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# *SCHOOL IMPROVEMENT PLAN*

## *2006-2007*

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*School Name:* 5321 - Southside Elementary School

*FeederPattern:* Booker T. Washington Senior

*Region:* Regional Center IV

*District:* 13 - Miami-Dade

*Principal:* Salvatore Schiavone

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



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

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### *Southside Elementary School*

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Southside Elementary Museums Magnet School was established in 1929 and currently serves approximately 449 students in pre-kindergarten through grade five. The school is in the Booker T. Washington Feeder Pattern and is an example of a successfully integrated school with students from a variety of cultural and economic backgrounds: 79 percent Hispanic, 10 percent White, 6 percent Black, and less than 1 percent Multi-racial and Asian students. Seventy-eight percent of the student population is on free or reduced lunch. Fifty-six percent of the student population is Limited English Proficient (LEP), with 39 Level 1 students, 20 Level 2 students, 51 Level 3 students, and 141 Level 4 students. Thirteen percent of students receive Exceptional Student Education services, with 1 educable mentally handicapped student, 8 speech impaired students, 1 hearing impaired student, 19 learning disabled students, and 31 gifted students. Southside Elementary Museums Magnet School, in conjunction with the Educational Excellence School Advisory Council (EESAC), has identified the following objectives as school-wide priorities for the 2006-2007 school year:

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 87 percent scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 84 percent scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade four will improve or maintain their writing skills as evidenced by 1 percentage point increase in the percent of students scoring 4.0 or above on the 2007 FCAT Writing+ Test.

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by 44 percent scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Science Test.

Given the need to establish a link between school, home, and community, the school will offer Parent Academy courses and promote enrollment in courses offered off-campus in order to increase the number of parents attending Parent Academy courses by 2%.

Given the need to improve student attendance and maintain student safety, students in grades kindergarten through five will increase the percent of students present by 0.5% as compared to the 2005-2006 school year.

Given the need to communicate effectively with and among instructional staff members, the school will increase the percent of instructional staff members utilizing district e-mail by 15% as compared to the 2005-2006 school year.

Given the need to improve physical fitness levels, the number of students in grades four and five scoring at a Fit Gram Level Gold or Silver will increase by 2% as evidenced by the FITNESSGRAM results on the 2007 administration of the FITNESSGRAM Assessment.

Given the need to develop music appreciation, provide opportunities to perform, and connect music to the museums magnet program, the number of musical performances in grades three through five will increase to four performances at school and two performances in the community during the 2006-2007 school year.

Southside's ROI percentile ranking will increase by at least one percentile point.

The 2006-2007 Southside Elementary Museums Magnet School, in conjunction with the Educational Excellence School Advisory Council, has identified the school-wide priorities in teaching and learning and are addressed in this document. The EESAC has also analyzed the September 2006 Organizational Performance Improvement Snapshot Survey and concluded that since there were no weak areas, the EESAC addressed the two weakest indicators. In the area of Business Results we scored a 4.1, however, there was a weak indicator of 3.7 out of 5.0 possible points, which is the staff's knowledge of the organization's financial status. In the area of Process Management, there was a weak indicator of 4.1 out of 5.0 possible points, which is the staff's ability to acquire resources needed.

In response to the staff's low ranking of the financial status of the school, during Learning Communities Meetings, which are held twice a month, administration will provide budget updates and address questions and concerns.

In response to the staff's low ranking of the acquisition of necessary resources, administration will develop a Needs Assessment Survey that the staff will submit to the administration quarterly. The administration will then review the needs for appropriate alignment with the instructional budget.

# 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.

## **Southside Elementary School**

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## *School Demographics*

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Southside Elementary Museums Magnet School was established in 1929 and currently serves approximately 449 students in pre-kindergarten through grade five. The school is located in a predominantly Hispanic community in Southwest Miami-Dade County with students from first and second generation immigrants with a wide variety of cultural and economic backgrounds: 79 percent Hispanic, 10 percent White, 6 percent Black, and less than 1 percent Multi-racial and Asian students. The student population is comprised of 78 percent receiving free or reduced lunch, 56 percent of the student population is Limited English Proficient (LEP), and 13 percent participate in Exceptional Student Education (ESE).

