
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 6111 - Cutler Ridge Middle School

FeederPattern: Miami Southridge Senior

Region: Regional Center VI

District: 13 - Miami-Dade

Principal: Thomas Ennis

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Cutler Ridge Middle School

Cutler Ridge Middle School (CRMS) is a neighborhood school located on 22 acres in an area of southern Miami-Dade County. This school was built in 1959 and has serviced a vast number of residents that live within the community. The 46 year old school has been wired to provide Internet and Intranet access to 100% of the classrooms. The Media Center houses a state of the art closed circuit television system and Internet access via 16 computer stations. In 2005 two concrete wings were added to create 32 new classrooms. Cutler Ridge Middle School serves a multi ethnic student population comprised of 1106 students from the surrounding neighborhood, including 895 Standard Curriculum students, 211 Special Education students, 96 Gifted students, 45 Limited English Proficient students and 840 Economically Disadvantaged students. The ethnic/racial makeup of the student population is 30% African American, 47% Hispanic, 17% White non Hispanic, 1% Indian, and 2% Multicultural. Of the student presently enrolled at Cutler Ridge Middle School, 72 % qualify for Free or Reduced Lunch. After an examination of pertinent data such as the School Demographic and Academic Profile, the Florida Comprehensive Assessment Test Analysis, the School Report Card, Florida Writing Assessment Test results, the 2005-2006 School Improvement Plan and a variety of assessments and surveys administered at the school site, the staff, in conjunction with the Educational Excellence School Advisory Council (EESAC), has identified specific objectives for the 2006-2007 school year. To achieve these objectives, appropriate strategies have been discussed and planned by the Educational Excellence School Advisory Council. Strategies include implementation the Continuous Improvement Model, Comprehensive Research-Based Reading Plan, promoting active and responsible learners, increasing parental involvement to monitor student progress, fostering staff collaboration and examination of student work, developing School-to-Career connections, infusing the Competency-Based Curriculum and Sunshine State Standards, and focusing on state and national standards. These strategies are designed to help all students.

Given instruction using the Sunshine State Standards, students in grades six through eight will score at Level 3 or above in their Reading skills as evidenced by 51 percent of the students reaching the state required mastery level as documented by the scores of the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, African American students in grades six through eight will score at Level 3 or above in their Reading skills as evidenced by 51 percent of the students reaching the state required mastery level as documented by scores of the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Students With Disabilities in grades six through eight will score at Level 3 or above in their Reading skills as evidenced by 51 percent of the students reaching the state required mastery level as documented by scores of the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grade six through eight will score at Level 3 or above on their Mathematics skills as evidenced by 56 percent of the students reaching the state required mastery level as documented by scores of the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, African American students in grades six through eight will score at Level 3 or above on their mathematics skills as evidenced by 56 percent of the students reaching the state required mastery level as documented by scores of the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Hispanic students in grades six through eight will score at Level 3 or above on their Mathematics skills as evidenced by 56 percent of the students reaching the state required mastery level as documented by scores of the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students in grades six through eight will score at Level 3 or above on their Mathematics skills as evidenced by 56 percent of the students reaching the state required mastery level as documented by scores of the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Students with Disabilities in grades six through eight will score at Level 3 or above their Mathematics skills as evidenced by 56 percent of the students reaching the state required mastery level as documented by scores of the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade 8 will score 3.5 or higher in their writing as evidenced by 92 percent of the students reaching the state required mastery level as documented by scores of the 2007 FCAT Writing Test.

Given instruction using the Sunshine State Standards, students in grade 8 will score at Level 3 or above in their Science skills as evidenced by 50 percent of the students reaching the state required mastery level as documented by the 2007 FCAT Science Test.

Given the school-wide focus on the importance of Parental Involvement in school activities the PTSA membership will increase to 187 members, a twenty percent increase, compared to the 2005 baseline data of 156 members, as evidenced by membership records in the PTSA.

Given the Schoolwide Initiative to foster an atmosphere of discipline and safety, 30 percent or fewer students will receive indoor suspension as evidenced by the 2006-2007 SCSi report.

Given the School wide Initiative of Educational Technology, teachers will incorporate the utilization of web based learning as evidenced by increased attendance in the computer lab to 85 percent during the 2006-2007 school year.

Given the need to increase student physical fitness, 60 percent of students enrolled in Physical Education classes will achieve a Gold or Silver award as documented by the 2006-2007 FITNESSGRAM report.

Given the Schoolwide Initiative to involve students in extracurricular programs, the number of clubs available to students in grade six through eight will be increased to allow further opportunities for participation in extra curricular activities as evidenced by the number of clubs at Cutler Ridge Middle School in the 2006-2007 school year.

Cutler Ridge Middle School will improve its ranking on the State of Florida Return on Investment(ROI) index based upon publication of the next statement.

The findings of the Organizational Performance Self Assessment Survey organized the categorical rankings by an average score, from high to low, based upon the information supplied by the faculty and staff at our school. We have chosen two categories of priority which were identified as being an area which needs improvement. The area of Performance Results which asks the school to consider the work locations effectiveness in improving performance, is the first area of priority. The strategies that we will use to improve faculty and staff awareness of this area are: enhance feedback methods for the Leadership Team, provide venues for faculty and staff to contribute concepts and ideas for the functioning of the school, and utilize Professional Learning Communities to disseminate information to teachers and staff. The second category of priority is Faculty and Staff, which considers how employees collaborate to accomplish the work locations strategic objectives including providing performance feedback and recognition and promoting a work environment that supports professional growth, safety, satisfaction, and motivation for all. The strategies that we will use to improve awareness in this area are: utilize Professional Learning Communities to allow discussion between all stakeholders on key issues, encourage dissemination of information through Curriculum Council, Department and Team meetings, provide opportunities for faculty and staff to participate in school site planning processes, address the needs for resources and professional development of faculty and staff, and institute a reward and recognition program for teachers and staff members.

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.

Cutler Ridge Middle School

VISION

Cutler Ridge Middle School is a collegial, academic environment with professional students who respect themselves and others and achieve high academic standards.

MISSION

The mission of Cutler Ridge Middle School is to prepare our students for successful careers in the twenty-first century through interdisciplinary instruction that promotes high academic achievement and a tone of decency.

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.

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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

Cutler Ridge Middle School is a neighborhood school located on 22 acres in an area of southern Miami-Dade County. This school was built in 1959 and has serviced a vast number of residents that live within the community. The 46 year old school has been wired to provide Internet and Intranet access to 100% of the classrooms. The Media Center houses a state of the art closed circuit television system and Internet access via 16 computer stations. In 2005 two concrete wings were added to create 32 new classrooms.

Cutler Ridge Middle School employs a total of 105 full time staff and twelve part time staff members. The staff consists of four administrators, 53 classroom teachers, four students services personnel, one Media Specialist, one Center for Specialized Instruction teacher, one Reading Leader, one Curriculum Specialist, one Speech and Language Pathologist, one Hearing Impaired Specialist, one Program Specialist, ten paraprofessionals, nine clerical employees, two full time cafeteria workers, one full time security monitor and eight full time custodial service workers. The part-time staff consists of one part-time security monitor, seven part-time cafeteria workers, two part-time clerical staff, one part-time Community Involvement Specialist and one part-time custodial worker. The ethnic/racial makeup of the faculty and staff population is 45 percent White non-Hispanic, 31 percent African American, 21 percent Hispanic, and three percent Asian/American Indian.

