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# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

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*School Name:* 6001 - Herbert A. Ammons Middle School

*FeederPattern:* Miami Sunset Senior

*Region:* Regional Center VI

*District:* 13 - Miami-Dade

*Principal:* Irwin Adler

*Superintendent:* Rudolph F. Crew, Ed.D.



# SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

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## *Herbert A. Ammons Middle School*

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Herbert A. Ammons Middle School provides services to International Education Magnet students in grades 6-8. This curriculum includes the infusion of the International Baccalaureate Middle Years Program (IBMYP) curriculum with its emphasis on the five Areas of Interaction. The combination of the rigorous International Baccalaureate curriculum and technology based learning strategies provides the opportunity for students to progress further and faster than their peers in traditional settings. With the assistance of the Educational Excellence School Advisory Council, we have developed a School Improvement Plan which provides a framework to guide us in educational reforms and extend the learning opportunities beyond the classroom for our students as well as our faculty and parent population.

Given instruction using the Sunshine State Standards, students in grades six through eight will improve their reading skills as evidenced by 83 percent of the students reaching the state required mastery level as documented by scores on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades six through eight will improve their mathematics skills as evidenced by 90 percent of the students reaching the state required mastery level as documented by scores on the 2006 FCAT Mathematics test.

Given instruction using the Sunshine State Standards, students in grade eight will improve their writing skills as evidenced by 94 percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Writing Test.

Given instruction using the Sunshine State Standards, students in grade eight will improve their science skills as evidenced by an increase in the mean scale score to 339 as documented by the 2006 FCAT Science Test.

Increase parental involvement through the implementation of on-site parent, teacher, and student activities as evidenced by 45 percent of students having a parent/guardian participate in at least two activities during the 2005-2006 school year affirmed by signed activity rosters.

Decrease the number of teacher written referrals by one percent during the 2005-2006 school year.

Increase the number of students completing a technology log showing 50 hours of student technology involvement per year by 3 percent.

Herbert A. Ammons Middle School will increase the percent of physical fitness award recipients from 50 percent to 53 percent as measured by the 2005-2006 FITNESSGRAM.

Maintain enrollment in elective course offerings while requiring Intensive Reading and Intensive Mathematics courses for the level 1 and 2 students.

Herbert A. Ammons Middle School will improve its ranking on the state of Florida ROI index publication from the 96 percentile in 2003 to the 97 percentile on the next publication of the index.

In analyzing the data revealed in the Organizational Performance Improvement Snapshot, two areas have been identified as our focus for the 2005-2006 school year: strategic planning and process management. In respects to the strategic planning category, the item that scored the lowest was the faculty and staff feeling their input was requested regularly. Specifically, we will increase our efforts in ensuring all stakeholders have sufficient information on the current financial status of our school. This will allow them the opportunity to provide feedback on the initiatives structured throughout the year and gain a greater understanding of the constraints placed on much of the budget allocated to the school site. Additionally, we will focus on process management by creating a learning environment where teachers can concentrate on the art of teaching. As indicated in the survey, we need to focus on providing the faculty with control over the work they do. We will make every effort to reduce the number of non-educational interruptions to the school day. We will focus on empowering the teachers to continue to make progress towards our goals of creating life-long learners for a global society.

## 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.

## Herbert A. Ammons Middle School

### VISION

Through comprehensive and balanced curricula coupled with challenging assessments, Ammons Middle School endeavors to develop the individual talents of young people. Beyond intellectual rigor and high academic standards, strong emphasis is placed on the ideals of international understanding and responsible citizenship, allowing students to become critical and compassionate thinkers, lifelong learners and informed participants in local and world affairs, conscious of the shared humanity that binds all people together while respecting the variety of cultures and attitudes that makes for the richness of life.

### MISSION

The mission of the Herbert A. Ammons Middle School community is to provide quality learning experiences for all students to further their intellectual, emotional, social and developmental skills. This will enable them to achieve mastery of essential skills, incorporate the International Baccalaureate Program's Areas of Interaction, grow positively in the emotional and social realm, and move forward into the technological society of the twenty-first century. Because of our commitment to the principle that all students can learn, we accept this responsibility.

