

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Key Biscayne K-8 Center (2741)

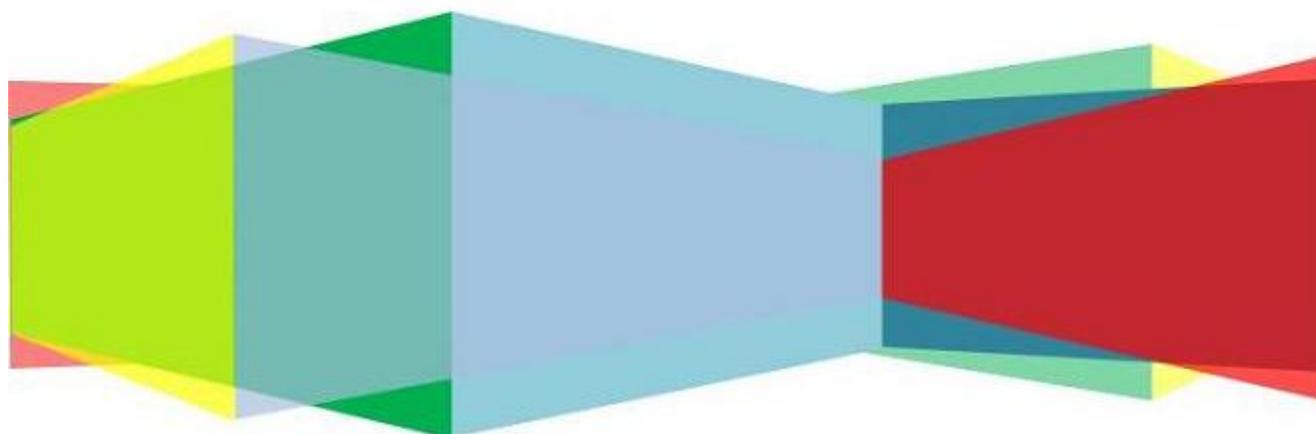
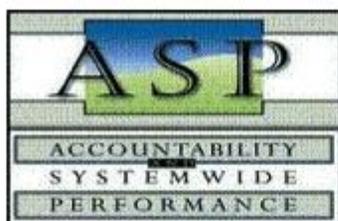
Feeder Pattern - Coral Gables Senior

Regional Center IV

District 13 - Miami-Dade

Principal - Silvia Tarafa

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Key Biscayne K-8 Center was built in 1952 is located on a barrier island and serves 1,092 students from the surrounding communities, with 12% of the student body enrolled as out of area transfers. It is in the Coral Gables Feeder Pattern and serves students from pre-kindergarten through eighth grade. The population of the community is culturally diverse and represents all socio-economic levels. The ethnic composition of the student population is 61% Hispanic, 33% White (Non-Hispanic), 5% Black, and 1% other. The student enrollment that qualifies for free or reduced lunch is 13%. Presently, we have 18.92 class size average in Pre-kindergarten through third grade and 20.5 in fourth through eighth grade. The percentage of student attendance for the 2006-2007 school year was 95.74. The business leaders in the community are supportive of Key Biscayne K-8 Center. We have established partnerships with Bank United, Fortune Realty, Islander News, and Domino's Pizza. Under the State of Florida's A+ Plan, Key Biscayne K-8 Center met the requirements to earn an A school grade and also met Adequate Yearly Progress (AYP) for the 2006-2007 school year. Level 1 and 2 students comprise, respectively, 5% and 8% of our total student population. The U.S. Department of Education has ranked Key Biscayne K-8 Center as the number three combination school in the State of Florida and designated it a 2006 Blue Ribbon School.

Key Biscayne K-8 Center provides various extended learning opportunity models to meet the needs of our students. The Inclusion program enables SPED students to remain in the regular classroom with the regular classroom teacher and the SPED teacher working collaboratively to help these students attain desired levels of achievement. The Extended Foreign Language (EFL) program implemented in grades K-4 for the 2007-2008 school year allows students, both fluent and non-fluent speakers, to improve and extend their reading and language abilities to better prepare them to function in our multilingual, multicultural society. In addition to the Advanced Academic courses of the Gifted program, middle school offers Advanced Language Arts, Mathematics, Science, and U.S. History classes to further develop and challenge those students performing at high levels of achievement. For lower performing students, middle school offers Intensive Reading and Mathematics classes. Additionally, tutorial programs, such as the Early Bird, during, and After School classes for elementary and middle school students, help address deficiencies by extending students' learning opportunities and helping them build the necessary skills and concepts to achieve desired levels of performance.

Given instruction based on the Sunshine State Standards, students in grades three through eight will improve their reading skills as evidenced by 92% of students scoring at Achievement Level 3 or higher on the 2008 FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in grades three through eight will improve their mathematics performance as evidenced by 92% of students scoring at Achievement Level 3 or higher on the 2008 FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade four and eighth will maintain or improve their writing skills as evidenced by 99% of students meeting state mastery on the 2008 Florida Comprehensive Assessment (FCAT) Writing+ Test.

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by 65% of students meeting FCAT Level 3 and above on the 2008 FCAT administration. Given instruction using the Sunshine State Standards, students in grade eight will improve their science skills as evidenced by 52% of students meeting FCAT Level 3 and above on the 2008 FCAT administration.

Given the school-wide commitment to engage parents in the educational process, an emphasis on parental involvement will be evidenced by the school providing five bi-monthly parent workshops through PTA and establishing a parent sponsored Academic Facilitator Program during the 2007-2008 school year.

Given the need to maintain and promote a safe environment and given the number of students who have access to a computer, students in grades first through eighth will participate in an Internet Safety Program during the 2007-2008 school year to demonstrate an improved understanding of cyber-bullying and internet safety.

Given the need to increase students' technological skills and academic achievement all students will demonstrate their computer skills by completing two technology related projects during the 2007-2008 school year.

