

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: HERBERT A. AMMONS MIDDLE SCHOOL

District Name: Dade

Principal: Ms. Maria Costa

SAC Chair: Ms. Theresa Fletcher

Superintendent: Mr. Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 09-10-2009

Dr. Eric J. Smith, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Frances Haithcock, Chance
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

VISION and MISSION STATEMENTS

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.

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.

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, Human Ingenuity, and Environmental Awareness. We strive to instill the ideals of integrity, respect, honesty, compassion, and support.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

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 2009-2010 school year. 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.

Unique School Strengths for Next Year

Ammons Middle School was chosen by Magnet Schools of America (MSA) as a magnet school of excellence during the 2008-2009 school year. It was also chosen by the state of Florida as a Blue Ribbon School of Excellence. Ammons was nominated for the Blue Ribbon Award and will find out in November if it was selected by the USDOE as one of the winning schools.

Ammons has had the same administrative staff for over ten years and has a veteran staff that has also been with the school for multiple years. It has been an "A" school for the last nine years and has been able to improve its overall standing each of those years. Ammons hires a number of its personnel to work during the summer and crunch data in order to make adjustments to its focus calendar and curriculum.

Unique School Weaknesses for Next Year

The loss of state funding has negatively impacted the school. Ammons has lost two of its three assistant principals, and is the only large middle school in the county operating with one assistant principal. It has also lost its principal's secretary, career specialist, and a number of hourly instructional and non-instructional staff due to these budget cuts. Ammons also experienced a drop in FCAT scores. Eighth grade students dropped 9 percentage points in science and dropped 8 percentage points in reading.

Its 1193 students represent a multicultural mix of mostly middle class families. Of the total student population, 15 percent are white, 21 percent are black, 54 percent are Hispanic, four percent are asian, 1 percent is Indian, and five percent are multi-racial. English language learners (ELL) make up less than one percent of the student population. Over 46 percent of the students are on free and reduced lunch and 2 percent are in our special education program. Average class size at Ammons for grades six through eight is 22 students per class across the content areas. All of our Students With Disabilities (SWD) participate in an inclusion model with an average class size of 22.

Student Attendance Rates

Ammons has been number one in attendance for 35 grading periods in a row. Ammons has improved its overall attendance each of the last ten years. The overall attendance rate for the 2006-2007 school year was 97.84 %. The overall attendance rate for the 2007-2008 school year was 98.28 %. It has always posted one of the highest if not the highest rate of attendance for middle schools in the District. The rates of attendance for the first three grading periods during the 2008-2009 school year are as follows: Period 1: 98.74 %, Period 2: 98.34 %, and period 3: 97.97 %.

Student Mobility

The mobility rate of the school is 5%.

Student Suspension Rates

2006-2007: In-school 0, Out-of-school 11; 2007-2008: In-school 0, Out-of-school 0; 2008-2009: In-school 0, Out-of-school 4. The suspension rates have remained low over the past three years.

Student Retention Rates

The retention rate at Ammons is 0.2%. At Ammons, students who are not able to meet the magnet requirements are sent back to their home school.

Class Size

A point has been made to reduce class size in all subject areas and across grade levels to strengthen the one-on-one relationship between students and teachers. The average class size in the core courses for the current year is 20.90. All SPED students at Ammons are included into the general education classes. There is only one ELL class with a class average of 9 students. The average class size in the elective courses: band, art, chorus, and physical education is 35.1.

Academic Performance of Feeder Pattern

Herbert A. Ammons accepts students from over 67 different elementary schools. However, the elementary schools that send us the greatest number of students are the following: Air Base Elementary, Norma Bossard Elementary, Caribbean Elementary, Cutler Ridge Elementary, Jack D. Gordon Elementary, Frank C. Martin Elementary, Miami Heights Elementary, Redland Elementary, South Miami Heights Elementary, and Whispering Pines Elementary. Of the ten schools mentioned above, five schools (Jack Gordon Elementary, Frank C. Martin Elementary, Air Base Elementary, Norma Bossard Elementary, and South Miami Heights Elementary) have met AYP and received an "A" rating from the state of Florida for the past three years. One school, Cutler Ridge Elementary achieved an "A" rating from the state for the last three years, but failed to make AYP in mathematics due its Black and economically disadvantaged population. South Miami Heights Elementary received an "A" rating but failed to make AYP in reading due to its black and ELL population. It is currently a Correct I school. Redland Elementary received an "A" rating but its ELL and economically disadvantaged subgroup failed to make AYP in reading and math. It is now a Correct I school. Whispering Pines received an "A" rating but the students with disabilities subgroup failed to make AYP in reading and math. Caribbean Elementary is the only school that increased from a "D" rating to a "C" rating but did not make AYP in reading due to its Hispanic, SWD, and economically disadvantaged subgroup. It is now a Correct I school. In addition, its Black subgroup did not make AYP in reading and math.

Partnerships and Grants

Ammons Middle School has numerous Dade partners who work alongside the staff to foster school improvement. Dade partners such as Publix, McDonalds, Costco, Dominos Pizza, Washington Mutual, and Superwheels provide continual support to the students and staff.

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

[School Grades Trend Data](#)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

HIGHLY QUALIFIED ADMINISTRATORS

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record *
					2008-2009: Grade A, Reading Mastery: 89 %; Math Mastery 93 %; Writing Mastery 98 %; Science Mastery: 66 %. All subgroups made AYP.

