
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 5141 - Hubert O. Sibley Elementary School

FeederPattern: North Miami Senior

Region: Regional Center II

District: 13 - Miami-Dade

Principal: Bettye Woodson

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

Hubert O. Sibley Elementary School

Hubert O. Sibley Elementary School is a 21st century school and is one of the largest state of the art technologically advanced schools in the state of Florida. This multi-ethnic, tri-lingual school presently offers a rigorous academic program as well as numerous extra curricular activities to 1072 students in grades Pre-K through sixth grade. The school, in conjunction with the Educational Excellence School Advisory Council (EESAC) has identified and will implement the objectives stated for the 2005-2006 school year.

Given instructions using the Sunshine State Standards, students in grades 3-6 will improve their reading skills as evidenced by an increase from 55% to 58% of the students scoring at or above Level 3 on the 2006 FCAT.

Given instructions using the Sunshine State Standards, the Limited English Proficient students will improve their reading skills as evidenced by 44% of the students scoring at or above Level 3 on the 2006 FCAT.

Given instruction using the Sunshine State Standards, students in grades 3-6 will improve their mathematics skills as evidenced by an increase from 56% to 59% of students scoring at or above Level 3 on the 2006 Florida Comprehensive Assessment Test (FCAT) Mathematics.

Given instruction using the Sunshine State Standards, the Limited English Proficient students in grades 3-6 will improve their mathematics skills as evidenced 50% of the students scoring a Level 3 or higher on the 2006 FCAT Mathematics.

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 88% of students reaching the State required mastery level as documented by scores of 3.5 and higher on the 2006 FCAT.

Given instruction using the Sunshine State Standards, students in grade five will increase science content knowledge and scientific thinking skills as evidenced by an increase of 5 points from 305 in the mean scale score as documented on the 2006 FCAT Science.

Given the need to establish a link between school, home and community, the overall total parental participation in school sponsored activities will increase by 2% from 1600 to 1632 when comparing attendance rosters in 2004-2005 to the 2005-2006 attendance rosters.

Given a school wide emphasis on discipline the students will improve their behavior by a reduction from 57 to 54 outdoor suspensions when comparing the 2004-2005 suspension report to the 2005-2006 suspension report.

Given a school wide emphasis on increasing the use of technology, teachers will have greater access as evidenced by the increased rating to Stage 3 or the Advanced Stage as measured by the 2006 STaR survey.

Given an awareness of the need to increase the level of physical fitness and good health of the students, the students will increase their level of physical fitness as evidenced by an increase from 51% in 2004-2005 to 53% in 2005-2006 of the students that were award winners in the Fitness Gram Test.

Given the emphasis of including the arts in the total curriculum, students will increase their participation in the arts as evidenced by a 5% increase from 60 to 63 students that participated in musical activities during the 2004-2005 school year.

Hubert O. Sibley Elementary School will improve its ranking on the State of Florida ROI index publication from the 66th percentile in 2003 to the 70th percentile on the next publication of the index.

The results of the Organizational Performance Improvement Snapshot Assessment were largely favorable with scores ranging from 3.4-4.6 on a 5 point scale with the majority of answers scoring at 4.0 and above.

Two areas that demonstrated a need for improvement are Business Results and Strategic Planning. In order for staff members to have an understanding of the financial aspects of the school, the principal will continue to work closely with EESAC to explain the FR 0 508 and Title I budget and all additional grant budget structures and answer any questions staff members have regarding the budget.

Hubert O. Sibley Elementary School has created a Professional Learning Community which consists of teachers, students, parents, businesses, and community members that meet regularly to plan for the future, to monitor student achievement and utilize data to drive all curriculum programs. The Professional Learning Community invites input from all staff members. Additionally each grade level has been allotted common planning time whereby each grade level can plan collaboratively and take their ideas and concerns back to the Professional Learning Community for their consideration.

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.

Hubert O. Sibley Elementary School

VISION

Hubert O. Sibley Elementary School provides all students equal access to a technologically advanced comprehensive academic program. The school in partnership with the family, community and local businesses strive to promote a safe environment and inspire a lifelong love for learning by embracing the diversity of all individuals while celebrating the whole child.