Given instruction based on the Sunshine State Standards for Health and Physical Education, students in grades four through eight will improve their performance by two percent on the 2007-2008 administration of the FITNESSGRAM compared to the 2006-2007 administration of the FITNESSGRAM.

Given the need to enhance students' exposure to the arts, every special area/elective teacher will participate in a Cultural Arts Month during the 2007-2008 school year as evidenced by students' presentations or performances.

Key Biscayne K-8 Center will improve its ranking on the State of Florida ROI index publication from the 89th percentile in 2004-2005 to the 90th percentile as evidenced on the next publication of the index.



School Improvement Plan 2007-2008



Our staff members participated in the May 2007 Organizational Performance Improvement Snapshot Assessment Survey to help identify strengths and opportunities for improvement in the 2007-2008 school year. This survey was completed by 92% of the staff. The results indicate 89% of responses in agreement (4.0 and above). The strongest categories were Measurement, Analysis, and Knowledge Management and Leadership with an average score of 4.6 out of 5. Customer and Market Focus, Human Resource Focus, and Business Results were the second strongest categories with an average score of 4.5. Process Management followed with an average score of 4.4. The weakest category with an average score of 4.2 out of 5 was Strategic Planning. The school leadership team, which consists of the principal, assistant principal, reading coach, Educational Excellence School Advisory Council (EESAC) Chairperson, and department/grade level chairpersons, will collaborate to address the lower scoring area, Strategic Planning, through regularly scheduled meetings and trainings with grade level/department chairs/teams, faculty, PTA, and EESAC members.

The Educational Excellence School Advisory Council (EESAC) has identified the objectives in this document as school-wide priorities for the 2007-2008 school year. Our plan helps ensure a learning environment where all students have opportunities to achieve academic excellence.



School Improvement Plan 2007-2008



MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

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

Citizenship

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

2741 - KEY BISCAYNE K-8 CENTER

VISION

We are committed to being a community of life-long learners and caring individuals.

MISSION

We provide a nurturing, respectful, and safe environment where all students have opportunities to achieve academic excellence and attain social-emotional well-being. Key Biscayne K-8 Center is committed to developing critical thinkers and life-long learners who make responsible decisions and embrace global citizenship.

CORE VALUES



School Improvement Plan 2007-2008



Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through honesty, respect, and compassion, which enhance the self-esteem, safety, and well-being of our students, families, and staff.

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.

School Demographics

Key Biscayne K-8 Center is located on a barrier island and serves 1,092 students including 130 students enrolled as out of area transfers from the surrounding communities. The school serves students from pre-kindergarten through eighth grade. Thirteen percent of our students are in the Gifted program, six percent are in the Special Education (SPED) program, and seventeen percent are English Language Learners (ELL). The population of the community is culturally diverse and represents all socio-economic levels. The ethnic composition of the student population is 61% Hispanic, 33% White (Non-Hispanic), and 5% Black and 1% other. The student enrollment that qualifies for free or reduced lunch is 13%. During the 2007-2008 school year, we received forty-three No Child Left Behind (NCLB) transfers and ten Opportunity Scholarship transfers. The community is environmentally conscious, and many of the community members have professional careers. The business leaders in the community are supportive of the Key Biscayne K-8 Center.

Of the teaching staff, Key Biscayne K-8 Center employs 106 full-time and 22 part-time staff members. The breakdown of full-time staff is as follows: 4 administrators, 2 guidance counselors, 1 shared career specialist, 1 Trust Counselor, 1 reading coach, 1 speech therapist, 1 media specialist, 1 microsystems technician, 7 custodial, 7 clerical, 3 (one-on-one) paraprofessionals, 1 cafeteria manager, 10 exceptional education teachers, 16 special area teachers (2 shared positions), and 50 classroom teachers. The breakdown of part-time staff is as follows: 7 classroom paraprofessionals, 4 custodians, 5 cafeteria workers, 1 cafeteria monitor, 2 security monitors, 1 clerical, 1 social worker, and 1 teacher. Key Biscayne K-8 Center's faculty demographics may be described as twenty-five percent White (Non-Hispanic), seventeen percent Black (Non-Hispanic), and fifty-eight percent Hispanic. Thirty-two percent of our staff holds a Master's degree, two percent hold a specialist degree, one percent hold a doctoral degree, and eight percent of our full-time teachers have National Board Certification.

The administration and staff at this school have high expectations for student achievement. We have achieved Adequately Yearly Progress since 2003, and have been an A school for the past seven years. The school has also achieved district recognition as one of the schools in Regional Center IV attaining the highest learning gains. Key Biscayne K-8 Center has been designated by the Department of Education a 2006 Blue Ribbon School and ranked as the number three combination school in the State of Florida.

The educational program at Key Biscayne K-8 Center fosters a nurturing, respectful, and safe environment where all students have opportunities to achieve academic excellence and attain social-emotional well-being. The school follows the K-12 Comprehensive Research-based Reading Plan (CRRP), the Comprehensive Mathematics and Science Plan and the Competency Based Curriculum (CBC), supplementing these with their own innovative programs. An Exceptional Student Education Program is offered to students who have met the criteria. In addition, the Center for Academically Talented Students (CATS), our gifted content based program, incorporates critical thinking, higher-order skills, and creative activities that promote horizontal as well as vertical growth. We offer an Extended Foreign Language Program (EFL) to students who are interested in becoming bilingual/biliterate. An Academic Excellence Program (AEP) enhances our already challenging education program by using chess and journalism to enhance thinking skills.

Key Biscayne K-8 Center and the Parent Teacher Association (PTA) have joined efforts to provide a myriad of activities, workshops, and volunteer programs to support our educational program.

