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# *SCHOOL IMPROVEMENT PLAN*

## *2006-2007*

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*School Name:* 1601 - Edison Park Elementary School

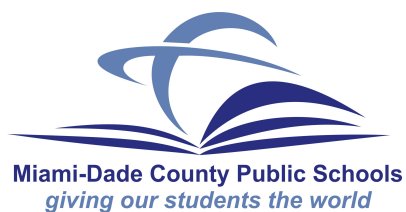
*FeederPattern:* Miami Edison Senior

*Region:* Regional Center IV

*District:* 13 - Miami-Dade

*Principal:* Veronica Swindell-Wesley

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



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

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### *Edison Park Elementary School*

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In order to cultivate the changes necessary to advance high achievement while eliminating low performance, Edison Park Elementary will institute an instructional program with a strong focus on literacy from kindergarten to fifth grade. Common instructional reading materials with demonstrated success will be employed at the school as well as supplemental materials and literacy intervention across grade levels. A structured curriculum will be delivered through instruction that is data driven. A strong emphasis will be placed on continuous assessment to monitor student achievement through a variety of assessments including weekly, monthly and quarterly assessments. The data obtained will be carefully analyzed and used to focus instruction.

Edison Park Elementary, as a member of the School Improvement Zone, recognizes that good instruction is the foundation that fosters learning. To address this priority, high caliber professional development for teachers and administrators will occur. Collaboration with local universities will ensure that teachers' professional development experiences are based on current, effective research that target students' academic needs. Additionally, site-based professional development will be delivered by teams of specialists to ensure effective implementation of the professional development activities into classroom instruction. School site administrators, as the instructional leaders of the schools, will be involved in the professional development activities in order to effectively monitor instruction. The administrative team for the School Improvement Zone will be at the core of professional development efforts, monitoring and supporting direct services to Edison Park Elementary.

Given instruction using the Sunshine State Standards, 51% of students in grades 3 through 5 will score Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, 51% of Limited English Proficient (LEP) students in grades 3 through 5 will score Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, 56% of students in grades 3 through 5 will score Level 3 or higher on the 2007 administration of the FCAT Math Test.

Given instruction using the Sunshine State Standards, 56% of Black students in grades 3 through 5 will score Level 3 or higher on the 2007 administration of the FCAT Math Test.

Given instruction using the Sunshine State Standards, 56% of Economically Disadvantaged students in grades 3 through 5 will score Level 3 or higher on the 2007 administration of the FCAT Math Test.

Given instruction using the Sunshine State Standards, 56% of Limited English Proficient (LEP) students in grades 3 through 5 will score Level 3 or higher on the 2007 administration of the FCAT Math Test.

Given instruction using the Sunshine State Standards, 69 percent of students in grade four will score 3.5 or higher on the FCAT Writing Plus assessment.

Given instruction using the Sunshine State Standards, students in grade five will improve their Science skills as evidenced by 25% percent reaching the state required mastery level as documented by scores of 2007 FCAT Science Test.

Given the need to build a working relationship with parents and the community to support and improve the academic achievement of students, parental and community involvement will increase by 75% as documented by the 2006-2007 Title I Log participation in 2007.

Given the need to ensure that students demonstrate learning gains and display positive attitudes and behavior, the school will increase student attendance each quarter and insuring discipline and safety.

Given instruction using computers, students in grades Kindergarten through five will increase the use of technology by 50 percent as evidenced by the Utilization Report from the use of SuccessMaker as compared to 2005-2006.

Given instruction using the guidelines for National Standards for Physical Education, 50% of students will receive a Gold/Silver on the 2007 FITNESSGRAM.

Given the need to establish cultural awareness, 50 percent of students at Edison Park Elementary school will participate in the Performing and Visual Arts program as evidenced by attendance rosters.

Edison Park Elementary School will improve its ranking on the State's Return on Investment Index as evidenced by a minimum of a 10 percent increase in the number of students performing at/or above grade level in reading and mathematics as compared to the 2005-2006 school year.

In order to build effective leadership at Edison Park Elementary, a mentoring program has been initiated for the principal. A retired principal has been identified to serve as a mentor and provide guidance.

# 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.

## Edison Park Elementary School

### VISION

The vision of Edison Park Elementary is focused on promoting a school-learning environment that supports the continuous academic advancement of all students. The school focuses on creating a community of life-long learners, productive citizens, and contributors to society. Taking into account individual learner's needs, abilities, cultural backgrounds, and personal experiences, teachers have strong beliefs in their capabilities to provide all learners with academic, social, and critical thinking skills necessary to successfully participate in a society of challenge, opportunity, and change.

### MISSION

The mission of Edison Park Elementary is to develop, establish, communicate, and monitor clear expectations of a rigorous academic program by involving all stakeholders in the change process. The school ensures the use of student achievement data as a guide to make comprehensive decisions as they relate to promoting a successful learning environment. Through the implementation of rigorous and challenging academic programs, the school strives to foster and promote life-long learning to meet the challenges of the Twenty-first Century.

## CORE VALUES

### Responsibility

We foster an environment that promotes and encourages students to care for one another.

### Honesty

We encourage truthfulness, sincerity and integrity to build honest and responsible citizens.

### Cooperation

We motivate our student body to work together toward common goals.

### Citizenship

We promote an environment that will create a society based upon democratic values and decision-making.

## *School Demographics*

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Edison Park Elementary School is a part of the Miami-Dade County Public School's Improvement Zone initiative. The Florida Department of Education has graded Edison Park Elementary as a "D" school. Its student population for the 2006-2007 school year consists of approximately 442 students in Pre-Kindergarten through grade five comprising of a multi-ethnic population; with an ethnic breakdown of ninety percent black, one percent White Non-Hispanic, and nine percent Hispanic. The majority of the population is of Haitian descent. Edison Park has fourteen percent of the students enrolled in Limited English Proficient (LEP) Programs; ninety-one percent of the students are on free or reduced lunch. In addition, Edison Park Elementary School is allocated Title I funds, and utilizes the co-teaching model to reduce class size and address students' specific needs.

The students at Edison Park receive instruction via a curriculum that is designed so that all core subject areas support the Florida Sunshine State Standards. Music, Art, Physical Education and Bilingual courses are also staples of the curriculum. Nineteen percent of Edison Park students are enrolled in the Special Education Department (SPED) programs. The ESE population includes eleven Gifted students, twenty-four Learning Disabled students, sixteen Trainable Mentally Handicapped students, eighteen Educable Mentally Handicapped students, twelve Autistic students, and one Speech and Language impaired student. These children have a wide range of needs and their social, emotional academic programs are governed by their Individual Educational Plans (IEP), and Education Plans (EP). In addition, the school provides services for Speech and Language Therapy, Occupational and Physical Therapy, and Guidance Services. The school also receives assistance from a school social worker, a school psychologist, and a staffing specialist. Specialty programs at the school include an Exceptional Student Education program with an Inclusion Model, English for Speakers of Other Languages program for Limited English Proficient students, BCC/Home Language Program an Academic Excellence Program (AEP) with an Art Appreciation/Chess component, and the Teaching Enrichment Activities to Minorities Program (TEAM), that provides service to students in third grade, Recapturing The Vision Program through the Social Studies Curriculum for fifth grade, and the STELLAR (Schools Targeting Excellence in Literacy, Learning, and Reading) Project.

