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School Number and Name: 6591 North Dade Middle School

School Performance Excellence Plan

Principal *Eunice J. Davis* Telephone #: (305) 624-8415

High School Feeder Pattern: *Hialeah-Miami Lakes Senior*

Region: *1* Board District #: *1*

The Miami-Dade County Public Schools School Performance Excellence Plan meets all of the requirements of the Florida Department of Education regarding School Improvement Plans as set forth in statute and State Board of Education Administrative Rules.



Miami-Dade County Public Schools

SCHOOL PERFORMANCE EXCELLENCE PLAN

EXECUTIVE SUMMARY

North Dade Middle School

North Dade Middle School has a student membership of 796 students. Seventy-Four percent of the population is Black, three percent is White, two percent is Asian/Indian or Multiracial and twenty-one percent is Hispanic. Seventy-three percent of students are on free or reduced lunch. The school incorporates a Dropout Prevention Program (Students-At-Risk) which serves approximately one hundred and thirty four (134) students. The mobility index is 36. The school is located in unincorporated Miami-Dade County, serving the students of the city of Opa-Locka and the surrounding areas of Miami-Dade County. The socioeconomic status of the following communities is low to low-middle income.

Given instruction using the Competency-Based Curriculum and the Sunshine State Standards, 60% of eighth grade students will increase their reading comprehension skills as evidenced by achieving Level 2 and above on the March 2002 FCAT Reading Test.

Given instruction using the Competency-Based Curriculum and the Sunshine State Standards, eighth grade students will improve their writing skills as evidenced by the February 2002 FCAT Writing Test which meets or exceeds the state criteria regarding maintenance in high performing groups.

Given instruction using the Competency-Based Curriculum and the Sunshine State Standards, 60% of eighth grade students will increase their mathematics skills as evidenced by achieving Level 2 or above on the March 2002 administration of the FCAT Mathematics Test.

The Educational Excellence School Advisory Council of North Dade Middle School has determined that the above objectives are essential to the successful implementation of our mission and vision statements.

VISION

North Dade Middle School strives each day for educational excellence. Our core values center around the belief that continuous professional growth is essential to this process. Through collaboration with colleagues and parents, we are dedicated to the philosophy that all students attending North Dade Middle School can be successful in achieving his/her highest potential.

MISSION STATEMENT

North Dade Middle School will provide a nurturing and secure learning environment that will foster high expectations for all students. Through a focus on global education, technology, and enhanced self-esteem, students will acquire effective oral and written communication skills. In addition, students will develop an understanding that learning and the search for knowledge lead to success.

SCHOOL FOUNDATION

1. ENVIRONMENT

1.1 Pedagogy

This item explores the teaching process at the school, including programs, services, and delivery systems.

North Dade Middle School offers a comprehensive program of instruction in grades six through eight. The core of the school is a pre-international baccalaureate magnet program which provides students an opportunity to study a foreign language for high school credit. North Dade Middle School is proud to become a schoolwide magnet for the 2002-2003 school year. Instruction is centered on the Competency-Based Curriculum as well as the Sunshine State Standards. A block-scheduling model allows for ample time to engage students in a variety of instructional methods. As a Title I school, additional resources are allocated to supplement the educational program.

1.2 Culture

This item explores the culture of the school, including are the vision, mission, and core values of the school.

North Dade Middle School strives each day for educational excellence. Our core values center around the belief that continuous professional growth is essential to this process. Through collaboration with colleagues and parents, we are dedicated to the philosophy that all students attending North Dade Middle School can be successful in achieving his/her highest potential. To do this, we will provide a nurturing and secure learning environment that will foster high expectations for all students. Through a focus on global education, technology, and enhanced self-esteem, students will acquire effective oral and written communication skills. In addition, students will develop an understanding that learning and the search for knowledge lead to success. We believe that all children can learn and be successful. It is the responsibility of all staff members to fulfill this realization.

1.3 Human Resources

This item describes the people who carry out the work of the school.

North Dade Middle School employs a total of sixty-seven (67) full-time staff members and seven (7) part-time staff members. Of this group, three (3) are administrators, thirty-five (35) are classroom teachers, four (4) are exceptional student teachers, four (4) are guidance counselors, four (4) are classroom paraprofessionals, five (5) are clerical employees, five (5) are custodial workers, and seven (7) are cafeteria workers. Of the teaching staff, 15% are teachers new to this school, with the average length of time teaching in Florida at nine (9) years. Twenty (20) teachers have advanced degrees.

1.4 Building Resources

This item explores budgetary commitments for facilities, technologies, and equipment.

North Dade Middle School is located on seventeen acres in northwest Miami-Dade County at 1840 N.W. 157 Street. The school is arranged in an open campus setting comprised of three wings with a freestanding auditorium and a new media center. North Dade Middle School has a unique situation in that its third wing is occupied by the Center for Modern Languages. Many common areas such as the parking lot and the cafeteria are shared by both schools. The current percent utilization of the campus is 106%. North Dade Middle School is 44 years old, erected in 1957. Since 1999, it is undergoing classroom renovations and the construction of a new media center. Classrooms are currently being wired for Internet access to accommodate state of the art technology.

The school is located in the city of Opa-Locka and is within walking distance to a high crime area known as the "Triangle". The residents are low to low-middle socioeconomic status.

1.5 Constraints

This item explores standards, laws, and rules that strongly influence the school to take action.

North Dade Middle School adheres to a policy of nondiscrimination in all educational programs, activities, and employment practices. We strive to provide equal opportunity for all. This school is in compliance with all federal and state laws regarding discrimination, Veteran rights, OSHA, and environmental requirements. We are bound to be in compliance with the Florida Department of Education and Florida's High-Quality Education System. All instruction is guided by the Sunshine State Standards and the District's Competency-Based Curriculum.

2. RELATIONSHIPS

2.1 Student

This item explores the unique requirements, expectations, and needs of the key student groups.

