

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Miami Springs Elementary School (3381)

Feeder Pattern - Miami Springs Senior

Regional Center III

District 13 - Miami-Dade

Principal - Sally Hutchings

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Miami Springs Elementary Community School was built in 1937. The courtyard style, typical of buildings built in the 30's and 40's, provides a lovely, cozy atmosphere for learning. The school is located at 51 Park Street, Miami Springs, Florida. The school facility sits on six acres of land. The surrounding area is comprised primarily of single-family homes, yet students also come to the school from high-density housing located in the adjacent city of Hialeah. Although family incomes range from, non-skilled salaries to upper middle-class, professional salaries the majority of families earn middle-income, blue-collar wages. This community profile has remained consistent for the past twelve years. The school enjoys the benefits of many active partnerships with local businesses such as Milam's Market (grocery store), Starbucks (restaurant), Treats (restaurant), Office Depot, and Washington Mutual Bank, as well as partnerships with other businesses located outside the immediate community such as Wendy's (Hialeah), Costco Wholesale Club (Miami), Cold Stones Creamery (Doral), Chevy's (Doral) and others. In addition to successful business partnerships, the school has a very productive PTA which is supported by a high degree of parent/community involvement.

The current student population is 698 pre-kindergarten through fifth grade students, including seven fee-supported, pre-kindergarten students. The breakdown of students is as follows: 82 percent Hispanic, 14 percent White, Non-Hispanic, two percent Black, Non-Hispanic and two percent Asian/Indian or Multiracial. The Hispanic students' families originated from Cuba, and various countries in South America. Seven percent of our total student population is ESOL Level I; three percent are ESOL Level II, four percent are ESOL Level III, and 12 percent are ESOL Level IV. Eight percent of the school's students live outside school boundaries and attend Miami Springs Elementary on area transfers. Forty-seven percent of students receive free lunch and 13 percent of students are on reduced lunch. There are 86 students in Special Education programs such as gifted, specific learning disabilities, other health impaired, speech impaired, language impaired, physically impaired, emotionally handicapped, educable mentally handicapped, and developmentally disabled programs. Two of these students attend the school on a walk-in basis to receive speech/language therapy services. Nine students receive occupational therapy and one student receives physical therapy during the regular school day.

There are 52 full-time teachers at Miami Springs Elementary School; one of them having permanent substitute, or 3120 status. Sixty-eight percent are Hispanic, 23 percent are White, Non-Hispanic, and nine percent are Black. Four itinerant teachers and therapists also provide support in the areas of art, speech-language therapy, occupational therapy and physical therapy. The school also receives the services of an itinerant psychologist and an itinerant staffing specialist. Five full-time teachers are national board-certified and four more teachers are currently working toward this goal. One teacher has a doctorate degree, and two other teachers are currently pursuing a doctorate. Three teachers have specialists' degrees, and 39 teachers have masters' degrees.

The average class size for primary grades is 18.58 students and 24.1 in the intermediate grades. For the Special Education (SPED) program the average class size is 3 students. The Miami-Dade County Public Schools Percentage of Attendance Report indicates that the attendance rate for the 2006-2007 school year was 96.08 percent compared to 95.11 percent in 2005-2006. During the 2006-2007 school year, 36 students were retained in kindergarten through grade five. Seventeen percent of these students were retained in third grade because they scored at Level 1 on the 2007 FCAT Reading Test.

At the school there are 53 students (17%) who performed at Level 1 and 47 students (13%) who performed at Level 2 on the 2007 FCAT Reading Test. There are 44 students (12%) who performed at Level 1 and 71 students (18%) who performed at Level 2 on the 2007 FCAT Mathematics Test. Twenty-four students in grade five performed at Level 1 and 38 students who performed at Level 2 on the 2007 FCAT Science Test.

In 2006-2007, the school met Adequate Yearly Progress (AYP). All No Child Left Behind (NCLB) subgroups achieved the required level of proficiency. Sixty-eight percent of the Hispanic population scored at or above grade level in Reading, and 69 percent scored at or above grade level in Mathematics. Sixty-two percent of the Economically Disadvantaged students scored at or above grade level in Reading, and 63 percent scored at or above grade level in Mathematics. Fifty-eight percent of the English Language Learners (ELL) scored at or above grade level in Reading, and 65 percent of the English Language Learners scored at or above grade level in Mathematics.

Miami Springs Elementary is in the Miami Springs Senior Feeder Pattern. The feeder pattern is comprised of the Miami Springs Adult Center, George T. Baker Aviation School, Miami Springs Senior High School, Miami Springs Middle School, and five elementary schools. Upon completing 5th grade at Miami Springs Elementary School, most students progress to Miami Springs Middle School, and then Miami Springs Senior High School. In 2006-2007, the middle school received a grade of "C" and the high school received a grade of "C" based upon the Florida Department of Education's Accountability Standards.

The administration and teachers at Miami Springs Elementary School have high expectations for students and believe that all children can learn. The school has a strong student council that organizes several large community service projects each year. Additionally, the school enjoys the benefits of many active partnerships with local businesses and a very productive PTA which is supported by a high degree of parent/community involvement. At the school, students have an opportunity to experience real hands-on life science activities in a newly revitalized biome. Students also enjoy a successful music and art program which showcases student talent in a variety of competitions and expositions throughout the year. Students benefit from a host of field trips such as camping in the Everglades, visiting St. Augustine, Florida, and Washington, D.C. to explore real life science and social studies lessons.



School Improvement Plan

2007-2008



Miami Springs Elementary School has identified three challenges in the area of relationships with internal operations and external forces. These issues include the lack of a full-time on-site technology technician to maintain computer hardware and assist teachers; limited classroom space throughout the building, and the lack of supplemental funds to provide no-cost after-school tutoring and/or Saturday school for the neediest students.

The school has received district grants which have enabled the school to provide a rich variety of educational and fun experiences to students. The school was selected to participate in the Zoom In, Zoom Out program for uprising third graders. Students were given an opportunity to explore the world through the use of technology and the Internet. Science and Social Studies were integrated and a variety of computer software was utilized. A district technology refresher grant made it possible to provide additional support to teachers integrating technology in the classrooms during the 2006-2007 school year. A Title III Grant provides English Language Learners (ELL) with the web-based Learning Today research-based program to improve reading comprehension and language acquisition.

After analyzing and evaluating pertinent data such as the Academic Demographic School Profile, the Stanford Achievement Test (SAT) results, the Florida Comprehensive Achievement Test (FCAT) results, the 2006-2007 School Improvement Plan (SIP) Year-End Progress report, and the 2006-2007 School Public Accountability Report, Miami Springs Elementary School, in conjunction with the EESAC, has identified the following objectives as school wide priorities for the 2007-2008 school year:

Given instruction using the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase by five percentage points on the 2008 administration of the FCAT Reading Test as compared to the 2007 administration of the FCAT Reading Test

Given instruction using the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase by five percentage points on the 2008 administration of the FCAT Mathematics Test as compared to the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade four will demonstrate their skill proficiency in writing, as evidenced by 90% or more of students meeting high standards on the 2008 FCAT Writing+.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade five will increase by 25 percentage points on the 2008 FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

Given the school-wide emphasis on parental and community involvement, the school will demonstrate an increase of five percentage points as evidenced by the comparison of the 2007-2008 parent logs/sign in sheets to the 2006-2007 parent logs/sign in sheets.

