

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Rockway Elementary School (4721)

Feeder Pattern - Miami Coral Park Senior

Regional Center III

District 13 - Miami-Dade

Principal - Debbie Saumell

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Rockway Elementary is a 46 year old building located in the heart of Westchester, Miami. The neighborhood consists of private homes, schools, and businesses including, Fit Kids, banks, grocery stores, a fire station, a public library and various privately owned small businesses. Fit Kids, Winn Dixie and Publix are Dade Partners with the school. The neighborhood surrounding this small school is a suburban community, comprised of predominantly middle and lower middle class Hispanic families. The schools within this neighborhood make up the Miami-Coral Park Feeder Pattern. This feeder pattern consists of 7 Elementary Schools, 1 K-8 Center, 2 Middle Schools, and 1 High School. The population at Rockway Elementary is made up of predominantly Hispanic students at approximately 91 percent of the student population. Additionally, approximately 7 percent are White and 1 percent are Black. Currently, 61 percent of the students are on free or reduced lunch. In the past four years, the mobility index has remained stable at approximately 17 percent and attendance has been maintained at an average of 96.57 percent. Rockway Elementary has made great progress in student achievement as evidenced by earning an "A" for six years in a row. Students achieving at a Level 1 or Level 2 on the FCAT are targeted and receive intensive interventions to improve their skills. Data from the 2007 administration of the FCAT indicates that approximately 20 percent of the students scored at Level 1 and Level 2. In addition, our Special Education Students (SWD), which represent the only sub-group at Rockway Elementary for No Child Left Behind, made adequate yearly progress in mathematics but did not in reading. The school has three special education units dedicated to offering service to Emotionally Handicapped students (EH), one Learning Disabled resource class (SLD), two Gifted units, six Inclusion classes, as well as, English Language Learners(ELL) classes. Instruction is provided in traditional classroom settings, as well as, inclusion settings in grades kindergarten through five and is enhanced through computer-based activities, in kindergarten through fifth grade, using Accelerated Reader, S.T.A.R. and the Internet. Rockway Elementary provides support services through counseling, mentoring and social service programs.

This school employs a total of 65 full-time staff members and four part-time staff members (56 Hispanic, 9 White, and 4 Black: 60 females, 9 males). Of this group, there are two administrators, 30 classroom teachers, eight exceptional student education teachers, one guidance counselor, six classroom paraprofessionals, five clerical employees, two cafeteria workers, and four custodial service workers. The teaching staff consists of 17 percent of the teachers who are new to the school this year. Beginning teachers comprise 13 percent of the teaching staff and are assigned a Professional Growth Team. The staff's average length of time teaching in Florida is 14 years and 20 teachers have advanced degrees. Teacher attendance has always been very positive at Rockway. Teachers have maintained an average attendance rate of 94 percent. Teacher attrition is exceptionally low. Teachers average 13 years at Rockway. Many of the teachers on staff were interns who remained at the school as teachers. Teachers contribute to the culture of the school which is known to the community as "Rockway, your home away from home". The school's student teacher ratio is currently 20 to 1 in primary classes and 21 to 1 in the intermediate classes.

Given instruction based on the Sunshine State Standards, students in grades three through five will increase their reading skills by 5 percent on the 2008 administration of the FCAT Reading Test as compared to the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities (SWD) in grades three through five, will improve their reading skills as evidenced by 58 percent scoring at a Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in grades three through five, will increase their mathematical skills by 5 percent on the 2008 FCAT administration of the FCAT Math Test as compared to the 2007 administration of the FCAT Math Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities (SWD) in grades three through five, will improve their mathematics skills as evidenced by 62 percent scoring at a Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade four will maintain their writing skills as evidenced by 91 percent of the students achieving high standards on the 2008 administration of the FCAT Writing+ Test.

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

Given the school wide emphasis on parental and community involvement, the school will demonstrate an increase of 5 percentage points in the number of parental and community contacts as evidenced by comparing the sign-in logs for the 2006-2007 to the 2007-2008 school years.

Given an emphasis on a safe and orderly environment, the number of students with five or more absences will decrease by 1 percent during the 2007-2008 school year as compared to the 2006-2007 school year.

Given an emphasis on the use of technology in education, all teachers will maintain their usage of the Excelsior Electronic Grade Book to input daily attendance, academic grades and special notes for parents to be accessed through the PIV (Parent Internet Viewer). Also, students will have more access to technology in order to impact their learning.

Given an emphasis on health and physical fitness, the average daily breakfast participation will increase by 1 percent from August 2007 to May 2008.



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Given emphasis on the benefits of participating in extra curricular activities, students will have access to participate in different extra curricular activities offered at Rockway Elementary (i.e.: art club, chess, technology, chorus, tutoring etc...). There will be an increase of 5 percent school participation in extra curricular activities during the 2007-2008 school year as compared to the 2006-2007 school year.

Rockway Elementary School Return On Investment (ROI) percentile ranking will increase by at least 1 percentage point.