Of the staff, Southside Elementary School employs 50 full-time staff members and 8 part-time staff members. The breakdown of full-time staff is as follows: 2 administrators, 1 guidance counselor, 1 media specialist, 1 technology coordinator, 1 reading coach, 1 computer specialist, 1 cafeteria manager, 2 paraprofessionals, 4 clerical, 3 custodial, 1 cafeteria employee, and 32 teachers. Of the 32 teachers, 3 are Exceptional Education teachers, 7 are Special Area teachers, and 21 are classroom teachers, of whom 3 are National Board certified, 9 percent are new to this school, and 38 percent of the teaching population hold advanced degrees. The breakdown of the part-time staff is as follows: 3 hourly teachers, 1 cafeteria worker, 2 paraprofessionals, and 1 Community Involvement Specialist (CIS).

Southside Elementary Museums Magnet School is a Magnet school and implements the inclusion model for all Exceptional Student Education (ESE) and Limited English Proficient (LEP) students. The school also provides an Academic Excellence Program (AEP) for Drama. Southside Elementary Museums Magnet School provides a resource gifted program for grades kindergarten through five. For the 2005-2006 school year, Southside has once again attained an "A" under Governor Bush's A+ Plan and has also made Adequate Yearly Progress under the No Child Left Behind Act.

# *School Foundation*

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## ***Leadership:***

The September 2006 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Leadership was the knowledge of the organization's mission, item 1a; whereas, the weakest in that section was the administration asking the staff's opinion of the organization, item 1g. Based on the aforementioned results, it is evident that the administration and the EESAC have collaboratively defined a vision and established goals for the improvement of student achievement. The administration and the EESAC will strive to ensure that the staff's perception of the organization improves.

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

The September 2006 Organizational Performance Improvement Snapshot Survey reflects that our strongest area of Strategic Planning was analyzing progress, item 2c; whereas, the weakest in that section was the lack of staff input and ideas of the organization's future, item 2a. The administration and the EESAC will ensure that staff ideas are included in all aspects of future planning.

## ***Stakeholder Engagement:***

The September 2006 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Customer and Market Focus was knowledge and identification of the stakeholders, item 3a; whereas, the weakest in that section was the staff's input in the decision making process, item 3e. The administration and the EESAC will ensure that staff ideas are included in the decision making process.

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

The September 2006 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Human Resource Focus was the ability to individually measure quality of work, item 4a; whereas, the weakest in that section was the staff's knowledge of how the organization is doing in general, item 4f. The organization has implemented opportunities for involvement and growth through many activities such as Professional Development, Professional Growth Teams, networking, and other team building events.

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

The September 2006 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Human Resource Focus was that the supervisor cares about the staff, item 5f; whereas, the weakest in that section was the lack of staff's recognition for their work, item 5d. The administration and the EESAC will ensure that staff are provided with a variety of measures that will recognize their work.

## ***Education Design:***

The September 2006 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Process Management was the staff's ability to collect information about the quality of their work, item 6b; whereas the weakest in that section was the staff's ability to acquire all the resources needed to do their job, item 6a. The administration provides resources for staff to do their job and will continue to monitor and ensure that the staff

receives appropriate resources.

***Performance Results:***

The September 2006 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Business Results was the work location having high standards and ethics, item 7g; whereas, the weakest in that section was the staff's recognition of the organization's financial status, item 7c. The administration and the EESAC have always shared all aspects of the budget with faculty and staff and will continue to do so for the school year.



## GOAL 1: READING

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

*Florida Education Priorities*

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

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

Reading

**Needs Assessment**

Results of the 2006 FCAT Reading Test indicate that 22 percent of students in grades three through five scored at or below Achievement Level 3. More specifically, 18 percent of third grade students, 30 percent of fourth grade students, and 27 percent of fifth grade students scored below FCAT Achievement Level 3. Our analysis of student performance on the 2006 FCAT Reading Test data indicates that the weakest content cluster for third grade was Comparisons at 67 percent mastery. The strongest content cluster was Reference/Research at 75 percent mastery. In fourth grade the weakest content cluster was Reference/Research at 50 percent mastery. The strongest content cluster was Words/Phrases at 67 percent mastery. In fifth grade the weakest content cluster was Words/Phrases at 57 percent mastery. The strongest content cluster was Comparisons at 73 percent mastery. According to Adequate Yearly Progress (AYP) data, all subgroups scored 76 percent or higher proficiency in the area of reading, thereby meeting No Child Left Behind (NCLB) required targets.

NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 87 percent scoring at FCAT Achievement 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		
Implement Reading Plus tutorial program for the lowest 25th percentile in grades one through five, during the special area blocks, twice a week.	Principal, Assistant Principal, Reading Coach, Technology Coordinator	8/22/2006	5/24/2007	Small Learning Communities	\$0.00
Reduce class size by utilizing LEP and ESE teachers during the Language Arts/Reading block for small group instruction in grades two through five.	Principal, Assistant Principal, Reading Coach, Teachers	8/14/2006	5/24/2007	Inclusion	\$0.00
Identify students in grades three through five scoring at Achievement Levels 1 and 2 on the 2006 FCAT Reading Test as well as low performing students in grades kindergarten through grade five and implement small group instruction utilizing reading intervention programs such as Voyager Passport, Early Success, and Soar to Success.	Principal, Assistant Principal, Reading Coach, Teachers	9/11/2006	5/25/2007	Continuous Improvement Model	\$1000.00
Administer District Interim assessments and analyze test data in order to plan for differentiated instruction.	Principal, Assistant Principal, Reading Coach, Teachers	10/23/2006	5/24/2007	Continuous Improvement Model	\$0.00
Provide differentiated and flexible reading tutorial services before and after school to address students' deficiencies, in grades kindergarten through five, as evidenced by attendance rosters.	Principal, Assistant Principal, Reading Coach, Teachers	10/16/2006	2/16/2007	District-wide literacy plan	\$22800.00
Analyze FCAT developmental scale scores in order to determine which students narrowly met high standards and provide Reading Plus enrichment during school.	Principal, Assistant Principal, Reading Coach, Teachers, Technology Coordinator	8/22/2006	5/24/2007	Continuous Improvement Model	\$0.00
Utilize hourly teachers to reduce class size by providing teacher led, small group instruction, to students in grades first through four.	Principal, Assistant Principal, Reading Coach	8/14/2006	5/24/2007	District Strategic Plan	\$40000.00

## **Research-Based Programs**

Core Program: Houghton Mifflin Reading Basal Series

Intervention Programs: Voyager Passport, Early Success, and Soar to Success

Supplemental Programs: Riverdeep and Reading Plus

## **Professional Development**

Houghton Mifflin Reading Basal Series

8-Step Continuous Improvement Model

Five Major Reading Components (Phonics, Phonological Awareness, Fluency, Vocabulary, and Comprehension)

Early Success

Soar to Success

Voyager Passport

Understanding by Design

Reading Plus

Object-Based Learning

Project Based Instruction

## **Evaluation**

This objective will be evaluated by scores on the 2007 FCAT Reading Test. Scores and data, provided by Edusoft, from the District Reading Interim Assessment Tests will be used to monitor progress towards this objective and to redirect intervention and instructional strategies.

## GOAL 2: MATHEMATICS

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

*Florida Education Priorities*

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 2 STATEMENT:**

Mathematics

**Needs Assessment**

Results of the 2006 FCAT Mathematics Test indicate that 25 percent of the students scored at or below Achievement Level 3. More specifically, 17 percent of third grade students, 23 percent of fourth grade students, and 39 percent of fifth grade students scored below FCAT Achievement Level 3. An analysis of student performance on the 2006 FCAT Mathematics Test data indicated that the weakest content cluster for third grade was Geometry at 57 percent mastery. The strongest content cluster was Algebraic Thinking at 83 percent mastery. Fourth grade demonstrated that the weakest content clusters were Algebraic Thinking and Data Analysis at 57 percent mastery. The strongest content cluster was Geometry at 71 percent mastery. Fifth grade demonstrated that the weakest content cluster was Data Analysis at 42 percent mastery. The strongest content cluster was Geometry at 54 percent mastery.