Two administrators, a principal and one assistant principal serve as the instructional leaders of the school. The Leadership Team also includes one Curriculum Support Specialist. The Edison Park instructional staff includes forty-two teachers: thirty-one in the general education curriculum, seven in Exceptional Student Education, and four in special subject areas. Other curriculum support team members include: two Reading Coaches, one Math and Science Facilitator and one Media Specialist. Student Service support personnel include one counselor, and one Community Involvement Specialist (CIS). Support personnel includes six paraprofessionals, four clerical employees, six cafeteria employees, four custodial service staff, and three security monitors. The instructional staff is eighty-nine percent Black, five percent White, Non-Hispanic, five percent Hispanic, and one percent Other. This year the school welcomed seven beginning teachers.

Edison Park Elementary School, located at 500 NW 67th Street, Miami, Florida, was established in the 1950, and was named after Thomas Edison, a prominent inventor. The school is adjacent to the Athalie Range Park/Recreation Center. The school is comprised of one facility and is located in the heart of the Little Haiti community. Edison Park Elementary is part of the Miami Edison Senior High School feeder pattern.

# *School Foundation*

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## ***Leadership:***

Edison Park Elementary School has established a Leadership Team consisting of the Principal, and one Assistant Principal, three Curriculum Support Specialists, two Reading coaches, a Reading teacher, one Math/Science Facilitator, Guidance Counselor, Computer Specialist, Media Specialist, Literacy Team, and Student Teacher Support Team (ST2). The Leadership Team is responsible for collaborating with the staff and administrators, providing coaching and modeling of lessons for teachers and students, and assisting in the overall operation of the school. The Leadership Team has received intensive training on the implementation of the Continuous Improvement Model. As a follow-up of these trainings, Learning Communities have been established school-wide to foster continuous growth among teachers.

At Edison Park Elementary school the Professional Development Team consists of the Assistant Principal, Zone Curriculum Support Specialist, Reading Coaches, Math/Science Facilitator, Grade Level Chair Persons, SAC Chair, and United Teacher of Dade Building Steward. The Leadership Team meets on a continuous basis to evaluate and address the needs of the school to provide Professional Development. Additionally, the School Improvement Zone will provide an array of professional development opportunities for administrators, faculty, and staff. The School-wide professional development calendar outlines activities that are designed to enhance and educate teachers.

Being a part of the School Improvement Zone, the professional development team will continue its existence, in order to ascertain the professional needs of the teachers, based on a school-wide survey.

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

To analyze the goals and objectives of the school and the involvement of staff, to ensure achievement of high academic standards, the administrators of Edison Park Elementary School have instituted a school-wide testing program as well as simulated FCAT Mini Assessments, which are based on the Instructional Focus Calendar. The data from these assessments is disaggregated, analyzed, and disseminated to staff in order to drive instruction. Further analysis of tested data is done through our Comprehensive School Reform (CSR) Data Analyst using Edusoft simulated FCAT Assessments.

## ***Stakeholder Engagement:***

Based on the results of the Organizational Performance Improvement Snapshot Survey, in the area of Customer and Market Focus, Edison Park Elementary School was rated at 4.3 out of a possible 5.0. Teachers are involved in raising student achievement by working collaboratively in grade-level planning and disaggregating data that guides instruction. Parents are involved in raising student achievement by attending monthly workshops provided to assist parents in learning strategies that can be used at home. Students are encouraged to participate in raising their achievement by actively participating in: Academic Excellence Program (AEP), Science Engineering Communications Mathematic (SECME) Early-Bird, After-School and In-School Tutorials, Saturday Academy, TEAM, the Extended-School Day intervention program and the 5000 Role Model Program.

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

Edison Park Elementary School utilizes common grade level planning in kindergarten through fifth grades to

effectively implement instructional activities and strategies that will impact student achievement. Additionally, intermediate classes (3-5) facilitate instruction via the Departmentalization Instructional Model. Each member of the Leadership Team is assigned to participate in grade-level meetings to provide resources and support to teachers. There are also various committees such as: Black History committee, Honor Roll Committee, Haitian Heritage Committee, Open House Committee, Public Relations Committee, Theodore R. Gibson Oratorical Contest/Spelling Bee Committee, Student of the Month Committee, Parent Newsletter Committee, Social Committee, ESE Week Committee, Safety Committee, Student United Way Committee, Spanish Heritage Committee, Youth Fair Committee, American Education Week Committee, Grant Writing Committee, News Team Committee, School Site Literacy Team Committee, Staff United Way Committee, Red Ribbon Week Committee, Staff Holiday Program Committee, Career Week Committee, and FCAT Committee. Each committee works collaboratively with the administration team to ensure the goals and objectives for the school are met. In an effort to provide support to all teachers, a Professional Development Team has been established. This team is responsible for surveying the staff to ascertain the level of professional development needed. The survey is then analyzed by the team, needs are prioritized, and classes are offered in-house, as well as, outside resources.

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

Edison Park Elementary School is committed to the educational excellence of its students by utilizing innovative research based pedagogical strategies, which reinforces the mastery of specific academic skills. Our objective is to support school improvement through action research that lends itself to professional development to improve delivery on instruction. The faculty, administration team has been trained in various software programs including Edusoft, FCAT Simulation, Excelsior Gradebook, Student Performance Indicator, STAR, Accelerated Reader, READ 180, FCAT Explorer, SuccessMaker, Reading Plus, Voyager, Early Success and Soar to Success. These software programs allows for us to manage data and align benchmarks that target students achievement levels.

### ***Education Design:***

After analyzing the results of the 2006 FCAT, the Leadership Team with collaboration from the faculty developed an Instructional Focus Calendar for Reading, Writing, Mathematics, Social Studies, and Science. These calendars help to guide the instruction based upon the weaknesses of the students as determined by the last year's FCAT results, as well as, current school-wide assessments.

### ***Performance Results:***

Based on the Organizational Performance Improvement Snapshot Survey it is essential for stakeholders to become more knowledgeable of the school's budget and finances in order to make more effective recommendations, and address concerns relative to the budgetary needs.



# *Additional Requirements*

Only for schools under state sanction

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## • High Quality, Highly Qualified Teachers:

With the implementation of the School Improvement Zone, many teachers have been anxious to work at Edison Park Elementary School. This has enabled us to attract highly qualified teachers. We currently have seven beginning teachers. Currently, 20 percent of the teaching staff is new to the school. All of the regular education teachers are certified in Elementary Education. 10 percent of the instructional staff have earned advanced degrees.

