

# SCHOOL IMPROVEMENT PLAN 2007 - 2008

## Spanish Lake Elementary School (2191)

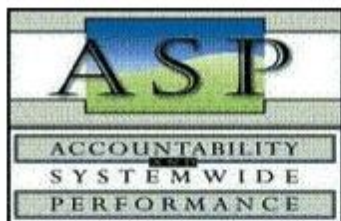
Feeder Pattern - American Senior

Regional Center I

District 13 - Miami-Dade

Principal - Jacqueline Arias-Gonzalez

Superintendent - Rudolph F. Crew, Ed.D.



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## EXECUTIVE SUMMARY

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Spanish Lake Elementary School (SLE) opened in August 2007 and is located in the northwest region of Miami Dade County servicing students in kindergarten through grade four that reside in a middle/low socio-economic community comprised of single family and high density housing. SLE's community partners include Young Men's Christian Association (YMCA), Dominos and Beef O' Grady's. SLE services a learning community of 1298 students of which 164 are Black, 1032 are Hispanic, 32 are Asian, 20 are multi-racial, and 49 are white. Additionally, we service 44 Level 1 and 25 Level 2 students in Reading as well as, 25 Level 1 and 21 Level 2 students in Mathematics. Thus far, there are 80 teachers including classroom, Special Education Teachers (SPED), bilingual program teachers, Special Areas such as Art, Music, Physical Education, and counselors. Due to student population, seven additional positions will be allocated, resulting in a class size of 18 students per teacher in the primary grades and 22 in the intermediate. Thus far, the student attendance rate is 96.8 percent. Due to being a new school, there is no retention information available. SLE is part of the American Senior High Feeder Pattern. The school's strength is the advantage of receiving a state of the art facility which accommodates quality based innovative instruction enhanced through technology and the Bilingual School Organization (BISO) program. Currently, the primary area of concern is the incomplete status of construction for the facility which results in housing SLE students in three geographically separate locations that results in an operational logistics constraint.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three and four will increase by 5 percentage points on the 2008 administration of the FCAT Reading Test as compared to the district average on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three and four will increase by 5 percentage points on the 2008 administration of the FCAT Mathematics Test as compared to the district average on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by a 5 percentage point increase in the percent of students achieving high standards on the 2008 administration of the FCAT Writing+ as compared to the district average on the 2007 administration of the FCAT Writing+.

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by a 5 percentage point increase in students meeting high standards on the 2008 FCAT as compared to the District's average FCAT Science score.

Given the importance of parental involvement in the education of students, Parent Teacher Association (PTA) membership will reach the initial goal of 125 members, and an average of 200 parents will participate in school-based activities yearly, as evidenced by paid PTA memberships and parent sign-in sheets during the 2007-2008 school year.

Given an emphasis to an orderly and safe environment, students will increase the attendance rate to 96 percent as reflected in the annual District and Region I attendance rate in the 2006-2007 school year.

Given instruction on the use of the electronic gradebook, 100 percent of the instructional staff will document student performance using the District's electronic gradebook as evidenced by the 2007-2008 Grade Book Reports.

Given the instruction based on the Sunshine State Standards for physical education, students in grade four will improve their physical fitness as evidenced by 62 percent of the students achieving a silver or gold award on the District Fitness Gram.

Given the emphasis on the benefits of participating in the Academic Excellence Program, membership will meet the target goal of 25 students as evidenced by the attendance log during the 2007-2008 school year.

Spanish Lake Elementary will improve its ranking on the State of Florida ROI publication from the 67 percentile in 2004-2005 to the 68 percentile on the next publication of the index.

Due to new school status of Spanish Lake Elementary, there are no results from the OPIS Survey to report.



# School Improvement Plan 2007-2008



## 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.

## 2191 - SPANISH LAKE ELEMENTARY SCHOOL

### VISION

At Spanish Lake Elementary our vision is to inspire and enrich our students to explore the opportunities to develop lifelong skills. This will enable them to achieve their maximum potential for success in a competitive multicultural world.

### MISSION

Spanish Lake Elementary is committed to continuous exploration of new horizons to shape brighten futures. It is our goal to provide academic instruction to gauge our path, and cultivate successful bilingual, multicultural leaders. From many, we are one!

### CORE VALUES

Spanish Lake Elementary is committed to achieving the highest academic standards and positively impacting the lives of all students as well as their community.