MISSION

Hubert O. Sibley Elementary School is a state of the art facility dedicated to ensuring that its students will be knowledgeable, productive and successful citizens ready to meet the challenges of the 21st century.

A joint effort between the school, home and community will develop the total child and enable each student to achieve the academic, social and moral readiness necessary to take his/her place in an ever-changing society.

CORE VALUES

We pursue the highest standards in academic achievement and organizational performance.

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

We foster an environment that serves all students and aspires to eliminate the achievement gap.

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

Hubert O. Sibley Elementary is a multi-ethnic-tri-lingual school that presently offers a rigorous academic program as well as numerous extra curricular activities to 1072 students in grades Pre-K through six. Our diverse population consists of 83% Black, Non-Hispanic, 01% White, Non-Hispanic, 15% Hispanic, less than 01% Indian and less than 01% Multiracial with 87% receiving free or reduced lunch. Our Limited English Proficiency students comprise approximately 30% of our school.

Hubert O. Sibley is a Title I funded school utilizing allocated funds to address the specific needs of students. Additionally there are a variety of programs offered at Hubert O. Sibley Elementary School. These programs include: The Exceptional Student Education Program delivered through a full inclusion model for students with diagnosed exceptionalities; The Limited English Proficiency Program which provides instruction in English for speakers of other languages also through an inclusion model; The Academic Excellence Program (AEP), the components of which are Chess and Journalism:Print providing students with academic enrichment through instruction using critical thinking techniques; The Family Literacy Program which offers GED and ESOL classes for parents and provides parents with the opportunity to learn strategies that will enable them to assist their children with their academic needs; The Science Engineering, Communications, and Mathematics Enhancement(SECME) Grant offers enriching before and after school activities for students. The science technology and design and build activities empower all students to learn and achieve at higher levels; The Saturday Academy which is affiliated with HOPE worldwide where students receive additional instruction in math and reading as well as extra curricular activities which nurture social and interpersonal skills; Library Night offers weekly opportunities for parents and their children to read together and make use of our technological programs which might otherwise be unavailable to them. These programs focus on improving the academic achievement as well as the social and cultural development of all students. Moreover; the following technological programs are implemented at Hubert O. Sibley: SuccessMaker, Creative Education Institute, Lexia, Leapfrog, Riverdeep, FCAT Explorer and Accelerated Reader.

The principal and assistant principal serve as the instructional leaders of the school. There are forty-five classroom teachers, three ESE teachers, two HLA teachers, two ESOL teachers, three Spanish teachers, two elementary school guidance counselors, one speech therapist, a media specialist, three reading coaches, one math resource teacher, one science resource teacher, one writing resource teacher, eight special area teachers, two paraprofessionals and three hourly teachers. All instructional staff members hold a Bachelor's Degree, 12 teachers hold a Master's Degree, 5 hold a Specialist's Degree and 2 hold a Doctorate Degree. Additionally 5 teachers are currently enrolled in the University of Miami Project RESULTS Masters Program hosted at Hubert O. Sibley Elementary School. There are 6 additional teachers currently enrolled in both Master and Doctorate programs. The ethnic make-up of the instructional staff is 16 White Non-Hispanic, 25 Black Non-Hispanic, and 7 Hispanic. The student-teacher ratios are at state-level requirements as evidenced by data reported on the District and School Profile Report.

Hubert O. Sibley Elementary School has created a Professional Learning Community which consists of teachers, students, parents, businesses, and community members that meet on a regular basis to plan for the future, monitor student achievement and utilize data to drive all curriculum programs. The Professional Learning Community encourages input from all staff members as well as from students, parents, business associates and community members.

School Foundation

Leadership:

The mission at Hubert O. Sibley Elementary School is clearly understood by the staff members scoring a 4.5 on the Organizational Performance Improvement Snapshot Assessment. It is agreed upon that the supervisor uses our organization's values to guide us. Additionally, this organization lets staff members know what it thinks is most important and the supervisor encourages learning that will help staff members to advance in their careers. The supervisor at this work site creates a work environment that helps staff members do their job and shares information with all staff members about the organization. One area of leadership that needs improvement according to the assessment results is to provide more opportunities for staff members to be able to input their thoughts and this will be accomplished through the Professional Learning Community.