Principal	Maria Costa	Educational Leadership, English 6-12, ESOL K-12	10	10	<p>2007-2008 Grade A, Reading Mastery: 91 %; Math Mastery: 92 %; Writing Mastery: 98 %; Science Mastery: 74 %. All subgroups made AYP.</p> <p>2006-2007 Grade A, Reading Mastery: 91 %; Math Mastery: 91 %; Writing Mastery: 98 %; Science Mastery: 71 %. All subgroups made AYP.</p> <p>2005-2006 Grade A, Reading Mastery: 89 %; Math Mastery: 92 %; Writing Mastery: 97 %; Science Mastery: 54 %. All subgroups made AYP.</p> <p>2004-2005 Grade A, Reading Mastery: 81 %; Math Mastery: 88 %; Writing Mastery: 95 %. All subgroups made AYP.</p>
Assis Principal	Maria Masso	Educational Leadership, SLD K-12, VE K-12	1	1	<p>2008-2009: SPED Teacher-Palmetto Middle Grade A, Reading Mastery: 83 %; Math Mastery 83 %; Writing Mastery 95 %; Science Mastery: 63 %. Black, Economically Disadvantaged and SWD subgroups did not make AYP in reading and math.</p> <p>2007-2008: Temporary Assistant Principal-Coral Reef Elementary-April 2007-December 2007 Grade A, Reading Mastery: 87 %; Math Mastery 85 %; Writing Mastery 94 %; Science Mastery: 69 %. Black and Economically Disadvantaged subgroups did not make AYP.</p> <p>2007-2008: Temporary Assistant Principal-Sunset Park Elementary-January 2008-April 2008 Grade A, Reading Mastery: 88 %; Math Mastery 87 %; Writing Mastery 97 %; Science Mastery: 54 %. SWD subgroup did not make AYP.</p> <p>2006-2007: SPED Teacher-Palmetto Middle Grade A, Reading Mastery: 80 %; Math Mastery 79 %; Writing Mastery 92 %; Science Mastery: 61 %. Black and SWD subgroups did not make AYP in reading. Black and Economically Disadvantaged did not meet AYP in math.</p> <p>2005-2006: SPED Teacher-Palmetto Middle Grade A, Reading Mastery: 82 %; Math Mastery 80 %; Writing Mastery 93 %. Economically Disadvantaged did not meet AYP in math. SWD did not meet AYP in reading and math.</p> <p>2004-2005: SPED Teacher-Palmetto Middle Grade A, Reading Mastery: 74 %; Math Mastery 78 %; Writing Mastery 85 %. Black, Economically Disadvantaged and SWD did not meet AYP in reading. Black and Economically Disadvantaged did not meet AYP in math.</p>

* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s) / Certification(s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
Reading	Jade Cabrera	Elementary Education K-12, Reading K-12	1	1	1st Grade Teacher at Seminole Elementary 2006-2009.

* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. College campus Job Fairs and e-recruiting at Universities	Principal	April 2010	

2. Soliciting referrals from current employees	Principal	On-going	File kept with resumes of personnel referred by current instructional staff.
3. Soliciting at Summer Staffing Workshops	Principal	6/9/09-9/09	
4. Maintain contact with District Staffing Specialists	Principal	On-going	

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Gabriela Sandoval	ESOL K-12	Language Arts 7th Grade	Teacher has taken Subject Area Exam. Will add English Middle Grades to her certificate over the summer.
Rico Jones	Social Science 6-12	Civics 7th Grade Intensive Reading	Currently taking courses to complete his reading endorsement.

Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
59	0	16.95	40.68	42.37	37.29	91.67	5.08	23.73	16.95

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
No data submitted			

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through before school and after-school programs. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. Curriculum Coaches develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; they assist with whole school screening programs that provide early intervening services for children to be considered "at risk;"; they assist in the design and implementation for progress monitoring, data collection, and data analysis; they participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the schoolwide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

Title I, Part D

The district receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

N/A

Title III

N/A

Title X- Homeless

A district Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

Ammons offers a non-violence and anti-drug program to students that incorporate field trips, community service, drug tests, and counseling. The Trust Counselor runs an anti-bullying program and sponsors our Drug-Free Youth in Town (D-FY-IT) program. Additionally, the Peer Mediation Program is utilized to provide conflict resolution between peers.

Nutrition Programs

Health Connect in our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical, and/or social and human services.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Select General Education Teachers: Provide information about core instruction, participate in student data collection, and participates in Curriculum Council planning meetings.

Special Education (SPED) Teachers: Participate in student data collection and collaborate with general education teachers through such activities as co-teaching.

Reading Coaches: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Technology Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Student Services Personnel: Provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Describe how the school-based RTI Leadership Team functions (e.g. meeting processes and roles/functions).

The team meets once a month to engage in the following activities:

Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Describe the role of the school-based Rtl Leadership Team in the development and implementation of the school improvement plan

The Rtl Leadership Team met with the EESAC, assistant principal, and principal to help develop the SIP. The team provided academic data and identifies the social/emotional areas that need to be addressed; they help set clear expectations for instruction (Rigor, Relevance, Relationship); they facilitate the development of a systemic approach to teaching (Essential Questions, Teaching Strategies, Extending, Refining, and Summarizing), incorporating the IB Areas of Interaction, and align processes and procedures.