North Dade Middle Middle School serves 796 students comprised of Basic Education (78%), ESE students (20%), ESOL (2%). The number of students receiving free or reduced lunch is 72.7%. The ethnic/racial makeup of the student population is 3% Anglo, 74% Black, 21% Hispanic, and 2% Asian/Indian. The mobility index of the school is 36. The students at North Dade Middle can expect the full commitment of all members of the community and school. The PTSA, Occupational Specialist, Community Involvement Specialist, counselors, teachers, and administrative staff all do their part in helping students participate fully in their school and

community life. The PTSA provides financial support for students by sponsoring read-a-thons, tutors, and breakfasts. The Occupational Specialist and school resource officer develop and conduct meetings at local churches and community organizations. Teachers volunteer as mentors and tutors to some of our more special students who require additional support. Because of the high number of indoor and outdoor suspensions, many students require extensive redirection for which we all take responsibility. Some of our students are referred directly or indirectly to the appropriate social service agencies.

North Dade Middle School offers an extensive interscholastic and intrascholastic athletic program that includes all the major sports for boys and girls. Games are scheduled during homeroom time culminating in championship games at the end of each season. Awards are presented to the homerooms of winning teams. Additionally, North Dade has a history of superior performances at interscholastic sports and music competitions.

2.2 Stakeholder

This item explores the unique requirements, expectations, and needs of the key stakeholder groups, including parents/caregivers and the surrounding community/businesses.

North Dade Middle School, established in 1957, was one of the first all Black high schools in Dade County. In 1968, it changed from a senior high to a high school/middle school. Then again, in 1976, it was reconfigured to a junior high school. We now have the grandchildren of some of our earlier students attending North Dade Middle School. We are very proud of our history and always try to involve our community in all of our endeavors. One day, every year, teachers and administrators voluntarily gather at the front of the school, form groups, and walk the neighborhood. We knock on doors, introduce ourselves, ask and answer questions about our school, and extend a welcome message to all. We participate in annual can food drives and provide holiday meals for many in the community. These programs are sponsored by the many clubs and organizations within our school. The City of Opa Locka has extended itself by providing a location in city hall for students to complete their homework or just a quiet place to read and write. They supply guest speakers for Career Day, College Fair, and our after school L.I.F.E. program.

2.3 Human Resources

This item explores the unique requirements, expectations, and needs of the faculty and staff.

The major stakeholders that strongly influence the faculty and staff at our school are our respective unions, district, community, and students. As employees of North Dade Middle, each staff member has a major investment in our school. The union provides a salary and benefits package that is designed to attract future employees. They also provide a unified voice in contract negotiations between the school board and its employees. The District provides inservices and curriculum experts to assist the teachers in special educational areas such as reading and writing across the curriculum, mathematics and science, professional development planning, and technology training through the Teacher Education Center (TEC). The community in our area provides a historical perspective of local and cultural issues that are designed to help our students. We participate in community-sponsored essay contests, fairs, oratorical contests, career days, and theatrical productions. The teachers and students at North Dade Middle design many activities that are beneficial to the ownership of our school. We have our after school L.I.F.E. tutorial program, College Fair, Adopt -A-Student, and Blue and White Spirit Week in April that culminates with a food festival and football game. The results of the school climate survey indicate a high staff morale at 82%. In general, North Dade Middle School has modeled the tenets of an inclusive community in the utilization of human resources to meet the needs of our staff.

2.4 Supplier and Partner

This item explores the unique requirements, expectations, and needs of the key supplier groups, including providers of goods and services such as social services, food, transportation, and key partners such as other schools, workforce connections, and community connections.

North Dade Middle School enjoys a collaborative relationship with Florida Memorial College. Under the supervision of the College "Reach-Out" Program (CROP) coordinator, FMC students provide tutoring and mentoring for North Dade's at-risk students. At the same time, North Dade's teachers provide supervision to the FMC interns. Furthermore, at-risk students at NDMS participate in a Professional Tutoring and Mentoring Program sponsored by Florida International University, where each student is paired with a professional mentor from the university or greater Miami community. North Dade also enjoys a close relationship with Barry University, which provides much needed counseling to our students and parents. Additionally, North Dade receives services from organizations such as the Family Christian Organization and World Literacy. North Dade Middle School enjoys a collaborative partnership with many businesses. Among these are: Florida Coca-Cola Bottling Company, Beverly Hills Café, Church's Chicken of South Florida, United Parcel Service, Hard Rock Café, Turner Construction, City of Opa-Locka, World's Finest Chocolate, Cloverleaf Bowling, McDonald's Restaurants, Dancon Management, Watson Rice LLP, Anthony Leonardo Starke, DM Industries, D&R Towing, University of Miami, Miami Heat, and Florida Marlins.

Relationships have been established with these companies in an effort to recognize students' academic achievement, and to provide incentives for identified potential dropouts.

3. COMPETITION

3.1 Position:

This item explores the competitive position and explores the factors which strongly influence students to enroll at this school instead of a competing school.

North Dade Middle School has an 8 percent decrease in enrollment over the previous year. The Florida Department of Education grades North Dade as a "D" school. Great strides continue to be made as reflected by receiving the Silver level School Performance Recognition Award. Other awards of note was the 2000-2001 D-FY-IT School of the year and numerous individual student awards.

North Dade Middle School includes the Pre-International Baccalaureate Magnet Program. It is the proud recipient of the Magnet School Assistance grant, a three-year grant allowing for North Dade to become a school-wide magnet. North Dade is also the proud recipient of the 21st Century Learning Community Grant which benefits the community by providing a broader range of after school programs and activities.

3.2 Competitors

This item explores the alternate schools available to students.

Three schools in the vicinity of North Dade Middle School are responsible for drawing its students away. The two charter schools are Van Kara Charter and FAU Charter. In addition, Van Kara private school has taken its share.

3.3 Mode

This item explores the Critical Success Factors for the areas identified by the school as being essential to the achievement of the vision/mission of the school.

North Dade Middle School is proud of its dedicated staff which works collaboratively to ensure continuity, consistency, and excellence in the education of each student. The Administrative staff ensures that training and in-services are available for all to participate. In addition, 44% of its faculty have advanced masters or specialists degrees. Great strides are made daily to overcome a negatively perceived image by the community of the school. Facilities have been renovated, cleaned up and painted. A new Media Center is almost completed. Students are winning awards for all types of district wide competitions, oftentimes making it to state and national levels.