District Strategic Planning Alignment:

Hubert O. Sibley Elementary School involves staff members in the development of the school's goals and objectives through a Professional Learning Community. According to the snapshot assessment, the staff members feel that they know if they are making progress on their work group's part of the plan and they know the parts of the organization's plans that will affect them and their work. Additionally, this organization asks staff members for their ideas as they relate to the plan for the future. The Professional Learning Community will give staff members an opportunity to express their ideas for future planning.

Stakeholder Engagement:

Hubert O. Sibley Elementary strives for customer satisfaction. The scores on the Organization Performance Improvement Snapshot reflect a range from 4.0 to 4.6 out of a possible 5 in this category. Hubert O. Sibley knows who the most important customers are and the staff members keep in touch with these customers. The customers are encouraged to tell our Professional Learning Community what they need and what they want and they are asked if they are satisfied or dissatisfied with the work within the Professional Learning Community.

Faculty & Staff:

The Professional Learning Community at Hubert O. Sibley Elementary School is comprised of teachers, staff members, students, parents, and members of the community. This team is involved in the overall function of the school. This team cooperates with one another and works together as a cohesive team in a safe environment. Members of the team realize that they can make changes that will improve their work and are supported by a supervisor that encourages them to develop their job skills so that each member can advance their career. The supervisor at this work site as well as the organization itself cares about each staff member and recognizes the good work of all staff members throughout the year.

Data/Information/Knowledge Management:

Hubert O. Sibley Elementary School has the knowledge and ability to utilize data to monitor the progress of its employees and its school functions. The results of the Organizational Performance Assessment Snapshot indicate that staff members know how to measure the quality of their work. Additionally, the staff members know how to review and analyze the quality of their work to see if changes are needed. These analysis are then used for making

decisions about the work of the staff members who realize how the measures they use in their work reflect in the organization's overall measures of improvement. Staff members receive all of the important information they need to know about how the organization is doing

Education Design:

Hubert O. Sibley Elementary School is cognitive of the processes that drive the function of the school. All data regarding the work of staff members is collected and according to the results of the assessment, resources that are needed to do the staff members' jobs are provided for them. Additionally effective processes are in place so that staff members can do their job and staff members have control over the work processes.

Performance Results:

Hubert O. Sibley Elementary School analyzes all areas that the processes has impacted. As a result, the work products of all staff members meet all requirements for high quality and excellence and the customers are satisfied with the work of the staff members. Additionally, the organization has high standards and ethics and obeys laws and regulations. This organization helps staff members to help our community and removes things that get in the way of progress. Financially, the organization is doing well and staff members are satisfied with their jobs.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

Hubert O. Sibley Elementary School will ensure that all students will be literate members of our society. It is the goal of Hubert O. Sibley Elementary that all students will be able to read on or above grade level.

Needs Assessment

Data from the results of the 2005 Florida Comprehensive Assessment Test (FCAT) indicates that 45% of students in grades 3-6 did not meet high standards in reading. Additionally, 31% of the students in grades 3-6 did not make a year's worth of progress in reading and 37% of students scoring levels 1&2 did not make a years worth of progress in reading. The results also indicate that 63% of LEP students did not score at or above grade level in reading.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL 1	LOWEST 25%	OTHER	GRADUATION RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instructions using the Sunshine State Standards, students in grades 3-6 will improve their reading skills as evidenced by an increase from 55% to 58% of the students scoring at or above Level 3 on the 2006 FCAT.