## CORE VALUES

Herbert A. Ammons Middle School holds the following beliefs as the motivation for all endeavors undertaken by the school. We are dedicated to promoting intercultural awareness providing for a global education including: Approaches to Learning, Community Service, Health and Social Education, Homofaber "Man the Maker", and Environmental Awareness. Because of our commitment to the principle that all students can learn, we accept the responsibility of promoting these educational foundations. We strive to instill the ideals of integrity, respect, honesty, compassion, and support.

## *School Demographics*

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Herbert A. Ammons Middle School, a grade six through eight school, is located in the southwest section of Miami-Dade County, Florida. Ammons Middle School has been designated as an all International Education School for the 2005-2006 school year. Its 1144 students represent a multicultural mix of mostly middle class families. Of the total student population, 18 percent are white, 25 percent are black, 49 percent are hispanic, 4 percent are asian, and four percent are multi-racial. Limited english proficient students make up less than one percent of the student population, over 42 percent of the students are on free and reduced lunch and 36 percent are in our exceptional student education program. Because Ammons is an all-magnet International Education school, it has a low mobility index of 5. Ammons has a total of 72 full-time staff members and nine part-time staff members. Of this group, three are administrators, one is a lead teacher, 53 are classroom teachers, two are exceptional education teachers, four are guidance counselors, eight are language arts teachers, eight are mathematics teachers, seven are social studies teachers, eight are science teachers, seven are elective teachers, eight are world language teachers, ten are clerical, six are custodians, three are security personnel, and seven are cafeteria personnel. Of the teaching staff, less than 10.6 percent are teachers new to this school and 28 teachers have advanced degrees.

The primary educational focus of the staff at Herbert A. Ammons Middle School is to make certain that each student has an educational plan that suits his/her needs. All students in the Magnet Program at Ammons Middle have the opportunity to earn the Ammons International Education Certificate. This certificate is awarded to those students who earn an average of "C" or higher in academics and conduct from grades six through eight, participate in the required number of community service hours each year, engage in 50 hours of technology use in grades six through eight, and assemble a portfolio reflecting their work as it relates to the various Areas of Interaction. In addition to the curriculum, all students can participate in activities such as after-school tutoring, and a variety of sports and clubs. The school is in essence a paperless school with the staff utilizing e-mail as their primary source of communication.

# *School Foundation*

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## ***Leadership:***

The Leadership category of the self-assessment was the highest ranking with a score of 4.8. Herbert A. Ammons Middle School is the only secondary school that received a grade of "A" on the staff satisfaction section of the school climate survey.

## ***District Strategic Planning Alignment:***

The Strategic Planning category of the self-assessment survey received one of the lowest scores by the faculty and staff of 4.7. All stakeholders are given an opportunity to become involved in the school strategic plan. EESAC plays a very important role in this planning as do all school employees. Ammons uses the Shared Decision Making (SDM) model to develop its strategic plan. Our work is somewhat simplified because we closely follow the International Baccalaureate Middle Years Program (IBMYP). The staff believes in this model because of the success it has brought to the school. Therefore, by aligning the IBMYP with the Sunshine State Standards and the district's strategic planning goals, buy-in is achieved.

## ***Stakeholder Engagement:***

The data on the self-assessment survey indicated a score of 4.7 on Stakeholder Engagement. Ammons is one of only two secondary schools to win the state's prestigious Five Star School Award. This is the highest state award a school can earn exemplifying stakeholder engagement. Ammons has won this award five years in a row. Additionally, Ammons has won the Golden Apple Award for volunteerism eight years in a row and has 1190 PTSA members with a student population of 1142 students. It is the only secondary school to be rated as an "A" school on the parent portion of the School Climate Survey.

