30 minutes, twice a week, using supplemental preparatory materials for students in the lowest 25th percentile in third through fifth grade.	Assistant Principal, Reading Coach	10/3/2005	3/2/2006
Assist teachers in kindergarten through fifth grade with interpreting and analyzing assessment data to drive instruction.	Principal, Assistant Principal, Reading Coach	9/6/2005	5/24/2006
Conduct small, flexible, differentiated instruction reading groups daily, for students in kindergarten through fifth grade, based on results of ongoing	Teachers, Reading Coach	8/8/2005	5/24/2006

progress monitoring.			
Utilize the Accelerated Reader Program, FCAT Explorer, and Riverdeep to enrich the Comprehensive Research-Based Reading Plan.	Teachers, Reading Coach	8/8/2005	5/24/2006
Utilize Voyager Passport to provide remediation for all Tier 2 and 3 students.	Teachers, Paraprofessionals	8/8/2005	5/24/2006

## Research-Based Programs

1. Houghton Mifflin Core Reading Program
2. America Reads! Tutorial Program
3. Voyager Passport

## Professional Development

- Comprehensive Research-Based Reading Plan training for new teachers.
- DIBELS administration training for teachers in kindergarten through fifth grade.
- EduSoft training for all teachers in order to assist with assessments and alignment of data for instruction.
- FCAT Data Review for all teachers in order to inform them of our instructional goals, based on AYP results.
- Accelerated Reader training and overview for all teachers in kindergarten through fifth grade.
- Literacy Centers training for teachers in kindergarten through third grade.
- DAR administration training for teachers in kindergarten through fifth.
- PMRN Reports training on how to analyze data for teachers in kindergarten through fifth grade.

## Evaluation

This objective will be evaluated using the results of the 2006 FCAT Reading Assessment. In addition, reports generated from the Progress Monitoring and Reporting Network, Edusoft, in-house pre- tests, post-tests, teacher-made assessments and after school tutorial program assessments will be used throughout the year to monitor progress towards meeting the 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 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*

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 2 STATEMENT:**

All students in third through fifth grade will demonstrate high academic achievement in mathematics.

**Needs Assessment**

While 65 percent of students in grades three through five met the state required mastery level as evidenced by the results of the 2005 FCAT Mathematics Assessment, 35 percent of students in third through fifth grade did not meet the state required mastery level.

**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 third through fifth grade will improve their mathematics skills as evidenced by 68 percent of students reaching the state required mastery level and a five percent decrease in the percent of students scoring at Level 1 as evidenced by scores on the 2006 FCAT Mathematics Assessment.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Identify students who did not demonstrate acceptable learning gains and provide small group tutoring through an in-house tutoring program with a structured mathematics curriculum.	Principal, Assistant Principal, Mathematics Facilitator	8/29/2005	5/24/2006
Implement an FCAT Academy after school tutorial program with a structured mathematics curriculum.	Principal, Assistant Principal, Mathematics Facilitator	8/8/2005	5/24/2006
Utilize the Mathematics instructional focus calendar developed by third through fifth grade teachers to strengthen mathematics instruction.	Principal, Assistant Principal, Teachers	8/29/2005	3/2/2006
Identify students in third through fifth grade scoring in the lowest 25th percentile and provide appropriate interventions.	Principal, Assistant Principal, Mathematics Facilitator	8/8/2005	5/24/2006
Utilize the mathematics facilitator to model lessons, conduct professional development and enhance classroom instruction to improve student performance.	Mathematics Facilitator	9/12/2005	5/24/2006
Analyze mathematics in-house assessments, during grade level meetings, to identify specific needs of students in each of the tested strands in order to gear instruction.	Principal, Assistant Principal, Mathematics Facilitator, Teachers	9/28/2005	5/24/2006

## Research-Based Programs

- Riverdeep
- Scott Foresman Mathematics Series (Grades K - 5)

## **Professional Development**

- Provide mathematics teachers with professional development in the following programs: Riverdeep, FCAT Explorer and Assess 2 Learn.
- EduSoft training for all teachers in order to assist with assessments and alignment of data to instruction.
- All homeroom teachers will receive monthly professional development from the mathematics coach on various topics of importance and interest to increase student achievement.

## **Evaluation**

This objective will be evaluated by the results of the 2006 FCAT results. Progress monitoring will occur throughout the year utilizing interim assessments, after school tutoring program pre- and post-tests and other teacher-made assessments.

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

*Miami-Dade County Public Schools*

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

**GOAL 3 STATEMENT:**

All students will be able to communicate effectively through writing.

