
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 7371 - Robert Morgan Educational Center

FeederPattern: Adult/Vocational Ed.

Region: Adult/Vocational

District: 13 - Miami-Dade

Principal: GREG ZAWYER

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Robert Morgan Educational Center

Robert Morgan Educational Center strives to offer the best educational experience "Setting Our Sails to Excellence" for students by providing a rigorous college preparatory curriculum relevant to the world of work and business through the Career Education Academies. In order to accomplish this the school must continually improve itself, relearn, reorganize, and remain flexible and agile. Special features Robert Morgan offers are: dual enrollment college courses in addition to Advanced Placement and Honors level high school courses; Florida Bright Future's Certificate Track; opportunity to achieve a high school diploma and a certificate/license in a career field; dual enrollment in Advanced Placement courses and Virtual School; Opportunities for Mentorships in the junior and senior year; one of the finest, nationally award winning technological schools in the country; an excellent professional and experienced body of educators; postsecondary programs offering continuity in selected fields of study; college campus environment with state-of-the-art laboratory classrooms; required academy uniforms; Miami-Dade County articulation program; outstanding business and industry contacts, affiliations, and partners. The OPI Snapshot shows the highest item response by staff at RMEC is "I know who my most important customers are." Demonstrating the school is focused and values the education of its students above all else.

Given instruction using the Sunshine State Standards, students in grades nine and ten will improve their reading skills as evidenced by 44 percent of the students tested reaching the state required mastery level as documented by scores of the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, African American students in grades nine and ten will improve their reading skills as evidenced by 44 percent of the students tested reaching the state required mastery level as documented by scores of the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Hispanic students in grades nine and ten will improve their reading skills as evidenced by 44 percent of the students tested reaching the state required mastery level as documented by scores of the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students in grades nine and ten will improve their reading skills as evidenced by 44 percent of the students tested reaching the state required mastery level as documented by scores of the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Students with Disabilities in grades nine and ten will improve their reading skills as evidenced by 44 percent of the students tested reaching the state required mastery level as documented by scores of the 2006 FCAT Reading Test.

Given instruction in the Sunshine State Standards, students in grades nine and ten will improve their mathematics skills as evidenced by an increase from 64 percent to 72 percent of the students reaching the state required mastery level as documented by scores on the 2006 FCAT Mathematics Test.

Given instruction in the Sunshine State Standards, Students with Disabilities in grades nine and ten will improve their mathematics skills as evidenced by 50 percent of the Students With Disabilities 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 ten will improve their writing skills as evidenced by 91 percent of the students tested 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 10 will improve their science skills as evidenced by an increase in the mean scale score from 288 to 293 as documented by comparing the 2005 to the 2006 FCAT Science Test.

Given the district initiative to establish Parent Resource Centers, Robert Morgan Educational Center will increase the number of parents utilizing this facility throughout the 2005-2006 school year. This will be documented by the number of parents signing the visitor book from the beginning to the end of the school year of 2005-2006.

Given the district initiative to reduce suspension rates, Robert Morgan Educational Center will reduce the number of teacher referrals by 10 percent as documented by comparing the 2004-2005 number of teacher referral to the 2005-2006 number of teacher referrals.

Given the need for technological expertise in all areas, Robert Morgan Educational Center will implement a school-wide training for teachers and instructors on Student Performance Indicators (SPI) for physical analysis of students' state assessment scores to be measured by staff sign-in sheets

Given the physical education requirements, Robert Morgan will increase the FITNESSGRAM percent Award Winners from 3 percent to 78 percent when comparing the 2004-2005 to the 2005-2006 School year FITNESSGRAM scores.

Given that 100 percent of the school population is enrolled in self-selected career academy programs, school wide focus on school-to-career and college-ready technical reading will be emphasized across the curriculum as evidenced by a 80 percent passing rate in career education, technical, and performing arts classes.

Given the District Core Value to achieve organizational performance Robert Morgan Educational Center will achieve a ranking on the State of Florida ROI index publication of at least a 90 percentile ranking on the next publication of the index.

Given district and state high school graduation requirements, 92 percent of the Robert Morgan Seniors will graduate in four years as documented by the district generated graduation list.

Given instruction using the Florida Department of Education Curriculum Frameworks, postsecondary students enrolled in career training programs will increase their skills as evidenced by a one percent increase in Occupational Completion Points (OCPs) earned during the 2005-2006 school year when compared to the 2004-2005 school year as documented in the District Generated OCP Summary Report.

Given instruction using the Florida Department of Education Curriculum Frameworks, postsecondary students enrolled in Adult Basic Education programs will increase their skills as evidenced by a one percent increase in Literacy Completion Points (LCPs) earned during the 2005-2006 school year when compared to the 2004-2005 school year as documented in the District Generated LCP Summary Report.

The Organization Snapshot survey shows RMEC's lowest feedback categories are Process Management 3.7 and Strategic Planning 3.5. and the items of: (a) I know how well my organization is doing financially; (b) my organization removes things that get in the way of progress; and (c) as it plans for the future my organization asks for my ideas. As a result, the Administrative Team's strategic planning process set as its goal to improve the Listening and Learning feedback processes.

Robert Morgan Educational Center must be agile and responsive to changing performance expectations mandated by the district, state, and national regulatory bodies. But most of all, the school must listen to the voice of its customers, the students and their parents of Robert Morgan Educational Center. Decisions, objectives, goals, a processes must be continuously scrutinized for efficiency and the impact of adding educational value to the student customer.

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.

Robert Morgan Educational Center

VISION

Setting Our Sails to Excellence

MISSION

Robert Morgan Educational Center is committed to impart the knowledge and skills that will facilitate the acquisition of those qualities essential to successful global employment and a productive and prosperous life.

CORE VALUES

Accountability, Citizenship, Flexibility, Integrity, Organizational and Personal Learning, Positive Atmosphere and Culture, Preparing Students, Professionalism, Pursuit of Excellence, Respect, Valuing All Stakeholders