## ***Faculty & Staff:***

The data on the self-assessment survey indicates the faculty and staff feel involved in key decisions pertaining to our school. Ammons utilizes small learning communities through its interdisciplinary team and departmental structure to emphasize a team approach to decision making. Teams are provided time each day between 8:20 a.m.-8:50 a.m. for interdisciplinary planning. Additionally, a curriculum council involving team leaders and department chairpersons meets once a month.

## ***Data/Information/Knowledge Management:***

The data on the self-assessment survey indicated a score of 4.7 on Knowledge Management. All teachers have access to WSPI and have had training on both data analysis and accountability. Additionally, a number of staff members assist with data analysis, and the information is provided to the content area teachers. A data portfolio is kept by the administration to improve access to data on a day to day basis.

## ***Education Design:***

The self assessment survey indicated a score of 4.7 on the OPIS. Herbert A. Ammons Middle School provides services to International Education Magnet students in grades 6-8. This curriculum includes the infusion of the

International Baccalaureate Middle Years Program curriculum with its emphasis on the five Areas of Interaction.

***Performance Results:***

Herbert A. Ammons Middle School is one of only two secondary schools to be rated as an "A" each of the last five years. It has also posted the highest learning gains of any Region Center VI school each of the last three years.



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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 1 STATEMENT:**

All students will be able to read at or above grade level.

**Needs Assessment**

Analysis of the SPI data indicates 16 percent of our students are at level 1 or 2 on the FCAT reading test.

**NCLB SUBGROUP TARGET**

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

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grades six through eight will improve their reading skills as evidenced by 83 percent of the students reaching the state required mastery level as documented by scores on the 2006 FCAT Reading Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide Language Arts tutoring four times per week in all grade levels.	Language Arts teachers	8/18/2005	5/24/2006
Provide 45 minutes of sustained silent reading in homeroom on a daily basis.	Homeroom teachers	8/18/2005	5/24/2006
Identify all FCAT Reading level 1 and 2 students in grades six through eight and place them in an intensive reading course.	Intensive Reading teachers	8/18/2005	5/24/2006
Implement two FCAT Saturday sessions to provide additional FCAT remediation for all level 1 and 2 students in grades six through eight.	Assistant Principal for Curriculum Select teachers	8/18/2005	5/24/2006
Utilize the Accelerated Reader Program to monitor student progress in reading for students in grades six through eight.	Media Specialist Homeroom teachers	8/18/2005	5/24/2006
Utilize the Scholastic XL reading series in all the intensive reading courses for students in grades six through eight.	Intensive Reading teachers	8/18/2005	5/24/2006

### Research-Based Programs

McDougal Little, The Language of Literature-Grades 6-8, READ 180, Scholastic XL

### Professional Development

- 1.Data analysis linking data to instruction
- 2.Training for all teachers on reading strategies.
- 3.Training on the Scholastic READ XL program.
- 4.Training on the READ 180 program.

## **Evaluation**

This objective will be evaluated by the results of the 2006 FCAT Reading Test. Additionally, results of the Oral Language Fluency Probe performed each grading period will be monitored. Tutoring will be evaluated based on the number of students attending Coaching and Enrichment sessions as determined by sign-in logs.

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

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

**GOAL 2 STATEMENT:**

All students will demonstrate increased performance in mathematics.

**Needs Assessment**

Analysis of the SPI data indicates eight percent of our students scored at level 1 or 2 on the FCAT Mathematics Test.

NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grades six through eight will improve their mathematics skills as evidenced by 90 percent of the students reaching the state required mastery level as documented by scores on the 2006 FCAT Mathematics test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Identify all FCAT Mathematics level 1 and 2 students and schedule them into an intensive mathematics course.	Assistant Principal for Curriculum Select Mathematics teachers	8/18/2005	5/24/2006
Provide Mathematics tutoring four times per week in all grade levels.	All Mathematics teachers	8/18/2005	5/24/2006
Develop a list of vocabulary pertinent to the FCAT mathematics test and distribute it to all content area teachers for reinforcement in their classrooms.	Math Department Chairperson	8/18/2005	5/24/2006
Utilize FCAT Explorer in all mathematics classes.	All Mathematics teachers	8/18/2005	5/24/2006
Monitor the mathematics inclusion model for all of our special education students.	All Mathematics teachers Special Education teachers	8/18/2005	5/24/2006
Implement two FCAT Saturday sessions to provide additional FCAT remediation for all level 1 and 2 students in grades six through eight.	Assistant Principal for Curriculum Select teachers	8/18/2005	5/24/2006