**Needs Assessment**

During the 2005 administration of the FCAT Writing Test, 88 percent of students in fourth grade scored at or above the state required mastery level. This figure was a decrease from 89 percent during the 2004 administration. However, although we met the percentage of state required mastery level, there was no increase in the mean score of fourth grade students on the narrative prompt and combined score. The AYP data reflects a decline in the writing performance of our Limited English Proficiency subgroup by one percentage point.

**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 fourth grade will improve their writing skills as evidenced by 90 percent of the students reaching the state required mastery level as documented by scores on the 2006 FCAT Writing Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide teachers with professional development including the "Six Traits to Effective Writing" to develop techniques and strategies for teaching expository and narrative writing.	Writing Coach	8/8/2005	5/24/2006
Utilize the results from the District Writing Test to guide instruction in expository and narrative writing.	Principal, Writing Coach, Teachers	8/8/2005	5/24/2006
Implement the Sanron Teach Me Writing Program for all students in kindergarten through fifth grade.	Principal, Assistant Principal, Writing Coach	8/8/2005	5/24/2006
Model effective writing techniques in kindergarten through fifth grade for students to maintain consistency in their writing styles and meet state requirements on the FCAT Writing+.	Writing Coach	9/12/2005	5/24/2006
Implement school-wide monthly writing prompts to provide FCAT response practice for all students in kindergarten through fifth grade.	Assistant Principal, Writing Coach	8/8/2005	5/24/2006
Practice writing across the curriculum daily, with kindergarten through fifth grade students, in all subject areas through the use of journaling and teacher directed prompts.	Classroom Teachers	8/8/2005	5/24/2006
Supplement writing instruction for third and fourth grade students through pull-out tutoring.	Principal, Assistant Principal, Writing Coach	9/12/2005	5/24/2006

### Research-Based Programs

1. SANRON Teach me Writing Program
2. Houghton Mifflin Reading Series writing component
3. Write Time for Kids

## **Professional Development**

- All new teachers to the school will be provided training on the FCAT Writing process.
- Teachers in kindergarten through fifth grade will be provided training on the Sanron Teach Me Writing Program.
- Teachers will be trained on the holistic scoring method by the writing coach.
- Writing Coach will attend professional development workshops on FCAT Writing and effective writing strategies provided by the District.

## **Evaluation**

This objective will be evaluated by scores of the 2006 FCAT Writing Test. Quarterly reports will provide formative assessments by subgroup area, which will be used to monitor progress toward meeting the objective.

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

**GOAL 4 STATEMENT:**

All students will demonstrate high academic achievement in science as dictated by the Sunshine State Standards.

***Needs Assessment***

Although fifth grade students have shown improvement over the last year, students still have not exceeded the State’s mean scale score in Science. Our fifth grade students last year scored a mean average of 296, an increase of 37 mean average points from the previous year, however, maintained the State’s mean scale score of 296.

Proficiency levels in physical and chemical, earth and space, life and environmental, and scientific thinking scored at 62 percent, 54 percent, 62 percent and 58 percent on the 2004-2005 administration of the FCAT Science Test. These clearly are areas in which we met or exceeded district scores. Earth and Space and Life and Environment are the areas in which the students exceeded the district’s score of 54 percent. The needs this year are to exceed the district score in the remaining two areas that are tested.

## Measurable Objective

Given instruction using the Sunshine State Standards, students in fifth grade will improve their science skills as evidenced by a two percent increase in their mean scale score of 296, continuing to meet or exceed the State's mean scale score of 296, as documented by the 2006 FCAT Science Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide a Family Science Night for the Science Fair to inform them of procedures and strategies for successfully completing science projects.	Principal, Assistant Principal	8/8/2005	5/24/2006
Utilize the science instructional focus calendar developed by fifth grade teachers to strengthen instruction for students in kindergarten through fifth grade.	Principal, Assistant Principal	8/8/2005	5/24/2006
Implement an In-house Science Pre-Test and Post-Test for all students in first through fifth grade.	Principal, Science Coach	8/8/2005	5/24/2006
Model effective science strategies in all kindergarten through fifth grade classes.	Science Coach	8/8/2005	5/24/2006
Implement the use of FOSS kits in kindergarten through fifth grade to enhance the science curriculum.	Teachers	8/8/2005	5/24/2006
Implement a school-wide science fair for all students in kindergarten through fifth grade.	Principal, Assistant Principal	8/8/2005	5/24/2006

## Research-Based Programs

McGraw Hill Science Series

## Professional Development

- All new teachers to the school will be provided training on the FOSS kits.
- Teachers will be trained on the scientific method and completing a science project.
- Teachers will be trained on utilizing the instructional focus calendar.