School Demographics

Robert Morgan Educational Center is a School of Choice and college preparatory comprehensive Career Academy High School along with a comprehensive Postsecondary Career Educational Training Center. The Seven Academies are the Academy of Engineering which has the Engineering Technology and the Architectural & Engineering Design programs; The Performing Arts & Entertainment Academy, which has the Music for Stage and Screen, Sound and Recording Engineering, Drama, Chorus, and Dance programs; The Academy of Information Technology & Business Services, which has Cisco Networking, Oracle Internet Programming, International Business, Computer Electronics Technology, and Electronic Technology programs; The Academy of Design Arts & Entertainment, which has TV Production & Journalism, Printing/Digital Publishing, Commercial Art Technology, and Graphic Animation programs; The Academy of Specialty Service Industries, which has Cosmetology, Culinary Arts, Early Childhood Education, and the newly implemented Hospitality Management program; The Academy of Transportation and Technical Services which has the Automotive Collision Repair and Refinishing, Automotive Youth Education Systems (AYES), Major Appliance Repair, Heating, Ventilation and Air Conditioning Technology (HVAC), Welding Technology, and Diesel Technology programs; and The Academy of Health Sciences which has the Dental Aide Technology, Medical Lab Assisting, Nursing Assisting/Introduction to Practical Nursing, and Veterinary Assisting programs. A student must have at least a 2.0 academic average, good conduct grades, good attendance, and meet the requirements of their perspective academy to be accepted as a student at Robert Morgan. The enrollment of both schools is approximately 4000 students with 2500 in secondary and 1500 in postsecondary enrolled in a variety of 16 Advanced Academic programs, Regular Academic programs, 32 Career Education Strands, ESE, ESOL, and Postsecondary Programs. Robert Morgan Educational Center's overall student demographic population is composed of approximately 22 percent African American, 57 percent Hispanic, 18 percent White, and three percent other with a ratio of eighteen students for every teacher in the secondary programs. RMEC has 44 percent of its students in the Free and Reduced Lunch status. The Postsecondary school has 853 students in the Career Education Programs, 502 in the ESOL programs, 19 in Community Education classes, 48 in Students with Disabilities training, and 67 in the Adult Basic Education Program. The secondary school has 300 students in gifted classes, 2200 students in regular education classes, 25 ESOL students and 200 ESE students.

Robert Morgan Educational Center provides a variety of experiences within the Academy curriculum that is challenging, relevant, and meets the needs of the student body by offering the choice of seven School-to-Career Academies which affords students the privilege of choice to attend postsecondary colleges and/or universities as well as enter the new millennium workforce. The three main components of Robert Morgan's School-to-Career Programs are: I Choose, High School That Work, and Tech Prep where students receive a rigorous integrated academic curriculum that is relevant to the real world, and Work Based Learning where students obtain practical core experience in a workplace setting. These three initiatives and their respective curriculum seamlessly connect the school to the community. Robert Morgan Educational Center's highly skilled Human Resources lays the foundation for the school's quality vision of "Setting Our Sails to Excellence."

In Human Resources the school employs eight administrators, three coordinators, one activities director, two lead teachers, one CAP advisor, one career specialist, one trust counselor, six counselors, one job placement specialist, 175 full-time instructors, 50 part-time instructors, sixteen paraprofessionals, 34 custodial staff, twelve security guards, one school policeperson, 35 clerical staff (includes officer manager and treasurers), and 20 cafeteria service employees. The Robert Morgan Educational Center staff is highly trained and educated, has on average of 12 years of experience in education, business, and industry. RMEC's staff holds nine Doctorate degrees, 19 Specialist degrees, 75 Masters degrees, 170 Bachelors or Equivalent Ranks, 32 Associate degrees, and 6 Board Certified instructors.

The South Campus was completed on November 28, 1978 at the cost of \$11,156,250. The North Campus was first opened for students in August of 2003 at a cost of \$38,000,000. The entire facility/plant is 625,000 square feet. The 32 acre parcel was allocated to the School Board by the Federal Government when it was a part of the Richmond Naval Air Station.

The school's overall operating budget for the 2005-2006 school year is approximately \$5,900,000 for the high school and \$7,100,000 for the postsecondary program. This does not include over \$100,000 in special grants such as the SAVES and Family Literacy Programs. The school has an equipment inventory assessed at \$9,500,000 as verified by the most recent Property Control Audit dated June 12, 2004. In addition to School Board purchased equipment, RMEC has several educational and industry partnerships making substantial contributions to the school. I CHOOSE has awarded Robert Morgan with \$140,000 in grant money. The school's Honda Pact Program has received over \$5,000,000 worth of equipment, cars, special tools, and training materials from American Honda Corporation. The Maytag and Whirlpool Programs have also donated over \$3,000,000 in equipment, special tools and materials to the school's Major Appliance Repair Program. The new high school campus was completed in August 2003. The new North Campus has also enhanced the school's operational processes by serving approximately 2,500 secondary students in addition to the 1522 postsecondary students for the 2005-2006 school year.

By "Setting its Sail to Excellence," Robert Morgan Educational Center strives to listen to the student and parent customers' concerns of safety and quality education, deploy a rigorous and relevant curriculum, balance the needs of all stakeholders, create a professionally challenging and rewarding environment for the staff, encourage teamwork, continuously improve all processes, and finally maintain organizational agility by communicating and integrating all changes through the entire organization as well as with RMEC's partners and stakeholders.

School Foundation

Leadership:

The principal and leadership team set the direction for the school by applying the continuous improvement model of plan, do, study, and act. The 2005-2006 process cycle began with a strategic planning meeting during the summer before school started during which suggested changes were discussed, ranked, and evaluated for risk of success or failure. The leadership team sets and deploys the direction for the school year based on its strategic planning and SWOT analysis, the school's mission, vision, core values, and feedback from all stakeholders. The leadership team gathers suggested changes from various two-way communication methods such as the OPI Snapshot Survey, student focus groups, school site parent, staff, and student surveys, suggestion boxes, administration open door policy, two web pages, voice mails, emails, electronic newsletters, memos, school newspaper, TV announcement scroll, and closed circuit state-of-the-art TV studio producing ads and announcements which help the leadership team set and communicate the direction for the school. Leadership, Academy, and Departmental meetings also encourage an empowered and informed staff.

District Strategic Planning Alignment:

Robert Morgan Educational Center's goals and objectives are aligned to the district, state, and federal goals and objectives. Employees are involved in the development of goals through the EESAC, Administrative Team, Leadership Team, Academy leaders and Department chairpersons who gather feedback from their teams and shape their objectives and strategies based on data driven feedback, analysis of test scores, class grades, student behavior, and student attendance. Quality improvement processes and tools used are SWOT Analysis, brain storming, fishbone problem solving, Affinity Diagraming, fishbone, and PDSA. For example, the OPI Snapshot shows the two lowest scoring categories are Strategic Planning and Process Management. The Administrative Team implemented a strategic planning retreat to improve its strategic planning process and to improve process management the administrative team is analyzing its key value creation processes that are most important to maximizing student success at RMEC.

Stakeholder Engagement:

Results of the Robert Morgan 2004-2005 School Climate Survey show an 87 percent student return rate. Overall students gave Robert Morgan a "B" grade. Eighty eight percent of the students strongly agreed or agreed their school was safe and eighty two percent responded violence was not a problem at Robert Morgan. The majority of students at Robert Morgan responded positively to most of the items on the School Climate survey. The item that show the most opportunity for improvement was adults at my school care about me as an individual to which 45 percent of the student respondents answered undecided.

The parents response rate was only 30 percent. Robert Morgan's strengths with this customer group are: 87 percent of the parents agree the school is safe and secure; 75 percent of the parents responded the teachers are friendly and easy to talk to; 84 percent responded the teaching was effective in reading; and in the NCLB ESOL subgroup, 78 percent of the parents responded their student was being taught to speak and write correctly in English. The greatest opportunity for improvement is 33 percent of the parents agree the school is overcrowded to the degree that it affects learning.

