

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Herbert A. Ammons Middle School (6001)

Feeder Pattern - Miami Sunset Senior

Regional Center VI

District 13 - Miami-Dade

Principal - Irwin Adler

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Herbert A. Ammons Middle School has provided services to International Baccalaureate Magnet students in grades 6-8 since its opening in 1997. 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. Ammons is a part of the Sunset Feeder pattern, although with its magnet status it does not truly feed into Sunset Senior High. 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. English Language Learners (ELL) 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 special student education program (SPED).

Given instruction based on the Sunshine State Standards, 92 percent of students in grades six through eight will score a Level 3 or higher as documented by scores on the 2008 FCAT Reading Test.

Given instruction based on the Sunshine State Standards, 92 percent of students in grades six through eight will score a Level 3 or higher as documented by scores on the 2008 FCAT Mathematics test.

Given instruction based on the 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 2008 FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards, students in grade eight will improve their science skills as evidenced by 81 percent of students scoring at level 3 or higher as documented by the 2008 FCAT science test.

Increase parental involvement through the implementation of on-site parent, teacher, and student activities as evidenced by 30 percent of students having a parent/guardian participate in at least two activities during the 2007-2008 school year affirmed by signed activity rosters.

Given the emphasis on a safe and orderly learning environment, the number of teacher written referrals will decrease by one percent during the 2007-2008 school year as documented in the COGNOS report.

Given instruction in technology courses that address the requirements of the International Baccalaureate Middle Years Program standards, 82 percent of the 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 75.6 percent to 80 percent as measured by the 2007-2008 FITNESSGRAM.

Given the emphasis on high academic expectations, the number of students developing IB portfolios in order to receive an IB certificate will increase by five percent.

Herbert Ammons Middle School will improve its ranking on the state of Florida ROI index publication from the 96th percentile in 2004 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 2007-2008 school year: strategic planning and process management. In respect 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.



School Improvement Plan 2007-2008



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.

6001 - 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



School Improvement Plan 2007-2008



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 Baccalaureate School for the 2007-2008 school year. Its 1164 students represent a multicultural mix of mostly middle class families. Of the total student population, 16 percent are white, 21.5 percent are black, 54 percent are Hispanic, four percent are asian, and three percent are multi-racial. English language learners (ELL) 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 special education program. Average class size at Ammons is 22 students per class across the content areas. Because Ammons is an all-magnet International Baccalaureate School, it has a low mobility index of 6. Ammons has a total of 70 full time staff members and 7 part-time staff members. Of this group, three are administrators, one is a lead teacher, 54 are classroom teachers, two are exceptional education teachers, four are guidance counselors, eight are language arts teachers, eight are mathematics teachers, eight are social studies teachers, eight are science teachers, five are elective teachers, three are technology teachers, seven are world language teachers. Of the teaching staff, eight percent are teachers new to this school and twenty-nine 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 Baccalaureate Certificate.

Ammons Middle opened in 1997 and consists of 78 portables on 6.51 acres. All students in the Magnet Program at Ammons Middle have the opportunity to earn an International Baccalaureate certificate. Ammons has 1164 students which represent a multicultural mix of mostly middle class families. Of the student population, 21 students scored at Level 1 on the 2007 FCAT Reading test, and 60 students scored at Level 2. In mathematics, 15 students scored at Level 1 on the 2007 FCAT Mathematics test, and 68 scored at Level 2. With the outstanding instruction provided by the teaching staff at Ammons, we have continued to raise the bar and set high expectations. For three years in a row Ammons has posted the highest learning gains of any school in Regional Center VI and has received an "A" rating from the State of Florida for seven years. Currently, we have 1203 PTSA members which supercedes our student population. Additionally, Ammons has been #1 in attendance for 24 grading periods in a row.

Ammons Middle School is a part of the Sunset Feeder pattern, but due to its magnet status, most of the students go on to either Robert Morgan or Coral Reef Senior. At Ammons, students who are not able to meet the magnet requirements are sent back to their home school. Therefore, we do not retain any students at our school. With all the accomplishments Ammons has had, the school continues to balance rigorous academics, strong community participation, and a competitive athletic and extra curricular program.

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 eight 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 1164 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 that 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 indicates that 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.