Counselor	Henrietta Gross
Curriculum Support Specialist	Sarah Collie
Special Education Facilitator	Randi Rosenberg
Reading Coach K-3	Amy Carril
Reading Coach 4-5	Pamela Brown
Reading Resource	Shaneen Singleton
Math/Science Facilitator	Valerie McGraw
Pre-K	Edna James
Kindergarten	Carmel Alphonse
Kindergarten	Marta Lamadriz
Kindergarten	Channel Ward
Kindergarten	Eric Pressley
First Grade	Konshawnia Fowles
First Grade	Nelsa Garcia
First Grade	Lydia Gordon
First Grade	Reginald Bonhomme
Second Grade	Wilma Delouis
Second Grade	Dominique St. Hilaire
Second Grade	Maneka Moss
Second Grade	Josefina Sarete
Third Grade	Alvin DelaCruz
Third Grade	Sheila Johnson
Third Grade	Kisa Humphrey
Third Grade	Andrea Penney
Fourth Grade	Minna Larsson
Fourth Grade	Lesla Smith
Fourth Grade	Holly Warco
Fourth Grade	Adam Gutheim
Fifth Grade	Makessha Coleman
Fifth Grade	Marcus Sparks
Fifth Grade	Vicki McCorkel
Physical Education	Michael Norman
Adaptive P.E.	Jacquelyn Mulloy-House
Pool Substitute	Sheulica Brewton
ESE-VE (3-5)	Tai Collins
VE (K-2)	Paige Prough

Speech Pathologist	Michael Baugher
Autistic	Linda Pollock
TMH (K-3)	Patrick Nwa
TMH (K-5)	Shirley Presley
ESOL	Marilet Torrez
BCC	Julianne Theodore
S-SL	Maritza Borde
Music	Martha Mompont
Art	Webber Charles
Technology	Allison Williams
Technology	Lazaro Cendan

## **• Highly Qualified, Certified Administrators:**

Veronica Swindell-Wesley, Principal

Mrs. Wesley has been an educator for the past thirty years. During her ten-year teaching tenure, she worked as a physical education teacher and a dance education teacher at Miami Northwestern Senior High School. While teaching, she was selected as Teacher of the Year to represent her school and served as a Department Chairperson. Mrs. Wesley's experiences as an administrator include: Project Facilitator for Talent Magnet Programs, District Coordinator for the Division of Life Skills and Special Projects, and District Instructional Supervisor. While working at the district level, Mrs. Wesley spearheaded the District's efforts to expand the Performing and Visual Arts Curriculum from isolated school-site offerings to become District-wide Talent Magnet Programs that provide continuity in arts instruction from elementary school through senior high school. While serving as an assistant principal at G.W. Carver Elementary School and at Miami Shores Elementary School, Mrs. Wesley worked closely with the teachers, parents, and the administration to enhance student achievement at both schools and move each school from a letter grade of C to an A. In July 2004, Mrs. Wesley was appointed Principal of Edison Park Elementary School. During her tenure as Principal of Edison Park Elementary School, she has worked closely with all stakeholders of Edison Park to build positive relationships and maintain a positive image for the school. Mrs. Wesley has also increase community involvement and partnerships. These partnerships have yielded a schoolwide beautification project, a school marquee, and school crossing guards. Additionally, Mrs. Wesley initiated a schoolwide facility review for ADA Compliance which resulted in the initiation of an 8 million dollar renovation project to faciliate project to meet ADA Compliance. This projected is scheduled to begin the 2006-2007 school year. Mrs. Wesley has also worked with parent and teachers to increase student achievement as evidenced by Edison Park's fourth grade students making the most gains in reading on the 2006 FCAT Administration distict wide.

Joseph Rubio, Assistant Principal

Joseph Rubio has an Associate of Arts degree in Criminal Justice, a Bachelor of Arts degree in Human Resources, Master of Science degree in Social Science Education, and he is certified in Educational Leadership, and Social Sciences (6-12). He started his career with Miami-Dade County Public Schools in 1996. His first assignment was as a Social Studies teacher at Paul W. Bell Middle School. During Mr. Rubio's tenure as a classroom teacher, he incorporated Creating Reading Independence through Student-owned Strategies (CRISS) into the social studies curriculum; thus reinforcing FCAT Reading Benchmarks through the content area. In addition, he built a Criminal Justice Program, sponsored clubs and taught chess. While teaching, he served as a Team Leader, Head coach of several sports, TEC Leader and UTD steward. In 1999, Mr. Rubio was awarded the Middle School Social Studies Teacher of the year award by the Miami-Dade Council for the Social Studies. In 2001, Mr. Rubio was part of the founding staff and administrative team of Doral Charter Middle-High School. He served as Athletic Director and Dean of Discipline. As Dean, Mr. Rubio was responsible for discipline of the whole school. His innovative approach to discipline, which includes listening to all parties involved before coming to a decision and issuing consequences, resulted in lower indoor and

outdoor suspensions and fewer second time offenders; consequently, this directly correlated to student achievement. Upon his return to Paul W. Bell Middle, Mr. Rubio began teaching alternative education, coaching sports, taking on leadership roles. In addition, he worked closely with the Parent Teacher Student Association and administration to improve parental involvement. Paul W. Bell Middle School was a “B” school in 2003-2004. In 2005, he helped train the students and faculty in regard to data analysis. He helped conduct periodic FCAT Benchmark assessments. He was instrumental in planning the school-wide pep-rally and campaign to reclaim the “A”. Paul W. Bell Middle School data driven decisions played a key role with Mr. Rubio. This helped to target students scoring in the lowest 25th percentile. In 2005, Paul W. Bell Middle School became an “A” once again. In August of 2005, Mr. Rubio became an assistant principal at Edison Park Elementary School.

### **• Teacher Mentoring:**

All teachers new to the profession and/or the Miami-Dade County School system will be involved in the New Teacher Orientation (NTO) provided by the District. The Curriculum Support Specialist, Reading Coaches, Math and Science Facilitator will provide assistance to new teachers with planning, setting goals, creating curriculum mapping and instructional pacing, and effective classroom management strategies through mentorship and coaching. In addition to these activities beginning teachers will participate in the New Educators Support Team (NEST) sessions provided by the District. Professional Growth Teams are supported through Professional Assessment and Comprehensive Evaluation System (PACES) in which veteran teachers are paired up with new teachers for support. The Professional Growth Team is comprised of staff members who are selected by the new teacher and the school site’s principal. New teachers also participate in training sessions and receive follow-up, one-on-one mentoring, and coaching provided by the leadership team. Additionally, all staff will participate in professional development through the School Improvement Zone Support Team.

### **• School Advisory Council:**

Edison Park Elementary School, in conjunction with the School Advisory Council (SAC), fosters an environment of professional collaboration among all stakeholders to help create a learning environment that supports the school’s vision and mission. SAC reviews, analyzes, and evaluates pertinent data to the school to make recommendations. SAC collaborates with site administrators through the forum of monthly meetings the third Wednesday of each month where the progress of school improvement goals are analyzed, available resources both fiscal and personnel are discussed, focusing on the seven areas specified in legislation (Budget, Training, Instructional Materials, Technology, Staffing, Student Support Services, School Safety, Discipline, Other Matters of Resource Allocation, and Benchmarking). Recommendations are made from the team keeping in mind the steps of the Continuous Improvement Model. Findings and recommendations are also discussed at monthly faculty meetings to stay on the track of our goals. The following are the members of SAC:

Veronica Swindell-Wesley, Principal, Black; Willette Cruse, UTD Representative, Black; Valerie McGraw, EESAC Chairperson, Black; Wilma Delouis, Teacher, Black; Kisa Humphrey, Teacher, Black; Lilymae Vickers, Teacher, Black; Marcus Sparks, Teacher, Black; Martha Mompont, Alternate Teacher, Black; Minna Larsson, Alternate Teacher, White; Channel Ward, Alternate Teacher; Black; Marjorie Marseille, Educational Support Employee, Black; Henrietta Gross, Alternated Educational Support Employee; Carla Cadet, Parent, Black; Konshawnia Fowles, Parent, Black; Level Juariste, Parent, Black; Adrian Robinson, Parent, Black; Dekicia Seaward, Parent, Black; Shaquita Wittlow, Parent, Black; Betty Cooper, Alternate Parent; Starr Walden, Student, Black, Jessica Prudent, Alternate Student, Black; Robert Flam, Business Community Partner, White, Anthony Greenwood, Business Community Partner, Black; Camille Jones, Business Community Partner, Black

### **• Extended Learning Opportunities**

Edison Park Elementary School offers a wide array of additional learning opportunities for all students. Special tutorial programs will address the specific needs of each subgroup. Grade level teams will identify and organize materials to be used by tutors in

tutorial services.