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10 percent decrease in the number of detentions during the 2007-2008 school year as compared to the 2006-2007 school year.

Given an emphasis on the use of technology in education, staff members will increase their usage of computer and web-based programs by five percentage points as evidenced by the Florida Innovates School Survey for the 2007-2008 school year compared to the Florida Innovates School Survey for the 2006-2007 school year.

Given instruction based on the M-DCPS mandated physical education program, 72 percent of students will achieve high standards for the 2007-2008 school year as compared to 68 percent of students who met high standards during the 2006-2007 school year.

Given an emphasis on the benefits of participating in an enrichment program, 25 percent of students in kindergarten through grade five will enroll in enrichment classes during the 2007-2008 school year as compared to 16 percent of students during the 2006-2007 school year.

Miami Springs Elementary Community School will improve its ranking on the State of Florida Return on Investment (ROI) index publication from the 79th percentile in 2004-2005 to the 80th percentile on the next publication of the index.

Data from the Organizational Performance Improvement Snapshot (OPIS) spring 2007 survey indicates that the faculty and staff are satisfied with the overall functioning of the school. However, the two areas of relative weakness were Strategic Planning with an average of 4.3 and Process Management with an average of 4.4. Due to its low ratings, these areas have been targeted for improvement. Strategic Planning data results will be utilized to set goals to address the issues of empowering staff and faculty in planning and the organization of their work as it pertains to the overall operation of the school and educational environment. Processes will be put in place for collecting and disseminating information from and to employees. Employees will be asked for input as it relates to job processes and will be provided feedback about the quality of their work.



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.

3381 - MIAMI SPRINGS ELEMENTARY SCHOOL

VISION

The vision of Miami Springs Elementary School is to inspire all students to pursue excellence and empower them to become lifelong learners.

MISSION

The staff and community at Miami Springs Elementary School value each and every one of our students. Our mission is to academically, emotionally, and physically nurture the whole child in a positive, safe learning environment. We will empower lifelong learners by providing rigorous instruction in all disciplines on a daily basis and by providing the emotional support that will enable each child to achieve at his highest potential. The principal will provide strong instructional leadership to ensure that the vision becomes a reality by fostering a learning environment that is educationally challenging and culturally relevant to the students.

CORE VALUES



School Improvement Plan 2007-2008



Excellence

We are dedicated to the promise of giving our students the best education possible and the necessary tools to reach their highest potential in society.

Integrity

We believe that attitude and motivation are the key factors in undertaking all endeavors at our school.

Equity

We believe that it is essential to create an environment and school culture that serves all students.

Citizenship

We believe that our responsibility is to our students, our faculty and staff, and to the community we serve.

School Demographics

Facility/Community

Miami Springs Elementary School was built in 1937. The school is located at 51 Park Street, Miami Springs, Florida. The school facility sits on six acres of land. The courtyard style, typical of buildings built in the 30's and 40's, provides a lovely, cozy atmosphere for learning. Despite its charm, the aged facility presents many challenges. The school has needs to improve the facility including a main office renovation, a P.E. shelter with covered walkways, additional parking, renovation of a primary playground area, and new air conditioning systems for the cafeteria and media center. As a result of the principal's efforts, and the cooperation of the district's maintenance and capital departments along with the support of the Parent Teacher Association (PTA), these needs are being addressed. In addition, 47 percent of students receive free lunch and 13 percent of students are on reduced lunch. Presently, there are 37 classrooms and 6 portable classrooms.

Student Demographics

The current student population is 698 pre-kindergarten through fifth grade students, including seven fee-supported, pre-kindergarten students. The breakdown of students is as follows: 82 percent Hispanic, 14 percent White, Non-Hispanic, two percent Black, Non-Hispanic and two percent Asian/Indian or Multiracial. The Hispanic students' families originated from Cuba, and various countries in South America. Seven percent of our total student population is ESOL Level I; three percent are ESOL Level II, four percent are ESOL Level III, 12 percent are ESOL Level IV. Eight percent of the school's students live outside school boundaries and attend Miami Springs Elementary on area transfers. There are 86 students in Special Education programs such as gifted, specific learning disabilities, other health impaired, speech impaired, language impaired, physically impaired, emotionally handicapped, educable mentally handicapped, and developmentally disabled programs. Two of these students attend the school on walk-in basis to receive speech/language therapy services. Nine students receive occupational therapy and one student receives physical therapy during the regular school day.

At the school there are 53 students (17%) who performed at Level 1 and 47 students (13%) who performed at Level 2 on the 2007 FCAT Reading Test. There are 44 students (12%) who performed at Level 1 and 71 students (18%) who performed at Level 2 on the 2007 FCAT Mathematics Test. Twenty-four students in grade five performed at Level 1 and 38 students who performed at Level 2 on the 2007 FCAT Science Test.

In 2006-2007, the school met Adequate Yearly Progress (AYP). All No Child Left Behind (NCLB) subgroups achieved the required level of proficiency. Sixty-eight percent of the Hispanic populations scored at or above grade level in Reading, and 69 percent scored at or above grade level in Mathematics. Sixty-two percent of the Economically Disadvantaged students score at or above grade level in Reading, and 63 percent scored at or above grade level in Mathematics. Fifty-eight percent of the English Language Learners (ELL) scored at or above grade level in Reading, and 65 percent of the English Language Learners scored at or above grade level in Mathematics.

Presently, there are 36 students in the Gifted Program in kindergarten through grade five. There are 12 students in the Voluntary Pre-Kindergarten (VPK) program.

Unique Aspects: Advantages

The administration and teachers at Miami Springs Elementary School have high expectations for students and believe that all students can learn. The school has a strong student council that, organizes several large community service projects each year. Additionally, the school enjoys the benefits of many active partnerships with local businesses and a very productive PTA which is supported by a high degree of parent/community involvement. At the school, students have an opportunity to experience real hands-on life science activities in a newly revitalized biome. Students also enjoy a successful music and art program which showcases student talent in a variety of competitions and expositions throughout the year. Children and staff will be participating in a Healthy Alliance Grant to focus on overall physical health. Students also benefit from a host of field trips such as camping in the Everglades, visiting St. Augustine, Florida and Washington, D.C. to explore real life science and social studies lessons.

Unique Aspects: Areas of Concern

Miami Springs Elementary School has identified three challenges in the area of relationships with internal operations and external forces. These issues include the lack of a full-time on-site technology technician to maintain computer hardware and assist teachers; limited classroom space throughout the building, and the lack of supplemental funds to provide no-cost after-school tutoring and/or Saturday School for the neediest students.

A full-time on-site technology technician would help to facilitate the use of technology at the school. Since the school has been unable to attain a full-time micro-technician, steps have been taken to maximize the time utilization of the part-time micro technician. Specifically, a micro technician assistance-request form has been developed to facilitate the micro technician's ability to swiftly address the teachers' concerns. Once the micro technician has addressed the teachers' technical and hardware needs, he indicates the completion date on the original assistance-request form and offers recommendations and or referrals as necessary.

The Class Size Reduction amendment has contributed to a healthier teacher-student ratio impacting student achievement in a positive way. At Miami Springs Elementary, however, there are no additional classrooms or portables in which to house the additional sections. At this time a number of co-teaching models and "shared" classroom models exist at the school.