Rtl Implementation

Describe the data management system used to summarize tiered data.

Baseline data: Progress Monitoring and Reporting Network (PMRN), Florida Comprehensive Assessment Test (FCAT)

Progress Monitoring: PMRN, Curriculum Based Measurement (CBM), FCAT Simulation

Midyear: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR)

End of year: FAIR and FCAT

Frequency of Data Days: once a month for data analysis

Describe the plan to train staff on Rtl.

Professional development will be provided during Early Release Days and small sessions will occur afterschool throughout the year at the second faculty meeting of the month. The Rtl team will also evaluate additional staff PD needs during the weekly Rtl Leadership Team meetings.

School Wide Florida's Continuous Improvement Model

Plan

Data Disaggregation 2008-2009 FCAT Data

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?

Strengths: Based on performance on the 2009 FCAT, 99 % of the 8th grade students were proficient in writing. In Reading, 89 % of the students met high standards. In Mathematics, 93 % of the students met high standards.

Weaknesses: Based on performance on the 2009 FCAT, students in 8th grade showed a significant drop in FCAT scores from their scores in 2008. In Reading, students in grades 6-8 scored lowest in Main Idea/Purpose. In Mathematics, students in 6th grade scored lowest in Measurement, in 7th grade students scored the lowest in Geometry, and in 8th grade, students were weakest in Measurement and Algebraic Thinking. In science, 8th grade students scored weakest in the areas of Force and Motion and Living Interactions. Given that 99 % of eighth grade students were proficient in writing, the focus will be to maintain the proficiency in Expository, Narrative and Persuasive writing.

Instructional Calendar Development

What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?

Currently, reading, mathematics and science teachers follow the Pacing Guides provided by the District. The Pacing Guides will be used to establish Instructional Focus Calendars (IFCs) in July 2009. The 2009 FCAT results will be utilized to develop the IFCs. Data results from September pre-tests will also be utilized. The IFC will be updated in October 2009 as determined by disaggregated data results from the September Pre-Test, and again in January 2010 as determined by the disaggregated data results from the December Mid-Term Test. The 2009 FCAT results were utilized to develop the IFCs. Data results from the September Pre-Test, and December Mid-Term Test will also be utilized. Teachers will be responsible for determining the

instructional focus of whole group lessons, and small group/differentiated instruction. Benchmarks were selected as indicated by students' strengths and weaknesses, which were measured by progress on class work assignments, assessments, and data results. The duration of instruction for each Benchmark was determined by the amount of time allotted in the IFC to ensure that students are exposed to all Benchmarks prior to FCAT testing. Within the amount of time allotted in the IFC, teachers will provide instruction on each Benchmark, allow the students an opportunity to practice, assess the students' knowledge, and then re-teach the Benchmark as indicated by student progress, either in a whole group or small group setting. Administration will implement a continuous cycle of making classroom visitations, evaluating lesson plans, monitoring teacher data, and conducting meetings with teachers to ensure that the IFC is being utilized and implemented effectively. The Reading Coach will also be assigned to teachers who are demonstrating signs of struggling with IFC implementation. Teachers who are struggling with implementing the IFC will be provided additional opportunities to attend professional development sessions, have a mentor assigned to them, and participate in the process of observing other teachers who are successful. The department chairperson will provide additional assistance to the teacher. The teacher will participate in Professional Learning Communities, and utilize the support of their colleagues during weekly team meetings.

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

Reading: In 6th, 7th and 8th grade, Main Idea/Purpose was the least proficient strand and will be given priority focus.

Mathematics: In 6th grade Measurement was the least proficient strand and will be given priority focus, in 7th grade, Geometry will be given priority focus, and in 8th grade Measurement and Algebraic Thinking.

Science: Force and Motion and Living Interactions were the least proficient strands and will be given priority focus.

What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?

Once FCAT scores were released, the administration determined student learning gains by teacher and adjusted the master schedule to prevent low-performing teachers from teaching the same class again. An analysis of learning gains allowed the strongest teachers to be paired with the weakest students.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

Ammons offers an 8-period day in which students are required to take a semester of physical education and a semester of technology in addition to an elective of their choice. Humanities teachers integrate a weekly activity utilizing current events to ensure instruction is relevant.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Ammons offers elective courses in art, band, chorus, and drama. All students take a semester of physical education and a semester of technology. Additionally, 7th grade students develop a career and education plan using Florida Choices Planner in their technology class and in 8th grade develop their ePEP. In October, surrounding magnet schools are invited to speak with 8th grade students and their parents on entrance requirements for rising 9th grade students. The subject selection process takes place in February and grade level counselors meet with students during their Approaches to Learning (ATL) class in order to discuss course recommendations.

DO

Direct the Instructional Focus

How are lesson plans and instructional delivery aligned across grade levels and subject areas?

Grade level teachers will meet two times a month to determine the areas of students' strengths and weaknesses as demonstrated by class work assignments and assessment results. Teachers will share best practices and resources that have proven effective. Lesson plans will be created for differentiated instruction, which provides lessons for all levels of students, below mastery, at mastery, and above mastery.

How are instructional focus lessons developed and delivered?