In-school tutorials in the area of reading will take place Monday through Friday from August 2006 to April 2007. Targeted students will be those in grades two through five who scored in the lowest 35 percentile of the FCAT Reading Test and SAT 10. In-school tutorials in the area of mathematics will take place Monday through Friday from August 2006 to April 2007. Targeted students will be those in grades three through five who scored Levels 1 and 2 on the 2006 FCAT Mathematics Test.

The in-school tutorial will use the following research-based programs: Reading-Voyager Passport for Tier 2 and 3 students, Early Success, Soar to Success, Reading Plus, SuccessMaker, and Reading 180 tutorial programs. Math-Harcourt Brace Mathematics Technology Component, SuccessMaker, FCAT Explorer, and Riverdeep. In addition, two after school tutorial programs will be funded through an Easter Seals grant: after-school and Saturday Academy. Targeted students are those scoring in the lowest 35 percent in grades two through five will be selected to participate in the after-school program which will be held Monday, Tuesday, Thursday, and Friday from September 2006 to May 2007 excluding Wednesday which will be a professional development day. The Saturday Academy will target 2 Tier 3 and 10 Tier 2 students in the third grade attending from 10:00 a.m. to 12:00 p.m.

Targeted students will participate in an extended day literacy program. A structured tutorial will address each student's identified reading deficiencies. The program used is Voyager Passport, Early Success, Soar to Success, and Reading Plus. Retired teachers also volunteer as tutors during in-school tutorial two days per week.

### **• School Wide Improvement Model**

Edison Park Elementary will incorporate the research-based Continuous Improvement Model (CIM), an eight-step, data-driven results-oriented improvement model which regularly assesses students for remediation or enrichment based data. Steps will include disaggregating test scores, timeline development, instructional focus, assessments, tutorials, enrichment, maintenance, and monitoring.

Edison Park Elementary will participate in Action Research, a process by which their school situation will be studied, in order to guide, correct, and evaluate decisions that will improve the quality of instruction and impact student achievement.

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 1 STATEMENT:***

Continued achievement in reading will be maintained or increased annually.

### ***Needs Assessment***

The results of the 2006 FCAT reading test indicate the following results: 46 percent of Black, N/A percent of Students with Disabilities, 43 percent of Free and Reduced Lunch students and 42 percent of LEP students met the state criteria for AYP. There was an increase of 6 percentage points for Black, 6 percentage points increase for Free and Reduced Lunch, and 1 percentage point increase for LEP. Increases were shown in reading overall, an increase of 12 percent from 2005-2006. Our growth is attributed to many factors such as appropriate grouping of students, small group instruction and additional time spent on reading instruction for at risk students and after school tutorial programs.

Focus areas for this school year will be on the 31 percent of 3rd graders, 46 percent of 4th graders, 66 percent of 5th graders who did not score at or above FCAT Achievement Level 3. In addition, there was 33 percent of fourth graders, 65 percent of fifth graders who did not demonstrate acceptable levels of learning gains in Reading. For third grade and our lowest 25 percent there are too few scores to report.

Content cluster analysis indicates that in 2006 grade 3 scored lowest in the areas of Comparison at 50% and Reference and Research at 50%. Grade 4 scored lowest in the areas of Comparison at 53% and Reference and Research 50%.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input checked="" 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, 51% of students in grades 3 through 5 will score Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, 51% of Limited English Proficient (LEP) students in grades 3 through 5 will score Level 3 or higher on the 2007 administration of the FCAT Reading Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Monitor progress of students in grades K-5 utilizing Stop, Drop, and Test (mini weekly assessments), monthly benchmark assessments, DIBELS, DAR, the STAR system, existing FCAT results, and benchmark testing provided by the reading department to instruct, remediate, and enrich at appropriate levels to improve student achievement.	Classroom Teacher / Administrators/ Reading Coaches	8/7/2006	6/01/2007	Continuous Improvement Model	\$0.00
Provide professional development for teachers in grades K through 5 in CRISS training to improve student achievement in reading, science, math, and writing.	Classroom Teacher/ Administrators / Reading Coaches / Math Facilitator	8/7/2006	6/01/2007	District-wide literacy plan	\$0.00
Implement and monitor a school wide benchmark calendar that is aligned with the Sunshine State Standards for grades K-5.	Classroom Teacher / Administrators/ Reading Coaches	8/7/2006	6/01/2007	District-wide literacy plan	\$0.00
The Tier 3 students are provided with three hours of Reading instruction utilizing the CRRP Plan to improve Reading proficiency and the Tier 2 students are provided with an additional thirty minutes of instruction.	Reading Teacher/Reading Coaches	08/7/2006	06/01/2007	District Strategic Plan	\$0.00
Provide extended learning opportunities for students at Level 1 and 2 on the FCAT Reading Test with additional assistance and opportunities for growth, by means of extended day, In-school tutoring, after school tutorials and Saturday Academy for our Lowest 25%, African Americans, Hispanics, ESOL, Free/Reduced Lunch students.	Classroom Teacher / Administrators/ Reading Coaches	8/7/2006	6/01/2007	Community Partnerships	\$0.00
Utilize supplemental resources for remediation and to reinforce the classroom instruction such as: Reading Plus, Accelerated Reader, Voyager, READ 180 (K-	Classroom Teacher / Administrators/ Reading Coaches	8/7/2006	6/01/2007	Continuous Improvement Model	\$0.00



5, ESE) SuccessMaker, Soar to Success, Early Success, FCAT Test Maker and FCAT Explorer.					
Implement the 8- Step Continuous Improvement Model.	Classroom Teacher / Administrators/ Reading Coaches	8/7/2006	6/01/2007	District-wide literacy plan	\$0.00
Implement the CRRP with the intensive focus on guided reading and vocabulary development for grades K-5 Lowest 25%, African Americans, Hispanics, ESOL, Free/Reduced Lunch students.	Classroom Teacher / Administrators/ Reading Coaches	8/7/2006	6/01/2007	District-wide literacy plan	\$0.00
Utilize multimedia technology to improve and enrich reading comprehension for grades K-5 Lowest 25%, African Americans, Hispanics, ESOL, Free/Reduced Lunch students.	Classroom Teacher / Administrators/ Reading Coaches	8/7/2006	6/01/2007	Continuous Improvement Model	\$0.00

## Research-Based Programs

The research-based programs that will be used are:

Houghton Mifflin's Legacy of Literacy

Houghton Mifflin's Early Success

Houghton Mifflin's Soar to Success

Voyager Passport

SuccessMaker

Reading Plus

## **Professional Development**

Using the School Improvement Zone organizational structure. Professional development will be provided to teachers and appropriate staff during the extended professional development day. Trainings will include the core reading program, intervention programs, and assessments used at the elementary school level as follows: Houghton Mifflin's Legacy of Literacy, Houghton Mifflin's Early Success, Houghton Mifflin's Soar to Success, Voyager Passport. Continuous mentoring for beginning teachers and/or teachers new to the school. Continuous staff development specific to their assigned grade level. Continuous data analysis, CRISS (Creating Reading Independence through Student-owned Strategies), Best Practices in reading, SSS reading curriculum mapping, Benchmark Calendar, Common planning time for effective instruction, SuccessMaker, Edusoft.