Based on the results from the Organizational Performance Improvement Snapshot Survey, two areas were identified for improvement. The first area targeted for improvement is "Business Results," with a category score of 4.5. This area was selected because of a lower average score on one or more of the responses. Targeted within "Business Results," will be to ensure that the staff is informed of the financial status of the school through the year. A multi-step approach will be implemented in order to achieve improvement in the area of "Business Results." Dissemination of information (meeting agendas and minutes) will be improved and increased. Information will be shared with the school's Leadership Team to enhance financial decision making. The second area targeted for improvement is "Customer and Market," with a category score of 4.5. These areas were selected because of a lower average score on one or more of the responses. Targeted within "Customer and Market," will be to ensure that one-to-one meetings for teachers and students take place, with teachers counseling students in their work and problems and also having students share their concerns with the teacher.



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.

4721 - ROCKWAY ELEMENTARY SCHOOL

VISION

Rockway Elementary School is a beacon of light that guides our students to be life-long learners and active participants in creating a better future.

MISSION

It is the mission of Rockway Elementary School in unity with all stakeholders to empower the students to become critical thinkers, productive citizens, and caring individuals. The mission will be accomplished by providing challenging educational experiences based on high academic standards in a nurturing environment.

CORE VALUES



School Improvement Plan 2007-2008



Rockway Elementary School holds the following beliefs as the motivation for all endeavors undertaken by the school: We are committed to -A C H I E V E

A ctive participation of students;
C haracter development;
H igh expectations;
I nclusion and involvement of all stakeholders;
E nvironmental awareness;
V ision for change;
E xcellence in all areas of the curriculum.

The principal and the administrative team will provide support, guidance, and leadership to all stakeholders to ensure the successful attainment of the school's mission.

School Demographics

Facility/Community

Rockway Elementary was built in 1961 and is located on 9.27 acres in southwest Miami-Dade County at 2790 S.W. 93 Court. After 38 years in 1999 a new media center, art room and music room were added to the building and the office was renovated. Currently, the school is being painted and refurbished. The school is at 102 percent of utilization and has no portables. The percentage of students on free and reduced lunch is 61 percent.

Student Demographics

The ethnicity population at Rockway Elementary School is as follows: 7 percent white, 1 percent black, 91 percent Hispanic, and 1 percent other. Based on stated information 13 percent of the students participate in the Gifted program, 17 percent are SWD, 9 percent are ELL, 18 percent are at Level 1 and 14 percent are at Level 2. Historically, the student population has been predominantly Hispanic at approximately 91 percent. The percentage of students on free and reduced lunch is 61 percent.

Unique Aspects: Advantages

The Engaging Latin American Communities in Education (ENLACE) program has enhanced our academic program by involving many of our after school care students in The Children's Trust tutorial program. This program has helped identify and provide interventions for students needing extra assistance in reading. This year through The Children's Trust, we have received 25 computers to form a computer lab where students receive instruction using the Read 180 program.

Unique Aspects: Areas of Concern:

Rockway Elementary School has identified several issues impacting learning at the school. Among these are language barriers, student progress; primarily of students with disabilities reading below grade level, parental inexperience and economically disadvantaged students. With 91 percent of the school population being Hispanic, language has become a concern. This is evident in our children's struggles with English as well as their parents' limited ability to help with home learning. In addition, many of our parents have limited or no experience with educational practices in the United States and require additional services and support so they may assist their children. Lastly, 61 percent of our students' families receive Federal and local financial support. Rockway Elementary has also identified challenges facing our staff. A review of the Professional Development Plans of the staff indicates that teachers feel that they need more professional development in the area of science and data analysis that would assist in the targeting of instruction. Teachers also feel that they need professional development in the area of exceptional student education and inclusion.

Teacher Demographics

This school employs a total of 65 full-time staff members and four part-time staff members. This staff comprises of 56 Hispanic (81 percent), 9 White (13 percent) and 4 Black (5 percent). Of this group, there are 2 administrators, 30 classroom teachers, 8 exceptional student education teachers, 1 guidance counselor, 6 classroom paraprofessionals, 5 clerical employees, 2 cafeteria workers, and 4 custodial service workers. The teaching staff consists of 17 percent of the teachers who are new to the school this year. Beginning teachers comprise 13 percent of the teaching staff and are assigned a Professional Growth Team. The staff's average length of time teaching in Florida is 14 years and 20 teachers have advanced degrees. Teacher attendance has always been very positive at Rockway Elementary. Teachers have maintained an average attendance rate of 94 percent. Teacher attrition is exceptionally low. Teachers average 13 years at Rockway. Many of the teachers on staff were interns who remained at the school as teachers. Teachers contribute to the culture of the school which is known to the community as "Rockway, your home away from home". Teachers participate on the Leadership Team of the school. This team is comprised of 5 classroom teachers/grade level chairperson, 1 reading leader, 2 special education teachers (Gifted and SPED), 3 support personnel (counselor, behavior management teacher and paraprofessional), and 2 administrators. This committee representation supports both full-time and part-time employees. This committee is comprised of 85 percent Hispanic and 15 percent Black employees. We have no vacancies at Rockway Elementary. At this school teachers work in a familial environment embedded with the term "Rockway is our home away from home".