Education Design:

The data on the self-assessment survey indicates that 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.

Performance Results:

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



School Improvement Plan 2007-2008



Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :

Schools Offering Primarily Grades 6 through 12

Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :

<input checked="" type="checkbox"/>	Different Innovative Approaches to Instruction
<input checked="" type="checkbox"/>	Responsibility of Teaching Reading for Every Teacher
<input checked="" type="checkbox"/>	Quality Professional Development for Teachers and Leaders
<input checked="" type="checkbox"/>	Small Learning Communities (SLC)
<input checked="" type="checkbox"/>	Intensive Intervention in Reading and Mathematics
<input checked="" type="checkbox"/>	Course Choice Based on Student Goals / Interests / Talent
<input checked="" type="checkbox"/>	Master Schedules Based on Student Needs
<input checked="" type="checkbox"/>	Parental Access and Support
<input checked="" type="checkbox"/>	Applied and Integrated Courses
<input checked="" type="checkbox"/>	Academic and Career Planning



School Improvement Plan

2007-2008



Different Innovative Approaches to Instruction-This principle of Secondary School Redesign is addressed in both our reading and mathematics objective.

Responsibility of Teaching Reading for Every Teacher-Every teacher at Ammons is responsible for teaching an Approaches to Learning (ATL) course where students are provided time for reading and are given instruction on the FCAT Reading benchmarks. Student reading is monitored through the Accelerated Reader program. Teachers unanimously agreed to teach the ATL course at no additional cost to the District.

Quality Professional Development for Teachers and Leaders-The second faculty meeting of each month is dedicated to professional development for the staff. A needs assessment is conducted at the beginning of the year to determine areas of need for professional development.

Small Learning Communities-At Ammons, we utilize the interdisciplinary team approach. All students in grades 6-8 are on a grade-level team. This allows teachers to plan collaboratively and reinforce difficult concepts. Additionally, the team approach allows teachers time for team conferences with the parents and an opportunity to analyze a child's strength and weaknesses.

Parental Access and Support-Through Connect-Ed, the Parent Gradeviewer, Principal's Coffee, e-mail tree, and parent conference days parents are kept abreast of their child's education.

Applied and Integrated Courses- At Ammons, all course work is looked at through the lens of the International Baccalaureate Middle Years Program themes called the Areas of Interaction. These themes, Environment, Community and Service, Approaches to Learning, Homo Faber, and Health and Social Education, broaden the focus of student learning and create links across subject areas. Similarly, interdisciplinary units provide a glimpse of real-world experiences in the context of exploration aligned with career opportunities. This takes place in all courses, from SPED to regular to advanced to advanced gifted to high school honors level.

Course Choice based on Student Goals/Interests/Talent-Through our subject selection process, students are exposed to the various electives offered at the school. Additionally, students are tracked into higher level courses based on their academic performances in the content areas. At Ammons, students are able to graduate with up to 6 high school credits. We offer Earth/Space Science, Biology, Algebra, Geometry, and two high school level Spanish and French courses.

Master Schedules Based on Student Needs-The master schedule is created with the individual needs of our student population taken into consideration. Each student is required to take a semester Technology course and a semester Physical education course. However, students are able to choose their electives.

Academic and Career Planning-The Career Specialist visits each of the Humanities classes to conduct a presentation on career choices. Additionally, counselors meet with students having academic difficulties within the first grading period to discuss possible schedule changes and strategies for successful student achievement.