Focus lessons were provided by the subject area curriculum teams for each subject area based on a review of FCAT data. The focus lessons are aligned to the Benchmarks and standards for each subject area and cover those Benchmarks that are annually assessed on the FCAT. The 5 to 10-minute focus lessons will be taught at the beginning of each class period. Reading, math, and science teachers will teach the focus lesson that correlate with their subject area.

How will instructional focus lessons be revised and monitored?

Student mastery on mini-assessments based on the focus lessons will determine if the focus lessons need to be revised

and/or re-taught. Teachers and administrators will ensure the effectiveness of the focus lessons by analyzing data results from focus lessons as they are re-assessed intermittently throughout the year. Proficiency of skills and benchmarks should also be evident in skills and Benchmarks that are taught as part of the whole group instruction.

CHECK

Assessment

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

Mini-assessments based on the focus lessons will be administered.

How are assessments used to identify students reaching mastery and those not reaching mastery?

Ammons Middle School uses a variety of formative assessments to determine the students' knowledge and determine what level the students are performing at when solving problems. In mathematics, students must write the step-by-step process they used to solve their mathematics problems. Instructors then review the work to ensure students are following a proper sequence. Content area teachers utilize short quizzes, unit tests, journals, and portfolios to determine mastery of skills. Teachers will differentiate their instruction as indicated by select teacher-developed assessment results to provide intensive instruction to those students earning less than 50%, additional instruction and practice opportunities for those students earning between 50-70%, and enrichment/advanced instruction to students earning 80-100%.

Maintenance

How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?

Students at and above mastery level will receive opportunities to enhance or enrich current skills by participating in projects, hands-on activities, or other supplemental lessons which will reinforce the skill and maintain the level of mastery/proficiency.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.

Teachers will meet weekly. The meetings will alternate each week as follows: one week the teachers will participate in vertical planning meetings and the following week they will have horizontal planning meetings by subject area. Additionally, each month, teachers will participate in team meetings for all grade-level and elective courses. This rotation will continue throughout the year. The team meetings will be facilitated by a Team Leader who will develop the meeting agenda and keep minutes of each team meeting. All minutes will be submitted to the Assistant Principal. Members of the administrative staff will attend team meetings on a rotating basis.

Monitoring

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

The Principal and Leadership Team will meet with teachers either during weekly meetings, or in one-on-one meetings to discuss assessment results and student progress. During these meetings, lesson plans, data binders, and classwork folders will be utilized to provide evidence of instruction, assessment, and differentiation which addresses individual student needs. Special attention will be given to special needs populations such as migrant, homeless, neglected and delinquent students. The Reading Coach will assist teachers with providing instruction on the focus lessons either by modeling whole group instruction or assisting the teacher in providing small group instruction. The Reading Coach will also help with the process of grading, recording, and charting student scores.

ACT

Supplemental and Intensive Instruction/Interventions

Identify the core, supplemental, and intensive instruction and interventions.

Language Arts teachers utilize McDougall Littell: The Language of Literature as the core series. Supplemental materials include Prentice Hall: Writing & Grammar Florida FCAT Test Preparation Workbook, FCAT Explorer, Brain Pop (online subscription), and Accelerated Reader. For students not involved in an Intensive Reading class a study skills class is provided to further assist students with test taking skills, grammar, reading comprehension, spelling, and writing. Materials are collected from many different sources including the Regional Center VI Curriculum Summit Essential Pieces to Facilitating Curriculum All Together binders provided at

the December 19, 2007 meeting.

Students who are in the Intensive Reading classes receive instruction based upon data derived from the FAIR assessment as well as the Voyager benchmark testing. Instruction utilizes the Voyager Journeys series as the core program. Supplemental materials include Jamestown Timed Reading Plus to increase fluency, Accelerated Reader to improve comprehension, and the Florida Assessment in Reading Instruction 3-12 Kit Blackline Master set to further differentiate instruction.

Students who scored a low level 3 on the March 2009 FCAT in reading are receiving data driven instruction also based upon the FAIR assessment. The reading coach is providing a pull-out program utilizing Reading Plus as the core of instruction, Accelerated Reader, Words Their Way, and Florida Assessment in Reading Instruction 3-12 Kit Blackline Master set. Coaching and enrichment, (tutoring), is available daily from Monday to Thursday in Language Arts and on Wednesday in Reading instruction. Our Media Center is available to students before school, during lunch, and after school Monday to Thursday.

Students who scored a level one or two on the March 2009 FCAT are grouped for instruction in an Intensive Math Program. Class sizes are kept small to better serve the needs of this group of students. The core text is Buckle Down with FCAT Explorer and Brain Pop online activities as supplements.

Students in all other math classes use the Glencoe MAC 1,2,3 the Prentice Hall Algebra depending on their program.

How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?

Teachers will utilize instructional strategies or best practices discussed in Professional Learning Communities to provide different methods of providing instruction to students in non-mastered areas. Resources and strategies provided at professional development workshops will also be utilized. Students consistently demonstrating non-mastery may be required to participate in coaching and enrichment (tutoring) sessions before or after school.

How does the school identify staff's professional development needs to improve their instructional strategies?

A professional development needs assessment is developed at the beginning of the school year to determine areas of need. Professional development is offered at early release days and faculty meetings. Additionally, teachers who request professional development not available at the school site, are sent to PD sessions provided at the District level. Each year, a group of teachers are sent to participate in different levels of International Baccalaureate (IB) training. Common areas of concern in the areas of instructional delivery, classroom management, etc., as evidenced by administrative walkthroughs, teacher requests, and student performance/data analysis, will determine the need for professional development sessions.

