
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 2741 - Key Biscayne K-8 Center

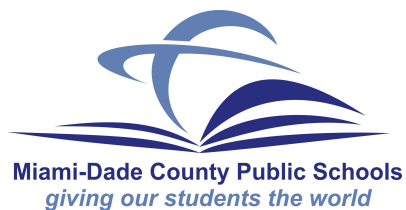
FeederPattern: Coral Gables Senior

Region: Regional Center IV

District: 13 - Miami-Dade

Principal: Ana Rasco

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Key Biscayne K-8 Center

Key Biscayne K-8 Center is located on a barrier island and serves students from the surrounding communities, with 11% of the student body enrolled as out of area transfers. The school serves students from pre-kindergarten through eighth grade. The population of the community is culturally diverse and represents all socio-economic levels. The ethnic composition of the student population is 63% Hispanic, 31% White (Non-Hispanic), and 4% African American. The student enrollment that qualifies for free or reduced lunch is 12%. The business leaders in the community are supportive of the Key Biscayne K-8 Center. Under the State of Florida's A+ Plan, Key Biscayne K-8 Center met the requirements to earn an A school grade and also met (AYP) Adequate Yearly Progress for the 2004-2005 school year.

Key Biscayne K-8 Center provides various extended learning opportunity models to meet the needs of our students. The Inclusion program enables ESE students to remain in the regular classroom with the regular classroom teacher and the ESE teacher working collaboratively to help these students attain desired levels of achievement. The Extended Foreign Language (EFL) program implemented in grades K-2 for the 2005-2006 school year allows students, both fluent and non-fluent speakers, to improve and extend their reading and language abilities to better prepare them to function in our multilingual, multicultural society. In addition to the Advanced Academic courses of the Gifted program, middle school offers Advanced Language Arts, Mathematics, and Science classes to further academically develop and challenge those students performing at high levels of achievement. For lower performing students, middle school offers Intensive Reading and Mathematics classes. Additionally, tutorial programs such as the Early Bird and After School classes for elementary and middle school students, help address deficiencies by extending students' learning opportunities and helping them build the necessary skills and concepts to achieve desired levels of performance.

Given instruction using the Sunshine State Standards, students in grades three through eight will improve their reading skills as evidenced by 88% of students scoring at FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT.

Given instruction using the Sunshine State Standards, students in grades three through eight will improve or maintain their mathematics performance as evidenced by 92% of students scoring at FCAT achievement Level 3 or higher on the 2006 administration of the FCAT.

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 98% of students meeting state mastery level on the 2006 FCAT administration. Given instruction using the Sunshine State Standards, students in grade eight will improve their writing skills as evidenced by 96% of students meeting state mastery level on the 2006 FCAT administration.

Given instruction using the Sunshine State Standards, students in grades five and eight will maintain or exceed science process skills as evidenced by a comparison of the 2006 FCAT mean scale score with the 2005 FCAT administration.

Given the school wide commitment to engage parents in the educational process, an emphasis on parental involvement will be evidenced by an increase in the number of middle school volunteers by two percentage points during the 2005-2006 academic school year.

Given the need to establish a safe environment and given the number of students in the community that walk or ride their bicycles to school, students in grades two through five will participate in a Safety Program to demonstrate an improved understanding of pedestrian and bicycle safety.

Given the need to improve communication and parental involvement, through the use of technology, parental use of the Parent Internet Viewer (PIV) will increase monthly by two percentage points as documented on the PIV log.

Given instruction using the Sunshine State Standards, students in grades two through eight will increase their physical fitness level as evidenced by a 2% increase of award recipients as measured by the 2005-2006 FITNESSGRAM.

Given the need to develop music appreciation and opportunities to perform, the number of students participating in musical performances in Pre-kindergarten through eighth grade will increase by 5% during the 2005-2006 school year.

Key Biscayne K-8 Center will improve its ranking on the State of Florida ROI index publication from the 89th percentile in 2003 to the 90th percentile on the next publication of the index.

Our staff members participated in the Organizational Performance Improvement Snapshot Assessment Survey to help identify strengths and opportunities for improvement for the 2005-2006 school year. This survey was completed by 82% of the staff. The strongest category was Human Resource Focus with an average score of 4.5 out of 5. Leadership was second strongest category with an average score of 4.4. The two weakest categories were Strategic Planning with an average score of 4.1 and Process Management with an average score of 4.2.

