

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Cutler Ridge Middle School (6111)

Feeder Pattern - Miami Southridge Senior

Regional Center VI

District 13 - Miami-Dade

Principal - Thomas Ennis

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Cutler Ridge Middle School (CRMS) is a neighborhood school located on 22 acres in an area of southern Miami-Dade County. This school was built in 1960 and has serviced a vast number of residents that live within the community. The 47 year-old school has been wired to provide internet and intranet access to 100% of the classrooms. The Media Center houses a state of the art closed circuit television system and Internet access via 16 computer stations. In 2005 two concreteable wings were added to create 32 new classrooms. Cutler Ridge Middle School serves a multi-ethnic student population. Cutler Ridge Middle School serves 1016 students from the surrounding neighborhood, including 886 standard curriculum students, 130 Special Education students, 80 gifted students, 30 Limited English Proficient students and 726 economically disadvantaged students. The ethnic/racial makeup of the student population is 30% African American, 47% Hispanic, 16% White non-Hispanic, 1% Indian, and 4% Multicultural and 1% Asian. After an examination of pertinent data such as the School Demographics and Academic Profile, Florida Comprehensive Assessment Test Analysis, the School Report Card, Florida Writing+ results, 2006-2007 School Improvement Plan and a variety of assessments and surveys administered at the school site; the staff, in conjunction with the Educational Excellence School Advisory Council (EESAC) has identified specific objectives for the 2007-2008 school year. To achieve these objectives, appropriate strategies have been discussed and planned by the Educational Excellence School Advisory Council. These strategies which are designed to assist all students, include implementing the include implementation of the Florida Continuous Improvement Model (CIM), Comprehensive K-12 Research Based Reading Plan; promoting active and responsible learners, increasing parental involvement to monitor student progress; fostering staff collaboration and examination of student work; developing School-To-Career connections; infusing the Competency-Based Curriculum and Sunshine State Standards; and focusing on state and national standards.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades six through eight will increase to 58% on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Black students will increase their reading skills as evidenced by 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Hispanic students will increase their reading skills as evidenced by 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will increase their reading skills as evidenced by 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities (SWD) will increase their reading skills as evidenced by 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the number of students meeting standards in grades six through eight will increase to 62% meeting high standards on the 2008 administration of the FCAT Mathematics Test

Given instruction based on the Sunshine State Standards, Black students will increase their mathematics skills as evidenced by 62% meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, White students will increase their mathematics skills as evidenced by 62% meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Hispanic students will increase their mathematics skills as evidenced by 62% meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will increase their mathematics skills as evidenced by 62% meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities (SWD) will increase their mathematics skills as evidenced by 62% meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade 8 will improve their writing skills as evidenced by an increase of one percentage point in the number of students achieving high standards on the 2008 Administration of the FCAT Writing +.

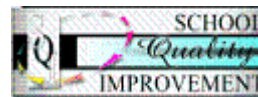
Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade 8 will increase by 25 percentage points on the 2008 Science Test as compared to the 2007 administration of the FCAT Science Test.

Given school-wide emphasis on parental and community involvement, the school will demonstrate an increase of five percentage points in the number of parental and community contacts as evidenced by comparing the attendance logs for the 2006-2007 and 2007-2008 school years.



School Improvement Plan

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Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 3% decrease in the number of outdoor and indoor suspensions during the 2007-2008 school year.

Given the School wide emphasis on the use of technology in education, teachers will incorporate the utilization of web based learning as evidenced by increased attendance in the computer lab to 79 percent during the 2007-2008 school year.

Given the need to increase student physical fitness, 37 percent of students enrolled in Physical Education classes will achieve a Gold or Silver award as documented by the 2007-2008 FITNESSGRAM report.

Given the School-wide Initiative to involve students in extracurricular programs, the number of Sports and clubs available to students in grade six through eight will be increased to allow further opportunities for participation in extra curricular activities as evidenced by the number of clubs at Cutler Ridge Middle School in the 2007-2008 school year.

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

The findings of the Organizational Performance Self Assessment Survey organized categorical rankings by an average score, from high to low, based upon the information supplied by the faculty and staff at our school. We have chosen two areas of priority which were identified as being areas in need of improvement. The area of District Strategic Planning Alignment which analyzes the goals and objectives of the school and the involvement of its employees in the development of the said goals is the first area of priority. The strategies that we will use to improve faculty and staff awareness of Strategic Planning are: enhance methods of dissemination of shared decision making processes and recognition of teacher initiated programs and initiatives, ensure that feedback is provided to teachers regarding contributions to school program and concepts, provide venues for faculty and staff to contribute concepts and ideas for the functioning of the school, utilize data review workshops to develop faculty awareness of student progress and achievement, and facilitate training to assist teachers in the implementation of using data to drive classroom instruction. The second category of priority is Human Resource Focus which is designed to address the quality of interaction between administration and staff. These strategies include: teacher recognition opportunities, organized individual communication strategies and team building strategies through Professional Learning Communities and Departmentalization to promote collaboration amongst teachers. Additional strategies that will improve faculty and staff awareness of this area are: Promote Continuous Improvement review of school site processes, encourage dissemination of information through Curriculum Council, department and team meetings, provide opportunities for faculty and staff to participate in school site planning processes and train faculty in effective use of the two hour block.



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.

6111 - CUTLER RIDGE MIDDLE SCHOOL

VISION

The vision of Cutler Ridge Middle School is to provide a collegial academic environment with professional students who respect themselves and others and achieve high academic standards.

MISSION

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

CORE VALUES



School Improvement Plan 2007-2008



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.

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We foster an environment that serves all students and aspires to eliminate the achievement gap.

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We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

School Demographics

Facility/Community

Cutler Ridge Middle School is a neighborhood school located on 22 acres in an area of southern Miami-Dade County. This school was built in 1960 and has serviced a vast number of residents that live within the community. 726 students at Cutler Ridge Middle School receive free and reduced lunch. Eight portables serve as instructional classrooms for the student population. In 2005, two modular buildings were constructed and opened to meet the needs of the student population. Eight classrooms in the modular buildings were equipped with state of the art surround sound systems and SMART Boards for technology based instruction. The Media Center houses a state of the art closed circuit television system and internet access via 16 computer stations. The 47 year-old school has been wired to provide internet and intranet access to 100% of the classrooms.