School Foundation

Leadership:

The May 2007 Organizational Performance Improvement Snapshot (OPIS) Survey reflects that our strongest item in the area of Leadership was supervisor's use of organization's values to guide staff, item 1b, and supervisor's creation of a work environment conducive to staff's overall performance, item ic; whereas, the weakest item in that section was organization's lack of staff input, item 1g. Based on the aforementioned results, it is evident that the administration and the Educational Excellence School Advisory Council (EESAC) at Key Biscayne K-8 Center have collaboratively created among all stakeholders a learning environment that supports the school's vision and mission. Through established goals and consensus management, the EESAC and the leadership team increase opportunities for every student to improve academic achievement.

District Strategic Planning Alignment:

The May 2007 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of District Planning was staff's knowledge of organization's plans and its effects, item 2b, and knowledge of progress on staff's part of the plan, item 2c; whereas, the weakest item in that section was lack of staff input and ideas of the organization's future, item 2a. Our school's goals and objectives are supported by the School Improvement Plan, Sunshine State Standards (SSS), and District and State guidelines.

Stakeholder Engagement:

The May 2007 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Stakeholder Engagement/Customer and Market Focus was organization's knowledge of most important customers, item 3a; whereas, the weakest item in that section was soliciting customer satisfaction, item 3d. The stakeholders at Key Biscayne K-8 Center are afforded extended opportunities to engage in collaborative decision-making to improve customer satisfaction and student achievement.

Faculty & Staff:

The May 2007 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Faculty and Staff/Human Resources Focus was having a safe workplace, item 5e; whereas, the weakest items in that section was lack of work recognition, item 5d. Key Biscayne K-8 Center implements opportunities for involvement and growth such as Professional Development, University Cohort, Professional Growth Teams, Grade level/Department Chair meetings, and monthly grade level meetings with leadership team members.

Data/Information/Knowledge Management:

The May 2007 Organizational Performance Improvement Snapshot Survey reflects that our strongest items in the area of Data/Information/Knowledge Management was staff's ability to measure quality of work, item 4a, and staff's ability to analyze quality of work, item 4b; whereas, the weakest item in that section was the dissemination of information regarding organization's performance, item 4f; Key Biscayne K-8 Center monitors staff performance through PACES observations, Professional Development Plans (PDP), End of Year Evaluations, and data reports from progress monitoring assessments, summative and formative evaluations, and district and state mandated assessments.

Education Design:



School Improvement Plan

2007-2008



The May 2007 Organizational Performance Improvement Snapshot Survey reflects that all items in the area of Education Design/Process Management ranked an equal value of 4.4 as an average score. These items included the availability of resources for job performance, item 6a, data collection about work quality, item 6b, good work process, item 6c, and ability to control work process, item 6d. Key Biscayne K-8 Center's Educational Excellence School Advisory Council (EESAC), with representation from all stakeholders, is committed through collaborative decision-making to review and improve the organization's work process and ensure availability of all necessary resources to improve academic achievement.

Performance Results:

The May 2007 Organizational Performance Improvement Snapshot Survey reflects that our strongest items in the area of Performance/Business Results were organization's legal and ethical ways of conducting business, item 7f, and organization's high standards and ethics; whereas, the weakest item in that section was knowledge of organization's finances, item 7c. Stakeholders at Key Biscayne K-8 Center are provided with opportunities to express their concerns and suggestions in an effort to maintain and improve student achievement and high level of customer service to all stakeholders. Key Biscayne K-8 Center's Educational Excellence School Advisory Council (EESAC), with representation from all stakeholders, yearly participates in school's budget review and expenditure of EESAC funds and School Recognition money.



School Improvement Plan 2007-2008



Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :

Schools Offering Primarily Grades 6 through 12

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

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

Different Innovative Approaches to Instruction:

Teachers utilize a number of hands-on and visual activities in order to heighten the level of instruction for various learning styles. Students are exposed to several computer programs which complement the core curriculum that is provided. This principle is addressed in Goals 2, 4, and 7 of the School Improvement Plan (SIP).

Responsibility of Teaching Reading for Every Teacher:

Effective reading strategies are shared through professional development and peer mentoring and coaching. Teachers are encouraged to take advantage of reading courses offered through TEC, Beacon Educator, and other educational facilities. Through professional development, teachers will acquire a variety of reading strategies to utilize within their subject area. This principle is addressed in Goal 1 of the School Improvement document.

Quality Professional Development for Teachers and Leaders:

Key Biscayne Community School encourages teachers to frequently visit MDCPS Professional Development website in order to keep abreast of new topics of professional growth for educators. Teachers are also given opportunities to learn about current trends and issues such as data analysis at the school site during Early Release and Teacher Planning Days. This principle is addressed in each of the Goals of the School Improvement Plan in the sections labeled Professional Development.

Small Learning Communities:

The Key Biscayne Community School Faculty is being provided with various team building activities and opportunities to work in small learning communities within teams and departments during professional development time. This principle is not addressed in any other section of the School Improvement Plan.

Intensive Intervention in Reading and Mathematics:

All students who scored an FCAT Level 1 and 2 in Reading and Mathematics are placed in an Intensive Reading or an Intensive Mathematics course. This principle is addressed in Goals 1 and 2 of the School Improvement Plan.

Course Choice Based on Student Goals / Interests / Talent:

Key Biscayne Community School students receive rigorous instruction in the four core areas, with opportunities for placement in advanced courses. Students are given the opportunity to participate in elective courses in Art, Music and Technology which provides them with preparation for high school magnet programs. This principle is addressed in Goal 9 of the School Improvement Plan.

Master Schedules Based on Student Needs:

Students are scheduled with Intensive classes for Reading and Mathematics based on their FCAT Level. Explicit instruction is also provided to Gifted, ESE, and ELL students through core classes and supplemental tutoring programs offered during the school day. Students are also scheduled into elective courses based on interests and future educational plans. This principle is addressed in each of the Goals of the School Improvement Plan in the sections labeled Strategies.

Parental Access and Support:

Key Biscayne Community School offers numerous opportunities for parents to become active participants in the learning environment. The EESAC committee and PTA have several committed parents who assist one another and the school administration with annual initiatives and events. This principle is located in Goal 5 of the School Improvement Plan.