## Research-Based Programs

Glencoe-Mcgraw-Hill Applications and Concepts-Grades 6-8

## Professional Development

1. Data analysis linking data to instruction.
2. Training on gifted strategies in mathematics.
3. Edusoft Test generator training.
4. DCCTM sponsored manipulative training.
5. DCCTM sponsored training on effective reading strategies for mathematics classes.

## **Evaluation**

This objective will be evaluated by the results of the Mathematics section of the Florida Comprehensive Assessment Test (FCAT). Tutoring will be evaluated based on the number of students attending Coaching and Enrichment sessions as determined by sign-in logs.

## 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.)

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 3 STATEMENT:**

All students will be able to communicate effectively through writing.

### **Needs Assessment**

Results from the expository and persuasive writing prompts on the 2005 FCAT Writing Test indicate students in grades 6-8 scored significantly higher on the expository prompts (96 percent) as compared to the persuasive prompts (91 percent).

### NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grade eight will improve their writing skills as evidenced by 94 percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Writing Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement an FCAT Writing pre-test, practice test and post test.	Assistant Principal for Curriculum All Language Arts Teachers	8/18/2005	5/24/2006
Provide afterschool FCAT Writing workshops for all students.	Assistant Principal for Curriculum Select Language Arts Teachers	8/18/2005	5/24/2006
Provide training for all content area teachers on FCAT writing strategies..	Assistant Principal for Curriculum	8/18/2005	5/24/2006
Monitor the 3-tiered writing curriculum developed by the language arts department.	All Language Arts Teachers	8/18/2005	5/24/2006
Provide Saturday FCAT Writing workshops for students in grades six through eight.	Assistant Principal for Curriculum Select Language Arts teachers	8/18/2005	5/24/2006
Provide training for all content area teachers on how the FCAT Writing Test is scored.	Assistant Principal for Curriculum	8/18/2005	5/24/2006

### Research-Based Programs

Prentice Hall Communication in Action Grades 6-8

### Professional Development

1. Train all content area teachers on the 3-tiered writing curriculum.
2. Train all content area teachers on scoring the FCAT writing test.

### Evaluation

This objective will be evaluated by the FCAT Writing test. Additionally, a District pre-test and post-test will be used to monitor progress.



## 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.)

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

*Miami-Dade County Public Schools*

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

**GOAL 4 STATEMENT:**

All students will be able to apply the scientific method.

**Needs Assessment**

Analysis of the FCAT Science strands indicates that students demonstrated the lowest level of mastery in the areas of Earth/Space science and Physical and Chemical science.

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grade eight will improve their science skills as evidenced by an increase in the mean scale score to 339 as documented by the 2006 FCAT Science Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide afterschool tutoring in science four days per week.	All Science teachers	8/18/2005	5/24/2006
Implement FCAT Fridays in all the science classes. Students will answer an FCAT question during the first five minutes of class.	Science Department Chairperson All Science teachers	8/18/2005	5/24/2006
Expose all students to the Virtual Learning Systems software to increase knowledge of the physical science components on the FCAT science test.	Science Department Chairperson	8/18/2005	5/24/2006
Implement a Family Science night to increase awareness of the test for parents and community members.	Assistant Principal for Curriculum Science Department Chairperson	8/18/2005	5/24/2006
Expose students in grades six through eight to more inquiry based labs to improve scientific thinking.	Science Department Chairperson All Science teachers	8/18/2005	5/24/2006
Provide opportunities in grades six through eight for students to be exposed to components of the physical science curriculum	Science Department Chairperson All Science teachers	8/18/2005	5/24/2006
Require all students in grade six to compete in the Invention Convention, all seventh grade students to complete a science fair project, and all eighth grade students to complete a personal science project.	All science teachers	8/18/2005	5/24/2006
Implement two FCAT Saturdays prior to the FCAT test to assist students in preparing for the test.	Assistant Principal for Curriculum Science Department Chairperson	8/18/2005	5/24/2006