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### **School Demographics**

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Spanish Lake Elementary School (SLE) opened in August 2007 and is located in the northwest region of Miami-Dade County. Currently, SLE Early Childhood Center is complete and open to students. However, the State School U-1 Elementary school section is still under construction and is scheduled to open in January of 2008. Therefore at the current time of conceiving our School Improvement Plan, we are located on three different campuses. The first campus is the SLE Early Childhood Center (ECC), and it is located on the main campus with an enrollment of 532 students. The second campus is Spanish Lake Elementary Annex at Palm Springs North Elementary School with an enrollment of 473 students housed in 21 portable classrooms. The third campus is Spanish Lake Elementary Annex at Joella C. Good Elementary School with an enrollment of 293 students housed in 12 portable classrooms. Consequently, it is projected that in January of 2008 all SLE students will unite in the SLE main campus.

At the present time, 557 students meet the requirement for free lunch and 170 for reduced lunch. From a total population of 1298, 164 are Black, 1032 are Hispanic, 32 are Asian, 20 are multi-racial, and 49 are white. In addition, SLE services 362 English Language Learners (ELL), 25 students participate in the gifted program, 60 students in Special Education (SPED), and 20 students receive speech therapy. According to the 2007 FCAT scores, SLE identified 44 Level 1 and 25 Level 2 students in reading as well as, 25 Level 1 and 21 Level 2 students in mathematics.

The primary unique aspect of SLE is the Bilingual School Organization (BISO) through which kindergarten and first grade receives 7 ½ hours a week of Spanish language arts/Spanish content. Currently, second, third, and fourth grade students receive a modified BISO instructional program consisting of 4 hours a week of Spanish language arts. This unique and innovative program consequently enables SLE students to become fluent bilingual/bicultural individuals that possess the necessary skills to be successful lifelong learners. In addition, SLE offers an Academic Excellence Program (AEP) based on hands-on science and simulating thinking through Chess.

Currently, the primary area of concern is the incomplete status of construction for the facility which results housing SLE students in three geographically separate locations which consequently, is an operational logistics constraint. Consequently, the biggest challenge has been transportation. Additionally, another area of concern is searching for highly qualified teachers in order to remain in compliance with certification. Due to SLE being a new school, an influx in registration occurred after the school year started. Therefore, a need for new teacher allocations is present and since the Miami-Dade County Public Schools transfer deadline has ended, the school can only hire beginning teachers resulting in an increase in the number of beginning/highly qualified teachers at SLE.

The leadership team consists of the following:

Principal: Ms. Arias-Gonzalez  
Assistant Principal: Ms. Kathy Bustamante  
Assistant Principal: Ms. Cynthia Williams  
Lead Teacher/Bilingual: Ms. Susana Reguera  
Reading Coach: Ms. Martha Vargas  
Data Analysis/CIM Teacher Leader: Ms. Ivette Milian  
Math and Science Facilitator/ Fourth grade chair: Ms. Zulema Almanza  
Third grade chair: Ms. Caroline Hidalgo  
Second grade chair: Ms. Blanco-Ricardo  
First grade chair: Ms. Mary Holness  
Kindergarten grade chair: Ms. Nancy Baez  
Special Area chair: Ms. Evelyn Mitchell

SLE employs 80 full-time teachers with an additional 7 that have been recently allocated. Currently, there are 60 classroom teachers, two special education teachers, one teacher of the gifted, two guidance counselors, and one media specialist. The ethnic breakdown of the faculty at SLE is 13 percent white-non-Hispanic, 12 percent Black non-Hispanic, and 76 percent Hispanic.

Due to student population, seven additional positions will be allocated, resulting in an average class size of 18 students per teacher in the primary grades and 22 in the intermediate. Thus far, the student attendance rate is 96.8 percent. Since SLE is a new school, there is no retention rate information available.

SLE is part of the American Senior High Feeder Pattern. Upon completion of 5th grade at SLE, students will transition to Lawton Chiles Middle or Country Club Middle then later into American Senior High School or Miami Lakes Education Center.

The school offers special activities and programs to enrich the students during and beyond the regular learning day. As previously stated, SLE is a BISO school through which kindergarten and first grade receives 7 ½ hours a week of Spanish language arts/Spanish content and currently, second, third, and fourth grade students receive a modified BISO instructional programs consisting of 4 hours a week of Spanish language arts. This unique and innovative program consequently enables SLE students to become fluent bilingual/bicultural individuals that possess the necessary skills to be successful lifelong learners. SLE provides a Gifted Program to



# School Improvement Plan

## 2007-2008



enrich eligible students in their areas of strength. In addition, SLE offers an after school Academic Excellence Program (AEP) based on hands-on science and simulating thinking through Chess. Also, SLE's chorus will provide students with the opportunity to explore and expand their musicality.