Class Size/ Teacher- to Student Ratio

Class size is critical to the success of the students at Rockway Elementary. Ratios are maintained close to state standards. Fluctuations in the ratio depend on student enrollment. In kindergarten the ratio is 18.5:1, first grade 18:1, second grade is at 19:1, third grade is at 19:1, fourth grade is at 23:1, and fifth grade is at 21:1. Special Education students are included in the general education classes. The school's student teacher ratio is currently 20:1 in primary classes and 21:1 in the intermediate classes.

Attendance Rate

Attendance at Rockway Elementary is consistently high. In the past two years attendance has remained steady with an average of 96.4 percent per quarter. During the 2005-2006 school year the end of year average was 96.37 percent as compared to the 2006-



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2007 school year when the average was 96.6 percent.

Promotion/Graduation/ Retention Rates

The student retention rate at Rockway Elementary for the 2006-2007 school is 5 percent. When compared to the district average, which is 8 percent, Rockway Elementary shows a lower retention rate by 3 percent. The student promotion rate at Rockway Elementary was 95 percent.

Feeder Pattern

Rockway Elementary is part of the Miami-Coral Park Feeder Pattern. This Feeder Pattern consists of 7 Elementary schools, 1 K-8 Center, 2 Middle schools, and 1 Senior High school. Fifth grade students at Rockway Elementary transition predominantly to Rockway Middle School which houses sixth through eighth grade. None of the schools in the Miami-Coral Park Feeder Pattern are designated as Zone schools. Most of the schools that students transition to are also "A" schools.

Special Programs

Rockway also offers a variety of extra curricular activities such as the following: Academic Excellence (Chess and Hands on Science), After-school tutoring in Reading, Patrols, Chorus, Art Club, Future Educators of America, and Friendly Falcons (a community service group).

School Community Relationships/Partners

Rockway Elementary School is very fortunate to have Fit Kids, Costco and Publix as our Dade Partners. They participate in many of our school events and functions, giving us support and helping to motivate students in order to promote student achievement and attendance.

Grants

At Rockway Elementary we are very fortunate to have partnered with Florida International University and the ENLACE program. Through this program we have received funds from a The Children's Trust grant. This grant enhances our after-school care program to enable us to work with our students scoring Level 1 and Level 2 on the FCAT. The program offers students homework assistance, health/ nutrition and fitness education, technology, and remediation in the area of reading. This year through The Children's Trust, we have received 25 computers to form a computer lab where students receive instruction using the Read 180 program.

School Foundation

Leadership:

At Rockway Elementary School, we examined the findings of the Organizational Performance Improvement Snapshot survey and this section was one of two of our highest ranked categories. Of the questions asked of staff concerning the leadership of the school, the most favorable items (ranked highest at 4.7) were (1a) I know my organization's mission, (1c) My supervisor creates a work environment that helps me to my job, and 1d) My work location's supervisor shares information about the work location. In addition, other favorable questions were (1b) My supervisor uses our work location's values to guide us, and (1f) My work location lets me know what it thinks is most important (score 4.6). The Rockway Elementary staff members believe that our leader knows the mission and uses its values to guide our school. In accordance with this, a favorable result was also garnered to the statement (1e) My supervisor encourages learning that will help me advance in my career (score 4.5). However, an opportunity for improvement exists in the statement (1g) My organization asks me what I think (score 4.4). This issue will be addressed during faculty, grade level and leadership team meetings by encouraging participation and input from all staff members.

District Strategic Planning Alignment:

On the Organizational Performance Improvement Snapshot Survey, this section received an average ranking. Of the questions asked of the staff concerning the strategic planning in the school, the most favorable items (scores 4.5) were (2b) I know the parts of my organization's plans that will affect me and my work and (2c) I know how to tell if we are making progress on my work group's part of the plan. However, an opportunity for improvement exist in statement (2a) As it plans for the future, my organization asks for my ideas (scores 4.4). This category will be addressed by involving more participants in the development of the School Improvement Plan (SIP) so that all stakeholders will be aware of the SIP's contents, objectives, goals and strategies as well as provide staff members the opportunity to present ideas that will be considered for utilization by the Instructional Improvement Team (IIT).

Stakeholder Engagement:

On the Organizational Performance Improvement Snapshot Survey, this category was ranked as average. Most of the staff members responded favorably to (3a) I know my organization's mission, (3b) I keep in touch with my customers (score 4.6), and (3c) My customers tell me what they need and want (score 4.5). This favorable result shows that the staff members of Rockway Elementary School hold their parents and students in high regard and utilize as many means necessary to establish and maintain communication with students. However, an opportunity for improvement exists in statements (3d) I asked my customers if they are satisfied or dissatisfied with my work, and (3e) I am allowed to make decisions to solve problem for my customers (score 4.4). These issues will be addressed by providing one-to-one meetings where teachers counsel students in their work and problems and also have students share their concerns with the teacher.

