
SCHOOL IMPROVEMENT PLAN

2005-2006



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

FeederPattern: John A. Ferguson Senior

Region: Regional Center V

District: 13 - Miami-Dade

Principal: Ann Kinstler

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Jane S. Roberts K-8 Center

Jane S. Roberts K-8 Center is located in a predominantly Hispanic middle class suburban community that is representative of the diverse multi-ethnic composition of Miami-Dade County, Florida. Jane S. Roberts K-8 Center has a prekindergarten through eighth grade configuration. The elementary school is composed of general education classes, a gifted resource class, three varying exceptionalities classes, a Voluntary Prekindergarten Program (VPK) class, and three ESE prekindergarten classes. One of these classes is half-day. The Middle School is composed of general education classes, one gifted resource class, two varying exceptionality classes, and a technology resource classroom. Inclusion classrooms are practiced in both the elementary and middle school. The student population consists of 1423 students. The ethnic/racial makeup of the student population is 81.7 percent Hispanic, 13.3 percent White, 1.7 percent African-American and 2.2 percent other. Additionally, 21 percent of the students receive free lunch, 12 percent receive reduced lunch prices, and 3.5 percent are receiving free direct certification through the food stamp program.

Given instruction using the Sunshine State Standards and the Miami-Dade County Public Schools Competency-Based Curriculum, students in grades 3-8 will improve their reading skills by a one percent increase in the percentage of students scoring level three and above on the 2006 FCAT Reading Test as compared to scores on the 2005 FCAT Reading Test. Given instruction using the Sunshine State Standards and the Miami-Dade County Public Schools Competency-Based Curriculum, 44% or greater of all identified NCLB subgroup students will achieve FCAT level three or above in reading.

Given instruction using the Sunshine State Standards and the Miami-Dade County Public Schools' Competency-Based Curriculum, students in grades three through eight will demonstrate improvement of their mathematics skills as evidenced by a one percent increase in the percentage of students scoring level three and above on the 2006 FCAT Mathematics Test as compared to scores on the 2005 test administration. Given instruction using the Sunshine State Standards and the Miami-Dade County Public Schools' Competency-Based Curriculum, 50 percent or greater of all identified NCLB subgroup students will achieve FCAT level 3 or above in mathematics.

Given instruction using the Sunshine State Standards, students in grades 4 and 8 will improve their writing skills as evidenced by maintaining 87 percent of the students reaching the state mastery level of 4 or above as documented by the scores on the 2006 FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards, students will increase their science skills as evidenced by attaining or exceeding the District mean scale score for both fifth and eighth grade students as documented by the scores on the 2006 FCAT Science Test.

Given an emphasis on parental involvement, volunteer participation will be impacted as evidenced by 1,500 hours documented on volunteer sign-in logs for the 2005-2006 school year.

School discipline and safety will improve as evidenced by a two percent reduction in the suspension rate recorded on the 2006 Suspension Report as compared to the rate in 2005 Suspension Report.

Given on-going school site training in the implementation of the District Electronic Gradebook, 95% of first through eighth grade classroom teachers will utilize the electronic gradebook as the primary means to record student work and grades as documented by generated quarterly reports.

Given instruction based on the Sunshine State Standards, the percent of students with passing scores will improve from 68% to 70% on the FITNESSGRAM for students in grades four and five for the 2005-2006 school year.

Given instruction using the Sunshine State Standards and the Goals of the Gifted Program, enrollment in the elementary gifted program will increase from 3% in the 2004-2005 school year to 5% to 2005-2006 school year.

Jane S. Roberts K-8 Center will improve its ranking on the State of Florida ROI index publication from the 92nd percentile in 2003 to the 93rd percentile on the next publication of the index.

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

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

CORE VALUES

Excellence

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

Integrity

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

Equity

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

Citizenship

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

Jane S. Roberts K-8 Center

VISION

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

MISSION

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

CORE VALUES

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

School Demographics

Jane S. Roberts K-8 Center is located in a predominantly Hispanic middle-class suburban community that is representative of the diverse multi-ethnic composition of Miami-Dade County, Florida. Jane S. Roberts K-8 Center utilizes a prekindergarten through eighth grade configuration. The elementary school is composed of general education classes, a gifted resource class, varying exceptionalities resource classes, a VPK prekindergarten class, and three ESE prekindergarten classes (one being a half day program). The upper academy is comprised of general education classes, gifted resource classes, varying exceptionalities resource classes, and a technology resource classroom. Our student population consists of 1423 students. The ethnic/racial makeup of the student population is 81.7 percent Hispanic, 13.3 percent White, 1.7 percent African-American, and 2.2 other. Additionally, 21 percent of our students receive free lunch, 12 percent receive a reduced lunch rate, and 3.5 percent are receiving free direct certification through the food stamp program.