SLE is in the process of initiating new Dade partnerships. At this time, the Young Men's Christian Association (YMCA), Dominos and Beef O' Grady's have joined SLE as Dade Partners. SLE will continue working towards developing new partnerships. The Parent Teacher Association (PTA) at SLE has served as a liaison to the community before and during the opening of school assisting with the communication between the parents and school staff regarding procedures, policies, events, activities, and parental involvement opportunities.



# School Improvement Plan 2007-2008



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## ***School Foundation***

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**Leadership:**

**District Strategic Planning Alignment:**

**Stakeholder Engagement:**

**Faculty & Staff:**

**Data/Information/Knowledge Management:**

**Education Design:**

**Performance Results:**



# School Improvement Plan 2007-2008



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## ***Schools Graded 'C' or Below***

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**Professional Development:**

**Disaggregated Data :**

**Informal and Formal Assessments:**

**Alternative Instructional Delivery Methods :**



School Improvement Plan  
2007-2008



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***Schools Offering Primarily Grades 6 through 12***

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**Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :**



## Reading Goal

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

#### *Florida Education Priorities*

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

#### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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"/>

### Reading Statement

Students at Spanish Lake Elementary will demonstrate mastery of grade level expectations according to the Sunshine State Standards.

### Needs Assessment

Based on the 2007 FCAT (Florida Comprehensive Assessment Test) Sunshine State Standards Reading Test, 57 percent of all students tested met high standards in Reading and 57 percent made learning gains. In the lowest 25th percentile, 57 percent made learning gains.

Students in grade three demonstrated a need for improvement in Main Idea/Purpose and Comparisons with a mean below 65 percent of points earned.

Students in grade four demonstrated a need for improvement in Words/Phrases with a mean below 60 percent and Main Idea/Purpose with a mean below 64 percent of points earned.

### NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

### Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three and four will increase by 5 percentage points on the 2008 administration of the FCAT Reading Test as compared to the district average on the 2007 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Administrators, Reading Coach, Lead Teacher, CIM Leader	08/20/07	6/05/08	Continuous Improvement Model	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Administrators, Reading Coach, Lead Teacher, CIM Leader	08/20/07	06/05/08	Continuous Improvement Model	0
Implement weekly cold read assessments to monitor independent reading comprehension skills.	Administrators, Reading Coach, Classroom Teachers	08/20/07	06/05/08	Seamless PreK-12 Curriculum	1000
Align kindergarten through fourth grade curriculum to ensure uniform instruction of the eight tested reading benchmarks of the Sunshine State Standards.	Administrators, Reading Coach, Lead Teacher	08/20/07	06/05/08	District-wide Literacy Plan	1400
Provide intensive tutorial assistance to improve reading performance using Voyager during school hours. The following student groups in Kindergarten through fourth grade will be targeted: the lowest 25 percent performing students, English Language Learner students, and Special Education students.	Administrators, Reading Coach, Lead Teacher	08/20/07	06/05/08	District-wide Literacy Plan	100000
Encourage weekly kindergarten through fourth grade level planning meeting to create lesson plans that reflect the Comprehensive Research-based Reading Plan, District's Pacing Guide, remediation, the five components of reading, and enrichment strategies using the Plan Do Check Act (PDCA) cycle for continuous improvement.	Administrators, Reading Coach, Grade Level Chairpersons	08/20/07	06/05/08	Continuous Improvement Model	0
Provide parents with strategies that can be used at home to support reading achievement through information distributed at parent outreach workshops.	Administrators, Reading Coach, Classroom Teachers	08/20/07	06/05/08	Exchange Meaningful Information	100
Provide all instructional staff with professional development activities that include information about successful research-based reading strategies.	Administrators, Reading Coach, CIM Leader	08/20/07	06/05/08	Exchange Meaningful Information	18075

### Research-Based Programs

Houghton Mifflin, Reading Florida, 2005 Edition  
Voyager Passport

### Professional Development

Houghton Mifflin Reading Series, 2005 Edition, Implementation Seminar  
Florida Reading Standards and Tested Benchmarks  
Comprehensive Research Based Reading Plan, M-DCPS (CRRP)  
Voyager Passport, Program Implementation  
Continuous Improvement Model (CIM)  
Bilingual School Organization (BISO)

### Evaluation

Formative – Following a Continuous Improvement Model (CIM), throughout the school year, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), District Interim Assessments, Houghton Mifflin assessments, and teacher generated tests will be used to monitor progress and redirect learning activities.