School Improvement Plan 2007-2008



In the past, recruitment of teachers to teach tutoring classes has been difficult, but this year there has been a significant increase in the number of teachers willing to teach after-school tutoring classes, however, a lack of funding for these programs still exists. At present, interventions are offered during school hours by highly qualified teachers and paraprofessionals working in small groups.

Teacher Demographics

The school leadership team consists of the principal, one assistant principal, the school counselor, individual grade level chairs, and curriculum team leaders. Both the principal and the assistant principal encourage teachers to increase their leadership skills through experience and professional development activities. The principal is beginning her first year in the position, having transferred to Miami Springs Elementary School in July of 2007. Prior to this, she served as a principal for two years at another Miami-Dade County public school, where her responsibilities included the supervision and assistance for implementation of the curriculum, exceptional student education programs, student services, professional development of teachers, Title I, and parental involvement. During the 1997-1998 school year, Ms. Hutchings was voted as the Miami Dade County Public School's Assistant Principal of the Year. The assistant principal began at Miami Springs Elementary School in the fall of the 2006 academic year and has nine years of experience as a teacher at the elementary school level. Ms. Simon has also worked as a Lead Teacher where she collaborated with administrators and teachers to analyze and disaggregate data, realign instructional practices, implement a bilingual program and oversee numerous committees and projects. She conducted meetings with parents and members of the community. In addition, Ms. Simon was a mentor and provided support for teachers. The school counselor is a seasoned member of the leadership team who also serves as an administrative designee and works closely with the assistant principal to implement the student services program. This year she is placing particular emphasis on character education and school-to-career activities. The Reading Leader is a classroom teacher who takes on the additional responsibility of working directly to support the school's reading plan. There are nine grade level chairpersons and six curriculum team leaders who provide leadership to small learning communities of teachers and provide a link between the school's leadership team and the individual grade level teams. The work of the leadership team has facilitated a high degree of team building and created a welcoming school climate wherein parental and community involvement has significantly increased.

There are 52 full-time teachers at Miami Springs Elementary School; one of them having permanent substitute, or 3120 status. Sixty-eight percent are Hispanic, 23 percent are White, Non-Hispanic, and nine percent are Black. Four itinerant teachers and therapists also provide support in the areas of art, speech-language therapy, occupational therapy and physical therapy. The school also receives the services of an itinerant psychologist and an itinerant staffing specialist. Six full-time teachers are national board-certified and one more teacher is currently working toward this goal. One teacher has a doctorate degree, and two other teachers are currently pursuing a doctorate. Three teachers have specialists' degrees, and 39 teachers have masters' degrees. Teacher retention at Miami Springs Elementary School is great with many teachers having worked here for ten years or more. Several teachers live in the school community yet most live out of area and make a significant commute to school each day. Two beginning teachers have joined the staff. Two teachers have also transferred here from other schools to begin the 2007-2008 school year. One is teaching music and the other is teaching physical education. In order to support and nurture new teachers, a mentoring program provides new teachers with mentor or buddy teachers who visit the classroom periodically to model lessons and offer input with regard to generating lesson plans and improving classroom management. In addition, the assistant principal meets with these new teachers. The school's professional development team assesses faculty needs regarding continuing education and provides appropriate training targeting specific areas of need to new and veteran teachers on an ongoing basis.

Class Size/ Teacher-to-Student Ratio

The average class size for primary grades is 18.58 students and 24.1 in the intermediate grades. For the Special Education (SPED) program the average class size is 3 students. The student teacher ratios in each grade level are as follows:

Kindergarten 18:1
First Grade 17:1
Second Grade 20:1
Third Grade 20:1
Fourth Grade 23:1
Fifth Grade 24:1
Special Education
(Emotionally Handicapped) 3:3

Attendance Rate

The Miami-Dade County Public Schools Percentage of Attendance Report indicates that the attendance rate for the 2006-2007 school year was 96.08 percent compared to 95.11 percent in 2005-2006.

Promotion/Graduation/Retention Rates

During the 2006-2007 school year, 36 students were retained in kindergarten through grade five. Seventeen percent of these students were retained in third grade because they scored at Level 1 on the 2007 FCAT Reading Test.

Feeder Pattern

Miami Springs Elementary is in the Miami Springs Feeder Pattern. The feeder pattern is comprised of the Miami Springs Adult Center, George T. Baker Aviation School, Miami Springs Senior High School, Miami Springs Middle School, and five elementary schools. Upon completing 5th grade at Miami Springs Elementary School, most students progress to Miami Springs Middle School, and then Miami Springs Senior High School. In 2006-2007, the middle school received a grade of "C" and the high school received a grade of



School Improvement Plan 2007-2008



"C" based upon the Florida Department of Education's Accountability Standards.

Special Programs

The students at Miami Springs Elementary are given opportunities to participate in various programs provided during the school day, after school and during the summer. Some of these programs are: Academic Excellence Program (AEP), Future Educators of America (FEA), Strings Ensemble, Chorus, a resource Gifted Program, and after school care enrichment classes. The AEP meets twice a week to serve students in grades three through five with above average test scores who are not in the Gifted Program. FEA is geared toward high achieving fifth grade students interested in pursuing a career in education. The Strings and Chorus music programs are for selected students who showcase their musical talents at various school performances and competitions. The school houses Before- and After-School Care Programs, which currently serve 190 students in grades pre-kindergarten through fifth. In addition, enrichment classes such as math and reading tutoring are offered to ELL and non-ELL students. Other enrichment classes such as cheerleading, dance, arts and crafts, keyboarding and Tae Kwon Do are also offered to grade levels kindergarten through fifth. All after-school enrichment classes are offered for a nominal fee.

School Community Relations/Partners

The school enjoys the benefits of many active partnerships with local businesses such as Milam's Market (grocery store), Starbucks (Miami Springs), Treats (restaurant), Office Depot, and Washington Mutual Bank, as well as partnerships with other businesses located outside the immediate community such as Wendy's (Hialeah), Costco Wholesale Club (Miami), Cold Stones Creamery (Doral), Chevy's (Doral) and others. In addition to successful business partnerships, the school has a very productive PTA which is supported by a high degree of parent/community involvement.

Grants

Miami Springs Elementary School has received district grants which have enabled the school to provide a rich variety of educational and fun experiences to students. The school was selected to participate in the Zoom In, Zoom Out program for uprising third graders. Students are given an opportunity to explore the world through the use of technology and the internet. Science and social studies are integrated and a variety of computer software is utilized. A district technology refresher grant made it possible to provide additional support to teachers integrating technology in the classrooms during the 2006-2007 school year. A Title III Grant provides English Language Learners (ELL) with the web-based Learning Today research based program to improve reading comprehension and language acquisition.

School Foundation

Leadership:

Seventy-seven percent of the staff members at Miami Springs Elementary School completed the Organizational Performance Improvement Snapshot Survey in May 2007. The outcomes of the categorical rankings are delineated below:

According to the data, the staff members of Miami Springs Elementary School rated the school leadership highly. The category average score was 4.4 with a score of five being the highest possible rating. The leadership team recognizes the importance of including all stakeholders in decision-making and values their contributions.

District Strategic Planning Alignment:

Miami Springs Elementary School attained an average rating of 4.3 on the Strategic Planning category which asks questions relating to the staff's involvement in the development of goals and objectives for the school. Overall, staff members who responded to the survey feel that their input in the development of the school's goals for improvement is valued and sought. Items concerning the questioning of employees for their ideas and keeping stakeholders informed of progress toward planned goals were rated the lowest with a relative strength in the area of informing employees of school progress. Compared to the other domains surveyed, this is an area which needs improvement.