Applied and Integrated Courses:

Keyboarding and Exploratory Wheel classes allow students to integrate computers through practical applications. This principle is located in Goal 9 of the School Improvement Plan.

Academic and Career Planning:

Student Services provides the CHOICES program to students in grades 7 and 8. This allows students to set personal and academic goals both short and long term. Students are also given the opportunity to view presentations from several Magnet schools throughout the county. This principle is not addressed in any other section of the School Improvement Plan.

Reading Goal

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

Florida Education Priorities

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

Reading Statement

Improve the reading comprehension skills of all students.

Needs Assessment

Results of the 2007 FCAT Reading Test indicate that 90% of students in grades three through eight have met the State required mastery level, 74% of students have made annual learning gains, and 70% of students scoring in the lowest 25% have made learning gains.

Our analysis of student performance on the 2007 FCAT Reading subtest data indicates that the weakest content cluster in third grade is Reference/Research at 50%; fourth grade is Reference/Research at 75%; fifth grade is Main Idea/Author's Purpose at 74%; sixth grade is Words/Phrases at 70%; seventh grade is Words/Phrases and Reference/Research at 71%; and eighth grade is Reference/Research at 62%. The strongest content cluster in third grade is Words/Phrases at 78%; fourth grade is Comparisons at 82%; fifth grade Words/Phrases and Comparisons at 78%; sixth grade are Main Idea/Purpose and Comparisons at 75%; seventh grade is Comparisons at 89%; and eighth grade is Words/Phrases, Main Idea/Purpose and Comparisons at 71%.

NCLB Subgroup Target

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through eight will improve their reading skills as evidenced by 92% of students scoring at Achievement Level 3 or higher on the 2008 FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Continue to utilize computer-assisted instruction such as Riverdeep and FACT Explorer to reinforce and enrich Sunshine State Standards (SSS).	Principal, Assistant Principals, Reading Coach, Department/Grade level Chairpersons, Teachers	08/20/2007	6/5/2008	District-wide Literacy Plan	0
Utilize the FCIM to examine disaggregated test data of all subgroups to adjust classroom instruction accordingly.	Principal, Assistant Principals, Reading Coach, Department/Grade level Chairpersons, Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Implement small group reading intervention program for FCAT Achievement Levels 1 and 2, including Special Education (SPED) and English Language Learners (ELL) students.	Principal, Assistant Principals, Reading Coach, Department/Grade level Chairpersons, Teachers	8/20/2007	6/5/2008	District-wide Literacy Plan	16200
Conduct grade/department/data analysis team meetings to analyze data and make instructional modifications as needed.	Principal, Assistant Principal, Reading Coach, Department/Grade level Chairpersons, Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Provide before/after-school Tutorial Program for students scoring at FCAT Achievement Levels 1 & 2.	Principal, Assistant Principals, Reading Coach, Department/Grade level Chairpersons, Teachers	10/22/2007	3/14/2008	District-wide Literacy Plan	4500
Implement new Sunshine State Standards (SSS) and Reading Standards Instructional Procedures during Reading/Language Arts.	Principal, Assistant Principal, Reading Coach, Department/Grade level Chairpersons, Teachers	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Provide research-based professional development opportunities including mentoring, modeling of lessons, and monitoring effective literacy instruction to staff.	Principal, Assistant Principals, Reading Coach, Department/Grade level Chairpersons, Teachers	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Continue implementation of Accelerated Reader Program for 1st - 8th grade to monitor student progress and independent reading as evidenced by computer generated reports.	Principal, Assistant Principals, Reading Coach, Department/Grade level Chairpersons, Teachers	8/20/2007	6/5/2008	District-wide Literacy Plan	0

Research-Based Programs

Elementary: Houghton Mifflin Reading Program
 Middle School: Holt, Rinehart, and Winston, a Harcourt Reading Program
 Intensive Reading: Scholastic Read XL and Read 180
 Intervention Programs: Early Success, Soar to Success, Voyager Passport
 Supplemental Reading Programs: Riverdeep, Read 180

Professional Development



School Improvement Plan 2007-2008



Comprehensive Research-Based Reading Plan
Differentiated Instruction

Mentoring, modeling of lessons, and training to facilitate effective literacy instruction and monitor classroom implementation
State and District Mandated Assessments: DIBELS, DAR, FORF

Evaluation

2008 Florida Comprehensive Assessment Test (FCAT)
Formative/Summative Classroom Evaluations
District Interim Assessments in Reading
DIBELS Screening and Progress Monitoring
FORF and CELLA Progress Monitoring Assessments
DAR Diagnostic Assessment in Reading
Professional Assessment Comprehensive Evaluation System (PACES)

Mathematics Goal

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

Florida Education Priorities

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

Mathematics Statement

Improve the mathematics skills of all students.

Needs Assessment

Results of the 2007 FCAT Mathematics Test indicate that 90% of students in grades three through eight have met the state required mastery level, 79% of students made learning gains, and 83% of students scoring in the lowest 25% have made learning gains.

Our analysis of student performance on the 2007 FCAT Mathematics subtest data indicates that the weakest content clusters in third grade are Algebraic Thinking at 67%, fourth grade is Algebraic Thinking and Data Analysis at 71%; fifth grade is Data Analysis at 58%, six grade is Geometry at 56%; seventh grade is Geometry at 62%; and eighth grade is Geometry and Algebraic Thinking at 50%. The strongest content cluster in third grade is Number Sense at 83%, fourth grade is Geometry at 86%; fifth grade is Number Sense and Geometry at 69%, six grade Geometry at 78%; seventh grade are Number Sense and Data Analysis at 78%; and eighth grade are Number Sense and Measurement at 67%.

