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# *SCHOOL IMPROVEMENT PLAN*

## *2006-2007*

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*School Name:* 0241 - Ruth K. Broad/Bay Harbor Elementary School

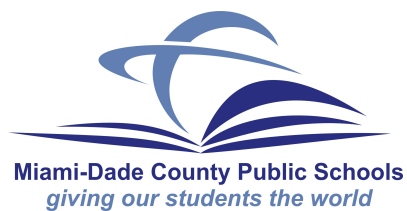
*FeederPattern:* Miami Beach Senior

*Region:* Regional Center II

*District:* 13 - Miami-Dade

*Principal:* Arlene Ortenzo

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



# SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

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## *Ruth K. Broad/Bay Harbor Elementary School*

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Ruth K. Broad Bay Harbor Elementary School, an “A” school for seven consecutive years, utilizing the best of human resources and technologically rich programs, is located in Bay Harbor Islands, Florida and serves Bay Harbor Islands, Bal Harbour, Surfside, Sunny Isles, and Eastern Shores areas. These communities consist of many upper and middle class professionals, as well as newly immigrated Hispanic families. Presently, the Ruth K. Broad Bay Harbor Elementary enrollment is over 1338 students in grades Pre-K through six. Our student population averages 39 percent White Non-Hispanic, 54 percent Hispanic, 2 percent Black Non-Hispanic, and 5 percent Asian/Indian/Multiracial. Both the mobility index and number of free and reduced-price lunches are moderate. Parental and business involvement provide excellent support for the school. Ruth K. Broad Bay Harbor Elementary is not just a “school” but an evolving educational family. The administration, instructional and clerical staff, custodial and cafeteria staff, paraprofessionals, aides, volunteers, PTA, and the community at large form a dynamic team that serves its children and enhances the educational process for high academic achievement.

After analyzing and evaluating pertinent data such as the Organizational Performance Improvement Snapshot Survey, School Demographic and Academic Profile, School Climate Survey, FCAT Achievement Reports, School Report Card, and School Improvement Plan results from 2005-2006, Ruth K. Broad Bay Harbor Elementary, in conjunction with the Educational Excellence School Advisory Council, has identified the following objectives as wide priorities for the 2006-2007 school year.

Given instruction using the Sunshine State Standards, students in grades three through six will improve their reading skills as evidenced by 92 percent of the students achieving Level 3 or above on the 2007 FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, students in grades three through six will improve their mathematics skills as evidenced by 88 percent of the students reaching the state required mastery level as documented by scores on the 2007 FCAT Mathematics Assessment.

Given instruction based on Sunshine State Standards, students in grade four will improve their writing skills as evidenced by all students scoring 3.5 or above as documented by the scores on the 2007 FCAT Writing Assessment.

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by 75 percent of the students achieving Level 3 or above on the 2007 FCAT Science Assessment.

Given opportunities to attend a variety of school activities and functions throughout the school year, 75 percent of the parents will indicate that they attended three or more school activities during the 2006-2007 school year, as reflected by the results of parent sign-in logs and a school-site survey disseminated in May 2007.

Given opportunities utilizing the Proudly Infusing Non-Violence Program students in Kindergarten, Second, Fourth and Sixth grades will demonstrate adherence to the Code of Student Conduct as evidenced by a decrease in the number of outdoor suspensions by 5 percent for the 2006-2007.

Given instruction utilizing computer-assisted technology, students in grades one through six will increase their participation in the Accelerated Reader Program as evidenced by an increase from 500 students in 2005-2006 to 600 students in 2006-2007.

Given instruction based on the Sunshine State Standards, students in grades four through six will attain an acceptable fitness level as evidenced by 62 percent of the students meeting high standards on five of the six subtests on the 2006-2007 FITNESSGRAM Test.

Given emphasis on the benefits of participating in extra-curricular music programs, the number of students in grades three through six will increase from 300 students in 2005-2006 to 315 students (which is a 5 percent increase) in 2006-2007.

Ruth K. Broad Bay Harbor Elementary School will improve its ranking on the State of Florida ROI Index publication from the 94th percentile in 2004-2005 to the 95th percentile on the next publication of the Index.

