



## School Improvement Plan

Efland-Cheeks Elementary School

2011-2012

Crystal Scillitani

Principal



## Orange County Schools

### School Improvement Plan

Executive Summary for 2011-12

Year 2 of 2

#### Efland – Cheeks Elementary School

Our School's Three Most Significant Needs Are: (needs should be student instructional needs or needs evidenced by survey, as opposed to “wants”)		Present status (score, percentage or other measure of these needs)	Target status (score, percentage or other measure of needs – target may be for the first year or for both years of the plan)	Most promising strategy (ies) to address the needs (please indicate no more than three strategies per need).	
1.	Math : Raising Achievement & Closing the Gap; Meet AYP with Safe Harbor in Math with particular focus on the achievement of Black and Economically Disadvantaged students;	2010-2011 All: 78.4% Black: 64.3% White: 82.2% ED: 73.7%	2011-2012 All: 80.6% Black: 67.9% White: 84.8% ED: 76.4%	a.	Math Expressions: NCSCS/District Pacing Guide/Vertical articulation across grade levels and resource faculty/Concept and skill set curriculum map;
				b.	AMC Assessments and Data inform Response to Instruction Tier II daily 30 minute interventions and extension;
				c.	Cognitively Guided Instruction/Problem Solving and High Order Thinking Skills practice;
2.	Literacy: Raising Achievement & Closing the Gap; Continue High Growth in reading grades 3-5; Continue closure of literacy gap in 5 <sup>th</sup> grade. Meet AYP with Safe Harbor as measured by End of Grade Tests;	2010-2011 All: 63.4% Black: 50.0% White: 66.9% ED: 53.9%	2011-2012 All: 67.2% Black: 55% White: 70.3% ED: 58.6%	a.	Balanced Literacy/Writers Workshop
				b.	Interventions: Whole To Part/Leveled Literacy Instruction/Literature Circles;
				c.	Stamina: Vertical articulation across grade levels and resource faculty; Listening Comprehension/Silent Reading Comprehension, Daily 5
3.	Learners and Leaders: Raising Achievement & Closing Gap; Creating a Culturally Appropriate and Safe School Environment;	'10-'11 K-5:73% of students on Democracy and Cooperation	'10 –'11 K-5:80% of students on Democracy and Cooperation	a.	School-wide Focus: Culturally Responsive Community;
				b.	Discipline without Stress Punishment or Rewards/Behavior Management Rubric; Anti-bullying training; Positive Behavior Intervention Strategies; Exploration of Leadership School model through Covey



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#### Efland-Cheeks Elementary School

Priority Area: NC Public Schools Will Produce Globally Competitive Students.

OCS Goal: OCS will provide excellent instruction to prepare students for global competitiveness.

ECES Goal 1: By June 2012, 82% of students in Grades K-2 will demonstrate proficiency in math as measured by teacher-created assessments, the AMC assessments, and benchmark assessments. 80% of students in Grades 3-5 will demonstrate proficiency in math as measured teacher-created assessments, AMC assessments, local benchmark assessments, and the North Carolina End of Grade tests (EOG).

ECES Goal 2: By June 2012, 67.2% of students Grades 3-5 will demonstrate proficiency in literacy as measured by the North Carolina End of Grade tests, teacher-created assessments, Whole to Part data and benchmark assessments.

ECES Goal 3: By June 2012, 75% of students in Grades K-2 will demonstrate proficiency in literacy as measured by diagnostic reading assessments, teacher-created assessments, and/or the 1-2 Whole to Part assessment.