Provide professional development that will enable school-site administrators to support the school-wide literacy plan.

Provide professional development on the 8-Step Continuous Improvement Model.

The School Improvement Zone Curriculum Support Specialist and school-site Reading Coach will provide on-going professional development to teachers in kindergarten through grade five in the implementation of best practices in differentiated instruction. Training shall occur during grade level planning time.

Provide professional development to instructional staff addressing the Big Five.

## **Evaluation**

Formative weekly and monthly benchmark assessments will be administered by the teacher along with summative Reading Quarterly Assessments for all students. Generated data will be used to redirect classroom instruction and create flexible tutorials.

Assessments from the research-based programs will be administered.

The Dynamic Indicators of Basic Early Literary Skills (DIBELS)(K-3)and Grades 4 and 5 Level and 1 and 2 students only, and Florida Kindergarten Readiness Screener FLKRS(K) will be used for screening. The Peabody Picture Vocabulary Test (PPVT) (K-3), Stanford Achievement Test (SAT) 10 (1-2) 2007, Florida Comprehensive Assessment Test (FCAT) (305), Portfolio (3), and writing assessments will be used for progress monitoring. All at risk students will receive Ongoing Progress Monitoring (OPM) bi-monthly, and be given the Diagnostic Assessment in Reading (DAR)

Level 1 and 2 students will attend the Easter Seals After-School Tutorial and will be assessed monthly in the areas of Reading, Math, and Writing to monitor progress.

## GOAL 2: MATHEMATICS

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

*Florida Education Priorities*

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

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

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

**GOAL 2 STATEMENT:**

Continued achievement of high standards in Mathematics will be maintained or increased annually.

**Needs Assessment**

The results of the 2006 FCAT math test indicate the following results: 58 percent of Black, N/A percent of Students with Disabilities, 58 percent of Free and Reduced Lunch students and 62 percent of LEP students and 34% of Students with Disabilities met the state criteria for AYP.

Content cluster analysis indicates that in 2006 grade 3 scored lowest in the areas of Number Sense at 50% and Algebraic Thinking at 50%. Grade 4 scored lowest in the areas of Geometry at 43% and Algebraic Thinking at 43%.

**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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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, 56% of students in grades 3 through 5 will score Level 3 or higher on the 2007 administration of the FCAT Math Test.

Given instruction using the Sunshine State Standards, 56% of Black students in grades 3 through 5 will score Level 3 or higher on the 2007 administration of the FCAT Math Test.

Given instruction using the Sunshine State Standards, 56% of Economically Disadvantaged students in grades 3 through 5 will score Level 3 or higher on the 2007 administration of the FCAT Math Test.

Given instruction using the Sunshine State Standards, 56% of Limited English Proficient(LEP)students in grades 3 through 5 will score Level 3 or higher on the 2007 administration of the FCAT Math Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Develop a focus timeline/calendar for K-5 which encompass all tested benchmarks and review weekly targets during grade level planning sessions	Classroom Teacher / Administrators/ Math Facilitator	8/7/2006	6/01/2007	Continuous Improvement Model	\$0.00
Implement the 8-Step Continuous Improvement Model for school improvement.	Classroom Teacher / Administrators/ Math Facilitator	8/7/2006	6/01/2007	Continuous Improvement Model	\$0.00
Utilize district provided long range plans in order to monitor the scope and sequence.	Classroom Teacher / Administrators/ Math Facilitator	8/7/2006	6/01/2007	Continuous Improvement Model	\$0.00
Provide professional development for teachers in grades K through 5 in CRISS training to improve student achievement in math, science, reading, and writing.	Classroom Teachers / Administrators / Math Facilitator / Reading Coach	8/7/2006	6/01/2007	District-wide literacy plan	\$0.00
Provide small group instruction-and after school tutorial services for students not meeting benchmark standards.	Classroom Teacher / Administrators/ Math Facilitator	8/7/2006	6/01/2007	Continuous Improvement Model	\$0.00
Monitor progress of students in grades K-5 utilizing Stop, Drop, and Test mini weekly assessments and Monthly Benchmark Assessments provided by the Math Department to instruct, remediate and enrich at appropriate levels to improve student achievement of lowest 25%, African American, Free and Reduced Lunch, LEP, Students with Disabilities.	Classroom Teacher/ Administrators/ Math Facilitator	8/7/2006	6/01/2007	Continuous Improvement Model	\$0.00
Utilize computer assisted resources such as FCAT Explorer, RiverDeep, SuccessMaker,	Classroom Teacher / Administrators/ Math Facilitator	8/7/2006	6/01/2007	Continuous Improvement Model	\$0.00

and FCAT Test Maker to reinforce and enhance skills in mathematics with our lowest 25%, African American, Free and Reduced Lunch, LEP, Students with Disabilities..					
Continue to assess students utilizing performance based assessment to enhance problem solving skills in mathematics.	Classroom Teacher / Administrators/ Math Facilitator	8/7/2006	6/01/2007	Continuous Improvement Model	\$0.00
Monitor the progress of lowest 25%, African American, Free and Reduced Lunch, LEP, Students with Disabilities in grades K-5 utilizing Hartcourt Math Florida Edition.	Classroom Teacher / Administrators/ Math Facilitator	8/7/2006	6/01/2007	Continuous Improvement Model	\$0.00

## Research-Based Programs

Harcourt Math Florida Edition  
Riverdeep

## Professional Development

Continuous mentoring for beginning teachers and/or teachers new to the school  
 Continuous staff development specific to their assigned grade level  
 Continuous data analysis  
 8-step Continuous Improvement Model  
 Best Practices in mathematics  
 SSS mathematics scope and sequence  
 Common planning time for effective instruction  
 SuccessMaker  
 Riverdeep  
 CRISS

Teachers are provided ongoing staff development from district personnel. The school curriculum team and grade level chair persons will ensure that all staff members are exposed to best practices in Mathematics. Teachers are in serviced on the districts comprehensive math plan, FCAT Explorer and Riverdeep math. Delivery of in-service training includes model lessons and follow-up activities to ensure the transfer and application of newly learned strategies and techniques.

## **Evaluation**

Monthly FCAT Mathematics assessments will be provided by the Math Facilitator and weekly performance based assessments created by teachers. Compiled assessment data will be reviewed by teachers and used to further fine tune and or redirect instructions on individual benchmarks based on the 2007 FCAT Mathematics test. Students will also participate in the Easter Seals After-School tutorial and will include monthly achievement monitoring.

