
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 4691 - Jane S. Roberts K-8 Center

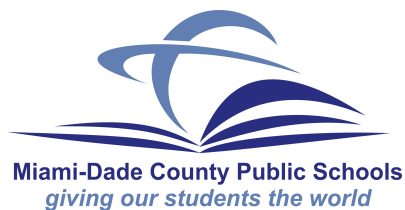
FeederPattern: John A. Ferguson Senior

Region: Regional Center V

District: 13 - Miami-Dade

Principal: Ann Kinstler

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Jane S. Roberts K-8 Center

Jane S. Roberts K-8 Center is located in a predominantly Hispanic middle class suburban community that is representative of the diverse multi-ethnic composition of Miami-Dade County, Florida. Jane S. Roberts K-8 Center has a prekindergarten through eighth grade configuration. The elementary school is composed of general education classes, two gifted resource classes, three varying exceptionalities classes, a Voluntary Prekindergarten Program (VPK) class, and two ESE prekindergarten classes. The Middle School is composed of general education classes, two advanced classes, two varying exceptionality classes, and a technology resource lab. Inclusion classrooms are implemented in both the elementary and middle school. The student population consists of 1283 students. The ethnic/racial makeup of the student population is 82.5 percent Hispanic, 14.3 percent White, 1.3 percent African-American and 1.9 percent other. Additionally, 21 percent of the students receive free lunch, 12 percent receive reduced lunch prices, and 3.5 percent are receiving free direct certification through the food stamp program.

Given instruction using the Sunshine State Standards and the Miami-Dade County Public Schools Competency-Based Curriculum, students in grades 3-8 will improve their reading scores by a one percent increase from a score of seventy-eight percent in the percentage of students scoring level three and above on the 2007 FCAT Reading Test as compared to scores on the 2006 FCAT Reading Test. Given instruction using the Sunshine State Standards and the Miami-Dade County Public Schools Competency-Based Curriculum, 51% or greater of all identified NCLB subgroup students will achieve FCAT level three or above in reading. Fifty one percent or greater of Students with Disabilities in grades three through eight will score a level three or above on the FCAT Reading Test in 2007.

Given instruction using the Sunshine State Standards and the Miami-Dade County Public Schools' Competency-Based Curriculum, students in grades three through eight will score 78 percent or higher scoring level three and above on the 2007 FCAT Mathematics Test. Given instruction using the Sunshine State Standards and the Miami-Dade County Public Schools' Competency-Based Curriculum, 56 percent or greater of Students with Disabilities will achieve FCAT level 3 or above on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grades 4 and 8 will improve their writing skills as evidenced by maintaining 87 percent of the students reaching the state mastery level of 3.5 or above as documented by the scores on the 2007 FCAT Writing Plus Test. Students in grade four will increase the percentage from a combined score of 83 percent on the 2006 FCAT Writing + to an 84 percent on the 2007 FCAT Writing + Test combining the Expository and Narrative sections.

Students in grade eight will increase the percentage from a combined score of 90 percent on the 2006 FCAT Writing + to a 91 percent on the 2007 FCAT Writing + Test combining the Expository and Persuasive sections.

Given instruction using the Sunshine State Standards and the Miami Dade County Public Schools Competency-Based Curriculum, fifth grade students will improve their science mean scale score to 326. Fifty seven percent of the students will score at a level three and above on the 2007 Science FCAT Test.

Given instruction using the Sunshine State Standards and the Miami Dade County Public Schools Competency-Based Curriculum, eighth grade students will improve their science mean scale score to 308 on the 2007 Science FCAT Test. Forty seven percent of the eighth grade students will score at a level three and above on the 2007 Science FCAT Test.

Given an emphasis on parental involvement, volunteer participation will be impacted as evidenced by 1,500 hours documented on volunteer sign-in logs for the 2006-2007 school year.

Research demonstrates there is a direct link between student achievement and student behavior and given the use of intervention programs, school discipline and safety will improve as evidenced by a two percent reduction in the suspension rate recorded on the 2006-2007 Suspension Report as compared to the rate in 2005-2006 Suspension Report .

Given on-going school site training in the implementation of the District Electronic Gradebook, 100% of kindergarten through eighth grade classroom teachers will utilize the electronic gradebook as the primary means to record student work and grades as documented by generated interim and quarterly reports.

Given instruction based on the Sunshine State Standards, the percent of students with passing scores will be 68% on the FITNESSGRAM for students in grades four through six for the 2006-2007 school year.

