
SCHOOL IMPROVEMENT PLAN

2006-2007



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

Herbert A. Ammons Middle School

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. Its 1153 students represent a multicultural mix of mostly middle class families. Of the total student population, 16 percent are white, 24 percent are black, 51 percent are hispanic, four percent are asian, and one 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 24 percent are in our exceptional student education program.

Given instruction using the Sunshine State Standards, 90 percent of students in grades six through eight will score a Level 3 or higher as documented by scores on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, 93 percent of students in grades six through eight will score a Level 3 or higher as documented by scores on the 2007 FCAT Mathematics test.

Given instruction using the Sunshine State Standards, 98 percent of students in grade eight will score a 3.5 or higher on their writing as documented by scores of the 2007 FCAT Writing Test.

Given instruction using the Sunshine State Standards, students in grade eight will improve their science skills as evidenced by 55 percent of students scoring at level 3 or higher as documented by the 2007 FCAT science test.

Increase parental involvement through the implementation of on-site parent, teacher, and student activities as evidenced by 34 percent of students having a parent/guardian participate in at least two activities during the 2006-2007 school year affirmed by signed activity rosters.

Decrease the number of teacher written referrals by one percent during the 2006-2007 school year.

In conjunction with the International Baccalaureate Middle Years Program standards, 80 percent of the Ammons students will complete a semester length technology course with a grade of "A", "B", or "C".

Herbert A. Ammons Middle School will increase the percent of physical fitness award recipients from 65 percent to 66 percent as measured by the 2006-2007 FITNESSGRAM.

Herbert Ammons Middle School will obtain International Baccalaureate Middle Years program (IBMYP) authorization for the 2006-2007 school year.

Herbert Ammons Middle School will improve its ranking on the state of Florida ROI index publication from the 96th percentile in 2003 to the 97th 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 2006-2007 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

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 2006-2007 school year. Its 1153 students represent a multicultural mix of mostly middle class families. Of the total student population, 16 percent are white, 24 percent are black, 51 percent are hispanic, four percent are asian, and one 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 24 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 four part-time staff members. Of this group, three are administrators, one is a lead teacher, 56 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, eight are elective teachers, nine are world language teachers, nine are clerical, six are custodians, three are security personnel, and six are cafeteria personnel. Of the teaching staff, less than 20 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, pass a technology class at each grade level with an "A", "B", or "C", 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

Leadership:

The Leadership category of the self-assessment was one of the highest rankings 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 six years in a row. Additionally, Ammons has won the Golden Apple Award for volunteerism nine years in a row and has 1233 PTSA members with a student population of 1153 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 4.8 on Knowledge Management. All teachers have access to WSPI and have had training on both data analysis and accountability. The administration uses the COGNOS to acquire essential data. 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 six years. It has also posted the highest learning gains of any Region Center VI school each of the last five 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 89 percent of our students reached high standards on the FCAT reading test. Content cluster data indicates students in grades six through eight scored the highest in words and phrases and main idea sections 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, 90 percent of students in grades six through eight will score a Level 3 or higher as documented by scores on the 2007 FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Purchase sufficient Extra Teaching Period Supplements to pay teachers to teach the Intensive Reading Course to all FCAT Level 1 and 2 students in grades six through eight.	Intensive Reading teachers	8/14/2006	5/30/2007	District Strategic Plan	\$48000.00
Hire eight to ten hourly Teachers to 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	8/14/2006	5/30/2007	Continuous Improvement Model	\$2000.00
Provide an ATL-Approaches to Learning class to students in grades 6-8 every other day.	All teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Utilize the Accelerated Reader Program to monitor student progress in reading for students in grades six through eight.	Media Specialist ATL teachers	08/14/2006	05/30/2007	District-wide literacy plan	\$0.00
Provide Reading instruction to reduce the percentage of students scoring at Level 1 on the FCAT Reading Test to 1 percent or less.	Reading Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Provide afterschool Language Arts/Reading tutoring with enrichment activities for levels 3, 4 and 5 four times per week in all grade levels in order to maintain high performance.	Language Arts teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

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 to target individual student deficiencies in reading for all language arts and reading teachers.
- 2.Training for all teachers on differentiated instruction.