Student Demographics

Cutler Ridge Middle School serves 1016 students from the surrounding neighborhood, including 886 standard curriculum students, 130 Special Education (SPED) students, 80 gifted students, 30 English Language Learners (ELL) students and 726 economically disadvantaged students. The ethnic/racial make-up of the student population are 30% Black, 2% Asian, 47% Hispanic, 16% White non Hispanic, 1% Indian and 4% Multicultural. Fifty-eight percent of the student population are Level 1 and 2 in Reading and 62% of the student population are Level 1 and 2 in Mathematics. Cutler Ridge Middle School's Black, Hispanic, Economically Disadvantaged and Students with Disabilities (SWD) subgroup populations have not met adequate yearly progress in the area of Reading based on the results from the 2006-2007 administration of the Florida Comprehensive Assessment Test (FCAT). The data also reflects that Cutler Ridge Middle School's Black, Hispanic, White, Economically Disadvantaged and Students with Disabilities (SWD) populations did not meet adequate yearly progress requirements in the area of Mathematics based on the results from the 2006-2007 administration of the FCAT.

Unique Aspects: Advantages

Cutler Ridge Middle School strives to provide an imaginative and eclectic approach to learning and education. In facilitating this approach to learning, input from all stakeholders is considered an essential part of the program for improvement. This ongoing communication between the school leadership team, students, parents and community stakeholders enables Cutler Ridge Middle School to provide a pertinent education program that is tailored to the needs of students. This is reflected through the continued success of the school's gifted academy, which provides relevant and rigorous instruction for students; the active Parent Teacher Student Association (PTSA); and the burgeoning fine arts program that engenders creativity and academic growth. Cutler Ridge Middle School has Small Learning Communities (Teams) for all of its students and works to provide transition support to our sixth grade and eighth grade students. The school's focus is to provide an academically challenging and socially nurturing learning environment for its students. The parents and community stakeholders are encouraged and motivated to participate actively in the academic and social education of all students that attend Cutler Ridge Middle School.

Unique Aspects: Areas of Concern

Several private and charter schools are located in close proximity to Cutler Ridge Middle School. The schools include: Our Lady of the Holy Rosary, Cutler Ridge Christian Academy, Waterstone Charter School, Somerset Charter and Keys Gate Charter School. Three of these schools are eligible to receive funding from the Florida Department of Education. Due to the increase in education alternatives and the relocation of students to other districts, the enrollment at Cutler Ridge Middle School has decreased by 21%.

Teacher Demographics

Cutler Ridge Middle School employs a total of 113 authorized full-time staff positions and 18 part-time staff members. The staff consists of 3(3%) administrators, 70(61%) classroom teachers, four (4%) student services personnel, one (1%) Media Specialist, one (1%) Center for Specialized Instruction teacher, one (1%) Reading Coach, one (1%) Curriculum Support Specialist, one (1%) Speech and Language Pathologist, one (1%) Hearing Impaired Specialist, one (1%) Program Specialist, 10 (10%) paraprofessionals, 6 (6%) clerical employees, two (2%) full-time cafeteria workers, two (2%) full-time security monitors and seven (7%) full-time custodial service workers. The part-time staff consists of one part-time security monitor, 9 part-time cafeteria workers, two part-time clerical staff, one part-time Community Involvement Specialist and one part-time custodial worker.

The average length of employment for teachers at Cutler Ridge Middle School is approximately 12 years. During the 2007-2008 school year, 9 (8%) beginning teachers were added to the veteran staff. 32 percent of the faculty has advanced degrees. Cutler Ridge Middle School's staff ethnic/racial demographics are: 49 (43%) White, 36 (32%) Black and 28 (25%) Hispanic. Cutler Ridge Middle School enjoys a collaborative system of leadership which includes representatives from all stakeholders on the Educational Excellence School Advisory Council (EESAC). Leaders in the school provide the technical support along with professional and personal growth opportunities that stakeholders need to make informed decisions. The Leadership Team at Cutler Ridge Middle School consists of Department Chairs, Team Leaders, Assistant Principal of Curriculum, Principal, Reading Coach, Curriculum Support Specialist and the Student Council Sponsor. Innovative action is encouraged at Cutler Ridge Middle School and new ideas are considered and given ample opportunity to succeed.



School Improvement Plan 2007-2008



Class Size/Teacher to Student Ratio

The average class size for grades six through eight in the standard curriculum program, the student teacher ratio is 22:1. The average class size for SPED students is 18:1. The student to teacher ratio for sixth grade students is 22:1; seventh grade 1:20; eighth grade 1:24.

Attendance Rate

The attendance rate at Cutler Ridge Middle School is 95.44% for the 2006-2007 school year. An increase of 8% from the 2005-2006 school year. This is .48% higher than the District's average of 94.96%. The increase of attendance is attributed to the proactive and focused intervention of Cutler Ridge Middle School's administrative team and faculty.

Promotion/Retention Rates

Eleven students were retained upon completion of the 2006-2007 school year, constituting one percent of the student population in comparison to the District's six percent rate of retention in 2005-2006 school year and the State's seven percent retention rate. Ninety-nine percent of the student population was promoted to the next grade level.

Feeder Pattern

Cutler Ridge Middle School is a part of the Southridge Feeder Pattern in Miami-Dade County Public Schools. The Southridge Feeder Pattern consists of twelve elementary schools, four middle schools and two high schools. Students from Bel-Aire, Caribbean, Whispering Pines and Cutler Ridge Elementary Schools articulate into Cutler Ridge Middle. Cutler Ridge Middle School's eighth grade students transition into Miami Southridge Senior High School. Miami Southridge has earned an F grade based on the criteria stipulated by the A++ Plan.

Special Programs

Cutler Ridge Middle School is a Title I school that works to provide students and parents with the resources necessary to succeed academically. To assist with the provision of instruction, tutorial programs are offered to remediate and provide enrichment for the student population. Transition for sixth grade students is facilitated through the assignment of incoming sixth graders to a self-contained center to provide additional social and academic support. The transition curriculum for sixth and eighth grade students is disseminated through Social Studies courses with the support of the Student Services Department. Cutler Ridge Middle School promotes advanced academics through the provision of honors courses in the areas of Science, Mathematics and Spanish. Cutler Ridge Middle School also provides the Bilingual Proficiency Academy (BPA) program which was designed to develop bilingual proficiency beyond what is routinely obtained with the traditional Spanish curriculum. Upon completion of the program, students have the option to earn a high school Spanish credit. These courses are offered to the gifted and standard student population. The fine arts program at Cutler Ridge Middle School consists of Drama, Chorus, Band and Art courses. Many students that complete these courses matriculate to surrounding Fine Arts programs in Schools of Choice.