The Educational Excellence School Advisory Council (EESAC) has identified the objectives in this document as school-wide priorities for the 2005-2006 school year. Our plan helps ensure a learning environment where all students have opportunities to achieve academic excellence.

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.

Key Biscayne K-8 Center

VISION

We promote a community of lifelong learners and caring individuals.

MISSION

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

CORE VALUES

Excellence

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

Integrity

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

Equity

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

Citizenship

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

School Demographics

Key Biscayne K-8 Center is located on a barrier island and serves 1,040 students including 126 students enrolled as out of area transfers from the surrounding communities. The school serves students from pre-kindergarten through eighth grade. The population of the community is culturally diverse and represents all socio-economic levels. The ethnic composition of the student population is sixty-three percent Hispanic, thirty-one percent White (Non-Hispanic), and four percent African American. Twelve percent of the student enrollment qualifies for free or reduced lunch. During the 2005-2006 school year, we received five No Child Left Behind (NCLB) transfers and eight Opportunity Scholarship transfers. The community is environmentally conscious, and many of the community members have professional careers. The business leaders in the community are supportive of the Key Biscayne K-8 Center.

Of the teaching staff, Key Biscayne K-8 Center employs 92 full-time and 24 part-time staff members. The breakdown of full-time staff is as follows: 4 administrators, 2 guidance counselors, 1 shared career specialist, 1 trust counselor, 1 reading coach, 1 speech therapist, 1 media specialist, 1 microcomputer technician, 7 custodial, 8 clerical, 2 paraprofessional, 1 cafeteria manager, 8 exceptional education teachers, 13 special area teachers (2 shared positions), and 43 classroom teachers (30 have advanced degrees). The breakdown of part-time staff is as follows: 8 classroom paraprofessionals, 2 custodians, 6 cafeteria workers, 3 cafeteria monitors, 4 security monitors, and 1 social worker. Key Biscayne K-8 Center's faculty demographics may be described at twenty-nine percent White (Non-Hispanic), twenty percent Black (Non-Hispanic), and fifty-one percent Hispanic.

The administration and staff at this school have high expectations for student achievement. We have achieved Adequately Yearly Progress since 2003, and have been an A school for the past five years. The school has also achieved district recognition as one of the top four schools in Regional Center IV by attaining the highest learning gains for the past two years.

School Foundation

Leadership:

Based on the findings of the September 2005 Organizational Performance Improvement Snapshot self-assessment, most of the respondents, 90%, replied that the leadership team sets direction for the school using the school's values as a guide, and creates a positive working environment which involves employees in the operation of Key Biscayne K-8 Center. It is evident that the staff feels its supervisors inform the staff regarding information about the operations of the organization and provide on-going communication, support, and professional growth opportunities.

District Strategic Planning Alignment:

It is evident through the survey that most of the respondents, 82%, report that employees are involved in the development of the goals and objectives established by the school, and understand the plan and process to evaluate its progress. Our school's goals and objectives are supported by the School Improvement Plan, Sunshine State Standards (SSS), District and State guidelines, and Academic Improvement Plans.

Stakeholder Engagement:

The results of the Organizational self-assessment survey indicate that 86% of the staff employed feels that they address the level of satisfaction of their customers. Key Biscayne K-8 Center's Educational Excellence School Advisory Council (EESAC), with representation from all stakeholders, is committed through collaborative decision-making to maintain and improve student achievement.

Faculty & Staff:

As indicated on the survey, the staff clearly feels that they work in a safe and caring community where they are recognized and can initiate changes to make improvements. The majority of the respondents, 90%, feel that there is a team approach to the overall function of the school. The school leadership team, which consists of the principal, assistant principals, literacy coach, EESAC Chairperson, and department/grade level chairpersons, collaboratively work together and communicate with all staff members through monthly grade level meetings.

Data/Information/Knowledge Management:

The findings of the survey show that 88% of the respondents believe they have the knowledge and ability to utilize data to monitor the daily operations of the school. The Leadership Team and teachers have been trained in the use of various programs such as Edusoft and PMRN that allow data analysis and progress monitoring of students.

Education Design:

The majority of the respondents, 82%, feel that resources at the school are readily available and are clearly satisfied with the work processes and their control.

Performance Results:

The results of the survey reveal that a majority of the respondents, 86%, feels that they address the level of satisfaction of their customers. They also deem that their work location obeys laws and regulations and maintains high standards and ethics.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

Improve the reading comprehension of all students.

