

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Rockway Middle School (6821)

Feeder Pattern - Miami Coral Park Senior

Regional Center III

District 13 - Miami-Dade

Principal - Maria Cedeno

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Under the guidance of our principal, Rockway Middle School has set forth high academic expectations for our students. It is our belief that with the support of the school and the home working together all of our students can succeed. In a state of transition, the school is facing many challenges. The school has recently been subject to an increase in student transfers, an increase in teacher transfers and retirement, and an increase in teachers new to the system. These changes have affected the makeup of the staff and student populations and affected student test scores as well.

This year, with ten teachers new to the school, we are once again working diligently as a cohesive body to address our challenges and reach the high expectations set forth by the principal, the administrative staff, the faculty, the staff, the parents, and the students. The Florida Department of Education grades Rockway an "A" school. Rockway Middle School has many area transfers as parents recognize the high quality of education provided as well as our reputation as a very safe and secure school. According to the most recent published School Climate Survey, 80 percent or more of our parents consider that our school is safe and secure, that the students are getting a good education, and that the overall climate at the school is positive and helps students learn.

However, although enrollment at Rockway Middle School remained fairly constant for many years, this year we have approximately 1363, approximately 100 more students than last year. Rockway Middle School services the community by providing an English Language Learners (ELL) program to approximately 137 students, a Gifted team of approximately 234 students, a Students with Disabilities (SWD) program of approximately 160 students, which addresses our learning disabled, our deaf, our educable mentally handicapped, and our trainable mentally handicapped students, and this year we once again offer an Extended Foreign Language (EFL) Program. The number of No Child Left Behind (NCLB) subgroup at Rockway Middle School now stands at 117. According to the 2006-2007 assessment data, there are currently 198 Level 1 students in Reading and 216 Level 1 students in Mathematics. The 2006-2007 assessment data also shows that there are 241 Level 2 students in Reading and 273 Level 2 in Mathematics.

Rockway Middle School has a very close relationship with our School Board Member, Dr. Marta Perez, as well as our District Commissioner Javier Souto. Both attend many of our activities and are supportive in our endeavors.

Rockway Middle School is not a Title 1 School, and therefore is dependent on our PTSA and our 16 Dade Partners to help us with funding for many of our activities as well as curriculum support when necessary. We are pleased to have very supportive Dade Partners: Macys, Casely Tennis Foundation, Inc., Fit Kids Corporation/Racquet and Fitness Club, Jerry and Joe's, Junior Achievement of Greater Miami, Inc., Outback Steakhouse, Target, Rowland Coffee Roasters, Super Wheels Skating Club, Washington Mutual Bank, Sam's Club, Allstate Insurance, Honey Baked Ham Stores, Publix Supermarkets, Tony Roma's, and Winn-Dixie.

Rockway Middle School is located in southwest Miami-Dade County at 9393 Southwest 29th Terrace on 11.28 acres. It was built in 1959. The school is located adjacent to Rockway Elementary School and its northwest boundary is adjacent to Rockway Park, allowing the students access to the community swimming pool located in the park as well as a variety of after-school programs.

Rockway Middle School's four-wing building houses 39 classrooms augmented by a freestanding science wing of ten classrooms, band room, auditorium, media center, and a new 4900 square foot modular building, which houses 676 student stations in 32 classrooms and additional administrative offices. In addition, we are fortunate to have a state-of-the-art physical education shelter.

This 48-year-old school has been rewired to provide Internet and Intranet access to 100 percent of the classrooms and has a camera surveillance system to ensure the safety and well-being of students and staff members. The school houses a state-of-the-art closed circuit television system, and the media center provides Internet access via 28 computer stations accessible to students, teachers and parents.

Rockway Middle School employs a total of 107 full-time staff members and 21 part-time staff members. The ethnic breakdown of the staff is 19 percent White, 9 percent Black and 72 percent Hispanic. Of the faculty, 26 percent are male, 74 percent are female, 36 percent have a Master's degree and 7 percent have a Specialists degree or higher. The faculty's average years of teaching is 12, and this year we have 9 percent beginning teachers. Rockway Middle School has ten percent of the faculty teaching out-of-field. The average class size consists of approximately 22 students. The average attendance rate for the 2006-2007 school year was 96.88 percent. Our school's promotion rate for 2006-2007 was 96.3 percent. The retention rate for last year was 3.7 percent.

Several grants were awarded to Rockway Middle school during the 2006-2007 school year. Among them was a Chess grant which helped to enhance critical thinking and promoted student achievement. The "DellTechKnow" grant was granted by Dell, Microsoft and AOL to help students stay in school as well as to help them improve their behavior and grades. In order to help students with homework and computer literacy, Rockway Middle School was awarded a grant for a Middle School Enrichment program, where neighborhood students participated who did not have access to computers at their home.

Students leaving Rockway Middle School after eighth grade will attend Miami Coral Park, Miami Southwest Senior High School, or magnet schools such as MAST, Coral Reef, or Coral Gables. The staff from Rockway works closely with these schools on articulation issues to ensure that entering ninth graders are prepared with the background they need to be successful in high school.

Given instruction based on the Sunshine State Standards, students in grades six through eight will increase by five percentage points 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, SWD students will increase their reading skills to 58 percent meeting high standards 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, ELL students will increase their reading skills as evidenced by 58 percent meeting high standards 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, the number of students meeting high standards in grades six through eight will increase by 5 percentage points on the 2008 administration of the FCAT Mathematics Test as compared to the 2007 administration of the FCAT Mathematics Test.

Given instruction based on Sunshine State Standards, SWD students will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test as compared to the 2007 administration of the FCAT Mathematics Test..

Given instruction based on Sunshine State Standards, ELL students will improve their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test as compared to the 2007 administration of the FCAT Mathematics Test..

Given instruction based on Sunshine State Standards, students in grade eight will demonstrate their skill proficiency in writing, as evidenced by 90 percent or more students meeting high standards on the 2008 administration of the FCAT Writing +.

Given instruction based on the Sunshine State Standards, SWD students in grade eight will improve their writing skills as evidenced by 80 percent of the students achieving high standards on the 2008 administration of the FCAT Writing +.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade eight will increase by 25 percentage points on the 2008 administration of the 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 parental and community contacts as evidenced by comparing the hourly logs for the 2006-2007 and 2007-2008 school years.

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10 percent decrease in the number of outdoor suspensions during the 2007-2008 school year as compared to the 2006-2007 school year

Given an emphasis on the use of technology in education, teachers will augment their usage of selected gradebook reports to enhance student achievement as evidenced by 100 percent of the teachers accessing these selected reports during the 2006-2007 school year.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades six through eight will improve their running skills as evidenced by 50 percent of the students meeting high standards in running the one mile test on the 2007-2008 administration of the FITNESSGRAM Test

Given emphasis on the benefits of participating in advanced academic programs, the number of students enrolled in the Advanced Academic Programs will increase by five percent during the 2007-2008 school year as compared to the 2006-2007 school year.