Faculty & Staff:

As a comprehensive Academy high school and a School of Choice, the entire foundation, school culture, and organizational structure of Robert Morgan Educational Center is based on the team approach. Every staff member is on at least two teams: a Academy team organized on Career Education curriculum, a department team organized by core curriculum, a leadership team composed of Academy Leaders, Lead Teachers, and Department Chairpersons, and the Administrative team composed of the Principal, Assistant Principals, Coordinators, and the Activities Director. The EESAC is a cross stakeholder team composed of parent, students, business partners, and staff which participates in the Strategic Planning process and makes money allocation decisions.

Results from the 2005 Faculty Staff Survey show financial operations and the school's processes offering the greatest opportunities for improvement. "I know how well my organization is doing financially" was the lowest scoring item followed by "My organization removes things that get in the way of progress" and "As it plans for the future, my organization asks for my ideas."

Data/Information/Knowledge Management:

To support the Vision, Mission and to become a learning organization; Robert Morgan has created an approach to management-by-fact culture, integrating technology as its key knowledge management tool. The IT department provides the technology infrastructure (hardware, software, network, email, closed circuit TV, electronic gradebook, and voice mail). This infrastructure ensures data, information, and school knowledge are available and accessible to faculty, staff, students, parents, stakeholders, suppliers, and partners. Students and employees access information and data via networked computers located in classrooms, computer labs, and administrative offices. Students and employees use desktop computers that allow them to access information and applications from any computer in a class, in a computer lab, or even from home. Parents, the community, and business partners access information via the school's two Web sites. The Automated calling system informs parents of upcoming meetings, conveys important information such as FCAT testing days, and when their student is absent from school. Several types of information that reside on the district's data system and can be accessed from Robert Morgan, are subject to strict confidentiality laws (e.g., student grades, discipline referrals, free lunch students) and/or represent highly sensitive information (e.g., financial data, employee performance evaluations/salaries). To access sensitive data on restricted systems, individuals have to be approved by the principal and entered into the system with a password.

Education Design:

The key processes that drive the school are Plan, Do, Study, Act (PDSA); the Strategic Planning Process of (SWOT)-Strengths, Weaknesses, Opportunities, and Threats; and the core Pedagogy and Andragogy process of Assess, Design, Develop, Implement, and Evaluate (ADDIE).

Performance Results:

The use of the PDSA process impacted the attendance rate. The Administrative Team brainstormed (P) on possible causes that increase attendance and possible causes that decrease attendance. After grouping and prioritizing the effects on attendance the Administrative Staff implemented the use of the Automated Voice calling system to call parents when their student is absent. The resulting analysis benchmarked against the district generated attendance data (S) demonstrated Robert Morgan was had the best attendance in the Miami-Dade County Public School system. As a result the Administrative team has continued to target attendance as strategic data to monitor on a daily basis (A).

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

GOAL 1 STATEMENT:

All students at Robert Morgan Educational Center will be able to read on or above grade level. All students will be literate members of society.

Needs Assessment

Results data from the 2005 FCAT administration shows only 42 percent of ninth grade students and 37 percent of tenth grade students scoring at level 3 or above. In addition, 28 percent of the ninth graders and 36 percent of the tenth grade students scored at Level 1 and 30 percent of the ninth graders and 33 percent of the tenth graders scored at Level 2. Within content areas the average number of points possible for the ninth graders was 4 out of 6 (Content Mean 67 percent Correct) and 5 out of 7 (Content Mean 71 percent Correct) for the tenth graders showing some difficulty in the words and phrases section. Results data show the average for the ninth and tenth graders in the main idea and purpose section of the reading to be 11 out of 16 (Content Mean 69 percent Correct) and 11 out of 19 possible (Content Mean 58 percent Correct). Relative to the section on comparisons, the average points earned for the ninth graders was 8 (Content Mean 73 percent Correct) and the average 7 for the tenth graders out of a total of 11 possible points (Content Mean 70 percent Correct) showing some students are having difficulty. Data indicates much needed improvement for ninth graders that scored an average of 7 out of 12 (Content Mean 58 percent Correct) and tenth graders that scored an average of 8 out of 15 (Content Mean 53% Correct) in the reference and research section. Additional data demonstrates Robert Morgan Educational Center's NCLB subgroups' FCAT scores do not meet Adequate Yearly Progress. Students in subgroups identified in NCLB scoring at FCAT Level 3 or above are: African American 25 percent, Hispanic 36 percent, Economically disadvantaged 28 percent, LEP 16 percent, and Students with Disabilities 17percent.

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 grades nine and ten will improve their reading skills as evidenced by 44 percent of the students tested reaching the state required mastery level as documented by scores of the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, African American students in grades nine and ten will improve their reading skills as evidenced by 44 percent of the students tested reaching the state required mastery level as documented by scores of the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Hispanic students in grades nine and ten will improve their reading skills as evidenced by 44 percent of the students tested reaching the state required mastery level as documented by scores of the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students in grades nine and ten will improve their reading skills as evidenced by 44 percent of the students tested reaching the state required mastery level as documented by scores of the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Students with Disabilities in grades nine and ten will improve their reading skills as evidenced by 44 percent of the students tested reaching the state required mastery level as documented by scores of the 2006 FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Identify Level One students in grades 9 and 10 and place in reading classes.	Student Services	10/5/2005	5/1/2006
Empower students through language arts classes to devise a personal prescriptive plan by analyzing and understanding their own SPI data provided by District. Students will be able to recognize the gap between achievement levels and their own scores so that they will commit to undertake remediation if necessary.	Language Arts Teachers	10/5/2005	5/1/2006
Identify 11th and 12th graders who have not passed the FCAT and provide in-class and after-school remediation for the September and March tests. Develop and implement a curricular pacing calendar for FCAT Saturday School to begin just after winter break and continuing to scheduled test dates.	Administrators	10/5/2005	4/30/2006
Provide a Saturday School FCAT program for 10th	Administration and EESAC	11/1/2005	4/3/2006

graders to begin just after winter break and continuing to scheduled test dates using FCAT-like materials that will cover all benchmarks tested by the FCAT.			
Use PSAT results to structure more students into advanced academic courses.	Counselors, Core discipline teachers	10/5/2005	5/1/2006
Provide differentiated instruction within reading, language arts, ESOL, and ESE classes using CRISS strategies, Reciprocal teaching, and FCAT Explorer focusing on specific student needs.	Language Arts, ESOL, and ESE teachers	10/5/2005	5/1/2006
Review, reflect, and revise Language Arts Department plan as needed.	Language Arts teachers, ESOL, and ESE teachers	10/5/2005	5/1/2006
Evaluate tutoring students with a pretest and a posttest.	Instructors	9/26/2005	3/3/2006

Research-Based Programs

The Research-based programs Robert Morgan Educational Center uses are: Reading Text Great Source Reading and Writing, Language Arts Text by Prentice Hall, Read 180, Reciprocal Teaching through the Career Education classes, FCAT Explorer, and Accelerated Reader.