Given instructions using the Sunshine State Standards, the Limited English Proficient students will improve their reading skills as evidenced by 44% of the students scoring at or above Level 3 on the 2006 FCAT.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Involve teachers in data-driven decision-making by providing all available data through the Student Performance Indicator (SPI) to enable them to analyze the on-going progress of their students.	Classroom Teacher Reading Coaches	8/8/2005	5/24/2006
Identify the students in grades 3-6 who scored at FCAT levels I and 2 and provide them with intensive reading intervention.	Reading Coach Classroom Teacher	8/8/2005	5/24/2006
Implement a reading scope and sequence as found in the research-based Houghton Mifflin Core Reading Program.	Classroom Teacher	8/8/2005	5/24/2006
Utilize research-based intervention programs to monitor and ensure student progress e.g. Voyager and Soar to Success.	Reading Coach Hourly teachers Classroom teachers	8/8/2005	5/24/2006
Administer the District's Interim Assessment Tests, input the data into the Edusoft system, and monitor the reading progress of all students in grades 3-6.	Classroom Teacher Reading Coach	9/12/2005	5/5/2006
Develop and implement a tutorial program as well as a Saturday Academy four times a week for students in each sub group identified as not making Adequate Yearly Progress in the No Child Left Behind (NCLB) and students scoring Level I or 2 on FCAT in order to improve their reading and content area skills.	Classroom Teacher Reading Coach	9/15/2005	4/28/2006

Research-Based Programs

Houghton Mifflin Core Reading Program and Reading Text, Voyager, Soar to Success, SuccessMaker, Creative Education Institute and Lexia to screen, diagnose, remediate, enrich and monitor student reading achievement.

Professional Development

Professional development will be provided in Edusoft Data Analysis, CReating Independence through Student-owned Strategies (CRISS), FCAT Item Specifications, Reciprocal Teaching and Coaching Model.

The delivery of inservices will be provided by the reading coaches to both teachers and administrators.

Evaluation

Utilize the Florida Comprehensive Assessment Test 2006 Reading, District interim assessments, DIBELS for grades K-3 and the Level 1&2 students in grades 4-5, Oral Fluency Reading for grade 6 DAR for grades 1-6, and in-house benchmark bi-weekly tests for grades 1-6.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

All students at Hubert O. Sibley Elementary School will demonstrate increased performance in mathematics and will be able to function on or above grade level in mathematics

Needs Assessment

Data from the results of the 2005 Florida Comprehensive Assessment Test (FCAT) indicates that 44% of the students in grades 3-6 did not score at or above grade level in math. Data also indicates that 63% of LEP students did not score at or above grade level in math and 37% of the LEP students not scoring at or above grade level in math did not show at least a 10% improvement in math. Furthermore, 31% of students in grades 3-6 did not make a year's worth of progress in math. The data also indicated that students in grades 3-6 demonstrated opportunities for improvement in number sense.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades 3-6 will improve their mathematics skills as evidenced by an increase from 56% to 59% of students scoring at or above Level 3 on the 2006 Florida Comprehensive Assessment Test (FCAT) Mathematics.

Given instruction using the Sunshine State Standards, the Limited English Proficient students in grades 3-6 will improve their mathematics skills as evidenced 50% of the students scoring a Level 3 or higher on the 2006 FCAT Mathematics.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the District's scope and sequence in mathematics focusing on the tested strands and guiding the timely instruction of these strands.	Classroom teacher Math resource teacher	8/8/2005	5/24/2006
Identify students in grades 3-6 who scored at FCAT Levels 1&2 in all subgroups and provide intensive mathematics instruction, based on students' mathematics levels.	Classroom teacher Math resource teacher Hourly teachers	8/8/2005	5/24/2006
Involve teachers in data-driven decision making by providing them with all available data through Student Performance Indicator (SPI) to enable an analysis of the on-going progress of their students.	Classroom teacher Math resource teacher	8/8/2005	5/24/2006
Provide differentiated instruction in mathematics targeting the individual needs of all students	Classroom teacher Math resource teacher	8/8/2005	5/24/2006
Utilize technology programs e.g. SuccessMaker, Creative Education Institute Math to diagnose, monitor and remediate progress.	Classroom teacher	8/8/2005	5/24/2006
Provide students with performance-based activities in mathematics incorporating the use of manipulatives, problem-solving, critical thinking, communication skills and technology.	Classroom teacher Math resource teacher Hourly teachers	8/8/2005	5/24/2006
Develop a tutorial program as well as a Saturday Academy four times a week for students to assist students in each subgroup to ensure achieving Adequate Yearly Progress under the No Child Left Behind Act.	Math resource teacher Classroom teachers Assistant Principal	9/19/2005	4/28/2006

Research-Based Programs

The following programs will be used: Harcourt Brace Mathematics Textbook, SuccessMaker, Creative Education Institute Math.