Given instruction using the Sunshine State Standards in music and extra-curricular programs offered after school, participation in music programs by students will increase in the 2006-2007 school year.

Jane S. Roberts K-8 Center will improve its ranking on the State of Florida ROI index publication from the 75th percentile in 2004-2005 to the 77th percentile on the 2005-2006 publication of the index.

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.

Jane S. Roberts K-8 Center

VISION

Jane S. Roberts holds the beliefs that all educational endeavors undertaken by the school ideally develop and align a positive school image through the advancement of the academic, social, and personal well-being of the student body.

MISSION

Jane S. Roberts K-8 Center enriches the community through educational excellence and continued commitment and support for our teachers, staff, students, families, and the community that we serve. The extension of the services that the school provides encompasses the needs of the whole individual and ensures academic, social, and personal growth within a supportive, creative, and flexible environment.

CORE VALUES

Jane S. Roberts K-8 Center holds the belief that all educational endeavors undertaken by the school ideally develop and align a positive school image through the advancement of the academic, social, and personal well being of the student body.

School Demographics

Jane S. Roberts K-8 Center is located in a predominantly Hispanic middle-class suburban community that is representative of the diverse multi-ethnic composition of Miami-Dade County, Florida. Jane S. Roberts K-8 Center utilizes a prekindergarten through eighth grade configuration. The elementary school is composed of general education classes, a gifted resource class, varying exceptionalities resource classes, a VPK prekindergarten class, and three ESE prekindergarten classes (one being a half day program). The upper academy is comprised of general education classes, gifted resource classes, varying exceptionalities resource classes, and a technology resource classroom. Our student population consists of 1,274 students. The ethnic/racial makeup of the student population is 81.7 percent Hispanic, 13.3 percent White, 1.7 percent African-American, and 2.2 other. Additionally, 24 percent of our students receive free lunch, 15 percent receive a reduced lunch rate, and 3.5 percent are receiving free direct certification through the food stamp program.

The staff at Jane S. Roberts K-8 Center is composed of 135 full-time staff members and 25 part-time staff members. There are four administrators, three guidance counselors, one trust counselor, one career specialist, one reading leader, two media specialists, 7 paraprofessionals, 8 clerical, 6 custodial, 2 cafeteria managers, one computer specialist, and ninety one teachers. The breakdown of teachers is as follows: one ESE program specialist, 6 exceptional education, 8 bilingual, 9 special area/elective and sixty-seven classroom teachers. The ethnic/racial breakdown of the teacher population is 19 percent White, 14 percent Black and 67 percent Hispanic. Forty eight teachers have advanced degrees and three are National Board certified.

Jane S. Roberts K-8 Center has an Extended Foreign Language (EFL) Spanish program for students in grades kindergarten through five. The school also provides two Academic Excellence Programs in Journalism and Multimedia T.V. Productions and two Gifted Resource Units. The school has received an 'A' rating from the FLorida Department of Education for the past five years.

School Foundation

Leadership:

The September 2006 Organizational Performance Improvement Snapshot Survey indicates that our strongest item in the area of Leadership was item 1a, knowledge of the organization's mission, and the weakest in that section was item 1g, which asks the staff's opinion of the organization. Based on the results, it is evident that the administration, working collaboratively with EESAC, have established a vision to improve student achievement. The school's mission is shared with all stakeholders at meetings.

District Strategic Planning Alignment:

The September 2006 Organizational Performance Improvement Snapshot Survey indicates that our strongest item in the area of Strategic Planning was item 2c, analyzing progress. The weakest item was 2a, which was the lack of staff input and ideas. The administration, elected members of the EESAC, and staff follow the Sunshine State Standards, district and state guidelines as well as the School Improvement Plan to attain the goals of the school. Stakeholders will share information at meetings.

Stakeholder Engagement:

The September 2006 Organizational Performance Improvement Snapshot Survey indicates that the strongest items in the area of Stakeholder Engagement/Customer and Market Focus was item 3b, knowledge and identification of the stakeholders and maintaining communication with the stakeholders. The weakest items were 3d and 3e which were the staff's input in the decision making process. The stakeholders at Jane S. Roberts K-8 Center are offered opportunities for learning and achieving by addressing their needs.

Faculty & Staff:

The September 2006 Organizational Performance Improvement Snapshot Survey indicates that the strongest item in the section Faculty and Staff /Human Resources were items 4a and 4b, which indicate the ability to use and deliver information. The weakest item was item 4f which is the delivery of data. The administration and the elected EESAC members work collaboratively to assess the needs and opportunities for growth for all stakeholders.