Results of the Organizational Performance Improvement Snapshot Survey indicate a need for improvement in the areas of Strategic Planning and Process Management. Emphasis on Strategic Planning will include grade level collaboration and articulation, improved opportunities through staff development, and enhanced communication through District e-mail. Improved Process Management will include retrieval, review, and interpretation of data from the following sources: grade level articulation; FCAT results; Edusoft, SuccessMaker, Accelerated Reader and Reading Plus reports.

## 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.

## **Ruth K. Broad/Bay Harbor Elementary School**

### VISION

It is the vision of Ruth K. Broad Bay Harbor Elementary School to discover and identify the individual strengths of each child, to promote enthusiasm and the desire to learn, and to make our students competitive in the world.

### MISSION

The Ruth K. Broad Bay Harbor Elementary School community strives to provide a safe, academically challenging, and technologically supportive program for all its children by empowering them with a strong foundation to succeed presently and in the years to come.

### CORE VALUES

**Excellence:** We strive toward maximum standards in academic performance and organizational development.

**Integrity:** We promote positive interactions through honesty, respect, and understanding that develop an environment of safety and well-being among students, staff, families, and community.

**Equity:** We provide an environment that enhances learning and makes every effort to close achievement gaps.

**Citizenship:** We take pride in the diversity of our community and foster responsibility in working together to ensure the educational and personal success of all students as integral citizens of our democratic society.

## *School Demographics*

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Ruth K. Broad Bay Harbor Elementary School is located in Bay Harbor Islands, Florida and serves students in Bay Harbor Islands, Bal Harbour, Surfside, Sunny Isles, and Eastern Shores areas. These communities consist of many upper and middle class professionals, as well as newly immigrated Hispanic families. Presently, Ruth K. Broad Bay Harbor Elementary's enrollment is over 1,338 students in pre-kindergarten through grade six. Our student population averages 39 percent White Non-Hispanic, 54 percent Hispanic, 2 percent Black Non-Hispanic, and 5 percent Asian/Indian/Multiracial. Our exceptional student population constitutes 16 percent of the total enrollment. Limited English Proficiency students constitute 19 percent of the total enrollment. Thirty-seven percent of our students receive free or reduced lunch. The mobility index of our school is moderate. Parental and business involvement provide excellent support for the school.

Ruth K. Broad Bay Harbor Elementary School employs 104 full-time staff members. The leadership team is composed of the principal, two assistant principals, two guidance counselors, a media specialist, a microsystem technology specialist, and grade level chairpersons. The instructional staff consists of 94 full-time teachers, a speech pathologist, three full-time paraprofessionals, and fourteen part-time paraprofessionals. The ethnic breakdown of our instructional staff is as follows: 27 percent White, 26 percent Black, 46 percent Hispanic, and 1 percent Asian American. Other support personnel include clerical staff, custodial staff, cafeteria staff, aides, volunteers, an effective PTA, and the community at large. These dynamic groups of professionals serve our children and enhance the educational process for high academic achievement.

Twelve percent of the instructional staff have specialist/doctoral degrees, 40 percent have masters degrees, 7 percent are National Board Certified Teachers, and 9 percent of the members are beginning teachers. All of the general education teachers are certified in Elementary Education.

Specialty programs include: an Exceptional Student Education program with an inclusion model for students with diagnosed exceptionalities, a Limited English Proficiency program that provides instruction in English for students of other languages, and a Gifted program for students who would benefit from enrichment opportunities. Our exceptional student population constitutes 16 percent of the total enrollment. Limited English Proficiency students constitute 19 percent of the total enrollment. Thirty-seven percent of our students receive free or reduced priced lunch.

Ruth K. Broad Bay Harbor Elementary School, an "A" school for seven consecutive years, utilizes the best of human resources and technologically rich programs. The Shepard Broad Foundation has been and continues to be a major benefactor, consultant, and support system for the school. Our business partners are engaged in updating our technological needs, and our Adopt-A-Class program offers the faculty funds to purchase materials/supplies for the children. The YWCA conducts an after-care program, and the Surf-Bal-Bay Recreational Program offers extra-curricular activities for our children after the regular school day.

# *School Foundation*

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## ***Leadership:***

Leadership proves to be an area of strength at our school. Indicators of effective leadership include but are not limited to clear mission and vision communicated to all members of the school community, a positive work environment that encourages learning, and valued professional input from faculty and staff.