School Community Relations/Partners

Cutler Ridge Middle School is a part of Miami-Dade County Public Schools (M-DCPS) Regional Center VI. The District and Regional Center provide support through the provision of supplemental programs (i.e. Reading Plus and Jamestown Timed Reading) as well as creating Professional Learning Communities (PLC) to support academic success within the schools. This support comes in the format of the Facilitating Academic Success Together (F.A.S.T.) program. This program provides support from the Regional Center to promote high achievement while eliminating low student performance. Cutler Ridge Middle School has a number of community partners (i.e. Rotary Club) that participate in Career Day activities, educational field trips and Employability Skills workshops.

Grants

Cutler Ridge Middle School has no grants at this time.

School Foundation

Leadership:

Leadership sets the direction for educational achievement at Cutler Ridge Middle School as evidenced by receiving one of the highest rankings (4.3) from survey results taken by faculty and staff. The Mission and Vision of our school is posted in every classroom and office area. This sets the tone for all that is done and is continually enhanced through information and resources made available to all members of the school. The administrative staff creates a positive working environment for its employees by having an open door policy which allows communication to occur at all levels. Employees are involved in day to day operations through Curriculum Council meetings, Department meetings, Team meetings, Professional Learning Communities and monthly EESAC meetings.

District Strategic Planning Alignment:

Meeting the goals and objectives of our school encompass the area of most changed from the 2005-2006 and 2006-2007 results. Cutler Ridge went from a 4.3 average to a 4.0 average in this category according to the results of the survey taken by faculty and staff. Objectives for achieving academic excellence in the areas of Reading, Mathematics, Writing, and Science drive our curriculum and instruction. This year tri-quarterly assessments as well as other district assessments will be used to aid in aligning planning and student progress. Other vital areas include Parental Involvement, Discipline and Safety, use of Educational Technology, Health and Fitness, Special Areas, and Return on Investment, which have focused objectives and strategies for improvement. Strategies necessary to enhance our overall school objectives are communicated through Curriculum Council meetings, Department meetings and Team meetings, where faculty and staff give input on how to best improve each area of need.

Stakeholder Engagement:

Customer and Market focus was one of the highest ranking categories based on the results of the survey taken by faculty and staff members. Evidence of this being an excellent monitor for what is happening at Cutler Ridge, can be found in the results of our School Climate Survey for 2006-2007. Faculty and staff agreed that there is positive communication between parents, students, and teachers in finding the best solution for situations that arise. Teachers feel comfortable with the decisions being made in the areas of discipline, academics, and parental involvement. The administrative staff supports decisions made for the best interest of every student.

Faculty & Staff:

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

Data/Information/Knowledge Management:

Data analysis and its connection to student achievement for all goals is one of the most important strategies being incorporated into the 2007-2008 School Improvement Plan. Faculty and staff feel very comfortable utilizing data to monitor student progress as evidenced by the second highest ranking in the survey. Each faculty member received an Instructional Focus and Data binder at the beginning of the school year which provided guidelines for the instructional focus for the year including district pacing guides, as well as supplying vital information about each student in the way of test scores and individual intervention strategies being used. Tri-quarterly benchmark assessments are currently in place for teachers to monitor their instruction.

Education Design:



School Improvement Plan

2007-2008



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

Performance Results:

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

Schools Graded 'C' or Below

Professional Development:

Cutler Ridge Middle School plans proactively to provide pertinent professional development opportunities to teachers that will enhance their ability to deliver effective instruction to students. All teachers are trained to utilize data to drive their instruction during the first week of school. In-services are provided to expose teachers to software that is utilized to assess students and monitor progress. These in-services are on-going and are made available to teachers as a component of the Professional Learning Communities (PLC) focus. The Reading Coach provides spiraled in-services on how to differentiate instruction to re-teach and remediate skills and concepts.

Disaggregated Data :

In August 2007, all departments will be trained on how to review and analyze data to determine student strengths and weaknesses. A formulated data review worksheet will be disseminated and discussed with teachers and an accountability component will be required for teachers. The teachers will be trained on the 8-Step Continuous Improvement Model and will be required to adjust instruction as needed based on student progress. Tri-quarterly and District Interim Assessments will provide the data source for the data review.

Informal and Formal Assessments:

Cutler Ridge Middle School will utilize ongoing benchmark snapshots, classroom assessments, Oral Reading Fluency Probe (ORF), STAR Reading, Diagnostic Assessment of Reading (DAR), Interim Assessments, FCAT practice and the 2008 FCAT to measure student progress.

Alternative Instructional Delivery Methods :

Cutler Ridge Middle School strives to provide relevant and rigorous academic programs that address the strengths and weaknesses of its student population and AYP subgroups. All teachers are trained and required to differentiate instruction based on student progress. Resource Stations are utilized to provide instruction based on the learning styles of student, their benchmark strengths and benchmark deficiencies. Resources and instructional support are provided from the administration, reading coach, curriculum support specialist and Regional Center VI to support the organization of this instructional model. All teachers will be trained to teach reading across the curriculum. Interdisciplinary instruction will allow for common themes to be addressed across the curriculum providing opportunities for repeated exposure to concepts and skills. Computer programs are also utilized to address deficiencies of students. The selected resources and strategies (i.e. Kaplan, FCAT Achiever, differentiated instruction) provide an encompassing method of progress monitoring which facilitates teacher intervention and remediation.

Schools Offering Primarily Grades 6 through 12

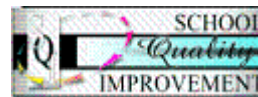
Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :

<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 Reform is addressed in both our reading and mathematics objectives. Additionally, teachers use differentiated instruction to meet the individual needs of each student.

Responsibility of Teaching Reading for Every Teacher- Every advisement teacher at Cutler Ridge Middle Schools is responsible for teaching Warriors All Read Together (W.A.R.T.) component where students are provided time for reading and are given strategies to help make them more effective readers using the FCAT Reading Benchmarks.

Quality Professional Development for Teachers and Leaders – The monthly early release days are 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. The professional development liaison monitors the needs and wants of the teachers to offer a variety of training opportunities.

Small Learning Communities- At Cutler Ridge Middle School, 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 reinforces difficult concepts for students. Additionally, the team approach allows teachers time for team conferences with the parents and an opportunity to analyze students' strengths and weaknesses.