The staff at Jane S. Roberts K-8 Center is composed of 131 full-time staff members and 25 part-time staff members. There are four administrators, three guidance counselors, one trust counselor, one career specialist, one reading leader, two media specialists, 3 paraprofessional, 6 clerical, 6 custodial, 2 cafeteria managers, one computer specialist, and ninety one teachers. The breakdown of teachers is as follows: one ESE program specialist, 6 exceptional education, 8 bilingual, 9 special area/elective and sixty classroom teachers. Forty eight teachers have advanced degrees and two are National Board certified.

Jane S. Roberts K-8 Center has an Extended Foreign Language (EFL) Spanish program for students in grades kindergarten through four. The school also provides two Academic Excellence Programs in Drama and Journalism and a Gifted Resource Program. The school has received an 'A' rating from the FLorida Department of Education for the past four years.

School Foundation

Leadership:

The September 2005 Organizational Performance Improvement Snapshot Survey indicates that our strongest item in the area of Leadership was item 1a, knowledge of the organization's mission, and the weakest in that section was item 1g, which asks the staff's opinion of the organization. Based on the results, it is evident that the administration, working collaboratively with EESAC, have established a vision to improve student achievement.

District Strategic Planning Alignment:

The September 2005 Organizational Performance Improvement Snapshot Survey indicates that our strongest item in the area of Strategic Planning was item 2c, analyzing progress. The weakest item was 2a, which was the lack of staff input and ideas. The administration, elected members of the EESAC, and staff follow the Sunshine State Standards, district and state guidelines as well as the School Improvement Plan to attain the goals of the school.

Stakeholder Engagement:

The September 2005 Organizational Performance Improvement Snapshot Survey indicates that the strongest items in the area of Stakeholder Engagement/Customer and Market Focus were items 3a and 3b, knowledge and identification of the stakeholders and maintaining communication with the stakeholders (item 3b). The weakest items were 3d and 3e which were the staff's input in the decision making process. The stakeholders at Jane S. Roberts K-8 Center are offered opportunities for learning and achieving by addressing their needs.

Faculty & Staff:

The September 2005 Organizational Performance Improvement Snapshot Survey indicates that the strongest item in the section Faculty and Staff /Human Resources was item 4a, which indicates the ability to use and deliver information. The weakest item was item 4e which is the delivery of data. The administration and the elected EESAC members work collaboratively to assess the needs and opportunities for growth for all stakeholders.

Data/Information/Knowledge Management:

The September 2005 Organizational Performance Improvement Snapshot Survey indicates that the strongest item in the area of Data/Information/Knowledge Management/Process Management were items 5b and 5e which state that opportunities and incentives are provided for stakeholders. The weakest item was item 5d which was the delivery of individual incentive and recognition. The administration has monitored staff performance through PACES, Certification, Professional Development Plans and End of the Year Evaluations.

Education Design:

The September 2005 Organizational Performance Improvement Snapshot Survey indicates that the strongest item in the area of Education Design was item 6b, 6c and 6d which reflects the work location provides opportunities for stakeholders to share ideas. Item 6d reflects the incorporation of technology in student learning. The weakest item is 6a which reflects the need at the work location for flexibility to the needs of the stakeholders. The administration and EESAC are working to provide more technology at the school site.