3.4 Dynamics

This item explores the changing threats and opportunities to which the school must respond.

Enrollment in North Dade Middle School has dropped by 8 percent since last year. This is due to the competition from the charter and private schools which recently opened in the vicinity. However, as the recipient of two large grants, The Magnet School Assistance Grant and the 21st Century Learning Community Grant, North Dade anticipates increased enrollment.

4. CHALLENGES

4.1 Learning

This item explores the challenges the school faces in providing educational activities that result in student learning.

North Dade Middle School has identified several issues concerning challenges in learning. North Dade students exhibit a mobility rate of 36% and are frequently absent from school. Seventy-two percent of our students qualify for free or reduced lunch indicating that the majority of our students come from low-income families. As a result, other basic needs take precedence over academics in the home. Thus, North Dade students experience both a lack of parental support and limited access to technology outside of school. In addition, teachers report students demonstrate a negative attitude toward academics and academic achievement is not valued or rewarded among peers. This culminates in a lack of motivation that is a major hurdle to learning.

4.2 Faculty

This item explores the challenges the school faces in ensuring the quality of teachers, providing for the satisfaction of the faculty, and the challenges the school faces in the delivery of educational programs.

North Dade Middle School has identified several challenges in relation to the recruitment and retention of faculty. North Dade faces some of the same challenges facing other schools as it relates to recruitment and retention. Primarily, pay rates are not competitive with other professions requiring comparable education and training. A national teacher shortage has increased competition and openings outnumber qualified candidates. However, North Dade faces other challenges specific to our situation. North Dade suffers from the backlash of the negative reputation of the community in which we are located. Our students live in and around a nationally recognized high-crime and drug area known as the triangle. This often discourages candidates from applying. Additionally, the school has been under major renovations for three years. This has caused inconveniences and classroom displacements that have negatively affected teacher morale.

4.3 Operational and External Forces

This item explores the challenges the school faces in internal daily operations and in interactions with the surrounding community.

North Dade Middle School has identified several issues concerning challenges in internal daily operation and interactions with the community. Construction has been an ongoing problem impeding operations through frequent relocation of personnel and the consequent unreliability of essential communication equipment such as

telephones and public announcement systems and computers. Purchasing procedures cause delays in essential purchases due to the incompatibility of school procedures and payment practices and those of private business. Finally, low enrollment; North Dade is the smallest middle school in the district, causes budgetary constraints limiting our ability to implement and fund teachers, programs, and materials.

4.4 Process Improvement

This item explores the challenges the school faces in improving educational program design, student support services, operational and strategic planning processes, cycle time, data usage, and organizational learning.

North Dade Middle School has identified several issues concerning challenges in process improvement. Eighth grade student scores on the FCAT reading test indicated 46% are scoring at FCAT achievement Level 1.

Teachers are expressing a sense of isolation. Data collected is not being utilized to maximize effectiveness. Interdisciplinary collaboration between teachers is minimal.

5. IMPROVEMENT

5.1 Education Design and Support Processes

This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.1 Learning.

North Dade Middle School has identified several issues concerning improvement in education design and support process improvement. In response to high absenteeism, low socioeconomic status, lack of parental support, limited access to technology and negative attitudes regarding academics and achievement, North Dade Middle School is implementing the following resources. A Community Involvement Specialist serves as a liaison to the community. An after-school program provides access to technology and academic support for students who are in need of additional assistance. The Occupational Specialist works with Dade Partners to promote community involvement and support. In addition, reward programs such as Student of the Month, and the Honor Roll foster positive attitudes towards academics.

5.2 Education Delivery Process

This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.2 Faculty.

North Dade Middle School has identified several issues of recruitment and retention of faculty as well as teacher-morale. The following are being implemented. To improve the negative community image, school renovations and beautification are in progress.

Administrators, faculty and staff participate in community walks to familiarize the neighborhood with the school. Accomplishments are publicized in the Neighbors section of local newspaper. To encourage professional growth and development, teachers are provided with the opportunity to attend inservices and workshops and to participate in mentoring programs. The pursuit of the National Board Teacher Certification is encouraged and supported by administration. A mentoring program for beginning teachers is actively underway as part of the Professional Assessment Comprehensive Evaluation System-PACES.

5.3 Operational and External Forces Processes

This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.3 Operational and External Forces.

North Dade Middle School has identified several issues concerning challenges in improving relationships with internal operations and external forces. In response to budget constraints, North Dade Middle School has applied for and received several alternative- funding sources. These include but are not limited to: three Reading Enhancement Grants, the Magnet Schools Assistance Program Grant, the 21st Century Learning Grant, and Title I Funds.

5.4 Organizational Processes

This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.4 Process Improvement.

North Dade Middle School has identified several issues concerning challenges in process improvement. To face the challenges of improving reading scores, North Dade Middle School has implemented several strategies and resources. A reading specialist works with children who need remediation, to analyze and disseminate data, and to provide reading strategies for teachers to use in the classroom. Paraprofessionals are CRISS trained and work with students individually. An after school tutoring program provides students with academic support. Reading software is used in conjunction with the aforementioned in regards to remediation. North Dade Middle School promotes teacher collaboration. Interdisciplinary planning time is provided for content area teachers in order to reinforce the necessary skills for students to improve. Data specific to individual student progress is collected and analyzed through periodic testing and is provided to teachers to maximize instructional effectiveness.