Rockway Middle School will improve its ranking on the State of Florida ROI index publication from the 92nd percentile to the 93rd percentile on the next publication of the index.

Rockway's Organizational Performance Improvement Snapshot Survey indicates that the staff rates our school above average in all categories. Ninety-four percent of our staff completed the survey; ninety-two percent of the responses were in agreement (4.0 and above). However, two areas that need to be addressed are "Strategic Planning" and "Process Management". These categories were identified by the staff as weaknesses and the Leadership Team recognizes that there is always need for improvement. Throughout the year the EESAC and the Leadership Team plan to improve communication and address issues concerning work satisfaction, work requirements, and organizational requirements between the administrative/leadership teams and the faculty and staff.



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.

6821 - ROCKWAY MIDDLE SCHOOL

VISION

Educators at Rockway Middle School strive to give students the skills they need to cope with life's successes and disappointments.

MISSION

Rockway Middle School's mission is to provide a nurturing and mutually respectful environment that focuses on the child as a whole in order to prepare productive citizens in our society.

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.

School Demographics

Facility/Community

Rockway Middle School is located in southwest Miami-Dade County at 9393 Southwest 29th Terrace on 11.28 acres. It was built in 1959. The school is located adjacent to Rockway Elementary School and its northwest boundary is adjacent to Rockway Park, allowing the students access to the community swimming pool located in the park as well as a variety of after-school programs.

Rockway Middle School's four-wing building houses 39 classrooms augmented by a freestanding science wing of ten classrooms, band room, auditorium, media center, and a new 4900 square foot modular building, which houses 676 student stations in 32 classrooms and additional administrative offices. In addition, we are fortunate to have a state-of-the-art physical education shelter. Rockway has no portable classrooms at this time.

This 48-year-old school has been rewired to provide Internet and Intranet access to 100 percent of the classrooms and has a camera surveillance system to ensure the safety and well-being of students and staff members. The school houses a state-of-the-art closed circuit television system, and the media center provides Internet access via 28 computer stations accessible to students, teachers and parents.

Rockway Middle School is situated in a lower middle class, single-family neighborhood. Over the last twelve years, however, this population has aged. Many of our children are now bussed to school, either on Miami-Dade County school buses or private buses if the students live within the two-mile boundary. In addition, 113 students are now attending Rockway Middle School as a result of the No Child Left Behind (NCLB) Act. We take pride in being consistently among the top five middle schools in attendance each marking period. Our staff is very diligent in addressing students with poor attendance in a timely manner.

Because of the relatively low income bracket of many of our families, many of our students are in need of support to secure the basic resources that will enable them to participate fully in the life of the community. Our PTSA group and our counseling staff are instrumental in identifying the neediest families and providing both direct assistance and references to appropriate Social Service agencies. Additionally, students who are in need of extra help in mastering the skills taught in the classroom are served through tutoring programs. Many of these students require redirection of unproductive behaviors, a responsibility of the members of the Child Study Team, especially the counselors.

Student Demographics

Rockway Middle School serves approximately 1363 children in grades six through eight in a suburban neighborhood. These students include 830 standard curriculum students (61 percent), 394 SPED students (29 percent), 137 ELL students (10 percent), and 951 economically disadvantaged students (69.77 percent). Rockway Middle School has an ethnic student population of 4.5 percent White, 89.3 percent Hispanic, 5.5 percent Black, and .7 percent "Other." Our male population equals 51.17 percent; our female population totals 48.93 percent.

The number of No Child Left Behind (NCLB) subgroup at Rockway Middle School now stands at 117. According to the 2006-2007 assessment data, there are currently 198 Level I students in Reading and 216 Level I students in Mathematics. The 2006-2007 assessment data also shows that there are 241 Level II students in Reading and 273 Level II in Mathematics.

Unique Aspects: Advantages

Rockway Middle School has incorporated the small learning communities, as part of the Secondary School reform process. In addition, computer-assisted instruction such as FCAT Explorer, Riverdeep and Plato will be implemented to assist students with their individualized needs.

Unique Aspects: Areas of Concern

The increase mobility rate of students transferring in and out of school as a result of NCLB Act is an area of concern for our school. A possible decrease on the percentage of daily attendance rate based on issues such as transportation for NCLB students is also an area of concern that Rockway Middle School is dealing with.

Teacher Demographics

Rockway Middle School's Leadership Team is made up of all department chairpersons (language arts, reading, mathematics, science, social studies, SPED, Deaf Education, and electives) and all team leaders (two for each grade level and a multi-grade gifted team). In addition, this year the team has added two additional members: the test chairperson and the EESAC chair. Because of the makeup of our leadership team, communication is open regarding curriculum, testing, budget, parent concerns, activities, and other pertinent school matters. The Leadership Team is scheduled to meet monthly but also meets on an as needed basis. Departments meet twice a month; teams meet three days a week.



School Improvement Plan

2007-2008



Rockway Middle School employs a total of 107 full-time staff members and 21 part-time staff members. The ethnic breakdown of the staff is 19 percent White, 9 percent Black and 72 percent Hispanic. Of the faculty, 26 percent are male, 74 percent are female, 36 percent have a Master's degree and 7 percent have a Specialists degree or higher. The faculty's average years of teaching is 12, and this year we have 9 percent beginning teachers. Rockway Middle School has ten percent of the faculty teaching out-of-field.

Of the full-time staff members, Rockway Middle School has 4 administrators, 50 classroom teachers, 15 exceptional student education teachers, 3 guidance counselors, 1 TRUST counselor, 1 computer specialist, 1 instructional technology specialist, 7 classroom paraprofessionals, 6 clerical employees, 14 cafeteria workers, 6 full-time security monitors, 1 part-time security monitor and 9 custodial service workers. Of the teaching staff, 10 percent are teachers new to this school, with an 11-year average length of time teaching in Florida. Thirty have advanced degrees. Eleven teachers are National Board Certified, 2 are 2006 candidates, and 2 are 2007 candidates.

Finding highly qualified teachers certified in critical shortage areas as well as in reading is a concern for the school.

Class Size/Teacher-to-Student Ratio

The average class size for general education is approximately 22 to 1. The SPED average class size consists of approximately 17 students. At this time, the pupil-teacher ratio is 21.98 to 01.

Attendance Rate

The average percentage of attendance for the 2006-2007 school year was 96.88 percent.

Promotional/Graduation/Retention Rates

The retention rate for our students at Rockway Middle School in 2006-2007 was 3.7 percent. The promotion rate for 2006-2007 was 96.3 percent.