Of the teaching staff, four percent are beginning teachers, while the average length of employment is twelve years. Twenty-seven percent of the faculty has advanced degrees and nine percent are Nationally Board Certified.

Cutler Ridge Middle School serves 1106 students from the surrounding neighborhood, including 895 Standard Curriculum students, 211 Special Education students, 96 Gifted students, 45 Limited English Proficient students and 840 Economically Disadvantaged students. The ethnic/racial makeup of the student population is 30 percent African American, 47 percent Hispanic, 17 percent White non-Hispanic, 1 percent Indian, and 2 percent Multicultural. Of the student presently enrolled at Cutler Ridge Middle School, 72 percent qualify for Free or Reduced Lunch.

Cutler Ridge Middle School enjoys a collaborative system of leadership which includes representatives from all stakeholders on the Educational Excellence School Advisory Council (EESAC). Leaders in the school provide the technical support along with professional and personal growth opportunities that stakeholders need to make informed decisions. Innovative action is encouraged at Cutler Ridge Middle School and new ideas are considered and given ample opportunity to succeed.

Several private and charter schools are located in close proximity to Cutler Ridge Middle School. The schools include: Our Lady of the Holy Rosary, Cutler Ridge Christian Academy, Waterstone Charter School and Keys Gate Charter School. Four of these schools are eligible to receive funding from the Florida Department of Education.

Cutler Ridge Middle School strives to provide an imaginative and eclectic approach to learning and education. In facilitating this approach to learning, input from all stakeholders is considered an essential part of the program for improvement. This ongoing communication between the school leadership team, students, parents and community stakeholders enables Cutler Ridge Middle School to provide a pertinent education program that is tailored to the needs of students.

Cutler Ridge Middle School strives to provide an academically challenging and socially nurturing learning environment for its students. The parents and community stakeholders are encouraged and motivated to participate actively in the academic and social education of all students that attend Cutler Ridge Middle School

School Foundation

Leadership:

Leadership sets the direction for educational achievement at Cutler Ridge Middle School as evidenced by receiving the highest ranking from survey results taken by faculty and staff. The Mission and Vision of our school is posted in every classroom and office area. This sets the tone for all that is done and is continually enhanced through information and resources made available to all members of the school. The administrative staff creates a positive working environment for its employees by having an open door policy which allows communication to occur at all levels. Employees are involved in day to day operations through Curriculum Council meetings, Department meetings, Team meetings, and Professional Learning Communities.

District Strategic Planning Alignment:

Meeting the goals and objectives of our school encompass the area of most improvement according to the results of the survey taken by faculty and staff. Objectives for achieving academic excellence in the areas of Reading, Math, Writing, and Science drive our curriculum and instruction. Other vital areas include Parental Involvement, Discipline and Safety, use of Educational Technology, Health and Fitness, Special Areas, and Return on Investment, which have focused objectives and strategies for improvement. Strategies necessary to enhance our overall school objectives are communicated through Curriculum Council meetings, Department meetings and Team meetings, where faculty and staff give input on how to best improve each area of need.

Stakeholder Engagement:

Reaching the level of satisfaction of our customers was one of the highest ranking categories based on the results of the survey taken by faculty and staff members. Evidence of this being an excellent monitor for what is happening at Cutler Ridge, can be found in the results of our School Climate Survey for 2005-2006. Faculty and staff agreed that there is positive communication between parents, students, and teachers in finding the best solution for situations that arise. Teachers feel comfortable with the decisions being made in the areas of discipline, academics, and parental involvement. The administrative staff supports decisions made for the best interest of every student.

Faculty & Staff:

Faculty and Staff, which questions how employees collaborate to meet the schools objectives, is the second category of priority for improvement at our school based on the results of the survey taken by our faculty and staff. The strategies that we will use to improve faculty and staff awareness in this area are: grade level teams will work together to develop an atmosphere of collegiality between teachers, while providing a sense of family for their students, subject area departments will work together to provide a curriculum which enhances student achievement, and Curriculum Council members will bring to the table concerns and issues raised at team and departmental meetings. This way input from all stakeholders will aid in the development of strong academic and social programs at our school. Professional Learning Communities will allow for reflection and professional development to meet the needs all of teachers whether they are first year teachers or veterans. Leadership opportunities will be in place for those who wish to advance their career skills.

Data/Information/Knowledge Management:

Data analysis and its connection to student achievement for all goals is one of the most important strategies being incorporated into the 2006-2007 School Improvement Plan. Faculty and staff feel very comfortable utilizing data to monitor progress as evidenced by the second highest ranking in the survey. Each faculty member received an Instructional Focus and Data binder at the beginning of the school year which provided guidelines for the instructional focus for the year including district pacing guides, as well as supplying vital information about each student in the way of test scores and individual intervention strategies being used. Bi-quarterly benchmark assessments are currently in place for teachers to monitor their instruction.

Education Design:

Education Design, which delineates processes that drive the function of the school, moved up in the rankings showing improvement at our school, based on the results of the survey taken by faculty and staff. Components included in Education Design are Extended Learning Opportunities, the School-wide Improvement Model, Advanced Courses Initiatives, and Post Unitary Commitments. The strategies that we use in this area are: Promoting the Continuous Improvement review of school site processes, encouraging dissemination of information through the Curriculum Council, Department and Team meetings, Professional Learning Communities, providing opportunities for faculty and staff to participate in school site planning processes, and training faculty in effective use of the two hour block.

Performance Results:

The process of developing an effective reporting system on all levels is the area needing most improvement according to the survey taken by our faculty and staff. A reporting system will be put into place to inform faculty and staff of key issues which may effect the schools performance. Curriculum Council members will notify their respective Department and Teams of information recieved at monthly meetings. Professional Learning Communities will disseminate results from reports ranging from budgetary issues to staff development trends.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

Cutler Ridge Middle School works diligently to recruit and retain highly qualified teachers. We utilize Miami Dade County's Applicant Tracking System as well as maintain contact with local colleges and universities to assist with the identification of motivated and innovative educators. Our school site is also utilized as a training facility for education majors from surrounding institutions. Through this program we have recruited and employed numerous educators who have exposed our students to high level educational and real world experiences. Teachers are encouraged to pursue National Board Certification and are supported in this endeavor. Continual opportunities for professional growth are offered through inservices to foster interest in the pursuit of educational excellence and leadership. Professional Learning Communities held at our school site promote a collegial atmosphere which enables teachers to communicate and share best practices. Beginning teachers are partnered with experienced mentors to encourage and support them throughout the first year of employment. This relationship promotes the retention and preparation of staff in the area of curriculum, classroom management, and data analysis of student achievement.