Summative – Achievement of this objective will be demonstrated by students improving their reading skills as evidenced by 58 percent of students meeting the state standard as documented by scores on the 2008 FCAT Reading Assessment.

## Mathematics Goal

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

#### *Florida Education Priorities*

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

#### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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"/>

### Mathematics Statement

Students at Spanish Lake Elementary will demonstrate mastery of grade level expectations according to the Sunshine State Standards.

### Needs Assessment

Based on the 2007 FCAT Sunshine State Standards Mathematics Test 63 percent of all students tested met high standards in mathematics and 66 percent made learning gains. In the lowest 25th percentile 66 percent made learning gains.

Students in grade three demonstrated a need for improvement in Algebraic Thinking with a mean below 50 percent of points earned.

Students in grade four demonstrated a need for improvement in Algebraic Thinking and Data Analysis with a mean below 57 percent of points earned.

### NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

### Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three and four will increase by 5 percentage points on the 2008 administration of the FCAT Mathematics Test as compared to the district average on the 2007 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Administrators, Lead Teacher, CIM Leader	08/20/07	06/05/08	Continuous Improvement Model	0
Implement the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Administrators, Lead Teacher, CIM Leader	08/20/07	06/05/08	Continuous Improvement Model	0
Align kindergarten through fourth grade curriculum to ensure uniform instruction of the five mathematics strands of the Sunshine State Standards.	Administrators, Lead Teacher	08/20/07	06/05/08	Seamless PreK-12 Curriculum	1400
Encourage weekly kindergarten through fourth grade level planning meeting that result in lesson plans that reflect the District's Pacing Guide, remediation, and enrichment strategies using the PDCA cycle for continuous improvement.	Administrators, Grade Level Chairpersons	08/20/07	06/05/08	Continuous Improvement Model	0
Provide students with performance based activities incorporating the use of manipulatives, problem solving, critical thinking and communication.	Administrators, Classroom Teachers	08/20/07	06/05/08	Academic Enrichment Opportunities	25000
Disaggregate and analyze data from the District Interim Mathematics Assessment to identify strengths and weaknesses and to develop instructional focus in alignment with district's pacing guide.	Administrators, CIM Leader, Classroom Teachers	08/20/07	06/05/08	Continuous Improvement Model	1400

### Research-Based Programs

Scott Foresman Mathematics Program

### Professional Development

Continuous Improvement Model (CIM)

### Evaluation

Formative – Following a Continuous Improvement Model (CIM), throughout the school year, District Interim Assessments, Scott Foresman unit tests, and teacher generated tests will be used to monitor progress and redirect learning activities.

Summative – Achievement of this objective will be demonstrated by students improving their reading skills as evidenced by 64 percent of students meeting the state standard as documented by scores on the 2008 FCAT Mathematics Assessment.

## Writing Goal

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

#### **Florida Education Priorities**

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

#### **Miami-Dade County Public Schools**

#### **District Strategic Plan**

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"/>

### **Writing Statement**

Students at Spanish Lake Elementary will demonstrate mastery of grade level expectations according to the Sunshine State Standards.

### **Needs Assessment**

Based on the 2007 FCAT Writing+, 82 percent of all students tested met high standards in writing.

An analysis of 2007 FCAT Writing+ scores indicate that 82 percent of students have met the state standard of 3.5 or above in writing. The 2007 FCAT Writing+ scores also reveal that 79 percent of students scored a 3.5 or above in narrative writing, indicating a need for improvement in the area of narrative writing. Students need continued practice in narrative writing that will develop their voice, use of supporting details, and enhance their use of conventions and written expression. Students need to be immersed in a print rich environment through literature.