Feeder Patterns

Students leaving Rockway after eighth grade will attend Miami Coral Park, Miami Southwest Senior High School, or magnet schools such as MAST, Coral Reef, or Coral Gables. The staff from Rockway works closely with these schools on articulation issues to ensure that entering ninth graders are prepared with the background they need to be successful in high school. These feeder pattern schools are not Zone schools.

Special Programs

At Rockway Middle School we have an Extended Foreign Language (EFL) Program in Spanish and Social Studies. We also have a Gifted program which consists of 234 students. Our school offers a tutorial program for our students during the morning or the afternoon hours, providing our students with an opportunity to get extra help. We implement the Secondary School Reform program by using the TEAM approach. Our students are divided into teams and teachers plan together across the curriculum. They have constant communication through weekly team meetings and planning.

School Community Relations/Partners

Rockway Middle School endeavors to link with the community in several ways. At the beginning of each school year, Rockway's PTSA holds parent meetings to discuss various concerns and to determine various services they would like to see added at the school. In addition, special activities are provided for parents of our SPED program (including our Gifted Team). Parent meetings are held throughout the year to address timely concerns as well as inform them of test-taking procedures their children will encounter.

Rockway Middle School enjoys a collaborative relationship with many universities. Rockway's teachers provide supervision to interns from Florida International University, Nova Southeastern University, Barry University and the University of Miami.

Rockway Middle School has a very close relationship with our School Board Member, Dr. Marta Perez, as well as our District Commissioner Javier Soto. Both attend many of our activities and are supportive in our endeavors.

Rockway Middle School is not a Title 1 School, and therefore is dependent on our PTSA and our 16 Dade Partners to help us with funding for many of our activities as well as curriculum support when necessary. We are pleased to have very supportive Dade Partners: Macys, Casely Tennis Foundation, Inc., Fit Kids Corporation/Racquet and Fitness Club, Jerry and Joe's, Junior Achievement of Greater Miami, Inc., Outback Steakhouse, Target, Rowland Coffee Roasters, Super Wheels Skating Club, Washington Mutual Bank, Sam's Club, Allstate Insurance, Honey Baked Ham Stores, Publix Supermarkets, Tony Roma's, and Winn-Dixie.



School Improvement Plan 2007-2008



Grants

Several grants were awarded to Rockway Middle school during the 2006-2007 school year. Among them was a Chess grant which helped to enhance critical thinking and promoted student achievement. The "DellTechKnow" grant was granted by Dell, Microsoft and AOL to help students stay in school as well as to help them improve their behavior and grades. In order to help students with homework and computer literacy, Rockway Middle School was awarded a grant for a Middle School Enrichment program, where neighborhood students participated who did not have access to computers at their home.

School Foundation

Leadership:

Rockway Middle School prides itself on strong instructional leadership by the principal who frames the school's vision and mission to turn them into reality. According to Rockway's Organizational Performance Improvement Snapshot Survey, the faculty and staff appreciate working at the school and have good relationships with the administration, scoring this category a 4.3 out of five possible points. Through our Educational Excellence School Advisory Committee (EESAC), the Leadership Team, the department chairs and the team leaders, the administration sets the direction for the school, implementing the vision and mission and creating a positive working environment while involving the staff in the day to day operation of the school.

District Strategic Planning Alignment:

Although Rockway's Organizational Performance Improvement Snapshot Survey indicates that the staff rates our school above average in all categories, one area that needs to be addressed is that of "Strategic Planning." This category was identified by the staff as a weakness, scoring it a 4.0 out of five possible points, and the Leadership Team recognizes that there is always need for improvement. Some staff members feel that they are not aware or do not have knowledge of school plans that will affect them or their work or how their work is affecting progress. Finally, they feel that they are not as much a part of the decision-making process affecting future developments as they might wish.

Throughout the year the Leadership Team plans to improve communication and address issues concerning work satisfaction, work requirements, and organizational requirements between the administrative/leadership teams and the faculty and staff through our Conversations Between Learning Communities (discussions between and among the various departments).

Stakeholder Engagement:

Rockway scores very high in the category of satisfaction of its customers on Rockway's Organizational Performance Improvement Snapshot Survey. The staff scored this category a 4.6 out of five possible points, feels that in all areas of customer satisfaction, there is good communication and rapport. Throughout the year, the EESAC and the Leadership Team plan to continue to improve communication between the home, school, and community.

Faculty & Staff:

According to Rockway's Organizational Performance Improvement Snapshot Survey, our school is a classic example of the team approach to educating children. The staff scored this category a 4.2 out of five possible points. Beginning with a cohesive EESAC, which works well together and is always able to come to consensus and the Leadership Team made up of the department chairs and team leaders, the faculty and staff work together for the common good of the students. The Leadership Team meets once a month and as necessary, the departments meet twice a month, and the teams meet three days a week. Through our team approach, information is delivered in a timely manner and staff, parents, and students are well informed concerning happenings at Rockway.

Teacher Mentoring Programs: Our three-year new-teacher mentoring program follows the policies and procedures as set forth in the Miami-Dade District's PACES manual. New teachers are identified and participate in District and on-site orientations so that they become familiar with both District and school-site policies and procedures. Veteran teachers are selected as mentors by the principal or principal's designee to assist in classroom management, lesson planning, Best Practices, and any additional support necessary. In addition, each beginning teacher selects a colleague teacher preferably matched by grade level and subject matter. This Professional Growth Team meets monthly as well as on an as needed basis with the beginning teachers to address specific concerns, to review required procedures as well as long range planning and short term goals, and to observe the beginning teachers in the fall and spring. In addition, the beginning teacher becomes an integral part of a specific department as well as a grade level team and as such has the support of the department chair and the team leader. Department chairs are instrumental in the beginning teacher's professional growth as they observe classes unofficially and give constructive feedback on these observations.

Data/Information/Knowledge Management:

Rockway, scoring a 4.1 out of five possible points, rates the highest in the category of "Data/ Information/ Knowledge Management" on Rockway's Organizational Performance Improvement Snapshot Survey. Members of the staff feel that they possess the tools and the ability to review and analyze their work and to make the appropriate changes when necessary.

Rockway's administration and Leadership Team plan to continue implementing new measures and training the staff on methods to analyze the quality of their work, to make decisions about their work, and access needed information on how the measures they use in their work fit into the school's overall measures of improvement.

Education Design:

Rockway Middle School's Organizational Performance Improvement Snapshot Survey, scored this category a 4.3 out of five possible points, indicates that our school scores very well in the area of "Education Design." Our school provides before and after-school tutorials Monday through Thursday from September through May for students seeking additional assistance in reading and/or mathematics. These tutorials, staffed by certified language arts and mathematics teachers, address the needs of our struggling students. FCAT Level 1 and Level 2 are targeted with letters home at the beginning of the year as well as our AYP subgroups (SWD and ELL). These tutorials address each of the reading and mathematics Benchmarks, incorporating CRISS strategies and Reciprocal Reading techniques to prepare the students not only for state assessments but also for life long learning. Once the students enter the tutorial program, attendance is mandatory and is monitored daily. During the school day, the school provides a pull-out program for Level 1 and Level 2 SWD and ELL students to work in small groups on the reading and mathematics Benchmarks.