Intensive Intervention in Reading and Mathematics - Cutler Ridge Middle School offers both intensive reading and mathematics classes for those students who need help in achieving FCAT benchmarks. There is also tutoring available after school for students in need of help with both reading and mathematics. Title 1 funds are used to bring into the school a Supplemental Education Service (SES) provider to offer students extra help achieving in both reading and mathematics.

Course Choice Based on Student Goals/Interests/Talents – Through the subject selection process students are exposed to the various electives offered at the school. Additionally, higher level students are steered toward advanced academic classes which will challenge and enhance their academic development. Students are able to graduate from Cutler Ridge Middle School with 3 high school courses. We offer Earth Space Science, Algebra I and Spanish.

Master Schedules Based on Student Needs – The master schedule is created with the individual needs of our student population taken into consideration. Intensive mathematics and Reading courses are offered to those students with an FCAT Level 1 or 2. Additionally, students are able to choose from a variety of electives offered at the school.

Parental Access and Support – Through Connect-Ed, the Parent Gradeviewer, Principal coffee talks, e-mail tree, parent conference days parents have ample opportunities to be involved and connected with their child's education.

Applied and Integrated Courses – At Cutler Ridge Middle School courses are enhanced through our themes of Career Academy Program. Themes of Hospitality and Service Careers, Technology and Health Care, as well as Business and Entrepreneurship broaden the focus of core subjects and allow students an opportunity to explore areas of professional interest. Additionally, interdisciplinary units provide a glimpse of real world experiences for students. These career opportunities take place in all courses from SPED to regular, advanced and gifted classes.

Academic and Career Planning – Cutler Ridge Middle School has instituted a Career Academy Program which infuses career opportunities and lessons through core curriculum courses. The Career Specialist visits each of the Social Studies classes to conduct presentations on career choices.

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

Miami-Dade County Public Schools

District Strategic Plan

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

Reading Statement

Cutler Ridge Middle School students will be proficient readers.

Needs Assessment

Results of the 2007 FCAT Reading test indicate that 58 percent of students are not reading at or above grade level. Fifty-two percent of the students made learning gains. Sixty-eight percent of the lowest 25 percent made learning gains. Upon reviewing the data it was noted that there was a horizontal decline in grades six through eight of students achieving Level 3 and above. Level 3 and above students in the sixth grade decreased by fourteen percent; Level 3 and above students in the seventh grade decreased by three percent; and Level 3 and above students in the eighth grade decreased by two percent. This data indicates that students who scored Level 3 and above on the 2006 FCAT did not receive a rigorous level of reading instruction in their core curricular courses. As per the No Child Left Behind (NCLB) adequate yearly progress report, students in the Black, Hispanic, Economically Disadvantaged and Students with Disabilities (SWD) subgroups did not make adequate yearly progress on the 2007 administration of the FCAT Reading. The data shows that 63 percent of Black students are below grade level in reading; 50 percent of Hispanic students are below grade level in reading; 56 percent of Economically Disadvantaged students are below grade level in reading and 64 percent of SWD are below grade level in reading. The analysis of this data indicates that innovative instructional tools need to be implemented to diagnose and remediate students' reading deficiencies. Twenty-eight percent of the student population scored Level 1 on the 2007 administration of the FCAT and thirty percent scored Level 2. This data indicates that there was no marked increase in the percentage of Level 1 students when compared to the 2006 FCAT Reading; however there was a nine percent increase in the number of Level 2 students in comparison to the 2006-2007 FCAT Reading data. This marked increase in Level 2 students reveals the academic regression of Levels 3 – 5 students. Our focus for the 2007-2008 school year is twofold. The first goal is to move all Level 1 and 2 students to the next level as they continue through middle school using specific reading strategies and instructional materials in the classroom. The second goal is to provide academic support to Levels 3 – 5 students to guarantee continued learning gains and academic proficiency. The sixth grade data shows that students scored on average at or above 60 percent in the areas of Words and Phrases, 55 percent in Comparisons and 43 percent in Reference and Research. Additional strategies should be implemented in the classroom in the area of Comparisons and Reference and Research to increase student proficiency. Data for seventh grade shows that students scored an average of 67 percent in the areas of Comparisons and 64 percent in Main Idea/Author's Purpose. Professional development should be provided to teachers to ensure additional strategies should be implemented in the areas of Reference and Research and Words and Phrases. Eighth grade data indicates that most students were successful in the areas of Words and Phrases and Comparisons. Additional instruction is needed in the areas of Main Idea and Reference and Research.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades six through eight will increase to 58% on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Black students will increase their reading skills as evidenced by 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

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Given instruction based on the Sunshine State Standards, Students with Disabilities (SWD) will increase their reading skills as evidenced by 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Involve teachers in the 8-Step Continuous Improvement Model utilizing data-driven decision making by providing teachers with all available data to enable them to analyze the ongoing progress of their students as they monitor student progress.	Principal, AP Curriculum, Curriculum Specialist, Department Chairpersons, Classroom Teachers	09/14/07	05/31/08	Continuous Improvement Model	3000
Facilitate staff development in appropriate reading strategies, including CRISS and Reciprocal Teaching and incorporation of extended response practice.	Principal, AP Curriculum, Reading Leader	08/20/07	05/31/08	District-wide Literacy Plan	0
Implement Vertical teaming to improve reading comprehension across the grade levels utilizing curriculum mapping and district pacing guides.	Principal, AP Curriculum, Department Chairpersons, Classroom Teachers	08/20/07	05/31/08	District-wide Literacy Plan	1000
Encourage Extended Learning Activities for all students in the form of before and after-school tutoring, writing workshops, and FCAT Academy Saturdays.	Principal, AP Curriculum, Curriculum Specialist, Reading Leader	08/20/07	05/31/08	District-wide Literacy Plan	5000
Implement Instructional Focus/Data activities and teacher directed Reading instruction school-wide that highlight specific benchmarks in reading.	Principal, AP Curriculum, Curriculum Specialist, Language Arts Chairperson, Mathematics Chairperson	8/20/2007	5/31/2008	District-wide Literacy Plan	1000
Utilize Differentiated Instruction in order to focus on individualized needs in each classroom.	Principal, AP Curriculum, Department Chairpersons, Classroom Teachers	8/20/2007	5/31/2008	District-wide Literacy Plan	500
Incorporate enrichment activities in Advanced Academic courses using cross curricular approach	Principal, AP Curriculum, Department Chairpersons, Classroom Teachers	8/20/07	5/31/2008	District-wide Literacy Plan	1000
Schedule all Level 1 students in Intensive Reading to address students' reading deficiencies.	Principal, AP Curriculum	08/20/07	05/31/08	District-wide Literacy Plan	0
Schedule all Level 2 students and identified students in Homogeneously Grouped Language Arts Classes that focus on reading strategies. (Read XL, Reading Plus)	Principal, AP Curriculum	08/20/07	05/31/08	District-wide Literacy Plan	