## 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"/>

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

**GOAL 3 STATEMENT:**

Given instruction using the Sunshine State Standards students in Grade 4 will improve their test scores.

**Needs Assessment**

The test scores on the 2006 FCAT Writing Plus test indicates that 68 percent of the students in grade 4 scored 3.5 or higher. The Narrative results of the 2006 FCAT Writing Plus test showed 55% scored 3.5 or above and the Expository results showed 46% scored 3.5 or above. The test scores for 2005 indicated an increase of 13 percentage points during the 2006 school year.

As part of the FCAT test for 2007, an intensive plan will be implemented to increase the number of students meeting State Standards in writing.

**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, 69 percent of students in grade four will score 3.5 or higher on the FCAT Writing Plus assessment.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Incorporate classroom journal writing to provide additional writing opportunities.	Classroom Teacher / Administrators	8/7/2006	6/01/2007	Continuous Improvement Model	\$0.00
Ensure that all students are engaged in daily oral language review in order to become more proficient writers.	Classroom Teacher / Administrators	8/7/2006	6/01/2007	Continuous Improvement Model	\$0.00
Implement a student learning opportunity for fourth grade students scoring below standards in writing through an in school and after-school writing tutorial.	Classroom Teacher / Administrators	8/7/2006	6/01/2007	Continuous Improvement Model	\$0.00
Implement the 8-Step Continuous Improvement Model for school improvement.	Classroom Teacher / Administrators	8/7/2006	6/01/2007	Continuous Improvement Model	\$0.00
Utilize graphic organizers in grades K-5 with intensive focus on planning.	Classroom Teacher / Administrators	8/7/2006	6/01/2007	Continuous Improvement Model	\$0.00
Utilize data from District's Pretest narrative/expository writing prompts to establish differentiated instruction to ensure writing gains.	Classroom Teacher / Administrators	8/7/2006	6/01/2007	Continuous Improvement Model	\$0.00
Plan, implement and monitor a schedule for writing that includes daily instruction, monthly prompts, and simple practice opportunities across the curriculum.	Classroom Teacher / Administrators	8/7/2006	6/01/2007	Continuous Improvement Model	\$0.00

## Research-Based Programs

Effective Writing Component of the Comprehensive Reading Plan

## Professional Development

Professional Development will be provided by Reading Coaches and Curriculum Support Specialist.

CRISS Training

CIM



## **Evaluation**

District provided a Narrative and Expository Pre-Test in writing that is used as a baseline to drive instruction. Success of meeting the objectives will be measured by scores on the 2007 FCAT Writing Plus Test. Monthly writing prompts, provided by the District, will be used to drive instruction.

## 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 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 4 STATEMENT:***

Students will increase their Science performance skills and meet the State Standards.

### ***Needs Assessment***

The results of the 2006 FCAT Science Test indicate that 0 percent of the students in grade five met high standards of Achievement Level 3 and above.

Therefore, fifth grade students need improvement in the areas of Earth and Space and Scientific Thinking as evidenced by the 2006 FCAT Science test. This year concerted instructional effort in these areas should result in an increase in student achievement in Science.

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their Science skills as evidenced by 25% percent reaching the state required mastery level as documented by scores of 2007 FCAT Scienc Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Deliver instruction in Science using manipulatives and hands on activities that involve students in active teaching and learning in grades K-5.	Classroom Teacher / Administrators	8/7/2006	6/01/2007	Continuous Improvement Model	\$0.00
Reinforce science content within the Reading/Language Arts curriculum through the use of non-fiction text.	Classroom Teacher / Administrators	8/7/2006	6/01/2007	Continuous Improvement Model	\$0.00
Incorporate inquiry based learning and the Scientific Process within each lesson to ensure learners are participating in authentic activities that emphasize problem solving in grades K-5.	Classroom Teacher / Administrators	8/7/2006	6/01/2007	Continuous Improvement Model	\$0.00
Implement a monthly Science Day activity involving the entire school to enhance the use of the Scientific Process.	Classroom Teacher/ Administrators	8/7/2006	6/01/2007	Continuous Improvement Model	\$0.00
Implement CRISS in grades K through 5 in science, math, reading, and writing to improve student achievement.	Classroom Teachers/ Administrators / Science Facilitators	8/7/2006	6/01/2007	Continuous Improvement Model	\$0.00
Implement the 8-Step Continuous Improvement Model for school improvement.	Classroom Teacher / Administrators	8/7/2006	6/01/2007	Continuous Improvement Model	\$0.00
Coordinate and implement School wide authored Pre and Post Assessments and monthly for grade 5 students in Science.	Classroom Teacher / Administrators	8/7/2006	6/01/2007	Continuous Improvement Model	\$0.00
Disaggregate and analyze data to identify strengths and weaknesses of students in grade 5.	Classroom Teachers/Math and Science Facilitator/ Administrators	8/7/2006	06/01/2007	District Strategic Plan	\$0.00
Conduct staff development workshops to promote the teaching of Science Process Skills.	Classroom Teachers/Math and Science Facilitator/ Administrators	08/07/2006	06/01/2007	District Strategic Plan	\$0.00
Utilize FOSS Kit science-related materials in the instruction of the Science Sunshine State Standards.	Classroom Teacher / Administrators	8/7/2006	6/01/2007	Continuous Improvement Model	\$20015.00
Implement a Science Fair involving the entire	Classroom Teacher /	8/7/2006	6/012007	Continuous	\$300.00

school to enhance problem solving, cognitive thinking and the use of the scientific process.	Administrators Curriculum Support Specialist		Improvement Model	
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## **Research-Based Programs**

Scott Foresman Text

FOSS Kits

National Science Teachers Association

## **Professional Development**

Teachers are provided ongoing staff development from district personnel, the math and science facilitator, and grade level chairpersons in order to ensure that all staff members are exposed to best practices in science. Delivery of in-service training including model lessons and follow up activities that ensure the transfer and application of newly learned strategies and CRISS strategies.

## **Evaluation**

School Improvement Zone provided monthly assessments, weekly performance based assessment and the administration of the 2007 FCAT Science Test will be used to analyze progress, redirect instruction for reinforcement, and or enrichment, and master benchmarks assessed.

## GOAL 5: PARENTAL INVOLVEMENT

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

#### *Florida Education Priorities*

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

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

To increase communication and parental involvement at Edison Park Elementary School.

### ***Needs Assessment***

The data on the 2005-2006 Annual Survey of Title I Parental Involvement indicate a 50 percent increase in the level of parental participation in school activities. The level of involvement of parents and community based organizations needs to be a major focus of the school in order to enhance student achievement.