Reading Goal

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

Florida Education Priorities

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"/>

Reading Statement

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

Needs Assessment

Analysis of the Student Performance Indicators (SPI) data indicates 91 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
<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"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, 92 percent of students in grades six through eight will score a Level 3 or higher as documented by scores on the 2008 FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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 Selected teachers	8/20/2007	3/27/2008	Continuous Improvement Model	2200
Utilize the Accelerated Reader Program to monitor student progress in reading for students in grades six through eight.	Assistant Principal for Curriculum Media Specialist ATL teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Provide Reading instruction to all Level 1 and 2 students in an Intensive Reading class.	Assistant Principal for Curriculum Reading Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Provide afterschool Language Arts/Reading tutoring with enrichment activities for Levels 3, 4 and 5 students four times per week in all grade levels in order to maintain high performance.	Language Arts teachers Assistant Principal for Curriculum	9/5/2007	6/5/2008	Continuous Improvement Model	4000
Provide an ATL-Approaches to Learning class to students in grades 6-8 every other day.	Principal All teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Develop pacing guides for reading courses, humanities courses, and ATL courses in which the pacing guides for the humanities and ATL classes are one-week behind the reading pacing guides.	Assistant Principal for Curriculum Reading teachers	8/3/2007	6/5/2008	Continuous Improvement Model	0
Organize FCAT chats with all Level 1 and 2 students as well as any student who declined one or more FCAT level on the 2007 FCAT Reading Test.	Assistant Principal for Curriculum Reading teachers Counselors	9/21/2007	6/5/2008	Continuous Improvement Model	0
Conduct an FCAT Parent Night to educate parents on the benchmarks tested on the FCAT.	Assistant Principal for Curriculum	8/20/2007	3/21/2008	Continuous Improvement Model	0
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Principal	8/20/2007	6/5/2008	Continuous Improvement Model	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Principal	8/20/2007	6/5/2008	Continuous Improvement Model	0

Research-Based Programs

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

Professional Development

1. Training on 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 in the use of differentiated instruction.

Evaluation

This objective will be evaluated by the results of the 2008 FCAT Reading Test. Additionally, results of the Florida Oral Reading Fluency 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.

Mathematics Goal

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

Florida Education Priorities

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"/>

Mathematics Statement

All students will demonstrate increased performance in mathematics.

Needs Assessment

Analysis of the SPI data indicates 91 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
<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"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, 92 percent of students in grades six through eight will score a Level 3 or higher as documented by scores on the 2008 FCAT Mathematics test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Develop a list of vocabulary pertinent to the FCAT Mathematics Test and distribute it to all content area teachers to use as reinforcement activities in their classrooms.	Assistant Principal for Curriculum Math Department Chairperson	8/20/2007	6/5/2008	Continuous Improvement Model	0
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 Selected teachers	8/20/2007	6/5/2008	Continuous Improvement Model	1000
Monitor the mathematics inclusion model for all of our special education students.	Principal All Mathematics teachers Special Education teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Provide Mathematics/FCAT tutoring with enrichment activities for Level 3, 4, and 5 students four times per week in all grade levels in order to maintain high performance.	Assistant Principal for Curriculum All Mathematics teachers	8/20/2007	6/5/2008	Continuous Improvement Model	4000
Provide mathematics instruction to all Level 1 and 2 students in an Intensive Mathematics course.	Assistant Principal for Curriculum All Mathematics teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Conduct an FCAT Parent Night to educate parents on the benchmarks tested on the FCAT.	Assistant Principal for Curriculum Mathematics teachers	8/20/2007	3/21/2008	Continuous Improvement Model	0
Organize FCAT Chats with all Level 1 and 2 students as well as any student who declined one or more FCAT levels on the 2007 FCAT Mathematics Test.	Assistant Principal for Curriculum	08/20/07	06/05/08	Continuous Improvement Model	0
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Principal	8/20/2007	6/5/2008	Continuous Improvement Model	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0

Research-Based Programs

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

Professional Development

1. Training on data analysis linking data to instruction to target individual student deficiencies in mathematics for all mathematics teachers.
2. Training on Edusoft.
3. Training on GIZMO software.

Evaluation

This objective will be evaluated by the results of the 2008 FCAT Mathematics Test. Tutoring will be evaluated based on the number of students attending Coaching and Enrichment sessions as determined by sign-in logs.

Writing Goal

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

Florida Education Priorities

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"/>

Writing Statement

All students will be able to communicate effectively through writing.

Needs Assessment

Results from the expository and persuasive writing prompts on the 2007 FCAT Writing Plus Test indicate students in grade 8 scored significantly higher on the persuasive prompt (99 percent) as compared to the expository prompt (98 percent).