Professional Development

Training will be provided for the following activities and programs: Edusoft Data Analysis, Reciprocal Teaching, CCreating Independence through Student-owned Strategies (CRISS), FCAT Explorer, Riverdeep, SuccessMaker, Creative Education Institute Math, and the Item Specifications for Mathematics. Additionally, the delivery of inservices will be provided by the Title I Math Resource teacher to both teachers and administrators.

Evaluation

Hubert O. Sibley Elementary School will measure progress in mathematics utilizing the results of the 2006 Florida Comprehensive Assessment Test, Mathematics. The District interim math tests as well as in-house benchmark tests will be used to monitor student progress.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

The students at Hubert O. Sibley Elementary School will incorporate the essential elements of focus, organization, support, and conventions in their writing.

Needs Assessment

The results of the 2005 FCAT Writing Tests indicate that 87% of the fourth grade students met high standards in writing. Eighty-six percent of fourth grade students scored a 3.5 or higher in expository writing. Eighty-four percent scored a 3.5 or higher in narrative writing. Ninety-three percent of LEP students improved performance in writing by one percent.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 88% of students reaching the State required mastery level as documented by scores of 3.5 and higher on the 2006 FCAT.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Analyze The District Pre/Progress/Post tests to monitor student progress.	Classroom Teachers Writing Resource Teacher	8/8/2005	5/24/2006
Involve teachers in data-driven decision making by providing them with all available data to enable an analysis of the on-going progress of their students.	Writing Resource Teacher	8/8/2005	5/24/2006
Develop and implement monthly writing calendars based on the Competency-Based Curriculum and the Sunshine State Standards to guide writing instruction.	Writing Resource Teacher	8/8/2005	5/24/2006
Utilize a variety of vocabulary strategies and grammar activities to improve writing skills.	Classroom Teacher Writing Resource Teacher	8/8/2005	5/24/2006
Implement the use of writing strategies across the curriculum.	Classroom Teacher	8/8/2005	5/24/2006
Utilize the Department of Education's CD Rom to train students and teachers in appropriate criteria and rubric scoring.	Writing Resource Teacher	10/17/2005	5/24/2006

Research-Based Programs

Houghton Mifflin Core Reading Program

Professional Development

Training will be provided in the following: Writing strategies, FCAT Writing Holistic Scoring, FCAT Writes+ format and the writing component of the Comprehensive Reading Plan. Additionally, the delivery of inservices will be provided by the Writing Resource teacher to both teachers and administrators.

Evaluation

Student progress in writing of 4th grade students will be determined by an increase in the number of students achieving high standards in writing as evidenced on the 2006 FCAT Writing test. Hubert O. Sibley Elementary School will also use the District Pre/Progress/Post Writing Test to monitor 4th grade students' progress in writing throughout the school year.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

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

GOAL 4 STATEMENT:

The students at Hubert O. Sibley Elementary School will be able to apply the scientific method and increase the scientific knowledge of all students.

Needs Assessment

The 2005 scale score in Science for the fifth grade students at Hubert O. Sibley Elementary School was 305 as compared to the District's 286 and the State's 296. The mean scale score on the 2004 FCAT was 271. The 2005 data indicates that students in grade 5 demonstrated a need for improvement in the earth and space strands.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will increase science content knowledge and scientific thinking skills as evidenced by an increase of 5 points from 305 in the mean scale score as documented on the 2006 FCAT Science.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Create and implement a scope and sequence that is aligned with the district scope and sequence that will enable teachers to pace instruction to cover the curriculum in a timely manner.	Science Resource Teacher Classroom Teacher	8/8/2005	5/24/2006
Monitor classroom instruction through lesson plans, benchmark assessments, and item spece pre/post tests by strands.	Classroom Teacher Science Resource Teacher	8/8/2005	5/24/2006
Provide students with the experience of inquiry based, hands-on problem solving activities through the use of the science lab.	Science Resource Teacher Classroom Teacher	8/8/2005	5/24/2006
Utilize research-based software i.e. SuccessMaker to provide students with an inquiry based science approach which employs the elements of the scientific method to further the development of science process skills.	Science Resource Teacher Classroom Teacher	8/8/2005	5/24/2006
Utilize FOSS kits to provide hands-on inquiry based activities for students.	Science Resource Teacher Classroom Teacher	8/8/2005	5/24/2006
Provide the opportunity for students to demonstrate their knowledge of the scientific process through a school-wide science fair.	Science Resource Teacher Classroom Teacher	8/8/2005	4/28/2006