• Highly Qualified, Certified Administrators:

1. Thomas Ennis, Principal

Mr. Ennis has over twenty years of experience as a professional educator. Mr. Ennis began his career with Miami-Dade County Public Schools as a Math/Physical Education teacher in 1986. He spent the next seven years as a teacher, Interdisciplinary Team Leader and Department Chairperson. In August 1993, he was appointed as assistant principal at Shenandoah Middle School. In July 1996, he was appointed as assistant principal for curriculum at Rockway Middle School. During the ensuing seven years, Mr. Ennis had numerous responsibilities which included school improvement, master schedule, maintenance and facilities, personnel, budget, technology, professional development, special education and testing. In addition, Mr. Ennis was instrumental in working collaboratively with the Language Arts and Mathematics Departments in the development and implementation of vertical planning, cross curriculum mapping and mini assessments. Mr. Ennis' team approach was an integral piece in propelling the school's grade from a "C" to an "A". In July 2004, Mr. Ennis was appointed to Everglades K-8 Center. At Everglades K-8 Center, Mr. Ennis worked collaboratively with the Reading Leader and Curriculum Council to infuse professional learning communities, research-based programs, data and instructional focus binders by grade level (K-8). Mr. Ennis' collaborative/team approach assisted in Everglades K-8 Center maintaining a school grade of an "A" and for the first time meeting state standards for "Adequate Yearly Progress".

Mr. Ennis was appointed to his first principalship in June 2005 at Cutler Ridge Middle School. Cutler Ridge Middle School has received accountability grade of C for the 2004- 2005 school year. For the 2005 – 2006 school year, Mr. Ennis utilized his collaborative/team approach and implemented his A+ initiatives which included Reading, Writing, Mathematics, Science and Parental Involvement and moved the schools accountability grade to an A. These initiatives enhanced the needs of the school and local community. The foundation of the initiatives included the implementation of feeder pattern curriculum mapping, cross curricular mapping, vertical planning, career academies (pathways), professional learning communities, data and instructional focus calendars. All of which enhanced a child-center learning environment. Mr. Ennis is committed to making a difference at Cutler Ridge Middle School. His vision reflects the empowering all school stakeholders in a collaborative partnership that work together to meet the diverse educational needs of all students.

Mr. Ennis received a Bachelor's degree in Education from Western Kentucky University in 1982. After completing his undergraduate degree he entered Graduate School at Adelphi University where he earned his Master's degree (1984) in Sports Administration. After his initial employment with Miami Dade County Public Schools, he continued his postgraduate studies at

Nova Southeastern University where he obtained certification in Educational Leadership. Mr. Ennis is certified in Physical Education (Grades K-12) and Educational Leadership (Grades K-12). His annual evaluations over the past three years have been Distinguished. Mr. Ennis is a member of the Dade Association of School Administrators.

2. Kelli Hunter, Assistant Principal

Dr. Kelli Hunter has worked for over 12 years in the Miami-Dade County Public School System. For nine years Dr. Hunter worked at Palmetto Middle School as an instructor of Comprehensive Science, Civics, and Multicultural Studies. She was an integral part of the development of the educational program which assisted in the improvement of the school's grade from a C to an A in a three year period. Dr. Hunter has also served as the Social Studies Department Chair, Schoolwide Action Research Committee member, club sponsor, Multicultural History Committee Chair, discipline plan committee, and a Faculty Representative for EESAC. An important point of interest was the opportunity to participate in the Annenberg Institute and receive training to assist with the development of Critical Friends Groups and Professional Growth Teams. Certifications held are Political Science 6-12 and Educational Leadership K-12. As an assistant principal, Dr. Hunter has worked for three years at Cutler Ridge Middle School.

During her tenure at Cutler Ridge Middle, Dr. Hunter has monitored and supervised transportation, FTE, Attendance, Custodians/Zone Mechanic and Title I. She has also worked closely with the facilitation of the development of curriculum for the Social Studies and Language Arts/Reading Departments. Other responsibilities included Activities/Clubs, Beginning Teachers, Certification, Curriculum, Curriculum Bulletin, Master Schedule, Teacher Observations, Staff Development, Substitutes, Testing and Principal's Designee. Dr. Hunter also serves as a member of the Assistant Principal's Liaison Committee for Regional Center VI.

Kelli Hunter received her Bachelor's degree from Spelman College in Atlanta, Georgia, where she majored in Political Science and minored in Public Administration. She furthered her knowledge in the area of Social Science education by earning her Master's of Science degree from Nova Southeastern University. To enhance her expertise in the area of education, Dr. Hunter obtained her Ph.D from the Union Institute and University, exploring the area of Educational Social Policy and Program Evaluation.

3. James Griffith, Assistant Principal

Mr. James Griffith has worked over twelve years in the Miami-Dade County Public School System. For ten years Mr. Griffith worked at Mays Middle School as an instructor of six through eight Mathematics, including Honors Algebra, Geometry, six through eight General Science, and Intensive Math. Mr. Griffith has also served as Mathematics Chairperson, grade level Team Leader, and Administrative Assistant. He also served as sponsor for the science, chess, and softball teams, and was instrumental in collecting and drafting the necessary information for the School Improvement Plan.

Utilizing his curriculum experience, Mr. Griffith has worked with the school feeder pattern on vertical teaming initiatives to coordinate and align instruction between his school, the elementary schools, and the high school. Included in his responsibilities have been monitoring and supporting new teachers, conducting team meetings, conducting department meetings, and the monitoring and implementation of student detentions. Mr. Griffith has monitored and administered the Saturday School program. He has also researched computer programs and implemented a PLATO math lab program to be used with lower level students. Mr. Griffith was the Teacher of the Year at Mays Middle School and nominated a second time.

Mr. Griffith was appointed as assistant principal two years ago at Cutler Ridge Middle School. At this time, Mr. Griffith's responsibilities include eighth grade discipline, mathematics and science departmental issues, attendance/FTE monitoring, volunteers, PTSA, EESAC, school improvement planning, transportation, and cafeteria operations. He is certified in grade five through nine Mathematics, grades one through six Elementary Education, and Educational Leadership.

Mr. Griffith received an Associate of Science degree in Armaments Technology from Air Force Community School. He went on to earn a Bachelor of Science degree in Industrial Technology and a Master's of Science in Technology degree from East Texas State University in Commerce Texas.

4. Mr. Carlos Martinez, Assistant Principal

Mr. Carlos E. Martinez began his educational career with Miami-Dade County Public Schools in 1993, as a substitute teacher. In 1996, Mr. Martinez taught in a self-contained, Students-At-Risk Program classroom and an Advanced History course at W.R. Thomas Middle School. Mr. Martinez relocated to Charles R. Drew Middle School in 1997. For the next five years Mr. Martinez was an integral part of the Social Studies Department. While at Charles R. Drew Middle, Mr. Martinez taught regular and advanced Civics, Geography and American History, as well as, Gifted American History courses. Mr. Martinez sponsored the Geography Bee and African-American History Brain Bowl teams, served on the African-American Heritage Committee and the Hispanic Heritage Committee, and was the Gang Resistance Education and Training (G.R.E.A.T.) Coordinator. Mr. Martinez was elected EESAC recording secretary and to the Administrative Selection Committee. Mr. Martinez served as a grade level team leader, mentor to beginning teachers, and coordinated the team-teaching program in an auditorium setting. In 2002, Mr. Martinez transferred to Howard A. Doolin Middle School as a Social Studies teacher. Here he again served as grade level team leader, and in the African-American Heritage and Hispanic Heritage Committees. In 2003, Mr. Martinez became the school's Career Specialist and began assisting with administrative duties. As Career Specialist Mr. Martinez organized Career Day, Magnet School presentations, was part of the SIP committee and presented the SIP at the Regional Center. Mr. Martinez has assisted at several schools in maintaining and increasing student academic achievement. He was part of the team responsible for raising Charles R. Drew Middle's state assigned school grade and incorporating FCAT strategies into the school's curriculum.