Data/Information/Knowledge Management:

The September 2006 Organizational Performance Improvement Snapshot Survey indicates that the strongest item in the area of Data/Information/Knowledge Management/Process Management was item 5e which states that opportunities and incentives are provided for stakeholders. The weakest item was item 5d which was the delivery of individual incentive and recognition. The administration has monitored staff performance through PACES, Certification, Professional Development Plans and End of the Year Evaluations.

Education Design:

The September 2006 Organizational Performance Improvement Snapshot Survey indicates that the strongest item in the area of Education Design was item 6b which reflects the work location provides opportunities for stakeholders to share ideas. The weakest item is 6a which reflects the need at the work location for flexibility to the needs of the

stakeholders. The administration and EESAC are working to provide more technology at the school site.

Performance Results:

The September 2006 Organizational Performance Improvement Snapshot Survey in the area of Performance/Business Results indicates that the strongest items are 7b which reflects the staff members ability to meet high standards. The weakest item in that section was item 7c, which deals with the organization's reporting and sharing of key financial results. The school's staff have implemented Best Practices and State and District guidelines to maintain an 'A' status for the past four years.

GOAL 1: READING

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

Reading achievement will be maintained or improved for all NCLB groups.

Needs Assessment

The results of the 2006 FCAT Reading Test indicate that 77 percent of students in grades 3 through 8 have scored at or above FCAT Achievement Level 3, 77 percent have demonstrated acceptable levels of learning gains, and 67 percent of students scoring in the lowest 25 percent by grade level have demonstrated acceptable levels of learning gains as compared to scores on the 2005 administration. The 2006 Adequate Yearly Progress Report indicates that 80 percent of our White students made adequate progress, 78 percent of the Hispanic students made adequate progress, 73 percent of the Economically Disadvantaged students made adequate progress, 68 percent of the Limited English Proficient students made adequate progress, and 47 percent of the Students With Disabilities made adequate progress. Focus in Reading in grades three through eight will be in the area of Main idea and Purpose.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards and the Miami-Dade County Public Schools Competency-Based Curriculum, students in grades 3-8 will improve their reading scores by a one percent increase from a score of seventy-eight percent in the percentage of students scoring level three and above on the 2007 FCAT Reading Test as compared to scores on the 2006 FCAT Reading Test. Given instruction using the Sunshine State Standards and the Miami-Dade County Public Schools Competency-Based Curriculum, 51% or greater of all identified NCLB subgroup students will achieve FCAT level three or above in reading. Fifty one percent or greater of Students with Disabilities in grades three through eight will score a level three or above on the FCAT Reading Teast in 2007.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|---|-----------|-----------|------------------------------|--------|
| | | START | END | | |
| Monitor student progress through the implementation of the Adopted Houghton Mifflin Reading assessments and district mandated interim assessments. | Assistant Principals | 8/14/2006 | 5/30/2007 | District-wide literacy plan | \$0.00 |
| Identify students who scored levels one and two on the Reading FCAT to participate in the Academic Assistance Program, Intensive Reading and/or Intensive Reading Plus classes. | Assistant Principals | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Implement the 8-Step Continuous Improvement Model (CIM) as evidenced by grade level meeting agendas to target data-driven instruction and student learning. | Assistant Principals, Classroom Teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Monitor student progress through the implementation of diagnostic assessment tools (DIBELS, MAZE and FLKRS). | Assistant Principals | 8/14/2006 | 5/30/2007 | District-wide literacy plan | \$0.00 |
| Maintain a reading log in the Middle School Language Arts classrooms to monitor implementation of reading libraries materials. | Assistant Principal, Middle School Language Arts Teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Participate in the Governor's Initiative Breaking the World Record Read Aloud for all Middle School Students in grades 6-8. | Assistant Principals, Middle School Teachers, Media Specialists | 9/28/2006 | 9/28/2006 | District Strategic Plan | \$0.00 |
| Students in K-5th grades will participate in Favorite Book Character Day in an effort to develop awareness of reading. | Assistant Principal, Classroom Teachers, Media Specialists | 8/14/06 | 5/30/07 | Continuous Improvement Model | \$0.00 |
| Identify students for Gifted and Advanced programs by providing critical thinking skills and enrichment activities in kindergarten through eighth grade classes. | Principal, Assistant Principals | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |

| | | | | | |
|--|--|-----------|-----------|------------------------------|--------|
| Monitor the use of the Student Performance Indicators database to target data-driven instruction and focus on main idea and purpose content clusters on a school wide basis. | Assistant Principals, classroom teachers, Middle school Language Arts teachers | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |
| Provide and monitor progress for Students with Disabilities who participate in Inclusion classes and academic assistance classes through the use of District Interim Assessments and Text-based assessments. | Assistant Principals, ESE and classroom teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |

Research-Based Programs

Elementary Language Arts/Reading teachers will use the adopted Houghton-Mifflin textbook series and related resource materials. Middle school Language Arts and Reading teachers will use the McDougal Littell textbook series for Reading and Prentice Hall textbook series for writing and grammar.

Professional Development

1. Provide teacher training on the use of the Student Performance Indicators (SPI) database. 2. Teachers will be provided with ongoing training in curriculum strategies and other District workshops. 3. Language arts and reading ESE teachers, will collaborate through bi-weekly grade level and department meetings. 4. Professional development will focus on improving the delivery of language arts/reading instruction, with focus on main idea and purpose for the 2006-2007 school year.

Evaluation

This objective will be evaluated by scores on the 2007 FCAT Reading Test and scores on the District Developed Interim Assessments.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

Mathematics achievement will be maintained or improved for all NCLB subgroups.

Needs Assessment

The results of the 2006 FCAT Mathematics test indicate that 77 percent of students in grades 3 through 8 have scored at or above FCAT Achievement Level 3 and 78 percent have demonstrated acceptable levels of learning gains as compared to the scores on the 2005 administration. The 2006 Adequate Yearly Progress Report indicates that 79 percent of the White students made adequate progress, 71 percent of the Hispanic students made adequate progress, and 67 percent of Economically Disadvantaged students made adequate progress, 64 percent of the Limited English Proficient students made adequate progress, and 46 percent of the Students with Disabilities made adequate progress. Emphasis will be given in the strands of mathematics which require opportunities for improvement specifically Algebraic Thinking and Data Analysis.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards and the Miami-Dade County Public Schools' Competency-Based Curriculum, students in grades three through eight will score 78 percent or higher scoring level three and above on the 2007 FCAT Mathematics Test. Given instruction using the Sunshine State Standards and the Miami-Dade County Public Schools' Competency-Based Curriculum, 56 percent or greater of Students with Disabilities will achieve FCAT level 3 or above on the 2007 FCAT Mathematics Test.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|--|-----------|-----------|------------------------------|--------|
| | | START | END | | |
| Implement Math Day on a schoolwide basis from grades K-8. | Assistant Principals, Classroom Teachers | 4/2007 | 4/2007 | District Strategic Plan | \$0.00 |
| Implement a Math Resource Guide for K-5th grade Mathematics teachers and Middle school teachers as a resource guide and teaching tool. | Assistant Principals | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |
| Following the Continuous Improvement Model, identify students who scored levels one and two on the 2005-2006 Mathematics FCAT and provide tutorials and academic assistance for those students. | Classroom Teachers | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |
| Monitor student progress through District interim assessments and adjust instruction and strategies according to results focusing on areas of need. | Classroom Teachers, middle school mathematics teachers | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |
| Implement the Continuous Improvement Model (CIM) as evidenced by grade level agendas in order to improve student achievement with focus on content areas of Algebraic Thinking and Data Analysis. | Assistant Principals | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |
| Monitor implemented curriculum mapping to ensure continuous student achievement and maintaining percentage of students scoring at level three and higher. | Assistant Principals | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |
| Provide students who scored levels one and two in grades three through five with Academic Assistance, LEP Tutorial, and tutorials before and after school. | Assistant Principals | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |

Research-Based Programs

Elementary mathematics teachers will use the Harcourt Textbook series and related resources. Middle school mathematics teachers will use the Holt-Reinhart Textbook series and related resources.

Professional Development

Professional development will be provided to enhance mathematics instruction with emphasis on areas of need especially in the areas of Algebraic Thinking and Data Analysis. It will focus on improving the delivery of mathematics instruction for the 2006-2007 school year.

Evaluation

These objectives will be evaluated by scores earned on the 2007 FCAT Mathematics Test, District Developed Interim Assessments, Text related assessments and Tutorial evaluations.

GOAL 3: WRITING

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

Students in all NCLB groups will maintain or improve writing performance.