## **Research-Based Programs**

Glencoe Science Voyages Grades 6-8

## **Professional Development**

1. Training on FCAT related science questions
2. Provide training for all science teachers on using Brainpop.com and United Streaming software.

## **Evaluation**

This objective will be evaluated by the results of the Science section of the Florida Comprehensive Assessment Test (FCAT).

Additionally, District developed pre and post tests will be used to monitor progress. Tutoring will be evaluated based on the number of students attending Coaching and Enrichment sessions as determined by sign-in logs.

## 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.)

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

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

**GOAL 5 STATEMENT:**

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

**Needs Assessment**

Over 1/3 of our parent population did not attend a single school sponsored event.

## Measurable Objective

Increase parental involvement through the implementation of on-site parent, teacher, and student activities as evidenced by 45 percent of students having a parent/guardian participate in at least two activities during the 2005-2006 school year affirmed by signed activity rosters.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Sponsor a schoolwide student and parent PTSA recruitment effort providing community service hours for sign-up.	Assistant Principal PTSA President	8/18/2005	5/24/2006
Distribute parent surveys during Open House and with the last interim progress report comparing and contrasting the levels of parental involvement as defined in the DLOPI program by parents completing both surveys.	Assistant Principal PTSA President	8/18/2005	5/24/2006
Advertise all on-site PTSA activities in the PTSA newsletter, on the school calendar, school website, via e-mail, at PTSA meetings and through special flyers.	Assistant Principal PTSA President	8/18/2005	5/24/2006
Collect a greater number of parent e-mail addresses to improve communication with parents.	Assistant Principal  PTSA President	8/18/2005	5/24/2006
Continue to implement a Principal's Coffee each grading period to provide an informal forum for parents to meet with the Principal.	Assistant Principal 8th Grade Counselor Principal	8/18/2005	5/24/2006
Sponsor student-led conferences three times during the school year for students in grades six through eight.	8th Grade Counselor	8/18/2005	5/24/2006

## Research-Based Programs

National Standards for Parent/Family Involvement "Involvement in My Child's Education"

## **Professional Development**

1. Provide training for all teachers on conducting student-led conferences.
2. Conduct volunteer training for all interested parents.
3. Sponsor efforts to involve parents in signing up for parent academy courses.

## **Evaluation**

This objective will be evaluated by parent surveys, attendance sign-in rosters, student-led conference sign-in sheets, and Parent Academy Sign-up response.

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 6 STATEMENT:**

The school will provide a safe and disciplined environment for all students.

**Needs Assessment**

The executive summary student case management report indicates that during the 2004-2005 school year, 152 referrals were dealt with by the Ammons administration.

## Measurable Objective

Decrease the number of teacher written referrals by one percent during the 2005-2006 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Develop a schedule for counselors to meet with all students during their social studies classes	8th Grade Counselor	8/18/2005	5/24/2006
Implement a clean-up duty program during each lunch wave as a first-time offense mode of punishment.	All administrators All teachers	8/18/2005	5/24/2006
Provide group counseling for students identified having multiple referrals.	All counselors	8/18/2005	5/24/2006
Conduct student orientation sessions led by the school principal to review school rules and discuss the code of student conduct.	All administrators	8/18/2005	5/24/2006
Utilize the interdisciplinary team structure to handle lesser disciplinary infractions before referrals are written.	All teachers	8/18/2005	5/24/2006
Initiate an anti-bullying counseling program.	Trust counselor	8/18/2005	5/24/2006
Implement a "Do the Right Thing" program schoolwide and recognize good behavior during the morning announcements.	All counselors All administrators	8/18/2005	5/24/2006

### Research-Based Programs

N/A

### Professional Development

1. Encourage teachers to enroll in classroom management courses.
2. Conduct a faculty meeting to review the interdisciplinary team process in dealing with discipline infractions.