Faculty & Staff:

On the Organizational Performance Improvement Snapshot Survey, the Faculty and Staff category received an average ranking. Most of the staff members responded favorably to (5e) I have a safe work place (score 4.7), (5a) I can make changes that will improve my work (score 4.6). In addition, other favorable questions were (5b) The people I work with cooperate and work as a team, (5c) My supervisor encourages me to develop my job skill so that I can advance in my career, and (5f) My supervisor and my work location care about me (score 4.5). These favorable results show that the staff at Rockway Elementary School believes that this school is facilitated by cooperative staff members and that they feel safe at the school site. However, an opportunity for improvement exists in statement (5d) I am recognized for my work (score 4.4). This issue will be addressed by the principal, who will incorporate more formal acknowledgements of outstanding work and special days.

Data/Information/Knowledge Management:

On the Organizational Performance Improvement Snapshot Survey, this section ranked one of two of our highest categories. Most of the staff members responded favorably to (4a) I know how to measure the quality of my work, (4b) I know how to analyze (review) the quality of my work to see if changes are needed, (4c) I use these analyses for making decisions about my work, (4d) I know how the measures I use in my work fit into the work locations overall measures of improvement, and (4e) I get the information I need to know about how my work location is doing. This information is very helpful by providing insight into favorable aspects of the school.

Education Design:



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On the Organizational Performance Improvement Snapshot Survey, the category was ranked average. Most of the staff members responded favorably to (7b) My products meet all requirements for high quality and excellence, (7f) My work location obeys laws and regulations, (7g) My work location has high standards and ethics, and (7i) I am satisfied with my job. In addition, other favorable questions were (7a) My customers are satisfied with my work, and (7h) My work location helps me help my community. However, opportunities for improvement exist in statements (7d) My work location uses my time and talents well, (7e) My work location removes things that get in the way of progress, and (7c) I know how well my work location is doing financially. These issues will be addressed by providing teachers and staff members a report with all financial decisions presented at EESAC and teachers will be encouraged to attend monthly EESAC meetings to familiarize themselves with the financial reports. Information will also be disseminated at grade level meetings, at the Leadership Team meetings, and at faculty meetings.

Performance Results:

On the Organizational Performance Improvement Snapshot Survey, this category ranked average. Most of the staff members responded favorably to (6c) We have good processes for doing our work (score 4.6). In addition, other favorable questions were (6a) I can get all the resources I need to do my job, (6b) I collect information (data) to do my work, and (6d) I have control over my processes (scores 4.5). This information is very helpful by providing insight into those aspects that are favorable to our school. This helps us provide information and resources needed by our staff in order to do their work.



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Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :



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Schools Offering Primarily Grades 6 through 12

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

Reading Goal

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

Florida Education Priorities

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

Reading Statement

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

Needs Assessment

An analysis of the 2007 FCAT Reading data from the School Accountability Report from the FDOE indicates that the majority of students at Rockway Elementary are scoring at or above grade level. Specific data indicates that 80 percent of the students are scoring at or above grade level and 72 percent are making learning gains in reading.

Summary Data from the 2006 - 2007 NCLB School Public Accountability Report indicate that 63 percent of students in Third grade, 65 percent of students in Fourth grade and 79 percent of students in Fifth Grade met high standards. Students with Disabilities (SWD) scoring at or above grade level was 29 percent.

Third grade students need improvement in the areas of Reference/ Research. Fourth grade students need improvement in the area of Word and Phrases. Fifth grade students need improvement in the areas of Main Idea and Author's Purpose.

The percent of performance by content clusters needing improvement in Reading by grade level were as follows: In Third grade the area of Reference/Research was 50 percent. In Fourth grade the area of Word/Phrases was 60 percent. In Fifth grade the area of Main Idea/Purpose was 61 percent.

NCLB Subgroup Target



School Improvement Plan 2007-2008



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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will increase their reading skills by 5 percent on the 2008 administration of the FCAT Reading Test as compared to the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities (SWD) in grades three through five, will improve their reading skills as evidenced by 58 percent scoring at a Level 3 or higher on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Involve parents and the business community in the utilization of the media center and the use of trade books to read career related material with students.	Administrators, Media Specialist, and Reading Leader	8/20/2007	6/5/2008	Other/ Not Applicable	0
Utilize multi-media technologies to improve and enrich reading comprehension during the instructional period.	Administrators, Classroom Teachers, and Technology Support Personnel	8/20/2007	6/5/2008	Other/ Not Applicable	0
Maintain the participation of Students with Disabilities (SWD) in an inclusive setting.	Administrators	8/20/2007	6/5/2008	Other/ Not Applicable	0
Implement and monitor the Continuous Improvement Model (CIM) an eight step continuous improvement model school-wide to ensure student achievement in Reading and use the Regional Center Data Debriefing Protocols to conduct debriefing sessions.	Administrators and Classroom Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Students with Disabilities (SWD) with FCAT scores Levels 1 and 2 will receive additional reading instruction during or after school.	Administrators	8/20/2007	6/5/2008	Other/ Not Applicable	0
Assessing Reading performance utilizing the Interim Assessments, FCAT scores, DIBELS, and an in-house monitoring program to guide instruction.	Administrators, Classroom Teachers, and Technology Support Personnel	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide during school and after school tutoring services and at-home support activities that will provide students scoring at a Level 1 and 2 on the FCAT Reading Test with additional assistance and opportunities for growth during the school year.	Administrators and Classroom Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	3000
Implement the Research Based Comprehensive Reading Plan using the District-wide adopted, basal reading series.	Administrators	8/20/2007	6/5/2008	Other/ Not Applicable	0