Professional Development

The Robert Morgan Educational Center Individual Professional Development Plans are aligned to the school, district, and state reading goals. Examples of professional development staff will be provided the opportunity to attend are: Student Performance Indicators data analysis, Read 180, Renaissance Learning, Accelerated Reader, STAR Reading, New Teachers Cadre meetings, National Board Certification preparation, Inclusion Co-teaching, AIP training, Curriculum Mapping, WISE Training, Creating Independence through Student-owned Strategies (CRISS), Reciprocal Teaching, Pinnacle Electronic grade book training, district professional development in Language Arts, and training in Independent Reading strategies.

Evaluation

Students will be evaluated initially with the Prentice Hall Grade Level Reading Diagnostic Assessment, followed by the Prentice Hall Reading Achievement Program—an individualized reading improvement plan and then evaluated on a daily, weekly, monthly, and quarterly basis to assess progress including district mandated pre-, post, and progress tests as required. The state sponsored FCAT Explorer website will be used by ninth and tenth grade language arts and reading teachers. Students who face a retake of the reading portion of the FCAT will be encouraged to work through passages on this site as well. Additional evaluations used in intensive reading classes include: Gates-MacGinitie Reading Tests—Comprehension and Vocabulary subtests, San Diego Quick Assessments, Burns & Roe Informal Reading Inventory, and TOWRE—Vocabulary/Phonetics, informal teacher-made tests and observations, and results of the 2006 FCAT.

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

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

GOAL 2 STATEMENT:

All students at Robert Morgan Educational Center will demonstrate increased performance in mathematics. All students at Robert Morgan will be able to function on or above grade level in mathematics.

Needs Assessment

Results data show 64 percent of the 9th graders and 63 percent of the 10th graders scored at Level 3 or above. Additionally 14 percent of the ninth grade and 12 percent of the tenth grade scored at Level One and 23 percent of the ninth grade and 25 percent of the tenth grade scored at Level 2 on the 2005 Mathematics section of the FCAT. When looking at the content area of number sense 50 percent of the ninth graders and 36 percent of the tenth graders need improvement. In measurement 57 percent of the ninth graders and 60 percent of the tenth graders are struggling with this content area. In the content area Geometry, 55 percent of the ninth graders and 71 percent of the 10th graders need improvement and 40 percent of ninth graders and 57 percent of the tenth graders need improvement in Algebraic Thinking. Data Analysis content area shows 50 percent of the ninth graders and 55 percent of the 10th graders are not achieving a mastery level. Additionally, students identified in the NCLB subgroups demonstrate gaps in achievement levels. The NCLB subgroups' scoring at a mastery level on the 2005 FCAT Mathematics test are as follows: White 75 percent, African American 53 percent, Hispanic 63 percent, Economically disadvantaged 58 percent, Limited English Proficiency 51 percent, and Students with Disabilities 23 percent. As a result, RMEC must assist students in the targeted subgroup of Students with Disabilities to achieve proficiency levels as well as assisting all students to improve their performance levels in tested content area strands.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction in the Sunshine State Standards, students in grades nine and ten will improve their mathematics skills as evidenced by an increase from 64 percent to 72 percent of the students reaching the state required mastery level as documented by scores on the 2006 FCAT Mathematics Test.

Given instruction in the Sunshine State Standards, Students with Disabilities in grades nine and ten will improve their mathematics skills as evidenced by 50 percent of the Students With Disabilities 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
Increase student OTL mathematics content.	Mathematics teachers	10/6/2005	5/1/2006
Increase contextual teaching	Mathematics teachers	10/6/2005	5/1/2006
Use calculators to learn mathematics	Mathematics teachers	10/6/2005	5/1/2006
Enroll 100 percent of the Level 1 students in a year-long intensive math course.	Counselors and mathematics teachers	10/6/2005	5/31/2006
Conduct a family math and science night to provide strategies for parents to use at home to support the use of math, reading, and technology in solving real-life problems.	teachers	10/6/2005	5/1/2006
Implement CRISS strategies such as learning logs, K-W-L, Venn Diagrams, Reciprocal Teaching, Two-Column notes, Pattern Puzzles, and one-sentence summaries.	Mathematics teachers	10/6/2005	5/17/2006
Develop a plan to implement long term use of concrete materials.	Mathematics teachers	10/6/2005	5/1/2006
Provide students with the opportunities to discover and invent new knowledge and approaches to mathematics problem solving.	Mathematics teachers	10/6/2005	5/1/2006
Offer after school tutoring for Level 1 and Level 2 students four times a week.	teachers and honor students	10/6/2005	5/17/2006
Provide real-world connections to the classroom by inclusion of multi- and interdisciplinary activities.	teachers	10/6/2005	5/17/2006
Identify students from the Practice SAT scores capable of entering Advanced Placement classes and recruit into advanced classes.	Mathematic teachers, counselors, administration	10/6/2005	5/17/2006
Utilize FCAT Explorer during Language Arts classes and after school tutoring four days a week.	Mathematics teachers	10/6/2005	5/17/2006
Evaluate tutoring students with a pretest and a	Instructors	9/19/2005	3/3/2006

posttest.	
-----------	--

Research-Based Programs

RMEC uses the following Research-based programs: Algebra 1 Concept and Skills published by McDougal-Little in 2004; Algebra 1 published by McDougal-Little in 2004; Geometry Concept and Skills published by McDougal-Littell in 2004; Geometry published McDougal-Littell in 2004, Algebra 2 published by Prentice Hall in 2004; Algebra 1 published by Prentice Hall in 2004, Geometry published by Prentice Hall in 2004; Algebra 2 published by McDougal-Littell in 2004; Algebra & Trigonometry published by Prentice Hall in 2004; Precalculus with Limits published by Larsen in 2001; Calculus published by Larsen in 2002 and Practice of Statistics by W.H. Freeman in 2004.

Professional Development

Aligned Professional Development will encompass: attending the annual state conference of Florida Council of Teachers of Mathematics; Creating Independence through Student Owned Strategies (CRISS) training; increase FCAT Explorer usage; increase usage of Riverdeep; curriculum development meetings for staff involved with Inclusion; increase Academy team building activities and teaching contextually; and professional development centered on REACT (Relating, Experiencing, Applying, Cooperating, Transferring) strategies.

Evaluation

The summative evaluation will be the mathematics test results of the 2006 FCAT administration. The formative evaluations will be the district and teacher produced pretests, posttests, and assessment of progress monitoring tools.

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

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 3 STATEMENT:

All students at Robert Morgan Educational Center will be able to incorporate the following elements in their writing focus, organization, support, and conventions. All students at Robert Morgan will be able to communicate effectively through writing.