Stakeholder Engagement:

This category is another area of strength with an average rating of 4.5. Results indicate that the customers at Miami Springs Elementary School feel that the school does a good job of maintaining an open line of communication, keeping customers informed, and asking customers if they are satisfied with the work done by staff at the school.

Faculty & Staff:

The faculty and staff indicated a high level of satisfaction with an average rating of 4.5 in this category. They are made to feel safe, nurtured, and encouraged to seek professional growth development. For example, the school's Professional Growth Team, consisting of highly qualified teachers, offers support to new and beginning teachers in the form of assistance in delivery of instructional programs through modeling and providing techniques for meeting the needs of their students and developing lifelong learners. There is a strong sentiment that the administration cares about the staff, promotes teamwork, and offers recognition for staff achievement and collaboration in providing a learning environment for all our students to reach their potentials.

Data/Information/Knowledge Management:

With the average rating of 4.5 in this category, the faculty and staff disclose an affirmation that data and communication of information are managed in an efficient manner. On average, the respondents feel that they are familiar with how to measure and analyze the quality of their work to make necessary changes. The staff believes they receive information to impact their job function and to be aware of the organization's progress toward achieving its goals.

Education Design:

The average rating for this component of the Organizational Performance Improvement Snapshot was 4.5. The general education design encompasses all categories rated in the survey for the implementation of a positive, productive learning environment that ensures all students academic, social, and emotional growth. This is achieved through school-wide improvement models such as inclusion, Read 180, Reading Plus and Voyager. Extended learning opportunities are provided through small group tutoring during the regular school day and after-school care enrichment classes.

Performance Results:

A review of the results of the Organizational Performance Improvement Snapshot Survey has revealed several factors that have impacted the overall achievement of the school to include: students from low socio-economic status, a high percentage of students in ESOL levels I-IV, a broad variety of exceptionalities in the special education programs. The average score for this component was 4.4. Although there is a core group of parents who are very actively involved in a variety of areas of the school, parental involvement is inconsistent and the school is making efforts to improve the percentage of parents participating in school events and activities. Our community businesses and Dade Partners continue to provide a significant level of support for school programs and projects.



School Improvement Plan 2007-2008



Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :



School Improvement Plan
2007-2008



Schools Offering Primarily Grades 6 through 12

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

Miami-Dade County Public Schools

District Strategic Plan

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

Reading Statement

All students will demonstrate a high level of achievement in the area of reading.

Needs Assessment

An analysis of the data reveals that on the 2007 FCAT Reading Test, 79 percent of the students met high standards, 78 percent made learning gains, and 77 percent in the lowest 25 percent made learning gains. Fifty-eight percent of the English Language Learners met high standards. An analysis of the data across grade levels indicates that in third grade there was a four percent drop in the number of students attaining a Level 3 or above on the FCAT reading whereas in fourth grade there was an 11 percent increase in the number of students attaining a Level 3 or above. Additionally, there was a seven percent increase in the number of fifth grade students attaining a Level 3 or above. An analysis of the data indicates that third grade showed a 25 percent decrease in the reference and research content cluster. Fourth grade test scores showed a seven percent decrease in the words/phrases content cluster. An analysis of fifth grade showed a four percent decrease in the main idea/purpose content cluster.

Increased instructional efforts in all content clusters should result in higher levels of student achievement across all grade levels. To assist the students who are in the lowest 25 percent, computer-assisted instruction through programs such as FCAT Explorer, Learning Today, Reading Plus, and Read 180 will be implemented to increase students' reading skills. Additionally, daily interventions, utilizing Voyager Passport, will be implemented with fidelity in grades K-5 and should result in learning gains for the lowest 25 percent of students.

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 using the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase by five percentage points on the 2008 administration of the FCAT Reading Test as compared to 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.	Principal, Assistant Principal, Leadership Team	8/20/2007	06/06/2008	Continuous Improvement Model	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Principal, Assistant Principal, Grade Level Chairpersons	8/20/2007	06/06/2008	Continuous Improvement Model	0
Conduct FCAT Chats with students in grades three through five to highlight students' individual strengths and opportunities for improvement in order to improve individual student performance on the FCAT.	Principal, Assistant Principal, Classroom Teachers	10/24/2007	06/06/2008	Continuous Improvement Model	0
Implement the "Buddy Reading" program for students in primary and intermediate grades to build fluency and comprehension skills.	Principal, Assistant Principal, Language Arts Committee Chairperson	09/17/2007	06/06/2008	District-wide Literacy Plan	0
Provide small group interventions for students in grades kindergarten through fifth, utilizing Voyager Passport, who have been identified as working below instructional level in reading.	Principal, Assistant Principal, Reading Leader	08/28/2007	06/05/2008	District-wide Literacy Plan	0
Implement and monitor the district approved, uninterrupted 90 minute reading block using the Comprehensive Research-Based Reading Program (CRRP) in kindergarten through fifth grade to ensure growth in phonemic awareness, phonics, vocabulary, fluency and comprehension skills.	Principal, Assistant Principal, Reading Leader	08/20/2007	06/06/2008	District-wide Literacy Plan	0
Utilize the After-School Care (ASC) Program to support reading instruction for students through scheduled computer access, homework assistance, and reading activities in order to increase student achievement in reading.	Principal, Assistant Principal, ASC Program Coordinator	9/10/2007	5/31/2008	District-wide Literacy Plan	0
Utilize computer assisted programs in Reading including Accelerated Reader (AR) in grades first through fifth and FCAT Explorer, Riverdeep in third through fifth to improve reading comprehension and promote independent reading.	Principal, Assistant Principal, Reading Leader, Media Specialist	08/20/2007	06/06/2008	District-wide Literacy Plan	1000
Utilize authentic assessments in grades kindergarten through fifth to evaluate student knowledge of weekly benchmarks.	Principal, Assistant Principal, Classroom Teachers	08/20/2007	06/06/2008	District-wide Literacy Plan	0
Create a "Book Club" for students in grades three through five to harbor a love of literature and reinforce reading skills.	Principal, Assistant Principal, ASC Program Coordinator	10/07/2007	06/06/2008	Academic Enrichment Opportunities	0

Research-Based Programs

1. Houghton Mifflin Reading for Florida
2. Learning Today
3. Voyager Passport
4. Scholastic Read 180
5. Reading Plus

Professional Development

- 08/07 Reading Plus training by the District
- 09/07 Staff training on the Differentiated Instruction component of the CRRP plan provided by the Reading Leader
- 10/07 Project Becoming Effective Active Readers (BEAR) training provided by the District
- 10/07 Project Developing Reading and Writing (DRAW) training provided by the District
- 8/07-12/07 Creating Independence through Student-Owned Strategies (CRISS) training provided by Division of Language Arts



School Improvement Plan 2007-2008



Evaluation

This objective will be evaluated utilizing the following:

- 1) Review of 2008 FCAT results and district assessment results
- 2) Teachers' lesson plans
- 3) Computer program reports (EduSoft, Progress Monitoring Reporting Network (PMRN), Read 180, Accelerated Reader, and Learning Today)
- 4) Review of EduSoft reports
- 5) Professional development sign-in sheets/agendas and/or registrations

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

Miami-Dade County Public Schools

District Strategic Plan

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

Mathematics Statement

All students will demonstrate a high level of achievement in the area of Mathematics.