Research-Based Programs



School Improvement Plan 2007-2008



The following researched based programs will be used at Cutler Ridge Middle School during the 2007-2008 school year:

Read XL
Prentice Hall Literature Series
Houghton Mifflin Series
Jamestown Timed Reading

Professional Development

Professional development during the 2007-2008 school year will include:

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

Evaluation

Cutler Ridge Middle School will use the following evaluation tools for the 2007-2008 school year:

FCAT 2008 Reading results
District Assessment in Reading
Gates MacGinitie Reading Test
DAR
Oral Reading Fluency Probe
Tutoring Attendance Log
Pre/Post Test for tutoring program
Tri-Quarterly Assessments

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

Miami-Dade County Public Schools

District Strategic Plan

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

Mathematics Statement

Cutler Ridge Middle School students will be proficient in Mathematics.

Needs Assessment

Results of the 2007 FCAT Mathematics test indicate that 38 percent of students met standards in Mathematics; however, 62 percent are not achieving mastery level in mathematics. Based on the 2007 administration of the FCAT Mathematics Test, 57 percent of students made learning gains and 63 percent of the lowest 25 percent made learning gains. According to the 2007 Adequate Yearly Progress (AYP) report, 48 percent of White students, 73 percent of Black, 62 percent of Hispanic students, 83 percent of Students with Disabilities (SWD), and 68 percent of Economically Disadvantaged students did not make adequate yearly progress as per the No Child Left Behind (NCLB) Act criteria. An analysis of data for students at all grade levels indicates that 50 percent of sixth grade students, 30 percent of seventh grade students and 30 percent of eighth grade students are Level 1, suggesting the need to use specific strategies and instructional materials to improve student achievement in mathematics. Level 5 students made up one percent of the sixth grade, two percent of the seventh grade class and five percent of the eighth grade class. This indicates a need to promote enrichment opportunities for proficient students. A horizontal analysis of the 2007 and 2006 sixth grade data shows a decrease of 18 mean scale points in the area of mathematics. Further analysis of the sixth grade data indicates that students scored at 33 percent in the area of Number Sense and Measurement and 44 percent in the areas of Geometry and Data Analysis. This indicates a need to provide intensive focus on mathematics and basic skills with this population. Seventh grade data indicates that students scored highest in the areas of Number Sense and Data Analysis. Additional instructional emphasis is needed in the areas of Geometry, Measurement and Algebraic Thinking. Analysis of eighth grade data indicates that students scored highest in the areas of Number Sense and Measurement. Additional instructional emphasis is needed in the areas of Algebraic Thinking, Data Analysis and Geometry.

NCLB Subgroup Target



School Improvement Plan 2007-2008



TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting standards in grades six through eight will increase to 62% meeting high standards on the 2008 administration of the FCAT Mathematics Test

Given instruction based on the Sunshine State Standards, Black students will increase their mathematics skills as evidenced by 62% meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, White students will increase their mathematics skills as evidenced by 62% meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Hispanic students will increase their mathematics skills as evidenced by 62% meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will increase their mathematics skills as evidenced by 62% meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities (SWD) will increase their mathematics skills as evidenced by 62% meeting high standards on the 2008 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Facilitate staff development in appropriate mathematical strategies incorporating journal writing and extended response activities.	Principal, AP Curriculum, Mathematics Chairperson	8/20/07	5/31/08	District-wide Literacy Plan	1000
Employ research-based instructional practices, e.g., computer and technology assisted instruction (Riverdeep, Gizmos), intervention mathematics programs (Voyager Math) and mathematics manipulatives that impact student mastery of mathematical application skills across all grades and disciplines.	Principal, AP Curriculum, Mathematics Chairperson, Classroom Teachers	08/20/07	05/31/08	District-wide Literacy Plan	5500
Encourage Extended Learning Activities for all students in the form of after-school tutoring and academic enrichment.	Principal, AP Curriculum, Curriculum Specialist	08/20/07	05/31/08	District-wide Literacy Plan	5000
Implement Vertical Teaming to improve mathematics performance across the grade levels utilizing curriculum mapping and the district pacing guide.	Principal, AP Curriculum, Department Chairpersons, Classroom Teachers	08/20/07	05/31/08	Continuous Improvement Model	1000
Use differentiated instructional techniques in order to focus on individualized needs in each classroom.	Principal, AP Curriculum, Department Chairpersons, Classroom Teachers	08/20/07	05/31/08	District-wide Literacy Plan	0
Implement Instructional Focus activities school-wide that highlight specific benchmarks in mathematics.	Principal, AP Curriculum, Mathematics Chairperson, Classroom Teachers	08/20/07	06/05/08	District-wide Literacy Plan	5000
Incorporate enrichment activities in Advanced Academic courses through Interdisciplinary Teams and Career Academies.	Principal, AP Curriculum, Department Chairpersons, Classroom teachers	8/20/07	5/31/08	Advanced Academics	1000
Schedule all Level 1 sixth and seventh grade students in Intensive Mathematics to address students' mathematics deficiencies.	Principal	08/20/07	05/31/08	District-wide Literacy Plan	0
Schedule all Level 1 eighth grade students in Homogeneously Mathematics Classes that focus on students' strand deficiencies.	Principal, AP Curriculum	08/20/07	05/31/08	District-wide Literacy Plan	0

Research-Based Programs



School Improvement Plan 2007-2008



The following researched based programs will be used at Cutler Ridge Middle School during the 2007-2008 school year:

Prentice Hall Mathematics Series
Riverdeep
Kaplan Series
Voyager Math
Gizmo

Professional Development

Professional development during the 2007-2008 school year will include:

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

Evaluation

Cutler Ridge Middle School will use the following evaluation tools for the 2007-2008 school year:

FCAT 2008 Mathematics test results
District Assessments
Tutoring Attendance Log
Pre/Post Test for tutoring program
Tri-Quarterly Assessments