Prior to the FCAT, all students have the opportunity to participate in our two-week FCAT Prep Academy, an intensive review of the reading and mathematics Benchmarks, which takes place after school Monday through Thursday for two hours. This academy is staffed by certified teachers in the respective subject areas.

School-wide Improvement Model: The research-based school improvement model at Rockway Middle School is the Continuous Improvement Model (CIM), a data-driven, results-oriented improvement model. Using this model, Rockway focuses on careful planning and effective action aimed towards improving student achievement. The staff (plans) – devises a curriculum based on an analysis of the data to address student strengths and deficiencies, (does) – implements the plan with weekly monitoring of activities, (studies)– monitors student progress weekly through teacher-devised assessments of the Benchmarks as well as monthly with grade level Edusoft assessments, and (acts) – reviews the data and recommends additional extended learning opportunities as needed, both remedial and enrichment. Teachers continuously assess the students to determine success rates of learning and to adjust instruction when needed. The departments and the teams focus on curriculum alignment and instructional needs. This CIM model ensures that Rockway meets its goal – an increase in academic achievement for all students in an environment conducive to teaching and learning.

Advanced Courses Initiatives; Post Unitary Commitments: Rockway Middle School has seen an increase in the number of advanced, gifted and honors classes offered. The ethnic breakdown in these classes mirrors the school population and student achievement in these classes remains above average in all aspects of the curriculum (teacher grades, projects, activities, and test scores on District and State assessments). Through orientation activities, the Resource Fair and Open House, our curriculum fair, and school and community activities, Rockway continuously recruits underrepresented groups of students in advanced, gifted, and honors courses. In addition, tutorial programs are available in the core subject areas to assist under-achieving students in these classes.

Performance Results:

According to Rockway's Organizational Performance Improvement Snapshot Survey, some members of our staff feel concern for the job satisfaction as well as the organizational design of the school as well as a lack of support and/or communication concerning the way that various aspects of the school environment impact the day to day progress of the school. In addition, a few members feel that there should be more shared information on how the school budget is created and expended. The average score for this category was a 4.5 out of five possible points.

Schools Graded 'C' or Below

Professional Development:

Not Applicable

Disaggregated Data :

Not Applicable

Informal and Formal Assessments:

Not Applicable

Alternative Instructional Delivery Methods :

Not Applicable

Schools Offering Primarily Grades 6 through 12

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

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

Evidence of:

- Different Innovative Approaches to Instruction can be found in the SIP under:
Reading, Strategies, page 15 .
Mathematics, Strategies, page 19.
Writing, Strategies, page 22.
Science, Strategies, page 24.
Parental Involvement, Strategies, page 26.
Discipline & Safety, Strategies, page 28.
Technology, Strategies, page 30.
Health & Physical Fitness, Strategies, page 32.
Electives & Special Areas, Strategies, page 34.
Return on Investment, Strategies, page 36.
- Responsibility of Teaching Reading for Every Teacher can be found in the SIP under Reading, Strategies, page 15.
- Quality Professional Development for Teachers and Leaders can be located in the SIP under:
-Reading, Strategies, page 15.
-Math, Strategies, page 19.
-Writing, Strategies, page 22.
-Science, Strategies, page 24.
-Technology, Strategies, page 30.
- Small Learning Communities can be found in the SIP under:
School Demographics, page 5.
- Intensive Intervention in Reading and Mathematics can be found in the SIP under :
Reading, Strategies, page 15.
Mathematics, Strategies, page 19.
Writing, Strategies, page 22.
Science, Strategies, page 24.
Parental Involvement, Strategies, page 26.
Discipline & Safety, Strategies, page 28.
Technology, Strategies, page 30.
Health & Physical Fitness, Strategies, page 32.
Electives & Special Areas, Strategies, page 34.
Return on Investment, Strategies, page 36.
- Course Choice Based on Student Goals/Interests/Talents can be found in the SIP under: Electives & Special Areas, Strategies, page 34.
- Master Schedules Bases on Students Needs can be found in the SIP in the School Foundation, page 9.
- Parental Access and Support can be found in the SIP under Parental Involvement, page 26.
- Applied and Integrated Courses can be found in the SIP under Science, Strategies, page 24.
- Electives and Special Areas, Strategies, page 34.
- Academic and Career Planning can be found in the School Foundation section of the SIP on page 9.

Reading Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Reading Statement

Rockway Middle School's students will be able to read on or above grade level.

Needs Assessment

An Assessment of data reveals that 60 percent of our students in grades six, seven and eight scored Level 3 or better on the 2007 FCAT. However, 40 percent of our students are still reading below grade level. Specifically, the majority of Level 1 and 2 students in grades six, seven and eight are reading between the third and fifth grade levels and need intensive instruction in fluency, main idea/author's purpose, comparison/contrast and reference and research. FCAT 2007 results indicate that for the first time, all three grade levels were most successful in the area of words/phrases and least successful in the area of reference/research content.

Although 55 percent of our ELL students are on track to be proficient in reading, they did not make AYP or Safe Harbor on the Reading section of the 2007 FCAT (only 28 percent of our ELL students scored at or above grade level). The SWD students did not make AYP or Safe Harbor on the Reading section of the 2007 FCAT. Only 24 percent of our ELL students scored at or above grade level. It is imperative that we address these deficiencies in a timely manner and provide additional instruction for these students.

Teachers will provide assistance to improve the reading proficiency of the students, with particular emphasis on the ELL and SWD students, by infusing CRISS strategies into the delivery of the curriculum, including in-depth instruction in analyzing words and text and reference and research skills. Ongoing assessments will be administered to monitor student progress.