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Current Performance	Strategies for Improvement	Measure Progress		Resources		Accomplished
		Tools	Timeline	Materials/Supplies	Professional Development	Y or N
<p>Goal 1: K – 5 Math 2010-2011 Results: Kindergarten: 75% 1<sup>st</sup> Grade: 73% 2<sup>nd</sup> Grade: 67% 3<sup>rd</sup> Grade: 78.9% 4<sup>th</sup> Grade: 78% 5<sup>th</sup> Grade: 76.3%</p> <p>*****Math*****</p> <p>2011 Target Goals K – 2: Kindergarten: 82% 1<sup>st</sup> Grade: 82% 2<sup>nd</sup> Grade: 82% 2011 Composite Score: 3<sup>rd</sup> – 5<sup>th</sup> Grades: 80.6% AYP Safe Harbor Sub group scores: Black: 67.9% ED: 76.4% White: 84.8%</p>	<p>Provide needs-based differentiated instruction utilizing a continuous improvement model; Provide needs based differentiated Math instruction utilizing a continuous improvement model:</p> <p>Weekly 45 minute PLC meetings; Bi-monthly .5 day cross grade level inclusion planning;</p> <p>Monthly PLC vertical articulation activities;</p> <p>Monthly half day planning for each grade level PLC;</p> <p>Early Release Day curriculum activities;</p> <p>Parent Involvement: Grade level Curriculum Nights;</p>	<ul style="list-style-type: none"> <li>• North Carolina Standard Course of Study/Orange County Schools, Pacing Guides;</li> <li>• Math Expressions curriculum;</li> <li>• AMC assessments;</li> <li>• Cognitively Guided Instructional (CGI) strategies ;</li> <li>• Master Schedule: 30 minute daily intervention and extension time (K-5)</li> <li>• Title I Math Interventionists</li> <li>• Teaching Assistants support classroom differentiation;</li> <li>• EVAAS data 3-5 District benchmarks</li> </ul>	<p>August 2011 - June 2012</p>	<ul style="list-style-type: none"> <li>• Math Expressions materials;</li> <li>• AMC materials;</li> <li>• Cognitively Guided Instruction books and materials;</li> <li>• Smart Board technology;</li> <li>• Academically Gifted materials and websites;</li> <li>• Renzulli Learning;</li> </ul>	<p>District staff development provided: Math Leadership, , Math Expressions;</p> <p>Faculty meetings: , CGI, Math Expressions;</p> <p>AMC;</p> <p>Triangle High Five Workshops;</p>	
	<p>Refine and deliver needs-based differentiated literacy instruction using a continuous improvement model: Literacy Coach daily push – in classroom instructional modeling and training;</p>	<ul style="list-style-type: none"> <li>• Balanced Literacy Framework/Writers Workshop</li> <li>• Whole to Part Intervention</li> <li>• Leveled Learning Intervention;</li> <li>• Renzulli Learning</li> <li>• Continued literacy support by one additional reading</li> </ul>	<p>August 2011 - June 2012</p>	<p>Differentiated instructional materials:</p> <ul style="list-style-type: none"> <li>• Grade level Core Books;</li> <li>• Teacher resource books; Daily 5</li> <li>• High interest, low level readers for students;</li> </ul>	<p>Faculty meetings (professional development in reading/writing provided 1 time per month by Literacy Coach);</p>	