## Measurable Objective

Given the need to build a working relationship with parents and the community to support and improve the academic achievement of students, parental and community involvement will increase by 75% as documented by the 2006-2007 Title I Log participation in 2007.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Plan a variety of activities for parents to support literacy that include reading, mathematics, science, technology, Parental and Community Outreach, and Second Cup of Coffee.	Classroom Teacher / Administrators / Reading Coach / Social Worker / Math Facilitator / CIS	8/7/2006	6/01/07	Continuous Improvement Model	\$0.00
Provide information about THE PARENT ACADEMY and other literacy enhancements that promote personal growth for parents.	Classroom Teacher / Administrators / CIS/ Social Worker/Resource Teachers	8/7/2006	06/01/07	Continuous Improvement Model	\$0.00
Maintain an on-going line of communication with parents in the student's home language through the use of report cards, progress reports, flyers, monthly news letter, parent conferences, and home visits.	Classroom Teacher / Administrators/ CIS/Social Worker	8/7/2006	6/01/2007	Continuous Improvement Model	\$0.00
Encourage and solicit community involvement through collaboration with Dade Partners and the School Volunteer Program.	Administrators/ Social Worker / Community Involvement Specialist/ Counselor	8/7/2006	6/01/2007	Continuous Improvement Model	\$0.00
Maintain a Parent Resource Center with instructional materials and activities for use at home in order to support student achievement.	Classroom Teacher / Administrators / Reading Coach / Math Facilitator / CIS	8/7/2006	6/01/2007	Continuous Improvement Model	\$500.00
Plan and facilitate special family night activities that include Open House, Award Assemblies, Holiday Programs, and Extended Year Activities.	Classroom Teacher / Administrators / CIS	8/7/2006	6/01/2007	Continuous Improvement Model	\$500.00

### Research-Based Programs

National Standards of PTSA  
Passport to Success  
Parents as Partners in Reading

## **Professional Development**

Parents and teachers will actively collaborate, participate, and receive training for the following activities: Educational Excellence School Advisory Council (EESAC), Open House, Curriculum Areas, Parent Teacher Student Association (PTSA) through monthly 2nd Cup of Coffee, PTSA, and EESAC meetings.

## **Evaluation**

Parental and community involvement will show a ten percent increase over the 2005-2006 level of participation as identified in the 2005-2006 Annual Survey of Title I Parental Involvement.

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

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

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

To ensure the safety of faculty, staff and students, decrease the number of suspensions, providing a wholesome learning environment.

### ***Needs Assessment***

Based the 2005- 2006 Attendance report school attendance will continue to be monitored in order to ensure achievement in all subject areas throughout the 2006-2007 school year.



## Measurable Objective

Given the need to ensure that students demonstrate learning gains and display positive attitudes and behavior, the school will increase student attendance each quarter and insuring discipline and safety.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Establish a committee with our stakeholders, in order to create a school-wide discipline plan.	School Security Personnel / Classroom Teacher / Administrators/Guidance Counselor	8/7/2006	6/01/2007	Continuous Improvement Model	\$0.00
Implement the following programs in order to reduce the number of Referral Incidents ranging from disruptive conduct, fighting, defiance of school personnel, and provocative language: Do The Right Thing Youth Crime Watch 5000 Role Model (males) Right of Passage (females) Individual and Group Counseling School-wide Discipline Plan Police Athletic League (PAL) KAPOW Program	School Security Personnel / Classroom Teacher /Administrators/Student Services	8/7/2006	6/01/2007	Continuous Improvement Model	\$0.00
Monitor and share with staff the School's Safety Report.	Administrators / Classroom Teacher / Guidance Counselor	8/7/2006	6/01/2007	Continuous Improvement Model	\$0.00
Implement the School Safety Patrol program.	School Safety Patrol Sponsor / Administrators / Classroom Teachers	8/7/2006	6/01/2007	Continuous Improvement Model	\$0.00
Provide parents with a list of community agencies who may be able to assist them with needs that are specific to their child(ren).	Guidance Counselor / Administrators	8/7/2006	6/01/2007	Continuous Improvement Model	\$0.00
Implement a school-wide Bullying Prevention Program.	Guidance Counselor / Administrators	8/7/2006	6/01/2007	Continuous Improvement Model	\$0.00

### Research-Based Programs

Bullying Prevention Program

Character Education

Drug Free School

## **Professional Development**

All teachers will receive professional development in the following areas:

Conflict resolution

Classroom management that promotes student self-discipline

Counseling of at risk students

## **Evaluation**

Edison Park Elementary School's 4th Quarterly attendance report will show improvement as compared to 93.83 in 2006.

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

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

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

Continued achievement in Technology will be maintained or will increase annually.

### ***Needs Assessment***

Based on our 2006 report of SuccessMaker, students in grades K-5 will increase the use of technology in 2006-2007 by 50%.

## Measurable Objective

Given instruction using computers, students in grades Kindergarten through five will increase the use of technology by 50 percent as evidenced by the Utilization Report from the use of SuccessMaker as compared to 2005-2006.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Align strategies for standard curriculum to include technology throughout the curriculum in order to support student achievement.	Technology Resource Teacher / Classroom Teacher / Administrators	08/07/2006	6/01/2007	Continuous Improvement Model	\$0.00
Provide daily opportunities for students to engage in problem solving, critical thinking, and oral/written communication activities through technology.	Technology Resource Teacher / Classroom Teacher / Administrators	08/07/2006	6/01/2007	Continuous Improvement Model	\$0.00
Monitor the use of technology strategies in all classes using lesson plans, records of classroom observations and monitoring devices.	Technology Resource Teacher/ Classroom Teacher / Administrators	08/07/2006	6/01/2007	Continuous Improvement Model	\$0.00
Utilize computer-assisted resources such as FCAT Explorer, Riverdeep, SuccessMaker, Reading Plus and Accelerated Reader to reinforce the students reading, writing and math skills.	Technology Resource Teacher / Classroom Teacher / Administrators	08/07/2006	6/01/2007	Continuous Improvement Model	\$0.00
Identify students scoring below Level 3 in grades 3 through 5 on the FCAT and/or are not making acceptable learning gains. Provide appropriate intervention such as small group instruction, additional time devoted to reading, writing, and math instruction and after-school tutoring by using technology.	Technology Resource Teacher / Classroom Teacher / Administrators	8/7/2006	6/01/2007	Continuous Improvement Model	\$175000.00

### Research-Based Programs

Riverdeep  
SuccessMaker  
Reading Plus

## **Professional Development**

Teachers are provided ongoing staff development from district personnel. The school Professional Development Team and grade level chairperson will ensure that all staff members are exposed to the best technologies practices.

All teachers have been in-serviced on Accelerated Reader, Riverdeep, SuccessMaker, Reading Plus and FCAT Explorer.

Delivery of professional development training includes model lessons and follow-up activities, that ensure the transfer and application of newly learned strategies and techniques.

## **Evaluation**

Monthly utilization reports will be based on SuccessMaker, provided by the Math Facilitator, Reading coach and teacher logs.

## 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 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 8 STATEMENT:**

To improve Student Health and Physical Fitness

**Needs Assessment**

The needs assessment of Physical Education will focus on four areas which are (1) Developing thinking skills, (2) Listening skills, (3) following directions, and (4) to increase student participation by 10 percent on the Physical Fitness test. According to the results of the 2005-2006 FITNESSGRAM 100 percent of students took the test and 19% had passing scores. This indicates a need for our students to become more physically active and health conscious.