Needs Assessment

An analysis of the data reveals that on the 2007 FCAT Mathematics Test, 77 percent of the students met high standards, 66 percent made learning gains, and 59 percent in the lowest 25 percent made learning gains. An analysis of the data reveals that fifth grade students' scores on the Mathematics subtest of the 2007 FCAT lagged behind third and fourth grade student scores in the high performance standards. Only 57 percent of fifth grade students scored at or above Level 3 while 77 percent of students in third grade and 75 percent of students in fourth grade scored a Level 3 or above. On average, students in grade five scored 45 percent on the algebraic thinking content strand, 54 percent on the number sense strand, 54 percent on measurement, 55 percent on geometry, and 50 percent on the data analysis content strand. Generally, these scores reflect a three to four year trend. There was, however, a 10 percentage point increase in the strands of number sense and measurement from the previous year. In grade three, there was a significant improvement in all content clusters (on average a 25 percentage point increase in each content cluster). In grade four, there was improvement in the number sense and geometry content cluster, but no improvement was made in the other content clusters. Again, a four year trend was evident in three of the five content clusters (measurement, algebraic thinking, and data analysis).

Instructional efforts in these areas, implemented with fidelity, should result in higher levels of student achievement. To assist all students, as well as those who are in the lowest 25 percent, the On Target mathematics program will be implemented in grades three to five.

NCLB Subgroup Target



School Improvement Plan 2007-2008



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 using the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase by five percentage points on the 2008 administration of the FCAT Mathematics Test as compared to 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.	Principal, Assistant Principal, Leadership Team	8/20/2007	06/06/2008	Continuous Improvement Model	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Principal, Assistant Principal, Grade Level Chairpersons	8/20/2007	06/06/2008	Continuous Improvement Model	0
Utilize bi-weekly assessment data to realign the instructional calendar, as needed, to meet the individual needs of students in grades three through five.	Principal, Assistant Principal, Grade Level Chairpersons	8/20/2007	06/05/2008	Continuous Improvement Model	0
Conduct FCAT Chats with students in grades three through five to highlight students' individual strengths and opportunities for improvement in order to improve individual student performance on the FCAT.	Principal, Assistant Principal, Classroom Teachers	10/24/2007	06/06/2008	Continuous Improvement Model	0
Provide training to teachers, paraprofessionals, parents, and volunteers that address specific mathematics strands based upon students' needs, so that instructional delivery and home learning assistance is enhanced.	Principal, Assistant Principal	8/20/2007	06/05/2008	Business Process Redesign	0
Implement Washington Mutual's School Savings Program to allow all students to learn to use mathematics as part of their everyday lives.	Principal, Assistant Principal, Dade Partner Liaison	09/05/2007	06/05/2008	Academic Enrichment Opportunities	0
Provide computer support to enhance mathematics instruction for all students through programs such as FCAT Explorer Mathematics and Riverdeep Mathematics to provide additional opportunities for students in grades two through five to maintain or increase/enrich mathematical concepts.	Principal, Assistant Principal, Grade Level Chairpersons	8/20/2007	06/05/2008	Seamless PreK-12 Curriculum	0
Utilize manipulatives during mathematics instruction in order to help all students develop a concrete understanding of mathematics concepts.	Principal, Assistant Principal, Grade Level Chairpersons	8/20/2007	06/05/2008	Seamless PreK-12 Curriculum	0
Utilize the long range plan provided by the Division of Mathematics and Science along with the curriculum team in order to ensure that all students are exposed to all of the Sunshine State Standards during the school year.	Principal, Assistant Principal, Grade Level Chairpersons	8/20/2007	6/05/2008	Seamless PreK-12 Curriculum	0
Utilize the On Target mathematics program for students in grades three through five to introduce and reinforce benchmarks.	Principal, Assistant Principal, Classroom Teachers	09/05/2007	03/31/2008	Other/ Not Applicable	4000
Implement Mathematics Family Night for students in grades kindergarten through five in order to expose students to real-world mathematics problem solving while involving families in the learning process.	Principal, Assistant Principal, Mathematics Curriculum Team Leader	01/08/2008	02/08/2008	Education Innovation	0
Implement a Math Bowl for fifth grade students to reinforce skills learned and solve real-world problems.	Principal, Assistant Principal, Mathematics Curriculum Team Leader	09/28/2007	02/08/2008	Education Innovation	300

Research-Based Programs

Harcourt Brace Mathematics for Florida

Professional Development



School Improvement Plan 2007-2008



08/07-05/08 New Teacher training provided by the assistant principal
09/07 Item specifications and content limits training provided by the assistant principal
9/07-12/07 Riverdeep workshop offered by the mathematics curriculum team
9/07-12/07 FCAT Explorer training offered by the mathematics curriculum team
9/07-01/08 On Target training provided by publisher

Evaluation

This objective will be evaluated by utilizing the following:

- 1) Review of 2008 FCAT results and district assessment results
- 2) Teachers' lesson plans
- 3) Review of EduSoft reports
- 4) Professional development sign-in sheets/agendas and/or registrations

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

Miami-Dade County Public Schools

District Strategic Plan

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

Writing Statement

All students will demonstrate writing proficiency.

Needs Assessment

An analysis of the data reveals that on the 2007 FCAT Writing+ Test, 97 percent of students scored a 3.5 or above and 82 percent of students scored a 4.0 or above. In addition, 91 percent of students achieved proficiency as per the No Child Left Behind annual yearly progress report. The data for the 2007 FCAT Writing+ indicates that 89 percent of fourth grade students scored a 3.5 or above on the expository writing, while 86 percent of fourth grade students scored a 3.5 or above on the narrative writing. The data indicates that the greatest area of need is to improve both the narrative and expository writing to a 4.5 or above. Increased instructional efforts, implemented with fidelity, should result in higher levels of student achievement.

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 using the Sunshine State Standards, students in grade four will demonstrate their skill proficiency in writing, as evidenced by 90% or more of students meeting high standards on the 2008 FCAT Writing+.

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.	Principal, Assistant Principal, Leadership Team	8/20/2007	06/06/2008	Continuous Improvement Model	0
Require students in kindergarten through fifth grade to complete a portfolio containing monthly writing samples to highlight their success.	Principal, Assistant Principal, Reading Leader, Classroom Teachers	8/20/2007	06/05/2008	District-wide Literacy Plan	0
Implement journal writing throughout the curriculum to provide multiple opportunities for students in kindergarten through fifth grade to express themselves.	Principal, Assistant Principal, Reading Leader, Classroom Teachers	8/20/2007	06/05/2008	District-wide Literacy Plan	0
Provide training for teachers and parents that address writing strategies for students in all grade levels.	Principal, Assistant Principal, Reading Leader	10/15/2007	06/05/2008	Exchange Meaningful Information	0
Provide students with additional enrichment activities to increase their achievement in writing (i.e. poetry, lyrics, etc.).	Principal, Assistant Principal, Classroom Teachers	8/20/2007	06/05/2008	Academic Enrichment Opportunities	0
Provide CRISS training to teachers emphasizing effective use of writing strategies in the content areas.	Principal, Assistant Principal	8/20/2007	06/05/2008	District-wide Literacy Plan	0
Implement and monitor a school developed instructional focus calendar for students in kindergarten through fifth grade to guide their writing instruction for the school year.	Principal, Assistant Principal, Grade Level Chairpersons	8/20/2007	06/05/2008	Seamless PreK-12 Curriculum	0
Provide mentoring assistance to grade four teachers by modeling writing.	Principal, Assistant Principal, Reading Leader	8/20/2007	06/05/2008	District-wide Literacy Plan	0
Provide small group conferencing to students in fourth grade.	Principal, Assistant Principal, Reading Leader, Writing Coaches	10/29/2007	02/15/2008	District-wide Literacy Plan	0
Provide mentoring assistance to third and fourth grade teachers in developing understanding of voice.	Principal, Assistant Principal, Reading Leader	09/10/2007	02/15/2008	District-wide Literacy Plan	0
Participate in the Miami Herald Spelling Bee to reinforce the words/phrases content cluster in grades four and five.	Principal, Assistant Principal, Language Arts Curriculum Team Leader	11/01/2007	01/18/2008	Academic Enrichment Opportunities	0
Administer monthly writing prompts in kindergarten through grade five and bi-weekly prompts in grade four to monitor student progress and realign instructional practices.	Principal, Assistant Principal, Classroom Teachers	08/28/2007	06/05/2008	District-wide Literacy Plan	0