**NCLB SUBGROUP TARGET**

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

## Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 84 percent scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Reduce class size by utilizing LEP and ESE teachers during the Mathematics block for small group instruction in grades two through five.	Principal, Assistant Principal, Teachers	8/14/2006	5/24/2007	Inclusion	\$0.00
Administer District Interim assessments and analyze test data in order to plan for differentiated instruction.	Principal, Assistant Principal, Teachers	10/16/2006	5/24/2007	Continuous Improvement Model	\$0.00
Identify students in grades three through five scoring at Achievement Levels 1 and 2 on the FCAT Mathematics Test as well as low performing students in grades kindergarten through five and implement small group instruction utilizing Riverdeep, Compass Math, and FCAT Explorer.	Principal, Assistant Principal, Teachers	8/14/2006	5/24/2007	Continuous Improvement Model	\$0.00
Analyze FCAT developmental scale scores in order to determine which students narrowly met high standards and provide enrichment using Compass Math and Riverdeep during the school day.	Principal, Assistant Principal, Teachers	9/18/2006	5/24/2007	Continuous Improvement Model	\$0.00
Provide differentiated and flexible mathematics tutorial services before and after school to address students' deficiencies as evidenced by attendance rosters.	Principal, Assistant Principal, Teachers	10/16/2006	2/16/2007	Small Learning Communities	\$20000.00

### Research-Based Programs

Core Program: Harcourt Brace Mathematics

Supplemental Programs: Riverdeep and Compass Math

## **Professional Development**

Harcourt Brace Mathematics

8-Step Continuous Improvement Model

Data Analysis

Compass Math

Riverdeep

Differentiated Instruction

## **Evaluation**

This objective will be evaluated by scores on the 2007 FCAT Mathematics Test. Scores and data, provided by Edusoft, from the District Mathematics Interim Assessment Tests will be used to monitor progress towards this objective and to redirect intervention and instructional strategies.

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

### *Miami-Dade County Public Schools*

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

### **GOAL 3 STATEMENT:**

Writing

### **Needs Assessment**

Results of the 2006 FCAT Writing+ Test indicate that 23 percent of students in grade four scored below 4.0. Thirty-one percent of students scored a 5.0 or above. There is a distinction on student performance of expository vs. narrative prompts, with 84 percent of grade four students scoring above a 4.0 in expository, while only 70 percent of the same population scored above a 4.0 in narrative. Writing scores also showed a 9 percentage point decrease in students scoring a 4.0 or above when compared to the 2005 FCAT Writing+ Test. Student performance reveals the need to continue the implementation of research-based writing activities to enhance writing skills. There was a mean scale score of 316 in the multiple choice portion of the test. The strongest content cluster was Support at 75 percent mastery and the weakest cluster was Organization at 60 percent mastery.

### NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade four will improve or maintain their writing skills as evidenced by 1 percentage point increase in the percent of students scoring 4.0 or above on the 2007 FCAT Writing+ Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Reduce class size by utilizing LEP and ESE teachers during the Language Arts/Reading block for small group instruction in grades two through five.	Principal, Assistant Principal, Reading Coach, Teachers, Paraprofessionals	8/14/2006	5/24/2007	District Strategic Plan	\$0.00
Administer District Pre- and Post-assessments and analyze test data in order to plan for differentiated instruction.	Principal, Assistant Principal, Reading Coach, Teachers	8/14/2006	5/24/2007	District Strategic Plan	\$0.00
Implement Four Square Writing Frame across the content areas to strengthen the writing process for all grades.	Principal, Assistant Principal, Reading Coach, Teachers	8/14/2006	5/24/2007	Small Learning Communities	\$0.00
Administer monthly writing prompts to students in grades kindergarten through five to reinforce the writing process.	Principal, Assistant Principal, Reading Coach, Teachers	8/14/2006	5/24/2007	Continuous Improvement Model	\$0.00
Implement Power Writing in Science following each science project.	Principal, Assistant Principal, Reading Coach, Teachers	8/14/2006	5/24/2007	District Strategic Plan	\$0.00

## Research-Based Programs

Houghton Mifflin Reading Series

## Professional Development

Four Square Writing  
 8-Step Continuous Improvement Model  
 Understanding By Design  
 Houghton Mifflin  
 Power Writing in Science  
 Project Based Instruction



## **Evaluation**

This objective will be evaluated by scores on the 2007 FCAT Writing+ Test. Scores/data from the monthly writing prompts and the District Pre- and Post-Tests will be used to monitor progress towards this objective and to redirect intervention and instructional strategies.