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

Miami-Dade County Public Schools

District Strategic Plan

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

Writing Statement

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

Needs Assessment

An analysis of the 2007 FCAT Writing + compared to the results of the 2006 FCAT Writing + reveals the following trends among our eighth graders: (a) Students mean score in Expository writing remained constant at 3.9. Persuasive writing decreased from 4.1 to 4.0; (b) The percent of students scoring 3.5 or above in Expository writing decreased from 80 percent in 2006 to 77 percent in 2007; (c) The percent of students scoring 3.5 or above in Persuasive writing increased from 71 percent in 2006 to 87 percent in 2007. Students scored slightly higher in Persuasive writing than Expository writing. Further improvement will require a systematic, interdisciplinary approach to writing instruction between all core subjects. All NCLB subgroups improved performance by one 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 using the Sunshine State Standards, students in grade 8 will improve their writing skills as evidenced by an increase of one percentage point in the number of students achieving high standards on the 2008 Administration of the FCAT Writing +.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement reading activities school-wide that correlate to effective writing techniques.	Reading Specialist, Language Arts Chairperson, Classroom Teachers	08/20/07	05/31/08	District-wide Literacy Plan	6000
Conduct District mandated pre and post tests to all students in preparation of the eighth grade writing test using persuasive prompts.	Test Chairperson, Language Arts Chairperson, Classroom Teachers	08/20/07	05/31/08	District-wide Literacy Plan	2000
Implement Vertical Teaming to improve writing across the grade levels.	Principal, AP Curriculum, Department Chairpersons, Classroom Teachers	08/20/07	05/31/08	District-wide Literacy Plan	1000
Facilitate the Continuous Improvement Model utilizing data-driven decision making by providing teachers with all available data to enable them to analyze and monitor the ongoing progress of their students.	Principal, AP Curriculum, Curriculum Specialist, Department Chairpersons, Classroom Teachers	08/20/07	05/31/08	Continuous Improvement Model	2000
Implement computer-based writing program to enhance student writing skills. (Write Traits)	Principal, AP Curriculum, Language Arts Chairperson, Classroom Teachers	08/20/07	05/31/08	District-wide Literacy Plan	5000
Use differentiated instructional techniques in order to focus on individualized needs in each classroom.	Principal, AP Curriculum, Department Chairpersons, Classroom Teachers	08/20/07	05/31/08	District-wide Literacy Plan	0
Incorporate enrichment activities in Advanced Academic courses using cross curricular approach utilizing school academic learning.	Principal, AP Curriculum, Department Chairpersons, Classroom Teachers	08/20/07	05/31/08	Advanced Academics	1000

Research-Based Programs

The following researched based programs will be used at Cutler Ridge Middle School during the 2007-2008 school year:

Prentice Hall Literature Series
Houghton Mifflin Series

Professional Development

Professional development during the 2007-2008 school year will include:

Data Analysis
Data-Driven Decision Making
CRISS Training
Curriculum Mapping
Vertical Teaming
Integrated Writing Instruction
Write Traits Training

Evaluation



School Improvement Plan 2007-2008



Cutler Ridge Middle School will use the following evaluation tools for the 2007-2008 school year:

- 2008 FCAT Writing + results
- On site Pre and Post testing
- Write Traits Data
- Teacher Developed Writing Prompts in Language Arts classes

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

Miami-Dade County Public Schools

District Strategic Plan

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

Science Statement

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

Needs Assessment

Results of the 2007 FCAT Science Test indicate that 24 percent of eighth graders met standards in science, although 76 percent are not achieving mastery in science. The percentage of students proficient in science for the 2007 test was five percentage points lower than the district average. In reviewing the results of the 2007 FCAT Science Test, eighth grade students scored highest in the areas of Earth and Space Science and Scientific Thinking. Additional instructional emphasis is needed in the areas of Physical and Chemical Science and Life and Environmental Science. Teachers in the eighth grade should focus on inquiry and hands-on activities to ensure that students practice using scientific thinking skills in laboratory exercises.

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade 8 will increase by 25 percentage points on the 2008 Science Test as compared to the 2007 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Involve teachers in the Continuous Improvement Model utilizing data-driven decision making by providing teachers with all available data to enable them to analyze the ongoing progress of their students as they monitor student progress.	Principal, AP Curriculum, Curriculum Specialist, Department Chairpersons, Classroom Teachers	08/20/07	05/31/08	Continuous Improvement Model	4000
Facilitate professional development and collaborative planning to develop hands-on laboratory activities which reinforce Scientific Process Skills.	Principal, AP Curriculum, Science Chairperson, Science Teachers	08/20/07	05/31/08	District-wide Literacy Plan	1500
Provide instruction in Scientific Process Skills at all grade levels throughout the year by involving students in two hands on laboratory experiences per week.	Principal, AP Curriculum, Science Chairperson, Science Teachers, Curriculum Specialist	08/20/07	05/31/08	District-wide Literacy Plan	2500
Employ research-based instructional practices, e.g., computer-assisted instruction and science manipulatives (Gizmos) that impact student mastery of mathematical application skills in science across all grades and disciplines.	Principal, AP Curriculum, Science Chairperson, Science Teachers, Curriculum Specialist	08/20/07	05/31/08	District-wide Literacy Plan	5000
Implement Vertical teaming to improve science comprehension across grade levels utilizing the district pacing guide and curriculum mapping.	Principal, AP Curriculum, Science Chairperson, Classroom Teachers, Curriculum Specialist	08/20/07	05/31/08	District-wide Literacy Plan	3000
Incorporate enrichment activities in Advanced Academic courses using a cross curricular approach utilizing Academy Learning.	Principal, AP Curriculum, Science Chairperson, Science Teachers	8/20/07	5/31/08	Advanced Academics	1000
Utilize Differentiated Instruction during the instructional block which incorporates CRISS and Reciprocal Teaching strategies for increasing student comprehension of science content and the ability to resolve extended responses.	Principal, AP Curriculum, Science Chairperson, Science Teachers, Curriculum Specialist	08/20/07	05/31/08	District-wide Literacy Plan	300

Research-Based Programs

The following researched based programs will be used at Cutler Ridge Middle School during the 2007-2008 school year:

- Riverdeep
- Glencoe Science Series
- Holt Earth Science
- Gizmos

Professional Development

Professional development during the 2007-2008 school year will include:

- Data Analysis
- Data Driven Decision Making
- Differentiated Instruction
- CRISS
- Test item specifications and Rubrics
- Planning for Effective Instruction in the Two-Hour Block
- Snapshot Data
- Gizmos



School Improvement Plan 2007-2008



Evaluation

Cutler Ridge Middle School will use the following evaluation tools for the 2007-2008 school year:

- 2008 FCAT Science results
- Tri-Quarterly Assessments
- District Interim Assessments
- Laboratory 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

Parental Involvement Statement

All parents will become active participants in the education of their child(ren).