Performance Results:

The September 2005 Organizational Performance Improvement Snapshot Survey in the area of Performance/Business Results indicates that the strongest items are 7b and 7i which reflect the staff members ability to meet high standards. The weakest item in that section was item 7c, which deals with the organization's reporting and sharing of key financial results. The school's staff have implemented Best Practices and State and District guidelines to maintain an 'A' status for the past four years.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

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

Needs Assessment

The results of the 2005 FCAT Reading Test indicate that 76 percent of students in grades 3 through 8 have scored at or above FCAT Achievement Level 3, 67 percent have demonstrated acceptable levels of learning gains, and 67 percent of students scoring in the lowest 25 percent by grade level have demonstrated acceptable levels of learning gains as compared to scores on the 2004 administration. The 2005 Adequate Yearly Progress Report indicates that 74 percent of our White students made adequate progress, 69 percent of the Hispanic students made adequate progress, 63 percent of the Economically Disadvantaged students made adequate progress, 62 percent of the Limited English Proficient students made adequate progress, and 29 percent of the Students With Disabilities made adequate progress

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards and the Miami-Dade County Public Schools Competency-Based Curriculum, students in grades 3-8 will improve their reading skills by a one percent increase in the percentage of students scoring level three and above on the 2006 FCAT Reading Test as compared to scores on the 2005 FCAT Reading Test. Given instruction using the Sunshine State Standards and the Miami-Dade County Public Schools Competency-Based Curriculum, 44% or greater of all identified NCLB subgroup students will achieve FCAT level three or above in reading.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Identify students scoring levels 1 & 2 on the Reading FCAT.	Principal, Assistant Principals	8/8/2005	5/24/2006
Identify students for Gifted and Advanced programs.	Assistant Principals	8/8/2005	5/24/2006
Monitor the use of the Student Performance Indicators database to target data-driven instruction for students.	Assistant Principals	8/8/2005	5/24/2006
Monitor student progress through the implementation of the Adopted Houghton Mifflin Reading assessments and district mandated interim assessments.	Assistant Principals	8/8/2005	5/24/2006
Monitor student progress through the implementation of diagnostic assessment tools (DIBELS and ORF).	Assistant Principals	8/8/2005	5/24/2006
Identify students who scored levels one and two on the Reading FCAT to participate in the Academic Assistance Program, Intensive Reading and/or Intensive Reading Plus classes.	Assistant Principals	8/8/2005	5/24/2006
Implement Academic Improvement Plan to monitor student progress.	Assistant Principals, Classroom Teachers	8/8/2005	5/24/2006
Implement the 8-Step Continuous Improvement Model (CIM) as evidenced by grade level meeting agendas to target data-driven instruction and student learning.	Assistant Principals, Classroom Teachers	8/8/2005	5/24/2006

Research-Based Programs

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

Professional Development

1. Provide teacher training on the use of the Student Performance Indicators (SPI) database. 2. Teachers will be provided with ongoing training in curriculum strategies and other District workshops. 3. Language arts and reading ESE teachers, will collaborate through bi-weekly grade level and department meetings. 4. Professional development will focus on improving the delivery of language arts/reading instruction for the 2005-2006 school year.

Evaluation

This objective will be evaluated by scores on the 2006 FCAT Reading Test and scores on the District Developed Assessments.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

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

Needs Assessment

The results of the 2005 FCAT Mathematics test indicate that 76 percent of students in grades 3 through 8 have scored at or above FCAT Achievement Level 3 and 72 percent have demonstrated acceptable levels of learning gains as compared to the scores on the 2005 administration. The 2005 Adequate Yearly Progress Report indicates that 72 percent of the White students made adequate progress, 70 percent of the Hispanic students made adequate progress, and 62 percent of Economically Disadvantaged students made adequate progress, 62 percent of the Limited English Proficient students made adequate progress, and 33 percent the Students with Disabilities made adequate progress. Emphasis will be given in the strands of mathematics which require opportunities for improvement.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards and the Miami-Dade County Public Schools' Competency-Based Curriculum, students in grades three through eight will demonstrate improvement of their mathematics skills as evidenced by a one percent increase in the percentage of students scoring level three and above on the 2006 FCAT Mathematics Test as compared to scores on the 2005 test administration. Given instruction using the Sunshine State Standards and the Miami-Dade County Public Schools' Competency-Based Curriculum, 50 percent or greater of all identified NCLB subgroup students will achieve FCAT level 3 or above in mathematics.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Identify students who scored levels one and two on the 2005-2006 Mathematics FCAT.	Classroom Teachers	8/8/2005	5/24/2006
Provide students who scored levels one and two in grades three through fifth with Academic Assistance.	Assistant Principals	8/8/2005	5/24/2006
Monitor student progress through District interim assessments.	Classroom Teachers	8/8/2005	5/24/2006
Implement the Academic Improvement Plan to monitor student progress.	Assistant Principals, Classroom Teachers	8/8/2005	5/24/2006
Implement the Continuous Improvement Model (CIM) as evidenced by grade level agendas.	Assistant Principals	8/8/2005	5/24/2006
Monitor implemented curriculum mapping.	Assistant Principals	8/8/2005	5/24/2006
Implement an Intensive/Booster mathematics class for students in grades 6-8.	Assistant Principals	8/8/2005	5/24/2006