### **NCLB Subgroup Target**

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

### Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by a 5 percentage point increase in the percent of students achieving high standards on the 2008 administration of the FCAT Writing+ as compared to the district average on the 2007 administration of the FCAT Writing+.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Measure students' proficiency in writing utilizing pre, progress and post District Writing Assessment to guide instruction.	Administrators, Reading Coach, Classroom Teachers	08/20/07	06/05/08	Continuous Improvement Model	1650
Provide parents with strategies that can be used at home to support writing achievement through information handed out at open house and parent outreach workshops.	Administrators, Reading Coach, Lead Teacher, Classroom Teachers	08/20/07	06/05/08	Exchange Meaningful Information	100
Provide professional development that specifically addresses narrative writing instruction to enhance delivery of instruction and improve writing skills.	Administrators, Reading Coach, Lead Teacher	08/20/07	06/05/08	Exchange Meaningful Information	18075
Encourage weekly kindergarten through fourth grade level planning meeting to create lesson plans that reflect the Comprehensive Research-based Reading Plan, District's Pacing Guide using the PDCA cycle for continuous improvement.	Administrators, Grade Level Chairpersons	08/20/07	06/05/08	Continuous Improvement Model	0
Provide students with opportunities to write within the content area in order to maximize writing proficiency.	Administrators, Classroom Teachers	08/20/07	06/05/08	Academic Enrichment Opportunities	0
Utilize motivational activities such as Young Authors contest to recognize outstanding writing pieces on a monthly basis.	Administrators, Reading Coach, Classroom Teachers	08/20/07	06/05/08	Academic Enrichment Opportunities	500

### Research-Based Programs

Houghton Mifflin, Reading Florida, 2005 Edition

### Professional Development

Writing Process  
Rubric Scoring Training (in-house)

### Evaluation

**Formative** – Following a Continuous Improvement Model (CIM), throughout the school year, District pre and post tests will be used to monitor progress and redirect learning activities.

**Summative** – Achievement of this objective will be demonstrated by students improving their writing skills as evidenced by a 5 percentage point increase of students meeting the state standard as documented by scores on the 2008 FCAT Writing+ Assessment.

### Science Goal

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

**Florida Education Priorities**

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"/>

**Science Statement**

Students at Spanish Lake Elementary will demonstrate mastery of grade level expectations according to the Sunshine State Standards.

**Needs Assessment**

Based on the FCAT 2007 Sunshine State Standards Science Test 34 percent of all students tested met high standards in Science. Additionally, based on the scores from the Scott Foresman Pre-Science Practice Test, students in grade 4 demonstrated a need for improvement in the Life and Environmental content area.

### Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by a 5 percentage point increase in students meeting high standards on the 2008 FCAT as compared to the District's average FCAT Science score.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Administrators, CIM Leader	08/20/07	06/05/08	Continuous Improvement Model	0
Implement the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Administrators, CIM Leader	08/20/07	06/05/07	Continuous Improvement Model	0
Engage students in weekly hands-on science experiments that promote the use of the scientific method.	Administrators, Classroom Teachers	08/20/07	06/05/07	Seamless PreK-12 Curriculum	25000
Implement progress monitoring assessments in Science. The results of these tests will be used to guide instruction and improve science skills.	Administrators, CIM Leader, Lead Teacher	08/20/07	06/05/07	Continuous Improvement Model	1400
Coordinate parent workshops that will encourage scientific thinking at home.	Administrators, Lead Teacher	08/20/07	06/05/07	Exchange Meaningful Information	100
Encourage weekly kindergarten through fourth grade level planning meeting to create lesson plans that reflect the District's Pacing Guide using the PDCA cycle for continuous improvement.	Administrators, Grade Level Chairpersons	08/20/07	06/05/07	Continuous Improvement Model	0

### Research-Based Programs

Scott Foresman, 2007

### Professional Development

Creating Independence through Student-owned Strategies (CRISS)  
Continuous Improvement Model (CIM)

### Evaluation

Formative – Following a Continuous Improvement Model (CIM), throughout the school year, District Interim Assessment and Scott Foresman unit tests will be used to monitor progress and redirect learning activities.

Summative – Achievement of this objective will be demonstrated by students improving their science skills as evidenced by a 5 percentage point increase on the Scott Foresman Post-Science Practice Test.



## Parental Involvement Goal

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

#### *Florida Education Priorities*

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

#### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **Parental Involvement Statement**

Spanish Lake Elementary School will actively promote parental involvement to ensure a successful link between home and school, which will support the achievement of high academic standards.

### **Needs Assessment**

Based on feeder pattern schools there is an evident need to increase the number of volunteers and the number of attendees at parent workshops and school-based activities.