## **Evaluation**

This objective will be evaluated by scores of the 2006 FCAT Science Test. In-house pre and post-test reports will provide formative assessments which will be used to monitor progress toward meeting the objective.

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

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

The school will provide opportunities to promote and improve active participation of parental and family involvement.

### ***Needs Assessment***

Parental involvement continues to be an area of concern for our school's faculty and staff. As evidenced by the 2004-2005 Title I Parent Outreach monthly school report, there is a 23 percent average in the level of parent participation in school based activities. In order to maximize the total efforts of parents and students, parental participation will continue to be one of the elements driven to link the home to school connection in the 2005-2006 school year.

## Measurable Objective

Recognizing the importance between school, home and community an increase in parental participation and attendance in school sponsored activities will increase by 10 percentage points when comparing the 2004 – 2005 Title I Parent Outreach Monthly School Report to the 2005 – 2006 Title I Parent Outreach Monthly School Report.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct monthly Title I parent meetings to assist parents with learning FCAT expectations and strategies.	Community Involvement Specialist	8/8/2005	5/24/2006
Increase parent volunteers through an evening parental involvement recruitment fair.	Principal, Volunteer Liaison, Community Involvement Specialist	8/8/2005	5/24/2006
Facilitate morning Parent Outreach workshops.	Literacy Team, Community Involvement Specialist	8/8/2005	5/24/2006
Increase home visits to invite parents and families to school activities.	Community involvement Specialist	9/12/2005	5/24/2006
Facilitate greater interest of workshops by presenting inviting themes based on survey results and the needs of students.	Principal, Community Involvement Specialist, Literacy Team	8/8/2005	5/24/2006
Provide a monthly parent calendar that will be distributed to communicate important school dates, and highlight student achievement.	Principal	8/8/2005	5/24/2006
Provide seminars for parents and families targeting reading strategies for students performing on all FCAT levels.	Reading Coach, Community Involvement Specialist, Literacy Team	9/12/2005	5/24/2006
Invite parents and families to FCAT Science night in order to increase student achievement levels.	Reading Coach, Community Involvement Specialist, Literacy Team	10/11/2005	5/24/2006
Invite parents and families to FCAT Math Night in order to increase student achievement levels.	Mathematics Facilitator, Community Involvement Specialist	11/15/2005	11/15/2005
Provide a seminar for parents and families on recognizing their child's learning styles in order to increase student achievement.	Reading Coach, Community Involvement Specialist, Literacy Team	12/13/2005	12/13/2005

## **Research-Based Programs**

Children, Youth and Families Education and Research Network (CYFERNet)

## **Professional Development**

The following Family Involvement Seminars will be facilitated by the Community Involvement Specialist throughout the 2005-2006 school year: Reading Strategies, Reading is Fundamental, Health and Medical Resources, Recognizing your Child's Learning Style, FCAT Science Night, FCAT Math Night, Discipline and Communication.

## **Evaluation**

This objective will be evaluated by the End of the Year Title I Parent Attendance Log and School Climate Survey. Monthly parent attendance logs will provide progress monitoring towards meeting the 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 checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>

**GOAL 6 STATEMENT:**

Students will demonstrate an understanding of appropriate behavior and an appreciation for a structured environment.

**Needs Assessment**

Outdoor suspensions during the 2004-2005 school year amounted to 81 days. The days missed greatly affect the educational opportunities these students have to be successful. As a result, there is a need to lower the number of outdoor suspensions.

## Measurable Objective

Given the implementation of the School-wide Discipline Plan, teachers at Miami Heights Elementary will decrease the number of student case management referrals and the administration will decrease the number of outdoor suspensions by 20 percent for the 2005-2006 school year as evidenced by the student case management reports.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the School-wide Discipline Plan	Principal, Assistant Principal, Instructional Personnel, Counselor	10/11/2005	5/24/2006
Inform parents via parent seminars to introduce the revised Miami Heights elementary School-wide Discipline Plan for the 2005-2006 school year	Principal, Assistant Principal, Community Involvement Specialist, Counselor	10/11/2005	1/11/2006
Provide teachers and staff strategies to assist with classroom management, anger management and conflict resolution.	Principal, Assistant Principal, Counselor	8/8/2005	5/24/2006
Implement attendance incentives program school-wide.	Implement attendance incentives program school-wide.	8/8/2005	5/24/2006
Maintain parent-school communication on a monthly basis.	Principal	8/8/2005	5/24/2006

## Research-Based Programs

Not Applicable

## Professional Development

Professional development will be provided for all personnel in classroom management and strategies to decrease the amount of case management referrals leading to suspensions.

