

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Phillis Wheatley Elementary School (5931)

Feeder Pattern - Booker T. Washington Senior

Regional Center IV

District 13 - Miami-Dade

Principal - Deloise Brown

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Phillis Wheatley Elementary School is a pre-kindergarten through sixth grade school of approximately 337 students. The school is located in the inner-city of Miami, Florida, in an area referred to as Overtown. It has 97% of the students on free or reduced price lunches. The student population is 83% African American, 15% Hispanic, and 2% other (Multicultural, White and Asian). The staff in conjunction with EESAC has examined, analyzed and evaluated key data such as the Organizational Performance Self-Assessment Survey Results, the School Climate Survey Results, 2006 FCAT NRT Results, 2006 FCAT Reading, Writing and Mathematics Test Results, 2005-2006 Florida School Report, and the 2005-2006 School Improvement Plan Results in order to prepare our students to meet world class standards.

Given instruction using the Sunshine State Standards, 58 percent of students in grades 3-6 will score at level 3 or higher on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, 58 percent of Black students in grades 3-6 will score at level 3 or higher on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, 62 percent of students in grades 3-6 will score at level 3 or higher on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 62 percent of AYP subgroup of Black students in grades 3-6 will score at level 3 or higher on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 62 percent of the AYP subgroup of Economically Disadvantaged students in grades 3-6 will score at level 3 or higher on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 70 percent of students in grade four will score at FCAT Achievement Level 4.0 or higher on the 2008 FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards, students in grade 5 will improve their science skills as evidenced by 25 percent reaching the state required mastery level as documented by scores of the 2008 FCAT Science Test.

Given school-wide emphasis on parental involvement, parental participation in school sponsored activities will improve as evidenced by a 3 percent increase as documented by the 2007-2008 monthly school report and PTSA membership.

Given alternative strategies to discipline students and insuring safety, the indoor/outdoor suspension rate will decrease by a percentage as evidenced by the annual suspension report to 65 suspensions or less during the 2007-2008 school year.

Given emphasis of using technology in education will increase their use of technology to disaggregate data in order to drive instruction as evidenced by student data reports for the 2007-2008 school year as compared to 2006-2007.

Given instruction using the Sunshine State Standards 52 percent of students grades 4-6 will be rewarded the gold or silver award on the 2007 administration of the FITNESSGRAM.

Given instruction using the Sunshine State Standards, students in grades 2-6 will demonstrate an increase of their music skills as evidenced by improvement in grades when comparing the first semester to the second semester.

Phillis Wheatley Elementary School will improve its ranking on the State of Florida ROI index publication from 0 percent in 2006-2007 to the 5th percentile on the next publication of the index.

The Organizational Performance Self-Assessment Survey (OPIS) revealed that the staff at Phillis Wheatley Elementary School has concerns regarding the following categories: Strategic Planning (3.6) and Process Management(3.8). The school will address the faculty and staff's concerns in the area of strategic planning via the utilization of the school leadership who will serve as liason's between the administration and the grade levels. The administration has placed a suggestion box in the main office so that staff and faculty can share their ideas. In regards to improving process management the administration will provide a faculty and staff hand book for teachers, custodians, clerical staff, security monitors, and cafeteria staff.



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.

5931 - PHILLIS WHEATLEY ELEMENTARY SCHOOL

VISION

We at Phillis Wheatley Elementary School are preparing our students to meet world class standards and are committed to the development of academic excellence with parental and community involvement.

MISSION

At Phillis Wheatley Elementary School CHILDREN COME FIRST. We believe all of our students, including those with special needs, have the right to meet their fullest potential so that they may become productive citizens in our democracy.

CORE VALUES



School Improvement Plan 2007-2008



Excellence

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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.

School Demographics

Phillis Wheatley Elementary School is a prekindergarten through sixth grade school of approximately 337 students. The school is located at 1801 Northwest 1st Place in the City of Miami, Florida, an area referred to as Overtown. Phillis Wheatley Elementary School's enrollment has declined in the past eight years due to the redevelopment and revitalization of Overtown by the City of Miami. The student population is 83 percent African American, 15 percent Hispanic, and 2 percent Other (Multi-cultural, White, and Asian). The English for Speakers of Other Languages Program (ESOL) services 20 students who are Limited English Proficient (LEP). The Exceptional Student Education Program (ESE) services 8.5 percent of the population. Ninety-seven percent of the students are in the Free/ Reduced Price Lunch Program. In the past five years the student mobility rate has consistently increased, from 47 percent last year to 54 percent this year. The average daily attendance rate has remained at 94 percent.