Mr. Martinez was appointed to his first assistant principalship at Cutler Ridge Middle School last year. At this time, Mr. Martinez's responsibilities include electives, ESE, ESOL and social studies departmental issues, seventh grade discipline, property control, textbook inventory, PTSA, ESSAC, technology supervision and fire drills. Mr. Martinez is certified in Middle Grades Social Studies 6-9, Secondary Social Studies 6-12 and Educational Leadership. Mr. Martinez earned a Bachelor's Degree in Social Studies Education from Florida International University and a Master's Degree in Educational Leadership from NOVA University.

• Teacher Mentoring:

All teachers new to the profession and/or school system will be involved in the Beginning Teacher Orientations provided by the District. In addition, Professional Growth Teams will be assigned to assist new teachers and those who are in need of assistance with effective classroom management strategies. Veteran teachers who are highly qualified and/or national board certified, will be paired with newly assigned and beginning teachers as mentors to provide assistance with methodology and pedagogy. Quality professional development workshops on research-based instructional strategies will be conducted during professional planning time and early release days for teachers to help elevate the quality of instruction. Common planning time will be available for teachers to discuss and share best practices and instructional delivery techniques as well as training sessions. Our Reading Leader will model lessons in various subjects which will enhance the competencies of teachers.

• School Advisory Council:

The EESAC assisted in the preparation of the School Improvement Plan relative to the following areas:

-- Budget- the EESAC recommended, reviewed, and participated in the development of the budget for the 2006-2007 school year.

- Training- the EESAC recognizes its role in supporting the development of an infrastructure for professional growth regarding school improvement goals and initiatives, and in promoting a collegial climate as enabling tools for continuous school improvement.
- Instructional materials- the EESAC supports continued efforts to focus school instructional materials on SIP goals and state/district standards.
- Technology- the EESAC supports the existing technology infrastructure through expenditures and services to develop students' technology competencies and to improve student achievement.
- Staffing- the EESAC has assessed the current staffing allocations to identify key personnel that will provide assistance in order to meet our school improvement goals.
- Student Support Services- the EESAC supports the on-going work of the school counselors and their efforts to address student and parent needs in order to promote academic and career achievement in a school climate that demonstrates a tone of decency.
- Benchmarking- the EESAC will review student performance data as a baseline for assessing progress.

• Extended Learning Opportunities

All students are encouraged to participate in extended day services provided by the school, at no cost to the parent. A comprehensive before and after school tutoring program has been established to meet the needs of all students. Students who scored Level 1 and/or 2 in Reading and Mathematics received an invitation to participate in an Intensive Skill development program taught by highly qualified instructors, using technology, manipulatives and other instructional materials. FCAT Academy classes, held on Saturdays, are scheduled and are designed to focus on test taking strategies and practices for all students.

• School Wide Improvement Model

Cutler Ridge Middle School will incorporate the Continuous Improvement Model. This model involves an eight-step process that is systematic in making improvements in services. The cycle will include: Test Score Disaggregation- to identify weak and strong objective areas, Time Line Development- develop a school-wide timeline for all objective areas based on the needs of the student, Instructional Focus-using the timeline deliver the instructional focus lessons, Assessment-administer benchmark progress assessments after instructional focus has been taught to identify mastery of benchmarks, Tutorials-provide tutorial time to reteach target areas, Enrichment-provide enrichment opportunities for students who have mastered benchmarks, Maintenance-provide materials for ongoing maintenance and reteaching, Monitoring-the principal and his administrative team are continuously involved in the teaching and learning process.

Our goals for change at Cutler Ridge Middle began with planning over the summer months. After analyzing our school data, basic skills were identified as needing improvement. Instructional Focus activities, which highlighted specific benchmarks in Reading and Mathematics, were incorporated into a calendar which was handed out to all instructional staff at the beginning of the school year. Targeted skills will be emphasized and implemented school-wide on a monthly basis. Bi-quarterly benchmark progress assessments, which will enhance data driven decision making and instruction, will provide formative data for analysis of best practices and teaching methods.

GOAL 1: READING

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

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

GOAL 1 STATEMENT:

Cutler Ridge Middle School students will be proficient readers.

Needs Assessment

Results of the 2006 FCAT Reading test indicate that 52 percent of students met state mastery of Level 3 or higher in Reading. Seventy one percent of students made Learning Gains and 80 percent of the Lowest 25 percent made Adequate Progress. As per the No Child Left Behind (NCLB) adequate yearly progress report, students in the African American and Students with Disabilities subgroups did not meet the desired 44 percent of Level 3 or above on the 2006 FCAT Reading test, although Safe Harbor was met showing a 10% improvement in Reading compared to the 2004-2005 FCAT data. Our focus is to move 27% of all students from Level 1 to the next level as they continue through middle school using specific reading strategies and instructional materials in the classroom. Level 5 students made up five percent of the sixth grade class, two percent of the seventh grade and one percent of the eighth grade classes. As with Level 1 students, higher level readers will improve to the next level through strategies specific to Advanced Academic courses. The sixth grade data shows that students were successful, scoring at or above 60 percent in the areas of Main Idea, and 64 percent in both Comparisons and Reference and Research. The data indicated that additional strategies should be implemented in the area of Words and Phrases. Data for seventh grade shows that students were most successful in the areas of Reference and Research. Additional strategies should be implemented in the areas of Comparisons and Words and Phrases. Eighth grade data indicates that most students were successful in the areas of Words and Phrases. Additional instruction is needed in the areas of Comparisons as well as Main Idea and Purpose.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades six through eight will score at Level 3 or above in their Reading skills as evidenced by 51 percent of the students reaching the state required mastery level as documented by the scores of the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, African American students in grades six through eight will score at Level 3 or above in their Reading skills as evidenced by 51 percent of the students reaching the state required mastery level as documented by scores of the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Students With Disabilities in grades six through eight will score at Level 3 or above in their Reading skills as evidenced by 51 percent of the students reaching the state required mastery level as documented by scores of the 2007 FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Involve teachers in the Continuous Improvement Model through data-driven decision making by providing teachers with all available data to enable them to analyze the ongoing progress of their students as they monitor student progress.	Principal AP Curriculum Curriculum Specialist Department Chairpersons Classroom Teachers	08/10/06	05/31/07	Continuous Improvement Model	\$3000.00
Facilitate staff development in appropriate reading strategies, including CRISS and Reciprocal Teaching and incorporation of extended response practice.	Principal AP Curriculum Reading Leader	08/10/06	05/31/07	District Strategic Plan	\$0.00
Implement Vertical teaming to improve reading comprehension across the grade levels utilizing curriculum mapping and district pacing guides.	Principal AP Curriculum Department Chairpersons Classroom Teachers	08/10/06	05/31/07	District Strategic Plan	\$1000.00
Encourage Extended Learning Activities to all students in the form of before and after-school tutoring, and writing workshops based on an analysis of benchmark clusters needing improvement by grade level.	Principal AP Curriculum Curriculum Specialist Reading Leader	08/10/06	05/31/07	District Strategic Plan	\$5000.00
Implement Instructional Focus/Data activities and Teacher Directed Reading Instruction school-wide which highlight specific benchmarks in reading including Main Idea and Purpose, Words and Phrases, and Comparisons.	Principal AP Curriculum Curriculum Specialist Language Arts Chairperson Mathematics Chairperson	8/10/2006	5/31/2007	District Strategic Plan	\$1000.00
Utilize Differentiated Instruction in order to	Principal	8/10/2006	5/31/2007	District Strategic	\$500.00