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

Strategic planning is a category identified for improvement. An emphasis on this area will include grade level collaboration and articulation, improved opportunities through staff development, and enhanced communication through District e-mail.

## ***Stakeholder Engagement:***

Customer and market focus are extremely positive at our school. All members of the school community understand the importance of building school, home, business, and community relationships.

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

Faculty and staff realize that working together as a team through cooperation and collaboration has had a positive impact on our school environment. Key stakeholders include cooperative grade level chairpersons, an effective Education Excellence School Advisory Council, a dynamic PTA, involved Dade Partners, and the support of our community.

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

Data collection, analysis, and knowledge management are areas of strength in our school. Knowledge management is effectuated through careful review of existing information and analysis of data toward making competent decisions that lead to a high quality of education for all students.

## ***Education Design:***

Education design provides a variety of learning opportunities that steer our school toward high standards and maximum student achievement.

## ***Performance Results:***

Performance results indicate that this process has impacted our student achievement, increased parent involvement,

and expanded special area programs.

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 1 STATEMENT:**

Ruth K. Broad Bay Harbor Elementary students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master state standards as measured by the 2006-2007 FCAT Reading Assessment.

**Needs Assessment**

Results of the 2006 FCAT Reading Assessment indicate that 91 percent of the students in grades three through six have met the state required mastery level, 73 percent have made annual learning gains, and 73 percent of the students scoring in the lowest quartile made annual learning gains. Data results indicate that students showed strengths in concepts such as Word/Phrases and Reference/Research. Results indicate that weaknesses occurred in concepts such as Main Idea/Author’s Purpose and Compare and Contrast.

**NCLB SUBGROUP TARGET**

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



## Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through six will improve their reading skills as evidenced by 92 percent of the students achieving Level 3 or above on the 2007 FCAT Reading Assessment.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Disaggregate and analyze the 2006 FCAT Reading Assessment data to identify strengths and opportunities for improvement for instructional purposes.	Instructional Personnel	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide an uninterrupted daily two hour reading block for students in Kindergarten through grade six.	Instructional Personnel	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement the Comprehensive Reading Plan with intensive focus on guided reading, vocabulary development, and comprehension skills.	Instructional Personnel	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Analyze results of the District Assessments to monitor student progress and instruction.	Instructional Personnel	10/23/2006	5/30/2007	District-wide literacy plan	\$0.00
Utilize Accelerated Reader/STAR, FCAT Explorer, ACCESS 2 Learn, Riverdeep, Reading Plus, and Successmaker to improve reading comprehension and promote independent reading.	Instructional Personnel	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Analyze the results of the 2006 FCAT Reading Assessment to group students for after-school tutorial programs and for assignments of mentors and volunteers.	Instructional Personnel	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide an after-school tutorial program twice a week for those students in the lowest quartile in reading utilizing the Voyager Benchmarks.	Instructional Personnel	10/3/2006	2/27/2007	Mentoring Opportunities	\$4000.00
Provide an intensive reading program for those students in the lowest quartile, tier one, two or three and/or students who were retained utilizing Voyager (Kindergarten and grade 3) Soar to Success (grades 4-6), and Early Success (grades 1 and 2).	Instructional Personnel	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

## **Research-Based Programs**

Houghton Mifflin Reading Series

SuccessMaker Program

Reading Plus Program

## **Professional Development**

Houghton Mifflin Reading Series Training

Comprehensive Reading Plan Training

Collaborative Planning and Teaching Training

SuccessMaker Training

Edusoft Training

Reading Plus Program Training

## **Evaluation**

2007 FCAT Reading Assessment

District Interim Assessments

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 2 STATEMENT:**

Ruth K. Broad Bay Harbor Elementary School students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master state standards in the area of mathematics.

**Needs Assessment**

Results of the 2006 FCAT Mathematics Assessment indicate that eighty-seven percent of the students in grades three through six have met the state required mastery level and seventy-nine percent of the students demonstrated acceptable levels of learning gains. Data results indicate that students demonstrated strengths in concepts such as Measurement, Algebraic Thinking, and Data Analysis. Results indicate that weaknesses occurred in areas of Number Sense and Geometry.

NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through six will improve their mathematics skills as evidenced by 88 percent of the students reaching the state required mastery level as documented by scores on the 2007 FCAT Mathematics Assessment.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide students with performance-based activities incorporating the use of manipulatives, problem-solving, critical thinking, and technology.	Instructional Personnel	8/14/2006	5/30/2007	School-to-Career	\$0.00
Provide technology-based programs for students including: FCAT Explorer, SuccessMaker, and Riverdeep.	Technology Specialist Instructional Personnel	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Analyze results of the District Interim Assessments to monitor student progress and instruction.	Instructional Personnel	10/23/2006	5/30/2007	District Strategic Plan	\$0.00
Provide an after-school tutorial program twice a week for students in the lowest quartile in mathematics as measured by benchmark skills utilizing the Blast Off Program.	Instructional Personnel	10/3/2006	2/27/2007	Mentoring Opportunities	\$4000.00
Disaggregate and analyze the 2006 FCAT Mathematics Assessment data to identify strengths and opportunities for improvement for instructional purposes.	Instructional Personnel	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide an uninterrupted daily one-hour block of mathematics instruction for students in Kindergarten through grade six.	Instructional Personnel	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

### Research-Based Programs

Houghton Mifflin Mathematics Series

McDougal Little Middle School Mathematics Series

SuccessMaker

## **Professional Development**

Houghton Mifflin Mathematics Series Training  
Item Specifications in Mathematics Training  
SuccessMaker Training  
Benchmark Training  
Edusoft Training  
Riverdeep

## **Evaluation**

2007 FCAT Mathematics Assessment  
District Interim Assessments  
Houghton Mifflin Series Assessments  
Blast Off 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 checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**GOAL 3 STATEMENT:**

All students will be able to communicate effectively through writing.

**Needs Assessment**

Results of the 2006 FCAT Writing Assessment indicate that 89 percent of the students in grade four achieved a score of 3.5 or above on the narrative prompt and 98 percent of the students scored 3.5 or above on the expository prompt. Data indicates students in grade four need additional exposure to narrative and expository prompts and reinforcement of effective writing techniques. A review of writing samples from Kindergarten through third grade students indicate a need for a writing program that emphasizes grammar, sentence structure, and figurative language.

**NCLB SUBGROUP TARGET**

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

## Measurable Objective

Given instruction based on Sunshine State Standards, students in grade four will improve their writing skills as evidenced by all students scoring 3.5 or above as documented by the scores on the 2007 FCAT Writing Assessment.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement a schoolwide writing program that incorporates specific areas of focus in writing that provide practice opportunities across the curriculum.	Instructional Personnel	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Analyze results of the District pretest prompt for all students in grade four for the purpose of forming homogenous writing groups.	Instructional Personnel	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize writing prompts for students in grades two through six to ensure that students learn effective narrative and expository writing techniques.	Instructional Personnel	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide an after- school tutorial program twice a week to those students who scored below a level 3 on the in-house writing pretest.	Instructional Personnel	10/3/2006	2/27/2007	Mentoring Opportunities	\$4000.00
Analyze results of monthly prompts for students in grade four to monitor progress and guided instruction.	Instructional Personnel	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

### Research-Based Programs

Houghton Mifflin Reading Series

## **Professional Development**

Writing and Rubric Scoring Training  
Best Practices on Innovative Techniques

## **Evaluation**

2007 FCAT Writing Assessment  
District Writing Prompts  
In House Writing Prompts



## GOAL 4: SCIENCE

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

#### *Florida Education Priorities*

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

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

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

All students will be able to apply the scientific method.

### ***Needs Assessment***

Results of the 2006 FCAT Science Assessment indicate that 50 percent of students in grade five scored Level 3 or above. Data results indicate that students in grade five demonstrated strengths in Physical and Chemical Science and Life and Environmental Sciences. Results indicate that weaknesses occurred in the areas Scientific Thinking and Earth and Space Science.