Needs Assessment

Results of the 2005 FCAT Reading Test indicate that 86% of students in grades three through eight have met the State required mastery level, 74% of students have made annual learning gains, and 77 % of students scoring in the lowest 25% have made learning gains. Our analysis of student performance on the 2005 FCAT Reading subtest data indicates that the weakest content cluster in third grade is Words/Phrases at 67%; fourth grade is Reference and Research at 50%; fifth grade is Reference and Research at 75%; sixth grade is Comparisons at 64%; seventh grade is Comparisons at 70%; and eighth grade is Main Idea/Purpose at 67%.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through eight will improve their reading skills as evidenced by 88% of students scoring at FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Examine disaggregated test data of all subgroups to impact classroom instruction.	Principal, Assistant Principals, Reading Coach, Department/Grade level Chairpersons, Teachers	8/8/2005	5/24/2006
Continue implementation of Accelerated Reader/DEAR Program to monitor student progress and independent reading.	Principal, Assistant Principals, Reading Coach, Department/Grade level Chairpersons, Teachers	8/8/2005	5/24/2006
Provide research-based professional development opportunities including mentoring, modeling of lessons, and monitoring effective literacy instruction to staff.	Principal, Assistant Principals, Reading Coach, Department/Grade level Chairpersons, Teachers	8/8/2005	5/24/2006
Continue to utilize software that facilitates computer-assisted instruction to reinforce and enrich SSS.	Principal, Assistant Principals, Reading Coach, Department/Grade level Chairpersons, Teachers	8/8/2005	5/24/2006
Implement scope and sequence of curriculum map which aligns skills, benchmarks, textbooks, and resources to SSS.	Principal, Assistant Principals, Reading Coach, Department/Grade level Chairpersons, Teachers	8/8/2005	5/24/2006
Develop and monitor AIP for students working below grade level and implement intervention strategies.	Principal, Assistant Principals, Reading Coach, Department/Grade level Chairpersons, Teachers	8/8/2005	5/24/2006
Implement intensive/intervention programs: Early Success; Soar to Success, Voyager Passport, and Read XL.	Principal, Assistant Principals, Reading Coach, Department/Grade level Chairpersons, Teachers	8/8/2005	5/24/2006
Provide Advanced Language Arts curriculum for FCAT Levels 4 and 5 students.	Principal, Assistant Principals, Reading Coach, Department/Grade level Chairpersons, Teachers	8/8/2005	5/24/2006
Provide before/after-school Tutorial Program for	Principal, Assistant Principals,	10/24/2005	3/10/2006

FCAT Levels 1 & 2 students.	Reading Coach, Department/Grade level Chairpersons, Teachers	
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Research-Based Programs

Elementary: Houghton Mifflin Reading Program

Middle School: Holt, Rinehart, and Winston, a Harcourt Reading Program

Intensive Reading: Scholastic Read XL

Intervention Programs: Early Success, Soar to Success, Voyager Passport

Supplemental Reading Programs: Read 180, Compass Learning, Riverdeep

Professional Development

Comprehensive Research-Based Reading Plan

Houghton Mifflin Reading Series

Mentoring, modeling of lessons, and training to facilitate effective literacy instruction and monitor classroom implementation

8-Step Continuous Improvement Model/Data Analysis/Linking Data to Instruction

State and District Mandated Assessments: DIBELS, ORF, DAR, District Interim Assessment in Reading

Project BEAR/Project Owl/Project DRAW

CRISS (CREating Independence through Student-owned Strategies)

Technology: FCAT Explorer, Riverdeep, Read 180

Evaluation

DIBELS Screening and Progress Monitoring

Formative/Summative Classroom Evaluations

DAR Diagnostic Assessment in Reading

District Interim Assessment in Reading

2006 Stanford Achievement Test (SAT)

2006 Florida Comprehensive Assessment Test (FCAT)

Professional Assessment Comprehensive Evaluation System (PACES)

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

Improve the mathematics skills of all students.