Evaluation

This objective will be evaluated by the results of the 2007 FCAT Reading Test. Additionally, results of the MAZE test 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"/>

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 2 STATEMENT:

All students will demonstrate increased performance in mathematics.

Needs Assessment

Analysis of the SPI data indicates 92 percent of our students met high standards 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, 93 percent of students in grades six through eight will score a Level 3 or higher as documented by scores on the 2007 FCAT Mathematics test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
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	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Monitor the mathematics inclusion model for all of our special education students.	All Mathematics teachers Special Education teachers	8/14/2006	5/30/2007	Inclusion	\$0.00
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	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Purchase sufficient Extra Teaching Period Supplements to pay teachers to teach the Intensive Mathematics Course to all FCAT Level 1 and 2 students in grades six through eight.	Assistant Principal for Curriculum Select Mathematics teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$30000.00
Provide Mathematics/FCAT tutoring with enrichment activities for levels 3, 4, and 5 four times per week in all grade levels in order to maintain high performance.	All Mathematics teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide Mathematics instruction to reduce the percentage of students scoring at Level 1 on the FCAT Mathematics test to 3 percent or less.	All Mathematics teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

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

Professional Development

1. Data analysis linking data to instruction to target individual student deficiencies in mathematics for all mathematics teachers.
2. Interim Assessment Training.
3. 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.)

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 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 persuasive prompts (97 percent) as compared to the expository prompts (95 percent).

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, 98 percent of students in grade eight will score a 3.5 or higher on their writing as documented by scores of the 2007 FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement an FCAT Writing pre-test, practice test and post test.	Assistant Principal for Curriculum All Language Arts Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide training for all content area teachers on FCAT writing strategies..	Assistant Principal for Curriculum	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide training for all content area teachers on how the FCAT Writing Test is scored.	Assistant Principal for Curriculum	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide afterschool FCAT Writing workshops for all students.	Assistant Principal for Curriculum Select Language Arts Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide Saturday FCAT Writing workshops for students in grades six through eight.	Assistant Principal for Curriculum Select Language Arts teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Monitor the 3-tiered writing curriculum developed by the language arts department.	All Language Arts Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Practice peer editing in all language arts classes for various writing assignments to train students to look critically at their writing.	Language Arts Teachers Assistant Principal for Curriculum	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

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.)

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 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 2006 FCAT Science test indicates that 54 percent of students in eighth grade scored at Level 3 or above.

Further analysis of the FCAT Science strands indicates that students demonstrated the lowest level of mastery in the areas of Physical and Chemical science and scientific thinking.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade eight will improve their science skills as evidenced by 55 percent of students scoring at level 3 or higher as documented by the 2007 FCAT science test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement two FCAT Saturdays prior to the FCAT test to assist students in preparing for the test.	Assistant Principal for Curriculum Science Department Chairperson	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Expose students in grades six through eight to more inquiry based labs to improve scientific thinking.	Science Department Chairperson All Science teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
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	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide afterschool tutoring in science with enrichment activities for four days per week to maintain high performance.	All Science teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Train all science teachers on utilizing the science test item bank to develop FCAT practice tests.	Science Department Chairperson	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Expose all students to United Streaming and Brainpop software to increase knowledge of the physical science and earth science components on the FCAT science test.	Science Department Chairperson	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Require all sixth grade students to compete in the Invention Convention, all seventh grade students to complete a SECME project, and all eighth grade students to complete a personal science project.	All science teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement "Do Now" daily activities in all the science classes.	Science Department Chairperson All Science teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement an FCAT Family Science night to increase awareness of the test for parents and community members.	Assistant Principal for Curriculum Science Department Chairperson	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

Glencoe Florida Science Grades 6-8

Professional Development

1. Training on FCAT annually assessed benchmarks for all science teachers.
2. Provide training for all science teachers on integrating Brainpop.com and United Streaming software into their curriculum.
3. Training on the science test item bank.
4. Provide time for horizontal and vertical planning on the effective implementation of the sunshine state standards.