Needs Assessment

Based on the Parent Teacher Student Association (PTSA) Standards, parental involvement is vital to the academic success of students. Results of the 2007 School Climate Survey indicate that 74 percent of parents believe that teachers include them in matters directly affecting their child's progress in school, 91 percent of parents believe that the staff in the principal's office treat them with respect when they contact the school, 76 percent of parents believe that the school staff responds to needs and concerns in a reasonable period of time, and 79 percent of parents believe that the overall climate or atmosphere at the school is positive and helps their child learn. The data indicates that there is a need for the administrative staff and faculty to implement processes to ensure that parent concerns are addressed in a timely manner and the school community works to support the parent in a positive and conducive manner. Additionally, 86 percent of the parent respondents on the School Climate Survey indicated that they felt their child was getting a good education at Cutler Ridge Middle School. 20 parents were active members in the PTSA during the 2006-2007 school year. This indicates a need to continue to promote parent participation in school activities. 121 parents attended the 2006-2007 sixth grade orientation held before the opening of school. 530 parents attended 2006 Open House activities. 58 parents attended the annual Curriculum Fair Night.

Measurable Objective

Given school-wide emphasis on parental and community involvement, the school will demonstrate an increase of five percentage points in the number of parental and community contacts as evidenced by comparing the attendance logs for the 2006-2007 and 2007-2008 school years.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Communicate with parents and caregivers regarding outreach activities, PTSA meetings, student progress, and intervention strategies through many newsletters, flyers and Connect-ED.	Principal, AP Curriculum, Counselors, Curriculum Specialist, Community Involvement Specialist	08/20/07	05/31/08	District-wide Literacy Plan	100
Conduct workshops for parents on various topics related to the adolescent child, family counseling issues, community resources and other pertinent topics.	Principal, AP Curriculum, Counselors Curriculum Specialist, Community Involvement Specialist	08/20/07	05/31/08	District-wide Literacy Plan	1000
Invite parents to share their careers with students on Career Days.	Principal, AP Curriculum, Curriculum Specialist, Department Chairpersons, Classroom Teachers Students	08/20/07	05/31/08	District-wide Literacy Plan	1500
Encourage parents to share their concerns and ideas by hosting a monthly "coffee talk" with the Principal.	Principal, AP Curriculum, Community Involvement Specialist, Curriculum Specialist, PTSA	08/20/07	05/31/08	Other/ Not Applicable	300
Promote regular home-school communication through school monthly newsletters to inform parents of school activities, events and other important information.	Principal, Assistant Principal, Curriculum Specialist, Classroom Teachers, Club Sponsors	08/20/07	05/31/08	Academic Enrichment Opportunities	500
Invite parents to share their careers with students on Career Days.	Principal, Curriculum Specialist, Community Involvement Specialist, Career Specialist, PTSA Classroom Teachers Students	08/20/07	05/31/08	Academic Enrichment Opportunities	200

Research-Based Programs

The National Standards for Parent and Family Involvement Programs by the National PTSA researched based program will be used at Cutler Ridge Middle School during the 2007-2008 school year.

Professional Development

Professional development during the 2007-2008 school year will include:

- Monthly Title 1 Community Involvement Workshops
- Monthly EESAC meetings
- Monthly PTSA meetings
- Monthly Parent Informational meetings

Evaluation



School Improvement Plan 2007-2008



Cutler Ridge Middle School will use the following evaluation tools for the 2007-2008 school year:

- School Climate Survey
- Volunteer Registration List
- Parent Sign-In Sheets
- Volunteer Log
- Workshop Attendance Rosters
- PTSA Membership Rosters
- EESAC Attendance Rosters
- Community Involvement Specialist Records
- Parent Resource Center Log

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

Miami-Dade County Public Schools

District Strategic Plan

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

Discipline & Safety Statement

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

Needs Assessment

Results of the 2007-2008 School Center for Special Instruction (SCSI) Statistics report indicate that 29 percent of standard curriculum students were serviced in SCSI. Fifty Five percent of the students who were placed in SCSI served one time only, while another twenty one percent served twice, 8 percent served three times, and 15 percent served four or more times. The data indicates that there is a need to develop additional options to SCSI for minor infractions in order to keep students in classrooms to assure academic success.

Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 3% decrease in the number of outdoor and indoor suspensions during the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Institute Middle Moves transition program to foster a sense of security in the sixth grade.	Principal, Assistant Principals, Counselors, Classroom Teachers	08/20/07	5/31/08	Academic Enrichment Opportunities	300
Maintain parental involvement in all areas of the school program.	Principal, Assistant Principals, Community Involvement Specialist, PTSA	8/20/07	5/31/08	District-wide Literacy Plan	1500
Utilize Peer Mediation procedures to allow students to solve problems on their own.	Trust Counselor, Assistant Principals, Peer Mediators, Students	8/20/07	5/31/08	Education Innovation	500
Engage Youth Crime Watch members in more effective methods of reporting situations which occur on campus.	Principal, Assistant Principals, Youth Crime Watch Sponsor, Students	8/20/07	5/31/08	Other/ Not Applicable	250
Utilize Saturday School and or work detail programs in lieu of assigning Indoor or Outdoor Suspension for infractions	Principal, Assistant Principals, SCSI Instructor, Classroom Teachers	8/20/07	05/31/08	District-wide Literacy Plan	550

Research-Based Programs

Middle Moves will be used as a researched based program during the 2007-2008 school year.

Professional Development

Professional development during the 2007-2008 school year will include:

- Conflict Resolution training meetings
- Peer Mediation training meetings

Evaluation

Cutler Ridge Middle School will use the following evaluation tools for the 2007-2008 school year:

- 2007-2008 District Suspension Report
- 2007-2008 School Center for Specialized Instruction Statistics Report
- Middle Moves Counselor Visitation Logs

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 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"/>

Technology Statement

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

Needs Assessment

In the 2006-2007 school year the attendance for the computer labs was 400 class periods out of a possible 540 periods. This shows a utilization rate of 74 percent. To properly engage students in use of web based programs there should be an increase in the utilization rate of the computer lab.