SCHOOL PERFORMANCE SELF-ASSESSMENT

SCHOOL CLIMATE SURVEY 2000-01 ADMINISTRATION PARENT FORM

SA = Strongly Agree

A = Agree

D = Disagree

U/U = Undecided/Unknown

SD = Strongly Disagree

	% RESPONDING IN EACH CATEGORY									
	YOUR SCHOOL					ALL SIMILAR SCHOOLS				
	SA	A	U/U	D	SD	SA	A	U/U	D	SD
1. My child's school is safe and secure.	9	51	20	15	6	20	51	15	10	4
2. My child's school is kept clean and in good condition.	9	44	17	23	6	20	47	13	14	6
3. My child's school is overcrowded to the degree that it affects learning.	6	27	29	35	3	18	24	23	25	10
4. My child's school maintains high academic standards.	15	36	23	22	4	16	44	26	10	3
5. My child's school uses adequate disciplinary measures in dealing with disruptive students.	15	41	20	14	10	23	44	21	8	4
6. My child's school makes available textbooks, equipment, and supplies needed for learning.	23	58	10	9	0	29	49	9	10	4
7. My child's school serves lunches that are nutritious and taste good.	6	14	25	29	26	10	24	24	20	22
8. My child's school keeps bathrooms clean and in good condition.	5	15	27	26	27	8	20	24	23	25
9. My child's teachers are friendly and easy to talk to.	20	62	7	10	1	27	50	13	7	3
10. My child's teachers make learning interesting and relevant.	25	49	16	9	1	21	50	18	9	3
11. My child's teachers motivate students to learn.	23	52	11	10	4	23	48	17	9	3
12. My child's teachers take an interest in students' educational future.	22	51	19	7	1	24	45	20	8	3
13. My child's teachers are knowledgeable and understand their subject matter.	21	61	14	3	1	23	53	18	5	2
14. My child's teachers assign meaningful homework that helps students learn.	21	54	11	10	4	23	51	11	11	4
15. My child's teachers do their best to include me in matters directly affecting my child's progress in school.	21	49	15	8	8	23	43	14	13	7
16. My child's school is effectively teaching students the basic academic skills in reading.	28	61	9	3	0	25	58	10	5	2
17. My child's school is effectively teaching students the basic academic skills in mathematics.	29	55	10	5	1	26	58	8	6	2
18. My child's school is effectively teaching students to speak and write correctly in English.	30	55	9	6	0	29	54	9	6	2
19. My child's school is effectively teaching students to investigate problems in science.	26	48	20	4	3	23	53	16	7	2
20. My child's school is effectively teaching students to use computers.	14	41	23	13	10	22	42	17	12	7
21. My child's school is effectively teaching students to think critically and reason out problems.	23	47	18	10	1	19	50	20	8	3
22. My child's school is effectively teaching students to develop good study and work habits.	21	46	21	9	3	21	49	16	11	3
23. My child's school is effectively teaching students to get along with different kinds of people.	24	52	9	9	5	23	49	18	7	3
24. The school and law enforcement authorities work together to keep my child's school free of violence.	24	38	16	14	9	29	41	15	9	6
25. The school and law enforcement authorities work together to keep my child's school free of gang activity.	25	46	14	13	3	29	40	18	8	5
26. The school and law enforcement authorities work together to keep my child's school free of substance abuse.	28	43	19	6	4	29	40	19	7	5
27. The principal does an effective job running my child's school.	34	42	13	4	8	28	44	19	6	4
28. The principal is available and easy to talk to.	31	34	20	6	9	21	33	30	10	6
29. The assistant principals are effective administrators.	25	44	19	6	6	22	42	27	6	4
30. Guidance counselors are concerned about and try to help students with educational and personal problems.	29	35	23	9	5	28	41	21	6	4
31. Staff in the principal's office treat me with respect when I contact my child's school.	26	58	6	5	5	31	48	11	7	4
32. School staff respond to my needs and concerns in a reasonable period of time.	25	55	9	6	5	23	47	16	9	5
33. My child is getting a good education at this school.	32	48	9	8	4	27	51	11	7	3
34. The overall climate or atmosphere at my child's school is positive and helps my child learn.	24	44	18	10	5	22	49	16	9	4
35. Students get grades A, B, C, D, and F for the quality of their school work. What overall grade would you give your child's school?	C+					B-				

SCHOOL CLIMATE SURVEY 2000-01 ADMINISTRATION STAFF FORM

SA = Strongly Agree

A = Agree

D = Disagree

U/U = Undecided/Unknown

SD = Strongly Disagree

	% RESPONDING IN EACH CATEGORY									
	YOUR SCHOOL					ALL SIMILAR SCHOOLS				
	SA	A	U/U	D	SD	SA	A	U/U	D	SD
1. At my school I feel safe and secure.	29	60	0	11	0	39	44	5	10	3
2. At my school the school building is kept clean and in good condition.	9	74	3	14	0	25	43	5	20	8
3. At my school personnel work together as a team.	13	56	9	22	0	23	48	9	15	5
4. At my school administrators solve problems effectively.	14	60	9	14	3	21	41	12	17	8
5. At my school I feel that my ideas are listened to and considered.	23	63	6	6	3	22	43	16	12	7
6. At my school adequate disciplinary measures are used to deal with disruptive behavior.	17	40	20	17	6	19	36	10	22	13
7. My principal is an effective administrator.	43	49	6	3	0	34	37	12	10	7
8. My principal represents the school in a positive manner.	54	46	0	0	0	43	38	10	5	4
9. My principal demonstrates good interpersonal skills.	43	51	3	3	0	36	35	10	11	8
10. My principal deals with conflict constructively.	40	57	0	3	0	33	33	18	10	6
11. My principal responds in a reasonable time to my concerns.	31	54	9	3	3	35	37	15	8	5
12. My principal treats me with respect.	51	40	9	0	0	49	35	7	5	4
13. My principal is receptive to constructive criticism.	29	46	23	3	0	28	28	29	9	7
14. My principal is supportive of teachers.	49	43	6	3	0	36	36	14	8	6
15. My ability to do the best possible job at this school is limited by too many students in each class.	29	37	6	26	3	39	30	6	18	7
16. My ability to do the best possible job at this school is limited by student deficiencies in basic academic skills.	24	59	6	12	0	32	40	9	16	4
17. My ability to do the best possible job at this school is limited by lack of concern/support from parents.	35	44	6	12	3	25	37	9	23	6
18. My ability to do the best possible job at this school is limited by lack of concern/support from the principal.	3	6	12	50	29	6	11	14	43	27
19. My ability to do the best possible job at this school is limited by lack of concern/support from the district administration.	3	6	47	29	15	8	15	33	32	13
20. My ability to do the best possible job at this school is limited by insufficient resources (e.g., funds, books, equipment, supplies, etc.).	6	29	6	44	15	14	24	9	37	16
21. My ability to do the best possible job at this school is limited by school violence.	3	35	12	35	15	4	12	11	46	28
22. My ability to do the best possible job at this school is limited by student gang activity.	0	6	29	38	26	2	6	16	41	36
23. My ability to do the best possible job at this school is limited by student substance abuse.	0	6	32	32	29	2	7	21	40	31
24. Students generally come to my class at the beginning of the term prepared for the grade level or courses I teach.	0	12	24	52	12	5	28	15	35	18
25. I feel satisfied concerning how my career is progressing at this school.	15	47	24	6	9	19	46	15	13	7
26. I have a feeling of job security in my present position.	24	50	15	6	6	28	50	11	7	4
27. I like working at my school.	29	59	3	6	3	36	43	10	7	4
28. Staff morale is high at my school.	3	35	24	32	6	14	32	18	21	15
29. I frequently feel overloaded and overwhelmed while working at my school.	18	35	6	32	9	18	33	10	31	7
30. Annual teacher evaluations are fair and reasonable.	21	53	24	3	0	27	51	17	3	2
31. Annual teacher evaluations are used to improve teacher performance.	12	53	26	9	0	19	43	25	9	4
32. Inservice programs keep me informed of the latest educational strategies.	21	62	9	9	0	24	52	11	9	4
33. I believe children attending my school are receiving a good education.	36	55	6	3	0	25	52	13	7	3
34. The overall climate or atmosphere at my school is positive and helps students learn.	18	55	12	15	0	24	48	13	11	5
35. Students get grades A, B, C, D, and F for the quality of their school work. What overall grade would you give your child's school?	C+					B-				