<p>focus on individualized needs in each classroom with special emphasis on Students with Disabilities and African American students incorporating programs such as: Read XL, Read 180, Prentice Hall Literature Series, Houghton Mifflin Series, Kid Biz 3000, Rosetta Stone, and Plato.</p>	<p>AP Curriculum Department Chairpersons Classroom Teachers</p>			<p>Plan</p>	
<p>Incorporate enrichment activities in Advanced Academic courses using a cross curricular approach utilizing Academy Learning to maintain Level 3 and higher successes.</p>	<p>Principal AP Curriculum Department Chairpersons Classroom Teachers</p>	<p>8/10/06</p>	<p>5/31/2007</p>	<p>District Strategic Plan</p>	<p>\$1000.00</p>

Research-Based Programs

Read XL
Read 180
Prentice Hall Literature Series
Houghton Mifflin Series
Kid Biz 3000
Rosetta Stone
Plato

Professional Development

Data Analysis
Data Driven Decision Making
Differentiated Instruction for Struggling Readers
Content Area Reading Instruction (CRISS)
Test item specifications and Rubrics
Planning for Effective Instruction in the Two-Hour Block
Reciprocal Teaching
Snapshot Data

Evaluation

FCAT 2007 Reading results
Interim Assessment in Reading
Gates MacGinitie Reading Test
MAZE
Tutoring Attendance Log
Pre/Post Test for tutoring program
Bi-Quarterly Assessments
Read 180 Profiles

GOAL 2: MATHEMATICS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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"/>

GOAL 2 STATEMENT:

Cutler Ridge Middle School students will be proficient in Mathematics.

Needs Assessment

Results of the 2006 FCAT Mathematics Test indicate that 50 percent of students met standards of Level 3 or higher in Mathematics. Sixty eight percent of students made Learning Gains. As per the No Child Left Behind (NCLB) Adequate Yearly Progress Report, students in the African-American, Students with Disabilities, Hispanics and Economically Disadvantaged subgroups did not meet the desired 50 percent of Level 3 or above on the 2006 FCAT Mathematics Test. An analysis of data for students at all grade levels indicates that 41 percent of sixth grade students, 32 percent of seventh grade students and 22 percent of eighth grade students are Level 1, suggesting the need to use specific strategies and instructional materials to improve student achievement in Mathematics. Level 5 students made up three percent of the sixth and seventh grade class and four percent of the eighth grade class. Sixth grade data indicates that students scored at 56 percent in the area of Geometry. The greatest need in the sixth grade is improvement in Number Sense, Measurement, Algebraic Thinking and Data Analysis. Seventh grade data indicates that students scored highest in the area of Number Sense. Additional instructional emphasis is needed in the areas of Geometry, Measurement, Algebraic Thinking, and Data Analysis. Eighth grade data indicates that students scored highest in the areas of Number Sense, Data Analysis and Algebraic Thinking. Additional instructional emphasis is needed in the areas of Measurement and Geometry.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade six through eight will score at Level 3 or above on their Mathematics skills as evidenced by 56 percent of the students reaching the state required mastery level as documented by scores of the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, African American students in grades six through eight will score at Level 3 or above on their mathematics skills as evidenced by 56 percent of the students reaching the state required mastery level as documented by scores of the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Hispanic students in grades six through eight will score at Level 3 or above on their Mathematics skills as evidenced by 56 percent of the students reaching the state required mastery level as documented by scores of the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students in grades six through eight will score at Level 3 or above on their Mathematics skills as evidenced by 56 percent of the students reaching the state required mastery level as documented by scores of the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Students with Disabilities in grades six through eight will score at Level 3 or above their Mathematics skills as evidenced by 56 percent of the students reaching the state required mastery level as documented by scores of the 2007 FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Facilitate staff development in appropriate mathematical strategies incorporating journal writing and extended response activities.	Principal AP Curriculum Mathematics Chairperson	8/10/06	5/31/07	District Strategic Plan	\$1000.00
Employ research-based instructional practices, e.g., computer and technology assisted instruction and mathematics manipulatives that impact student mastery of mathematical application skills across all grades and disciplines.	Principal AP Curriculum Mathematics Chairperson Classroom Teachers	08/10/06	05/31/07	District Strategic Plan	\$5500.00
Facilitate the Continuous Improvement Model through data-driven decision making by providing teachers with all available data to enable them to analyze and monitor the ongoing progress of their students.	Principal AP Curriculum Curriculum Specialist Department Chairpersons Classroom Teachers	08/10/06	05/31/07	Continuous Improvement Model	\$4000.00
Encourage Extended Learning Activities to all students in the form of after-school tutoring and academic enrichment based on analysis of strands needing improvement at	Principal AP Curriculum Curriculum Specialist	08/10/06	05/31/07	District Strategic Plan	\$5000.00

all grade levels.					
Implement Vertical Teaming to improve Mathematics performance across the grade levels utilizing curriculum mapping and the district pacing guide.	Principal AP Curriculum Department Chairpersons Classroom Teachers	08/10/06	05/31/07	Continuous Improvement Model	\$1000.00
Use differentiated instructional techniques in order to focus on individualized needs in each classroom with special emphasis on African American students, Hispanic students, students on Free and Reduced Lunch, and Students with Disabilities incorporating special programs such as: Prentice Hall Mathematics Series, A+ Math, Riverdeep, Kaplan Series, Gizmo Math and Science Interactive Learning, Plato, and FCAT Sharpen Up Math Series.	Principal AP Curriculum Department Chairpersons Classroom Teachers	08/10/06	05/31/07	District Strategic Plan	\$0.00
Implement Instructional Focus activities school-wide that highlight specific benchmarks in Mathematics focusing on content clusters in need of improvement: Number Sense, Measurement, Geometry, Algebraic Thinking, and Data Analysis.	Principal AP Curriculum Mathematics Chairperson Classroom Teachers	08/10/06	05/31/07	District Strategic Plan	\$5000.00
Incorporate enrichment activities in Advanced Academic courses using a cross curricular approach utilizing Academy Learning to maintain Level 3 and higher successes.	Principal AP Curriculum Department Chairpersons Classroom teachers	8/10/06	5/31/07	District Strategic Plan	\$1000.00

Research-Based Programs

Prentice Hall Mathematics Series

A + Math

Riverdeep

Kaplan Series

Gizmo Math and Science Interactive Learning

Plato

FCAT Sharpen Up Math Series

Professional Development

Data Analysis
Data Driven Decision Making
Differentiated Instruction for the Two-Hour Block
Test item specifications and Rubrics
Planning for Effective Instruction in the Two-Hour Block
Using Manipulatives in Math
FCAT Explorer
Riverdeep Training
CRISS Strategies
Snapshot Data
Gizmo Math and Science Interactive Learning

Evaluation

FCAT 2007 Mathematics test results
Interim Assessments in Mathematics
Tutoring Attendance Log
Pre/Post Test for Tutoring program
Bi-Quarterly Assessments

GOAL 3: WRITING

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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"/>

GOAL 3 STATEMENT:

Cutler Ridge Middle School students will be proficient in Writing techniques.