NCLB Subgroup Target

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through eight will improve their mathematics performance as evidenced by 92% of students scoring at Achievement Level 3 or higher on the 2008 FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct grade/department/data analysis team meetings to analyze data and make instructional modifications as needed.	Principal, Assistant Principal, Department/Grade level Chairpersons, Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Continue to utilize Riverdeep, computer-assisted instruction, to reinforce and enrich Sunshine State Standards (SSS).	Principal, Assistant Principals, Department/Grade level Chairs, Teachers	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Examine assessment reports and disaggregated test data of all subgroups to impact classroom instruction.	Principal, Assistant Principals, Department/Grade level Chairs, Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Implement before/after-school Tutorial Program/Math Club for FCAT Achievement Levels 1, 2, & 3 students, including SPED and ELL students.	Principal, Assistant Principals, Teachers, Advanced Mathematics Students	10/22/2007	3/14/2008	Continuous Improvement Model	4500
Increase opportunities and enrollment in Mathematics Professional Development for teachers.	Principal, Assistant Principals, Department/Grade level Chairs, Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Implement curriculum pacing guides which align skills, textbooks, and resources to Sunshine State Standards (SSS).	Principal, Assistant Principals, Department/Grade level Chairs, Teachers	8/20/2007	6/5/2008	Seamless PreK-12 Curriculum	0
Incorporate basic math skills into the Science Lab Program	Principal, Assistant Principals, Teachers	08/20/2007	06/05/2008	Seamless PreK-12 Curriculum	0
Incorporate FCAT Math task cards into the daily lessons to maintain and accelerate the number of students scoring level 3 or higher on the Florida Comprehensive Assessment Test (FCAT).	Principal, Assistant Principals, Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	0

Research-Based Programs

Elementary: Scott Foresman Mathematics Program
 Middle School: Prentice Hall Mathematics Program
 Intensive Mathematics: Prentice Hall Mathematics Program
 Advanced Mathematics: Glencoe Mathematics Program
 Supplemental Mathematics Programs: Riverdeep

Professional Development

Mentoring, modeling of lessons (Professional Growth Teams)
 District approved workshops

Evaluation

2008 Florida Comprehensive Assessment Test (FCAT)
 Formative/Summative Classroom Evaluations
 District Interim Assessments in Mathematics
 Professional Assessment Comprehensive Evaluation System (PACES)

Writing Goal

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

Florida Education Priorities

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

Writing Statement

Improve the writing skills of all students.

Needs Assessment

Results of the 2007 Florida Comprehensive Assessment Test (FCAT) Writing+ Test indicate that 99% of students in grades four and eight met state standards in writing. Results of the 2007 FCAT Writing+ Test indicate that 91% of students in grade four met state mastery at 4.0 and above. Results of the 2007 FCAT Writing+ Test indicate that 93% of students in grade eight met state mastery at 4.0 and above. Our analysis of student performance on the 2007 Writing+ Test indicates that 90% of fourth grade students met state mastery at 4.0 and above on narrative writing; 92% of fourth grade students met state mastery at 4.0 and above on expository writing; 91% of eighth grade students met state mastery at 4.0 and above on expository writing; and 95% of eighth grade students met state mastery at 4.0 and above on persuasive writing.

NCLB Subgroup Target

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade four and eighth will maintain or improve their writing skills as evidenced by 99% of students meeting state mastery on the 2008 Florida Comprehensive Assessment (FCAT) Writing+ Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Produce a variety of monthly writing genres as evidenced by weekly instructional lesson plans and writing folders.	Principal, Assistant Principals, Department/Grade level Chairs, Teachers	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Provide small-group/whole group writing instruction.	Principal, Assistant Principals, Department/Grade level Chairs, Teachers	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Provide opportunities for conferencing with students about selected pieces of writing.	Principal, Assistant Principals, Department/Grade level Chairs, Teachers	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Provide teachers with professional development opportunities in Writing Curriculum and Instruction.	Principal, Assistant Principals, Department/Grade level Chairs, Reading Coach	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Implement strategies and activities to help strengthen students' use of focus, organization, support, and conventions.	Principal, Assistant Principals, Department/Grade level Chairs, Teachers	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Implement 30 minutes of daily writing instruction outside of the 90 minute Reading/Language Arts block as evidenced by weekly lesson plans.	Principal, Reading Coach, Department/Grade-level Chairperson, Teachers	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Administer and analyze District's Writing pre test/post test.	Principal, Assistant Principals, Department/Grade level Chairs, Teachers	9/4/2007	4/15/2008	District-wide Literacy Plan	0
Implement the writing process to publish a piece of writing in grades K-5.	Principal, Assistant Principals, Teachers	08/20/2007	05/30/2008	District-wide Literacy Plan	0
Utilize expository and narrative writing samples to assess students' progress and modify instructional strategies as needed.	Teachers	08/20/07	06/05/08	District-wide Literacy Plan	0

Research-Based Programs

Core Program: Houghton Mifflin Reading Program
 Supplemental Programs: Project Beginning Emergent Awareness in Reading (BEAR), Open Minds with Literacy (OWL), and Developing Reading and Writing (DRAW)

Professional Development

FL Writes/FCAT+ Writing Workshop
 2008 FCAT Writing+ CD
 Houghton Mifflin

Evaluation

2008 FCAT Writing+ Test
 District Writing Tests
 Monthly Writing Samples
 Formative/Summative Evaluations
 Professional Assessment Comprehensive Evaluation System (PACES)

Science Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Science Statement

Improve the science process skills of all students.