Which students will be targeted for supplemental and intensive instruction/interventions?

As a result of progress monitoring (class work assignments and assessment results) and observations (classroom teacher, instructional coach, administrators, counselors, etc.) students who consistently demonstrate academic difficulty will receive supplemental and intensive instruction/interventions. Students not making mastery will be offered after-school assistance through our coaching and enrichment program, as well as assistance during the regular school day from the reading coach. Bubble students (students scoring at level 3 on the FCAT) work on Reading Plus to increase their comprehension scores.

How will the effectiveness of the interventions be measured throughout the year?

All personnel providing services to a student not making mastery will meet to discuss their evidence and/or documentation of strategies and interventions that have previously been utilized. Factors hindering implementation of a strategy (attendance, behavior, etc.) will be addressed and resolved. Strategies that are unsuccessful will be discontinued and replaced with alternative interventions.

Enrichment

Describe alternative instructional delivery methods to support acceleration and enrichment activities.

Ammons Middle School provides gifted, advanced, and honors courses for all content areas. In addition, high school level courses are offered in mathematics, science, and world languages.

Describe how students are identified for enrichment strategies.

FCAT results, in addition to student progress in a specific course, as well as assessment results that demonstrate consistent proficiency/mastery are used to determine placement in higher level courses and academic programs. Teacher recommendation is also taken into consideration. Parent conferences are held with the recommending teacher, guidance counselor, and a member of the leadership or administrative team. The parents are counseled on the expectations for the student in the higher level course, as well as their continued parent involvement.

Professional Learning Communities

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
6th, 7th and 8th grade				

reading teachers, reading coach, SPED teachers and ESOL teacher.	Mary Starling, Department Chairperson	Monthly	Monday/Friday Common Course planning/Department Meetings	Analyze the effectiveness of the Reading Instructional Focus calendars, mini-assessments, tutorials, and enrichments to determine any necessary revisions and share best practices.
6th, 7th and 8th grade math teachers.	Jim Earle, Department Chairperson	Monthly	Monday/Friday Common Course planning/Department Meetings	Analyze the effectiveness of the Math Instructional Focus calendars, mini-assessments, tutorials, and enrichments to determine any necessary revisions and share best practices.
6th, 7th and 8th grade science teachers.	Gladys Diaz, Department Chairperson	Monthly	Monday/Friday Common Course planning/Department Meetings	Analyze the effectiveness of the Science Instructional Focus calendars, mini-assessments, tutorials, and enrichments to determine any necessary revisions and share best practices.
Each grade level team	Team Leaders, Maria Delatorre-6th Grade, Rico Jones-7th Grade, Mike Daugherty-8th Grade	Monthly	Twice a month Friday Team Meetings	Data analysis of common assessments and share best practices across the content areas.

NCLB Public School Choice

Note: For Title I schools only

- Notification of (School in Need of Improvement) SINI Status
No Attached Notification of (School in Need of Improvement) SINI Status
- Public School Choice with Transportation (CWT) Notification
No Attached Public School Choice with Transportation (CWT) Notification
- Notification of (School in Need of Improvement) SINI Status
No Attached Supplemental Educational Services (SES) Notification

Pre-School Transition

N/A

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 6-8, 89% of students achieved mastery on the 2009 administration of the FCAT Reading Test. This represents a decrease of 2 % compared to 91% who achieved mastery in 2008. Students in grades six and eight demonstrated a weakness in Words/Phrases and 7th grade students demonstrated a weakness in Main Idea/Purpose.		Given instruction using the Sunshine States Standards, 90% of students in grades six through eight will meet high standards, as documented by the scores on the 2010 administration of the FCAT Reading Test, an increase of 1 % from the 2009 administration.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	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.	Principal	Teacher Assessment	Evaluation will be based on the number of students attending each session as determined by sign-in logs.
2	Implement the new FAIR assessments to monitor student progress.	Principal and Reading Coach	Review FAIR data reports to ensure teachers are assessing students according to the created schedule	Printout of FAIR assessments.
3	Develop an Instructional Focus Calendar for Reading and Language Arts classes with an emphasis on Words/Phrases and Main Idea/Purpose.	Reading Coach and Language Arts Chair	Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs.	Effectiveness will be determined through Baseline assessment and progress monitoring.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
In grades 6-8, 90% of students will achieve learning gains on the 2010 administration of the FCAT Reading Test.	Effective implementation of the Instructional Focus Calendar, and FAIR Training	Reading Coach and Language Arts Department Chair	August 2009	Lesson Plans, Classroom Visits	Principal, Reading Coach

For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher

Instructional Focus Calendars in the Humanities classes will be aligned with the Reading Instructional Focus Calendars to ensure a two-tiered approach is used to address necessary benchmarks. All content area teachers will teach an Approaches To Learning (ATL) class that covers reading benchmarks along with providing 30-40 minutes of time for silent reading. Formal and Informal assessments will be utilized to determine mastery of course objectives. Additionally, administrative walkthroughs will be conducted frequently.