Research-Based Programs

Harcourt Brace

SuccessMaker

Foss Full Optional Science Program

Professional Development

Training will be provided in the following: Scientific Method, Inquiry-Based Curriculum, CRISS Training, and the FOSS Program. Delivery of inservices will be provided by the Title I Science Resource Teacher for teachers and administrators.

Evaluation

Performance in science will be evaluated by scores of the 2006 FCAT Science mean scale score. Item specification pre/progress/post tests aligned by strand will provide formative assessments which will be used to monitor progress toward 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.)

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

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

GOAL 5 STATEMENT:

Hubert O. Sibley Elementary School will provide increased opportunities for parents to be involved in their children's education whereby the parents and educators to work collaboratively to foster academic excellence.

Needs Assessment

A large number of parents from Hubert O. Sibley Elementary School speak a language other than English. The parents are predominately Haitian/Creole and may experience difficulty assisting their children at home. Many are employed and have limited time to attend their children's academic and social activities. The school needs to extend a welcoming hand to parents and offer training and assistance in the programs in which they are asked to encourage and support their children. Attendance rosters reflect that 1,600 parents attended parent meetings and events during the 2004-2005 school year.. In an effort to improve the attendance at parent activities the following needs have been identified: 1. the need for a liason (Community Involvement Specialist) to make recommendations and coordinate school-sponsored activities; 2. the need for more school-sponsored events which are designed to assist parents in promoting literacy at home and 3. the need for expanding existing student recognition efforts to promote positive parental.

Measurable Objective

Given the need to establish a link between school, home and community, the overall total parental participation in school sponsored activities will increase by 2% from 1600 to 1632 when comparing attendance rosters in 2004-2005 to the 2005-2006 attendance rosters.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct monthly EESAC meetings to provide updates to parent representatives about school improvement efforts.	EESAC members	8/8/2005	5/24/2006
Encourage communication and dialogue exchange with parents and community as to their roles in student achievement.	Community Involvement Specialist Classroom teacher	8/8/2005	5/24/2006
Conduct a Parent Teacher Association drive to increase parent participation in school wide concerns.	PTA members	8/8/2005	5/24/2006
Encourage and increase parental involvement, participation in student achievement and planning.	Community Involvement Specialist Classroom teacher	8/8/2005	5/24/2006
Provide meetings and/or activities at various times during the day and evening to accommodate working parents.	Community Involvement Specialist	8/8/2005	5/24/2006
Conduct parent workshops by grade level to provide strategies to parents to assist their children at home in reading, writing, math and science.	Classroom teachers Community Involvement Specialist	8/8/2005	5/24/2006
Provide communication to parents in their native language.	Community Involvement Specialist	8/8/2005	5/24/2006

Research-Based Programs

National PTA Standards for Parent and Family Involvement Programs.

Professional Development

Monthly EESAC Meetings, Title I Community Involvement Workshops, District Advisory Committee Meetings. Hands-on Workshops in reading writing, mathematics and science. The Community Involvement Specialist will participate in ongoing to enhance parental involvement support.

Evaluation

The parent participation attendance rosters will be used to determine an increase of 2% from 1600 to 1632 when comparing the 2004-2005 attendance rosters of the 2005-2006 attendance rosters.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 6 STATEMENT:

Hubert O. Sibley Elementary School will provide a safe and disciplined environment for all students. The school will promote programs and practices that facilitate a safe and disciplined environment for students.