Research-Based Programs

1. Houghton-Mifflin: A Legacy of Literacy, 2006 Special Miami-Dade Edition.
2. Reading Plus
3. Voyager Passport
4. Soar to Success
5. Early Success
6. Read 180 - (utilized by The Children's Trust during After-School Care)
7. FCAT Explorer

Professional Development

District and School Wide Staff Development on:

1. Reading Plus
2. FCAT Explorer
3. Best Practices
4. Innovative Teaching Strategies
5. CRIS Strategies



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Evaluation

This objective will be evaluated by the scores on the FCAT Reading Test administered in March 2008. District-provided Interim Assessments and DIBELS will provide data which will be used to monitor progress toward the objective. In-house assessments will also be used to monitor the students' performance on the pacing guide benchmarks. Voyager will be used to evaluate and monitor tutorial programs.

Mathematics Goal

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

Florida Education Priorities

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

Mathematics Statement

All students will increase performance in mathematics.

Needs Assessment

An analysis of the 2007 FCAT Math data from the School Accountability Report from the FDOE indicates that the majority of students at Rockway Elementary are scoring at or above grade level. Specific data indicate that 76 percent of the students are scoring at or above grade level and 72 percent are making learning gains in math.

Summary Data from the 2006 - 2007 NCLB School Public Accountability Report indicate that 68 percent of students in Third grade, 68 percent of students in Fourth grade and 61 percent of students in Fifth Grade met high standards. Students with Disabilities (SWD) scoring at or above grade level was 35 percent.

Third grade students need improvement in the areas of Algebraic Thinking. Fourth grade students need improvement in the areas of Algebraic Thinking and Data Analysis. Fifth grade students need improvement in the areas of Data Analysis.

Third grade students need improvement in the areas of Algebraic Thinking. Fourth grade students need improvement in the area of Algebraic Thinking and Data Analysis. Fifth grade students need improvement in the areas of Data Analysis.

The percent of performance by content clusters needing improvement in Math by grade level were as follows: In Third grade the area of Algebraic Thinking was 50 percent. In Fourth grade the area of Algebraic Thinking and Data Analysis was 57 percent. In Fifth grade the area of Data Analysis was 50 percent.

NCLB Subgroup Target



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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five, will increase their mathematical skills by 5 percent on the 2008 FCAT administration of the FCAT Math Test as compared to the 2007 administration of the FCAT Math Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities (SWD) in grades three through five, will improve their mathematics skills as evidenced by 62 percent scoring at a Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Assessing Math performance utilizing the Interim Assessments, FCAT scores and an in-house program to instruct, remediate, and enrich at appropriate levels to improve student achievement.	Administrators and Teachers and Computer Tech	8/20/2007	6/5/2008	Other/ Not Applicable	0
Use manipulatives, hands on activities, calculators, and technology to emphasize and improve problem solving and critical thinking of all students, including SWD, schoolwide during the instructional program.	Administrators and Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Implement and monitor the mathematics Pacing Guide to ensure mastery of the state standards by all students including the SWD subgroup.	Administrators	8/20/2007	6/5/2008	Other/ Not Applicable	0
Maintain the participation of Students with Disabilities (SWD) in an inclusive setting.	Administrators	8/20/2007	6/5/2008	Other/ Not Applicable	0
Implement and monitor the Continuous Improvement Model (CIM) an eight step continuous improvement model schoolwide to ensure student achievement in Mathematics and use the Regional Center Data Debriefing Protocols to conduct debriefing sessions.	Administrators	8/20/2007	6/5/2008	Other/ Not Applicable	0

Research-Based Programs

1. Scott Foresman Mathematics 2005 edition
2. Math Facts in a Flash

Professional Development

1. Edu-Soft
2. FCAT Explorer
3. Scott Foresman Best Practices

Evaluation

This objective will be evaluated by the scores on the mathematics portion of the FCAT administered in March 2008.

District Interim Assessments and FCAT Explorer will be used to monitor students' progress toward our goals. In-house monthly assessments will also be used to monitor the students' performance on the pacing guide benchmarks.

Writing Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Writing Statement

All students will be able to communicate effectively through writing.

Needs Assessment

An analysis of the 2007 FCAT Writing+ data from the School Accountability Report from the FDOE indicates that the majority of students at Rockway Elementary are scoring at or above grade level. This data indicates that 79 percent of the students met high standards in writing.

Summary Data from the 2006 - 2007 NCLB School Public Accountability Report shows that 91 percent of students in fourth grade improved their performance in Writing.

The 2007 FCAT School Report of Students data indicates that only 28 percent of the students did not meet the state required mastery level of 3.5 or higher in expository writing while 31 percent of students did not meet state required mastery level in narrative writing. The needs assessment reveals that students require further improvement in both areas, Expository and Narrative writing. Concentrated efforts will be made to improve all students' writing achievement using an in-house monthly writing assessment prompt, including a pre and post test on Expository writing. Our school mean essay scores for the Narrative was 3.7 and Expository was 3.6. The combined scored was 3.7.