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 4 STATEMENT:**

Science

### ***Needs Assessment***

Results of the 2006 FCAT Science Test indicate that 80 percent of students in grade five scored below Achievement Level 3. An analysis of student performance on the 2006 Science Test data indicates that the weakest content cluster was Earth/Space at 43 percent mastery. The strongest content clusters were Physical/Chemical and Scientific Thinking at 50 percent mastery. Student performance reveals the need for the implementation of a variety of research-based science activities to enhance scientific thinking skills.

## Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by 44 percent scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Science Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Reduce class size by utilizing LEP and ESE teachers during the Science block for small group instruction in grades two through five.	Principal, Assistant Principal, Teachers	8/14/2006	5/24/2007	Small Learning Communities	\$0.00
Provide differentiated and flexible science tutorial services, to grade five students before and after school, to address students' deficiencies as evidenced by attendance rosters.	Principal, Assistant Principal, Teachers	10/16/2006	2/16/2007	Academic Teams	\$5000.00
Visit the Museum of Science, during learning expeditions, a minimum of two times throughout the school year in order to support the museum magnet program.	Principal, Assistant Principal, Teachers	8/14/2006	5/24/2007	Communities of Practice	\$400.00
Administer school-authored assessments and analyze test data in order to plan for differentiated instruction in grades three through five.	Principal, Assistant Principal, Teachers	9/18/2006	5/24/2007	Continuous Improvement Model	\$0.00
Plan a Science Fair to provide students with an opportunity to demonstrate understanding in inquiry-based learning as evidenced by a roster delineating student participation.	Principal, Assistant Principal, Teachers	4/3/2007	5/18/2007	Expanding arts opportunities	\$500.00
Implement Power Writing in Science following each science investigation in grades kindergarten through five.	Principal, Assistant Principal, Teachers	8/14/2006	5/24/2007	District Strategic Plan	\$0.00

### Research-Based Programs

Core Program: Harcourt Science

Supplemental Programs: Full Option Science Systems (FOSS)

## **Professional Development**

Harcourt Science

8-Step Continuous Improvement Model

Understanding by Design

Project Based Instruction

Power Writing in Science

## **Evaluation**

This objective will be evaluated by scores on the 2007 FCAT Science Test. Scores and data, from school-authored monthly tests, in grades three through five will be used to monitor progress towards this objective and to redirect intervention and instructional strategies.

## 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"/>

*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 5 STATEMENT:**

Parental Involvement

**Needs Assessment**

Parent Academy rosters indicate ?? parents are enrolled in district-offered courses. This indicates a need to increase opportunities for parent education.

## Measurable Objective

Given the need to establish a link between school, home, and community, the school will offer Parent Academy courses and promote enrollment in courses offered off-campus in order to increase the number of parents attending Parent Academy courses by 2%.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Develop and initiate courses that can be offered on-campus by the Parent Academy.	Principal, Assistant Principal, Teachers, Community Involvement Specialist	10/27/2006	11/30/2006	Small Learning Communities	\$800.00
Survey parents to identify courses of interest in the community.	Principal, Assistant Principal, Community Involvement Specialist	10/3/2006	10/27/2006	Small Learning Communities	\$0.00
Contact parents using Connect-Ed to notify them of courses being offered both on and off campus by the Parent Academy.	Principal, Assistant Principal, Community Involvement Specialist	12/4/2006	4/13/2007	Small Learning Communities	\$0.00
Send home flyers and include Parent Academy information in our newsletter in English and Spanish.	Principal, Assistant Principal, Teachers, Community Involvement Specialist	12/4/2006	4/13/2007	Small Learning Communities	\$0.00
Recruit parents to attend the Parent Academy utilizing the Parent Teacher Association (PTA).	Principal, Assistant Principal, Teachers, Community Involvement Specialist, PTA	12/4/2006	4/13/2007	Small Learning Communities	\$0.00

### Research-Based Programs

National Parent Teacher Association  
Parent Academy

### Professional Development

Connect-Ed

### Evaluation

This objective will be evaluated by the number of parents/guardians who enroll and attend Parent Academy courses offered on and off campus. The enrollment will be monitored on a quarterly basis in order to determine if additional strategies need to be developed.