Phillis Wheatley Elementary School employs a total of 47 full-time staff members. The staff is comprised of 2 administrators, 2 reading coaches, 1 mathematics coach, 1 technology facilitator, 1 science facilitator, 30 classroom teachers, 1 media specialist, 1 guidance counselor, 4 paraprofessionals, 5 clerical employees, 4 security monitors, 3 cafeteria workers, and 5 custodial workers. The faculty is 28 percent White, 20 percent Hispanic, and 52 percent Black. Twenty-five percent of the faculty is new to the school and 8 percent are first year teachers. Thirty percent of the faculty is male, while 70 percent is female. The educational level of our faculty is high: 30 percent have a Master's degree. Seven is the average number of years that our faculty has taught in the State of Florida.

School Foundation

Leadership:

According to the Organizational Performance Improvement Snapshot Survey (OPIS) results, the lowest ranked question in the Leadership category was "My organization asks me what I think," with a score of 3.6, therefore our goal will be to improve communication between staff and leadership.

District Strategic Planning Alignment:

According to the OPIS assessment results, the lowest ranked question in the District Planning Alignment category is "As it plans for the future, my organization asks for my ideas," with a score of 3.6, therefore our goal will be to improve communication between staff and district.

Stakeholder Engagement:

According to the OPIS assessment results, the lowest ranked question in the Stakeholder Engagement category is "I am allowed to make decisions to solve problems for my customers," with a score of 3.8, therefore staff will be encouraged to participate within the decision making process.

Faculty & Staff:

According to the OPIS assessment results, the lowest ranked question in the Human Resources category is "I am recognized for my work," with a score of 3.6, therefore leadership will increase their efforts to recognize individual's hard work.

Data/Information/Knowledge Management:

According to the OPIS assessment results, the lowest ranked question in the measurement, analysis, and knowledge management category is "I get the information I need to know about how my organization is doing," with a score of 3.8, therefore the leadership will increase their efforts to disseminate information to the staff.

Education Design:

According to the OPIS assessment results, the lowest ranked questions in the Process Management category is "I can get all of the resources I need to do my job," with a score of 3.5, therefore our goal will be to make resources more accessible for faculty and staff.

Performance Results:

According to the OPIS assessment results, the lowest ranked question in the Business Results category is "I know how well my work location is doing financially with a score of 3.2," therefore the leadership will increase efforts to disseminate budgetary information to staff.

Schools Graded 'C' or Below

Professional Development:

Teachers will attend district level and in-house professional development specific to their grade levels. Teachers will utilize Reciprocal teaching strategies, CRISS strategies, charts, graphic organizers and other teaching tools to facilitate learning. Students will receive tutorial services before-school, after-school, and Saturday school targeting reading, writing, mathematics, and science. Teachers will provide small group differentiated instruction utilizing current student data to guide instruction. Teachers will also provide immediate intensive intervention using EARLY/SOAR to Success, Voyager Passport, READ 180, and SuccessMaker for students performing below grade level.

Disaggregated Data :

Teachers will utilize student achievement data from pre-tests, bi-weekly assessments, interim assessments, DIBELS, and monthly writing assessments to chart student growth in the areas of reading, writing, mathematics, and science. This data is used to guide instruction and to provide differentiated instructional groups based on benchmarks not mastered. On-going monitoring of data is necessary to chart student progress and the effectiveness of instruction. Results are used to evaluate individual student development as well as provide grade level feedback toward validated instructional objectives. The administration, the curriculum team, and teachers will continuously collaborate and monitor student progress and the effectiveness of instructional strategies and BEST Practices as evidenced by discussions during grade level meetings, learning communities, and lesson plans.