SCHOOL CLIMATE SURVEY 2000-01 ADMINISTRATION STUDENT FORM

SA = Strongly Agree

D = Disagree

A = Agree

SD = Strongly Disagree

U/U = Undecided/Unknown

	PERCENT RESPONDING IN EACH CATEGORY									
	YOUR SCHOOL					ALL SIMILAR SCHOOLS				
	SA	A	U/U	D	SD	SA	A	U/U	D	SD
1. I feel safe at my school.	7	37	24	15	17	15	44	17	15	9
2. My school building is kept clean and in good condition.	0	20	18	37	25	7	29	16	29	19
3. Students in my school usually follow school rules.	2	12	16	39	31	3	15	21	35	26
4. There are too many students in my classroom and that affects how much I learn.	9	20	19	34	18	14	18	16	34	18
5. My teachers require that I work very hard for the grades I get.	31	42	11	8	8	35	44	12	6	4
6. My school has enough books and equipment to help me learn.	13	34	19	15	19	19	39	16	16	11
7. Food served for lunch at my school looks good and tastes good.	1	10	15	20	54	4	13	16	23	44
8. Bathrooms in my school are clean and in good condition.	3	8	12	26	51	3	9	11	27	51
9. My teachers are friendly and easy to talk to.	9	35	28	16	12	17	38	22	15	9
10. My teachers make learning fun and interesting.	15	36	23	16	10	13	36	22	18	10
11. My teachers make me want to learn.	12	38	20	21	8	17	38	21	16	9
12. My teachers know a lot about the subjects they teach.	19	50	15	10	6	32	44	13	6	4
13. My teachers give me meaningful homework that helps me learn.	10	42	21	16	11	18	40	19	13	9
14. My teachers are interested in how I do in the future.	16	36	27	8	14	22	36	23	11	8
15. My teachers let me know how I am doing on my school work.	20	48	13	10	9	25	47	12	10	6
16. Violence is a problem at my school.	24	26	24	18	8	20	24	22	21	13
17. Gangs are a problem at my school.	11	19	26	26	18	12	14	23	28	23
18. Student drug and alcohol use are problems at my school.	9	13	29	24	25	11	14	25	25	26
19. My principal does a good job running the school.	19	31	26	11	13	20	33	22	12	13
20. The assistant principals are available when needed.	14	33	24	16	13	15	33	25	15	12
21. My guidance counselor helps me with school and personal problems.	17	32	25	12	14	24	32	26	10	9
22. Adults at my school care about me as an individual.	9	31	32	14	14	11	29	30	17	13
23. Adults at my school help me when I need it.	10	40	28	14	8	13	37	25	14	10
24. I like coming to my school.	13	31	20	13	23	16	32	17	14	21
25. I am getting a good education at my school.	11	45	23	10	11	21	45	18	9	7
26. The overall climate or feeling at my school is positive and helps me learn.	7	30	35	16	12	13	35	29	13	10
27. Students get grades A, B, C, D, or F for the quality of their school work. What overall grade would you give to your school?	C					C				

COMPREHENSIVE NEEDS ASSESSMENT DEMOGRAPHIC PROFILE

Staff Characteristics				
Attendance	1996-1997	1997-1998	1998-1999	1998-1999
% of Instructional Staff	95.6	96.4	95.6	94.5
Number of Days Abs.				
None	2	4	5	3
0.5-5	13	15	16	12
5.5-10	18	14	14	16
10.5-15	6	8	8	8
15.5-20	1	2	2	3
20+	2	0	2	4

Student Characteristics									
Mobility/Stability	1996-1997	1997-1998	1998-1999	1999-2000	Attendance	1996-1997	1997-1998	1998-1999	1999-2000
New to M-DCPS	17	15	15	14	% of Students	93.5	93.4	92.1	93.2
Mobility Index	36	33	34	36	Number of Days Abs.				
					None	29	43	53	62
					0.5-5	172	304	256	250
					5.5-10	91	187	165	179
					10.5-15	61	120	137	110
					15.5-20	38	81	71	69
					20+	84	168	197	167

COMPREHENSIVE NEEDS ASSESSMENT DATA FOR ACCOUNTABILITY

G r a d e	FCAT Reading											
	Percent of Students Scoring FCAT Achievement Level 1			Percent of Students Scoring FCAT Achievement Level 1 and 2			Percent of Students Scoring FCAT Achievement Level 2-5			Percent of Students Scoring FCAT Achievement Level 3-5		
	98-99	99-00	00-01	98-99	99-00	00-01	98-99	99-00	00-01	98-99	99-00	00-01
4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
8	46	41	46	69	72	72	54	59	54	31	28	28
10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