### Measurable Objective

Given the importance of parental involvement in the education of students, Parent Teacher Association (PTA) membership will reach the initial goal of 125 members, and an average of 200 parents will participate in school-based activities yearly, as evidenced by paid PTA memberships and parent sign-in sheets during the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Encourage parents to join and support the PTA.	Administrators, PTA Board, Classroom Teachers	08/20/07	06/05/08	Parental Choice Options	0
Promote parental participation in the Educational Excellence School Advisory Council (EESAC).	Administrators, EESAC Chairperson	08/20/07	06/05/08	Parental Choice Options	0
Invite parents to attend orientation, open house and resource fair.	Administrators, Classroom Teachers	08/20/07	06/05/08	Exchange Meaningful Information	100
Provide family nights in the areas of reading, writing, mathematics, and science to help parents understand academic content standards.	Administrators	08/20/07	06/05/08	Exchange Meaningful Information	400
Monitor sign-in sheets and teacher logs at all parent involvement activities, meetings, workshops, and volunteer opportunities.	Administrators, Grade Level Chairpersons, Classroom Teachers	08/20/07	06/05/08	Continuous Improvement Model	0

### Research-Based Programs

National Parent/Teacher Association

### Professional Development

District sponsored ESSAC Seminars

### Evaluation

Attendance logs and membership records will be utilized to demonstrate progress towards achieving this objective.

## Discipline & Safety Goal

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

#### *Florida Education Priorities*

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

### **Discipline & Safety Statement**

Spanish Lake Elementary will ensure a safe and positive academic environment by maintaining attendance guidelines for students.

### **Needs Assessment**

There is a need to maintain the attendance rate at 95.37 percent or above as evidenced by the average of the 2006-2007 attendance rate for the District and Region I.

### Measurable Objective

Given an emphasis to an orderly and safe environment, students will increase the attendance rate to 96 percent as reflected in the annual District and Region I attendance rate in the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Recognize classes with perfect attendance on a daily basis.	Administrators	08/20/07	06/05/08	Exchange Meaningful Information	250
Award students who achieve perfect attendance on a quarterly basis.	Administrators	08/20/07	06/05/08	Exchange Meaningful Information	500
Develop an incentive program to improve daily attendance.	Administrators, Attendance Intervention Committee	08/20/07	06/05/08	Education Innovation	100
Implement the Attendance Action Plan targeting students with excessive unexcused and excused absences.	Administrators, Counselors, Classroom Teachers, Social Worker	08/20/07	06/05/08	Truancy Prevention	22500
Convene Attendance Intervention Committee throughout the year to monitor the effectiveness of the Attendance Action Plan and revise as necessary.	Administrators, Attendance Intervention Committee	08/20/07	06/05/08	Continuous Improvement Model	0

### Research-Based Programs

Assertive Discipline by Lee Canter  
The First Days of School Effective Classroom Management by Harry Wong

### Professional Development

Effective Classroom Management Strategies, School Based Seminar  
Conflict Resolution  
Peer Mediation  
Critical Incident Response Team Training

### Evaluation

The attendance bulletin will be monitored to insure the effectiveness of the Attendance Action Plan and the CIM will be utilized to assess and make adjustments as needed.

## Technology Goal

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

#### *Florida Education Priorities*

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

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

### **Technology Statement**

The instructional staff at Spanish Lake Elementary will use technology to access data to guide instruction.

### **Needs Assessment**

The instructional staff new to Spanish Lake Elementary needs training utilizing the electronic gradebook to facilitate data reporting of student academic achievement.

### Measurable Objective

Given instruction on the use of the electronic gradebook, 100 percent of the instructional staff will document student performance using the District's electronic gradebook as evidenced by the 2007-2008 Grade Book Reports.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide training for teachers in Pinnacle Gradebook.	Administrators, Gradebook Manager, Microsystems Technician	08/20/07	06/05/08	Exchange Meaningful Information	4000
Establish an in-house assistance program to help troubleshoot issues with the electronic gradebook.	Administrators, Gradebook Manager, Microsystems Technician	08/20/07	06/05/08	Safe and High- quality Facilities	11250
Notify parents of available online resources.	Administrators, Classroom Teachers	08/20/07	06/05/08	Exchange Meaningful Information	0
Utilize district technology support for professional development and technical assistance.	Administrators, Gradebook Manager, Microsystems Technician	08/20/07	06/05/08	Continuous Improvement Model	0

### Research-Based Programs

Houghton Mifflin, Reading Florida 2005 Edition  
 Scott Foresman Mathematics Program  
 Scott Foresman Science, 2007  
 Harcourt Social Studies, 2006

### Professional Development

Pinnacle Gradebook Training

### Evaluation

Verification reports documenting the instructional staff usage of the electronic gradebook to record student achievement and attendance will be utilized to measure the attainment of this objective.