Needs Assessment

Results of the 2006 FCAT Writing test indicate that 91 percent of the students met high standards in scoring 3.5 or above in Writing. An analysis of the 2006 FCAT Writing test compared to the results of the 2005 FCAT Writing test reveals the following trends among our eighth graders: (a) Students mean score in Expository writing increased from 3.8 to 3.9 and in Persuasive writing from 3.5 to 4.1; (b) The percent of students scoring 3.5 or above in Expository writing increased from 74 percent in 2005 to 80 percent in 2006; (c) The percent of students scoring 3.5 or above in Persuasive writing increased from 62 percent in 2005 to 71 percent in 2006; (d) Students scored slightly higher in Persuasive writing than Expository writing. Further improvement will require a systematic, interdisciplinary approach to writing instruction between all core subjects.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade 8 will score 3.5 or higher in their writing as evidenced by 92 percent of the students reaching the state required mastery level as documented by scores of the 2007 FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement reading activities school-wide that correlate to effective writing techniques.	Reading Specialist Language Arts Chairperson Classroom Teachers	08/10/06	05/31/07	District Strategic Plan	\$6000.00
Conduct District mandated pre and post tests to all students in preparation of the eighth grade writing test using persuasive prompts.	Test Chairperson Language Arts Chairperson Classroom Teachers	08/10/06	05/31/07	District Strategic Plan	\$2000.00
Implement Vertical Teaming to improve writing across the grade levels.	Principal AP Curriculum Department Chairpersons Classroom Teachers	08/10/06	05/31/07	District Strategic Plan	\$1000.00
Facilitate the Continuous Improvement Model through data-driven decision making by providing teachers with all available data to enable them to analyze and monitor the ongoing progress of their students.	Principal AP Curriculum Curriculum Specialist Department Chairpersons Classroom Teachers	08/10/06	05/31/07	Continuous Improvement Model	\$2000.00
Implement computer based writing programs to enhance student writing skills such as Write Traits and Inspiration.	Principal AP Curriculum Language Arts Chairperson Classroom Teachers	08/10/06	05/31/07	District Strategic Plan	\$5000.00
Use differentiated instructional techniques in order to focus on individualized needs in each classroom for all students incorporating special programs such as: FCAT Sharpen Up Writing series and Write Traits.	Principal AP Curriculum Department Chairpersons Classroom Teachers	08/10/06	05/31/07	District Strategic Plan	\$0.00
Incorporate enrichment activities in Advanced Academic courses using a cross curricular approach utilizing Academy Learning to maintain a score of 3.5 or higher successes.	Principal AP Curriculum Department Chairpersons Classroom Teachers	08/10/06	05/31/07	District Strategic Plan	\$1000.00

Research-Based Programs

FCAT Sharpen Up Writing series
Write Traits

Professional Development

Data Analysis
Data-Driven Decision Making
CRISS Training
Curriculum Mapping
Vertical Teaming
Write Traits Inservice
Inspiration Training

Evaluation

2007 FCAT Writing results
On site Pre and Post testing
Student Portfolios
Teacher Developed Writing Prompts in Language Arts classes
Write Traits Results

GOAL 4: SCIENCE

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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"/>

GOAL 4 STATEMENT:

Cutler Ridge Middle School students will be proficient in Science content and understanding.

Needs Assessment

Results of the 2006 FCAT Science Test indicate that 21 percent of eighth graders scored at Level 3 or above in Science. The percentage of students proficient in Science for the 2006 test was two percentage points lower than the district average. In comparing the results of the 2006 FCAT Science test with the results of the 2005 FCAT Science Test students scored highest in the areas of Earth and Space Science and Life and Environmental Science. Additional instructional emphasis is needed in the areas of Physical and Chemical Science and Scientific Thinking. Teachers in the eighth grade should focus on hands-on activities to ensure that students get the practice using scientific thinking skills in laboratory exercises.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade 8 will score at Level 3 or above in their Science skills as evidenced by 50 percent of the students reaching the state required mastery level as documented by the 2007 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Involve teachers in the Continuous Improvement Model through data-driven decision making by providing teachers with all available data to enable them to analyze the ongoing progress of their students as they monitor student progress.	Principal AP Curriculum Curriculum Specialist Department Chairpersons Classroom Teachers	08/10/06	05/31/07	Continuous Improvement Model	\$4000.00
Facilitate professional development and collaborative planning to develop hands-on laboratory activities which reinforce Scientific Process Skills.	Principal AP Curriculum Science Chairperson Science Teachers	08/10/06	05/31/07	Continuous Improvement Model	\$1500.00
Provide instruction in Scientific Process Skills at all grade levels throughout the year by involving students in two hands on laboratory experiences per week.	Principal AP Curriculum Science Chairperson Science Teachers Curriculum Specialist	08/10/06	05/31/07	District Strategic Plan	\$2500.00
Employ research-based instructional practices, e.g., computer-assisted instruction and science manipulatives that impact student mastery of mathematical application skills in science across all grades and disciplines that will impact Physical and Chemical Science skills.	Principal AP Curriculum Science Chairperson Science Teachers Curriculum Specialist	08/10/06	05/31/07	District Strategic Plan	\$5000.00
Implement Vertical teaming to improve science comprehension and scientific thinking skills across grade levels utilizing the district pacing guide and curriculum mapping.	Principal AP Curriculum Science Chairperson Classroom Teachers Curriculum Specialist	08/10/06	05/31/07	District Strategic Plan	\$3000.00
Incorporate enrichment activities in Advanced Academic courses using a cross curricular approach utilizing Academy Learning to maintain Level 3 and higher successes.	Principal AP Curriculum Science Chairperson Science Teachers	8/10/06	5/31/07	District Strategic Plan	\$1000.00
Utilize Differentiated Instruction during the instructional block which incorporates CRISS and Reciprocal Teaching strategies for	Principal AP Curriculum Science Chairperson	08/10/06	05/31/07	District Strategic Plan	\$300.00

<p>increasing student comprehension of science content and the ability to resolve extended responses using special programs such as: Riverdeep, Glencoe Science Series, FCAT Sharpen Up Science, Holt Earth Science, Gizmo Math and Science Interactive Learning, and Plato.</p>	<p>Science Teachers Curriculum Specialist</p>	
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Research-Based Programs

Riverdeep
 Glencoe Science Series
 FCAT Sharpen Up Science
 Holt Earth Science
 Gizmo Math and Science Interactive Learning
 Plato

Professional Development

Data Analysis
 Data Driven Decision Making
 Differentiated Instruction
 CRISS
 Test item specifications and Rubrics
 Planning for Effective Instruction in the Two-Hour Block
 Snapshot Data
 Gizmo Math and Science Interactive Learning

Evaluation

2007 FCAT Science results
 Bi-Quarterly Assessments

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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"/>

GOAL 5 STATEMENT:

Cutler Ridge Middle School will continue to involve parents in the educational process of their students.