Needs Assessment

Results of the 2007 FCAT Science Test indicate that 63% of students in grades five through eight have scored at the State required mastery level. Scores of the 2007 FCAT Science Test indicate that 63% of students in grade five scored FCAT Achievement Levels 3 and above, and 50% of students in grade eight scored FCAT Achievement Levels 3 and above. An analysis of students' performance on the 2007 FCAT Science subtest data indicates that the strongest strands for students in fifth grade are Life and Environmental, Scientific Thinking and Physical and Chemical Science at 67%; and in eighth grade are Scientific Thinking and Earth and Space Science at 67%. The focus will be on the weakest strands: fifth grade Earth and Space Science at 60% and eighth grade Physical and Chemical Science at 50%.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by 65% of students meeting FCAT Level 3 and above on the 2008 FCAT administration. Given instruction using the Sunshine State Standards, students in grade eight will improve their science skills as evidenced by 52% of students meeting FCAT Level 3 and above on the 2008 FCAT administration.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide Advanced Science curriculum for middle school students.	Principal, Assistant Principals, Department/Grade level Chairs, Teachers	8/20/2007	6/05/2008	Advanced Academics	0
Implement critical thinking and problem-solving skills/activities.	Principal, Assistant Principals, Department/Grade level Chairs, Teachers	8/20/2007	6/05/2008	Academic Enrichment Opportunities	0
Collaborate with PTA to provide in-house field experiences through Science Enrichment Program utilizing scientific institutions in the community.	Principal, Assistant Principals, Department/Grade level Chairs, Teachers, PTA	8/20/2007	6/05/2008	Academic Enrichment Opportunities	0
Participate in grade level appropriate, school wide Science Fair.	Principal, Assistant Principals, Department/Grade level Chairs, Teachers	10/15/2007	4/25/2008	Academic Enrichment Opportunities	0
Implement new Science series and provide Professional Development for Teachers.	Principal, Assistant Principals, Department/Grade level Chairs, Teachers	8/20/2007	6/05/2008	Education Innovation	0
Implement curriculum pacing guides which align skills, textbooks, and resources to the Sunshine State Standards (SSS) and Grade Level Expectations (GLE).	Principal, Assistant Principals, Department/Grade level Chairpersons, Teachers	8/20/2007	6/05/2008	Continuous Improvement Model	0
Implement classroom science labs correlated to the SSS benchmarks for all grades (K-8).	Principal, Assistant Principals, Department/Grade level Chairs, Teachers	8/20/2007	6/05/2008	Academic Enrichment Opportunities	0

Research-Based Programs

Elementary: Scott Foresman Program
 Middle School: Glencoe Science Program
 Advanced Science: Holt Earth Science
 Supplemental Science Programs: FOSS Kits

Professional Development

Scott Foresman, Holt, and Glencoe Science Programs
 Mentoring, modeling of lessons (Professional Growth Teams)
 District approved workshops

Evaluation

2008 FCAT Science Test
 District Interim Assessments in Science
 Formative/Summative Evaluations
 On-going observations/checklists
 Performance-based Assessments
 Science Fair Research Projects

Parental Involvement Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Parental Involvement Statement

Increase parental involvement at Key Biscayne K-8 Center.

Needs Assessment

Parental involvement at Key Biscayne K-8 Center is high with currently 47% of parents being members of our Parent Teacher Association (PTA). Over 75% of parents attend Open House and other family evening functions as evidenced by 2006-2007 participation rosters. Seven parent workshops were provided during the 2006-2007 school year. Informal surveys and discussions conducted at PTA and Educational Excellence School (EESAC) meetings demonstrate a need to continue to provide parent-centered activities to keep parents better informed of the available resources to help increase academic achievement.

Measurable Objective

Given the school-wide commitment to engage parents in the educational process, an emphasis on parental involvement will be evidenced by the school providing five bi-monthly parent workshops through PTA and establishing a parent sponsored Academic Facilitator Program during the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Identify resources within the school and community to schedule guest speakers and workshops accordingly.	Principal, EESAC Chair, PTA, Guidance Counselors	8/20/2007	6/05/2008	Exchange Meaningful Information	0
Maintain a School/PTA web page with opportunities for parents to become informed and communicate via e-mail.	Principal, Assistant Principals, PTA Board members	8/20/2007	6/05/2008	Exchange Meaningful Information	0
Promote and expand the available hours of the Parent Resource Room for parents to request assistance and access school information.	Principal, Assistant Principals, Counselors, PTA Board members	8/20/2007	6/05/2008	Exchange Meaningful Information	0
Conduct needs assessment through series of discussions at PTA, EESAC, and conversational meetings.	Principal, Assistant Principals, PTA, Guidance Counselors	10/1/2007	6/05/2008	Exchange Meaningful Information	0
Utilize PTA newsletter, Wednesday Communicator, and monthly calendar to disseminate important information regarding school issues and scheduled workshops.	Principal, Assistant Principals, PTA Board members	8/20/2007	6/05/2008	Exchange Meaningful Information	0
Conduct a Parent Resource Fair to inform parents of available programs.	Principal, Assistant Principals, Guidance Counselors	9/5/2007	9/12/2007	Exchange Meaningful Information	0
Provide training to parents and PTA volunteers to assist them in becoming Academic Facilitators.	Principal, Assistant Principal, PTA	10/01/2007	6/05/2008	Education Innovation	0
Establish a parent sponsored Academic Facilitator Program to enhance learning experiences for children.	Principal, Assistant Principals, PTA	10/01/2007	6/05/2008	Education Innovation	0
Conduct Early Release and Evening Parent/Teacher Conferences during the semester.	Principal, Assistant Principals, Teachers	10/16/07	1/29/08	Exchange Meaningful Information	0

Research-Based Programs

National Standards for Parent and Family Involvement Programs by the National PTSA.

Professional Development

Parent Academy Workshops
M-DCPS Parent Portal Training

Evaluation

Parent workshops and meetings: participation rosters

Discipline & Safety Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Discipline & Safety Statement

Provide a nurturing, respectful, and safe environment where all students will have opportunities to achieve academic excellence and attain social-emotional well-being.

Needs Assessment

Results of the 2006-2007 School Climate Survey indicate that 92% of the students, 87% of the parents, and 96% of the staff feel safe and secure at this school. Results indicate a need to improve perception among parents.

Interest/participation in an internet safety cyber-bullying workshop provided in 2006-2007 indicated that there is an increasing need of internet safety for our students.