## Evaluation

This objective will be evaluated by the end-of-year suspension report. Monthly reports will provide progress monitoring towards meeting 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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

### **GOAL 7 STATEMENT:**

Technological integration will be utilized to enhance learning, increase productivity as well as creativity in student and staff initiatives.

### **Needs Assessment**

According to the 2004 STaR School Profile, teacher access to technology which averaged a score of zero, merits greater emphasis in order to infuse technology and prepare our students towards a global community.

## Measurable Objective

Given additional professional development, the faculty and staff will employ their technology skills through the use of programs such as FCAT Explorer, Riverdeep, Accelerated Reader, Star, Microsoft Outlook and Classworks as evidenced by an average score of one on the 2005 STaR School Profile.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide teachers with Edusoft training in order to interpret data on in-house and district assessments.	Assistant Principal, Microsystems Technician	10/12/2005	1/6/2006
Train Exceptional Student Education teachers on documentation procedures of the Individualized Educational Plan.	Assistant Principal, Program Specialist	8/8/2005	5/5/2006
Conduct parent seminars on a quarterly basis to assist their children with the FCAT Explorer.	Assistant Principal, Microsystems Technician, Community Involvement Specialist	8/8/2005	5/5/2006
Provide professional development and assistance on the automated Academic Improvement Plan for teachers in order to assist students working below grade level.	Assistant Principal, Microsystems Technician	8/8/2005	5/5/2006
Provide and assist teachers with training on various technological programs such as Microsoft Outlook, FCAT Explorer, Riverdeep, Accelerated Reader, Star, and Classworks in order to increase productivity.	Assistant Principal, Microsystems Technician	8/8/2005	5/5/2006
Provide teachers with training on the Houghton-Mifflin "Get Set for Reading" lesson planner software.	Assistant Principal, Microsystems Technician	10/12/2005	5/5/2006

## Research-Based Programs

Educational Technology Impact Analysis

## Professional Development

All grade level teachers will employ professional development in the area of technology through the following programs and/or software productivity: Automated Academic Improvement Plan, FCAT Explorer, Excelsior Online Gradebook, Microsoft Outlook and Progress Monitoring and Reporting Network.

## **Evaluation**

This objective will be evaluated based on the productivity of online programs, teacher generated monthly reports and the annual STaR Survey.

## GOAL 8: HEALTH & PHYSICAL FITNESS

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

*Florida Education Priorities*

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

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

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

**GOAL 8 STATEMENT:**

Miami Heights Elementary will implement strategies to improve students' awareness of health and physical fitness that promote lifetime fitness for daily living and overall wellness.

**Needs Assessment**

According to the 2004-2005 Physical Fitness Test, FITNESSGRAM, 70 percent of students in grades two through five were award winners. After examining the data pertinent to the school's performance, it was determined that a greater focus is needed on the students' performance in the areas of endurance and upper body strength.

## Measurable Objective

Given instruction in physical fitness as related to the Sunshine State Standards, using the FITNESSGRAM, students in grades two through five will demonstrate an achievement in physical fitness as evidenced by three percent of the students exceeding the 2004-2005 percentage of 70 percent.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct, on a regular basis to ensure safety, facilities inspection checks, such as, fire drills, tornado drills and lockdown drills.	Principal Assistant Principals	8/8/2005	5/24/2006
Provide students with a well-balanced meal on a daily basis.	Food Service Manager	8/8/2005	5/24/2006
Implement Field Day Olympics for all students in second through fifth grade.	Physical Education Teachers	3/27/2006	3/31/2006
Provide opportunities for students in third through fifth grade to participate in Jump Rope for Heart.	Physical Education Teachers	4/6/2006	4/6/2006
Implement additional activities to enhance endurance and upper body strength for students in second through fifth grade.	Physical Education Teachers	8/8/2005	5/24/2006
Provide students with a variety of grade appropriate activities about dental health, personal hygiene and Human Growth and Development.	Teachers	8/8/2005	5/24/2006
Monitor the Physical Education program to ensure the appropriate activities are selected that relate to the Sunshine State Standards, which include body fat, curl-ups, trunk lifts, push-ups and back saver sit up and reach activities.	Principal Assistant Principals	8/8/2005	5/24/2006

## Research-Based Programs

FITNESSGRAM

## Professional Development

- Professional Development workshops provided by the District for Physical Education Teachers.
- Provide training on administering the FITNESSGRAM for all new Physical Education teachers.