Measurable Objective

Given the School wide emphasis on the use of technology in education, teachers will incorporate the utilization of web based learning as evidenced by increased attendance in the computer lab to 79 percent during the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Monitor teacher usage of Computer labs.	PrincipalAssistant PrincipalsClassroom TeachersTechnology Support Staff	8/20/07	5/31/08	Other/ Not Applicable	100
Investigate and utilize new and existing web-based programs for utilization at the classroom level such as Riverdeep, FCAT Explorer, Write Traits, Gizmo Math/Science Interactive Learning, United Streaming, Plato, and Inspiration Software.	Principal, Assistant Principals, Classroom Teachers, Technology Support Staff	8/20/07	5/31/08	Other/ Not Applicable	100
Incorporate professional development training and model lessons to include web- based learning programs such as the Prentice Hall Web Program, Write Traits, Gizmo Math/Science Interactive Learning, and Snapshot Data	Principal, Assistant Principals, Classroom Teachers, Technology Support Staff	8/20/07	5/31/08	Other/ Not Applicable	500

Research-Based Programs

The following researched based programs will be used at Cutler Ridge Middle School during the 2007-2008 school year:

Plato
Gizmo Math and Science Interactive Learning
Write Traits
Prentice Hall Web Based Program
Riverdeep

Professional Development

Professional development during the 2007-2008 school year will include:

Riverdeep
FCAT Explorer
Prentice Hall Web Program
Write Traits
Gizmo Math and Science Interactive Learning
Snapshot Data
United Streaming
Inspiration Software

Evaluation

Cutler Ridge Middle School will use the following evaluation tools for the 2007-2008 school year:

2007-2008 Computer Lab Logs
2007-2008 Teacher Lesson Plans
Plato Pre/Post test results

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

Miami-Dade County Public Schools

District Strategic Plan

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

Health & Physical Fitness Statement

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

Needs Assessment

Based on the District Physical Fitness Test Summary Report for the 2006- 2007 school year, 34 percent of the students enrolled in Physical Education classes were awarded Gold and Silver FITNESSGRAM awards. To properly assess both student fitness performance and programmatic success, a pre- and post-test will be administered to determine student baseline measures. Student health-related fitness is assessed through the implementation of the FITNESSGRAM test program. The data indicates that there is a need to encourage participation in physical fitness activities and nutrition programs.

Measurable Objective

Given the need to increase student physical fitness, 37 percent of students enrolled in Physical Education classes will achieve a Gold or Silver award as documented by the 2007-2008 FITNESSGRAM report.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items, which would enhance specificity of training.	Principal, Assistant Principals, Physical Education Teachers	8/20/07	5/31/08	District-wide Literacy Plan	0
Ensure that an appropriate amount of instructional time is dedicated to fitness related activities on a daily basis.	Principal, Assistant Principals, Physical Education Teacher	8/20/07	5/31/08	District-wide Literacy Plan	0
Develop an action plan for the school to insure input from the department to meet the goals and objectives as stated.	Principal, Assistant Principals, Physical Education Teacher	8/20/07	5/31/08	District-wide Literacy Plan	1000
Administer a pre- and post- physical fitness test to all students enrolled in Physical Education classes using the FITNESSGRAM program.	Principal, Assistant Principals, Physical Education Teacher	8/20/07	5/31/08	District-wide Literacy Plan	0
Develop lifelong Health and Nutrition awareness through classroom instruction.	Principal, Assistant Principals, Physical Education Teachers	08/20/07	05/30/08	District-wide Literacy Plan	0

Research-Based Programs

The Research-based program used at Cutler Ridge Middle School is through the National Association for Sports and Physical Education and is called "Moving into the Future: National Standards for Physical Education".

Professional Development

Professional development during the 2007-2008 school year will include:

- FITNESSGRAM training
- Presidential Award Program training

Evaluation

Cutler Ridge Middle School will use the following evaluation tools for the 2007-2008 school year:

- 2007-2008 FITNESSGRAM results
- Physical Fitness Pre and Post 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 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"/>

Electives & Special Areas Statement

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

Needs Assessment

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

Measurable Objective

Given the School-wide Initiative to involve students in extracurricular programs, the number of Sports and clubs available to students in grade six through eight will be increased to allow further opportunities for participation in extra curricular activities as evidenced by the number of clubs at Cutler Ridge Middle School in the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Recruit future students through the articulation process at area elementary schools showcasing our special programs and electives.	Principal, AP Curriculum, Counselors, Classroom Teachers, Parents, Students	8/20/07	05/31/08	Academic Enrichment Opportunities	200
Promote awareness of clubs and special programs throughout the school year.	Principal, Assistant Principals, Club Sponsors	8/20/07	5/10/08	Academic Enrichment Opportunities	250
Participate in school-wide activities showcasing student involvement during the 2007-2008 school year by club sponsors, teachers and students to further student interests in special clubs and programs.	Principal, Assistant Principals, Club Sponsor	8/20/07	5/31/08	Academic Enrichment Opportunities	0
Target students who will benefit from the special extra curricular activities and programs through teacher recommendation, referrals by counselors and parent or student request.	Principal, Assistant Principals, Club Sponsors, Counselors, Career Specialist	8/20/07	5/31/08	Academic Enrichment Opportunities	0

Research-Based Programs

n/a

Professional Development

n/a

Evaluation

Cutler Ridge Middle School will use the 2007-2008 Clubs, Sports and Special Program Attendance Logs as an evaluation tool for the 2007-2008 school year.

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

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

Needs Assessment

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

Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Become more informed about the use of financial resources in relation to school programs.	Principal	8/20/07	5/31/08	District-wide Literacy Plan	0
Collaborate with the district on resource allocation.	Principal	8/20/07	5/31/08	District-wide Literacy Plan	0
Consider shared use of facilities, partnering with community agencies.	Principal	8/20/07	5/31/08	District-wide Literacy Plan	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal	8/20/07	5/31/08	District-wide Literacy Plan	200

Research-Based Programs

n/a

Professional Development

Money Matters Workshop
Title I Budget Workshop

Evaluation

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

EESAC Compliance

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

Budget- the EESAC recommended, reviewed, and participated in the development of the budget for the 2007-2008 school year.

Training:

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

Instructional Materials:

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

Technology:

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

Staffing:

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

Student Support Services:

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

Other Matters of Resource Allocation:

Benchmarking:

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

School Safety & Discipline:



School Improvement Plan 2007-2008



School Safety and Discipline- the EESAC reviews school wide safety and discipline procedures on a regular basis. The EESAC will make recommendations for changes as the situation warrants.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	11500
Mathematics	18500
Writing	17000
Science	17300
Parental Involvement	3600
Discipline & Safety	3100
Technology	700
Health & Physical Fitness	1000
Electives & Special Areas	450
Return On Investment	200
Total	73350



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