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by 75 percent of the students achieving Level 3 or above on the 2007 FCAT Science Assessment.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the Continuous Improvement Model to develop students' understanding of scientific concepts.	Instructional Personnel	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement student participation in a schoolwide Science Fair to reinforce the scientific method.	Instructional Personnel	8/14/2006	4/30/2007	Continuous Improvement Model	\$0.00
Analyze results of the Blast Off Science Diagnostic Test to students in grade five as a pretest to identify areas of weaknesses. Students in grade five will be given the Blast Off Science Diagnostic Test as a posttest to determine students' progress.	Instructional Personnel	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Reinforce grade-appropriate science content across the curriculum.	Instructional Personnel	8/14/2006	5/30/2007	Career Development Programs	\$0.00
Analyze results of the 2006 FCAT Science Assessment to identify strengths and opportunities for improvement for instructional purposes.	Instructional Personnel	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide an after-school tutorial program twice a week for those students that need remediation in science utilizing the Riverdeep Science Program. Student progress reports will be analyzed bi-weekly.	Instructional Personnel	08/14/2006	05/30/2007	District Strategic Plan	\$4000.00

## **Research-Based Programs**

Harcourt Science Series (K-5)

Glencoe Science Series (6)

Riverdeep Science Program

## **Professional Development**

Harcourt Science Series Training (K-5)

Glencoe Science Series Training (6)

Item Specifications in Science Training

In-house Science Fair Training

Riverdeep Science Training

## **Evaluation**

2007 FCAT Science Assessment

Blast Off Pre and Post Test Assessment

## GOAL 5: PARENTAL INVOLVEMENT

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

#### *Florida Education Priorities*

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

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

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

The school will provide increased opportunities for parents to be involved in their children's education.

### ***Needs Assessment***

Results of the School Climate Survey indicate that five percent of the parents had not attended any school activities, fifty-five percent of the parents had attended one to three activities, and forty percent of the parents attended four or more school activities during the 2005-2006 school year. These results indicate a need for a five percent increase in the number of parents attending three or more school activities during the 2006-2007 school year.

## Measurable Objective

Given opportunities to attend a variety of school activities and functions throughout the school year, 75 percent of the parents will indicate that they attended three or more school activities during the 2006-2007 school year, as reflected by the results of parent sign-in logs and a school-site survey disseminated in May 2007.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Send written notification to parents in their home language of meetings and parent workshops that promote active parent involvement in their child(ren)'s education.	Administration, Instructional Personnel	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Encourage parent involvement in decision-making groups including the Parent Teacher Association (PTA) and the Educational Excellence School Advisory Council (EESAC).	PTA, EESAC Chairperson, Administration, Instructional Personnel	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Encourage parent involvement at PTA meetings to be held four times per school year.	PTA, Administration, Instructional Personnel	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Encourage parent involvement in programs, such as: Bilingual Parent Workshops, FCAT Parent Workshops, Family Literacy Program, School Volunteer Program, Career Awareness presentations, and student mentoring.	Administration, Instructional Personnel	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Plan and facilitate a schoolwide Open House/Resource Fair event for parents of students in Kindergarten through grade six and provide conferences for parents to review students' academic progress throughout the year.	Administration, Instructional Personnel	8/14/2006	5/30/2007	Community Partnerships	\$0.00

## **Research-Based Programs**

Family Literacy Program  
Informed Families Program  
The National PTA  
Standards for Parent/Family Involvement Program

## **Professional Development**

Family Literacy Program  
Informed Families Program  
The National PTA  
Standards for Parent/Family Involvement Program

## **Evaluation**

In-house parent survey  
Parent sign-in logs

## 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 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 type="checkbox"/>

### **GOAL 6 STATEMENT:**

The school will promote programs and practices that facilitate a safe and disciplined environment for students.

### ***Needs Assessment***

District outdoor suspension reports from the 2005-2006 school year indicate that 13 students received outdoor suspensions. A review of Student Case Management forms indicate that the majority of suspensions resulted from fighting, harassment and defiance of school personnel. These results indicate a need for a decrease in the number of outdoor suspensions from 13 in 2005-2006 to 12 in 2006-2007.