NCLB Subgroup Target

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade four will maintain their writing skills as evidenced by 91 percent of the students achieving high standards on the 2008 administration of the FCAT Writing+ Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement and monitor the Continuous Improvement Model (CIM) an eight step continuous improvement model school-wide to ensure student achievement in Writing and use the Regional Center Data Debriefing Protocols.	Administrators	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide professional development in writing using Best Practices.	Administrators and Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Implement 30 minutes of daily writing instruction using the writing process to produce both narrative and expository writing using the district approved core curriculum reading program.	Teachers and Administrators	8/20/2007	6/5/2008	Other/ Not Applicable	0
Engage students in writing and publishing through teacher and district approved web-sites and computer software that targets writing to improve writing skills.	Teachers and Administrators	8/20/2007	6/5/2008	Other/ Not Applicable	0
Administer a pre-test, and post-test in expository writing to document progress.	Administrators and Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0

Research-Based Programs

1. Houghton-Mifflin: A Legacy of Literacy, 2006 Special Miami-Dade Edition.

Professional Development

1. Best Practices
2. Holistic Scoring Training

Evaluation

This objective will be evaluated by the scores on the FCAT Writing+ Test administered in February 2008. District Florida Writes Pre and Post Writing Tests as well as school developed monthly prompts will provide data which will be used to monitor progress toward the goal.

Science Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Science Statement

All students will be able to apply the scientific method.

Needs Assessment

An analysis of the data from the 2007 Florida Comprehensive Assessment Test (FCAT) Science indicates that 47 percent of the students in grade five at Rockway Elementary are scoring at or above grade level. The percent of performance by content clusters needing improvement in Science by fifth grade students is as follows: Life and Environmental Science and Scientific Thinking. The percent of performance by content clusters earned by fifth grade students in Science was as follows: Life and Environmental Science and Scientific Thinking were 50 percent.

Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement and monitor the Continuous Improvement Model (CIM), an eight step continuous improvement model school-wide to ensure student achievement in Science and use the Regional Center Data Debriefing Protocols to conduct debriefing sessions.	Administrators	8/20/2007	6/5/2008	Other/ Not Applicable	0
Conduct a Science Fair for students in grades two through five to engage learners in hands on science and the use of the Scientific Process.	Administrators, Teachers, and Science Coordinator	8/20/2007	6/5/2008	Other/ Not Applicable	0
Implement the use of the FCAT Science Dailies Activity Book in grades three, four and five to enhance higher order thinking skills and the use of the Scientific Process.	Administrators and Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Maintain a weekly experiment log that correlates with the pacing guide to ensure hands-on experiments for all students.	Administrators and Science Coordinator	8/20/2007	6/5/2008	Other/ Not Applicable	0
Implement the use of the Reading First Through Science book in grades three through five to re-teach science content to students identified as needing additional assistance.	Administrators and Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Assessing Science performance utilizing the Interim Assessments, FCAT scores, and an in-house monitoring program using the pacing guide to drive instruction.	Administrators, Classroom Teachers, and Technology Support Personnel	8/20/2007	6/5/2008	Other/ Not Applicable	0

Research-Based Programs

1. Scott Foresman science textbook

Professional Development

1. Best Practices
2. In-house presentation by the science chairperson on the state adopted science program.

Evaluation

This objective will be evaluated by the mean scale score on the 2008 FCAT Science Test administered in March.

District Interim Assessments, science fair participation and the use of FCAT Science Dailies will be used to monitor students' progress toward our goals.

In-house monthly assessments will also be used to monitor the students' performance on the pacing guide benchmarks.

Parental Involvement Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Parental Involvement Statement

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

Needs Assessment

An analysis of the data from the 2006-2007 Parent Logs indicates that a large number of parents attended school-wide events and activities. Sign-in logs indicated that we had a 2 percent increase in the number of parents attending school related activities during the 2006-2007 school year as compared to the 2005-2006 school year.

Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate an increase of 5 percentage points in the number of parental and community contacts as evidenced by comparing the sign-in logs for the 2006-2007 to the 2007-2008 school years.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide in-services for all parents to increase their knowledge about FCAT which in return would enable them to assist their children to improve their academic achievement.	Administrators, Counselor, Behavior Management Specialist	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide parents access to all Rockway Elementary School staff through various methods such as the use of e-mail, agendas, voice mail, and personal conferences to increase the communication that would lead to a positive link between home and school.	Administrators and Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Increase parental involvement in the monthly EESAC meeting using the monthly school calendar and school marquee.	Administrators and EESAC Chairperson	8/20/2007	6/5/2008	Other/ Not Applicable	0
Increase communication and maintain parents informed on student achievement through the use of the PIV (Parent Internet Viewer).	Administrators and teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Develop a school-wide incentive program for students to promote punctuality and instill the value of positive work habits that contribute to success in the workplace.	Administrators, Counselor and teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide monthly parent workshops as opportunities for parents to improve school related parental skills.	Administrators, Counselor, and Behavior Management Specialist	8/20/2007	6/5/2008	Other/ Not Applicable	0