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

Measurable Objective

Given instruction based on the 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 2008 FCAT Writing Plus Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement an FCAT Writing pre-test, practice test and post test to determine areas for improvement.	Assistant Principal for Curriculum All Language Arts Teachers	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Provide training for all content area teachers on FCAT writing strategies to assist in the development of writing assignments and rubrics in their subject area.	Assistant Principal for Curriculum	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Provide afterschool FCAT Writing workshops for all students to reinforce the writing process and provide additional strategies to improve student writing.	Assistant Principal for Curriculum Selected Language Arts Teachers	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Revise the 3-tiered writing curriculum developed by the language arts department to include grammar and usage in order to prepare students for the FCAT Writing Plus Test.	Assistant Principal for Curriculum All Language Arts Teachers	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Practice peer editing in all language arts classes for various writing assignments to train students to look critically at their writing.	Assistant Principal for Curriculum Language Arts Teachers	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Utilize Writing Plus materials to strengthen writing skills in grades 6-8.	Assistant Principal for Curriculum All language Arts Teachers	8/20/2007	6/5/2008	District-wide Literacy Plan	0

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. Provide all language arts teachers with a copy of Mechanically Inclined by Jeff Anderson as a resource to use in planning writing instruction.

Evaluation

This objective will be evaluated by the 2008 FCAT Writing Plus Test. Additionally, a District pre-test and post-test will be used to monitor progress.

Science Goal

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

Florida Education Priorities

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"/>

Science Statement

All students will be able to apply the scientific method.

Needs Assessment

Analysis of the 2007 FCAT Science Test indicates that 71 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 area of physical and chemical sciences.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade eight will improve their science skills as evidenced by 81 percent of students scoring at level 3 or higher as documented by the 2008 FCAT science test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement two FCAT Saturdays prior to the FCAT test to assist students in preparing for the test.	Assistant Principal for Curriculum Science Department Chairperson	8/20/2007	6/5/2008	Continuous Improvement Model	0
Expose students in grades six through eight to more inquiry based labs to improve scientific thinking.	Assistant Principal for Curriculum Science Department Chairperson All Science teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Provide afterschool tutoring in science with enrichment activities for four days per week to maintain high performance.	Assistant Principal for Curriculum All Science teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Train all science teachers on Explore Learning's GIZMO software to target the areas of scientific thinking and physical science.	Assistant Principal for Curriculum Science Department Chairperson	8/20/2007	6/5/2008	Continuous Improvement Model	0
Expose all students to United Streaming and Brainpop software to increase knowledge of the physical science and chemical science components on the FCAT Science Test.	Assistant Principal for Curriculum Science Department Chairperson	8/20/2007	6/5/2008	Continuous Improvement Model	0
Train all science teachers in Science Writes and require students to write lab conclusions in a 3-paragraph format.	Assistant Principal for Curriculum All science teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Implement "Do Now" daily activities in all the science classes.	Assistant Principal for Curriculum Science Department Chairperson All Science teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Increase participation in the Fairchild Tropical Challenge through greater parent awareness by the use of Connect-Ed messages and the e-mail tree.	Assistant Principal for Curriculum Science Department Chairperson	8/20/2007	6/5/2008	Continuous Improvement Model	0
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Principal	8/20/2007	6/5/2008	Continuous Improvement Model	0

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. Training on GIZMO software.

Evaluation



School Improvement Plan 2007-2008



This objective will be evaluated by the results of the Science section of the 2008 Florida Comprehensive Assessment Test (FCAT).

Additionally, the Texas Assessment of Knowledge and Skills (TAKS) 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.