G r a d e	FCAT Writing					
	Percent of Students Scoring less than 3			Percent of Students Scoring 3 or more		
	98-99	99-00	00-01	98-99	99-00	00-01
4	n/a	n/a	n/a	n/a	n/a	n/a
8	15	6	4	85	94	96
10	n/a	n/a	n/a	n/a	n/a	n/a

G r a d e	FCAT Mathematics											
	Percent of Students Scoring FCAT Achievement Level 1			Percent of Students Scoring FCAT Achievement Level 1 and 2			Percent of Students Scoring FCAT Achievement Level 2-5			Percent of Students Scoring FCAT Achievement Level 3-5		
	98-99	99-00	00-01	98-99	99-00	00-01	98-99	99-00	00-01	98-99	99-00	00-01
5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
8	54	43	45	71	63	64	46	57	55	29	37	36
10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

G r a d e	SCHOOL GRADE DESIGNATION PERFORMANCE HISTORY		
	98-99	99-00	00-01
4/5	n/a	n/a	n/a
8	D	D	D
10	n/a	n/a	n/a

COMPREHENSIVE NEEDS ASSESSMENT MAJOR PROGRAMS

Reading

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
FCAT Reading Coach Practice Book	6-8	Aug. '98
Accelerated Reader	6-8	Aug. '96
After-School Tutorial Program	6-8	Aug. '96
At Risk Program	6-8	Aug. '91
Best practice Inservices for Language Arts Teacher	6-8	Aug. '98
Book Fair International	6-8	Aug. '92
CRISS Strategies	6-8	Aug. '97
Competency-Based Curriculum	6-8	Aug. '91
Comprehensive Reading Plan	6-8	Aug. '95
FCAT Enhancement Grant	6-8	Aug. '98
FCAT Reading Strategies Across the Curriculum	6-8	Aug. '97
Multicultural Curriculum	6-8	Aug. '90
Grade Level Articulation	6-8	Aug. '98
Independent Reading	6-8	Aug. '91
Parent Workshops	6-8	Aug. '92
READING LEADER - ASSISTING TEACHERS	6-8	Aug. '99
Advisor/Advisee S.M.A.R.T. Time	6-8	Aug. '92
Soar to Success	6-8	Aug. '99
Reading Club	6-8	Aug. '95
FCAT Strategic Reading Plan	6-8	Aug. '98

Writing

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
Writing Across the Curriculum	6-8	Aug. '90
FCAT Writing Assessment and preparation	6-8	Aug. '97
Bi- Weekly Writing Prompt	6-8	Aug. '91
District Writing Contests	6-8	Aug. '97
Journalism	6-8	Aug. '00
Language Arts Writing Portfolios	6-8	Aug. '91
Schoolwide FCAT Writing Prompt of the Week	6-8	Aug. '97
Student Newspaper	6-8	Aug. '93
School-To-Career Writing Portfolios	6-8	Aug. '97
FCAT Strategic Writing Plan	6-8	Aug. '98

Mathematics

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
After-School Mathematics Tutorials	6-8	Aug. '96

Annual Schoolwide Science Fair	6-8	Aug. '93
Alliance+	6-8	Aug. '00
Acaletics	6-8	Aug. '99
Bridges to Careers Math Initiative	6-8	Aug. '00
FCAT Coach	6-8	Aug. '98
Chess Club	6-8	Aug. '00
Eishenhower Title II USI Math and Science	6-8	Aug. '96
FCAT TASK Cards and FCAT Preparation	6-8	Aug. '97
FCAT Mathematics Formatted Examinations	6-8	Aug. '98
Math Club	6-8	Aug. '96
Math Jeopardy	6-8	Aug. '00
Mathematics in Context	6-8	Aug. '01
Parent Workshops	6-8	Aug. '96
Project Vision	6-8	Aug. '99
S.E.C.M.E.	6-8	Aug. '98

COMPREHENSIVE NEEDS ASSESSMENT PROFESSIONAL DEVELOPMENT

Provided or in Progress in the Area of Reading Instruction

TRAINING	NUMBER TRAINED	DATE
Best Practices-FCAT Reading	50	Sep. 14, '00
FCAT Reading Articulation	25	Nov. 04, '00
FCAT Reading Timeline Planning	25	Jun. 09, '01
Professional Growth Team Coaches Institute	2	May 26, '00
Soar To Success	3	Oct. 02, '00
FCAT Strategies ESOL	1	Oct. 06, '00
Grade 6 Reading Inservice-District	1	Oct. 24, '00
FCAT Strategies Reading Grade 8-District	1	Oct. 10, '00
FCAT Reading Strategies Grade 7-District	1	Oct. 16, '00
FIU Institute of Government	1	Oct. 17, '00
Independent Reading Conference	2	Oct. 26, '00
Project Citizen	1	Oct. 26, '00
FCAT Strategies-Gifted Education	1	Oct. 23, '00
The Caribbean	5	Nov. 03, '00
CRISS Strategies	3	Jan. 16, '01
Holocaust Education	1	Nov. 14, '00
ESOL FCAT Strategies	1	Dec. 04, '00
African American History	2	Dec. 11, '00
FCAT Reading Strategies Through Social Studies	50	Jan. 11, '01
Dade County Council for the Social Studies Conference	3	Jan. 26, '01
South Florida Thinking Skills Conference	3	Mar. 23, '01
Multilingual Summit	2	Apr. 20, '01
School-To-Career Conference	4	Apr. 19, '01
Social Studies Conference	1	May 01, '01
Newspaper Usage to Promote Reading	1	Apr. 27, '01
University of Miami Summer Reading Institute	2	Jun. 26, '01
Language Arts Through ESOL Summer Academy	1	Jun. 18, '01

Provided or in Progress in the Area of Writing Instruction

TRAINING	NUMBER TRAINED	DATE
FCAT Writing Best Practices	50	Oct. 10, '00
2001 School-To-Career Conference	4	Apr. 19, '01
University of Miami Writing Institute	2	Jun. 18, '01
FCAT Writing Rubric Scoring	50	Oct. 13, '00
Project Citizen	1	Mar. 21, '01