Evaluation

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

Additionally, Harvard 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 evidenced 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.)

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

Miami-Dade County Public Schools

District Strategic Plan

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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 become involved in their children's education.

Needs Assessment

During the 2005-2006 school year, 387 parents attended two or more school sponsored activities.

Measurable Objective

Increase parental involvement through the implementation of on-site parent, teacher, and student activities as evidenced by 34 percent of students having a parent/guardian participate in at least two activities during the 2006-2007 school year affirmed by signed activity rosters.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Offer programs to increase parent satisfaction on the "overall climate and atmosphere" question of the Parent School Climate Survey to 96 percent.	Assistant Principal PTSA President	8/14/2006	5/30/2007	Community Partnerships	\$0.00
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	8/14/2006	5/30/2007	Community Partnerships	\$0.00
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	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Sponsor student-led conferences three times during the school year for students in grades six through eight.	8th Grade Counselor	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Collect a greater number of parent e-mail addresses to improve communication with parents.	Assistant Principal PTSA President	8/14/2006	5/30/2007	Community Partnerships	\$0.00
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	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Sponsor a schoolwide student PTSA recruitment effort providing incentives for sign-up.	Assistant Principal PTSA President	8/14/2006	5/30/2007	Community Partnerships	\$0.00

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.

Evaluation

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

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.)

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<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

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 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 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide a safe school environment in order to increase the percentage of students who report agreement with the statement on the Student School Climate Survey "I feel safe at my school" to 96 percent.	Security Monitors School Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Develop a schedule for counselors to meet with all students during their social studies classes	8th Grade Counselor	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide group counseling for students identified as having multiple referrals.	All counselors	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement a clean-up duty program during each lunch wave as a first-time offense mode of punishment.	All administrators All teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Conduct student orientation sessions led by the school principal to review school rules and discuss the code of student conduct.	All administrators	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Initiate an anti-bullying counseling program.	Trust counselor	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement a "Do the Right Thing" program schoolwide and recognize good behavior during the morning announcements.	All counselors All administrators	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Add one additional security monitor above and beyond the school's allocation to increase safety within the school.	Principal	08/14/2006	08/26/2006	District Strategic Plan	\$15000.00
Implement measures to reduce the number of Safety-to-Life deficiencies per 10,000 square feet to 1.2 or less.	Zone Mechanic Teachers Custodians	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize the interdisciplinary team structure to reduce the number of days students serve on indoor/outdoor suspension to 185 days or less.	All teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

N/A

Professional Development

1. Encourage new teachers to enroll in classroom management courses provided through TEC.
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 of the COGNOS report on the number of indoor and outdoor suspensions issued during the 2006-2007 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

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<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

In order to meet the technology requirements of the International Baccalaureate Middle Years Program, all students must be enrolled in a semester long technology course.

Measurable Objective

In conjunction with the International Baccalaureate Middle Years Program standards, 80 percent of the Ammons students will complete a semester length technology course with a grade of "A", "B", or "C".

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide a greater number of technology based projects throughout the content area classes.	All teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Require all students to enroll in a semester-long course in technology. Sixth grade students will participate in a computer technology course, seventh grade students in a design technology course, and eighth grade students in an informational technology course.	Assistant Principal for Curriculum Technology Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Hire four teachers as hourly employees during the four-week summer session to write curriculum for the sixth, seventh, and eighth grade technology courses.	Assistant Principal for Curriculum	6/21/2006	7/20/2006	Continuous Improvement Model	\$16000.00
Provide training on the educational software programs available in the media center.	Technology coordinator	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide opportunities during portfolio week to update entries on the technology logs in technology classes.	All teachers.	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Purchase four computers for all 49 classrooms. This will allow Ammons to maintain its cutting edge Technology Program. Ammons was chosen by the State D.O.E. as the top technology school in Florida for 2004-2005. Most of Ammons' computers were bought when the school was opened nine years ago.	Computer Specialist	08/14/2006	05/30/2007	District Strategic Plan	\$200000.00

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 for all teachers.
2. Utilize the technology coordinator to provide teacher training on integrating technology in the classroom.
3. Provide time at faculty meetings to familiarize teachers with available educational software programs.