## **Evaluation**

This objective will be evaluated using the results of the 2005-2006 FITNESSGRAM, a health-related fitness test, and teacher made assessments.



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

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

**GOAL 9 STATEMENT:**

All students will develop an appreciation for the arts through the implementation of extra-curricular activities.

**Needs Assessment**

Students at the school site are heavily involved in academic programs to support student achievement. As a result, students have fewer opportunities to participate in extra-curricular activities. Students at our school site are particularly interested in the arts. As a result, a strings club, recorder club and chess club will be implemented for students.

## Measurable Objective

Given instruction using the Sunshine State Standards, students will develop an appreciation for the arts as evidenced by the participation in extra-curricular activities offered such as the strings club, recorder club and chess club.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement a student survey for possible students in order to recruit club members.	Music Teachers, Chess club sponsor	8/8/2005	5/24/2006
Establish guidelines to serve as requirements for entering and remaining in the clubs.	Music Teachers, Chess club sponsor	8/8/2005	5/24/2006
Purchase materials needed to facilitate successful implementation of the clubs.	Principal, EESAC	8/8/2005	5/24/2006
Create attendance logs in order to monitor participation in the clubs.	Music Teachers, Chess club sponsor	8/8/2005	5/24/2006

## Research-Based Programs

Not Applicable

## Professional Development

Selected teachers will attend professional development sessions that will enhance the instruction of their program.

## Evaluation

This objective will be evaluated using the data obtained from the attendance logs and membership rosters.

## 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*

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

### **GOAL 10 STATEMENT:**

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

### **Needs Assessment**

The most recent data supplied from the FLDOE indicate that in 2003, Miami Heights Elementary School ranked at the 59th percentile on the State of Florida ROI index.

## Measurable Objective

Given the State of Florida ROI index publication, Miami Heights Elementary School will improve its ranking from the 59th percentile in 2003 to the 69th percentile on the next publication of the index.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Collaborate with the district on resource allocation.	Principal	8/8/2005	5/24/2006
Share use of facilities, partnering with community agencies.	Principal	8/8/2005	5/24/2006
Collaborate with faculty and staff to reconfigure existing resources or take advantage of a broader resource base, e.g., private foundations, volunteer networks.	Principal	8/8/2005	5/24/2006
Provide training for faculty members to become more informed about the use of financial resources in relation to school programs.	School Staff	8/8/2005	5/24/2006

### Research-Based Programs

Not Applicable

### Professional Development

Not Applicable

### Evaluation

On the next State of Florida ROI index publication, Miami Heights Elementary School will show progress toward reaching the 69th percentile.

## *EESAC Compliance*

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

### ***Budget:***

EESAC has recommended that the EESAC budget be used to fund additional instruction, after-school tutoring, provide additional student incentives and administrative projects that will assist on the continued academic achievement of the student body.

### ***Training:***

Training for all faculty members in the programs of: Accelerated Reader, Electronic Gradebook, Automated Academic Improvement Plan and FCAT strategies should continue, with particular learning opportunities in the area of technology.

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

The District mandated texts should accompany all academic instruction, and resources should be provided to enhance instruction within these areas. In addition, research based curriculum materials should be provided.

### ***Technology:***

Technology will continue to play a large role at the school site. Students should have access to computers on a daily basis and be given increased learning opportunities in computer programs such as: Microsoft Word, Microsoft Outlook, FCAT Explorer and Riverdeep.

### ***Staffing:***

School support staff will continue to be funded through financial needs. Paraprofessionals and staff members will tutor students with low academic performance. This will assist in lowering class size and increasing the number of students making learning gains on the 2006 FCAT Test.

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

The Student Support Services Team will provide support to all classroom teachers by providing assistance to referred students in a timely manner. Also, the team will reach out to parents and families to provide workshops and resources which may assist them.

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

Allocations will be made to address building improvements such as upgrading technology. Provisions will also be made to assist in obtaining resources for Red Ribbon Week, Exceptional Student Education(ESE) Week and Pan-American Week.

***Benchmarking:***

The EESAC fully supports academic programs provided by the District office. All instruction will be aligned to the Sunshine State Standards and will be in compliance with all District and school benchmarks.

***School Safety & Discipline:***

The EESAC will assist the counselors in developing a conflict resolution team comprised of students in grades 3-5 to mediate problems that arise amongst their peers.

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*