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades six through eight will increase by five percentage points 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, SWD students will increase their reading skills to 58 percent meeting high standards 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, ELL students will increase their reading skills as evidenced by 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test as compared to the 2007 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement Continuous Improvement Model	Principal/ Administrator for Language Arts/Department Chair	8/20/2007	6/5/2008	Continuous Improvement Model	0
Continue to train staff on strategies related to the Reading section of the FCAT on an ongoing basis via our staff training and Conversations Between Learning Communities to integrate specific teaching strategies.	Principal/ Administrator for Language Arts/Department Chair	8/20/2007	6/5/2008	Continuous Improvement Model	0
Implement the differentiated instruction model in Intensive Reading and Intensive Reading+ classes with a focus on intense phonics intervention to improve student fluency.	Administrator for Language Arts/ Department Chair	8/20/2007	6/5/2008	Continuous Improvement Model	0
Continue to integrate technology into the language arts curriculum using reading software such as FCAT Explorer and Accelerated Reader to improve reading comprehension.	Administrator for Language Arts/ Department Chair	8/20/2007	6/5/2008	Continuous Improvement Model	0
Implement an Inclusion Model for targeted sixth, seventh, and eighth grade SWD students to provide differentiated instruction and to promote student achievement in reading.	Administrator for ESE/ESE Program Specialist/Department Chair	8/20/2007	6/5/2008	Inclusion of SWD	0
Identify students in grades six through eight who scored at FCAT Level 1 and 2 utilizing the Student Performance Indicators and schedule them into Intensive Reading or Intensive Reading+ classes to improve skills mastery of the Sunshine State Standards.	Counselors/Administrator for Language Arts/Department Chair	8/20/2007	6/5/2008	Continuous Improvement Model	0
Increase the number of underrepresented students (ELL) in advanced language arts classes.	Principal/Administrator for ESOL/Department Chair	8/20/2007	6/05/2008	Advanced Academics	0
Provide opportunities for before, during, and/or after school reading tutorials to students (including SWD and ELL) in need of additional skills practice of targeted Benchmarks.	Principal/ Administrator for Language Arts/Reading and ESE/ ESE Program Specialist/Department Chairs	10/15/2007	4/27/2008	Continuous Improvement Model	21000
Striving To Achieve Reading Success (S.T.A.R.S.) – Provide opportunities for teacher-directed reading activities during S.T.A.R.S. (homeroom) and allocate sustained silent reading time to promote independent reading.	Principal/ Administrator for Language Arts/Reading and ESE /Department Chairs	8/20/07	6/05/08	Continuous Improvement Model	0
Implement Data Debriefing Protocol to provide teacher chat on assessment and focus on areas in need.	Principal/Administrator for Language Arts/Reading and ESE/Department Chairs	08/17/2007	06/05/2008	Continuous Improvement Model	0

Research-Based Programs

1. Reading Advantage 2. Read 180 3. Read XL 4. Reading Plus

Professional Development



School Improvement Plan 2007-2008



1.Data Analysis – Student Performance Indicators (SPI) 2. Curriculum Mapping (based on desegregation of data) 3. CIM 4. CRISS Strategies 5. FCAT Explorer 6. Reciprocal Teaching

Evaluation

1.Results of the 2008 Florida Comprehensive Assessment Test 2. Results of District Interim Assessments as a progress monitoring tool 3. Results of school-site assessments 4. Results of reading tutorial pre-test and post-test assessments

Mathematics Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Mathematics Statement

All students will be able to function on or above grade level in mathematics.

Needs Assessment

An assessment of data reveals that although 66 percent of our students in grades six, seven and eight grade students scored Level 3 or better on the 2007 FCAT, 34 percent of our students are not performing proficiently in mathematics. Specifically, the needs assessment reveals that the majority of Level 1 and 2 students in grades six, seven and eight are performing between the fourth and sixth grade levels. Our sixth grade students need intense remediation in measurement and algebraic thinking. Our seventh grade students need remediation in measurement and algebraic thinking. Our eighth grade students' greatest needs are in the completion of performance items, measurement and geometry.

Although 57 percent of our ELL and 40 percent of the SWD students are on track to be proficient in mathematics, they did not make AYP on the Mathematics section of the 2007 FCAT. Only 23 percent of our SWD and 43 percent of our ELL students scored at or above grade level. It is imperative that we address these deficiencies in a timely manner and provide additional instruction for these students.

To ensure that students are proficient in areas of measurement, algebraic thinking, and geometry, district-provided Pacing Guides will be utilized. Technology Resources will be infused into the curriculum. Teachers will attend staff training to improve mathematics instructions.

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

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades six through eight will increase by 5 percentage points on the 2008 administration of the FCAT Mathematics Test as compared to the 2007 administration of the FCAT Mathematics Test.

Given instruction based on Sunshine State Standards, SWD students will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test as compared to the 2007 administration of the FCAT Mathematics Test..

Given instruction based on Sunshine State Standards, ELL students will improve their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test as compared to the 2007 administration of the FCAT Mathematics Test..

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement Continuous Improvement Model	Principal/ Administrator for mathematics/Department Chair	9/17/2007	5/08/2008	Continuous Improvement Model	0
Identify students in grades six through eight who scored at FCAT Level 1 and 2 utilizing the Student Performance Indicators and schedule them into Intensive Mathematics or classes to improve skills mastery of the Sunshine State Standards.	Counselors/Administrator for Mathematics /Department Chair	8/20/2007	9/28/2007	Continuous Improvement Model	0
Implement the Secondary Mathematics Pacing Guides in classes to have uniformity of instruction and to ensure that Benchmarks are addressed in a timely manner.	Administrator for Mathematics/ Department Chair	8/20/2007	6/5/2008	Continuous Improvement Model	0
Continue to train staff on strategies related to the Mathematics section of the FCAT on an ongoing basis via our staff training and Conversations Between Learning communities to integrate mathematics principles, concepts and procedures such as measuring, converting and calculating as they apply to classes across the curriculum, to incorporate CRISS strategies which address mathematics skills, and to stress specific techniques for the solution of word problems.	Principal/ Administrator for Mathematics/Department Chair	8/20/2007	6/5/2008	Continuous Improvement Model	0
Continue to integrate technology related to mathematics concepts across the curriculum including Riverdeep and FCAT Explorer to improve mastery of targeted skills.	Administrator for Mathematics/ Department Chair	8/20/2007	6/5/2008	Continuous Improvement Model	0
Implement an Inclusion Model for targeted sixth, seventh, and eighth grade SWD students to provide differentiated instruction and to promote student achievement in mathematics.	Administrator for ESE/ESE Program Specialist/Department Chair	8/20/2007	6/5/2008	Inclusion of SWD	0
Increase the number of underrepresented students (ELL) in advanced mathematics classes.	Principal/Administrator for ESOL/Department Chair	8/20/2007	6/5/2008	Advanced Academics	0
Provide opportunities for before, during, and/or after school mathematics tutorials to students (including SWD and ELL) in need of additional skills practice of targeted Benchmarks.	Principal/ Administrator for Mathematics/Department Chair	9/20/2007	5/8/2008	Continuous Improvement Model	21000
Implement Data Debriefing Protocol to provide teacher chat on assessment and focus on areas in need.	Principal/Administrator for Math/Department Chairs	08/17/2007	06/05/2008	Continuous Improvement Model	0

Research-Based Programs

1. Glencoe Mathematics: Courses 1, 2, 3
2. Glencoe Mathematics: Pre-Algebra and Algebra
3. Riverdeep
4. FCAT Explorer

Professional Development



School Improvement Plan

2007-2008



1. Data Analysis – Student Performance Indicators (SPI) 2. Curriculum Mapping (based on disaggregation of data) 3. CIM 4. CRISS Strategies 5. FCAT Explorer 6. Riverdeep 7. Mathematics Vocabulary Mapping 8. Real-World Problem Solving 9. Interpretation and Applications of Scales 10. Algebraic Expressions, Equations, and Inequalities 11. Formulation of a Hypothesis and Design of an Experiment

Professional Development will be provided in-house at no expense to the school using District-approved professional sessions.