## Measurable Objective

Given opportunities utilizing the Proudly Infusing Non-Violence Program students in Kindergarten, Second, Fourth and Sixth grades will demonstrate adherence to the Code of Student Conduct as evidenced by a decrease in the number of outdoor suspensions by 5 percent for the 2006-2007.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Ensure each teacher implements a Schoolwide Discipline Plan.	Administrators, Instructional Personnel	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Review Code of Student Conduct with students.	Administrators, Instructional Personnel, Counselors	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement peer mediation process in each homeroom class.	Counselors, Instructional Personnel	8/14/2006	5/30/2007	Mentoring Opportunities	\$0.00
Provide student lessons on bullying and harassment.	Counselors, Instructional Personnel	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide workshops for parents on "Bullying" and on "Effective Ways to Communicate and Discipline Your Children."	Counselors, Safe School Specialist	11/1/2006	2/28/2007	Community Partnerships	\$0.00
Implement behavioral assessment for sixth grade students.	Safe School Specialist	11/01/2006	05/30/2007	District Strategic Plan	\$0.00
Provide staff development for Proudly Infusing Non-Violence Program for teachers in Kindergarten, second, fourth and sixth grades.	Counselors, Safe School Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

## Research-Based Programs

Not Applicable

## Professional Development

Conflict Prevention and Peer Mediation Seminar  
 Bullying and on Cultural Sensitivity in the Classroom  
 Florida Counseling Association Conference



## Evaluation

District Outdoor Suspension Report

## GOAL 7: TECHNOLOGY

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

#### *Florida Education Priorities*

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

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

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

The school will integrate technology in all curricular areas.

### ***Needs Assessment***

After reviewing the results of the 2005-2006 student participation in the Accelerated Reading Program, data indicate that 500 students participated in the program. These results indicate a need to increase student participation to 600 in 2006-2007.

## Measurable Objective

Given instruction utilizing computer-assisted technology, students in grades one through six will increase their participation in the Accelerated Reader Program as evidenced by an increase from 500 students in 2005-2006 to 600 students in 2006-2007.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize the media specialist to assist students in initiating the Accelerated Reading Program.	Media Specialist	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilize the media specialist to implement an incentive program to encourage student participation in the Accelerated Reading Program.	Media Specialist	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Inform parents about the benefits of the Accelerated Reading Program.	Media Specialist	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement the Accelerated Reader Program in grades one through six.	Media Specialist, Instructional Personnel	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilize the media specialist to provide computer-assisted instruction for students on the use of the Accelerated Reading Program. Bi-weekly student summary and class summary reports will be analyzed.	Media Specialist	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

## Research-Based Programs

Accelerated Reader Program

## Professional Development

Accelerated Reader Program

## **Evaluation**

Teacher generated Accelerated Reader Program and Reports

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

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

The school will promote the overall health and fitness of the students.

### ***Needs Assessment***

Results of the 2005-2006 FITNESSGRAM indicate that 60 percent of students in grades four, five, and six achieved an acceptable score on five out of the six subtests. Data results indicate that students showed strengths in Flexibility. The same data results indicate that students showed weaknesses in Muscular Strength and Endurance.

## Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades four through six will attain an acceptable fitness level as evidenced by 62 percent of the students meeting high standards on five of the six subtests on the 2006-2007 FITNESSGRAM Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement a curriculum that encourages students to value the importance of a healthy lifestyle through physical conditioning and healthful nutrition that contributes to positive self-concepts.	Physical Education Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Emphasize maximum participation in a variety of physical activities that promote a healthy lifestyle.	Physical Education Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide information to parents regarding the elements of the FITNESSGRAM Test by disseminating information through the Resource Fair and parent meetings.	Physical Education Teachers	1/8/2007	2/27/2007	Community Partnerships	\$0.00
Provide an opportunity for students to become more physically fit by maintaining or increasing their levels of health-related fitness through exercise and physical activities.	Physical Education Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide opportunities for students to engage in extracurricular activities through the Surf-Bal-Bay Recreation Program that includes intramural sports and jump rope, the YWCA After-School Care Program, Bay Harbor Islands Tennis Program, Taekwon-Do Karate Program, Brazilian Soccer Program, and Surf-Bal-Bay PAL Program.	Administrator, Physical Education Teacher, Community Program Directors	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

## Research-Based Programs

FITNESSGRAM Test

## **Professional Development**

Florida Alliance for Health, Physical Education, Recreation, and Dance Conference

### **Evaluation**

2006-2007 FITNESSGRAM Test

## GOAL 9: ELECTIVES & SPECIAL AREAS

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

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

Students will develop an appreciation for the arts through expanded curricular and extra-curricular offerings.