Needs Assessment

Based on the Parent Teacher Student Association (PTSA) National Standards, parental involvement is vital to the academic success of students. Results of the 2005 School Climate Survey indicate that 68 percent of parents believe that teachers include them in matters directly affecting their child's progress in school, 82 percent of parents believe that the staff in the principal's office treat them with respect when they contact the school, 73 of parents believe that the school staff responds to needs and concerns in a reasonable period of time, and 73 percent of parents believe that the overall climate or atmosphere at the school is positive and helps their child learn. Additionally, 87 percent of the parent respondents on the School Climate Survey indicated that they felt their child was getting a good education at Cutler Ridge Middle School. Membership in the PTSA during the 2005 school year was 156. Additional emphasis on the importance of parental involvement is needed to improve participation in the PTSA.

Measurable Objective

Given the school-wide focus on the importance of Parental Involvement in school activities the PTSA membership will increase to 187 members, a twenty percent increase, compared to the 2005 baseline data of 156 members, as evidenced by membership records in the PTSA.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Communicate with parents and caregivers regarding outreach activities, student progress, and intervention strategies through many sources including the Electronic E-News Bulletin.	Principal AP Curriculum Counselors Curriculum Specialist Community Involvement Specialist	08/10/06	05/31/07	District Strategic Plan	\$100.00
Conduct workshops for parents on various topics related to the adolescent child, family counseling issues, community resources and other pertinent topics.	Principal AP Curriculum Counselors Curriculum Specialist Community Involvement Specialist	08/10/06	05/31/07	District Strategic Plan	\$1000.00
Encourage parents to share their careers with students on Career Days.	Career Specialist Curriculum Specialist Community Involvement Specialist	08/10/06	05/31/07	District Strategic Plan	\$1000.00
Encourage parents and caregivers to attend the Curriculum Fair and the Resource Fair.	Principal AP Curriculum Curriculum Specialist Department Chairpersons Classroom Teachers Students	08/10/06	05/31/07	District Strategic Plan	\$1500.00
Encourage parents to share their concerns and ideas by hosting a monthly "Coffee Talk" with the Principal	Principal AP Curriculum Community Involvement Specialist Curriculum Specialist PTSA	08/10/06	05/31/07	District Strategic Plan	\$300.00
Promote regular home-school communication through school monthly activity calendars, informational handouts to students, and use of automated phone messaging service to inform parents of school activities, events, and other important information.	Principal Assistant Principal Curriculum Specialist Classroom Teachers Club Sponsors	08/10/06	05/31/07	District Strategic Plan	\$500.00
Recruit parents as volunteers to provide assistance in instruction and/or mentoring for students utilizing the guidelines of the	Principal Curriculum Specialist Community Involvement Specialist	08/10/06	05/31/07	District Strategic Plan	\$200.00

National Standards for Parent and Family Involvement Programs by the National PTSA.	Career Specialist PTSA Classroom Teachers Students	
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Research-Based Programs

National Standards for Parent and Family Involvement Programs by the National PTSA

Professional Development

Monthly Title 1 Community Involvement Workshops
EESAC Training

Evaluation

Title I Monthly Reports
PTSA Membership Rosters
School Climate Survey
Volunteer Registration List

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

GOAL 6 STATEMENT:

Cutler Ridge Middle School students will foster an atmosphere of Discipline and Safety while on campus.

Needs Assessment

Results of the 2005-2006 School Center for Special Instruction (SCSI) Statistics report indicate that 31 percent of standard curriculum students were serviced in SCSI. Forty eight percent of the students who were placed in SCSI served one time only, while 22 percent served twice, nine percent served three times, and nineteen percent served four or more times. The data indicates that there is a need to develop additional options to SCSI for minor infractions in order to keep students in classrooms to assure academic success.

Measurable Objective

Given the Schoolwide Initiative to foster an atmosphere of discipline and safety, 30 percent or fewer students will receive indoor suspension as evidenced by the 2006-2007 SCSI report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Institute Middle Moves transition program to foster a sense of security in the sixth grade.	Principal Assistant Principals Counselors Classroom Teachers	08/10/06	5/31/07	District Strategic Plan	\$300.00
Utilize security cameras to investigate situations that occur on campus to further the safety of all.	Principal Assistant Principals SCSI Instructor	08/10/06	05/31/07	District Strategic Plan	\$500.00
Facilitate the child study team model to effectively communicate discipline expectations to teachers, parents, and students.	Principal Assistant Principals Counselors Team Leaders Classroom Teachers ESE Specialist	8/4/06	5/31/07	District Strategic Plan	\$100.00
Maintain parental involvement in all areas of the school program.	Principal Assistant Principals Community Involvement Specialist PTSA	8/4/06	5/31/07	District Strategic Plan	\$1500.00
Utilize Peer Mediation procedures to allow students to solve problems on their own.	Trust Counselor Assistant Principals Peer Mediators Students	8/10/06	5/31/07	District Strategic Plan	\$500.00
Engage Youth Crime Watch members in more effective methods of reporting situations which occur on campus.	Principal Assistant Principals Youth Crime Watch Sponsor Students	8/10/06	5/31/07	District Strategic Plan	\$250.00
Utilize the TRUST program and Career Specialist in lieu of assigning Indoor Suspension for infractions.	Principal Assistant Principals TRUST Counselor Career Specialist SCSI Instructor Classroom Teachers	8/10/06	05/31/07	District Strategic Plan	\$550.00

Research-Based Programs

Middle Moves

Professional Development

Child Study Team (CST) training meetings

Conflict Resolution training meetings

Peer Mediation training meetings

Evaluation

2007 District Suspension Report

2006 2007 School Center for Specialized Instruction Statistics Report

Middle Moves Counselor Visitation Logs

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

GOAL 7 STATEMENT:

Cutler Ridge Middle School will employ the usage of technology tools to assist students with their learning.

Needs Assessment

Last year the attendance for the computer labs was 400 class periods out of a possible 540 periods. This shows a utilization rate of 74 percent. To properly engage students in use of web based programs there should be an increase in the utilization rate of the computer lab.

Measurable Objective

Given the School wide Initiative of Educational Technology, teachers will incorporate the utilization of web based learning as evidenced by increased attendance in the computer lab to 85 percent during the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Incorporate web based lessons in After School Tutoring program.	Principal Assistant Principals Curriculum Support Specialist Classroom Teachers Technology Support Staff	8/10/06	5/31/07	District Strategic Plan	\$500.00
Monitor teacher usage of Computer labs.	Principal Assistant Principals Classroom Teachers Technology Support Staff	8/10/06	5/31/07	District Strategic Plan	\$100.00
Investigate and utilize new and existing web based programs for utilization at the classroom level such as Riverdeep, FCAT Explorer, Write Traits, Kid Biz 3000, Gizmo Math and Science Interactive Learning, United Streaming, Read 180, Plato, and Inspiration Software.	Principal Assistant Principals Classroom Teachers Technology Support Staff	8/10/06	5/31/07	District Strategic Plan	\$100.00
Incorporate professional development training and model lessons to include web based learning programs such as the Prentice Hall Web Program, Write Traits, Gizmo Math and Science Interactive Learning, and Snapshot Data.	Principal Assistant Principals Classroom Teachers Technology Support Staff	8/10/06	5/31/07	District Strategic Plan	\$500.00

Research-Based Programs

Read 180

Plato

Gizmo Math and Science Interactive Learning

Write Traits

Prentice Hall Web Based Program

Riverdeep

Professional Development

Riverdeep

FCAT Explorer

Prentice Hall Web Program

Write Traits

Kid Biz 3000

Gizmo Math and Science Interactive Learning

Snapshot Data

United Streaming

Inspiration Software

Evaluation

2006-2007 Computer Lab Logs

2006-2007 Teacher Lesson Plans

Read 180 Profiles

Plato Pre/Post test results

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

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

GOAL 8 STATEMENT:

Cutler Ridge Middle School students will improve their health and fitness to ensure a positive and healthy lifestyle.