Research-Based Programs

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

Professional Development

Professional development will be provided to enhance mathematics instruction with emphasis on areas of need. It will focus on improving the delivery of mathematics instruction for the 2005-2006 school year.

Evaluation

These objectives will be evaluated by scores earned on the 2006 FCAT Mathematics test and the District Developed Interim Assessments.

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

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

GOAL 3 STATEMENT:

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

Needs Assessment

Results of the 2005 FCAT Writing Test indicate that 87 percent of the students met the state-required mastery level of 3.5 or above. Subcategories indicate that 91 percent of our Hispanic students and 83 percent of our Limited English Proficient students improved by one percent.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades 4 and 8 will improve their writing skills as evidenced by maintaining 87 percent of the students reaching the state mastery level of 4 or above as documented by the scores on the 2006 FCAT Writing Plus Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Identify students scoring on the low range on the school-based writing pre-test	Assistant Principals, Classroom Teachers	8/8/2005	5/24/2006
Administer a monthly writing prompt to students in grades third through eighth.	Assistant Principals	8/8/2005	5/24/2006
Implement the Academic Improvement Plan to monitor student progress.	Assistant Principals, Classroom Teachers	8/8/2005	5/24/2006
Use Student Performance Indicators database to target data-driven instruction for students.	Classroom Teachers	8/8/2005	5/24/2006
Maintain student portfolios as a student progress monitoring tool.	Classroom Teachers	8/8/2005	5/24/2006
Implement the Continuous Improvement Model (CIM) as evidenced by grade level meeting agendas.	Assistant Principals, Classroom Teachers	8/8/2005	5/24/2006
Provide writing inservices to increase teacher knowledge at the school site.	Principal, Assistant Principals	8/8/2005	5/24/2006

Research-Based Programs

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

Professional Development

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

Evaluation

Mastery of the objective will be evaluated by comparing the scores on the District developed writing pre/post-test using a six-point rubric. Scores on the writing portion of the 2006 FCAT Writing Plus will show an improvement in the percentage of students scoring at a 4 or above. In addition, the mean score on both the fifth and eighth grade writing test will show a .2% increase on both the expository and narrative writing prompt.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

Science skills will be maintained or improved for all levels.

Needs Assessment

Scores on the 2005 FCAT Science Test indicate that 81% of our fifth grade students scored at or above District mean scale score of 270. Scores on the 2005 FCAT Science Test indicate that 72% of our eighth grade students scored at or above the district mean scale of 269.

Measurable Objective

Given instruction using the Sunshine State Standards, students will increase their science skills as evidenced by attaining or exceeding the District mean scale score for both fifth and eighth grade students as documented by the scores on the 2006 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement curriculum mapping through long range planning.	Assistant Principals	8/8/2005	5/24/2006
Implement Academic Improvement Plan to monitor student progress.	Assistant Principals, Classroom Teachers	8/8/2005	5/24/2006
Monitor the implementation of science projects to be displayed in school Science Fair for students in fourth through eighth grades.	Assistant Principals, Classroom Teachers, Department Chairs	8/16/2005	5/24/2006
Maintain a record of science lab usage with an emphasis on the Scientific Method as evidenced in lesson plans and/or science logs.	Classroom Teachers, Department Chairs	8/16/2005	5/24/2006
Implement an academic assistance program for LEP students in grades third through eighth in science.	Assistant Principals	10/12/2005	5/24/2006
Implement the Continuous Improvement Model (CIM) as evidenced by grade level meeting agendas.	Assistant Principals, Classroom Teachers	8/8/2005	5/24/2006

Research-Based Programs

Fifth grade students use the Harcourt Science textbook series and resources. Sixth, seventh and eighth grade students use the Glencoe Science Voyage textbook and resources. In Earth and Space Science, Science Insights and resources are used.