## Health & Physical Fitness Goal

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

#### *Florida Education Priorities*

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

#### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **Health & Physical Fitness Statement**

Students at Spanish Lake Elementary School will increase their flexibility, endurance, and aerobic capacity to meet district standards in Physical Fitness.

### **Needs Assessment**

The FitnessGram results in grades four and five from the schools feeding into Spanish Lake Elementary indicate that in the 2006-2007 school year, 60 percent of the students received a district fitness award. There is a need to increase the number of students receiving a gold and silver award.

### Measurable Objective

Given the instruction based on the Sunshine State Standards for physical education, students in grade four will improve their physical fitness as evidenced by 62 percent of the students achieving a silver or gold award on the District Fitness Gram.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement a daily fitness focus for wellness to allow students to practice skills.	Administrators, Physical Education Teachers	08/20/07	06/05/08	Healthcare & Healthy Choices	0
Provide opportunities for skill practice and self-evaluation.	Administrators, Physical Education Teachers	08/20/07	06/05/08	Student Wellness	0
Participate in the American Heart Association "Jump Rope for Heart" program.	Administrators, Physical Education Teachers	08/20/07	06/05/08	Business Process Redesign	0
Organize a physical showcase and health fair to showcase healthy and nutritious lifestyles.	Administrators, Physical Education Teachers	08/20/07	06/05/08	Healthcare & Healthy Choices	200

### Research-Based Programs

FITNESSGRAM Program

### Professional Development

Quarterly physical Education Curriculum Professional Development

### Evaluation

The evaluation that will be utilized is the 2007-2008 District's FitnessGram results.



## Electives & Special Areas Goal

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

#### *Florida Education Priorities*

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

#### *Miami-Dade County Public Schools*

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

### **Electives & Special Areas Statement**

Students will participate in the Academic Excellence Program (AEP) during the 2007-2008 school year.

### ***Needs Assessment***

As a new school there is a need to implement school sponsored extra-curricular activities as well as enrichment opportunities beyond the school day.

### Measurable Objective

Given the emphasis on the benefits of participating in the Academic Excellence Program, membership will meet the target goal of 25 students as evidenced by the attendance log during the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Organize and implement an Academic Excellence Program.	Administrators, AEP Teacher	08/20/07	06/05/08	Advanced Academics	10500
Encourage teachers to recommend students who would be an asset to the Academic Excellence Program.	Administrators, Classroom Teachers	08/20/07	06/05/08	Advanced Academics	0
Inform students and parents of the Academic Excellence Program.	Administrators, AEP Teacher	08/20/07	06/05/08	Exchange Meaningful Information	100
Invite Academic Excellence students to visit classrooms to promote the program.	Administrators, AEP Teacher	08/20/07	06/05/08	Academic Enrichment Opportunities	0
Exhibit projects completed by students in the AEP.	AEP Teacher	08/20/07	06/05/08	Improve Public Perception	0

### Research-Based Programs

Scott Foresman Science, 2007

### Professional Development

Simulating Thinking Through Chess  
 Hands-On Science  
 Academic Excellence workshops sponsored by the Division of Advanced Academics

### Evaluation

Attendance data for the Academic Excellence Program will be used to assess this objective and determine if the target enrollment of 25 students was achieved during the 2007-2008 school year.

## Return On Investment Goal

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

#### *Florida Education Priorities*

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

### **Return On Investment Statement**

Spanish Lake Elementary School’s Return On Investment (ROI) percentile ranking will increase by 1 percentage point.

### ***Needs Assessment***

The current students at SLE mainly consist of three feeder schools, Palm Springs North Elementary, Joella C. Good Elementary, and Charles D. Wyche Elementary. The latest Florida Department of Education (FLDOE) ROI information indicates that in 2004-2005, Joella C. Good Elementary school ranked in the 62nd percentile in the State of Florida ROI Index, Charles D. Wyche Elementary school ranked in the 72 percentile ROI Index, and Palm Springs North Elementary school ranked in the 67th percentile which results in an average of 67 percent. SLE will utilize this average for their ROI baseline.