Measurable Objective

Given the need to maintain and promote a safe environment and given the number of students who have access to a computer, students in grades first through eighth will participate in an Internet Safety Program during the 2007-2008 school year to demonstrate an improved understanding of cyber-bullying and internet safety.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the "Faux Paw" Curriculum in grades K-5.	Principal, Assistant Principal, Grade-level Chairs, Teachers	10/1/2007	6/05/2008	Safe and High-quality Facilities	0
Implement the Internet Safety Curriculum in grades 6-8.	Principal, Assistant Principal, Teachers	10/1/2007	6/05/2008	Safe and High-quality Facilities	0
Provide workshops for parents on cyber-bullying and internet safety to raise an awareness of behaviors and/or signs of danger.	Principal, Assistant Principals, Counselors, PTA	10/1/2007	6/05/2008	Safe and High-quality Facilities	0
Provide guest speakers for students on internet safety and cyber-bullying.	Principal, Assistant Principals, Counselors, PTA	10/1/07	6/05/08	Safe and High-quality Facilities	0
Through PTA meetings disseminate inform to parents of safety perceptions among students, parents, and faculty.	Principal, PTA Board	9/17/07	10/31/07	Improve Public Perception	0

Research-Based Programs

Not applicable

Professional Development

Parent Academy

Evaluation

Participation of students completing Internet Safety program

Technology Goal

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

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

Technology Statement

The school will provide opportunities to increase students' academic reading achievement through the use of technology.

Needs Assessment

Informal surveys and discussions conducted at PTA, EESAC, and grade/department meetings indicate a need to infuse technology throughout the curriculum to enhance student achievement.

Measurable Objective

Given the need to increase students' technological skills and academic achievement all students will demonstrate their computer skills by completing two technology related projects during the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide Parent Workshops on web-based programs and information on available resources through the Parent Resource Room.	Principal, Assistant Principals, Reading Coach, PTA and EESAC members.	10/1/2007	6/05/2008	Exchange Meaningful Information	0
Provide teachers with professional development opportunities on available web-based programs.	Principal, Assistant Principals, Reading Coach, Grade level Chairs, Teachers	10/1/2007	6/05/2008	Continuous Improvement Model	0
Schedule monthly half-hour/one hour sessions in the computer lab and/or mobile computer lab for grades first through five.	Principal, Assistant Principals, Classroom Teachers	8//20/2007	6/05/2008	Academic Enrichment Opportunities	0
Implement the Instructional Technology Curriculum.	Principal, Assistant Principals, Teachers	10/1/2007	6/05/2008	Academic Enrichment Opportunities	0
Assign students to use websites to search and gather data to be used in a research project.	Principals, Assistant Principals, Grade level Chairs, Teachers	9/05/2007	6/05/2008	Academic Enrichment Opportunities	0
Assign students to create a word processing document.	Principal, Assistant Principal, Teachers	10/01/2007	6/05/2008	Academic Enrichment Opportunities	0

Research-Based Programs

Riverdeep

Professional Development

Riverdeep
 FCAT Explorer
 Accelerated Reader Renaissance Place
 Microsoft Word

Evaluation

Student generated research projects
 PACES/Lesson Plans

Health & Physical Fitness Goal

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

Florida Education Priorities

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

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

Health & Physical Fitness Statement

Create a school environment that promotes physical fitness and wellness.

Needs Assessment

After reviewing results from the physical fitness 2006-2007 FITNESSGRAM and consulting with the Physical Education teachers, there is a need to increase the overall awareness of good nutrition and physical fitness among all students. Results of the FITNESSGRAM demonstrate that 56% of students in the elementary grades and 61% of students in the middle school grades met the minimum health-related standards. Primary students in grades two through three must be exposed to the six components of the FITNESSGRAM as early as possible to increase their chances of meeting the required standards to receive a fitness award when they are tested in grades four through eighth. There is a need to inform students and parents of what constitutes good nutrition in order to promote a healthy diet among students.

Measurable Objective

Given instruction based on the Sunshine State Standards for Health and Physical Education, students in grades four through eight will improve their performance by two percent on the 2007-2008 administration of the FITNESSGRAM compared to the 2006-2007 administration of the FITNESSGRAM.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Engage students in physical fitness activities 2.5 hours a week as evidenced by weekly instructional lesson plans.	Principal, Assistant Principals, Physical Education Teachers	8/20/2007	6/05/2008	Student Wellness	0
Emphasize activities that will improve cardiovascular, muscular strength building, flexibility training, and endurance training enhancing activities as evidenced by weekly instructional lesson plans.	Principal, Assistant Principals, Physical Education Teachers	8/20/2007	6/05/2008	Student Wellness	0
Monitor the physical education program to ensure selection of activities that are aligned with the assessment component items.	Principal, Assistant Principals, Physical Education Teachers	8/20/2007	6/05/2008	Student Wellness	0
Integrate monthly physical fitness related article summaries in order to address physical education action plan across the curriculum as evidenced by the teachers' grade books.	Principal, Assistant Principals, Physical Education Teachers	8/20/2007	6/05/2008	Healthcare & Healthy Choices	0
Administer FITNESSGRAM pretest to determine baseline measures.	Principal, Assistant Principal, Physical Education Teachers	10/1/2007	10/31/2007	Student Wellness	0
Develop individual school's action plan based on data collected.	Principal, Assistant Principals, Physical Education Teachers	10/1/2007	11/9/2007	Student Wellness	0
Invite guest speakers to motivate students to improve or maintain their health and physical fitness.	Principal, Assistant Principals, Physical Education Teachers	10/1/2007	6/05/2008	Healthcare & Healthy Choices	0
Disseminate FITNESSGRAM information to fourth through eighth grade students and parents.	Principal, Assistant Principals, Physical Education Teachers	9/17/2007	10/31/2007	Exchange Meaningful Information	0

Research-Based Programs

Not applicable

Professional Development

Not applicable

Evaluation

Miami-Dade County FITNESSGRAM health-related fitness test

Electives & Special Areas Goal

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

Florida Education Priorities

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

Electives & Special Areas Statement

Provide students with opportunities to participate in extracurricular activities that enhance their exposure to the arts.