Professional Development

Teachers will be provided with inservice activities introducing them to a science curriculum map. Professional development to enhance science instruction will be provided to staff.

Evaluation

This objective will be evaluated by the scores earned on the 2006 FCAT Science Test and chapter tests administered monthly related to the science core series used in middle school.

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.)

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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"/>

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 5 STATEMENT:

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

Needs Assessment

Volunteer participation will be impacted as evidenced by more parents being involved in volunteer activities.

Measurable Objective

Given an emphasis on parental involvement, volunteer participation will be impacted as evidenced by 1,500 hours documented on volunteer sign-in logs for the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Host monthly EESAC meetings to update parents about school improvement efforts.	Principal, EESAC Chair	8/8/2005	5/24/2006
Distribute monthly parent calendar of school events in both print and online format.	Principal, Assistant Principal	8/8/2005	5/24/2006
Provide parents with a handbook that covers schoolwide information and continually update parent information via the school's website and school's marquee.	Principal, Assistant Principals	8/8/2005	5/24/2006
Provide parents with resources to assist students at home. Examples include an e-guide, "What Your Child Should Know" to improve parents' understanding of the K-12 curriculum and pamphlets/brochures about FCAT related information.	Principal, Assistant Principals	8/8/2005	5/24/2006
Hold a Parent-Teacher-Student- Associations (PTSA) drive to increase parent membership.	Principal	8/8/2005	10/6/2005
Increase parental involvement by having events such as a Volunteer Breakfast, fliers and night time informative meetings related to skills improvement.	Principal, Guidance Counselors	8/8/2005	5/24/2006

Research-Based Programs

Not applicable

Professional Development

EESAC Membership Training. Website Development for the purpose of increased teacher usage for parent communication.

Evaluation

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

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

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

GOAL 6 STATEMENT:

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

Needs Assessment

The results of the 2004-2005 Suspension Rate report reflects 10.3% suspension rate. Emphasis will be given to decreasing the suspension rate.

Measurable Objective

School discipline and safety will improve as evidenced by a two percent reduction in the suspension rate recorded on the 2006 Suspension Report as compared to the rate in 2005 Suspension Report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Identify at-risk students.	Assistant Principals, Guidance Counselors	8/8/2005	5/24/2006
Implement and follow the schoolwide discipline plan.	Principal, Assistant Principals, Teachers	8/8/2005	5/24/2006
Provide students guidance on following the Code of Student Conduct rules and regulations.	Assistant Principals, Guidance Counselors	8/8/2005	5/24/2006
Implement the Youth Crime Watch, Drug Free Youth in Town and the Peer Mediators groups at the school site.	Assistant Principals, Guidance Counselors	8/8/2005	5/24/2006
Utilize SCSI as a discipline strategy at the school site.	Assistant Principals	8/8/2005	5/24/2006
Implement the "No bullying" program in grades 6-8.	Assistant Principals, Guidance Counselors	8/8/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

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

Evaluation

The results of the 2005-2006 Suspension Rate report will indicate a two percent decrease in the suspension rate compared to the 2004-2005 school year suspension rate.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 7 STATEMENT:

Electronic Gradebook usage will be used by classroom teachers in grades one through eight.

Needs Assessment

District reports indicate the need for classroom teachers in grades one through eight to implement the electronic gradebook as a means of recording student work and academic progress.

Measurable Objective

Given on-going school site training in the implementation of the District Electronic Gradebook, 95% of first through eighth grade classroom teachers will utilize the electronic gradebook as the primary means to record student work and grades as documented by generated quarterly reports.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Identify teachers that need training.	Principal	8/8/2005	5/24/2006
Provide on site training by the electronic gradebook manager to teachers.	Technology Manager	8/8/2005	5/24/2006
Provide on site continuous assistance for teachers.	Technology Manager	8/8/2005	5/24/2006
Monitor implementation of the electronic gradebook by following timelines set by district.	Technology Manager	8/8/2005	5/24/2006
Monitor student progress with the implementation of the electronic gradebook.	Principal, Assistant Principals, Classroom Teachers	8/8/2005	5/24/2006

Research-Based Programs

Not applicable

Professional Development

Teachers in grades first through eight will receive training in the implementation and usage of the electronic gradebook.