Needs Assessment

Results of the 2006 FCAT Writing Test indicate that 87 percent of the students met the state-required mastery level of 3.5 or above. Subcategories indicate that 91 percent of our Hispanic students and 83 percent of our Limited English Proficient students improved by one percent.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades 4 and 8 will improve their writing skills as evidenced by maintaining 87 percent of the students reaching the state mastery level of 3.5 or above as documented by the scores on the 2007 FCAT Writing Plus Test. Students in grade four will increase the percentage from a combined score of 83 percent on the 2006 FCAT Writing + to an 84 percent on the 2007 FCAT Writing + Test combining the Expository and Narrative sections.

Students in grade eight will increase the percentage from a combined score of 90 percent on the 2006 FCAT Writing + to a 91 percent on the 2007 FCAT Writing + Test combining the Expository and Persuasive sections.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|--|--|-----------|-----------|---------------------------------|--------|
| | | START | END | | |
| Identify students scoring on the low range on the District-based writing pre-test | Assistant Principals, Classroom Teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Administer a monthly writing prompt to students in grades kindergarten through eighth. | Assistant Principals, Classroom Teachers | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |
| Maintain student portfolios as a student progress monitoring tool. | Classroom Teachers | 8/14/2006 | 5/30/2007 | District-wide literacy plan | \$0.00 |
| Implement the Continuous Improvement Model (CIM) as evidenced by grade level meeting agendas. | Assistant Principals, Classroom Teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Use Student Performance Indicators database to target data-driven instruction for students. | Classroom Teachers | 8/14/2006 | 5/30/2007 | District-wide literacy plan | \$0.00 |
| Implement Poetry Day in kindergarten through eight grade. | Assistant Principals, Classroom Teachers, Middle School Language Arts Teachers, Media Specialists | 8/14/2006 | 5/30/2007 | District-wide literacy plan | \$0.00 |
| Provide writing inservices to increase teacher knowledge on the scoring using the six point prompt at the school site. | Principal, Assistant Principals | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |

Research-Based Programs

The National Council of Teachers of English - Writing in the Early Grades and Writing in the Intermediate Grades McDougal-Littell Core Reading Program will also be used.

Professional Development

Teachers in second, third, fourth and eighth grades will receive training in the writing process.

Evaluation

Mastery of the objective will be evaluated by comparing the scores on the District developed writing pre/post-test using a six-point rubric. Scores on the writing portion of the 2007 FCAT Writing Plus will show an improvement in the percentage of students scoring at a 3.5 or above. In addition, the mean score on both the fourth and eighth grade FCAT Writing+ Test will increase by .2%.

GOAL 4: SCIENCE

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

Science skills will be maintained or improved for all levels.

Needs Assessment

Scores on the 2006 FCAT Science Test indicate that 55% of the fifth grade students scored at or above level three. Scores on the 2006 FCAT Science Test indicate that 45% of the eighth grade students scored at or above level three. There will be emphasis on the area of Scientific Thinking.

Measurable Objective

Given instruction using the Sunshine State Standards and the Miami Dade County Public Schools Competency-Based Curriculum, fifth grade students will improve their science mean scale score to 326. Fifty seven percent of the students will score at a level three and above on the 2007 Science FCAT Test.

Given instruction using the Sunshine State Standards and the Miami Dade County Public Schools Competency-Based Curriculum, eighth grade students will improve their science mean scale score to 308 on the 2007 Science FCAT Test. Forty seven percent of the eighth grade students will score at a level three and above on the 2007 Science FCAT Test.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|--|--|-----------|-----------|---------------------------------|--------|
| | | START | END | | |
| Monitor the implementation of science projects to be displayed in school Science Fair for students in fourth through eighth grades. | Assistant Principals, Classroom Teachers, Department Chairs | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Maintain a record of science lab usage with an emphasis on the Scientific Method as evidenced in lesson plans and/or science logs. | Classroom Teachers, Department Chairs | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Implement Science Day in kindergarten through eighth grades to develop scientific thinking skills in students and increase science awareness. | Assistant Principals, Classroom Teachers, Middle school science teachers | 4/2007 | 4/2007 | Continuous Improvement Model | \$0.00 |
| Implement the Continuous Improvement Model (CIM) as evidenced by grade level meeting agendas to oncrease communication at all grade levels in the area of science and to discuss science data results. | Assistant Principals, Classroom Teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Implement district developed Pacing Guide in grades kindergarten through eighth to target instruction and student achievement. | Assistant Principals, classroom teachers, middle school science teachers | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |
| Implement an academic assistance program for LEP students in grades six through eight to improve science achievement. | Assistant Principals | 9/2006 | 4/2007 | District Strategic Plan | \$0.00 |
| Administer District developed interim assessments in Science in fifth and eighth grades to target instruction and monitor student progress. | Fifth and eighth grade teachers | 10/2006 | 4/2007 | District Strategic Plan | \$0.00 |