Parental Involvement Goal

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

Florida Education Priorities

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

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

Parental Involvement Statement

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

Needs Assessment

During the 2006-2007 school year, 278 parents (24 percent) 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 30 percent of students having a parent/guardian participate in at least two activities during the 2007-2008 school year affirmed by signed activity rosters.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Offer Informational programs on safety, gang awareness, and drug dependency during general PTSA meetings to increase parent satisfaction on the "overall climate and atmosphere" question of the Parent School Climate Survey.	Assistant Principal PTSA President	8/20/2007	6/5/2008	Improve Public Perception	0
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	8/20/2007	6/5/2008	Improve Public Perception	0
Continue to implement a Principal's Coffee each grading period to provide an informal forum for parents to meet with the Principal.	Principal 8th Grade Counselor	8/20/2007	6/5/2008	Improve Public Perception	0
Collect a greater number of parent e-mail addresses during Open House to improve communication with parents.	Assistant Principal PTSA President	8/20/2007	6/5/2008	Improve Public Perception	0
Distribute parent surveys during Open House and with the last interim progress report in order to compare and contrast the levels of parental involvement as defined in the "Different Levels of Parental Involvement Survey" (DLOPI) program by parents completing both surveys.	Assistant Principal PTSA President	8/20/2007	6/5/2008	Improve Public Perception	0
Sponsor a schoolwide student PTSA recruitment effort providing incentives for sign-up.	Assistant Principal PTSA President	8/20/2007	6/5/2008	Improve Public Perception	0
Organize a "Meet and Greet" for all sixth grade parents during the first week of school.	Assistant Principal for Curriculum 8th Grade Counselor	8/3/2007	9/7/2007	Improve Public Perception	0

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.

Discipline & Safety Goal

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

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Discipline & Safety 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 2006-2007 school year, 55 referrals were handled by the Ammons administration.

Measurable Objective

Given the emphasis on a safe and orderly learning environment, the number of teacher written referrals will decrease by one percent during the 2007-2008 school year as documented in the COGNOS report.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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".	Principal Security Monitors	8/20/2007	6/5/2008	Safe and High-quality Facilities	0
Develop a schedule for counselors to meet with all students during their ATL classes	Assistant Principal for Curriculum 8th Grade Counselor	8/20/2007	6/5/2008	Safe and High-quality Facilities	0
Provide group counseling for students identified as having multiple referrals.	Principal All counselors	8/20/2007	6/5/2008	Safe and High-quality Facilities	0
Implement a clean-up duty program during each lunch wave as a first-time offense mode of punishment as an alternative to a referral.	All administrators All teachers	8/20/2007	6/5/2008	Safe and High-quality Facilities	0
Conduct student orientation sessions during the first week of school led by the school principal to review school rules and discuss the Code of Student Conduct.	All administrators	8/20/2007	8/31/2008	Safe and High-quality Facilities	0
Initiate an anti-bullying counseling program.	Principal Trust counselor	8/20/2007	6/5/2008	Safe and High-quality Facilities	0
Implement a "Do the Right Thing" program schoolwide and recognize good behavior during the morning announcements.	All administrators All counselors	8/20/2007	6/5/2008	Safe and High-quality Facilities	0
Conduct monthly walk-throughs with the Zone mechanic and Head Custodian to reduce the number of Safety-to-Life deficiencies per 10,000 square feet to 1.2 or less.	Principal Zone Mechanic Custodians	8/20/2007	6/5/2008	Safe and High-quality Facilities	0
Utilize the Alternative to Suspension program (ASP) to reduce the number of days students serve on outdoor suspension.	All administrators Trust Counselor	8/20/2007	6/5/2008	Safe and High-quality Facilities	2000
Develop a peer mentoring program in which targeted 6th grade students are paired with 8th grade students to provide additional support throughout the year.	Principal Counselors	8/20/2007	6/5/2008	Safe and High-quality Facilities	0

Research-Based Programs

N/A

Professional Development

1. Conduct a faculty meeting to review the interdisciplinary team process in dealing with discipline infractions.
2. Provide a "Safe Schools" training to all staff by a safe schools facilitator.

Evaluation

This objective will be evaluated by the results of the COGNOS report on the number of indoor and outdoor suspensions issued during the 2007-2008 school year.

Technology Goal

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

Florida Education Priorities

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

Technology Statement

The school will promote equitable and universal access to technology.

Needs Assessment

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

Measurable Objective

Given instruction in technology courses that address the requirements of the International Baccalaureate Middle Years Program standards, 82 percent of the students will complete a semester length technology course with a grade of "A", "B", or "C".

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide at least two or more technology based projects throughout the content area classes.	Principal All teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Require all students to enroll in a semester 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	8/20/2007	6/5/2008	Continuous Improvement Model	0
Provide training on the educational software programs available in the media center.	Assista Principal Technology Coordinator	8/20/2007	6/5/2008	Continuous Improvement Model	0
Provide opportunities during portfolio week to update entries on the technology logs in technology classes.	Assistant Principal All teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Purchase additional computers for all 49 classrooms.	Principal Computer Specialist	08/20/2007	6/5/2008	Continuous Improvement Model	220000

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.