Budget:

Evidence-based Program(s) / Material(s)		
Description of Resources	Funding Source	Available Amount
Voyager / FAIR	District	\$6,600.00
		Total: \$6,600.00
Technology		
Description of Resources	Funding Source	Available Amount
Reading Plus	District	\$73,078.00
TeenBiz/Achieve 3000	District	\$340.00
		Total: \$73,418.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Temporary Coverage for Professional Development	Substitute Budget allocated through SBBS	\$2,000.00
		Total: \$2,000.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Final Total: \$82,018.00		

End of Reading Goal

Mathematics Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 6-8, 93% of students achieved mastery on the 2009 administration of the FCAT Mathematics Test. This represents a 1 % increase compared to 92 % who achieved mastery in 2008. Students in grades 6-8 scored lowest in the areas of Geometry and Measurement.		Given instruction using the Sunshine State Standards, 94% of students in grades 6-8 will achieve mastery on the 2010 administration of the FCAT Mathematics Test, an increase of 1 % from the 2009 administration.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Common board configuration including objectives, essential questions, "Do Now's", agenda, and homelearning assignments.	Principal, Mathematics Teachers	Focused walkthroughs by administration will be used to ensure all math teachers are using common board configurations.	Reports generated from walkthroughs.
2	Develop Instructional Focus Calendars across all grade levels to facilitate instruction with a particular emphasis on the areas of Geometry and Measurement.	Principal, Mathematics Teachers	Review student grouping charts frequently and ensure groups are reconfigured to target the needs of the students based on assessment.	Progress of all students on assessment.
3	Administer benchmark specific pre-progress-post test to measure skills acquisition.	Assistant Principal, Mathematics Teachers	Data chats will take place at monthly mathematics department meetings.	Progress of all students on assessment

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring

In grades 6-8, 94% of students will achieve mastery on the 2010 administration of the FCAT Mathematics Test.	Effective implementation of the Instructional Focus Calendar	Mathematics Teachers	August 2009	Modeling of Lesson and Classroom Visits	Principal and Mathematics Teachers
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Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Various Math Supplies	Discretionary (02) Funds and Gifted Dollars	\$4,500.00
		Total: \$4,500.00
Technology		
Description of Resources	Funding Source	Available Amount
I-Pens	Gifted Supply Funds	\$1,800.00
BrainPop	Magnet Funds	\$998.00
		Total: \$2,798.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Temporary coverage for Professional Development	Substitute Budget allocated through SBBS	\$2,000.00
		Total: \$2,000.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$9,298.00

End of Mathematics Goal

Science Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Science data, 66 % of students achieved level three and above. This represents a decrease of 8 % compared to 75 % who achieved level 3 or above in 2008. Students demonstrated a decrease on proficiency in the areas of Physical/Chemical and Life/Environmental Science.		Given instruction based on the Sunshine State Standards, 76 % of students will score at level 3 or above on the 2010 FCAT Science Assessment, an increase of 10% from the 2009 administration.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Provide opportunities for students to apply Physical and Chemical Science and Life Processes concepts in laboratory investigations.	Principal Science Teachers	Performance in labs, written report using the 5E model and development of science stations.	Experimental Design Lab Report
2	Provide opportunities for Earth and Space and Biology students to engage in activities for review of the Annually Assessed Physical and Chemical Sciences and Life and Environmental Sciences not directly aligned with the course.	Principal Science Teachers	Teacher observations of student's performance following all safety rules and procedures.	Assessment using packets on benchmarks
3	Utilize hands-on laboratory experiments using the 5E model science stations.	Principal Science Teachers	The created lab schedule will be implemented and monitored by the Principal.	Improvement on Science Assessments: quizzes, tests, labs, etc.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Given instruction based on the Sunshine State Standards, 76 % of students will score at level 3 or above on the 2010 FCAT Science Assessment.	Effective instruction in Science using 5 E Model	Science Department Chairperson	September 2009	Assistant Principal will attend the training and ensure strategies are implemented	Assistant Principal

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
7th Grade FCAT Coach; Current Science, Science World Magazine Subscriptions; Materials for labs	Science Lab Fees	\$600.00
		Total: \$600.00
Technology		
Description of Resources	Funding Source	Available Amount
Brain Pop, United Streaming; GIZMOS	Discretionary Funds	\$1,800.00
		Total: \$1,800.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Temporary Coverage for Professional Development	District	\$1,500.00
		Total: \$1,500.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$3,900.00

End of Science Goal

Writing Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
On the 2009 administration of the FCAT Writing Test, 96% of the students in 8th grade scored level 4.0 or above in writing compared to 95 % in 2008 demonstrating a 1 % increase.		Given instruction based on the Sunshine State Standards, on the 2010 administration of the FCAT Writing Test, 97% of the 8th grade students will achieve a 4.0 or above, an increase of 1% from the 2009 administration.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students will use the writing process daily; all writing will be dated and recorded in a journal, notebook, or work folder for progress monitoring.	Principal, Language Arts Teachers	A school wide consistent method of saving student work will be established. During teacher observations, student folders will be evaluated by administrative team.	Progress between the Pretest Prompt and the Mid-Year Prompt.
2	The revision and editing process will be explicitly taught at all grade levels and utilized in student writing assignments.	Principal, Language Arts Teachers	Teachers will monitor revision and editing process by reviewing student drafts.	Progress between the Pretest Prompt and the Mid-Year Prompt.