Research-Based Programs

Fifth grade students use the Harcourt Science textbook series and resources. Sixth, seventh and eighth grade students use the Glencoe Science textbook and resources. In Earth and Space Science, Holt Earth and Space Science textbook and resources will be used.

Professional Development

Teachers will be provided with inservice activities introducing them to the district pacing guide. Professional development to enhance science instruction will be provided to staff. Staff will attend district workshops as needed or required. Professional development will focus on the area of Scientific Thinking.

Evaluation

This objective will be evaluated by the scores earned on the 2007 FCAT Science Test and results from the District developed interim assessments in grades five and eight and text-related assessments.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 5 STATEMENT:

Parental involvement in schoolwide activities will increase from its previous level.

Needs Assessment

Research has proven that increased parental involvement has a positive effect on student achievement, volunteer participation will be impacted as evidenced by more parents being involved in volunteer activities.

Measurable Objective

Given an emphasis on parental involvement, volunteer participation will be impacted as evidenced by 1,500 hours documented on volunteer sign-in logs for the 2006-2007 school year.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|--|---|-----------|-----------|----------------------------|--------|
| | | START | END | | |
| Distribute monthly parent calendar of school events in both print and online format. | Principal, Assistant Principal | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Provide parents with resources to assist students at home. Examples include an e-guide, "What Your Child Should Know" to improve parents' understanding of the K-12 curriculum and pamphlets/brochures about FCAT related information. | Principal, Assistant Principals | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Provide parents with a handbook that covers schoolwide information and continually update parent information via the school's website and school's marquee. | Principal, Assistant Principals | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Increase parental involvement by having events such as a Volunteer Breakfast, fliers and night time informative meetings related to skills improvement. | Principal, Guidance Counselors | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Use the school Connect-Ed system to communicate relevant school information to parents. | Media Specialists | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Advertise Parent Academy classes in the newsletter, flyers and Connect-ED. | Principal, Media Specialists | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Provide a Parent Resource Center at the school site to disseminate resource materials and information to parents. | Media Specialists | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Hold a Parent-Teacher-Student Associations (PTSA) drive to increase parent membership. | Principal | 8/14/2006 | 10/6/2007 | District Strategic Plan | \$0.00 |
| Host monthly EESAC meetings to update parents about school improvement efforts. All parents will be invited to attend. | Principal, EESAC Chair | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |

Research-Based Programs

P.T.S.A. web-site, National Standards for P.T.S.A., Parental Involvement Program

Professional Development

EESAC Membership Training. Website Development for the purpose of increased teacher usage for parent communication. Training for teachers in the Parent Viewer section of the District-mandated Electronic Gradebook.

Evaluation

This objective will be evaluated by the number of hours documented in the Volunteer Log.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 6 STATEMENT:

School discipline and safety will improve at the elementary and middle schools.

Needs Assessment

The results of the 2005-2006 Suspension Rate report reflects 10.3% suspension rate. Emphasis will be given to decreasing the suspension rate in order to improve student achievement.

Measurable Objective

Research demonstrates there is a direct link between student achievement and student behavior and given the use of intervention programs, school discipline and safety will improve as evidenced by a two percent reduction in the suspension rate recorded on the 2006-2007 Suspension Report as compared to the rate in 2005-2006 Suspension Report .