Needs Assessment

Analysis of the 2005 FCAT Writes shows 90 percent of the students scoring at the 2005 master level. Disaggregated scores of the 2005 FCAT writing test results show only 26 percent of the students writing at the 4.5 level of proficiency. The higher writing skills are correlated to passing Advanced Placement tests.

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 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 ten will improve their writing skills as evidenced by 91 percent of the students tested 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
Identify Level One students in grades 9 and 10 and place in reading classes.	Student Services	10/5/2005	5/1/2006
Empower students through language arts classes to devise a personal prescriptive plan by analyzing and understanding their own SPI data provided by District. Students will be able to recognize the gap between achievement levels and their own scores so that they will commit to undertake remediation if necessary.	Language Arts teachers	10/5/2005	5/1/2006
Identify 11th and 12th graders who have not passed the FCAT Writes and provide in-class and after-school remediation for the retake tests. Develop and implement a curricular pacing calendar for FCAT Saturday School to begin just after winter break and continuing to scheduled test dates.	Administration	10/5/2005	5/1/2006
Provide a Saturday School FCAT program for 10th graders to begin just after winter break and continuing to scheduled test dates using FCAT-like materials that will cover all benchmarks tested by the FCAT.	Administration and EESAC	1/2/2006	3/31/2006
Provide differentiated instruction within reading, language arts, ESOL, and ESE classes using CRISS strategies, Reciprocal teaching, and FCAT Explorer focusing on specific student needs.	Language Arts teachers, ESOL teachers, ESE teachers	10/5/2005	5/31/2006
Use PSAT results to structure more students into advanced academic courses.	Counselors and core curriculum teachers	10/5/2005	5/31/2006
Provide differentiated instruction within language arts, ESOL, and ESE classes using CRISS strategies focusing on specific student needs.	Language Arts teachers, ESE teachers, ESOL teachers	10/6/2005	5/1/2006
Administer school-wide timed FCAT Writes Pretest and Posttest of narrative and persuasive prompts. Use results of pretest as	Language Arts teachers	10/6/2005	5/1/2006

instructional tool.			
Provide opportunities for students to practice writing with immediate feedback based upon the state six-point rubric using the Prentice Hall Online Essay Grader	Language Arts teachers	10/6/2005	5/1/2006
Implement grammar review, vocabulary development, targeted spelling, and paragraph development mini-lessons for regular classes and for the more advanced students higher-level proof reading, sentence variety, tone, diction, and syntactical mini-lessons.	Language Arts teachers	10/6/2005	5/1/2006
Administer school-wide SAT timed practice writing test throughout the year.	Language Arts teachers	10/6/2005	5/1/2006
Instruct and practice short and extended responses to questions related to a variety of literature and nonfiction texts.	Language Arts teachers	10/6/2005	5/1/2006
Review, reflect, and revise plan as needed.	Language Arts, ESOL, and ESE teachers	10/5/2005	5/1/2006

Research-Based Programs

The Research-based programs RMEC uses are: FCAT Reading and Writing by Great Source, STAR and Prentice Hall Reading, Reading Text Great Source Reading and Writing, Language Arts Text by Prentice Hall, Read 180, Reciprocal Teaching through the Career Education classes, FCAT Explorer, and Accelerated Reader.

Professional Development

The Robert Morgan Educational Center Individual Professional Development Plans are aligned to the school, district, and state reading goals. Examples of professional development are: Student Performance Indicators data analysis, Read 180, Renaissance Learning, Accelerated Reader, STAR Reading, New Teachers Cadre meetings, Inclusion Co-teaching, AIP training, Curriculum Mapping, Creating Independence through Student-owned Strategies (CRISS), Reciprocal Teaching, Pinnacle Electronic grade book training, attending district professional development in Language Arts, and Independent Reading strategies.

Evaluation

Evaluation of the above strategies is through immediate feedback and error correction and writing samples evaluated with the FCAT Writes 6-point rubric. Additional evaluations used are: MDCPS Composition Assessment, AIM Higher! FCAT REading and Writing by Great Source, Reading and Writing Sourcebook by Great Source, REading Tests--Comprehension and Vocabulary subtests by Gates-MacGinitie, Quick Assessments by San Diego, Informal Reading Inventory by Burns & Roe, FCAT Explorer, MDCPS Reading Pretests and Posttests, TOWRE--Vocabulary/Phonics, informal teacher-made tests and observations, and the 2006 FCAT 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

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 4 STATEMENT:

All students at Robert Morgan Educational Center will increase their scientific knowledge and be able to apply scientific methods.

Needs Assessment

The tenth grade Robert Morgan students taking the 2005 Science FCAT had a Mean Scale Score of 288 out of a possible score of 500. The state's Mean Scale Score was 293 and the district's Mean Scale Score was 275 therefore RMEC students are scoring 5 points lower than the state average but 13 points higher than the district's average. Opportunities for Improvement are more obvious when RMEC scores are benchmarked with some of the best science students in the county such as MAST Academy with a Mean Scale Score of 355. This comparison demonstrates RMEC's challenges in implementing the science curriculum and science instruction.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade 10 will improve their science skills as evidenced by an increase in the mean scale score from 288 to 293 as documented by comparing the 2005 to the 2006 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Engage in meaningful science competition through the science fair, Fairchild Challenge, The Junior Environmental Symposium, and SECME.	Science Instructors	10/6/2005	5/31/2006
Expose students to career opportunities in the areas of mathematics and engineering through SECME and the Junior Environmental Symposium.	Science Instructors	10/6/2005	5/31/2006
Implement field experiences and invite guest speakers.	Science instructors	10/6/2005	5/31/2006
Improve mathematical, writing and language arts skills as related to science through instruction in technical report writing	Science Instructors	10/6/2005	5/31/2006
Utilize Buckle Down Florida FCAT 11th grade Science workbook in all science classes.	science teachers	10/6/2005	5/1/2006
Implement CRISS strategies.	science teachers	10/6/2005	5/1/2006
Integrate 11th grade science curriculum	science teachers	10/6/2005	5/1/2006
Improve reading comprehension by utilizing CRISS Strategies and introducing Science Journals in a daily reading program.	Science instructors	10/6/2005	5/31/2006
Recruit African American students for Advanced Placement and Honors science classes.	Science instructors, counselors, and administrators	10/6/2005	5/31/2006
Foster the conceptual convergence of the sciences, mathematics, and technology with other disciplines.	Science instructors	10/6/2005	5/31/2006
Decrease failure rate by utilizing the Academic Improvement Plans (AIPs) to target specific deficiencies in a student's performance.	Science instructors, counselors	10/6/2005	5/17/2006
Improve Science process skills through weekly hands-on laboratory investigations using inquiry-based thinking skills.	Science Instructors	10/6/2005	5/31/2006

Research-Based Programs

The research-based programs used by Robert Morgan Educational Center are: Environmental Science; Toward a Sustainable Future by Prentice Hall; Tarbuck-Lutgens Earth Science by Prentice Hall; Biology the Living Science by Prentice Hall; Exploring Physical Science by Printice Hall; Physics: Principles & Problems published by Glenco; Fundamentals of Anatomy & Physiology published by Pearson; Zoology 3rd Edition published by McGraw Hill; Chemistry published by Addison Wesley; Biology published by Benjamin Cummings, Physics published by Pentice Hall, and Chemistry 5th Edition by Houghton Mifflin.