Research-Based Programs

Houghton Mifflin Reading for Florida

Professional Development

- 9/07-05/08 New teacher training provided by assistant principal
- 09/07-02/08 Professional development of staff on effective writing provided by reading leader
- 10/07-11/07 Best Practice Network Sessions with neighboring school-sites
- 8/07-12/07 CRISS training provided by the Division of Language Arts

Evaluation



School Improvement Plan 2007-2008



This objective will be evaluated utilizing the following:

- 1) Review of 2008 FCAT results and district assessment results
- 2) Teachers' lesson plans
- 3) Journal samples
- 4) Writing portfolios
- 5) Staff development and parent workshop sign-in sheets

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 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"/>

Science Statement

All students will demonstrate a high level of achievement in Science.

Needs Assessment

An analysis of the data reveals that on the 2007 FCAT Science test, 49 percent of students in fifth grade scored a Level 3 or above. This indicates a 16 percentage point increase from the 2006 administration of the FCAT Science Test. Nevertheless, the percentage of students in fifth grade scoring at Level 3 or above must continue to increase. Student performance in the area of life and environment increased from 46 percent to 58 percent. On average, fifth grade students scored 50 percent on the scientific thinking content cluster, 58 percent on the physical and chemical science content cluster, and 53 percent on the earth and space science content cluster.

An analysis of the data reveals the necessity for students in grade five to enhance their performance on the physical and chemical science content cluster. Further analysis reveals the necessity for students in grade five to enhance their performance on the scientific thinking content cluster. By presenting students with material that is both academically stimulating and relevant to their personal lives, their ability to link, connect, and integrate their prior knowledge in newly acquired scientific skills will be enhanced.

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade five will increase by 25 percentage points on the 2008 FCAT Science Test as compared to the 2007 administration of the FCAT Science 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.	Principal, Assistant Principal, Leadership Team	8/20/2007	06/06/2008	Continuous Improvement Model	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Principal, Assistant Principal, Grade Level Chairpersons	8/20/2007	06/06/2008	Continuous Improvement Model	0
Organize and implement a science fair for students in grades kindergarten through five which will provide an opportunity for students to demonstrate their knowledge of the scientific process.	Principal, Assistant Principal, Science Curriculum Team Leader	09/17/2007	11/14/2007	Academic Enrichment Opportunities	0
Provide opportunities for students to explore scientific processes by implementing weekly hands-on science lab activities.	Principal, Assistant Principal, Science Curriculum Team Leader	8/20/2007	06/05/2008	Seamless PreK-12 Curriculum	0
Utilize the newly revitalized biome to conduct inquiry based science activities to increase knowledge of the scientific method.	Principal, Assistant Principal, Science Curriculum Team Leader	8/20/2007	06/05/2008	Academic Enrichment Opportunities	0
Enhance knowledge of scientific terminology to improve performance on all science content strands.	Principal, Assistant Principal, Grade Level Chairpersons	8/20/2007	06/05/2008	Other/ Not Applicable	0
Align the science and mathematics instructional focus calendars for all students in order to emphasize the relationship between mathematics and science.	Principal, Assistant Principal, Grade Level Chairpersons	8/20/2007	06/05/2008	Seamless PreK-12 Curriculum	0
Provide professional development opportunities in best practices, curriculum alignment, and data analysis for third through fifth grade teachers in order to strengthen their delivery of science instruction.	Principal, Assistant Principal, Grade Level Chairpersons	8/20/2007	06/05/2008	Business Process Redesign	0
Utilize www.brainpop.com to introduce and reinforce science lessons in all content clusters for students in grades three through five.	Principal, Assistant Principal	08/20/2007	06/05/2008	Seamless PreK-12 Curriculum	0
Utilize www.brainpop.com to reinforce teacher knowledge of scientific concepts and content clusters in order to improve quality of instruction.	Principal, Assistant Principal	08/20/2007	06/05/2008	Education Innovation	0

Research-Based Programs

Scott Foresman Science for Florida

Professional Development

- 9/07-05/08 Professional growth activities for staff members to enhance science skills and increase student achievement provided by the district
- 9/07-05/08 New teacher training provided by the assistant principal
- 8/07-12/07 Scott Foresman science series training provided by the district
- 10/07 Modeling of hands-on science activities training provided by science curriculum team

Evaluation



School Improvement Plan 2007-2008



This objective will be evaluated utilizing the following:

- 1) Review of 2008 FCAT results and district assessment results
- 2) Teacher lesson plans
- 3) Professional development sign-in sheets/agendas and/or registration
- 4) List of Science Fair participants

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

Parental Involvement Statement

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

Needs Assessment

A comparison of active volunteers from the 2005-2006 school year to the 2006-2007 school year indicates a four percentage point increase in volunteerism. A comparison of 2005-2006 parent logs/sign-in sheets to 2006-2007 parent logs/sign-in sheets indicates a seven percent increase in the number of parents involved in the school at least twice during the school year.

Measurable Objective

Given the school-wide emphasis on parental and community involvement, the school will demonstrate an increase of five percentage points as evidenced by the comparison of the 2007-2008 parent logs/sign in sheets to the 2006-2007 parent logs/sign in sheets.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Continuous Improvement Model (CIM) by analyzing parental involvement data on a quarterly basis.	Principal, Assistant Principal, Leadership Team	8/20/2007	06/05/2008	Continuous Improvement Model	0
Provide parent workshops on topics related to student achievement, volunteerism, and effective parenting skills in order to support academic achievement.	Principal, Assistant Principal, School Climate Curriculum Team Leader	8/20/2007	06/05/2008	Exchange Meaningful Information	0
Offer workshops targeting parents of English Language Learners to provide strategies for non-English speaking parents to assist their children with academic assignments.	Principal, Assistant Principal	8/20/2007	06/05/2008	Exchange Meaningful Information	0
Provide parents with surveys and use their feedbacks to meet parental needs.	Principal, Assistant Principal, School Climate Curriculum Team Leader	8/20/2007	06/05/2008	Exchange Meaningful Information	0
Provide a monthly parent calendar to inform parents of upcoming events and activities.	Principal, Assistant Principal	8/20/2007	06/05/2008	Exchange Meaningful Information	0
Utilize Connect Ed to provide timely, bilingual notification of activities and meetings to all parents in order to encourage parental involvement in Parent Teacher Association (PTA), Educational Excellence Advisory Council (EESAC) and other school meetings and activities.	Principal, Assistant Principal, PTA Board	8/20/2007	06/05/2008	Exchange Meaningful Information	0
Involve PTA, teachers, and community members in developing opportunities for social activities (i.e. school carnival, math night, spaghetti dinner, reading under the stars, SPED breakfast, science fair, etc.)	Principal, Assistant Principal	8/20/2007	06/05/2008	Exchange Meaningful Information	0
Recruit a speaker to present on topics related to student achievement and effective parenting skills utilizing joint efforts from PTA, EESAC, and community leaders.	Principal, Assistant Principal	8/20/2007	06/05/2008	Education Innovation	700
Enhance the parent resource center through the collaboration of the media specialist, teachers, and PTA officers to including current information to help parents assist their children with academic assignments as well as by providing general parenting skills information.	Principal, Assistant Principal, School Climate Curriculum Leader	8/20/2007	06/05/2008	Exchange Meaningful Information	0