Needs Assessment

Informal surveys and discussions conducted at PTA and EESAC meetings indicate a need to continue promoting activities that will expose students to the arts and broaden their school experience. During a SIP meeting, it was discussed to integrate an olympic theme to the Cultural Arts Fair to expose the students to the history and culture of the olympics.

Measurable Objective

Given the need to enhance students' exposure to the arts, every special area/elective teacher will participate in a Cultural Arts Month during the 2007-2008 school year as evidenced by students' presentations or performances.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize PTA sponsored programs such as the Art, Music, and Science Outreach programs to expose students to a variety of forms of artistic expression.	Principal, Assistant Principals, PTA, Teachers	8/20/2007	6/05/2008	Academic Enrichment Opportunities	0
Convene faculty and PTA members to discuss ideas and resources necessary to implement these programs.	Principal, Assistant Principals, PTA, Teachers	8/20/2007	6/05/2008	Academic Enrichment Opportunities	0
Implement musical theater program for students in third through eighth grade.	Principal, Assistant Principals, Music Teachers	8/20/2007	6/05/2008	Academic Enrichment Opportunities	0
Participate in field trips that promote musical and art appreciation, such as Philharmonic and musicals.	Principal, Assistant Principals, Music and Art Teachers	8/20/2007	6/05/2008	Academic Enrichment Opportunities	0
Conduct musical performances that enhance musical appreciation and self-esteem.	Principal, Assistant Principals, Music Teachers, Teachers	8/20/2007	6/05/2008	Academic Enrichment Opportunities	0
Organize and produce a holiday program with students from Pre-K through second grade.	Principal, Assistant Principals, Music Teachers	10/1/2007	12/14/2007	Other/ Not Applicable	0
Organize and produce a Talent Show for students in grades K through five.	Principal, Assistant Principals, PTA volunteers	3/5/2008	5/31/2008	Other/ Not Applicable	0
Organize and produce a Cultural Arts Month with an Olympic theme in the spring as a culminating event for the 2007-2008 school year.	Principal, Assistant Principals, PTA, and Special Area Teachers	8/20/2007	5/31/2008	Academic Enrichment Opportunities	0

Research-Based Programs

Not applicable

Professional Development

Provide in-house professional development as needed.

Evaluation

Student Product

Return On Investment Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Return On Investment Statement

Key Biscayne K-8 Center will improve its ranking in the ROI index of value and cost effectiveness of its program.

Needs Assessment

The most recent data supplied from the Florida Department of Education (FLDOE) indicates that in 2004-2005, Key Biscayne K-8 Center ranked at the 89th percentile on the State of Florida ROI index.

Measurable Objective

Key Biscayne K-8 Center will improve its ranking on the State of Florida ROI index publication from the 89th percentile in 2004-2005 to the 90th percentile as evidenced on the next publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Increase partnerships with community agencies.	Principal, Assistant Principal for Community Education	8/20/2007	6/05/2008	Continuous Improvement Model	0
Reallocate existing resources or taking advantage of a broader resource base (e.g., private foundations, volunteer networks).	Principal, Assistant Principals, EESAC Chairperson	8/20/2007	6/05/2008	Continuous Improvement Model	0
Increase participation in programs provided by the State and District, such as FCAT Explorer and Riverdeep.	Principal, Assistant Principals, Teachers	8/20/2007	6/05/08	Continuous Improvement Model	0
Provide Professional Development on Data Analysis to better use student data to find effective educational strategies that fit the needs of students and staff.	Principal, Assistant Principals, EESAC Chairperson	8/20/2007	6/05/2008	Continuous Improvement Model	0
Provide strategies to parents for their students' academic improvement.	Principal, Assistant Principals, EESAC Chairperson, Teachers	8/20/2007	6/05/2008	Continuous Improvement Model	0

Research-Based Programs

Riverdeep
 Elementary: Houghton Mifflin Reading Program
 Middle: Holt, Rinehart, and Winston Reading Program
 Elementary: Scott Foresman Mathematics Program
 Middle: Prentice Hall Mathematics Program

Professional Development

Data Analysis Training

Evaluation

Florida ROI Index Publication (2005-2006)

EESAC Compliance

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

Budget:

The EESAC recommends how to spend EESAC dollars and gives input on spending discretionary funds.

Training:

EESAC members participate in the development of the school's annual staff development plan based on needs assessments and teacher recommendations.

Instructional Materials:

The EESAC recommends to continue strengthening the Reading, Mathematics, Social Studies, and Science programs through the purchase of Accelerated Reader Renaissance Place, Mathematics manipulatives, and science lab materials to help enhance the curriculum.

Technology:

The EESAC recommends that materials be purchased, such as LCD projectors, overheads, computers, and laptops to enhance the delivery of classroom instruction.

Staffing:

EESAC members participate on the school-site interview committee.

Student Support Services:

The EESAC recommends that one person representing Students With Disabilities (SWD) be present at every EESAC meeting to ensure adequate support services.

Other Matters of Resource Allocation:

The EESAC recommends a plan for the allocation of funds from the Florida School Recognition.

Benchmarking:

The EESAC meets monthly to monitor the school's SIP and to assist in ensuring all objectives and strategies are achieved to improve student achievement.



School Improvement Plan 2007-2008



School Safety & Discipline:

The EESAC recommends a periodic review of safety procedures to assess compliance.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	20700
Mathematics	4500
Writing	0
Science	0
Parental Involvement	0
Discipline & Safety	0
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Total	25200



School Improvement Plan 2007-2008



Date of Review: _____

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

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

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

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

Region Superintendent