Needs Assessment

Results of the 2005 FCAT Mathematics Test indicate that 90% of students in grades three through eight have met the State required mastery level, and 83% of students made learning gains. Our analysis of student performance on the 2005 FCAT Mathematics subtest data indicates that the weakest content cluster in third grade is Number Sense and Algebraic Thinking at 66%, fourth grade is Geometry, Algebraic Thinking, and Data Analysis at 71%; fifth grade is Data Analysis at 56%, six grade is Algebraic Thinking at 50%; seventh grade is Number Sense, Measurement, Algebraic Thinking, and Data Analysis at 67%; and eighth grade is Geometry and Algebraic Thinking at 58%.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through eight will improve or maintain their mathematics performance as evidenced by 92% of students scoring at FCAT achievement Level 3 or higher on the 2006 administration of the FCAT.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Implement and monitor scope and sequence in curriculum map which aligns skills, textbooks, and resources to SSS.	Principal, Assistant Principals, Department/Grade level Chairs, Teachers	8/8/2005	5/24/2006
2. Examine assessment reports and disaggregated test data of all subgroups to impact classroom instruction.	Principal, Assistant Principals, Department/Grade level Chairs, Teachers	8/8/2005	5/24/2006
3. Provide before/after-school Tutorial Program for FCAT Levels 1 & 2 students.	Principal, Assistant Principals, Teachers	10/24/2005	3/10/2006
4. Provide Advanced Mathematics curriculum for FCAT Levels 4 & 5 students.	Principal, Assistant Principals, Teachers	8/8/2005	5/24/2006
5. Develop and monitor AIP for students working below grade level and implement intervention strategies.	Principal, Assistant Principals, Department/Grade level Chairs, Teachers	8/8/2005	5/24/2006
6. Continue to utilize software that facilitates computer-assisted instruction to reinforce and enrich SSS.	Principal, Assistant Principals, Department/Grade level Chairs, Teachers	8/8/2005	5/24/2006
7. Increase enrollment in Advanced Mathematics classes.	Principal, Assistant Principals, Department/Grade level Chairs, Teachers	8/8/2005	5/24/2006
8. Increase opportunities and enrollment in Mathematics Professional Development.	Principal, Assistant Principals, Department/Grade level Chairs, Teachers	8/8/2005	5/24/2006

Research-Based Programs

Elementary: Scott Foresman Mathematics Program

Middle School: Prentice Hall Mathematics Program

Intensive Mathematics: Prentice Hall Mathematics Program

Advanced Mathematics: Glencoe Mathematics Program

Supplemental Mathematics Programs: Riverdeep

Professional Development

Prentice Hall and Glencoe Mathematics Programs

Mentoring, modeling of lessons (Professional Growth Teams)

District approved workshops

8-Step Continuous Improvement Model/Data Analysis/Linking Data to Instruction

State and District Mandated Assessments: District Interim Assessment in Mathematics

Technology: FCAT Explorer, Riverdeep

Edusoft

Evaluation

Formative/Summative Classroom Evaluations

District Interim Assessment in Mathematics

2006 Stanford Achievement Test (SAT)

2006 Florida Comprehensive Assessment Test (FCAT)

Professional Assessment Comprehensive Evaluation System (PACES)

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

Improve the writing skills of all students.

Needs Assessment

Results of the 2005 FCAT Writing Test indicate that 97% of students in grade four met state mastery level. Results of the 2005 FCAT Writing Test indicate that 95% of students in grade eight met state mastery level.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 98% of students meeting state mastery level on the 2006 FCAT administration. Given instruction using the Sunshine State Standards, students in grade eight will improve their writing skills as evidenced by 96% of students meeting state mastery level on the 2006 FCAT administration.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement 30 minutes of daily writing with opportunities for practice in the writing process: pre-writing, drafting, revising, and editing narrative and expository pieces of writing.	Reading Coach, Department/Grade-level Chairperson, Teachers	8/8/2005	5/24/2006
Use graphic organizers for essay planning.	Principal, Assistant Principals, Department/Grade level Chairs, Teachers	8/8/2005	5/24/2006
Use FCAT writing self-evaluation/peer editing techniques.	Principal, Assistant Principals, Department/Grade level Chairs, Teachers	8/8/2005	5/24/2006
Implement strategies and activities to help strengthen students' use of focus, organization, support, and conventions.	Principal, Assistant Principals, Department/Grade level Chairs, Teachers	8/8/2005	5/24/2006
Provide small-group/whole group writing instruction.	Principal, Assistant Principals, Department/Grade level Chairs, Teachers	8/8/2005	5/24/2006
Provide opportunities for conferencing with students about selected pieces of writing.	Principal, Assistant Principals, Department/Grade level Chairs, Teachers	8/8/2005	5/24/2006
Participate in monthly/weekly writing discussions.	Principal, Assistant Principals, Department/Grade level Chairs, Teachers	8/5/2005	5/24/2006
Provide teachers with professional development opportunities in effective writing practices.	Principal, Assistant Principals, Department/Grade level Chairs, Reading Coach	8/8/2005	5/24/2006
Administer and analyze District's Writing pretest.	Principal, Assistant Principals, Department/Grade level Chairs, Teachers	8/8/2005	9/30/2005