Evaluation

1. Results of the 2008 Florida Comprehensive Assessment Test 2. Results of District Interim Assessments as a progress monitoring tool 3. Results of school site assessments 4. Results of mathematics tutorial pre- and post test assessments 5. Riverdeep reports 6. FCAT student reports

Writing Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Writing Statement

Rockway Middle School's eighth grade students will be able to communicate effectively through writing.

Needs Assessment

Results of the 2007 FCAT Writing + indicate that four percent of our eighth grade students did not score an average of 3.5 or better to meet the state required mastery level. Due to increased requirements on the FCAT Writing +, there is a need to continue with intensive writing instruction at all grade levels.

Our SWD students' writing performance dropped by two percent, but our ELL students' scores increased by 10 percent. Our SWD students need to improve in both expository and persuasive writing. Rockway will provide additional CRISS training for our staff to improve writing instruction in the content areas. Teachers will provide in-depth instruction for eighth grade students in persuasive writing, voice, vocabulary development and conventions. Ongoing weekly assessment in SWD language arts will monitor student mastery of the writing standards.

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

Measurable Objective

Given instruction based on Sunshine State Standards, students in grade eight will demonstrate their skill proficiency in writing, as evidenced by 90 percent or more students meeting high standards on the 2008 administration of the FCAT Writing +.

Given instruction based on the Sunshine State Standards, SWD students in grade eight will improve their writing skills as evidenced by 80 percent of the students achieving high standards on the 2008 administration of the FCAT Writing +.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Increase the number of underrepresented students (ELL) in advanced language arts classes to improve student achievement.	Principal/Administrator for ESOL/Department Chair	8/20/2007	6/2/2008	Continuous Improvement Model	0
Identify students in grade eight who scored below 3.5 on the District writing pretest and provide additional practice in the targeted Benchmarks through a pullout program.	Administrator for Language Arts/ Department Chair	8/24/2007	2/1/2008	Continuous Improvement Model	0
Provide remedial assistance to students in the SWD program that will address remediation of the writing Sunshine State Standards.	Principal/Administrator for ESE/Program Specialist/Department Chair	10/16/2007	2/2/2008	Continuous Improvement Model	0
Continue to train staff on strategies related to FCAT Writing + on an ongoing basis via our monthly staff training to incorporate CRISS strategies.	Principal/Administrator for Language Arts/Department Chair	8/20/2007	6/2/2008	Continuous Improvement Model	0
Implement a before, during, and/or after school program for all ELL students that will emphasize remediation of the writing Sunshine State Standards.	Principal/Administrator for ESOL/Department Chair	10/16/2007	4/27/2008	Continuous Improvement Model	6000
Continue to maintain writing portfolios of student products based on the FCAT writing + strategies to assist students and teachers in assessing writing progress.	Administrator for Language Arts/ Department Chair	8/20/2007	6/2/2008	Continuous Improvement Model	0
Implement Data Debriefing Protocol to provide teacher chat on assessment and focus on areas in need	Principal/Administrator for Language Arts/Department Chairs	08/17/2007	06/05/2008	Continuous Improvement Model	0

Research-Based Programs

Prentice Hall Writing and Grammar: Communication in Action (Copper-6th, Bronze-7th and Silver-8th)

Professional Development

1.Data Analysis – District Pretests 2. Curriculum Mapping based on Data Analysis 3. Plan-Do-Study-Act (PDSA) Model 4. CRISS Strategies for Writing 5. Writing in the Content Areas correlated to the FCAT Writing Test 6. Elements of Effective Writing

Evaluation

1.Results of the 2008 FCAT Writing + Test 2. Results of the District Writing Assessments 3. Results of Site-authored Ongoing Assessments 4. Student Portfolios

Science Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Science Statement

Rockway Middle School will increase the scientific knowledge of all students.

Needs Assessment

An analysis of the results of the 2007 FCAT Science Test indicates that only 36 percent of our eighth grade students scored at Level 3 or above. Although the score was higher than the average for both the District and the State of Florida, there is much room for improvement in scientific method/critical thinking, life science, earth science, and physical science/chemistry.

In addition, results of a site-devised pre/post test indicate that our sixth grade students need remediation in all of the Standards whereas our seventh and eighth grade students need remediation in Force and Motion, Earth Science, Life Science, the Scientific Method, and Oceanography.

Students will be identified who are deficient in the targeted Benchmarks. Teachers will integrate appropriate technology, which addresses scientific concepts and hands-on activities will be utilized to enhance concept development.

Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement Continuous Improvement Model Principal/ Administrator for Science/Department Chair	Principal/Technology Coordinator	9/17/2007	6/5/2008	Continuous Improvement Model	0
Participate in District Interim Assessments to monitor student progress and identify areas of opportunity for improvement.	Administrator for Science/ Department Chair	9/06/2007	6/5/2008	Continuous Improvement Model	0
Identify students in grades six through eight who score below 80 percent on the science pretest and provide additional practice in the targeted science Benchmarks.	Administrator for Science/ Department Chair	9/6/2007	6/5/2008	Continuous Improvement Model	0
Continue to train staff on strategies related to the FCAT Science Test on an ongoing basis.	Principal/Administrator for Science/ Department Chair	8/20/2007	6/1/2008	Continuous Improvement Model	0
Integrate technology software related to scientific concepts such as Riverdeep to improve student mastery of the science Sunshine State Standards.	Administrator for Science/ Department Chair	8/20/2007	6/5/2008	Continuous Improvement Model	0
Coordinate a school wide science exhibition of science fair projects for students and parents to promote scientific interest.	Principal/Administrator for Science/ Department Chair	10/1/2007	6/5/2008	Continuous Improvement Model	0
Provide supplemental materials to targeted students addressing the Science Benchmarks to promote student achievement in science.	Principal/Assistant Principal for Science	8/20/2007	9/29/2007	Continuous Improvement Model	6000
Implement Data Debriefing Protocol to provide teacher chat on assessment and focus on areas in need.	Principal/Administrator for Science/Department Chairs	08/17/2007	06/05/2008	Continuous Improvement Model	0

Research-Based Programs

1. Glencoe: Science Voyages
2. Earth Science by Holt
3. Reading Essentials for Florida Science by Glenco
4. Mastering the FCAT Glenco Science
5. Florida Earth Science FCAT Standardized Test Preparation Workbook

Professional Development

1. Data Analysis
2. Curriculum Mapping
3. Continuous Improvement Model (CIM)/Plan-Do-Study-Act (PDSA) Model
4. Riverdeep
5. Inquiry Matters
5. Sci-tech (online science resource)

Evaluation

1. Results of the 2008 Florida Comprehensive Assessment Test
2. Results of site-authored ongoing assessments of the Benchmarks
3. Student portfolios
4. District Interim Assessments

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 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 type="checkbox"/>

Parental Involvement Statement

Rockway Middle School will provide increased opportunities for parents to be involved in their children's education.

Needs Assessment

An analysis of parental involvement in school-sponsored activities indicates that although the number of activities and the number of parents attending these activities has increased by 10 percent as compared to the number of parents attending activities during the 2006-2007 school year, there is still room for improvement, especially relating to parent attendance at our Parent Resource meetings. Rockway Middle will provide more school/home communication. School sponsored events will be implemented to assist parents in promoting literacy at home.

Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Continue effective parenting classes utilizing the Parent Resource Center.	Principal/Administrator for Student Services/ Department Chair	8/20/2007	6/2/2008	Exchange Meaningful Information	0
Conduct a PTSA membership drive to increase parent awareness and participation in school wide planning and issues.	Principal/PTSA Liaison	8/23/2007	4/25/2008	Exchange Meaningful Information	0
Improve advertisement of all activities through the publication of a monthly calendar and newsletter to promote parent participation in school events and PTSA meetings.	Principa/PTSA Liaison	8/20/2007	6/5/2008	Exchange Meaningful Information	0
Host PTSA breakfasts during the first three marking periods to promote interaction between parents and teachers.	Principal/PTSA Liaison	11/25/2007	4/7/2008	Exchange Meaningful Information	1200
Continue our report card pick-up activity to promote parent communication.	Principal	11/25/2007	4/7/2008	Exchange Meaningful Information	0

Research-Based Programs

Not Applicable.

Professional Development

1. Starting Middle School: What every parent and student should know
 2. Getting to Know Your Rockway Middle School Counselor
 3. Drug Abuse: Get the Facts
 4. Accessing the School and District Website, FCAT Explorer, Riverdeep, and other pertinent educational websites.

Evaluation

1. Attendance rosters for all parent/community activities
 2. ITS Reports detailing the number of parent conferences
 3. PTSA membership rosters
 4. School activities sign-in sheets
 5. EESAC 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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

Discipline & Safety Statement

Rockway Middle School will promote programs and practices that facilitate a safe and disciplined environment for students.

Needs Assessment

Miami-Dade County Public School's Student Case Management System Executive Summary for 2006-2007 indicates that 173 outdoor suspensions were issued at Rockway Middle School. Since outdoor suspensions impact student achievement negatively, decreasing the number of suspensions should result in improved student achievement. Improved communication between home, school, and students, will improve student behavior and decrease the number of suspensions by 10 percent as compared to 2006-2007.

Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10 percent decrease in the number of outdoor suspensions during the 2007-2008 school year as compared to the 2006-2007 school year

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct "It Did Not Have to Happen" training at faculty meetings.	Principal/Assistant Principals/Counseling Staff	8/20/2007	6/5/2008	Student Wellness	0
Conduct grade level assemblies to inform students of the requirements of the District's Student Code of Conduct provide motivational activities to include speakers that students can relate to.	Principal/Assistant Principals/Counseling Staff	8/20/2007	9/28/2007	Truancy Prevention	2000
Create curriculum for the SCSJ program.	Principal/Assistant Principals/Counseling Staff	8/20/2007	6/5/2008	Truancy Prevention	0
Conduct an assembly to inform parents of the progressive discipline plan and provide community resources that will guide and assist parents in the home-school connection process.	Principal/Assistant Principals/Counseling Staff	8/20/2007	6/5/2008	Exchange Meaningful Information	2000
Utilize the expertise of the TRUST counselor to alleviate tense situations between/among students.	Principal/Trust Counselor	8/20/2007	6/5/2008	Student Wellness	0
Continue effective parenting classes utilizing the Parent Resource Center.	Principal/Assistant Principals/Counseling Staff	8/2/2007	6/5/2008	Exchange Meaningful Information	0

Research-Based Programs

Not Applicable.

Professional Development

"It Did Not Have to Happen" training; in-house progressive discipline and classroom management training.

Evaluation

Comparison of Miami-Dade County Public School's Student Case Management System Executive Summary of 2007-2008 to the 2006-2007 Miami-Dade County Public School's Student Case Management System Executive Summary.

Technology Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Technology Statement

The school will integrate technology in all curricular areas.

Needs Assessment

Due to the transition to the District Excelsior Electronic Gradebook, 25 percent of the teachers at Rockway are not utilizing effectively the reports provided by the gradebook. There is a need for on-going training in accessing and interpreting SPI data.

Measurable Objective

Given an emphasis on the use of technology in education, teachers will augment their usage of selected gradebook reports to enhance student achievement as evidenced by 100 percent of the teachers accessing these selected reports during the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide professional development for teachers on how to access grade class averages to drive instruction.	Principal/Assistant Principals/Classroom Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Identify the lowest 25 percent of each of the NCLB subgroups in each class and provide support.	Principal/Assistant Principals/Classroom Teachers	8/14/2007	10/25/2007	Continuous Improvement Model	0
Identify through gradebook reports all Level 1 and 2 students in reading and mathematics.	Principal/Assistant Principals	8/20/2007	10/25/2007	District-wide Literacy Plan	0
Identify the students (our Wednesday's Child Mentoring Program) who are 20 points away from the next level and provide them with support to help them attain the next level.	Principal/Assistant Principals/Classroom Teachers/Test Chairperson	8/20/2007	10/25/2007	Other/ Not Applicable	0
Participate in the "DellTechKnow" Program to improve student achievement of ELL and SWD students.	Principal/Technology Coordinator	9/17/2007	6/5/2008	Continuous Improvement Model	2000

Research-Based Programs

Not Applicable.

Professional Development

1. Accessing and utilizing Miami-Dade County Public School's available technology resources
2. Reading and understanding Student Performance Indicators
3. Using Student Performance Indicator to drive instruction

Evaluation

Monthly monitoring of teacher use of "Class Period Statistics," "Class Subject Statistics," "Student Demographics" reports, and Student Performance Indicators

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

Health & Physical Fitness Statement

The school will promote the overall health and fitness of students.

Needs Assessment

The physical fitness test summary shows a combined mean average of 61.8 percent of students in grades six through eight achieving high standards in order to determine strength, flexibility, cardiovascular and endurance. The results of the M-DCPS mandated FITNESSGRAM Test administered in 2006-2007 to students in grades six through eight showed that 92.9 percent of the students were tested. Baseline measures of students' level of physical fitness will be determined and students will be monitored during select activities specifically related to FITNESSGRAM component items to promote overall health and fitness.

Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades six through eight will improve their running skills as evidenced by 50 percent of the students meeting high standards in running the one mile test on the 2007-2008 administration of the FITNESSGRAM Test

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Monitor student progress through the use of a fitness log.	Assistant Principal of Electives/ Physical Education Teachers	8/20/2007	6/5/2008	Student Wellness	0
Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items which would enhance specificity of training.	Assistant Principal of Electives/ Physical Education Teachers	8/20/2007	6/5/2008	Student Wellness	0
Administer a pre-test to determine baseline measures of student knowledge.	Assistant Principal of Electives/ Physical Education Teachers	8/20/2007	10/19/2007	Continuous Improvement Model	0
Conduct monthly assessments to monitor student success in achieving the goals of the annual FITNESSGRAM Test.	Assistant Principal of Electives/ Physical Education Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Encourage students to meet the standards of physical fitness set by the FITNESSGRAM by scheduling motivational activities such as a field day and community outreach events.	Assistant Principal of Electives/ Physical Education Teachers	8/20/2007	6/5/2008	Student Wellness	2000

Research-Based Programs

FITNESSGRAM program.

Professional Development

National Standards for Physical Education Teachers.

Evaluation

1. Fitness logs for students in grades six through eight. 2. Pretest FITNESSGRAM results for grades six through eight. 3. Comparison of the FITNESSGRAM Test 2007-2008 to the FITNESSGRAM test 2006-2007.

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

Miami-Dade County Public Schools

District Strategic Plan

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

A review of Rockway's 2007 FCAT Science Test results indicate that there is a continued need to improve critical thinking and analysis skills. Therefore, Rockway will offer additional chess classes to increase student participation by 10 percent to improve such skills and raise student achievement as compared to the 2006-2007 school year.

Measurable Objective

Given emphasis on the benefits of participating in advanced academic programs, the number of students enrolled in the Advanced Academic Programs will increase by five percent during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Articulate with feeder elementary schools to promote and showcase our chess program.	Administrator for Articulation/ Counselors/Select Teachers	8/20/2007	3/27/2008	Academic Enrichment Opportunities	0
Recruit students for chess classes through school and community events.	Principal/Administrative Staff	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Provide additional classes in chess.	Principal/Administrative Staff	8/20/2007	9/29/2007	Academic Enrichment Opportunities	7000
Showcase the chess students at any school-sponsored or community events.	Principal/Administrative Staff/Select Teachers	8/20/2007	6/2/2008	Academic Enrichment Opportunities	0

Research-Based Programs

Not Applicable.

Professional Development

Academic Excellence Program Chess Workshop

Evaluation

Compare the number of students enrolled in the Chess program in the 2007-2008 school year as compared to the 2006-2007 school year.

Return On Investment Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Return On Investment Statement

Rockway Middle School will rank at or above the 91st percentile statewide in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

Given increased financial resources, Rockway Middle School will improve its ranking on the State of Florida ROI index publication by at least 1 percentage point improving from the 91st percentile to the 92nd percentile.

Measurable Objective

Rockway Middle School will improve its ranking on the State of Florida ROI index publication from the 92nd percentile to the 93rd percentile on the next publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Become more informed about the use of financial resources in relation to school programs.	Principal/Administrative Staff/EESAC/Leadership Team	8/20/2007	6/5/2008	Exchange Meaningful Information	0
Collaborate with the District on resource allocation.	Principal	8/20/2007	6/5/2008	Exchange Meaningful Information	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal/Administrative Staff/EESAC/Leadership Team	8/20/2007	6/5/2008	Exchange Meaningful Information	0
Consider shared use of facilities, partnering with community agencies.	Principal/Administrative Staff/EESAC/Leadership Team	8/20/2007	6/5/2008	Exchange Meaningful Information	0

Research-Based Programs

Not Applicable.

Professional Development

Budget; Available Funding for Schools; Grantwriting.

Evaluation

On the next State of Florida ROI index publication, Rockway Middle School will show progress toward reaching the 93rd 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:

Rockway Middle School's Educational Excellence School Advisory Council (EESAC) reviewed the projected budget for the 2007-2008 school year. The EESAC recommended that projected EESAC funds be used to support each of the objectives of our 2007-2008 School Improvement Plan, based on need and availability, with emphasis on student achievement, professional development, and technology.

Training:

Rockway Middle School's Educational Excellence School Advisory Council (EESAC) recommended that, because professional development is a crucial component of a successful School Improvement Plan, funds should be dedicated to providing professional development as needed.

Instructional Materials:

With available funds, Rockway Middle School's Educational Excellence School Advisory Council (EESAC) recommended the purchase of appropriate research-based assessment driven materials for before and after school reading and mathematics tutorials, as well as research-based materials for our Intensive Reading classes.

Technology:

Rockway Middle School's Educational Excellence School Advisory Council (EESAC) is fully committed to the technological aspects of the School Improvement Plan. Available funds will be allocated to provide additional software, hardware, and peripherals on an as-needed basis.

Staffing:

Rockway Middle School's Educational Excellence School Advisory Council (EESAC), having reviewed the staffing needs based on our projected 2007-2008 Full Time Equivalency (FTE), recommended that our first priority is addressing professional development in the areas of reading, science and mathematics and providing qualified staff members for before and after-school tutoring in these areas.

Student Support Services:

Rockway Middle School's Educational Excellence School Advisory Council (EESAC) recommended that Student Support Services (especially in the areas of student achievement, parental involvement, and safety and discipline) play a major role in supporting our School Improvement Plan.

Other Matters of Resource Allocation:

Rockway Middle School's Educational Excellence School Advisory Council (EESAC) reviewed the school's budget and determined that resources would be available for appropriate materials necessary to carry out the strategies of the School Improvement Plan and to provide a safe learning environment for the students at our school.



School Improvement Plan 2007-2008



Benchmarking:

Rockway Middle School's Educational Excellence School Advisory Council (EESAC) reviewed all materials provided by the District and the State of Florida. EESAC recommended that we continue to support all of the objectives with increased emphasis on achieving Adequate Yearly Progress (AYP) for our Students with Disabilities (SWD) and our English Language Learners (ELL) in reading, mathematics, and writing. Although once again an "A" school for 2005-2006, Rockway must continue to help our lower 25th percentile students achieve the higher range on the state assessment test, we must keep the bar high in the area of writing, and we must address our students' science skills, as science will now be part of our school grade in 2007.

School Safety & Discipline:

Rockway Middle School's Educational Excellence School Advisory Council (EESAC) recommended that the 3R's Program (Reading, writing, and arithmetic – our indoor suspension program) continue. In addition, the assistant principals, the TRUST counselor, and the Youth Crime Watch students will continue to monitor the school in the areas of safety and discipline.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	21000
Mathematics	21000
Writing	6000
Science	6000
Parental Involvement	1200
Discipline & Safety	4000
Technology	2000
Health & Physical Fitness	2000
Electives & Special Areas	7000
Return On Investment	0
Total	70200



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