Research-Based Programs

Not Applicable

Professional Development

Research provided by Simmons, Stevenson, Starnad, 1993 states that an effective workshop program for parents can assist parents in creating a home environment that encourages learning and shows them how to provide support and encouragement that is appropriate for their children's development. In addition, research from Christenson and Sheridan, 2001 states that what parents/families do in the home environment remains significantly more important to student outcomes than what parents/families do in the school setting. To that end, the following workshops will be planned and implemented for parents:

- FCAT Strategies (Reading, Mathematics, Writing, Science) and FCAT District and State Requirements
- Inclusionary practice
- Kindergarten Orientation
- Parenting Skills
- How to help your child at home with school work
- Child safety
- Dealing with difficult behaviors
- Self improvement

Monthly workshops for parents will be planned and implemented by the Parent Academy, and the Student Services Department in conjunction with the Exceptional Student Education Department of the school.

Evaluation

This objective will be evaluated by comparing sign-in logs of 2006-2007 to sign-in logs for the 2007-2008 school year. Logs will be reviewed on a quarterly basis.

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

The school will provide a safe and disciplined environment for all students.

Needs Assessment

An analysis of the data from the 2006-2007 Attendance Report indicates that Rockway Elementary has an attendance rate of 96.7 percent in the District.

Measurable Objective

Given an emphasis on a safe and orderly environment, the number of students with five or more absences will decrease by 1 percent during the 2007–2008 school year as compared to the 2006–2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement and monitor daily attendance using the Excelsior Electronic Grade Book.	Administrators	8/20/2007	6/5/2008	Other/ Not Applicable	0
Implement and monitor daily attendance using NTI Connect Ed services.	School Counselor and Administrators	8/20/2007	6/5/2008	Other/ Not Applicable	0
Randomly reward a few students in attendance during morning announcements	Administrators	8/20/2007	6/5/2008	Other/ Not Applicable	0
Contact parents of students with poor attendance history (five or more absences) by student service personnel and the NTI Connect-ED System.	School Counselor and Administrators	8/20/2007	6/5/2008	Other/ Not Applicable	0
Recognize classrooms daily, with 100% attendance using door hanging display.	Administrators, School Counselor and Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Reward students with perfect attendance monthly.	Administrators, School Counselor and PTA	8/20/2007	6/5/2008	Other/ Not Applicable	0
Reward classes and students with the most days of 100% attendance monthly.	School Counselor and Administrators	8/20/2007	6/5//2008	Other/ Not Applicable	0

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

This objective will be evaluated by comparing the attendance report at the end of the school year 2007 – 2008 as it compares to the 2006 – 2007 school year. Progress monitoring will be conducted through review of quarterly attendance reports.

Technology Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Technology Statement

The school will integrate technology in all curricular areas.

Needs Assessment

An analysis of the data from the 2006 - 2007 school year indicates that Rockway Elementary has Internet and Intranet access to 100% of the classrooms including the media center. Each classroom has four to five computers to allow access to all staff.

A daily correlation between the electronic gradebook attendance and the attendance bulletin will take place to maintain accurate attendance records.

In house support will be available for those teachers needing assistance in posting student information to be accessed on the PIV.

A computer lab will be accessible to all students in grades Kindergarten through grade five.

Measurable Objective

Given an emphasis on the use of technology in education, all teachers will maintain their usage of the Excelsior Electronic Grade Book to input daily attendance, academic grades and special notes for parents to be accessed through the PIV (Parent Internet Viewer). Also, students will have more access to technology in order to impact their learning.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Maintain and monitor the use of the Excelsior Electronic Grade Book as it relates to attendance and academic grades.	Administrators, Electronic Grade Book Manager	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide individual student reports for interim progress showing academic as well as attendance records using the Electronic Grade Book to facilitate Parent-Teacher communication.	Administrators	8/20/2007	6/5/2008	Other/ Not Applicable	0
A computer lab will be formed for the use of all students to increase the use of technology.	Administrators, Media Specialist and Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0

Research-Based Programs

Not Applicable

Professional Development

In-house training and support services will include hands on training on the Excelsior Electronic Grade Book as it relates to maintaining daily attendance and academic grades.
Training on the use of the Smart Board will be provided to all teachers.

Evaluation

This objective will be evaluated by on going monitoring of the electronic Grade Book. The Grade Book export/upload attendance report will be reviewed on a daily basis.
A sign in log will be maintained to monitor the use of the computer lab.

Health & Physical Fitness Goal

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

Florida Education Priorities

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

Health & Physical Fitness Statement

The school will promote the overall health and fitness of students through participation in the free breakfast program.

Needs Assessment

An analysis of the data from the Weekly Activity Report indicates that 103 average daily breakfasts were served at Rockway Elementary during August 2007.

Based on the number of lunch applications for the 2006 - 2007 school year, fifty-four percent of Rockway Elementary students received free/reduced lunch. The number of students participating in the free daily breakfast was less than the number of students qualifying for free/reduced lunch.