## GOAL 6: DISCIPLINE & SAFETY

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 6 STATEMENT:**

Attendance

### ***Needs Assessment***

Attendance data indicates that a mean of 95.19 percent of the students were present during the 2005/2006 school year.

In recent research conducted by the Office for Juvenile Justice and Delinquency Prevention (OJJDP, 2001), links between truancy and other, more serious forms of delinquency have been delineated. For example, the links between truancy and substance abuse, vandalism, auto theft, and gang behavior have all been established in criminology literature (Loeber & Farrington, 2000). The link between truancy and later, violent offending has been established in studies that examine male criminality (Ingersoll & LeBoeuf, 1997). In turn, adults who were truants as juveniles tend to exhibit poorer social skills, have lower paying jobs, are more likely to rely on welfare support, and have an increased likelihood of incarceration (Hawkins & Catalano, 1995).

## Measurable Objective

Given the need to improve student attendance and maintain student safety, students in grades kindergarten through five will increase the percent of students present by 0.5% as compared to the 2005-2006 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Contact parents using Connect-Ed to notify them of student absences.	Principal, Assistant Principal, Teachers	08/14/2006	5/30/2007	District Strategic Plan	\$0.00
Verify contact numbers in order to decrease incorrect phone numbers on the ISIS system in order to increase percent of successful calls when notifying parents of absent students.	Principal, Assistant Principal, Teachers, Community Involvement Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize the Community Involvement Specialist (CIS) to keep in contact with parents in order to assist with issues that may keep their child from attending school.	Principal, Assistant Principal, Community Involvement Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement a school-wide Attendance Initiative, which will include incentives for daily attendance and highest classroom average.	Principal, Assistant Principal, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$400.00
Send home letters and implement the Truancy Intervention Program (TIP) to students with excessive absences.	Principal, Assistant Principal, Teachers, Community Involvement Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

### Research-Based Programs

Not Applicable

### Professional Development

Connect-Ed



## **Evaluation**

This objective will be evaluated by the mean percent of students present during the 2006/2007 school year. The attendance will be monitored on a weekly basis in order to determine if additional strategies need to be developed.

## 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"/>

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 7 STATEMENT:**

District E-mail

**Needs Assessment**

Information Technology Services (ITS) Outlook Web Access Address Book indicates that 29% of the instructional staff have not used their district e-mail to communicate with colleagues, administration, or other district employees.

## Measurable Objective

Given the need to communicate effectively with and among instructional staff members, the school will increase the percent of instructional staff members utilizing district e-mail by 15% as compared to the 2005-2006 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Communicate weekly bulletins with pertinent information via e-mail only.	Principal, Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide incentives for instructional staff members who respond to select messages sent on a random basis.	Principal, Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$200.00
Provide workshops to instructional staff members who are not proficient in using district e-mail to communicate via e-mail and on p-synch for password issues.	Principal, Assistant Principal, Technology Coordinator, Computer Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Assure all e-mail accounts are working and that instructional staff members have working passwords for the e-mail accounts.	Principal, Assistant Principal, Technology Coordinator, Computer Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide additional teacher computer stations.	Principal, Assistant Principal, Technology Coordinator, Computer Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$8000.00

### Research-Based Programs

Not Applicable

### Professional Development

Microsoft Outlook and Web Access Outlook

### Evaluation

This objective will be evaluated by the percent of instructional staff members indicated in the Outlook Web Access Address Book as having used their e-mail accounts to communicate on a regular basis. The e-mail accounts will be monitored on a weekly basis in order to determine if additional strategies need to be developed.

## 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 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:***

Health and Physical Fitness

### ***Needs Assessment***

Results of the 2005-2006 Physical Fitness Test Summary (FITNESSGRAM) indicate that 100 percent of students were tested and 51 percent received an award.