Provided or in Progress in the Area of Mathematics Instruction

TRAINING	NUMBER TRAINED	DATE
Middle School Mathematics For New Teachers	1	Oct. 27, '00
Comprehensive Math/Science Instructional Improvement Teams	10	Sep. 02, '00
Videodiscovery Technology Math/Science	1	May 01, '01
Title I Math Jeopardy	1	Apr. 04, '01
Mathematics In Context	1	Jan. 10, '01
Title I Chess-Helping to Enhance Student Success	1	Jan. 11, '01
Tarback Lutgens Resources Math/Science	1	Nov. 16, '00
Advance Placement Mathematics	1	Oct. 20, '00
Alliance Plus	2	Oct. 06, '00
Middle School Mathematics Inservice-District	1	Nov. 04, '00
Technology 2000	3	Sep. 21, '00
Algebra and Geometry Inservice	2	Oct. 06, '00

COMPREHENSIVE NEEDS ASSESSMENT OVERALL ANALYSIS OF ASSISTANCE PROVIDED BY EESAC

The following information will explain how the EESAC has assisted in the preparation of the SPEP relative to the following issues:

Budget:

The EESAC has assisted in the preparation of the Performance Excellence Plan (PEP) in the area of budget by participating in a mini-budget workshop, reviewing the CASAS, the School Based Budget System, the FRO508, asking questions, and making recommendations for the allocation of funds.

Training:

The EESAC subcommittee for curriculum (Curriculum Council) has assisted in preparation of the PEP by doing departmental needs assessment with the teachers annually in the area of staff development. The recommendations are used to formulate the workshops for the early release day inservices.

Instructional Materials:

The EESAC has assisted in the preparation of the PEP in the area of instructional materials through the Curriculum Council, a subcommittee of the EESAC. Annually, the teachers are surveyed by the department chairpersons to identify needs. Using this information, the department chairpersons identify the priorities for instructional materials for the year.

Technology:

The EESAC has assisted in the preparation of the PEP in the area of technology through the recommendation of the continuation of the infusion of technology across the curriculum and through the formation of a technology club.

Staffing:

In the area of staffing, a member of the EESAC or a member of one of the subcommittees serves on the interviewing committee for new teachers.

Student Support Services:

The EESAC has assisted in the preparation of the PEP in the area of Student Support Services by making policy recommendations for the department.

Other Matters of Resource Allocation:

The proposal for allocation of Title I funds, if available in 01/02, was discussed by the EESAC.

Benchmarking:

The EESAC approved all PEP objectives and had final approval for all activities related to the objectives.

School Safety and Discipline:

The Safety Committee, an EESAC subcommittee, meets regularly to discuss the school's overall Crisis Intervention Plan, maintaining a safe learning environment for all students, and to make recommendations as needed.

COMPREHENSIVE NEEDS ASSESSMENT

TITLE I ASSESSMENT ISSUES

Parental Involvement

In order to impact student achievement, parent involvement must increase. A full-time Community Involvement Specialist will be rehired to contact parents and improve communication between the school and the families of our students. Parenting workshops will be held each nine weeks to assist parents in improving their child's study habits.

Family Literacy

Family literacy continue to be addressed through parenting workshops and the after school L.I.F.E. tutorial program.

School Climate

The school climate will improve through the use of peer mediation, Youth Crime Watch, Curriculum Council and EESAC input, and by an analysis of our school climate survey data from the prior year.

Health Services

Through science classes, students will receive vision, hearing, and scoliosis screenings. Referrals will be made as needed to outside agencies.

MEASURABLE OBJECTIVE

Florida's System of School Improvement and Education Accountability (229.591 F.S.) Education Goals							
Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6	Goal 7	Goal 8
Readiness to Start School ()	Graduation Rate ()	Student Performance (X)	Learning Environment (X)	School Safety ()	Teachers and Staff ()	Adult Literacy ()	Parental, Family, and Community Involvement ()
Miami-Dade County Public Schools Strategic Planning Goals							
Goal I		Goal II			Goal III		
School to Career (X)		Effective Learning Environment (X)			Efficient Management Practices ()		
Principles of School Performance Excellence Categories							
1	2	3	4	5	6	7	
School Leadership ()	Strategic Planning for School Improvement (X)	Student and Stakeholder Relationships (X)	Data-Driven Decision- Making (X)	Human Resource Focus (X)	Educational Design, Services, and Support ()	Performance Results (X)	
MEASURABLE IMPROVEMENT OBJECTIVE Given instruction using the Competency-Based Curriculum and the Sunshine State Standards, 60% of eighth grade students will increase their reading comprehension skills as evidenced by achieving Level 2 and above on the March 2002 FCAT Reading Test.							

STRATEGIES

STRATEGIES	List Persons Responsible (by position) for this Strategy. Place an asterisk in front of one contact person.	Timeline	
		Start Date	End Date
1 . Provide reading opportunities on careers during homeroom Advisement (S.M.A.R.T.) Time.	SMART Advisor	Sep. '01	Jun. '02
2 . Develop all reading midterms and final exams in FCAT format to improve scores.	All teachers	Sep. '01	Jun. '02
3 . Hold semi-annual book fairs to promote reading excellence.	Media Specialist	Sep. '01	Jun. '02
4 . Provide daily sustained silent reading in all classes including art, band, and physical education in support of the Comprehensive Reading Plan.	AP for Curriculum	Sep. '01	Jun. '02
5 . Implement weekly timed readings and FCAT practice.	Language Arts Teachers	Sep. '01	Jun. '02
6 . Maintain and improve the Accelerated Reading Program.	Media Specialist	Sep. '01	Jun. '02
7 . Provide monthly library visits by all classes. Departments will rotate visits.	Media Specialist	Sep. '01	Jun. '02
8 . Provide inservice to staff on FCAT reading strategies, CRISS training, and reciprocal teaching to be utilized in all classes.	AP for Curriculum	Sep. '01	Jun. '02
9 . Provide tutoring through the Reading Club to include mentoring and read-alouds.	Media Specialist	Sep. '01	Jun. '02
10 . Increase student participation in schoolwide announcements to develop reading skills in a professional setting.	TV Production Sponsor	Sep. '01	Jun. '02
11 . Develop a student-generated school newspaper to be distributed at least twice per year.	Journalism Sponsor	Sep. '01	Jun. '02
12 . Develop a student-produced yearbook publication.	Journalism Sponsor	Sep. '01	Jun. '02
13 . Institute a reading pullout program for underachieving students as evidenced by SRI and reading NRT scores.	Reading Leader	Sep. '01	Jun. '02

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE). All staff members will participate in the implementation of this plan.