Professional Development

Professional Development aligned with this objective are CRISS training, reciprocal teaching training, using early release and teacher planning days for teacher collaboration to share best practices, mentor, and model lessons for each other, Q-card training, collaboration with local science and governmental organizations such as the county DERM, Metro Zoo and the Parks Department, implement data driven instruction according to quarterly assessment results, and deploy school wide recycling processes.

Evaluation

Evaluations used by RMEC are: formative evaluation carried out by utilizing SPI data for short- and long-range individualized curriculum planning; the M-DCPS Science pretest and posttest; the 2006 Science FCAT scores used for summative evaluation; application of the Division of Mathematics and Science Education's Scope and Sequences; and 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

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 5 STATEMENT:

Robert Morgan Educational Center will provide increased opportunities for parents to be involved in their children's education. Robert Morgan will provide an environment that allows parents and educators to work collaboratively to foster academic excellence.

Needs Assessment

Research supports the correlation between parental involvement and high student performance. Because RMEC has a new parent resource center, it is necessary to communicate and encourage parents to use the available resources. Robert Morgan has put in place an automated parent calling system to facilitate communication between the school and parents.

Measurable Objective

Given the district initiative to establish Parent Resource Centers, Robert Morgan Educational Center will increase the number of parents utilizing this facility throughout the 2005-2006 school year. This will be documented by the number of parents signing the visitor book from the beginning to the end of the school year of 2005-2006.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase usage of the phone calling system.	Administration	10/6/2005	5/17/2006
Advertise the Parent Resource Center.	Administration, Lead Teachers	10/6/2005	5/1/2006
Send every parent a volunteer form to fill out in preparation for volunteering at the school.	Administration, Academy Leaders, and Leadership team	10/6/2005	5/1/2006
Create web access for parents to their student's grades.	IT Department, Administration	10/6/2005	5/1/2006
Continue the usage of the automated parent calling system	Administration	10/6/2005	5/1/2006

Research-Based Programs

RMEC Research-based programs correlated to increasing parental involvement and based on National Standards for Parent/Family Involvement are: increasing the use of the parent resource center, increasing the number of school volunteers, increasing the number of Parent Booster Clubs, and increasing the number of Parent Teacher Organization (PTO) members.

Professional Development

A key Professional Development linked to the success of this objective is training staff in customer service skills in order to better serve and encourage parents to participate in their student's school activities, communicating the school improvement process to parents, communicating EESAC meeting dates, training on understanding the school grade, and finally communicating the need for parents to encourage their students to read by turning off the TV.

Evaluation

The success for this objective will be assessed by increasing number of parents utilizing the Parent Resource Center documented by the visitor log. The baseline is zero because this is the first year for the Parent Resource Center.

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

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 6 STATEMENT:

Robert Morgan Educational Center will provide a safe and disciplined environment for all students. Robert Morgan will promote programs and practices that facilitate a safe and disciplined environment for students.

Needs Assessment

The Florida School Indicators Report shows Robert Morgan Educational Center had 16.4 percent in-school suspensions and 4.7 percent out-of-school suspensions for the 2003-2004 school year. The suspension report indicates Robert Morgan Educational Center had 5.1 percent in-school suspensions and 10.5 percent out-of-school suspensions for the 2004-2005 school year.

Measurable Objective

Given the district initiative to reduce suspension rates, Robert Morgan Educational Center will reduce the number of teacher referrals by 10 percent as documented by comparing the 2004-2005 number of teacher referral to the 2005-2006 number of teacher referrals.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase the number of teachers trained in conflict resolution.	Social Studies teachers	10/6/2005	5/1/2006
Increase the number of students receiving conflict resolution strategies.	Social Studies teachers	10/6/2005	5/1/2006
Counsel students with Code 1 and Code 2 conduct violations.	Administration and counselors	10/6/2005	5/1/2006
Counsel students with repeat violations.	Administration and counselors	10/6/2005	5/1/2006
Meet with parents of students having repeat student code of conduct violations.	Administration and counselors	10/6/2005	5/1/2006
Utilize after school, weekend, and Saturday detentions in order to reduce suspensions.	Administrators and teachers	10/6/2005	5/1/2006

Research-Based Programs

RMEC's research-based programs are High Schools That Work standards.

Professional Development

Professional Development will be to increase the number of staff members with formal conflict resolution training.

Evaluation

The decrease in the number of suspensions will be evaluated by the district generated School Police Automated Reporting System (SPARS) report.

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

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 7 STATEMENT:

Robert Morgan Educational Center will integrate technology in all curricular areas. Robert Morgan will promote equitable and universal access to technology.

Needs Assessment

Robert Morgan Education Center has five computer labs and approximately 500 computers on both campuses. It is Robert Morgan's technology vision to have at least five computers in every classroom and to increase and update the information technology infrastructure. RMEC has a 8:1 ratio of students to computers. All faculty members have access to the web, microsoft office including Publisher and Visio, printers, email, and the electronic gradebook Pinnacle. Comparative data show RMEC is above the district and state average in Technology Planning 2.8; Technology Support 4; Instructional Technology Support 2.5; Teacher Use of Technology 2.4; School Administrators 3.2; Student Use of Technology 2.8; Student Technology Standards 3.5; and Teacher Technology Standards 3.0. Opportunities for Improvement are in the categories of Funding 1.3; Teacher Access to Technology 1.5; Professional Development 2.5; Student Access to Techology 2.2; 21st Century Learning Tools 1.8; 21st Century Classroom 1.7; and Community Outreach 2.2.

Measurable Objective

Given the need for technological expertise in all areas, Robert Morgan Educational Center will implement a school-wide training for teachers and instructors on Student Performance Indicators (SPI) for physical analysis of students' state assessment scores to be measured by staff sign-in sheets

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase the number of computers in the classrooms.	Administration	10/6/2005	5/1/2006
Open a computer lab after school two days a week.	Administration, teachers	10/6/2005	5/1/2006

Research-Based Programs

The research-based programs RMEC uses are based on the National Education Technology Standards.

Professional Development

Professional development will include after school and lunch time training opportunities on the Student Performance Indicators (SPI).

Evaluation

Evaluation will be assessed by the number of teachers participating in the SPI training documented by the staff attendance sheets.