Needs Assessment

The results of the 2004-2005 suspension report indicate that 57 students were suspended during that school year. Data indicates a need to reduce the number of outdoor suspensions and provide alternative strategies for disruptive students.

Measurable Objective

Given a school wide emphasis on discipline the students will improve their behavior by a reduction from 57 to 54 outdoor suspensions when comparing the 2004-2005 suspension report to the 2005-2006 suspension report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Design a school wide discipline plan for the school.	Professional Learning Community	8/8/2005	5/24/2006
Use the Community Involvement Specialist to contact parents to impart good news and inform them of parent meetings and workshops.	Community Involvement Specialist	9/26/2005	5/24/2006
Adjust student schedule from the primary classroom to a secondary classroom.	Classroom teachers	9/12/2005	5/24/2006
Monitor parent contact regarding behavior.	Classroom teachers Guidance Counselors	8/8/2005	5/24/2006
Create a Wednesday afternoon study hall as an alternative to suspension.	Hourly teacher	10/12/2005	5/10/2006
Recognize the most improved students.	Awards Committee Chairperson Principal Guidance Counselors	10/10/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

Monitor the monthly suspension reports to determine the number of students that are suspended.

Examine the results of the 2005-2006 final suspension report as compared to the 2004-2005 final suspension report to determine the difference in the number of students that have been suspended.

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.)

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

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

GOAL 7 STATEMENT:

Hubert O. Sibley will integrate technology in all curricular areas and provide teachers and students with additional technological apparatus to increase utilization and maximize student learning.

Needs Assessment

Based on the results of the STaR School Profile, the teachers' access to technology was rated a 2 on a scale of 1-4. This score is at Stage 2 of the Intermediate stage. The teacher use of technology was rated a 2.9 which is just below the Advanced Stage 3. Even though our rating exceeded the Dade County elementary average as well as the statewide elementary average, there is the need to improve teacher access and teacher use of technology to the Target Stage 4. The Technology planning for the school was rated at 3.7, just below the Target Stage 4.

Measurable Objective

Given a school wide emphasis on increasing the use of technology, teachers will have greater access as evidenced by the increased rating to Stage 3 or the Advanced Stage as measured by the 2006 STaR survey.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
The Media Specialist/Microsystems Technician will provide in-house professional development to all faculty and staff members.	Media Specialist Microsystems Technician	8/8/2005	5/24/2006
Ensure that teachers have had the necessary professional development in order to maximize student utilization of technology.	Microsystems Technician	8/15/2005	5/1/2006
Use the Family Literacy Grant to provide professional development and library night opportunities for parents.	Family Literacy Grant Facilitator Media Specialist	9/1/2005	5/1/2006
Survey staff members to determine computer needs and utilization.	Classroom Teachers	11/1/2005	4/3/2006
Monitor student utilization of computer programs.	Classroom Teacher	8/15/2005	5/19/2006
Purchase additional technological apparatus.	Microsystems Technician	10/3/2005	11/30/2005

Research-Based Programs

Not Applicable

Professional Development

Professional Development will be provided to all teachers for all technological programs: SuccessMaker, Creative Educational Institute and Lexia.

Evaluation

Examine the STaR Survey to assess the increase of technology apparatus in the school.

Review monthly reports from the various technological programs within the school will be used to monitor student use.

Utilize Edusoft as a means to monitor student growth on a quarterly basis.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

GOAL 8 STATEMENT:

Hubert O. Sibley will provide opportunities for students to increase the physical fitness activities to ensure good health and an increase in the level of physical fitness.

Needs Assessment

The results of the 2004-2005 Fitness Gram Test program indicate that 49% out of the 98% of the students that were tested did not receive a gold or silver award. The data indicates that there is a need to increase the percentage of students receiving an award on the Fitness Gram Test ensuring that the students at Hubert O. Sibley Elementary School are physically fit.