MEASURABLE OBJECTIVE

Florida's System of School Improvement and Education Accountability (229.591 F.S.)							
Education Goals							
Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6	Goal 7	Goal 8
Readiness to Start School ()	Graduation Rate ()	Student Performance (X)	Learning Environment (X)	School Safety ()	Teachers and Staff ()	Adult Literacy ()	Parental, Family, and Community Involvement ()
Miami-Dade County Public Schools Strategic Planning Goals							
Goal I		Goal II			Goal III		
School to Career (X)		Effective Learning Environment (X)			Efficient Management Practices ()		
Principles of School Performance Excellence Categories							
1	2	3	4	5	6	7	
School Leadership ()	Strategic Planning for School Improvement (X)	Student and Stakeholder Relationships (X)	Data-Driven Decision-Making (X)	Human Resource Focus (X)	Educational Design, Services, and Support ()	Performance Results (X)	
<p>MEASURABLE IMPROVEMENT OBJECTIVE</p> <p>Given instruction using the Competency-Based Curriculum and the Sunshine State Standards, eighth grade students will improve their writing skills as evidenced by the February 2002 FCAT Writing Test which meets or exceeds the state criteria regarding maintenance in high performing groups.</p>							

STRATEGIES

STRATEGIES	List Persons Responsible (by position) for this Strategy. Place an asterisk in front of one contact person.	Timeline	
		Start Date	End Date
1. Write a report about careers based on research.	Social Studies Teachers	Sep. '01	Jun. '02
2. Develop a schoolwide writing plan which encourages writing in all classes including electives.	AP Curriculum	Sep. '01	Jun. '02
3. Provide professional development in writing strategies incorporating the FCAT Writing Rubric to enhance classroom instruction.	AP Curriculum	Sep. '01	Jun. '02
4. Implement the use of student journals or portfolios in each class.	All Instructional Staff	Sep. '01	Jun. '02
5. Publish students' literary work in the school newspaper and yearbook.	Journalism Sponsor	Sep. '01	Jun. '02
6. Implement weekly FCAT writing prompts during homeroom advisement time.	All Instructional Staff	Sep. '01	Jun. '02
7. Develop a creative writing contest during themed months. Winners will be included in the school's newspaper and yearbook.	AP Curriculum	Sep. '01	Jun. '02
8. Increase participation in essay competitions throughout the county.	Language Arts Department Chairperson	Sep. '01	Jun. '02

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE). All staff members will participate in the implementation of this plan.

MEASURABLE OBJECTIVE

Florida's System of School Improvement and Education Accountability (229.591 F.S.)							
Education Goals							
Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6	Goal 7	Goal 8
Readiness to Start School ()	Graduation Rate ()	Student Performance (X)	Learning Environment (X)	School Safety ()	Teachers and Staff ()	Adult Literacy ()	Parental, Family, and Community Involvement ()
Miami-Dade County Public Schools Strategic Planning Goals							
Goal I		Goal II			Goal III		
School to Career (X)		Effective Learning Environment (X)			Efficient Management Practices ()		
Principles of School Performance Excellence Categories							
1	2	3	4	5	6	7	
School Leadership ()	Strategic Planning for School Improvement (X)	Student and Stakeholder Relationships (X)	Data-Driven Decision-Making (X)	Human Resource Focus (X)	Educational Design, Services, and Support ()	Performance Results (X)	
<p>MEASURABLE IMPROVEMENT OBJECTIVE</p> <p>Given instruction using the Competency-Based Curriculum and the Sunshine State Standards, 60% of eighth grade students will increase their mathematics skills as evidenced by achieving Level 2 or above on the March 2002 administration of the FCAT Mathematics Test.</p>							

STRATEGIES

STRATEGIES	List Persons Responsible (by position) for this Strategy. Place an asterisk in front of one contact person.	Timeline	
		Start Date	End Date
1 . Provide speakers on mathematics careers for all classes as a basis for research.	Occupational Specialist	Sep. '01	Jun. '02
2 . Implement quantitative science labs to improve students' mathematics skills.	Science Teachers	Sep. '01	Jun. '02
3 . Offer an afterschool tutoring program.	Mathematics Club Sponsor	Sep. '01	Jun. '02
4 . Encourage the participation of students in SECME to promote excellence.	SECME Sponsor	Sep. '01	Jun. '02
5 . Develop and implement an FCAT Mathematics strategic plan.	Mathematics/Science Teachers	Sep. '01	Jun. '02
6 . Develop a mathematics club to prepare students for competitions.	Mathematics Club Sponsor	Sep. '01	Jun. '02
7 . Provide inservices to staff on FCAT strategies, best practices, and CRISS.	AP Curriculum	Sep. '01	Jun. '02
8 . Utilize a variety of mathematics software to improve student achievement.	Mathematics Department Chairperson	Sep. '01	Jun. '02
9 . Provide parent workshop on mathematics skills awareness to empower parents.	Community Involvement Specialist	Sep. '01	Jun. '02
10 . Organize field trips to the SECME Kite Festival and other mathematics competitions.	Mathematics Department Chairperson	Sep. '01	Jun. '02
11 . Develop all midterms and finals in FCAT mathematics format.	Mathematics Teachers	Sep. '01	Jun. '02

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE). All staff members will participate in the implementation of this plan.

WAIVERS

Any waivers submitted for this school may be found in Appendix A: Waivers, at the back of this book.

TITLE I BUDGETS

The Title I budget for this school may be found in Appendix B: Title I Budgets, at the back of this book.

**SCHOOL PERFORMANCE EXCELLENCE PLAN
REVIEW AND ACCEPTANCE SIGNATURES**

LOC. #: 6591

SCHOOL NAME: North Dade Middle School

This School Performance Excellence Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

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

Required Signatures:

Principal;
EESAC Chair;
UTD Steward;
EESAC Parent Representative;
EESAC Business/Community Representative; and
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.