Research-Based Programs

Houghton Mifflin Reading Program

Florida Department of Education Florida Writes CD Rom

FCAT Performance Task Scoring Grade 4: Reading and Writing CD Rom

Professional Development

FL Writes!/FCAT+ Writing Workshop

FCAT Writing Rubric Scoring

FCAT Writing 2005 CD Training

Evaluation

District Writing Tests

Monthly Writing Samples

Student Writing Samples

Formative/Summative Evaluations

2006 FCAT Writing Test

Professional Assessment Comprehensive Evaluation System (PACES)

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

GOAL 4 STATEMENT:

Improve the science process skills of all students.

Needs Assessment

Scores of the 2005 FCAT Science Test indicate a mean scale score of 309 in grade eight, an increase of 3 points as compared to scores of the 2004 administration. Scores of the 2005 FCAT Science Test indicate a mean scale score of 327 in grade five, an increase of 30 points as compared to scores of the 2004 administration. An analysis of student performances on the 2005 FCAT Science subtest data indicates that the weakest strand for students in fifth grade is Earth and Space at 62% and Earth and Space for eighth grade at 50%.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades five and eight will maintain or exceed science process skills as evidenced by a comparison of the 2006 FCAT mean scale score with the 2005 FCAT administration.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Implement and monitor scope and sequence of curriculum map which aligns skills, textbooks, and resources to the SSS and GLE.	Principal, Assistant Principals, Department/Grade level Chairpersons, Teachers	8/8/2005	5/24/2006
2. Provide Advanced Science curriculum for middle school students.	Principal, Assistant Principals, Department/Grade level Chairs, Teachers	8/8/2005	5/24/2006
3. Develop science lab for elementary grades to implement hands-on activities that correlate to the SSS benchmarks.	Principal, Assistant Principals, Department/Grade level Chairs, Teachers	8/8/2005	5/24/2006
4. Implement critical thinking and problem-solving skills/activities.	Principal, Assistant Principals, Department/Grade level Chairs, Teachers	8/8/2005	5/24/2006
5. Participate in grade level appropriate, school wide Science Fair.	Principal, Assistant Principals, Department/Grade level Chairs, Teachers	10/11/2005	4/28/2006
6. Conduct Family Science Night as a culminating activity of Science Fair.	Principal, Assistant Principals, Department/Grade level Chairs, Teachers	4/24/2006	4/28/2006
7. Collaborate with PTA to provide in-house field experiences through Science Enrichment Program utilizing scientific institutions in the community, like the Seaquarium and Museum of Science.	Principal, Assistant Principals, Department/Grade level Chairs, Teachers	8/8/2005	5/24/2006
8. Provide Professional Development Opportunities for Teachers.	Principal, Assistant Principals, Department/Grade level Chairs, Teachers	8/8/2005	5/24/2006

Research-Based Programs

Elementary: Harcourt Science Program

Middle School: Prentice Hall/Glencoe Science Program

Advanced Science: Glencoe Science Program

Supplemental Science Programs: FOSS Kits

Professional Development

Harcourt, Prentice Hall, and Glencoe Science Programs

Mentoring, modeling of lessons (Professional Growth Teams)

District approved workshops

In-house workshops for teachers in grades 2-5 based on SSS/GLE

8-Step Continuous Model/Data Analysis/Linking Data to Instruction

Evaluation

Formative/Summative Evaluations

On-going observations/checklists

Performance-based Assessments

2006 FCAT Science Test

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 5 STATEMENT:

Increase parental involvement at Key Biscayne K-8 Center.

Needs Assessment

Parental involvement at Key Biscayne K-8 Center is very high with approximately 12,000 volunteer hours logged for the 2004-2005 school year. A review of the log indicates that 90% of the volunteers were for the elementary grades (K-5). This demonstrates a need to increase volunteers in grades six through eight.