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|--|-----------|-----------|----------------------------|--------|
| | | START | END | | |
| Review and update the schoolwide discipline plan. | Principal, Assistant Principals, Teachers, Counselors | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Provide students guidance on following the Code of Student Conduct rules and regulations. | Assistant Principals, Guidance Counselors | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Implement the Youth Crime Watch, Drug Free Youth in Town and the Peer Mediators groups at the middle school site. | Assistant Principals, Guidance Counselors, Trust Specialist | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Implement small group counseling sessions using district developed Trust curriculum, Alternative to Suspension. | Assistant Principals, Trust Specialist | 9/25/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Implement the Anti-bullying and Harassment School Action Plan school wide. | Assistant Principals, Guidance Counselors, Trust Specialists, Teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Implement Project Alert and Trust Curriculum in seventh grade. | Trust Specialist | 8/14/2006 | 3/2007 | District Strategic Plan | \$0.00 |
| Identify at-risk students to monitor their academic and behavior to ensure improvement of student achievement. | Assistant Principals, Guidance Counselors, Trust Specialist | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |

Research-Based Programs

Not Applicable

Professional Development

Counselors will attend district inservices on anti-bullying, peer mediation, and identifying at-risk students. Teachers will attend school site and district inservices targeted on improving discipline, personal safety and implementing behavioral strategies.

Evaluation

The results of the 2006-2007 Suspension Rate report will indicate a two percent decrease in the suspension rate compared to the 2005-2006 school year suspension rate.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 7 STATEMENT:

Electronic Gradebook usage will be used by classroom teachers in grades kindergarten through eighth.

Needs Assessment

District reports indicate the need for classroom teachers in grades kindergarten through eighth to implement the electronic gradebook as a means of recording student work and academic progress. Identify new teachers to train those teachers in the use of the electronic gradebook.

Measurable Objective

Given on-going school site training in the implementation of the District Electronic Gradebook, 100% of kindergarten through eighth grade classroom teachers will utilize the electronic gradebook as the primary means to record student work and grades as documented by generated interim and quarterly reports.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|--|--|-----------|-----------|----------------------------|--------|
| | | START | END | | |
| Provide on site training by the electronic gradebook manager to teachers. | Technology Manager | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Provide on site continuous assistance for teachers. | Technology Manager | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Monitor student progress with the implementation of the electronic gradebook. | Principal, Assistant Principals, Teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Implement Parent Viewer in kindergarten through eighth grades. | Principal, Assistant Principals, Teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Identify teachers that need training in the use of the electronic gradebook. | Principal | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Update school website on a monthly basis and add a link to electronic gradebook and parent viewer. | Media Specialist, Computer Specialist | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |

Research-Based Programs

Not applicable

Professional Development

Teachers in grades kindergarten will receive training in the implementation and usage of the electronic gradebook. All teachers will receive additional training and assistance on the electronic gradebook.

Evaluation

Mastery of this objective will be evaluated by results on the Interim District Reports which will indicate 100% teacher usage.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 8 STATEMENT:

The percentage of students in 4th, 5th and 6th grades passing the FITNESSGRAM will improve.

Needs Assessment

The results of the 2005-2006 FITNESSGRAM show that 48 percent of the students who participated in grades four through six passed. There is a need for students to improve their health. There is a link between improved student achievement and improved physical health.

The results of the Miami-Dade County Public Schools FITNESSGRAM will indicate that students in fourth through sixth grades will improve scores from 68% to 70% in the 2006-2007 school year.

Measurable Objective

Given instruction based on the Sunshine State Standards, the percent of students with passing scores will be 68% on the FITNESSGRAM for students in grades four through six for the 2006-2007 school year.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|--|-----------|-----------|-------------------------|--------|
| | | START | END | | |
| Identify students who do not meet the requirements on the quarterly pre-assessments. | Physical Education Teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Monitor students who master and do not meet the requirements on the quarterly pre-assessments. | Physical Education Teacher | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Assure that all sixth grade students attend physical education classes as mandated by the District. | Principal, Assistant Principals Physical Education Teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Provide Intramurals for students in grades fifth through eighth after school. | Principal | 9/25/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Introduce students to healthy eating habits by inviting guest speakers on Career Day and throughout the school year. | Principal, Counselors, Career Specialist, Teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Increase the number of free breakfast offered at the school site to provide students with nutritious breakfast for improved student health. | Principal | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |

Research-Based Programs

Elementary physical fitness will use the Miami-Dade County Public Schools Competency-Based Curriculum, Sunshine State Standards, National Standards for Physical Fitness and District initiative - Enhanced Student Wellness Education.

Professional Development

Teachers will attend District inservices provided by the Division of Life Skills.

Evaluation

This objective will be evaluated by scores on the 2006-2007 FITNESSGRAM.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 9 STATEMENT:

Increase student and parental participation in school-wide musical programs.

Needs Assessment

According to district initiative, there is a need to increase parental participation in school-wide activities. Research has shown that increased parental involvement is a positive factor in improving student achievement and promoting a positive school environment. Studies have shown that the study of music improves math skills in students.