Needs Assessment

Based on the District Physical Fitness Test Summary Report for the 2005- 2006 school year, 57 percent of the students enrolled in Physical Education classes were awarded Gold and Silver FITNESSGRAM awards. To properly assess both student fitness performance and programmatic success, a pre- and post-test will be administered to determine student baseline measures. Student health-related fitness is assessed through the implementation of the FITNESSGRAM test program. The data indicates that there is a need to encourage participation in physical fitness activities and nutrition programs.

Measurable Objective

Given the need to increase student physical fitness, 60 percent of students enrolled in Physical Education classes will achieve a Gold or Silver award as documented by the 2006-2007 FITNESSGRAM report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items, which would enhance specificity of training.	Principal Assistant Principals Physical Education Teacher	8/10/06	5/31/07	District Strategic Plan	\$0.00
Monitor the lunch program to ensure healthy student eating habits.	Principal Assistant Principals Physical Education Teacher Cafeteria Manager	8/10/06	5/31/07	District Strategic Plan	\$0.00
Ensure that an appropriate amount of instructional time is dedicated to fitness related activities on a daily basis.	Principal Assistant Principals Physical Education Teacher	8/10/06	5/31/07	District Strategic Plan	\$0.00
Develop an action plan for the school to insure input from the department to meet the goals and objectives as stated.	Principal Assistant Principals Physical Education Teacher	8/10/06	5/31/07	District Strategic Plan	\$1000.00
Administer a pre and post physical fitness test to all students enrolled in Physical Education classes using the FITNESSGRAM program.	Principal Assistant Principals Physical Education Teacher	8/10/06	5/31/07	District Strategic Plan	\$0.00

Research-Based Programs

FITNESSGRAM

Professional Development

FITNESSGRAM training

Presidential Award Program training

Evaluation

2006-2007 FITNESSGRAM results

Develop a prescriptive report for each student

Physical Fitness Pre and Post test

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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"/>

GOAL 9 STATEMENT:

Cutler Ridge Middle School will involve students in meaningful extra curricular programs to promote self esteem, discipline, and academic achievement.

Needs Assessment

Extra curricular clubs and activities promote self esteem, discipline and academic achievement for all students involved. To enhance the education of the whole child, Cutler Ridge Middle School had ten extra curricular clubs available for students to join. There is a need to provide additional clubs for student involvement.

Measurable Objective

Given the Schoolwide Initiative to involve students in extracurricular programs, the number of clubs available to students in grade six through eight will be increased to allow further opportunities for participation in extra curricular activities as evidenced by the number of clubs at Cutler Ridge Middle School in the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Recruit future students through the articulation process at area elementary schools showcasing our special programs and electives.	Principal AP Curriculum Counselors Classroom Teachers Parents Students	8/10/06	05/31/07	District Strategic Plan	\$200.00
Promote awareness of clubs and special programs throughout the school year.	Principal Assistant Principals Club Sponsors	8/10/06	5/10/07	District Strategic Plan	\$250.00
Inform parents of programs through letters home sent with the student, neighborhood newspapers, and the schools E-Newsletter.	Principal Assistant Principals Club Sponsor Community Involvement Specialist	8/10/06	5/31/07	District Strategic Plan	\$500.00
Participate in schoolwide activities showcasing student involvement during the 2006-2007 school year by club sponsors, teachers and students to further student interests in special clubs and programs.	Principal Assistant Principals Club Sponsor	8/10/06	5/31/07	District Strategic Plan	\$0.00
Target students who will benefit from the special extra curricular activities and programs through teacher recommendation, referrals by counselors and parent or student request.	Principal Assistant Principals Club Sponsors Counselors Career Specialist	8/10/06	5/31/07	District Strategic Plan	\$0.00

Research-Based Programs

n/a

Professional Development

n/a

Evaluation

2006-2007 Club and Special Program Attendance Logs

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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"/>

GOAL 10 STATEMENT:

Cutler Ridge Middle School will rank at or above the 90th percentile statewide in the Return on Investment(ROI) index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2004, Cutler Ridge Middle School ranked at the 53rd percentile on the State of Florida ROI index.

Measurable Objective

Cutler Ridge Middle School will improve its ranking on the State of Florida Return on Investment(ROI) index based upon publication of the next statement.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Become more informed about the use of financial resources in relation to school programs.	Principal	8/10/06	5/31/07	District Strategic Plan	\$0.00
Collaborate with the district on resource allocation.	Principal	8/10/06	5/31/07	District Strategic Plan	\$0.00
Consider shared use of facilities, partnering with community agencies.	Principal	8/10/06	5/31/07	District Strategic Plan	\$0.00
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal	8/10/06	5/31/07	District Strategic Plan	\$200.00

Research-Based Programs

n/a

Professional Development

Money Matters Workshop
Title I Budget Workshop

Evaluation

On the next State of Florida ROI index publication, Cutler Ridge Middle School will show progress toward reaching the 60th percentile.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<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>

Budget:

Budget- the EESAC recommended, reviewed, and participated in the development of the budget for the 2006-2007 school year.

Training:

Training- the EESAC recognizes its role in supporting the development of an infrastructure for professional growth regarding school improvement goals and initiatives, and in promoting a collegial climate as enabling tools for continuous school improvement.

Instructional Materials:

Instructional materials- the EESAC supports continued efforts to focus school instructional materials on SIP goals and state/district standards.

Technology:

Technology- the EESAC supports the existing technology infrastructure through expenditures and services to develop students' technology competencies and to improve student achievement

Staffing:

Staffing- the EESAC has assessed the current staffing allocations to identify key personnel that will provide assistance in order to meet our school improvement goals.

Student Support Services:

Student Support Services- the EESAC supports the on-going work of the school counselors and their efforts to address student and parent needs in order to promote academic and career achievement in a school climate that demonstrates a tone of decency.

Other Matters of Resource Allocation:

Other Matters of Resource Allocation- the EESAC recommended, reviewed, and participated in the allocation of funding for various resources used by the school.

Benchmarking:

Benchmarking- the EESAC will review student performance data as a baseline for assessing progress.

School Safety & Discipline:

School Safety and Discipline- The EESAC brought issues to the committee concerning safety and discipline and discussed ways to solve problems when necessary.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$11,500.00
Goal 2: Mathematics	\$22,500.00
Goal 3: Writing	\$17,000.00
Goal 4: Science	\$17,300.00
Goal 5: Parental Involvement	\$4,600.00
Goal 6: Discipline & Safety	\$3,700.00
Goal 7: Technology	\$1,200.00
Goal 8: Health & Physical Fitness	\$1,000.00
Goal 9: Electives & Special Areas	\$950.00
Goal 10: Return On Investment	\$200.00
<hr/>	
Total:	\$79,950.00

This School Improvement 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

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