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

GOAL 8 STATEMENT:

Robert Morgan Educational Center will promote the overall health and fitness of students. Robert Morgan will align its physical fitness program with the National Standards for Physical Education.

Needs Assessment

The Fitnessgram baseline was 3 percent for the award winners category for RMEC. To properly assess both student fitness performance and programmatic success, Robert Morgan will administer a pre- and post-test every quarter to determine the student health and fitness baseline measures.

Measurable Objective

Given the physical education requirements, Robert Morgan will increase the FITNESSGRAM percent Award Winners from 3 percent to 78 percent when comparing the 2004-2005 to the 2005-2006 School year FITNESSGRAM scores.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase the number of students participating in the after school intramural program.	PE teachers	10/6/2005	5/1/2006
Increase the number of students that participate in physical education activities.	PE teachers	10/6/2005	5/1/2006
Provide appropriate funds necessary to supplement the physical education program	Administration	10/6/2005	5/1/2006
Evaluate students physical fitness on a weekly basis.	Physical Education teachers	10/6/2005	5/1/2006
Encourage healthy eating habits.	Physical Education teachers.	10/6/2005	5/1/2006

Research-Based Programs

The Research-based programs Robert Morgan uses are the FITNESSGRAM and the Personal Fitness for You Text by Roberta Stokes and Sandra L. Schultz and published by Hunter Textbooks, Inc (1998).

Professional Development

Robert Morgan's Professional Development will increase the awareness of the importance of physical health and its impact on student academic achievement and increase the physical health of the staff with more use of the weight room and aerobics class participation.

Evaluation

Evaluation will be determined through the administration of the FITNESSGRAM and compare the 2004-2005 results to the 2005-2006 results.

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

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 9 STATEMENT:

All students at Robert Morgan Educational Center will be given the opportunity to pursue career education, areas of interest, areas of the arts, club, and special talents. Students at Robert Morgan will develop their career education of choice and an appreciation for the arts through expanded curricular and extra curricular offerings.

Needs Assessment

The RMEC 2005 FCAT reading scores for all of the students achieving mastery level was 64 percent. Robert Morgan is a career education academy and college preparatory high school. Business partners, universities, and all stakeholders demand all students to be achieving reading at a mastery level.

Measurable Objective

Given that 100 percent of the school population is enrolled in self-selected career academy programs, school wide focus on school-to-career and college-ready technical reading will be emphasized across the curriculum as evidenced by a 80 percent passing rate in career education, technical, and performing arts classes.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide 30 minutes of daily independent reading through student selected text, structured activities, and classroom libraries.	All teachers and students	10/6/2005	10/6/2005
Increase staff training sessions in process improvement tools such as the fishbone and the Pareto Chart.	EESAC Chairpersons	10/6/2005	5/1/2006
Increase the number of cross academy curriculum sharing meetings.	Leadership Team	10/6/2005	5/1/2006
Retrieve and analyze state assessment data and implement a plan of accountability for monitoring students in reading across the curriculum through student reading logs and corresponding academic grades.	Leadership Team	10/6/2005	5/3/2006

Research-Based Programs

The Career Education Research-based programs are: Small Animal Care and Management (Delmar Thomson Learning); Introduction to Veterinary Science (Delmar Thomson Learning); Theater-Art in Action (Prentice Hall); Glencoe Marketing Series (Glencoe); Hospitality and Tourism (Glencoe & McGraw Hill); Technology (R. Thomas Wright); Human Body in Health & Illness (Saunders); Basic Pharmacology for Nurses (Clayton Stock, A+ Certification Concepts & Practices (Prentice Hall); Digital Fundamentals (Prentice Hall); Modern Dental Assisting (SAunders); Refrigeration & Air Conditioning Technology (Delmar Thomson Learning); Microprocessors (Glencoe); Welding Skills (American Technical); Modern Automotive Technology (GW Publishers); Dreamweaver MX (lynda.com/books), Quickenbooks Pro (Slater); International Business Systems (Thomson Learning); Understanding Business & Personal Law (Glencoe); and Accounting--Real World Application & Connections (Glencoe).

Professional Development

Professional Development includes team building exercises, training in professional growth teams, 100 percent of instructional staff shall be CRISS trained, sharing curriculum across disciplines and academies training.

Evaluation

Evaluation results will be collected from the academy and career education classes' final 2006 grades.

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

GOAL 10 STATEMENT:

Robert Morgan Educational Center 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 Florida Department of Education shows no percentile ranking for Robert Morgan Educational Center on the State of Florida ROI Index.

Measurable Objective

Given the District Core Value to achieve organizational performance Robert Morgan Educational Center will achieve a ranking on the State of Florida ROI index publication of at least a 90 percentile ranking on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Consider shared use of facilities, partnering with community agencies.	Assistant Principals	10/4/2005	5/1/2006
Become more informed about the use of financial resources in relation to school programs.	Principal, Assistant Principals	10/4/2005	5/31/2006
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Assistant Principals	10/4/2005	5/1/2006
Create grant writing team.	Leadership team	10/6/2005	5/1/2006
Increase number of grants submitted	Leadership TEAM	10/6/2005	5/1/2006
Collaborate with the district on resource allocation.	Assistant Principals	10/4/2005	5/1/2006

Research-Based Programs

Robert Morgan Educational Center's Research-based programs are the continuous improvement processes based on the Sterling/Baldrige Criteria.

Professional Development

Professional Development will be to deploy, inform, and communicate Robert Morgan's efficiency goals based on the Sterling/Baldrige Criteria.

Evaluation

On the next State of Florida ROI Index publication, Robert Morgan Educational Center will achieve a 90th percentile ranking.

GOAL 11: GRADUATION (HIGH SCHOOLS ONLY)

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 11 STATEMENT:

All students at Robert Morgan will graduate from high school within a four-year period.

Needs Assessment

Robert Morgan is a new Academy high school. This is the first year that baseline data will be generated for the graduation rate.

Measurable Objective

Given district and state high school graduation requirements, 92 percent of the Robert Morgan Seniors will graduate in four years as documented by the district generated graduation list.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Counsel all 11th graders on graduation requirements.	counselors	10/6/2005	4/1/2006
Counsel all 12th grade students on their graduation status.	counselors	10/6/2005	4/1/2006
Teach Seniors how to calculate their Grade Point Average.	counselors	10/6/2005	1/2/2006
Teach Seniors how to calculate their Grade Point Average.	counselors	10/6/2005	1/2/2006
Teach Juniors how to calculate their Grade Point Average.	counselors	10/6/2005	1/1/2006
Distribute Senior graduation requirement checklist.	Counselors	10/6/2005	1/2/2006

Research-Based Programs

Research-based programs used by RMEC are: the National Academy Framework, High Schools That Work, Coalition of Essential Schools, the Secondary School Reform (SSR) Framework, and high school reform models that support student achievement from the Department of Education Office of Vocational and Adult Education.