Research-Based Programs

N/A

Professional Development

Ongoing MDCPS volunteer training provided by the volunteer liaison
 10/07-4/08 Bilingual parent training provided by the bilingual department
 11/07-1/08 Parent FCAT training workshops provided by the third, fourth, and fifth grade teachers

Evaluation



School Improvement Plan 2007-2008



This objective will be evaluated utilizing the following:

- 1) Teacher logs
- 2) Monthly parent calendars
- 3) Student Code of Conduct receipt forms signed by parents
- 4) PTA/EESAC sign-in sheets
- 5) Picture documenting the Parent Resource Center

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

Discipline & Safety Statement

Miami Springs Elementary School will provide a safe and disciplined environment for all students.

Needs Assessment

An analysis of the referrals for detentions during the 2006-2007 school year indicates that, while there was a 30 percent decrease in the number of students referred for detention, the school-wide discipline plan should be reviewed to further decrease the amount of student referrals.

Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10 percent decrease in the number of detentions during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement a school-wide discipline policy based upon Lee Cantor's Assertive Discipline Model.	Principal, Assistant Principal, Discipline Committee	8/20/2007	06/05/2008	Safe and High-quality Facilities	0
Issue the District's Student Code of Conduct to all students and require parent signatures of receipt, to ensure parent understanding of and support for school disciplinary procedures.	Principal, Assistant Principal, Grade Level Chairpersons	8/20/2007	06/05/2008	Safe and High-quality Facilities	0
Provide parents with information on security procedures and policy.	Principal, Assistant Principal, Discipline Committee	8/20/2007	06/05/2008	Safe and High-quality Facilities	0
Provide quarterly recognition of Citizenship Honor Roll students.	Principal, Assistant Principal, Classroom Teachers	8/20/2007	06/05/2008	Other/ Not Applicable	0
Mandate compliance with uniform policy to promote a sense of unity.	Principal, Assistant Principal, Classroom Teachers	8/20/2007	06/05/2008	Safe and High-quality Facilities	0
Implement the "Do the Right Thing" program to recognize students who exhibit exemplary behavior.	Principal, Assistant Principal, Counselor	08/20/2007	06/05/2008	Safe and High-quality Facilities	0

Research-Based Programs

N/A

Professional Development

8/07 Review of Promoting and Maintaining a Safe Learning Environment Guidelines provided by administration
 10/07-11/07 Professional Development for discipline procedures provided by the School Climate Curriculum Team
 10/07-05/08 Functional Assessment of Behavior/Behavior Intervention Plan provided by the District
 10/06-05/07 Review of Lee Cantor's Assertive Discipline Model by the Discipline Committee

Evaluation

This objective will be evaluated utilizing the following:

- 1) Visitor sign-in log
- 2) Lee Cantor's Assertive Discipline Model displayed in classrooms and sent home
- 3) Detention Room Log
- 4) Detention Referral Forms

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

Technology Statement

The school will integrate technology in all curricular areas.

Needs Assessment

An analysis of the Florida Innovates School Survey, indicates that more than 50 percent of the school's computers are equipped with a variety of software (i.e concept mapping, presentation, word processing, and reference tools), yet less than 50 percent of teachers integrate the software in the curriculum. Approximately, 75-100 percent of teachers utilize technology to complete administrative tasks and analyze student assessment information.

As a result, Miami Springs Elementary School teachers will implement many enrichment, tutorial and web-based programs to increase student achievement scores. This will allow teachers to monitor students' needs and their progress throughout the school year.

Measurable Objective

Given an emphasis on the use of technology in education, staff members will increase their usage of computer and web-based programs by five percentage points as evidenced by the Florida Innovates School Survey for the 2007-2008 school year compared to the Florida Innovates School Survey for the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Increase use of computer-assisted support for reading and mathematics instruction through a variety of software such as Riverdeep, FCAT Explorer, and Microsoft Tools to increase student skills.	Principal, Assistant Principal, Grade Level Chairpersons	8/20/2007	06/05/2008	Education Innovation	0
Increase use of Read 180 for targeted students in grade five to provide high interest reading strategies to students.	Principal, Assistant Principal, Grade Level Chairpersons	08/20/2007	06/05/2008	District-wide Literacy Plan	0
Increase utilization of the Learning Today Internet program for English Language Learners (ELL) Levels I, II, and III, in grades one through five, to enhance reading and language arts skills.	Principal, Assistant Principal, Bilingual Department Chairperson	8/20/2007	06/05/2008	Seamless PreK-12 Curriculum	0
Increase utilization of the Accelerated Reader program and Reading Plus to increase the fluency and reading comprehension skills of students.	Principal, Assistant Principal, Media Specialist	08/20/2007	06/05/2008	District-wide Literacy Plan	1000
Increase utilization of ExamView and the interim assessment item bank to create mini-benchmark exams for progress monitoring.	Principal, Assistant Principal, Classroom Teachers	09/13/2007	06/05/2008	District-wide Literacy Plan	0

Research-Based Programs

Read 180
Learning Today
Reading Plus

Professional Development

8/07
Training for targeted staff for Reading Plus given by district
09/07
Training for the use of Palm Pilots in the administration of DIBELS provided by district
9/07
Training for teachers of ELL on Learning Today given by publisher
10/07-5/08
Edusoft Training provided by Regional Center III and Edusoft school coordinator
8/07- 5/08
Data Analysis training provided by the administration
10/07
Training on use of ExamView and interim assessment item bank provided by the administration

Evaluation

This objective will be evaluated utilizing the following:

- 1) The Florida Innovates School Survey
- 1) Edusoft Reports
- 2) Computer programs print-out reports and logs
- 3) Diagnostic reports for Accelerated Reader
- 4) Review of teachers' lesson plans
- 5) Review of best-practices related to utilization of technology in the classroom by the school's Professional Development Team

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

Health & Physical Fitness Statement

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

Needs Assessment

Based on the analysis of the FINESSGRAM results for the 2006-2007 school year, 38 percent of students in fourth and fifth grade achieved high standards (Gold and Silver Awards) compared to 43 percent of students in 2005-2006. The five percentage decreases indicates that students need to increase upper body strength, cardiovascular endurance, and participation in aerobic activities which will help them achieve higher levels of performance on the FITNESSGRAM.