Informal and Formal Assessments:

During the school year, formal and informal assessments are administered to assess, diagnose, and prescribe interventions and remediation plans to improve student achievement. Formal assessments administered include, DIBELS, DAR, SAT, FCAT/NRT, FCAT Writing +, and the Florida Oral Reading Fluency (FORF) assessment. Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of standardized individually administered measures of early literacy development. This test is administered three (3) times a year to students in grades K-5 to monitor fluency. Diagnostic Assessment of Reading (DAR), which is individually administered, provides an assessment of individual student achievement in print awareness, phonological awareness, letters and sounds, word recognition, word analysis, oral reading accuracy and fluency, silent reading comprehension, spelling, and word meaning. Stanford Achievement Test (SAT) is administered to first and second grade students to measure longitudinal growth across content areas. The Florida Comprehensive Assessment Test (FCAT) is part of Florida's overall plan to increase student achievement by implementing higher standards. The FCAT, administered to students in grades 3-6, contains two basic components: criterion-referenced tests (CRT), measuring selected benchmarks in reading, mathematics, science, and writing from the Sunshine State Standards (SSS); and Norm-Reference Test (NRT) in the areas of reading and mathematics to measure individual student performance against national norms. The Florida Oral Reading Fluency (FORF) progress monitoring assessment is given to all FCAT Reading level 1 and 2 students in grades 6 - 10 and 11th and 12th grade retakers.

Informal assessments are used to monitor progress and target specific areas of deficiencies. Informal assessments are closely related to students' and teachers' goals and needs and answer the questions "How are we doing?" and "What do we work on now?" These tests are administered bi-weekly or as needed. Informal assessments include bi-weekly benchmark assessments, core curricular tests, teacher observation, and student work samples/portfolios.

Alternative Instructional Delivery Methods :

Teachers are trained at the district and school levels to use alternative teaching methods to meet the needs of individual students. Teachers are empowered to become experts in using data for differentiated instructional methods, such as, one-on-one individual teacher instruction, small group instruction, cooperative learning groups, and hands-on instructional activities. Although these strategies are implemented across the curriculum, the district mandated CCRP, has infused alternative delivery methods within the program. Students on grade level and above are given alternative accelerated and enrichment activities such as, FCAT Explorer, Chess, computer programming, and extension activities in reading, mathematics, and science.



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

Miami-Dade County Public Schools

District Strategic Plan

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

Reading Statement

Students will increase their reading performance to meet the state standards.

Needs Assessment

The results of the 2007 FCAT Reading Test indicate that 40 percent of students in grades three through six met the State required mastery level. According to the results of the 2007 FCAT Reading test 50 percent of struggling students made learning gainings. According to the Adequate Yearly Progress Report, the African American and Economically Disadvantaged students at our school need improvement in Reading. Content Cluster Analysis Score Reports for Reading indicate: in grade 3 the strengths were Main Idea/Purpose and Comparison, and the weaknesses were Reference and Research. Content Cluster Analysis Score Reports for Reading indicate: in grade 4 and 5 were Idea/Purpose, and the weaknesses were Word & Phrases and Reference and Research. Content Cluster Analysis Score Reports for Reading indicate: in grade 6 the strengths were Main Idea/Purpose, and the weaknesses were Comparisons and Reference and Research.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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, 58 percent of students in grades 3-6 will score at level 3 or higher on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, 58 percent of Black students in grades 3-6 will score at level 3 or higher on the 2008 FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Administer bi-weekly benchmark and interim assessments, as well as Dynamic Indicators of Basic Early Literacy Skills (DIBELS), to implement data driven instruction and monitor student progress following the Continuous Improvement Model as evidenced by class record forms.	Administrators Reading Coach	8/20/2007	6/11/2008	Other/ Not Applicable	0
Provide small group instruction to students making inadequate progress in reading according to assessments as evidenced by Edusoft class summary reports and DIBLES test results.	Administrators Reading Coach	8/20/2007	6/11/2008	Other/ Not Applicable	0
Utilize Accelerated Reader Program to monitor the independent reading for students in grades 1-6 and their progress as evidenced by a pre, mid, and post STAR assessment.	Administrators Reading Coach Media Center Specialist	8/20/2007	6/11/2008	Other/ Not Applicable	500
Utilize school developed weekly reading map and Voyager Passport based on Houghton Mifflin Scope & Sequence for kindergarten through sixth grade, as evidenced by lesson plans.	Administrators Reading Coach	8/20/2007	6/11/2008	Other/ Not Applicable	0
Provide tutorials using Voyager Passport, Soar to Success, Early Success, Breakthrough to Literacy, Success Maker, Reading Plus, Read 180 and enrichments for targeted students using during the Extended Day Program, as evidenced by lesson plans and schedules.	Administrators Reading Coach	8/20/2007	6/11/2008	Other/ Not Applicable	0
Infuse CRISS strategies in reading instruction daily, as evidenced by lesson plans.	Administrators / Reading Coach	8/20/2007	6/11/2008	Other/ Not Applicable	0