Measurable Objective

Given the school wide commitment to engage parents in the educational process, an emphasis on parental involvement will be evidenced by an increase in the number of middle school volunteers by two percentage points during the 2005-2006 academic school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Conduct a Parent Resource Fair to inform parents of programs available.	Principal, Assistant Principals	9/14/2005	9/21/2005
2. Comply and inform parents regarding M-DCPS Volunteer Guidelines.	Principal, Assistant Principals, Teachers, PTA board members	8/8/2005	5/24/2006
3. Utilize PTA membership committee to focus on strategies to increase parental involvement.	Principal, Assistant Principals, PTA board members	8/8/2005	5/24/2006
4. Promote the Parent Resource Room for parents to request assistance and access school information.	Principal, Assistant Principals, Counselors, PTA board members	8/8/2005	5/24/2006
5. Continue to provide opportunities for the inclusion of Parent Outreach activities.	Principal, Assistant Principals, Reading Coach, Department/Grade level Chairpersons, Teachers, PTA	8/8/2005	5/24/2006
6. Maintain a School/PTA web page with opportunities for parents to communicate via e-mail.	Principal, Assistant Principals, PTA board members	8/8/2005	5/24/2006
7. Utilize PTA newsletter to disseminate important information regarding school issues.	Principal, Assistant Principals, PTA board members	8/8/2005	5/24/2006
8. Conduct needs assessment with parents of middle school students through Student Services to prioritize social-emotional issues in adolescents and facilitate workshops to address areas of concerns.	Assistant Principal, Guidance Counselors	10/28/2006	5/24/2006

Research-Based Programs

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

Professional Development

Not Applicable

Evaluation

Volunteer Log Book

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 6 STATEMENT:

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

Needs Assessment

Results of the 2004-2005 School Climate Survey indicate that 84% of the students, 84% of the parents, and 91% of the staff feel safe and secure at this school. An informal survey indicates that approximately 60% of students walk or ride their bicycles to school each day. This demonstrates a need to promote pedestrian and bicycle safety.

Measurable Objective

Given the need to establish a safe environment and given the number of students in the community that walk or ride their bicycles to school, students in grades two through five will participate in a Safety Program to demonstrate an improved understanding of pedestrian and bicycle safety.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Sign "Walk-Bike Safety" contract for students in grades two through five.	Principal, Assistant Principals, P.E. Coaches	10/3/2005	10/28/2006
Implement DARE Program for fifth grade students.	Principal, Assistant Principals, P.E. Coaches, DARE Officer, Department/Grade level Chairs, Teachers	3/13/2006	5/24/2006
Implement "Stranger Danger" program for grades one through three.	Principal, Assistant Principals, P.E. Coaches, DARE Officer, Department/Grade level Chairs, Teachers, PTA, Safety Committee	11/1/2005	11/30/2005
Implement "Walk-Bike Safety Program" in grades two through five.	Principal, Assistant Principals, P.E. Coaches	10/03/2005	11/30/2005

Research-Based Programs

Not applicable

Professional Development

Not applicable

Evaluation

Roster of students completing the program

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

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

GOAL 7 STATEMENT:

Increase communication and parental involvement through the use of technology.

Needs Assessment

Research studies demonstrate the correlation between parental involvement and an increase in student achievement. The Parent Internet Viewer (PIV) is a powerful technological tool that enables parents to stay abreast of their child's academic progress. Parental use of the PIV must be promoted and increased.

Measurable Objective

Given the need to improve communication and parental involvement, through the use of technology, parental use of the Parent Internet Viewer (PIV) will increase monthly by two percentage points as documented on the PIV log.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Establish a group list of all parents by homeroom sections.	Assistant Principals, Microsystems Technician, Homeroom Teachers	10/3/2005	11/30/2005
2. Conduct group e-mails.	Principal, Assistant Principals, Microsystems Technician, Teachers	11/1/2005	5/24/2006
3. Send reminders through e-mails, Wednesday Communicator, monthly calendars, and school newsletter for parents to access the Parent Internet Viewer.	Principal, Assistant Principals, Microsystems Technician, Office Staff, Department/Grade level Chairs, Teachers	10/24/2005	5/24/2006
4. Add a counter to Parent Viewer.	Principal, Assistant Principals, Microsystems Technician	10/17/2005	10/31/2005
5. Log monthly number in Parent Viewer counter.	Principal, Assistant Principals, Microsystems Technician	11/1/2005	5/24/2006

Research-Based Programs

Not applicable

Professional Development

Not applicable

Evaluation

Parent Internet Viewer Log

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 8 STATEMENT:

Create a school environment that promotes physical fitness and wellness.