### Measurable Objective

Spanish Lake Elementary will improve its ranking on the State of Florida ROI publication from the 67 percentile in 2004-2005 to the 68 percentile on the next publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Become more informed about the use of financial resources in relation to school programs.	Administrators	08/20/07	06/05/08	Exchange Meaningful Information	0
Collaborate with the district on resource allocation.	Administrators	08/20/07	06/05/08	Succession Management	0
Research shared use of facilities, partnering with community agencies.	Administrators, Dade Partner Liaison	08/20/07	06/05/08	Continuous Improvement Model	0
Research the reconfiguration of existing resources or taking advantage of a broader resource base.	Administrators	08/20/07	06/05/08	Continuous Improvement Model	0

### Research-Based Programs

Houghton Mifflin, Reading Florida 2005 Edition  
 Scott Foresman Math, 2005 Edition  
 Scott Foresman Science, 2006 Edition  
 Harcourt Social Studies, 2005 Edition

### Professional Development

Bilingual School Organization  
 Continuous Improvement Model  
 Comprehensive Research-based Reading Plan  
 Creating Independence through Student-owned Strategies  
 Voyager Passport

### Evaluation

On the next State of Florida ROI index publication, Spanish Lake Elementary will show progress toward reaching the 68th percentile.

**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:**

If the EESAC receives a 2007-2008 budget allocation, the EESAC budget will be utilized to fund Extended School Day Programs to target the improvement of student achievement. Specifically, the EESAC will fund the purchase of student consumable materials and support the hourly-teaching positions. Additionally, part of the EESAC funds will be utilized for purchases of mathematics manipulatives and science inquiry-based activity materials.

**Training:**

EESAC will coordinate training for the Extended School Day Program. Under the direction of the EESAC, the Reading Coaches will train facilitators to implement research-based strategies during tutorial instruction.

**Instructional Materials:**

EESAC will fund the resources necessary to implement the Extended Day Program. EESAC will fund the purchase of the following materials: Comprehensive Assessment of Reading Strategies, Saddler Phonics and Saddler Vocabulary workbooks, FCAT Coach workbooks, Comprehension+, Sing, Spell, Read, and Write program, and/or additional instructional materials.

**Technology:**

EESAC will use technology to obtain and analyze data to guide the school improvement process. The School and Accountability Reports, as well as the Return on Investment Index will be accessed via the Internet. In addition, the instructional staff will utilize EduSoft for data analysis.

**Staffing:**

EESAC will provide the funding to staff the Extended Day Program. A projected twenty-one hourly salaries will be funded from the EESAC budget.

**Student Support Services:**

The student support service team will assist in the monitoring of student attendance. EESAC participants in collaboration with the PTA will provide incentives such as school supplies for students attaining perfect attendance.

**Other Matters of Resource Allocation:**

The EESAC will oversee the allocation of resources needed to maintain and implement the Extended School Day Program. In collaboration with the Reading Coach and Math/Science Facilitator, the EESAC will support the development of scheduling and targeting students for the tutorial program.

**Benchmarking:**



# School Improvement Plan 2007-2008



The EESAC will utilize the School Improvement Plan data to monitor progress and make appropriate modifications as needed using the Continuous Improvement Model (CIM).

## **School Safety & Discipline:**

The EESAC will closely monitor attendance through the PTA incentive program. Daily attendance will be reported and charted to provide incentives and intervention when needed. Additionally, the EESAC will create a safety committee to recommend and implement a plan for the maintenance and enhancement of school safety.

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***Budget Summary***

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Reading	120575
Mathematics	27800
Writing	20325
Science	26500
Parental Involvement	500
Discipline & Safety	23350
Technology	15250
Health & Physical Fitness	200
Electives & Special Areas	10600
Return On Investment	0
<b>Total</b>	<b>245100</b>



# School Improvement Plan 2007-2008



Date of Review: \_\_\_\_\_

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

\_\_\_\_\_  
\_\_\_\_\_

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

*Required Signatures:*

\_\_\_\_\_  
*Principal*

\_\_\_\_\_  
*EESAC Chair*

\_\_\_\_\_  
*UTD Steward*

\_\_\_\_\_  
*EESAC Parent Representative*

\_\_\_\_\_  
*EESAC Business/Community Representative*

\_\_\_\_\_  
*EESAC Student Representative, as applicable*

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

\_\_\_\_\_  
*Region Superintendent*