Measurable Objective

Given instruction based on the M-DCPS mandated physical education program, 72 percent of students will achieve high standards for the 2007-2008 school year as compared to 68 percent of students who met high standards during the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide all students with appropriate warm-up activities to prevent injury. 8/20/2007 06/05/2008	Principal, Assistant Principal, Physical Education Teachers	08/20/2007	06/05/2008	Student Wellness	0
Implement strengthening exercises to tone muscles.	Principal, Assistant Principal, Physical Education Teachers	08/20/2007	06/05/2008	Student Wellness	0
Implement relay races and shuttle runs to enhance student endurance and cardiovascular health.	Principal, Assistant Principal, Physical Education Teachers	8/20/2007	06/05/2008	Student Wellness	0
Utilize team sports to promote sportsmanship while enhancing cardiovascular health.	Principal, Assistant Principal, Physical Education Teachers	8/20/2007	06/05/2008	Student Wellness	0
Implement half mile and mile long runs to assist students in endurance building.	Principal, Assistant Principal, Physical Education Teachers	8/20/2007	06/05/2008	Student Wellness	0
Promote the free-breakfast program to all students to increase the number of students starting their day with a healthy breakfast.	Principal, Assistant Principal, Food Service Manager	8/20/2007	06/05/2008	Student Wellness	0
Implement the NFL Kick, Punt and Pass Program to promote health and wellness.	Principal, Assistant Principal, Physical Education Teachers	10/15/07	10/15/07	Student Wellness	0
Implement the Health Alliance Grant to promote overall health awareness.	Principal, Assistant Principal, Physical Education Teachers	10/15/2007	06/05/2008	Student Wellness	0

Research-Based Programs

FitnessGram

Professional Development

Ongoing manipulative activities related to physical education
11/07-12/07 FitnessGram and Fitness Activities

Evaluation

This objective will be evaluated utilizing the following:

- 1) Teacher lesson plans
- 2) Teacher Observations
- 3) Fitness Logs
- 4) Quarterly review of Breakfast Program and
- 5) FitnessGram Test

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

Miami-Dade County Public Schools

District Strategic Plan

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

Electives & Special Areas Statement

All students will be given the opportunity to pursue areas of interested and special talents.

Needs Assessment

Enrollment information for 2006-2007 shows that 16 percent of students at Miami Springs Elementary were enrolled in enrichment classes that included chess, journalism, chorus, strings, Future Educators of America (FEA), and safety patrols.

As a result, Miami Springs Elementary School will offer additional enrichment and electives to increase student participation rates so that they may be given the opportunity to pursue their areas of interest.

Measurable Objective

Given an emphasis on the benefits of participating in an enrichment program, 25 percent of students in kindergarten through grade five will enroll in enrichment classes during the 2007-2008 school year as compared to 16 percent of students during the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide students and parents with enrichment class schedules that are offered during and after school hours.	Principal, Assistant Principal	08/20/2007	06/05/2008	Academic Enrichment Opportunities	0
Provide opportunities for students to showcase their talents at a variety of daytime and nighttime events.	Principal, Assistant Principal, Student Activities Director	08/20/2007	06/05/2008	Academic Enrichment Opportunities	0
Provide athletic opportunities to enhance students' motor skills.	Principal, Assistant Principal	8/20/2007	06/05/2008	Academic Enrichment Opportunities	1000
Provide special interest clubs and classes to engage students.	Principal, Assistant Principal, ASC Program Coordinator	08/20/2007	06/05/2008	Academic Enrichment Opportunities	0
Schedule opportunities by which students can demonstrate their special talents within the community.	Principal, Assistant Principal, Student Activities Director	08/20/2007	06/05/2008	Academic Enrichment Opportunities	0

Research-Based Programs

N/A

Professional Development

8/07-5/08 Staff training provided by the district in the areas of music, strings, orchestra, chorus, intramurals, and English Language Learners (ELL)

9/07 Academic Excellence Program (AEP) chess training provided by the district

Evaluation

This objective will be evaluated using the following:

- 1) Enrichment class schedule
- 2) Attendance rosters

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

Return On Investment Statement

To have a 90 percent return of investment.

Needs Assessment

The most recent data supplied from the Florida Department of Education (FLDOE) indicates that in 2004, Miami Springs Elementary School ranked at the 79th percentile on the State of Florida Return on Investment (ROI) index.

Measurable Objective

Miami Springs Elementary Community School will improve its ranking on the State of Florida Return on Investment (ROI) index publication from the 79th percentile in 2004-2005 to the 80th percentile on the next publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Identify lowest quartile students early and provide additional assistance.	Principal, Assistant Principal	08/20/2007	06/05/2008	Continuous Improvement Model	0
Continue to provide high quality teacher professional development and monitor its implementation.	Principal, Assistant Principal	08/20/2007	06/05/2008	Education Innovation	0
Become more informed about the use of financial resources in relation to school programs.	Principal, Assistant Principal	8/20/2007	06/05/2008	Business Process Redesign	0
Collaborate with the district on resource allocations.	Principal, Assistant Principal	08/20/2007	06/05/2008	Education Innovation	0
Increase involvement of existing resources e.g. private foundations, volunteer networks.	Principal, Assistant Principal, Dade Partners Liaison	8/20/2007	06/05/2008	Business Process Redesign	0
Increase shared use of facilities, partnering with community agencies.	Principal, Assistant Principal, Dade Partners Liaison	8/20/2007	06/05/2008	Education Innovation	0

Research-Based Programs

N/A

Professional Development

10/07 Fiscal Management Training for ASC Program
 9/07 – 02/08 FTE Workshops
 Ongoing EESAC training for EESAC members

Evaluation

On the next State of Florida Return on Investment (ROI) index publication, Miami Springs Elementary School will show progress toward reaching the 80th 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:

The EESAC recommended that EESAC funds be utilized to purchase school supplies, student incentives, and supplementary materials for teachers.

Training:

The EESAC recommended that ongoing training be a part of the regularly scheduled EESAC meetings in various topics such as budget, technology and how to increase community partnerships

Instructional Materials:

The EESAC reviewed and recommended the appropriate instructional materials to supplement the basals provided in most subject areas. It also recommended the planning of a variety of instructional activities to support the curriculum such as Family Math Night and Reading Under the Stars.

Technology:

The EESAC recommended a needs assessment be conducted to prioritize the hardware and software needs to enhance the instructional program through technology.

Staffing:

The EESAC recommended that the school provide mentoring to the newly hired personnel to assist them in developing their professional growth.

Student Support Services:

The EESAC recommended the continuation of the process of School Support Teams and the counseling programs that are provided at the school to meet the needs of the students.

Other Matters of Resource Allocation:

The EESAC recommended that the school increase its community and business partnerships through holding bi-monthly family night activities at local businesses.

Benchmarking:

The EESAC openly discussed the school's strengths and weaknesses in curriculum, and test scores. As a result, assessments, evaluations, and teaching strategies are aligned with the school's action plan in an ongoing basis and reviewed throughout the school year.



School Improvement Plan 2007-2008



School Safety & Discipline:

The EESAC recommended that adjustments be made in security measures to ensure the safety of all stakeholders.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	1000
Mathematics	4300
Writing	0
Science	0
Parental Involvement	700
Discipline & Safety	0
Technology	1000
Health & Physical Fitness	0
Electives & Special Areas	1000
Return On Investment	0
Total	8000



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