Health & Physical Fitness Goal

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

Florida Education Priorities

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"/>

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

Health & Physical Fitness Statement

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

Needs Assessment

During the 2006-2007 school year, 75.6 percent of students enrolled in physical education 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 75.6 percent to 80 percent as measured by the 2007-2008 FITNESSGRAM.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Require all students to enroll in a semester-long physical education class.	Assistant Principal for Curriculum	8/20/2007	6/5/2008	Student Wellness	0
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.	Assistant Principal Physical Education Teachers	8/20/2007	6/5/2008	Student Wellness	0
Require students to demonstrate proper warm-up and cool-down procedures specific to physical fitness skills.	Assistant Principal Physical Education Teachers	8/20/2007	6/5/2008	Student Wellness	0
Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items, which would enhance specificity of training.	Assistant Principal Physical Education Teachers	8/20/2007	6/5/2008	Student Wellness	0
Administer a pre-test to determine baseline physical fitness data.	Assistant Principal Physical Education Teachers	8/20/2007	6/5/2008	Student Wellness	0

Research-Based Programs

"Moving into the Future: National Standards for Physical Education"

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.

Electives & Special Areas Goal

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

Florida Education Priorities

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"/>

Electives & Special Areas Statement

Ammons Middle School will utilize student portfolios to document that IBMYP requirements are met by all 8th grade students.

Needs Assessment

During the 2006-2007 school year, 80 percent of our eighth grade students received an IB certificate

Measurable Objective

Given the emphasis on high academic expectations, the number of students developing IB portfolios in order to receive an IB certificate will increase by five percent.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement an eight period day to accommodate mandates of the International Baccalaureate Middle Years program (IBMYP).	Principal	8/20/2007	6/5/2008	Advanced Academics	500000
Implement an Approaches to Learning (ATL) class focusing on study skills and reading.	Principal	8/20/2007	6/5/2008	Advanced Academics	0
Train teachers on the development of student portfolios.	Principal	8/20/2007	6/5/2008	Advanced Academics	0
Enroll all students in a semester physical education class, a semester technology class, a yearly Approaches To Learning class and a yearly Fine Arts elective.	Assistant Principal for Curriculum	8/20/2007	6/5/2008	Advanced Academics	0
Implement portfolio progress checks each grading period to determine if portfolio guidelines and requirements are being met.	Assistant Principal Humanities Teachers	8/20/2007	6/5/2008	Advanced Academics	0

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.

Evaluation

This objective will be evaluated by the percentage of 8th grade students receiving an International Baccalaureate Middle Years Program certificate.

Return On Investment Goal

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

Florida Education Priorities

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"/>

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

Return On Investment 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

N/A

Measurable Objective

Herbert Ammons Middle School will improve its ranking on the state of Florida ROI index publication from the 96th percentile in 2004 to the 97th percentile on the next publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Create a structure that provides for an exception free Property and Internal Funds audit.	Principal Assistant Principal Treasurer	8/20/2007	6/5/2008	Other/ Not Applicable	0
Collaborate with the district on resource allocation.	Principal Assistant Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0
Become more informed about the use of financial resources in relation to school programs.	Principal Assistant Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations with community agencies.	Principal Assistant Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0
Review the FR05-08 on a monthly basis to maintain a balanced budget.	Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0
Participate in the state's 5-Star School Award program.	Principal 8th Grade Counselor	8/20/2007	6/5/2008	Other/ Not Applicable	0
Consider shared use of facilities and partnering with community agencies.	Principal Assistant Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0

Research-Based Programs

N/A

Professional Development

N/A

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"/>	<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 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 reading, mathematics and science skills tested on the FCAT.

Technology:

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

Staffing:

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

Student Support Services:

The EESAC recommended greater use of parent conferences 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:



School Improvement Plan 2007-2008



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
Reading	6200
Mathematics	5000
Writing	0
Science	0
Parental Involvement	0
Discipline & Safety	2000
Technology	220000
Health & Physical Fitness	0
Electives & Special Areas	500000
Return On Investment	0
Total	733200



School Improvement Plan 2007-2008



Date of Review: _____

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

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