Research-Based Programs

- Houghton Mifflin Reading Series (K-6)
- Voyager Passport (K & Tier 3 Students)
- Soar to Success (3-6)
- Early Success (K-2)
- Breakthrough to Literacy (K)
- Successmaker (1-6)
- Reading Plus (2-6)
- Read 180 (6)

Professional Development

All teachers will attend SIZ approved professional development inservices specific to their grade levels. Beginning teachers and teachers new to the school or grade will receive continuous mentoring. All teachers will select inservices based on the School Professional Development Plan recommendations, such as Literacy Development, CRISS strategies and Differentiated Instruction for Student Success.

Evaluation

This objective will be evaluated by the results of the 2008 FCAT Reading Test (3-6), the 2008 Stanford Achievement Test 9 (1-2), and the 2008 FCAT Norm-Referenced Test (3-6).

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

Miami-Dade County Public Schools

District Strategic Plan

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

Mathematics Statement

Students will increase their mathematics performance to meet the state standards.

Needs Assessment

The results of the 2007 FCAT Mathematics Test indicate that 45 percent of students in grades three through six have met the NCLB and State required mastery level by scoring FCAT Achievement Level 3 or higher. As a result of the 43 percentile proficiency level of our fourth grade students on the Geometry strand, the 45 percentile proficiency level of our fifth grade students on the Measurement strand, and the 27 percentile proficiency level of our sixth grade students on Data Analysis intensive instruction is needed in Mathematics.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, 62 percent of students in grades 3-6 will score at level 3 or higher on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 62 percent of AYP subgroup of Black students in grades 3-6 will score at level 3 or higher on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 62 percent of the AYP subgroup of Economically Disadvantaged students in grades 3-6 will score at level 3 or higher on the 2008 FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize Mathematics Curriculum Pacing Guide for kindergarten through sixth grade, as evidenced by lesson plans	AdministratorsMathematics Coach	8/20/2007	6/11/2008	Other/ Not Applicable	0
Administer pre and post, biweekly, and interim assessments to implement data driven instruction and monitor student progress following the Continuous Improvement Model as evidenced by Edusoft class reports.	AdministratorsMathematics Coach	8/20/2007	6/11/2008	Other/ Not Applicable	0
Provide a variety of instructional activities that includes hands-on manipulatives instruction using Scott-Foresman-Addison Wesley Mathematics Series and Glencoe Mathematic Series, as evidenced by lesson plans.	AdministratorsMathematics Coach	8/20/2007	6/11/2008	Other/ Not Applicable	0
Utilize tutorial programs such as Riverdeep and Successmaker with targeted students, as evidenced by program reports.	AdministratorsTechnology FacilitatorAdministrator	8/20/2007	6/11/2008	Other/ Not Applicable	0

Research-Based Programs

Scott-Foresman-Addison Wesley Mathematics Series (K-5)
 Glencoe (6)
 Successmaker (1-6)
 Riverdeep (K-6)

Professional Development

All teachers will attend SIZ approved professional development inservices specific to their grade levels that include intervention programs, Riverdeep, CRISS, and CIM.
 Beginning teachers and teachers new to the school or grade will receive continuous mentoring.
 All teachers will select inservices based on the School Professional Development Plan recommendations, such as Riverdeep, and the Continuous Improvement Model.

Evaluation

This objective will be evaluated by the results of the 2008 FCAT Mathematics Test (3-6), the 2008 Stanford Achievement Test 10 (2),
 Scott-Foresman Addison-Wesley Diagnostic Pre and Post Test (K-5)
 Administer Glencoe Diagnostic Pre and Post Tests, and District Interim Assessments in Mathematics (3-6).

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

Miami-Dade County Public Schools

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

Writing Statement

The goal of Phillis Wheatley Elementary School's writing program is to increase student achievement in writing based on the Sunshine State Standards.