## Measurable Objective

Given instruction using the guidelines for National Standards for Physical Education, 50% of students will receive a Gold/Silver on the 2007 FITNESSGRAM.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Compare the data given from the Pre-and Post-tests in order to measure students' improvement levels.	Physical Education Teacher / Administrators	8/7/2006	06/01/2007	Continuous Improvement Model	\$0.00
Monitor Physical Fitness Program to ensure appropriate activities are selected that are specifically related to assessment component items.	Physical Education Teacher / Administrators	08/07/2006	06/01/2007	Continuous Improvement Model	\$0.00
Ensure appropriate amount of instructional time is dedicated to fitness related activities such as, cardiovascular, flexibility, and muscular strength and endurance, on a daily basis.	Physical Education Teacher / Administrators	08/07/2006	06/01/2007	Continuous Improvement Model	\$0.00
Use data from the FITNESSGRAM Pre-test to determine baseline measures for students.	Physical Education Teacher/Administrators	08/07/2006	06/01/2007	Continuous Improvement Model	\$0.00

## Research-Based Programs

2006-2007 FITNESSGRAM

## Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day. Trainings will include the current guidelines for health and fitness, and other assessments tool to be used to measure students knowledge of health and becoming physically fit.

## Evaluation

2006-2007 FITNESSGRAM

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

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

Our students will participate and perform in Performing and Visual Arts.

### ***Needs Assessment***

Based on the participation in the Performing and Visual Arts Program in 2006 our students will increase participation in 2007 which will help them to focus on their personal strengths and critical thinking.



## Measurable Objective

Given the need to establish cultural awareness, 50 percent of students at Edison Park Elementary school will participate in the Performing and Visual Arts program as evidenced by attendance rosters.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Oversee the use of reading and writing strategies in all special area classes using lesson plans and records of classroom observations as monitoring devices during our extended school day.	Art Teacher / Classroom Teacher / Administrators / Music Teacher/ Media Specialist	08/07/2006	06/01/2007	Continuous Improvement Model	\$0.00
Create "Productions" that will enable the students of the Art/Chorus/Drum Club to showcase their talents to the parents and community.	Music Teacher / Art Teacher / Drum Corp Sponsor/ Administrators	8/7/2006	6/01/2007	Continuous Improvement Model	\$0.00
Provide daily opportunities during the extended day, for students to engage in enrichment activities through special areas instruction.	Art Teacher / Classroom Teacher / Administrators / Music Teacher / Media Specialist	08/7/2006	06/01/2007	Continuous Improvement Model	\$0.00

### Research-Based Programs

N/A

### Professional Development

Teachers will be provided with professional development for their areas of Performing and Visual Arts instruction.

### Evaluation

Attendance Rosters

## GOAL 10: RETURN ON INVESTMENT

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

#### *Florida Education Priorities*

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

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

To improve student performance by developing an effective relationship between the cost of programs purchased and the effectiveness of programs purchased. To establish cost effective programs that produce a high return on investments and high learning gains.

### **Needs Assessment**

The Return on Investment index indicates that in the State of Florida Edison Park Elementary School is in the lowest 3 percent of all elementary schools. The percentage of students making learning gains at the school is in the lower 3 percent of elementary schools. The money spent per student in the school is in the upper 3 percent of all elementary schools. The percent of students making learning gains need to increase from 46 percent to 56 percent in Math and 54 percent to 56 percent in Reading. A qualitative cost analysis team is needed.

## Measurable Objective

Edison Park Elementary School will improve its ranking on the State's Return on Investment Index as evidenced by a minimum of a 10 percent increase in the number of students performing at/or above grade level in reading and mathematics as compared to the 2005-2006 school year.

## 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.	Administrators/Classroom Teachers	08/07/2006	06/01/2007	District Strategic Plan	\$0.00
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administrators/ Classroom Teachers	08/07/2006	06/01/2007	District Strategic Plan	\$0.00
Collaborate with the district/zone on resource allocation.	Administrators/ Classroom Teachers	08/07/2006	60/01/2007	District Strategic Plan	\$0.00
Consider shared use of facilities, partnering with community agencies.	Administrators/ Classroom Teachers	08/07/2006	06/01/2007	District Strategic Plan	\$0.00

## Research-Based Programs

N/A

## Professional Development

The faculty and staff will be provided with professional development in the Continuous Improvement Model.

## Evaluation

This goal will be measured using the results from the 2007 administration of the FCAT.

## *EESAC Compliance*

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><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></p>

### ***Budget:***

In accordance with Article XXVI of the UTD/M-DCPS Contract, the EESAC at Edison Park Elementary shall assist in the preparation of the school's annual budget by developing recommendations for the expenditure of school budgeted funds that are in support of the goals in the SIP.

### ***Training:***

The EESAC shall receive a copy of the school's current budget and appropriate budget orientation/training will be given by the principal (or designee). Additionally, the EESAC Chair along with the Leadership Team has participated in training for writing the SIP.

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

With the implementation of the School Improvement Zone, all instructional materials used here at Edison Park Elementary are researched-based and have proven success in schools with similar demographics.

### ***Technology:***

In order to propel our students into a technological society, Edison Park Elementary offers a curriculum enhanced by computer-based support (software, Internet access, and various online services). However, trend knowledge indicates that Edison Park Elementary School has not consistently experienced significant improvement in student achievement in Mathematics and Reading through the use of technological advances. The review process has worked phenomenally with the school, allowing teachers to continuously tailor the students program, based on computer generated reports. Additionally, daily participation allows mastery of benchmark standards as students work at their own pace.

The Continuous Improvement Model focuses on data differentiated instruction will allow for most effective use of technology. They will also ensure that teachers, parents, students, and community members understand what role technology is playing in a school or district and how its impact is being evaluated. Edison Park Elementary School has established steps to redirect the existing technology for instructional purposes both within the classroom and in the computer lab. Technology is used as a tutorial, a means to explore a tool to create, compose, store and analyze data, and a means to communicate with others. Utilizing of the existing resources will enable the implementation of technology into the curriculum.

***Staffing:***

As required by the School Board rule 6Gx13-1B1.031, teachers elect teacher representatives, parents elect parent representatives, students elect student representatives, and educational support employees elect educational support representatives. The principal and the designated United Teacher of Dade steward are required members. The principal appoints business/community representatives. The EESAC members must be appropriately balanced and must be representative of the ethnic, racial, linguistic, disabled and economic community served by the school. Membership is reviewed annually by the school board of Miami-Dade County to insure compliance.

***Student Support Services:***

The students here at Edison Park Elementary are provided with the Guidance Counselor who incorporates "Character Education" lessons into "regular" curriculum. Additionally, the Guidance Counselor facilitates "Peer Mediators", as well as small groups and one on one counseling sessions. The Guidance Counselor further assists parents in locating appropriate community services that are specific to their needs.

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

N/A

***Benchmarking:***

The decision making process here at Edison Park Elementary is based on collaboration among various school site organizations such as the Sunshine Committee, Grade-Level Chairs, Leadership Team, Professional Development Team, EESAC, PTSA, and the Administrators.

***School Safety & Discipline:***

The EESAC is working cooperatively with Edison Park Elementary School's Leadership Team and have developed a Discipline Plan that addresses the student body.

## *Budget Summary*

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Goal 1: Reading	\$0.00
Goal 2: Mathematics	\$0.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$20,315.00
Goal 5: Parental Involvement	\$1,000.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$175,000.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
<b>Total:</b>	<b>\$196,315.00</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*