### ***Needs Assessment***

After reviewing the results of the 2005-2006 student participation in the after-school music programs, data indicates that 300 students participated in the program. These results indicate a need for an increase from 300 students in 2005-2006 to 315 students in 2006-2007.



## Measurable Objective

Given emphasis on the benefits of participating in extra-curricular music programs, the number of students in grades three through six will increase from 300 students in 2005-2006 to 315 students (which is a 5 percent increase) in 2006-2007.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement a curriculum that encompasses different cultures to enrich appreciation of world music.	Music Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide a parent-teacher music forum on effective at-home rehearsal techniques.	Music Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide opportunities for students to participate in an intense musical program before and after school.	Music Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Provide opportunities for students to participate in the beginning and advanced string orchestras, chorus, and recorders.	Music Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Showcase different musical styles including jazz, classical, and contemporary.	Music Teachers	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Demonstrate musicianship skills through participation in various performances including the Winter Concert, Spring Music Festival, Evening of Fine Arts, and Superintendent's Honor Music Festival.	Music Teachers	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00

## Research-Based Programs

Not Applicable

## Professional Development

Florida Music Education Association Conference

Florida Orchestra Association Conference

## Evaluation

Teacher Generated Attendance Reports

## 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 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 type="checkbox"/>

**GOAL 10 STATEMENT:**

Ruth K. Broad Bay Harbor Elementary School will rank at or above the 95th percentile statewide in the ROI Index of value and cost effectiveness of its program.

**Needs Assessment**

The most recent data supplied from the FLDOE indicate that in 2004-2005, Ruth K. Broad Bay Harbor Elementary School ranked at the 94th percentile on the State of Florida ROI Index.

## Measurable Objective

Ruth K. Broad Bay Harbor Elementary School will improve its ranking on the State of Florida ROI Index publication from the 94th percentile in 2004-2005 to the 95th percentile on the next publication of the Index.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Become more informed about the use of financial resources in relation to school programs.	Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations and volunteer networks.	Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Consider shared use of facilities and partnering with community agencies.	Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Collaborate with the District on resource allocation.	Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

## Research-Based Programs

Not Applicable

## Professional Development

Provide inservice for all stakeholders on the evaluation of the efficiency and effectiveness of programs.

## Evaluation

State of Florida ROI Index

## *EESAC Compliance*

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

### ***Budget:***

The EESAC recommends that the budget be allocated based on the needs of the school. All stakeholders are included in the decision-making process.

### ***Training:***

The EESAC recommends that staff development be a major focus for all teachers. Staff development will follow the District protocol plan. All District and regional workshops will be offered to all teachers.

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

The EESAC recommends that all District-mandated resource materials be purchased for the school.

### ***Technology:***

The EESAC recommends that we continue utilizing the SuccessMaker computer program, the state-endorsed FCAT Explorer program along with the Reading Plus Program. We will utilize the Accelerated Reader Program for students on all grade levels. Students will be assessed using the Edusoft program.

### ***Staffing:***

The EESAC recommends the use of part-time paraprofessionals to assist in the self-contained ESOL classes and inclusion classes.

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

The EESAC recommends the continuation of schoolwide programs that support positive personal growth for students. Character education and an anti-bullying program will continue to be implemented. Students will participate in Red Ribbon Week, Career Awareness, a community-based Sterling Bobcat program, Super Bobcat Recognition program, Bobcat Pride Recognition program, Turn-Around Student program, Youth Crimewatch program, Do The Right Thing program, Student Council Leadership program, and Intramural Spirit Week activities.

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

The EESAC recommends that supplemental materials be purchased as needed based upon availability of funding.

***Benchmarking:***

The EESAC recommends the use of Edusoft data, as well as in-house testing material from the District, to assess progress.

***School Safety & Discipline:***

The EESAC recommends that one full-time security guard be assigned to monitor the campus on a daily basis. The District's plan for crisis management is being implemented at the school site. All staff members are implementing a schoolwide discipline plan. Parents have been advised about increased security measures via meetings and newsletters. All staff members are trained in adhering to all security measures.

## *Budget Summary*

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Goal 1: Reading	\$4,000.00
Goal 2: Mathematics	\$4,000.00
Goal 3: Writing	\$4,000.00
Goal 4: Science	\$4,000.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
<hr/>	
<b>Total:</b>	<b>\$16,000.00</b>

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*