Needs Assessment

The results of the 2007 FCAT Writing Plus Test indicate that 62 percent of students in grade 4 have met the State required mastery level. According to the FCAT School Report the narrative writing prompt was our area of strength with 48 percent of the students scoring a 4.0 and 4 percent scoring a 4.5. The expository writing prompt was our area of weakness with 45 percent scoring a 3.0 and 54 percent of our students scoring a 4.0. As evidenced by this data, our focus should continue to be on increasing student achievement in writing.

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

Measurable Objective

Given instruction using the Sunshine State Standards, 70 percent of students in grade four will score at FCAT Achievement Level 4.0 or higher on the 2008 FCAT Writing Plus Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Administer pre and post writing assessments to implement data-driven instruction and monitor student progress following the Continuous Improvement Model, as evidenced by classroom summary reports.	Administrators Reading Coach	8/20/2007	6/11/2008	Other/ Not Applicable	0
Develop a school-wide instructional focus calendar based on the Sunshine State Standards for writing.	Administrators Reading Coach	8/20/2007	6/11/2008	Other/ Not Applicable	0
Utilize the School Improvement Zone Writing Curriculum in grades K-6 as evidenced by lesson plans and school calendar.	Administrators Reading Coach	8/20/2007	6/11/2008	Other/ Not Applicable	0
Incorporate writing throughout all content areas utilizing CRISS strategies, as evidenced by lesson plans and student journals.	Administrators Reading Coach	8/20/2007	6/11/2008	Other/ Not Applicable	0

Research-Based Programs

CRISS

Professional Development

All teachers will attend SIZ approved professional development inservices specific to their grade levels that include CRISS, CIM, Holistic Scoring, and participate in learning communities to share best practices. Beginning teachers and teachers new to the school or grade will receive continuous mentoring. All teachers will select inservices based on the School Professional Development Plan recommendations, such as Continuous Improvement Model training and Differentiated Instruction for Student Success.

Evaluation

This objective will be evaluated by the results of the 2008 FCAT Writing Plus Test and the District Pre and Post Writing Tests.

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 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

Students will increase their science performance to meet the state standards.

Needs Assessment

The results of the 2007 FCAT Science Test administration indicate that 9 percent met high standards. Therefore, fifth grade students need improvement in all 4 strands (Physical and Chemical, Earth and Space, Life and Environment, and Scientific Thinking) as evidenced by 94 percent, which need to meet these requirement. This year concerted instructional effort in these areas should result in an increase in student achievement in science.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade 5 will improve their science skills as evidenced by 25 percent reaching the state required mastery level as documented by scores of the 2008 FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide students with inquiry based activities that incorporate the use of science process skills, as evidenced by Science Lab schedules, lesson plans, field trip rosters, and a school-wide Science Fair.	Administrators	8/20/2007	6/11/2008	Other/ Not Applicable	500
Utilize FOSS Kits to acquire mastery of the scientific process as evidenced by lesson plans.	Administrators	8/20/2007	6/11/2008	Other/ Not Applicable	4000
Engage students on scientific investigations through science projects and exhibits as evidenced by the school-wide Science Fair.	Administrators	8/20/2007	6/11/2008	Other/ Not Applicable	500
Utilize Elementary Science Pacing Guide through the Scott-Foresman and Glenco science series for kindergarten through sixth grade, as evidenced by lesson plans.	Administrators	8/20/2007	6/11/2008	Other/ Not Applicable	0
Administer bi-weekly and monthly science assessments to implement data driven instruction and monitor student progress following the Continuous Improvement Model as evidenced by student data.	Administrators	8/20/2007	6/11/2008	Other/ Not Applicable	0

Research-Based Programs

Scott-Foresman Science Series (K-6)
FOSS Kits (K-6)

Professional Development

All teachers will attend SIZ approved professional development inservices specific to their grade levels.
Beginning teachers and teachers new to the school or grade will receive continuous mentoring.
Teacher selected School Professional Development Plan recommendations, such as Hands-On Science Process Skills and Continuous Improvement Model training.

Evaluation

This objective will be evaluated by the results of the 2008 FCAT Science Test, bi-weekly assessments, District monthly assessments. and the District Pre and Post Science Tests.

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

Miami-Dade County Public Schools

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

Parental Involvement Statement

The goal of Phillis Wheatley Elementary School's Parent Outreach Program is to increase parent involvement. Studies indicate that children whose parents/guardians participate in their education tend to do better in school. The focus of our program is to educate and inform parents in order to build a partnership between the school and the home that will benefit their children.