## Measurable Objective

Given the need to improve physical fitness levels, the number of students in grades four and five scoring at a Fit Gram Level Gold or Silver will increase by 2% as evidenced by the FITNESSGRAM results on the 2007 administration of the FITNESSGRAM Assessment.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Administer FITNESSGRAM pre and post test.	Principal, Assistant Principal, Physical Education Teacher	8/14/2006	5/24/2007	District Strategic Plan	\$0.00
Implement physical fitness activities with an emphasis on cardiovascular, flexibility, and muscular strength and endurance.	Principal, Assistant Principal, Physical Education Teacher	8/14/2006	5/24/2007	District Strategic Plan	\$0.00
Ensure that nutrition, hygiene, and health activities are encompassed in the instructional program.	Principal, Assistant Principal, Physical Education Teacher	8/14/2006	5/24/2007	District Strategic Plan	\$0.00
Include fitness articles in the monthly newsletter to parents and on the school's website.	Principal, Assistant Principal, Technology Coordinator	10/1/2006	5/30/2007	District Strategic Plan	\$0.00

## Research-Based Programs

FITNESSGRAM

## Professional Development

District Physical Education Meetings and Trainings

## Evaluation

The objective will be evaluated by scores on the 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

*Miami-Dade County Public Schools*

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

**GOAL 9 STATEMENT:**

Music

**Needs Assessment**

The 2005-2006 musical performance attendance logs indicate students participating in the chorus program in grades three through five performed twice throughout the year.

## Measurable Objective

Given the need to develop music appreciation, provide opportunities to perform, and connect music to the museums magnet program, the number of musical performances in grades three through five will increase to four performances at school and two performances in the community during the 2006-2007 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Conduct and attend, on and off school site, musical performances that enhance musical appreciation and self-esteem as evidenced by musical programs.	Principal, Assistant Principal, Teachers	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Incorporate cooperative learning, critical thinking skills, musical appreciation, and musical skills into lessons plans as evidenced by weekly instructional lesson plans.	Principal, Assistant Principal, Teachers	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Engage students in reading musical notation and performing on instruments such as recorders and bells as evidenced by weekly instructional lesson plans.	Principal, Assistant Principal, Teachers	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00

## Research-Based Programs

Not Applicable

## Professional Development

Not Applicable

## Evaluation

The objective will be evaluated by performance attendance logs and performance programs.

## GOAL 10: RETURN ON INVESTMENT

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

*Florida Education Priorities*

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

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 10 STATEMENT:**

Return on Investment

**Needs Assessment**

Compared to similar schools, Southside’s percentile ranking is 25 and the percent of the highest ROI value is 49%.



## Measurable Objective

Southside's ROI percentile ranking will increase by at least one percentile point.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Identify lowest quartile students early and provide additional assistance.	Principal, Assistant Principal, Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Use student data analysis results to find or construct more effective educational strategies that fit the needs of students and staff.	Principal, Assistant Principal, Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide strategies to parents for their student's academic improvement.	Principal, Assistant Principal, Teachers	8/14/2006	5/30/2007	Small Learning Communities	\$0.00
Continue to provide high quality teacher professional development and monitor its implementation.	Principal, Assistant Principal, Teachers	8/14/2006	5/30/2007	Small Learning Communities	\$0.00
Reallocate school resources to better implement teaching, learning, and class-size mandates; i.e., combine teacher aide positions into a teacher position.	Principal, Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

### Research-Based Programs

See core subject area goals/objectives.

### Professional Development

See core subject area goals/objectives.

### Evaluation

The percentage of students with learning gains will be divided by the program costs per weighted FTE students at the school.

## *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 will review the budget for the 2006-2007 school year and will be making recommendations and adjustments for expenditures.

### ***Training:***

The EESAC provided input and will review the implementation of the School Improvement Plan and the trainings identified.

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

The EESAC will assist the school stakeholders in the selection of instructional and supplemental materials.

### ***Technology:***

The EESAC has provided input regarding purchases for hardware and software at the school site.

### ***Staffing:***

The EESAC met and discussed using Title 1 monies to support classroom instruction through the utilization of paraprofessionals and hourly teachers.

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

The EESAC met and discussed strategies to provide support services as indicated in the School Improvement Plan.

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

The EESAC will be reviewing additional budgeted monies and making recommendations.

### ***Benchmarking:***

The EESAC will be discussing methods of assessing student progress throughout the school year.

***School Safety & Discipline:***

The EESAC has reviewed strategies to provide and maintain a safe learning environment as outlined in the School Improvement Plan.

## *Budget Summary*

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Goal 1: Reading	\$63,800.00
Goal 2: Mathematics	\$20,000.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$5,900.00
Goal 5: Parental Involvement	\$800.00
Goal 6: Discipline & Safety	\$400.00
Goal 7: Technology	\$8,200.00
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>\$99,100.00</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*