## **Evaluation**

This objective will be evaluated by the results on the Executive Summary provided by OIT on the number of referrals issued during the 2005-2006 school year.

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 7 STATEMENT:***

The school will promote equitable and universal access to technology.

### ***Needs Assessment***

Results of students receiving International Education certificates (requires 150 hours of hands-on technology usage) shows that 33 percent of the eighth grade students did not earn a certificate during the 2004-2005 school year.

## Measurable Objective

Increase the number of students completing a technology log showing 50 hours of student technology involvement per year by 3 percent.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide a progress check each grading period to determine if technology hours are being met.	Social Studies teachers	8/18/2005	5/24/2006
Provide a greater number of technology based projects throughout the content area classes.	All teachers	8/18/2005	5/24/2006
Provide opportunities during portfolio week to update entries on the technology logs	All teachers.	8/18/2005	5/24/2006
Provide training on the educational software programs available in the computer lab and media center.	Technology coordinator	8/18/2005	5/24/2006
Provide time for the technology coordinator to visit all social studies teachers to assist with the infusion of technology in the classroom.	Technology coordinator Social Studies teachers	8/18/2005	5/24/2006

### Research-Based Programs

ISTE-International Society for Technology in Education standards for teachers and students.

### Professional Development

1. Provide training on setting up an individual teacher website.
2. Utilize the technology coordinator to provide teacher training on technology use in the classroom.
3. Provide time at faculty meeting to familiarize teachers with available educational software programs.

### Evaluation

This objective will be evaluated by sign-in sheets for teacher training sessions and the collection of student technology logs.

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

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

**GOAL 8 STATEMENT:**

Herbert A. Ammons Middle School will promote the overall health and fitness of students.

**Needs Assessment**

Only 50 percent of students enrolled in physical education during the 2004-2005 school year received a physical fitness award as measured by the 2005-2006 FITNESSGRAM.

## Measurable Objective

Herbert A. Ammons Middle School will increase the percent of physical fitness award recipients from 50 percent to 53 percent as measured by the 2005-2006 FITNESSGRAM.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Administer a pre-test to determine baseline physical fitness measures.	Physical Education teachers	8/18/2005	5/24/2006
Ensure an appropriate amount of instructional time is dedicated to fitness related activities on a daily basis. Activities will emphasize improvement in cardiovascular, flexibility, and muscular strength and endurance.	Physical Education teachers Assistant Principal	8/18/2005	5/24/2006
Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items, which would enhance specificity of training.	Physical Education teachers Assistant Principal	8/18/2005	5/24/2006
Develop an action plan to meet the physical education goals set forth for the school.	Physical Education teachers Assistant Principal	8/18/2005	5/24/2006
Require students to demonstrate proper warm-up and cool-down procedures specific to physical fitness skills.	Physical Education teachers	8/18/2005	5/24/2006
Require all 6th grade students to enroll in a semester-long physical education class.	Assistant Principal for Curriculum	8/18/2005	5/24/2006

### Research-Based Programs

N/A

### Professional Development

Provide training for all Physical Education instructors on the FITNESSGRAM.

## **Evaluation**

This objective will be evaluated by the FITNESSGRAM, health-related fitness 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 9 STATEMENT:**

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

**Needs Assessment**

Students that scored Level 1 or 2 on the FCAT must be enrolled in Intensive Reading or Intensive Mathematics courses while maintaining one elective course.