Measurable Objective

Given an emphasis on health and physical fitness, the average daily breakfast participation will increase by 1 percent from August 2007 to May 2008.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Remind parents of free breakfast on the monthly calendar.	Administrators	8/20/2007	6/5/2008	Other/ Not Applicable	0
Involve students in second, third, fourth and fifth grade in the Preventive Health and Safety Education for Students (P.H.A.S.E.S)	Administrators and Counselor	8/20/2007	6/5/2008	Other/ Not Applicable	0
Occasionally announce free breakfast on the school marquee.	Administrators and Student Services	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide free breakfast for all Rockway students.	Administrators and Cafeteria	8/20/2007	6/5/2008	Other/ Not Applicable	0
Encourage breakfast participation during morning announcements.	Administrators and Student Services	8/20/2007	6/5/2008	Other/ Not Applicable	0
Involve all students in the National School Lunch Week 2007 program "School Lunch – It's Instrumental"	Administrators and Teachers	8/20/2007	6/5//2008	Other/ Not Applicable	0
Monitor free breakfast participation.	Administrators	8/20/2007	6/5/2008	Other/ Not Applicable	0

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

This objective will be evaluated by comparing the average daily breakfast participation from August 2007 to May 2008. The average daily breakfast participation report will be reviewed on a quarterly basis.

Electives & Special Areas Goal

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

Florida Education Priorities

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

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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

Students will be given the opportunity to pursue areas of interest and special talents.

Needs Assessment

An analysis of the data from the 2006 - 2007 school year, indicates that Rockway Elementary School provided seven different extra curricular activities: Patrols, Chorus, Art Club, Academic Excellence Program, After-School Tutoring, Future Educators of America, and Friendly Falcons to 321 students. New extra curricular activities will be available for students during the 2007-2008 school year.

Measurable Objective

Given emphasis on the benefits of participating in extra curricular activities, students will have access to participate in different extra curricular activities offered at Rockway Elementary (i.e.: art club, chess, technology, chorus, tutoring etc...). There will be an increase of 5 percent school participation in extra curricular activities during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Increase the number of extra curricular activities offered at Rockway Elementary	Administrators	8/20/2007	6/5/2008	Other/ Not Applicable	0
Conduct a Resource Fair to inform parents and students on the programs available at Rockway Elementary School.	Administrators and School Personnel	8/20/2007	6/5/2008	Other/ Not Applicable	0
Encourage participation in extra curricular activities through morning announcements.	Administrators and Morning Announcement Personnel	8/20/2007	6/5/2008	Other/ Not Applicable	0
Occasionally announce extra curricular activities on the school marquee.	Administrators	8/20/2007	6/5/2008	Other/ Not Applicable	0
Remind parents of extra curricular activities on the monthly calendars.	Administrators	8/20/2007	6/5/2008	Other/ Not Applicable	0
Encourage participation in extra curricular activities through Rockway Elementary School website.	Administrators and School Technology Staff	8/20/2007	6/5/2008	Other/ Not Applicable	0

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

This objective will be evaluated by calculating the percent of students enrolled and participating in the extra curricular activities during the 2007-2008 school year.

Return On Investment Goal

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

Florida Education Priorities

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

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

Return On Investment Statement

Rockway Elementary School will improve it's ranking from the 40th percentile to the 41st percentile on the State of Florida ROI Index.

Needs Assessment

The most recent data supplied from the FLDOE indicates that in 2005, Rockway Elementary School ranked at the 40 percentile on the State of Florida ROI index.

Measurable Objective

Rockway Elementary School Return On Investment (ROI) percentile ranking will increase by at least 1 percentage point.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Become more informed about the use of financial resources in relation to school programs.	Administrators	8/20/2007	6/5/2008	Other/ Not Applicable	0
Collaborate with the district on resource allocation.	Administrators	8/20/2007	6/5/2008	Other/ Not Applicable	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administrators and EESAC	8/20/2007	6/5/2008	Other/ Not Applicable	0
Consider shared use of facilities, partnering with community agencies.	Administrators	8/20/2007	6/5/2008	Other/ Not Applicable	0

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

On the next State of Florida ROI index publication, Rockway Elementary will show progress toward reaching the 90 percentile.

EESAC Compliance

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

Budget:

The School Advisory Council reviewed the budget for the utilization of additional materials which target specific academic areas such as reading, mathematics, science and technology.

Training:

The School Advisory Council recommended staff training in the areas of science, reading, and technology based on teachers' Professional Development Plans.

Instructional Materials:

The School Advisory Council recommended the purchase of additional resources in the areas of mathematics, science, reading, and technology for the basic program.

Technology:

The School Advisory Council recommended the purchase of additional resources in technology for infusion into the basic program.

Staffing:

The School Advisory Council reviewed and made recommendations for the funding of part-time hourly employees to work with students during the school day.

Student Support Services:

The School Advisory Council reviewed the needs of the students and recommends additional funding for student support services.

Other Matters of Resource Allocation:

The School Advisory Council reviewed and made recommendations for the distribution of school recognition funds among the faculty, staff, and students.

Benchmarking:

The School Advisory Council reviewed and developed the goals and objectives towards the continuous improvement within our school.

School Safety & Discipline:



School Improvement Plan 2007-2008



The School Advisory Council reviewed and made recommendations on in-house procedures regarding school safety and discipline.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	3000
Mathematics	0
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	3000



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