Evaluation

This objective will be evaluated by student grades on the semester length technology course.

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 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 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 65 percent of students enrolled in physical education during the 2005-2006 school year received a physical fitness award as measured by the 2006-2007 FITNESSGRAM.

Measurable Objective

Herbert A. Ammons Middle School will increase the percent of physical fitness award recipients from 65 percent to 66 percent as measured by the 2006-2007 FITNESSGRAM.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Require all students to enroll in a semester-long physical education class.	Assistant Principal for Curriculum	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
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	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Require students to demonstrate proper warm-up and cool-down procedures specific to physical fitness skills.	Physical Education teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
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	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Develop an action plan to meet the physical education goals set forth by the school and the IBMYP.	Physical Education teachers Assistant Principal	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Administer a pre-test to determine baseline physical fitness data.	Physical Education teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

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

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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:

Ammons Middle School will pursue International Baccalaureate Middle Years program authorization (IBMYP) for the 2006-2007 school year.

Needs Assessment

Having implemented the IBMYP curriculum for the last eight years, Ammons Middle School will submit an application to become IB authorized.

Measurable Objective

Herbert Ammons Middle School will obtain International Baccalaureate Middle Years program (IBMYP) authorization for the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement an eight period day to accommodate mandates of the International Baccalaureate Middle Years program (IBMYP).	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide supplements for all teachers teaching a seventh or a seventh and eighth period class.	Principal	10/5/2006	2/1/2007	District Strategic Plan	\$0.00
Implement an Approaches to learning (ATL) class focusing on study skills and reading.	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Obtain faculty approval through the voting process for all teachers to teach six periods at no additional cost to the district or school to accommodate the IB requirements.	Principal	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Enroll all students in a semester length physical education class, a semester length technology class, a yearly Approaches To Learning class and a yearly fine arts elective.	Assistant Principal for Curriculum	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

N/A

Professional Development

1. Have teachers participate in professional development sessions on the IB Areas of Interaction.
2. Train teachers on IB assessment techniques.
3. Send select teachers to required beginning and intermediate level IB training conducted by the International Baccalaureate Organization.
4. Provide training on differentiated instruction to accommodate for the increased instructional time of the 4 by 4 block.

Evaluation

This objective will be evaluated by attainment of the International Baccalaureate Middle Years Program authorization.

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

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

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Create a structure that provides for an exception free property and internal funds audit.	Principal Assistant Principal Treasurer	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Design activities to increase the percentage of responses at 4.0 or above on the Organizational Performance Improvement Snapshot (OPIS) to 70 percent.	School Administration	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Collaborate with the district on resource allocation.	Principal Assistant Principal	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Become more informed about the use of financial resources in relation to school programs.	Principal Assistant Principal	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations with community agencies.	Principal Assistant Principal	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Review the FR05-08 on a monthly basis to maintain a balanced budget.	Principal	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Participate in the state's 5-Star School Award program.	Principal 8th Grade counselor	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Consider shared use of facilities and partnering with community agencies.	Principal Assistant Principal	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

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. It also recommended providing additional extra teaching period supplements to accommodate the offering of an eight period day.

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 offering a 4 by 4 eight period schedule to accommodate the mandates of the International Baccalaureate Middle Years program (IBMYP).

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.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$50,000.00
Goal 2: Mathematics	\$30,000.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$0.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$15,000.00
Goal 7: Technology	\$216,000.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
Total:	\$311,000.00

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

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

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

Region Superintendent