Professional Development

Robert Morgan's professional development will be a training and informational sharing meeting facilitated by the College Assistance Program (CAP) Advisor and counselors to inform staff on graduation requirements and college entrance requirements and training on the Secondary School Reform Framework. The informed and trained staff will support, encourage, and counsel seniors with regards to their graduation options.

Evaluation

The success of the goal will be evaluated by the results of the district generated graduation list.

GOAL 12: OTHER

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 12 STATEMENT:

All postsecondary students will complete all required career education skills and Adult Basic Education classes in a timely manner.

Needs Assessment

Data results generated from the District OCP Report show an 1143 point increase in OCPs when comparing the 2003-2004 to the 2004-2005 school year. Additionally resulting data show average hours per OCP increasing from 317 to 319. This means it is taking more time for the student customer to complete OCPs and RMEC is slightly slower in providing its business partners with a skilled workforce. As a result, RMEC is receiving less performance based funding over a greater time period, both a negative trend which will decrease RMEC's operating budget. However, RMEC did have an overall OCP increase for the 2004-2005 school year.

Trend data results for Literacy Completion Points: 2001-2002 results were 1499 LCPs completed; 2002-2003 show 2185 LCPs completed; 2003-2004, 1079 LCPs completed; and 2004-2005, 2838 LCPs completed.

Measurable Objective

Given instruction using the Florida Department of Education Curriculum Frameworks, postsecondary students enrolled in career training programs will increase their skills as evidenced by a one percent increase in Occupational Completion Points (OCPs) earned during the 2005-2006 school year when compared to the 2004-2005 school year as documented in the District Generated OCP Summary Report.

Given instruction using the Florida Department of Education Curriculum Frameworks, postsecondary students enrolled in Adult Basic Education programs will increase their skills as evidenced by a one percent increase in Literacy Completion Points (LCPs) earned during the 2005-2006 school year when compared to the 2004-2005 school year as documented in the District Generated LCP Summary Report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Execute random Occupational Completion Point record checks	Administration	10/13/2005	8/1/2006
Train instructors on OCP record keeping.	Administration	10/13/2005	8/1/2006
Communicate OCP data results every trimester.	Administration	10/13/2005	7/31/2006
Communicate OCP data to all stakeholders.	Administration	10/13/2005	7/31/2006
Motivate students to complete OCPs.	Instructors and Administrators	10/13/2005	7/31/2006
Execute random record checks for all programs reporting Literacy Completion Points.	Administration and Instructors	8/8/2005	8/21/2006
Train new instructors on LCP record keeping.	Administrators	8/15/2005	8/7/2006
Communicate LCP statistics to all stakeholders.	Administrators and instructors	8/8/2005	8/7/2006
Motivate students to complete LCPs in a timely manner.	Instructors	8/8/2005	8/7/2006

Research-Based Programs

Occupational Completion Points are based on industry requirement standards and vary from program to program. Each career education program must meet the quality control standards of its respective industry. Additionally, each career program must meet the District and State Standards. The Career Education Research-based programs RMEC uses are: Small Animal Care and Management (Delmar Thomson Learning); Introduction to Veterinary Science (Delmar Thomson Learning); Theater-Art in Action (Prentice Hall); Glencoe Marketing Series (Glencoe); Hospitality and Tourism (Glencoe & McGraw Hill); Technology (R. Thomas Wright); Human Body in Health & Illness (Saunders); Basic Pharmacology for Nurses (Clayton Stock, A+ Certification Concepts & Practices (Prentice Hall); Digital Fundamentals (Prentice Hall); Modern Dental Assisting (SAunders); Refrigeration & Air Conditioning Technology (Delmar Thomson Learning); Microprocessors (Glencoe); Welding Skills (American Technical); Modern Automotive Technology (GW Publishers); Dreamweaver MX (lynda.com/books), Quickenbooks Pro (Slater); International Business Systems (Thomson Learning); Understanding Business & Personal Law (Glencoe); and Accounting--Real World Application & Connections (Glencoe).

Research-based Programs for Adult Basic Education are: Language Builder 1, 2, & 3 (McGraw Hill), Philip Roy Basic Skills curriculum software, PaceWare, Learning 100 REading Program software, Skills Bank 4 software, My Skills Tutor.com (online skills program), and the Quantum REading Series Software.

Professional Development

Professional Development for staff is a continuous improvement process. And because the postsecondary curriculum must be aligned with RMEC business partners' requirements, professional development is continuously adapting to the needs of each career program's business partners. All business partners provide money, equipment, and training for staff in addition to the Florida Standards Based curriculum requirements. Other professional development is deployed through monthly meetings with instructional supervisors to communicate local and state mandates, communication through industry web sites, department meetings for sharing best practices, advisory council meetings, and participation in professional organization conferences.

Evaluation

Evaluation of the Occupational Completion Points will be the data generated every Trimester from the District's OCP Report. OCPs and Hours per OCPs will be disaggregated and analyzed each trimester to synthesize trend data.

Evaluation of the Literacy Completion Points will be the data generated every Trimester from the District's LCP Report. LCPs and Hours per LCPs will be disaggregated and analyzed each trimester to synthesize trend data.

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:

The EESAC solicits funding requests from the Robert Morgan Educational Center's staff. The EESAC then carefully considers each request for the EESAC monies, discusses the needs with regards to the impact and efficient use of funds and finally awards requests after a majority vote.

Training:

The EESAC implements the practice of the continuous improvement model of plan, do, study, act through training and facilitation by an EESAC member who is a Florida Sterling Examiner.

Instructional Materials:

EESAC supports the use of after school and Saturday tutoring. This approach is to improve the performance of all students in all subject areas.

Technology:

The EESAC gave monies to the IT Department during the 2003-2004 school year to update the technology infrastructure on the South Campus. The project was completed resulting in faster access to the internet and intranet for the South Campus staff and students.

Staffing:

The EESAC has provided transportation for the after school and Saturday FCAT tutoring sessions. This includes hiring two bus drivers three days a week for approximately three hours.

Student Support Services:

The EESAC has allocated monies to buy tutoring materials in order to target the Level 1 and Level 2 students who did not Adequate Yearly Progress. These tutoring materials help meet the needs of student who are not performing at grade level and therefore not able to utilize the regular classroom grade level materials.

Other Matters of Resource Allocation:

The EESAC allocates monies to support the year end Academy Awards Ceremony which impacts the entire school. All students have an opportunity to receive an award during this awards ceremony.

Benchmarking:

The EESAC uses comparative data to make data driven decisions. When staff submit requests for EESAC monies, the committee will compare impacts and results from schools similar to Robert Morgan. This process assists the EESAC in making more informed and scientific decisions.

School Safety & Discipline:

The EESAC is given updates and the Principal's report at every EESAC meeting. A section of this report is feedback on school safety issues such as the traffic problems during school start and school dismissal times. The EESAC brainstorms and gives recommendations as to possible solutions to the issues on school safety and 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:

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