Measurable Objective

Given an awareness of the need to increase the level of physical fitness and good health of the students, the students will increase their level of physical fitness as evidenced by an increase from 51% in 2004-2005 to 53% in 2005-2006 of the students that were award winners in the Fitness Gram Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Facilitate an increase in physical fitness opportunities through a structured recess program.	Classroom teachers	9/26/2005	5/26/2006
Create a dance club, aerobics, volleyball, soccer, and football clubs through the Saturday Academy.	HOPE worldwide volunteers	9/24/2005	4/29/2006
Implement the SECME Grant Program to provide opportunities for students to participate in creative, organized physical fitness activities.	SECME Teachers	9/19/2005	5/5/2006
Provide a variety of physical fitness activities through the PE curriculum to improve the physical fitness of the students.	Physical Education Teachers	8/8/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

Utilize the results of the 2005-2006 Fitness Gram to determine the increased level of fitness as well as the increased number of students receiving a fitness award.

Monitor attendance in SECME and Saturday School which offers physical fitness activities to students.

Monitor the implementation of recess as indicated in teachers' schedules.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

GOAL 9 STATEMENT:

Hubert O. Sibley will expand the opportunities for students to participate and pursue areas of interest and special talents in musical activities.

Needs Assessment

Upon reviewing the enrollment of the 60 that were involved in musical activities during the 2004-2005 school year, it was determined that there was a need to provide additional opportunities for students to participate in musical activities in order to broaden their perspectives of the arts and build self-esteem during the 2005-2006 school year.

Measurable Objective

Given the emphasis of including the arts in the total curriculum, students will increase their participation in the arts as evidenced by a 5% increase from 60 to 63 students that participated in musical activities during the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Create an instrumental ensemble group.	Music teacher	10/24/2005	5/19/2006
Provide opportunities for students to audition for the chorus.	Music teacher	11/7/2005	12/16/2005
Provide opportunities for students to audition for the instrumental ensemble.	Music teacher	10/24/2005	12/16/2005
Provide opportunities for students to showcase their talents through a variety of performances throughout the year.	Music teacher	11/28/2005	5/19/2006

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

Monitor student participation and the total enrollment of students in the various musical programs.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

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

GOAL 10 STATEMENT:

Hubert O. Sibley 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, Hubert O. Sibley Elementary School ranked at the 66th percentile on the State of Florida ROI index.

Measurable Objective

Hubert O. Sibley Elementary School will improve its ranking on the State of Florida ROI index publication from the 66th percentile in 2003 to the 70th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become more informed about the use of financial resources in relation to school programs.	Principal	8/8/2005	5/24/2006
Collaborate with the district on resource allocation.	Principal	8/8/2005	5/24/2006
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal	8/8/2005	5/24/2006
Consider shared use of facilities, partnering with community agencies.	Principal	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, Hubert O. Sibley Elementary School will show progress toward reaching the 70th percentile.

EESAC Compliance

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

Budget:

The EESAC will work with the administration on budget matters and will conduct workshops with regards to the 2005-2006 budget. A survey of needs will be established to determine the priorities for student achievement as it relates to the budget.

Training:

Staff development will be provided for all teachers in the areas of CRISS, Comprehensive Research-based Reading Plan, Comprehensive Math and Science, Science, Writing, and Technology.

Instructional Materials:

The EESAC will provide necessary funds for the purchase of additional instructional materials to embellish instruction in the classroom.

Technology:

The EESAC will provide technological assistance through workshops and the purchase of software.

Staffing:

Members of the EESAC will participate in the interviewing process for instructional staff. Additional instructional staff will be hired when allocated.

Student Support Services:

The EESAC will reflect the needs of the students through participation in students' activities and the PTA.

Other Matters of Resource Allocation:

The EESAC will meet with the principal to discuss the use of Title I funds.

Benchmarking:

The EESAC will assess the School Improvement Plan through a monthly monitoring form devised and implemented during the 2005-2006 school year. This monitoring system is devised to assist teachers in reviewing the goals of the School Improvement Plan on a monthly basis.

School Safety & Discipline:

Hubert O. Sibley Elementary School adheres to the Miami-Dade County Public School's Code of Conduct that was made available to all students and parents. Safety patrols, security monitors and the use of walkie talkies provide protection for all students and staff.

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

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

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

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

Region Superintendent