Measurable Objective

Given instruction using the Sunshine State Standards in music and extra-curricular programs offered after school, participation in music programs by students will increase in the 2006-2007 school year.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|--|---|-----------|-----------|------------------------------|--------|
| | | START | END | | |
| Provide students with the opportunities to chose after school enrichment programs in their area of interest. | Music Teachers | 8/14/2006 | 5/30/2007 | Expanding arts opportunities | \$0.00 |
| Identify potential students for enrichment programs. | Music Teachers | 8/14/2006 | 5/30/2007 | Expanding arts opportunities | \$0.00 |
| Monitor parental participation in school held musical programs. | Assistant Principals, Music Teachers | 8/14/2006 | 5/30/2007 | Expanding arts opportunities | \$0.00 |
| Participate in District and local events. | Principal, Music Teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |

Research-Based Programs

National Parent-Teacher-Student Association Standards, State PTSA Standards, District initiative on Enhanced Academic Enrichment Activities

Professional Development

Music teachers will attend professional development activities sponsored by the District.

Evaluation

This objective will be evaluated using the school's monthly parent calendar where special school-related events are announced and by parental participation will be monitored by the number of families attending the events.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 10 STATEMENT:

Jane S. Roberts K-8 Center will rank at or above the 77th percentile statewide in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2004-2005, Jane S. Roberts K-8 center ranked at the 75th percentile on the State of Florida ROI index.

Measurable Objective

Jane S. Roberts K-8 Center will improve its ranking on the State of Florida ROI index publication from the 75th percentile in 2004-2005 to the 77th percentile on the 2005-2006 publication of the index.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|---|-----------|-----------|-------------------------|--------|
| | | START | END | | |
| Collaborate with the district on resource allocation. | Principal | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Consider reconfiguration of existing resources or taking advantage of a broader base, e.g. private foundations, volunteer networks. | Principal | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Consider shared use of facilities, partnerships with community agencies. | Principal | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Increase communication with staff on school financial issues. | Principal | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Increase knowledge about the financial resources in relation to school programs. | Principal | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |

Research-Based Programs

Not Applicable

Professional Development

The Principal will attend district workshops such as Money Matters to increase knowledge on financial and budgetary matters at the school site.

Evaluation

Jane S. Roberts K-8 Center will show progress toward reaching the 77 percentile on the next State of Florida ROI index publication,

EESAC Compliance

| YES | NO | |
|-------------------------------------|--------------------------|--|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i> |

Budget:

The Educational Excellence School Advisory Council has recommended that the principal allocate additional funds to improve student technology usage to increase student achievement.

Training:

The Educational Excellence School Advisory Council has recommended that the principal provide additional computer training with a focus on the proper use of software by students and faculty.

Instructional Materials:

The Educational Excellence School Advisory Council has recommended that the acquisition of instructional materials through the purchase of state/district funds be facilitated.

Technology:

The Educational Excellence School Advisory Council has recommended allocating funding to acquire additional computers, printers, and other technology related peripherals.

Staffing:

The Educational Excellence School Advisory Council has recommended that the principal allocate funding for a school tutoring program to assist low-achieving students

Student Support Services:

The Educational Excellence School Advisory Council has recommended the continued utilization of all possible assistance derived from student support services.

Other Matters of Resource Allocation:

The Educational Excellence School Advisory Council has recommended and approved purchasing of classroom computers as a communication avenue to the parents.

Benchmarking:

The Educational Excellence School Advisory Council has had ongoing discussions with the principal concerning test scores in the various areas of reading, mathematics, and writing.

School Safety & Discipline:

The Educational Excellence School Advisory Council has recommended that the principal allocate funding for hiring extra security monitors and support personnel.

Budget Summary

| BY GOAL | TOTAL BUDGET |
|-----------------------------------|---------------------|
| Goal 1: Reading | \$0.00 |
| Goal 2: Mathematics | \$0.00 |
| Goal 3: Writing | \$0.00 |
| Goal 4: Science | \$0.00 |
| Goal 5: Parental Involvement | \$0.00 |
| Goal 6: Discipline & Safety | \$0.00 |
| Goal 7: Technology | \$0.00 |
| Goal 8: Health & Physical Fitness | \$0.00 |
| Goal 9: Electives & Special Areas | \$0.00 |
| Goal 10: Return On Investment | \$0.00 |
| <hr/> | |
| Total: | \$0.00 |

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

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

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

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

Region Superintendent