Evaluation

Mastery of this objective will be evaluated by results on the quarterly district reports which will indicate 95% teacher usage.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

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

GOAL 8 STATEMENT:

The percentage of students in 4th & 5th passing the FITNESSGRAM will improve.

Needs Assessment

The results of the Miami-Dade County Public Schools FITNESSGRAM will indicate that students in fourth and fifth grades will improve scores from 68% to 70% in the 2005-2006 school year.

Measurable Objective

Given instruction based on the Sunshine State Standards, the percent of students with passing scores will improve from 68% to 70% on the FITNESSGRAM for students in grades four and five for the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Identify students who do not meet the requirements on the quarterly pre-assessments.	Physical Education Teachers	8/8/2005	5/24/2006
Monitor students who master and do not meet the requirements on the quarterly pre-assessments.	Physical Education Teacher	8/8/2005	5/24/2006
Assess students on a quarterly basis to improve physical fitness levels.	Physical Education Teachers	8/8/2005	5/24/2006
Provide continuous exercises targeting improvement of needed areas on the Fitness Gram Assessment.	Physical Education Teachers	8/8/2005	5/24/2006
Provide incentives for students to reach goals in physical education.	Physical Education Teachers	8/8/2005	5/24/2006

Research-Based Programs

Elementary physical fitness will use the Miami-Dade County Public Schools Competency-Based Curriculum, Sunshine State Standards, National Standards for Physical Fitness and resource materials.

Professional Development

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

Evaluation

This objective will be evaluated by scores on the 2005-2006 FITNESSGRAM.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

GOAL 9 STATEMENT:

The enrollment of gifted students in the elementary gifted program will increase from 3% to 5%.

Needs Assessment

The results of the 2005 Advanced Academic report indicates that 3% of the total student population at the elementary level were placed in the gifted program. Enrollment in the 2005-2006 school year in the gifted program needs to increase to 5%.

Measurable Objective

Given instruction using the Sunshine State Standards and the Goals of the Gifted Program, enrollment in the elementary gifted program will increase from 3% in the 2004-2005 school year to 5% to 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide students with critical thinking skills.	Classroom Teachers	8/8/2005	5/24/2006
Identify potential gifted students in the classrooms.	Classroom Teachers	8/8/2005	5/24/2006
Increase enrollment of LEP students in the Gifted program.	Assistant Principals, Classroom Teachers	8/8/2005	5/24/2006
Assist teachers in identifying potential gifted students by utilizing checklist for referring students.	Assistant Principals, Classroom Teachers	8/8/2005	5/24/2006
Increase number of teachers with gifted endorsement.	Principal, Assistant Principals	8/8/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

Teachers will receive training implementing critical thinking skills from District inservices.

Evaluation

This objective will be evaluated using the Special Programs/ Student Information list which indicates enrollment in ESE programs.

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

Miami-Dade County Public Schools

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

GOAL 10 STATEMENT:

Jane S. Roberts K-8 Center will rank at or above the 92nd percentile statewide in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2003, Jane S. Roberts K-8 center ranked at the 68th percentile on the State of Florida ROI index.

Measurable Objective

Jane S. Roberts K-8 Center will improve its ranking on the State of Florida ROI index publication from the 92nd percentile in 2003 to the 93rd percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Collaborate with the district on resource allocation.	Principal	8/8/2005	6/2/2006
Consider reconfiguration of existing resources or taking advantage of a broader base, e.g. private foundations, volunteer networks.	Principal	8/8/2005	6/2/2006
Consider shared use of facilities, partnerships with community agencies.	Principal	8/8/2005	6/2/2006
Increase communication with staff on school financial issues.	Principal	8/8/2005	5/24/2006
Increase knowledge about the financial resources in relation to school programs.	Principal	8/8/2005	6/2/2006

Research-Based Programs

Not Applicable

Professional Development

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

Evaluation

Jane S. Roberts K-8 Center will show progress toward reaching the 93 percentile on the next State of 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 Educational Excellence School Advisory Council has recommended that the principal allocate additional funds to improve student technology usage to increase student achievement.

Training:

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

Instructional Materials:

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

Technology:

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

Staffing:

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

Student Support Services:

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

Other Matters of Resource Allocation:

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

Benchmarking:

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

School Safety & Discipline:

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

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