Needs Assessment

The results of the 2006-2007 Title I Parent Outreach Monthly School Report indicate 34 parents attended workshops and visited the parent resource center throughout the school year. According to EESAC Meeting rosters only 2 parents attended the monthly meetings. This data indicates that parent participation is extremely low and that increasing parental involvement should remain a focus for the 2007-2008 school year.

Measurable Objective

Given school-wide emphasis on parental involvement, parental participation in school sponsored activities will improve as evidenced by a 3 percent increase as documented by the 2007-2008 monthly school report and PTSA membership.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide monthly Parent Workshops in the mornings and evenings offering information, education, and trainings as evidenced by attendance sheets and agendas.	Administrators Title I Community Involvement Specialist	8/20/2007	6/11/2008	Other/ Not Applicable	500
Provide and maintain a Parent Resource Center with instructional materials and activities that support student learning and achievement.	Administrators Title I Community Involvement Specialist	8/20/2007	6/11/2008	Other/ Not Applicable	500
Increase positive parent-school communication through the use of student progress reports, flyers, report cards, newsletters, parent-teacher conferences, student performances, homevisits and parent-planned or initiated activities as evidenced by Title I Parent Outreach reports.	Administrators Title I Community Involvement Specialist	8/20/2007	6/11/2008	Other/ Not Applicable	500

Research-Based Programs

National Parent-Teacher Association
National Standards for Parent Involvement

Professional Development

The Title I Community Involvement Specialist will attend district provided professional development, such as monthly CIS Meetings.

Evaluation

Phillis Wheatley Elementary School will show an increase in parent participation by a 3 percentage point increase in parent attendance at monthly workshops on the 2006-2007 Title I Parent Outreach Monthly School Report.

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

Discipline & Safety Statement

Phillis Wheatley Elementary School will foster a safe learning environment for its students.

Needs Assessment

School records indicate that during the 2006-2007 school year there were a total of 65 outdoor/indoor suspensions. Although this was a decrease compared to the 100 outdoor suspensions in 2005-2006, the number needs further reduction. According to this data, the focus should continue to be on lowering the number of outdoor suspensions.

Measurable Objective

Given alternative strategies to discipline students and insuring safety, the indoor/outdoor suspension rate will decrease by a percentage as evidenced by the annual suspension report to 65 suspensions or less during the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide mentoring and counseling in school and through outside agencies to targeted students as evidenced by referrals and sign-in logs.	Administrators Counselor	8/20/2007	6/11/2008	Other/ Not Applicable	500
Implement a Safety Patrol/ Youth Crime Watch Program as evidenced by the program portfolio.	Administrators Youth Crime Watch Advisor	8/20/2007	6/11/2008	Other/ Not Applicable	500
Implement the Safe-Drug Free School's Program, Character Education, Project PROUD, and a School-Wide Discipline Plan incorporating the District's Student Code of Conduct and utilizing classroom management strategies as evidenced by classroom rules and Student Case Management reports.	Administrators	8/20/2007	6/11/2008	Other/ Not Applicable	250

Research-Based Programs

Safe-Drug Free Schools
 Character Education
 Project PROUD (Peacefully Resolving Our Unsettled Differences)

Professional Development

All teachers will attend SIZ approved professional development inservices specific to their grade levels.
 Beginning teachers and teachers new to the school or grade will receive continuous mentoring.
 Teacher selected School Professional Development Plan recommendations.

Evaluation

Phillis Wheatley Elementary School will show a decrease in outdoor suspensions as indicated by school reports.

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

Miami-Dade County Public Schools

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

Technology Statement

The goal of Phillis Wheatley Elementary School's Technology Plan is to increase teacher usage of technology. The focus will be for teachers to use technology programs to gather student data in order to drive instruction. This will allow teachers to use the most current data available when implementing the Continuous Improvement Model. We are committed to integrating technology into all curriculum areas and providing teachers with the necessary support to improve learning outcomes and prepare students for the future.

Needs Assessment

Phillis Wheatley Elementary School used State, District, and school technology programs to manage student data during the 2005-2006 school year. In fact, based on the STaR Survey data, 75 percent of our faculty used technology for administrative tasks and the analysis of student assessment information. Currently, over 8 percent of our faculty are beginning teachers, therefore the focus will remain to incorporate technology as the main source of locating and managing student data during the 2006-2007 school year.

Measurable Objective

Given emphasis of using technology in education will increase their use of technology to disaggregate data in order to drive instruction as evidenced by student data reports for the 2007-2008 school year as compared to 2006-2007.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Monitor the utilization of school reports for data management as evidenced by reports.	AdministratorsTechnology Facilitator	8/20/2007	6/11/2008	Other/ Not Applicable	0
Facilitate and monitor the usage of technology as evidenced by e-mails and reports.	AdministratorsTechnology Facilitator	8/20/2007	6/11/2008	Other/ Not Applicable	300
Provide teacher training in the usage of technology through programs such Breakthrough to Literacy, Reading Plus, Read 180, National Education Technology Standards, River Deep, and FCAT Explorer.	AdministratorsTechnology Facilitator	8/20/2007	6/11/2008	Other/ Not Applicable	0

Research-Based Programs

Breakthrough to Literacy (K)
 Successmaker (1-6)
 Reading Plus (2-6)
 Read 180 (6)
 National Education Technology Standards (NETS)
 River Deep (K-6)
 FCAT Explorer (3-6)

Professional Development

All teachers will attend at least 56 hours of SIZ approved professional development inservices specific to their grade levels. Beginning teachers and teachers new to the school or grade will receive continuous mentoring. Teacher selected School Professional Development Plan recommendations.

Evaluation

Phillis Wheatley Elementary School will demonstrate an 80 percent increase of faculty using technology to manage student data and drive instruction as evidenced by reports generated from the following technology programs: Electronic Gradebook, Edusoft, Reading Plus, DIBELS, Successmaker, Riverdeep, STAR, Accelerated Reader, Read 180 and Breakthrough to Literacy.

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

Miami-Dade County Public Schools

District Strategic Plan

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

Health & Physical Fitness Statement

The goal of Phillis Wheatley Elementary School's Health and Fitness Program is to increase student achievement in Physical Education based on the Sunshine State Standards. The focus of our program is to provide students the opportunity to attain their optimal level of fitness while participating in a continuous carefully planned program of physical activities. These physical activities are essential for developing physical, mental, emotional and social skills for every student. Through participation in our program students will develop interest and skills that promote and encourage lifetime fitness for daily living. Based on this foundation, all students, including those with special learning needs, will increase their level of physical competence and cognitive understanding about physical activity so that they may adopt healthy and physically active lifestyles.

Needs Assessment

The results of the 2005-2006 FITNESSGRAM indicate that 49 percent of students tested in grades 4-6 met the minimum health-related standards by achieving a gold or silver award. Therefore, our focus should be continuing to improve student health and fitness.

Measurable Objective

Given instruction using the Sunshine State Standards 52 percent of students grades 4-6 will be rewarded the gold or silver award on the 2007 administration of the FITNESSGRAM.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide an appropriate amount of instructional time in fitness related activities on a daily basis as evidenced by class scheduling and lesson plans.	AdministratorsPhysical Education Teacher	8/20/2007	6/11/2008	Other/ Not Applicable	0
Provide activities that emphasize improvement in cardiovascular, flexibility, and muscular strength and endurance as evidenced by lesson plans.	AdministratorsPhysical Education Teacher	8/20/2007	6/11/2008	Other/ Not Applicable	2000
Administer physical fitness assessments such as the FITNESSGRAM to implement data driven instruction and monitor student progress following the Continuous Improvement Model as evidenced by student data.	AdministratorsPhysical Education Teacher	8/20/2007	6/11/2008	Other/ Not Applicable	0

Research-Based Programs

FITNESSGRAM

Professional Development

All teachers will attend SIZ approved professional development inservices specific to their grade levels. Beginning teachers and teachers new to the school or grade will receive continuous mentoring. Teacher selected School Professional Development Plan recommendations.

Evaluation

This objective will be met by the results of the administration of the 2007 FITNESSGRAM.

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

Miami-Dade County Public Schools

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

Electives & Special Areas Statement

The goal of Phillis Wheatley Elementary School's music program is to increase the opportunity for students to develop musical skills by providing the highest quality of music education.

Needs Assessment

Student interest in music during the 2005-2006 school year was low as evidenced by student misconduct and referrals in the music program. The lack of student participation in musical performances in 2005-2006 indicates a need for an increase in student grades from the 1st to 2nd semester as well as interest and participation in the music program.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades 2-6 will demonstrate an increase of their music skills as evidenced by improvement in grades when comparing the first semester to the second semester.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Develop an optional chorus program for further involvement in musical opportunities for 4th-6th grades.	Administrators Music Teacher	10/3/2007	6/11/2008	Other/ Not Applicable	0
Conduct student musical performances with targeted grade levels as evidenced by programs.	Administrators Music Teacher	10/3/2007	6/11/2008	Other/ Not Applicable	3000
Develop an instructional program utilizing Share the Music textbook, focused on rhythmic patterning in grades 2-5 and musical instruments in grades 2-5, as evidenced by lesson plans.	Administrators Music Teacher	8/20/2007	6/11/2008	Other/ Not Applicable	0

Research-Based Programs

Share the Music

Professional Development

All teachers will attend 56 hours of SI2 approved professional development inservices specific to their grade levels. Beginning teachers and teachers new to the school or grade will receive continuous mentoring. Teacher selected School Professional Development Plan recommendations.

Evaluation

Phillis Wheatley Elementary School's music program will be evaluated based on improvement in students' grades from the 1st semester to the 2nd semester as well as increases participation in student performances in the two annual programs.

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

Miami-Dade County Public Schools

District Strategic Plan

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

Return On Investment Statement

The goal of Phillis Wheatley Elementary School's Return on Investment is to increase its statewide ranking.

Needs Assessment

The most recent data supplied by the FLDOE indicate that in 2007, Phillis Wheatley Elementary School ranked at 0 percent on the State of Florida ROI index.

Measurable Objective

Phillis Wheatley Elementary School will improve its ranking on the State of Florida ROI index publication from 0 percent in 2006-2007 to the 5th percentile on the next publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement partnerships with community agencies as evidenced by schedules.	Administrators	8/1/2005	5/26/2006	Other/ Not Applicable	0
Familiarize the staff with funding sources and financial expenditures as evidenced by meeting agendas.	Administrators	8/1/2005	5/26/2006	Other/ Not Applicable	0

Research-Based Programs

NA

Professional Development

NA

Evaluation

On the next State of Florida ROI index publication, Phillis Wheatley Elementary School will show progress toward reaching the 5th 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 Educational Excellence School Advisory Council (EESAC) recommends purchasing all allocated positions based on the Funding Table Equivalency (FTE) and the needs of the school.

Training:

The Educational Excellence School Advisory Council (EESAC) recommends providing Florida Comprehensive Assessment Test (FCAT) inservice training for teachers in reading, writing, mathematics, and science, as well as curriculum alignment and the integration of technology.

Instructional Materials:

The Educational Excellence School Advisory Council (EESAC) recommends that resources will be used to improve student achievement in reading, writing, mathematics, and science.

Technology:

The Educational Excellence School Advisory Council (EESAC) recommends that we continue to provide inservice training on incorporating technology into regular classroom instruction.

Staffing:

The Educational Excellence School Advisory Council (EESAC) recommends that we are made aware of personnel positions and remain an integral part of the interviewing process.

Student Support Services:

The Educational Excellence School Advisory Council (EESAC) recommends that we continue our commitment to using EESAC funds and resources to support student services.

Other Matters of Resource Allocation:

The Educational Excellence School Advisory Council (EESAC) recommends that we are kept aware of the needs of the school in areas such as personnel and instructional materials so that future funds can be allocated to appropriate areas.

Benchmarking:

The Educational Excellence School Advisory Council (EESAC) recommends that in order to meet State standards, the areas of reading, writing, mathematics, and science need to be addressed in our School Improvement Plan and communicated to our faculty.



School Improvement Plan 2007-2008



School Safety & Discipline:

The Educational Excellence School Advisory Council (EESAC) recommends that we provide input regarding possible programs and policies which can be used to assist with safety and disciplinary issues.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	500
Mathematics	0
Writing	0
Science	5000
Parental Involvement	1500
Discipline & Safety	1250
Technology	300
Health & Physical Fitness	2000
Electives & Special Areas	3000
Return On Investment	0
Total	13550



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