Needs Assessment

After reviewing results from the physical fitness 2004-2005 FITNESSGRAM and consulting with the Physical Education teachers, there is a need to maintain and/or increase the overall awareness of good nutrition and physical fitness among all students. The students that met the minimum health-related standards are 88% for the elementary grades and 84% for the middle school grades.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades two through eight will increase their physical fitness level as evidenced by a 2% increase of award recipients as measured by the 2005-2006 FITNESSGRAM.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Engage students in physical fitness activities 2.5 hours a week as evidenced by weekly instructional lesson plans.	Principal, Assistant Principals, Physical Education Teachers	8/8/2005	5/24/2006
2. Emphasize activities that will improve cardiovascular, muscular strength building, flexibility training, and endurance training enhancing activities as evidenced by weekly instructional lesson plan.	Principal, Assistant Principals, Physical Education Teachers	8/8/2005	5/24/2006
3. Invite guest speakers to motivate students to improve or maintain their physical fitness.	Principal, Assistant Principals, Physical Education Teachers	11/1/2005	5/24/2006
4. Monitor the physical education program to ensure selection of activities that are aligned with the assessment component items.	Principal, Assistant Principals, Physical Education Teachers	8/8/2005	5/24/2006
5. Integrate monthly physical fitness related article summaries in order to address physical education action plan across the curriculum as evidenced by the teachers' grade books.	Principal, Assistant Principals, Physical Education Teachers	8/8/2005	5/24/2006

Research-Based Programs

Not applicable

Professional Development

Not applicable

Evaluation

Miami-Dade County FITNESSGRAM health-related fitness test

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

GOAL 9 STATEMENT:

Provide students with opportunities to participate in extracurricular activities that enhance their school experience.

Needs Assessment

A review of musical performances for the 2004-2005 school year indicates that 390 students in Pre-Kindergarten through eighth grade participated in school-wide performances.

Measurable Objective

Given the need to develop music appreciation and opportunities to perform, the number of students participating in musical performances in Pre-kindergarten through eighth grade will increase by 5% during the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Conduct musical performances that enhance musical appreciation and self-esteem.	Principal, Assistant Principals, Music Teachers	8/8/2005	5/24/2006
2. Incorporate cooperative learning, critical thinking skills, musical appreciation, and musical skills into lesson plans as evidenced by weekly instructional lesson plans.	Principal, Assistant Principals, Music Teachers	8/8/2005	5/24/2006
3. Participate in field trips that promote musical appreciation, such as Philharmonic and musicals.	Principal, Assistant Principals, Music Teachers	8/8/2005	5/24/2006
4. Implement musical theater program for students in third through eighth grade.	Principal, Assistant Principals, Music Teachers	8/8/2005	5/24/2006
5. Organize and produce a holiday program with students from Pre-K through second grade.	Principal, Assistant Principals, Music Teachers	9/7/2005	12/16/2005

Research-Based Programs

Not applicable

Professional Development

Not applicable

Evaluation

Performance Attendance Log

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 10 STATEMENT:

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

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2003, Key Biscayne K-8 Center ranked at the 89th percentile on the State of Florida ROI index.

Measurable Objective

Key Biscayne K-8 Center will improve its ranking on the State of Florida ROI index publication from the 89th percentile in 2003 to the 90th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Become more informed about the use of financial resources in relation to school programs.	Principal	8/8/2005	5/24/2006
2. Collaborate with the District on resource allocation.	Principal	8/8/2005	5/24/2006
3. Consider reconfiguration of existing resources or taking advantage of a broader resource base (e.g., private foundations, volunteer networks).	Principal, Assistant Principals, EESAC Chairperson	8/8/2005	5/24/2006
4. Consider shared use of facilities, and partnering with community agencies.	Principal, Assistant Principal for Community Education	8/8/2005	5/24/2006

Research-Based Programs

Not applicable

Professional Development

Not applicable

Evaluation

Florida ROI Index Publication

EESAC Compliance

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

Budget:

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

Training:

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

Instructional Materials:

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

Technology:

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

Staffing:

EESAC members participate on the school-site interview committee.

Student Support Services:

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

Other Matters of Resource Allocation:

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

Benchmarking:

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

School Safety & Discipline:

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

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

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

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

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

Region Superintendent