3	Students will be actively involved in peer assessment and collaboration.	Language Arts Teachers	Teachers will monitor students as peer assessors.	Progress between the Pretest Prompt and the Mid-Year Prompt.
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Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
On the 2010 administration of the FCAT Writing Test, 97% of the 8th grade students will achieve a 4.0 or above.	Teaching the use of revision and editing strategies.	District Language Arts Supervisor	September, 2009	Monitor student writing portfolios, notebooks, or journals. The students will use green pens to make revisions and edit so that their self-correcting behavior can be easily monitored.	Principal, Language Arts Teachers

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Temporary Coverage for Professional Development	District	\$1,000.00
		Total: \$1,000.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$1,000.00

End of Science Goal

Parent Involvement Goal

Needs Assessment: Based on information from School Grade and Adequate Yearly Progress Data:

Were parent involvement activities and strategies targeted to areas of academic need?

Based on information from surveys, evaluations, agendas, or sign-ins:

Was the percent of parent participation in school activities maintained or increased from the prior year?

Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on Parental Involvement data collected during the 2008-2009 school year, 33 percent of parents participated in two or more school-sponsored activities.		Increase parent involvement through the implementation of on-site parent, teacher, and student activities as evidenced by an increase of 5 percentage points in the number of parents attending at least two activities during the 2009-2010 school year, affirmed by signed activity rosters.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Offer meetings before and after school including a Principal's	Principal Assistant Principal	Collect participation data.	Parent attendance sign-in sheets

	Coffee each grading period to provide an informal forum for parents to meet with the Principal and FCAT Parent Night for Level 1 and 2 students to familiarize parents with tested benchmarks.			
2	Advertise all on-site PTSA activities in the PTSA newsletter, on the school calendar, school website, via e-mail, and through Connect-ed messages.	Principal	Collect participation data.	Monthly Parent Involvement Report
3	Organize a "Meet and Greet" for all sixth grade parents during the first week of school.	PTSA Liaison	Collect participation data.	Parent attendance sign-in sheets

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Increase parent involvement through the implementation of on-site parent, teacher, and student activities as evidenced by an increase of 5 percentage points in the number of parents attending at least two activities during the 2009-2010 school year, affirmed by signed activity rosters.	Title I in Action: A Practitioners Perspective!	Title 1 District Staff	Ongoing throughout the 2009 – 2010 school year	Effectiveness will be determined by the completion of parent surveys.	Selected school staff identified by the Principal; Office of Community Services and the Office of Program Evaluation.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
1% of Title I Part A Schoolwide allocation and District parental set-aside	Title 1 part A PTSA Funds	\$2,000.00
		Total: \$2,000.00
Technology		
Description of Resources	Funding Source	Available Amount
A weekly, state of the school report will be sent to all parents.	PTSA Funds	\$200.00
		Total: \$200.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
PTSA Newsletter	PTSA Funds	\$1,600.00
		Total: \$1,600.00
		Final Total: \$3,800.00

End of Parent Involvement Goal

Other Goals

No Other Goals were submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Voyager / FAIR	District	\$6,600.00
Mathematics	Various Math Supplies	Discretionary (02) Funds and Gifted Dollars	\$4,500.00
Science	7th Grade FCAT Coach; Current Science, Science World Magazine Subscriptions; Materials for labs	Science Lab Fees	\$600.00
Parental Involvement	1% of Title I Part A Schoolwide allocation and District parental set-aside	Title 1 part A PTSA Funds	\$2,000.00
			Total: \$13,700.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Reading Plus	District	\$73,078.00
Reading	TeenBiz/Achieve 3000	District	\$340.00
Mathematics	I-Pens	Gifted Supply Funds	\$1,800.00
Mathematics	BrainPop	Magnet Funds	\$998.00
Science	Brain Pop, United Streaming; GIZMOS	Discretionary Funds	\$1,800.00
Parental Involvement	A weekly, state of the school report will be sent to all parents.	PTSA Funds	\$200.00
			Total: \$78,216.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Temporary Coverage for Professional Development	Substitute Budget allocated through SBBS	\$2,000.00
Mathematics	Temporary coverage for Professional Development	Substitute Budget allocated through SBBS	\$2,000.00
Writing	Temporary Coverage for Professional Development	District	\$1,000.00
Science	Temporary Coverage for Professional Development	District	\$1,500.00
			Total: \$6,500.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Parental Involvement	PTSA Newsletter	PTSA Funds	\$1,600.00
			Total: \$1,600.00
			Final Total: \$100,016.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Intervene	<input type="checkbox"/> Correct II	<input type="checkbox"/> Prevent II	<input type="checkbox"/> Correct I	<input type="checkbox"/> Prevent I	<input type="checkbox"/> NA
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No Attached school's Differentiated Accountability Checklist of Compliance

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle 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.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Student Rewards	2000

Interdisciplinary Team Allocation	4500
Club and Sport Enhancement	3000

Describe the Activities of the School Advisory Council for the Upcoming Year

The Educational Excellence School Advisory Council (EESAC) has an important function in the success of Herbert A. Ammons Middle School. The EESAC is involved in every step of the planning and implementation of the School Improvement Plan. They also work closely with the principal to see that the school builds a school based budget that coordinates with the SIP and meets the needs of the learning community. They are also intrinsically involved in the development of the parent involvement program at the school.