## Measurable Objective

Maintain enrollment in elective course offerings while requiring Intensive Reading and Intensive Mathematics courses for the level 1 and 2 students.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Offer a 7-period day to all students.	Principal	8/18/2005	5/24/2006
Schedule elective course performances as part of the 6th grade recruitment process.	Magnet Lead teacher	10/5/2005	2/1/2006
Provide opportunities for elective teachers to demonstrate their programs during lunch-time performances in the spill-out area.	All Elective teachers	8/18/2005	5/24/2006
Provide opportunities for elective teachers to set up a booth at the Open House Resource Fair.	Assistant Principapl for Curriculum	8/18/2005	5/24/2006
Provide a curriculum fair which explains the various elective curriculum offerings.	Assistant principal for Curriculum	8/18/2005	5/24/2006

### Research-Based Programs

N/A

### Professional Development

1. Have elective teachers participate in districtwide workshops offered by their individual elective area.
2. Provide an information session during a faculty meeting where elective teachers explain their area to all core teachers.
3. Have elective teachers perform and explain their elective to parents during PTSA meetings.

### Evaluation

This objective will be evaluated by the comparison of the number of electives selected by level 1 and 2 FCAT students as compared to the number selected by level 3-5 students.



## 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:**

Herbert A. Ammons Middle School will rank at or above the 96th percentile statewide in the ROI index of value and cost effectiveness programs.

**Needs Assessment**

Examine the state's ROI index for specific areas of deficiency.

## Measurable Objective

Herbert A. Ammons Middle School will improve its ranking on the state of Florida ROI index publication from the 96 percentile in 2003 to the 97 percentile on the next publication of the index.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become more informed about the use of financial resources in relation to school programs.	Principal Assistant Principal	8/18/2005	5/24/2006
Collaborate with the district on resource allocation.	Principal Assistant Principal	8/18/2005	5/24/2006
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations with community agencies.	Principal Assistant Principal	8/18/2005	5/24/2006
Consider shared use of facilities, partnering with community agencies.	Principal Assistant Principal	8/18/2005	5/24/2006
Review the FR05-08 on a monthly basis to maintain a balanced budget.	Principal	8/18/2005	5/24/2006
Participate in the state's 5-Star School Award program.	Principal 8th Grade counselor	8/18/2005	5/24/2006

### Research-Based Programs

N/A

### Professional Development

Conduct a training for all staff on increasing the ROI Index.

### Evaluation

This objective will be evaluated by the results on the next ROI index publication. Herbert A. Ammons Middle School will show progress toward reaching the 97 percentile.

## *EESAC Compliance*

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i></p>

### ***Budget:***

The EESAC recommended monthly reviews of the school's CASAS, SBBS, and FR05-08. Requests for funds will be turned in two weeks prior to the EESAC meeting and will be evaluated on a need by need basis.

### ***Training:***

The EESAC recommended staff development activities in the areas of reading strategies and implementation of the International Baccalaureate program with special emphasis on the Areas of Interaction. They also recommended the continuation of the Comprehensive Reading Plan with special emphasis on the use of Accelerated Reader books and tests.

### ***Instructional Materials:***

The EESAC recommended the awarding of incentives to the interdisciplinary teams. Additionally, they recommended the expenditure of EESAC funds for the purchase of additional software to target both reading and mathematics skills tested on the FCAT.

### ***Technology:***

The EESAC recommended the utilization of matching funds and e-rate expenditures to purchase additional computers for the classrooms.

### ***Staffing:***

The EESAC recommended specific staffing decisions such as the utilization of part-time personnel, substitute funds, and overtime.

### ***Student Support Services:***

The EESAC recommended greater use of the student led conference to inform parents of their child's progress and provide students with greater ownership and responsibility for their work.

***Other Matters of Resource Allocation:***

The EESAC recommended finding alternative forms of storage to alleviate the storage difficulties faced in many of the classrooms.

***Benchmarking:***

The EESAC recommended that semester reports be made by instructional and administrative staff on those benchmarking areas that relate to FCAT success. Information on writing, science, intensive mathematics, and intensive reading should be part of those reports.

***School Safety & Discipline:***

The EESAC recommended that the assistant principals in charge of grade level discipline produce periodic reviews of the school's discipline profile and suggest ways in which the parent/community population can assist in increasing school safety and improving school discipline.

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:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*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.

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*Region Superintendent*