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		Tools	Timeline	Materials/Supplies	Professional Development	Y or N
	<p>Reading Resource Teachers daily LLI groups with students identified as performing below grade level</p> <p>Book Study and pilot of Daily 5</p> <p>Weekly 45 minute PLC meetings;</p> <p>Bi-monthly .5 day cross grade level inclusion planning;</p> <p>Monthly PLC vertical articulation activities;</p> <p>Bi-monthly half day planning for each grade level PLC;</p> <p>Early Release Day curriculum activities;</p> <p>Parent Involvement: Grade level Curriculum Nights</p>	<ul style="list-style-type: none"> <li>teacher (Title 1)</li> <li>• 3-5 Literacy Interventionist (Title 1);</li> <li>• Benchmark Materials;</li> <li>• Homework support: Homework Haven four days per week</li> <li>• State /District Pacing Guides</li> <li>• District provided benchmark assessments</li> <li>• EVAAS data</li> </ul>		<ul style="list-style-type: none"> <li>• Nonfiction, low level text and high level texts;</li> <li>• Web based literacy program licenses;</li> <li>• Smart Board technology;</li> <li>• Benchmark</li> </ul>	<p>District staff development provided monthly for Whole to Part Interventionist;</p> <p>District training offered monthly through Tools 2 Teach;</p> <p>Benchmark;</p> <p>Curriculum Mapping;</p> <p>Triangle High Five workshops;</p>	
<p>Goal 2: 3-5 Literacy</p> <p>All: 61.8%</p> <p>Black: 50.0%</p> <p>White: 66.9%</p> <p>ED: 53.9%</p> <p>proficient in reading as measured by the 2011 NC EOG Reading Tests;</p> <p>Literacy Achievement Gap closed in 4th grade;</p>	<p>Refine and deliver needs-based differentiated literacy instruction using a continuous improvement model:</p> <p>Literacy Coach daily push – in classroom instructional modeling and training;</p> <p>Reading Resource Teachers daily push – in for 1 hour of instructional support and differentiation;</p> <p>Reading Interventionist daily LLI groups with students identified as performing below grade</p>	<ul style="list-style-type: none"> <li>• Balanced Literacy Framework/Writers Workshop</li> <li>• Whole to Part Intervention</li> <li>• Leveled Learning Intervention;</li> <li>• Renzulli Learning</li> <li>• Continued literacy support by one additional reading teacher (Title 1)</li> <li>• 3-5 Literacy Interventionist (Title 1);</li> </ul>	<p>August 2011 - June 2012</p>	<p>Differentiated instructional materials:</p> <ul style="list-style-type: none"> <li>• Grade level Core Books;</li> <li>• Teacher resource books; Daily 5</li> <li>• High interest, low level readers for students;</li> <li>• Nonfiction, low level text and high level texts;</li> </ul>	<p>Faculty meetings (professional development in reading/writing provided 1 time per month by Literacy Coach);</p> <p>District staff development provided monthly for Whole to</p>	



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Current Performance	Strategies for Improvement	Measure Progress		Resources		Accomplished
		Tools	Timeline	Materials/ Supplies	Professional Development	Y or N
<p>Target Goal Reading *****2011-2012***** All: 67.2% Black: 55.0% White: 70.3% ED: 58.6%</p> <p>Maintain AYP in 3 -5 literacy as required by No Child Left Behind; Maintain the Achievement Gap closure between Black and White students evidenced in ECE's 2011, 4<sup>th</sup> grade cohort into 2011, 5<sup>th</sup> grade cohort;</p>	<p>level Weekly 45 minute PLC meetings; Bi-monthly .5 day cross grade level inclusion planning;</p> <p>Monthly PLC vertical articulation activities;</p> <p>Bi-monthly half day planning for each grade level PLC; Early Release Day curriculum activities; Parent Involvement: Grade level Curriculum Nights</p>	<ul style="list-style-type: none"> <li>• Benchmark Materials;</li> <li>• Homework support: Homework Haven four days per week</li> <li>• State /District Pacing Guides</li> <li>• District provided benchmark assessments</li> <li>• EVAAS data</li> </ul>		<ul style="list-style-type: none"> <li>• Web based literacy program licenses;</li> <li>• Smart Board technology;</li> <li>• Benchmark</li> </ul>	<p>Part Interventionist;</p> <p>District training offered monthly through Tools 2 Teach;</p> <p>Benchmark;</p> <p>Curriculum Mapping;</p> <p>Triangle High Five workshops;</p>	





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Priority Area: NC Public Schools Will Be Led By 21<sup>st</sup> Century Professionals.

OCS Goal: OCS will recruit and support highly qualified educators who work collaboratively to enhance student achievement.

ECES Goal 1: By June 2011, the number of teachers that have achieved or are currently working towards National Board Certification, Advanced Degrees, and Dual Certification will increase by 10%.

ECES Goal 2: 100% of Efland Cheeks teachers and staff will continue their involvement in staff development to ensure high quality instruction from August 2011 – June 2012.

Current Performance	Strategies for Improvement	Measure Progress		Resources		Accomplished
		Tools	Timeline	Materials/Supplies	Professional Development	Y or N
Goal 1: 12% of faculty have earned NBCT; 6% are currently seeking NBCT status; 32% of the faculty hold advanced degrees; 15% of the faculty seeking masters degree; 9% of the faculty hold dual licensure; 24% of the faculty are Initially Licensed Teachers;	* Encourage and support teachers to apply for National Board Certification (NBCT), advanced degrees, and dual certification; *Hold annual site –based NBCT Tea; *Focused hiring practice;  *Work with OCS district Mentor and continue to provide on-site Teacher Buddy initiative;	*Continue site-based / district support for teachers seeking NBCT, advanced degrees, and district / on-site professional development CEU's; *IGP's, Teacher Evaluation; Self Assessment Tools, Formal and Informal Evaluations, Walk-Throughs	June 2011– June 2012          June 2011– June 2012	NBCT application and portfolio materials;  Teacher Evaluation rubric and evidences;  Teacher Evaluation Self-Evaluation, IGP's, Teacher Evaluation Rubric;	NCCAT workshop for NBCT applicants;; OCS Assistant Superintendent for Human Resource; OCS Mentor Program consultant; , Math Leadership Exceptional Childhood Workshops, High Five; Teacher Evaluation Orientation; OCS Assistant Superintendent for Human Resource; OCS Mentor Program consultant; On-site buddy teacher; Grade level PLC's;	
Goal	* All teachers will focus on the design and delivery of differentiated curriculum; * Attend ongoing collaborative PLC					



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Priority Area: Leadership Will Guide Innovation in NC Public Schools.

OCS Goal: OCS district leaders will promote a culture that embraces constructive change and focuses on continuous improvement.

ECES Goal 1: For the 2011-2012 school year, Efland Cheeks Elementary staff will guide students to see themselves as learners and leaders and continue Raising Achievement/Closing the Gap by exploring as a community the Leadership school model that uses Covey's 7 Habits along with Baldrige Quality tools and Data Notebooks to empower and engage students in leadership and high expectations for learning.

ECES Goal 2: By June 2012, Efland Cheeks Elementary will collaborate with at least 2 area colleges and 2 community based programs to provide educational opportunities that positively impact student success and family outreach, as evidenced by adult English as a Second Language classes, family learning nights (Title I Parent Involvement), and additional programs. A minimum of 50% of Efland – Cheeks families will attend at least one event as evidenced by sign in sheets and volunteer forms.



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Current Performance	Strategies for Improvement	Measure Progress		Resources		Accomplished
		Tools	Timeline	Materials/Supplies	Professional Development	Y or N
<p>Goal 1: Learners and Leaders.</p> <p>*2010-2011 Positive Behavior Intervention Support: Module I and II</p> <p>*Teachers increased student awareness of 21<sup>st</sup> Century learning expectations by renewing Discipline Without Stress strategies in classrooms and common areas; The adoption of school-wide Positive Behavior Intervention Support strengthened the practices of Discipline Without Stress into the climate and culture of Efland Cheeks;</p> <p>*Eagle Pride Marshalls/ community helpers;</p>	<p>*Develop a School Culture and Climate team composed of representatives from each grade level as well as a broad sector of staff to guide school in purposeful direction to achieve a safe and orderly environment.</p> <p>* Update Discipline without Stress, train new staff, and provide quarterly trainings in Positive Behavior Intervention Supports.</p> <p>*Begin Covey Leadership initiative with a year-long exploration of The Leader in Me and parent/teacher site visits to Leadership schools for information sessions</p> <p>*Continue Eagle Pride Marshall program;</p> <p>*Initiate Eagle Patrol and Eagle Flag Bearer program to engage 3<sup>rd</sup> and 4<sup>th</sup> grade students in leadership capacity</p>	<p>*Quarterly staff meetings for ongoing understanding and implementation of the Positive Behavior Intervention Support structure;</p> <p>*Classroom behavior management practices and/or student behavior discussed during Professional Learning Communities, faculty meetings, and School Improvement Team;</p> <p>*Continue Positive Behavior Intervention Support team training in Module III;</p>	<p>September 2011- June 2012</p>	<p>* Positive Behavior Intervention Support materials, formative student achievement data, behavioral contracts;</p> <p>*Discipline Without Stress books, materials from Marvin Marshall.com, online workbook, behavior management plan implementation guide and materials; student reflection templates and responses;</p> <p>*Student data and curriculum materials; Discipline Without Stress expectations and reflection strategy adapted for Community Learning Center staff;</p>	<p>* Positive Behavior Intervention Support workshops: Module III offered by Department of Public Instruction</p> <p>* Positive Behavior Intervention Support quarterly staff trainings for Efland Cheeks Elementary staff;</p> <p>*Climate and Culture team to lead new staff through updates on process of Discipline Without Stress;</p> <p>*Duke University: Incredible Years Training;</p>	
<p>Goal 2: Parent Involvement /Community based activities.</p> <p>*Adult English as a Second Language classes were held Tuesday &amp; Thursday evenings in Fall – Winter and Winter –Spring with</p>	<p>* Adult English as a Second Language classes will be held every Monday and Wednesday during the 2011-2012 school year.</p>	<p>* Orange County Literacy Council</p> <p>* Written and face to face communications with English as a Second Language families</p> <p>*Site coordinator for evening childcare;</p>	<p>August 2011 – June 2012</p>	<p>Title I Parent Involvement materials;</p> <p>Site-based translations; ESL staff;</p> <p>District translators;</p>	<p>Orange County Literacy council staff; Efland Cheeks Elementary staff;;</p>	



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Current Performance	Strategies for Improvement	Measure Progress		Resources		Accomplished
		Tools	Timeline	Materials/Supplies	Professional Development	Y or N
day care provided.		*Increase communications to ESL families;				
*Family Outreach : Pasta Dinner Orientation Night; Winter Arts Program; Literacy & Writing Night; Bedtime Stories Around the World; Math & Science Night; Spring choral program, art night and Summer SOAR; were sponsored at Efland Parent Involvement continued	*Continue to schedule the listed events; *Introduction to cultural explosion as per FLAP Grant; *Increase parent and community participation;  *Open school for parent/teacher conferences one Saturday in November	*Meetings with Parent Teacher Association board and School Improvement Team; *Organize child care and English as a Second Language Adult class schedule;  Parent/Teacher conference invitations; Parent/Teacher Compacts (Title I); Sign-in logs;	August 2011-June 2012	Books, instructional materials; Title I Parent Involvement materials;; Parent/Teacher Compacts;		
Comments:						



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SBE Goal: NC Public Schools Will Be Governed and Supported By 21<sup>st</sup> Century Systems.

OCS Goal: OCS will be supported by effective and efficient operations.

ECES Goal 1: ECE will improve 2 areas related to effective and efficient operations focused on strengthening teacher capacity to deliver High Quality Instruction, increase High Student Achievement and Close the Achievement Gap by improving the master schedule and student attendance.

ECE Goal 2: By June 2011 100% of Eland Cheeks Elementary (ECE) School teachers will use technology in instructional activities and formative assessment activities across the curriculum as evidenced by lesson plans, observations, assessment data, and Professional Learning Community (PLC) notes.

Current Performance	Strategies for Improvement	Measure Progress		Resources		Accomplished
		Tools	Timeline	Materials/Supplies	Professional Development	Y or N
Goal 1: Effective / Efficient operations. 2010-2011 *Master Schedule designed / implemented to support K-5 Inclusion practices, weekly grade level PLC meetings, teacher planning periods 4 days per week, and K – 5 reading intervention (30 minutes per day). *2010– 2011 attendance data: 95.7%;	* Master Schedule includes a 30 minute math intervention time, refined resource and intervention teachers’ push-in and pull-out schedules and insures specialists’ ability to be included on grade level PLC ; *Target goal 2011 – 2012 attendance: 96.13%; *School based Social Worker/Family Specialist presents attendance policy to staff; *NCWISE data manager closely tracks absent and tardy rates with teachers,	*Plus/Delta evaluation of 2011-12 schedule; *Site-based schedule committee; *Student clustering data and strategies informed design of class lists; *Discussion of duty free lunch options; *NCWISE data base; *Front office sign in procedures *Telephone contact with	June 2011– June 2012	*Revised 2011-2012 master Schedule; *Revised Push-in/Pull-out schedule according to student needs and IEP’s; *5 grade level opted out of duty free lunch and focused personnel on daily planning and duty free recess; (4 <sup>th</sup> grade opted for duty free lunch due to large class size and to loss of teaching assistant)  *Attendance reports;	District inclusion training; District Whole To Part training; District Tools To Teach; Math Leadership; ; High Five PLC training;  School based Social Worker/Family Specialist;  Guidance Counselor;	



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Current Performance	Strategies for Improvement	Measure Progress		Resources		Accomplished Y or N
		Tools	Timeline	Materials/Supplies	Professional Development	
	Social Worker and Administration;	families; *Letters to families; *Alert Now calls; *Recognition for improved attendance and on time arrival at school; *Orange County Attendance Court	August 2011 – June 2012	Tardy data;	Administration; School Nurse;  NCWISE Data Manager;	
<p>Goal 2: Technology as an Instructional Tool. 2010 – 2011: SMART Boards in each K-5 classroom; Updated desk tops throughout building;</p> <p>Computer lab machines current and updated</p> <p>Laptop Cart (24) Ipod Touch Cart (32) Digital Camera (6) Webcam (12) Doc Cam (12)</p>	<p>Technology that is available through check out in use 80% of the instructional calendar year.</p> <p>Increase classroom use of technology integrated into daily lessons and long term projects.</p> <p>Provide training for staff on use of Ipod Touch and laptops as an instructional tool.</p>	<p>*Updated equipment and software inventory; *Media circulation data roster *Google calendar sign out</p>	September 2011 - August 2012	*Laptops, Ipod Touch, Digital Camera, Doc Cam, Webcam	<p>Site-based training on currently available technological;</p> <p>On-going site-based staff development offered by technology facilitator on available software in our lab and wireless cart;</p>	
<b>Comments:</b>						

Orange County Schools  
School Improvement Plan  
School Improvement Budget for 2011-2012  
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EFLAND-CHEEKS ELEMENTARY SCHOOL

Category	At Risk Student Funding	Instructional Supplies/ Materials	Media	Title I	Disadvantaged Student Supplemental Funding	Local 69	Local Technology	Total
Projected Allotment	\$ 29,680.40	\$ 14,743.04	\$ 3,101.00	\$ 121,776.36		\$ 11,872.15	\$ 9,020.00	\$ 190,192.95
Travel/ Subsistence/ Registration								\$ -
Stipends								\$ -
Substitutes	\$ 8,075.00			\$ 1,500.00				\$ 9,575.00
Salaries Including Benefits								\$ -
Non-capitalized equipment			\$ 3,101.00				\$ 9,020.00	\$ 12,121.00
Capitalized equipment								\$ -
Materials and Supplies		\$ 14,743.04		\$ 5,720.81		\$ 3,585.38		\$ 24,049.23
Tutoring within the school day	\$ 19,382.13			\$ 102,376.97		\$ 7,697.88		\$ 129,456.98
Professional Development				\$ 6,088.80				\$ 6,088.80
Contracted Teaching Assistant:								\$ -
FICA/ Contracted Teaching Assistant								\$ -
FICA for Tutoring	\$ 2,223.27			\$ 6,089.78		\$ 588.89		\$ 8,901.94
Totals	\$ 29,680.40	\$ 14,743.04	\$ 3,101.00	\$ 121,776.36		\$ 11,872.15	\$ 9,020.00	\$ 190,192.95





**Orange County Schools**  
**School Improvement Plan**  
 Submission Document for 2011-12  
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Efland-Cheeks Elementary School

**A. School Approval**

This school improvement plan has been developed in accordance with all statutory and local board requirements. This plan includes Southern Association School Improvement Plan, Title I, Safe Schools and Title II. The school staff approved the plan by a vote of 96% in favor.

Principal *[Signature]*

Date 10/10/11

School Improvement Team Chair *[Signature]*

Date 10/11/11

**B. Superintendent's Recommendation**

The plan meets all State requirements and is recommended for board approval

The plan as submitted is recommended for board rejection based upon the following reasons:

Superintendent's signature \_\_\_\_\_

Date \_\_\_\_\_

**C. Board Action**

The plan is accepted

The plan is accepted with the following modifications

\_\_\_\_\_

\_\_\_\_\_

The plan is rejected based upon the following reasons

\_\_\_\_\_

\_\_\_\_\_

Board chair signature \_\_\_\_\_

Date \_\_\_\_\_