SAC Members

Members

- 1) Maria Costa, Principal
- 2) Theresa Fletcher, SAC Chair
- 3) Ivan Melgar, Student
- 4) Sheldon Wilson, Teacher
- 5) Sonya Raheem-Davis, Teacher
- 6) Jorge Parra, Teacher
- 7) Jim Earle, Teacher
- 8) Jose Garcia, Business Member
- 9) John Navarro, Business Member
- 10) Maria Almodovar, Parent
- 11) Olubukola Okesola, Parent
- 12) Fariete Oudsten, Parent
- 13) Cecilia Campbell, Parent
- 14) Janeth Suarez, Parent
- 15) Dena Spector, Parent
- 16) Emmi Calub, Parent
- 17) Jennifer Couceyro, Parent
- 18) Melvin Hunter, School Support Personnel
- 19) Beverlie Jones, Union Steward

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2													Dade HERBERT A. AMMONS MIDDLE SCHOOL 6001													
Number of students enrolled in the grades tested: Click here to see Number of students in each group													Read: 1152 Math: 1152			2008-2009 School Grade ¹ : A			Did the School make Adequate Yearly Progress?			YES				
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2008	2009	Y/N	2008	2009	Y/N
TOTAL ⁴	100	Y	100	Y	89	Y	93	Y			Y			NA	9	11	NA	8	7	NA	87	NA	93	NA		
WHITE	100	Y	100	Y	93	Y		Y			Y			NA	7	NA	8		NA	92	NA					
BLACK	100	Y	100	Y	88	Y	93	Y			Y			NA	10	12	NA	11	7	NA	88	NA	94	NA		
HISPANIC	100	Y	100	Y	89	Y	91	Y			Y			NA	11	11	NA	7	9	NA	86	NA	92	NA		
ASIAN	100	Y	100	Y		NA		NA			NA			NA						NA						
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA						NA						
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	87	Y	91	Y			Y			NA	11	13	NA	10	9	NA	85	NA	92	NA		
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA						NA						
STUDENTS WITH DISABILITIES	100	Y	100	Y		NA		NA			NA			NA						NA						

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2													Dade HERBERT A. AMMONS MIDDLE SCHOOL 6001													
Number of students enrolled in the grades tested: Click here to see Number of students in each group													Read: 1157 Math: 1157			2007-2008 School Grade ¹ : A			Did the School make Adequate Yearly Progress?			YES				
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N
TOTAL ⁴	100	Y	100	Y	91	Y	92	Y			Y			NA	10	9	NA	10	8	NA	80	NA	91	NA		
WHITE	100	Y	100	Y		Y	92	Y			Y			NA	7	NA		8		NA	82	NA	92	NA		
BLACK	100	Y	100	Y	90	Y	89	Y			Y			NA	12	10	NA	13	11	NA	83	NA	88	NA		
HISPANIC	100	Y	100	Y	89	Y	93	Y			Y			NA	11	11	NA	10	7	NA	77	NA	91	NA		
ASIAN	100	Y	100	Y		NA		NA			NA			NA						NA						
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA						NA						
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	89	Y	90	Y			Y			NA	12	11	NA	12	10	NA	77	NA	88	NA		
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA						NA						
STUDENTS WITH DISABILITIES		NA		NA		NA		NA			NA			NA						NA						

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2													Dade HERBERT A. AMMONS MIDDLE SCHOOL 6001													
Number of students enrolled in the grades tested: Click here to see Number of students in each group													Read: 1141 Math: 1141			2006-2007 School Grade ¹ : A			Did the School make Adequate Yearly Progress?			YES				
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N
TOTAL ⁴	100	Y	100	Y		Y	90	Y			Y			NA	12	10	NA	9	10	NA	60	NA	80	NA		
WHITE	100	Y	100	Y	93	Y		Y			Y			NA	10	7	NA			NA	60	NA	81	NA		
BLACK	100	Y	100	Y	88	Y	87	Y			Y			NA	15	12	NA	13	13	NA	64	NA	84	NA		
HISPANIC	100	Y	100	Y	89	Y	90	Y			Y			NA	13	11	NA	10	10	NA	57	NA	78	NA		
ASIAN	100	Y	100	Y		NA		NA			NA			NA						NA						
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA						NA						
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	88	Y	88	Y			Y			NA	14	12	NA	10	12	NA	55	NA	80	NA		
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA						NA						
STUDENTS WITH DISABILITIES		NA		NA		NA		NA			NA			NA						NA						

SCHOOL GRADE DATA

Dade School District HERBERT A. AMMONS MIDDLE SCHOOL 2008-2009					
	Reading	Math	Writing	Science	Grade Points Earned
% Meeting High Standards (FCAT Level 3 and Above)	90%	93%	99%	67%	349
Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.					
% of Students Making Learning Gains	69%	79%			148
3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2 					

Adequate Progress of Lowest 25% in the School?	78% (YES)	81% (YES)			159	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					656	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Dade School District HERBERT A. AMMONS MIDDLE SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	91%	92%	98%	74%	355	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	74%	83%			157	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	81% (YES)	84% (YES)			165	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					677	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Dade School District HERBERT A. AMMONS MIDDLE SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	91%	91%	98%	72%	352	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	67%	81%			148	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	79% (YES)	84% (YES)			163	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					663	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested