
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 4721 - Rockway Elementary School

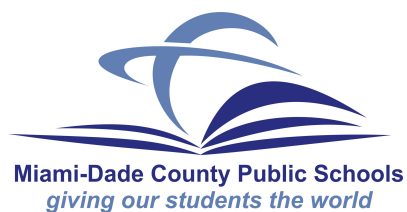
FeederPattern: Miami Coral Park Senior

Region: Regional Center III

District: 13 - Miami-Dade

Principal: Debbie Saumell

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Rockway Elementary School

Rockway Elementary is located on 9.27 acres in southwest Miami-Dade County at 2790 S.W. 93 Court. Currently, 60 percent of the students are on free or reduced lunch. Historically, the school has remained predominantly Hispanic at approximately 89.8 percent of the student population. Additionally, approximately 9.3 percent are White, .5 percent is Black, and .4 percent is Other. In the past four years, the mobility index has remained stable at approximately 20 percent and attendance has been maintained at an average of 96.4 percent. Additionally, the school has two special units dedicated to offering service to Emotionally Handicapped students (EH), 2 Learning Disabled resource classes (SLD), 2 Gifted units, as well as, English for Speakers of Other Languages (ESOL) classes and a computer lab. Instruction is provided in traditional classroom settings, as well as, inclusion settings in grades two through five and is enhanced through computer-based activities, in kindergarten through fifth grade, using Accelerated Reader, S.T.A.R. and the Internet. Rockway Elementary provides support services through counseling, mentoring and social service programs. Rockway also offers a variety of extra curricular activities such as; Academic Excellence (Chess, Technology, and Reading and Writing), After-school tutoring in math and reading, Patrols, Chorus, Art Club, Future Educators of America, and Friendly Falcons (a community service group).

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by a five percent increase in the number of students performing at level three or higher on the 2006 FCAT Reading test as compared to the 2005 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades three through five, will improve their mathematical skills as evidenced by a 5% increase in the number of students scoring at Achievement Level 3 or higher on the 2006 FCAT Math Test as compared to the 2005 administration of the FCAT Math Test.

Given instruction using the Sunshine State Standards, Students with Disabilities (SWD) in grades three through five, will improve their mathematical skills as evidenced by 44% of students in this subgroup meeting the state proficiency target of Achievement Level 3 or higher on the 2006 FCAT Math Test.

Given instruction using Sunshine State Standards, students in grade four will improve their writing skills as evidenced by a one percent point increase in the number of students scoring at 3.5 or higher as documented by scores on the 2006 FCAT Writing Test.

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by a 5 point increase in the mean scale score of the 2006 Science FCAT Test when compared to the mean scale score of the 2005 Science FCAT Test.

Given increased attention to communication with all stakeholders, parental involvement will increase as evidenced by a 5% point increase in attendance at PTA/ school sponsored activities as compared to the 2004 - 2005 school year.

Given an emphasis on a safe and orderly environment, the number of student with five or more absences will decrease by five percent during the 2005 – 2006 school year as compared to the 2004 – 2005 school year.

Given an emphasis on the use of technology in education, all teachers will augment their usage of the Excelsior Electronic grade book as evidenced by a 100% increase from the beginning of the 2005 – 2006 school year as compared to the end of the 2005 – 2006 school year.

Given an emphasis on health and physical fitness, the average daily breakfast participation will increase by 2% points from August 2005 to May 2006.

Given emphasis on the benefits of participating in extra curricular activities, the number of students enrolled and participating in all extra curricular activities offered at Rockway Elementary (ie: art club, chess, technology, chorus, tutoring etc...) will increase by 5% during the 2005 – 2006 school year as compared to the 2004 – 2005 school year.

Rockway Elementary School will improve its ranking on the State of Florida ROI index publication from the 39th percentile in 2003 to the 44th percentile on the next publication of the index.

Based on the results from the Organizational Performance Improvement Snapshot Survey two areas were identified for improvement. The first area targeted for improvement is Strategic Planning and the second area is Process Management. These areas were selected because of a lower average score on one or more of the responses. Targeted within Strategic Planning is to ensure that staff feels that they have had input into the future plans of the school. A multi-step approach will be implemented in order to achieve improvement in this area. Teacher participation in committees will be targeted and dissemination of information (meeting agenda and minutes) will be improved and increased. Surveys will be implemented to insure all staff members have a voice. Targeted within Process Management is for teachers to have a better understanding of what data to use and how to use it to make decisions about their work processes and its quality. More training will be provided to improve this area. In addition, participation of administration at grade level meetings will be increased to facilitate this process for the teachers. A needs assessment will also be conducted to determine what, if any, resources are needed by the staff to do their jobs.

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.

Rockway Elementary School

VISION

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

MISSION

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

CORE VALUES

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

A ctive participation of students:

C haracter development;

H igh expectations;

I nclusion and involvement of all stakeholders;

E nvironmental awareness;

V ision for change;

E xcellence in all areas of the curriculum.

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

School Demographics

Rockway Elementary is located on 9.27 acres in southwest Miami-Dade County at 2790 S.W. 93 Court. The neighborhood consists of private homes, schools, and businesses including Fit Kids, banks, grocery stores, a fire station, public library and various privately owned small businesses. Fit Kids, Winn Dixie, and Publix are Dade Partners with the school. The neighborhood surrounding this small school is a suburban community, comprised of predominantly middle and lower middle class Hispanic families. Currently, 60 percent of the students are on free or reduced lunch. Historically, the school has remained predominantly Hispanic at approximately 89.8 percent of the student population.

This school employs a total of 61 full-time staff members and 8 part-time staff members (47 Hispanic, 15 White, and 7 Black: 62 females, 7 males). Of this group, there are two administrators, thirty one classroom teachers, eight exceptional student education teachers, one guidance counselor, six classroom paraprofessionals, five clerical employees, two cafeteria workers, and six custodial service workers. The teaching staff consists of 1 percent of the teachers who are new to the school this year. Beginning teachers comprise 19 percent of the teaching staff and are assigned a Professional Growth Team. The staff's average length of time teaching in Florida is 14 years and 19 teachers have advanced degrees. Teacher attendance has always been very positive at Rockway. Teachers have maintained an average of 96 percent attendance rate. Teacher attrition is exceptionally low. Teachers average 12 years at Rockway. Many of the teachers on staff were interns who remained at the school as teachers. Teachers contribute to the culture of the school which is known to the community as "Rockway, your home away from home." The school's student teacher ratio is currently 22 to 1 in primary classes and 29 to 1 in the intermediate classes.

Through the hard work and diligence of the Rockway Staff, a String Grant has been awarded to the school. The Strings Grant goes towards the purchase of instruments - violins, violas, & cellos, which will then enhance the music curriculum in grade four by exposing students to instrumental music and the discovery of new ways of thinking and learning.

Rockway Elementary School has identified several issues impacting learning at the school. Among these are language barriers, student progress; primarily of students with disabilities reading below grade level, parental inexperience and economically disadvantaged students. With 89.9 percent of the school population being Hispanic, language has become a concern. This is evident in our children's struggles with English as well as their parent's limited ability to help with home learning. In addition, many of our parents have limited or no experience with educational practices in the United States and require additional services and support so they may assist their children. Lastly, 60 percent of our students' families receive Federal and local financial support.

Rockway Elementary has also identified challenges facing our staff. A review of the Professional Development Plans of the staff indicates that teachers feel that they need more professional development in the area of higher order thinking, especially in the area of science and differentiated instruction of the multi-level classroom. Teachers also feel that they need professional development in the area of technology.

School Foundation

Leadership:

The leadership of the school has a strong direction for the school that is made clear through the school's mission statement. The mission is "shared" by all stakeholders as it was developed by representatives of all stakeholder groups in the school. Grade levels and departments have continued to build on the mission of the school by developing individual department mission statements that reflect the vision, mission, and core value of the school. The Organizational Performance Improvement Snapshot Survey indicates, with an average score of 4.7, that the work environment is such that the majority of stakeholders feel they have input on the day to day operations of the school.

District Strategic Planning Alignment:

The goals and objectives of Rockway Elementary School are all strategically aligned with the District and State objectives. The specific needs of Rockway Elementary are developed by its employees based on the data provided from the State and District. Grade level representation and special area teachers work together through EESAC to develop the School Improvement Plan. It is evident through the results of the Organizational Performance Improvement Snapshot Survey that the staff feels well informed as to the organization's plan that affects their work and feel comfortable as to their role and the progress they are making on the plan. However, it is clear that they would like to have more input into the organization's plan for the future.

Stakeholder Engagement:

Based on the results of the School Climate Survey, Rockway Elementary was graded an A- by its parents and students. Parents felt positively towards the accessibility and knowledge of the teachers, staff, and administration. They felt secure that the learning environment was positive and safe and that their children were taught at a high level of expectation.

Faculty & Staff:

Rockway Elementary has various teams that impact the overall function of the school. The faculty and staff, the Instructional Improvement Team, the EESAC committee and the ESE department have meetings monthly and grade levels meetings are held weekly. Professional Growth Teams meet as their needs dictate. All of these meetings follow the Plan- Do-Study-Act, a four step continuous improvement model used school wide to ensure a positive impact on the overall function of the school.

Teacher Mentoring Programs:

New and annual contract teachers are provided support through Professional Growth Teams. These teams work with the new teachers to help them improve their skills and become familiar with procedures and requirements. There are currently four teams for the four new teachers. The teachers and their teams are as follows:

New Teacher – Alain Alvarez	Team – Margarita Lopez and Administration
New Teacher - Ivonne Estevez	Team – Maria Bejerano, Connie Hernandez (BMT) and Administration
New Teacher - Lisbeth Navarro	Team – Zena McCain and Administration
New Teacher - Monika Copelmayer	Team – Laura Perez and Administration

Additional support is provided to new teachers by the district prior to the opening of the school year.

New teachers to the school are also assigned a Mentor Teacher which is part of the Paces team. This teacher collaborates with the new teacher and offers assistance within all areas of the educational program. Professional development is also provided throughout the year. In addition, the new teacher is also a part of the weekly grade level planning meetings where best practices and procedural information is shared by grade level chairperson, peer teacher, grade level teachers, and administrators. Furthermore, National Board Certified Teachers also serve as mentors to new teachers and those teachers pursuing National Board Certification within our school.

Data/Information/Knowledge Management:

Rockway Elementary reviews and utilizes data from Individual Professional Development Plans and PACES to monitor the progress of its employees. School function is monitored by different research-based data sources: FCAT results, Dibels assessments, and text based assessments.

Education Design:

Extended Learning Opportunities:

Rockway Elementary offers extended learning opportunities to all students. Extended learning opportunities include: after-school tutoring and during school small group intervention. All students identified in the Adequate Yearly Progress sub-group receive tutoring and intensive remedial instruction after school. The school also offers opportunities for students to participate in enrichment programs after school such as, AEP (chess, technology, and literature), chorus, and Art club. Additionally, all students within the exceptional student education program who demonstrate a need for continuous education during the summer are offered an extend school year.

School Wide Improvement Model:

The School Wide Improvement Model that Rockway Elementary will be implementing during the 2005 – 2006 school year is the Plan-Do-Study-Act model. This is a four step process which includes: 1. Plan – collection of data and development of a timeline 2. Do- implement the school wide plan of action 3. Study- analyze the data 4. Act- implement new strategies for improvement. The needs of the student population are studied with the use of the Student Performance Indicators. A curriculum timeline has been developed to ensure that all standards are met and specific needs are targeted. These needs are addressed by first analyzing data, then identifying the target groups and finally implementing the research based tutorials to meet their needs.

Advanced Courses Initiatives & Post Unitary Commitments:

As evident by the Organizational Performance Improvement Snapshot Survey 4.6 score, the teachers strongly agree that supervisor encourages the advancement in their career. Rockway Elementary has many highly qualified teachers. 39% of our teachers have master's degrees, 8% have specialist degrees, and 3 teachers are National Board Certified. Rockway Elementary supports and encourages the pursuit of higher education for all teachers.

Performance Results:

This section will analyze additional areas that this process has impacted. (i.e. suspensions, drop-out rate)

The results of the 2005 FCAT Test demonstrated that 70% of our students met high standards in reading and 63% in mathematics by scoring at Level 3 or above. In writing, 94% met high standards by scoring at 3.5 or above.

Our Organizational Performance Improvement Snapshot Survey indicated that categories four (Measurement, Analysis, and Knowledge Management) and one (Leadership) received the highest ranking. Rockway Elementary had no audit exceptions in Internal funds, Free and Reduced Lunch and Property Management during the 2004-2005 school year. Under the State of Florida A+ Plan, Rockway Elementary met the requirements to earn an A school

grade during the last 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 checked="" type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

The goal of Rockway Elementary School is to improve the reading proficiency of all students.

Needs Assessment

An analysis of the data from the 2005 FCAT Reading Test indicates that, as a whole, the majority of the students at Rockway Elementary are scoring at or above grade level. Specific data indicates that 78% of the students are scoring at or above grade level and 66% are making 1 year’s worth of progress. Data indicate that 22% of the students are not achieving high standards. Based on the 2004 – 2005 FCAT Reading Test, data indicates that in grade three, students require additional intensive instruction in Words/Phrases, Main Idea/Purpose, Comparisons, and Reference/Research. In grade four, students require additional intensive instruction in Words/Phrases, Comparisons, and Reference/Research. Students in identified subgroups all made adequate yearly 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 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 five will improve their reading skills as evidenced by a five percent increase in the number of students performing at level three or higher on the 2006 FCAT Reading test as compared to the 2005 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement and monitor the Plan-Do-Study-Act (PDSA), a four step continuous improvement model school wide to ensure student achievement in Reading.	Administrators	08/08/05	05/24/06
Implement the Comprehensive Research based Reading Plan using the District-wide adopted, research based basal reading series.	Administrators	08/08/05	05/24/06
Utilize multi-media technologies to improve and enrich reading comprehension during the instructional period.	Administrators	08/08/05	05/24/06
Involve parents and the business community in the utilization of the media center and the use of trade books to read career related material with students during and after school in an effort to promote reading importance to students.	Administrators	08/08/05	05/24/06
Assess reading levels utilizing the STAR system, existing FCAT, and DIBELS results to instruct, remediate, and enrich at appropriate levels to improve student achievement.	Administrators	08/08/05	05/24/06
Implement an incentive program, such as "Principal's Reading Club" and "Accelerated Reader Class Award" to encourage independent reading of literature in school and at home.	Administrators	08/08/05	05/24/06
Provide after school tutoring services and at-home support activities that will provide students scoring at a level 1 or 2 on the FCAT Reading Test with additional assistance and opportunities for growth during the school year.	Administrators	08/08/05	05/24/06

Research-Based Programs

The research-based program used for reading is the Houghton-Mifflin: A Legacy of Literacy, 2006 Special Miami-Dade Edition.

Professional Development

Teachers will attend District wide staff development specific to their assigned grade level. Additional training will be provided by the on-site reading leader based on the needs assessment of teachers. Training will include but not be limited to: FCAT Explorer, Best Practices, Innovative Teaching Strategies, and CRISS. Other in-services will be scheduled based on teacher needs, data driven analysis and/or District/Region Center initiatives.

Evaluation

This objective will be evaluated by the scores on the FCAT Reading Test administered in March 2006. The objective will be achieved when students demonstrate increased reading comprehension, as evidenced by a 5% increase in the number of the students reaching the state required mastery level as compared to the 2005 administration of the FCAT Reading Test. DIBELS and basal tests will provide data which will be used to monitor progress toward the objective. DIBELS and/or Soar to Success will be used to evaluate and monitor tutoring program.

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 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 2 STATEMENT:

The goal of Rockway Elementary School is to improve the mathematics proficiency of all students.

Needs Assessment

An analysis of the data from the 2005 FCAT Mathematics Test indicates that, as a whole, the majority of students at Rockway Elementary are scoring at or above grade level. Specific data indicate that 69% of the students are scoring at or above grade level and 74% are making one year's worth of progress. Based on the 2004-2005 FCAT Mathematics Test, specific data indicate that in grade three, students require additional intensive instruction in number sense, geometry, algebraic thinking, and data analysis/probability. In grade four, students require additional intensive instruction in number sense, geometry, algebraic thinking, measurement, and data analysis/probability. In grade five, students require additional intensive instruction in measurement.

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, students in grades three through five, will improve their mathematical skills as evidenced by a 5% increase in the number of students scoring at Achievement Level 3 or higher on the 2006 FCAT Math Test as compared to the 2005 administration of the FCAT Math Test.

Given instruction using the Sunshine State Standards, Students with Disabilities (SWD) in grades three through five, will improve their mathematical skills as evidenced by 44% of students in this subgroup meeting the state proficiency target of Achievement Level 3 or higher on the 2006 FCAT Math Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement and monitor the Plan-Do-Study-Act (PDSA), a four step continuous improvement model school wide to ensure that all students including SWD demonstrate achievement in math.	Administrators	08/08/05	05/24/06
Implement and monitor school-wide, long range mathematics plans aligned with the Sunshine State Standards to ensure mastery of the state standards by all students including the SWD subgroup.	Administrators	08/08/05	05/24/06
Identify FCAT Level 1 and 2 students in all subgroups and provide during and after school tutoring services, necessary to raise student achievement.	Administrators	08/08/05	05/24/06
Provide and monitor at-home support activities to increase proficiency of SWD and all students scoring at Level 1 and 2 on the FCAT Mathematics Test.	Administrators	08/08/05	05/24/06
Assist students across all grade levels and subgroups, with investigations targeting mathematics disciplines that focus on mathematicians of diverse cultures, genders and ethnic groups that will assist students in developing a clearer understanding between mathematics and real-life application.	Administrators	08/08/05	05/24/06
Use manipulatives, hands on activities, calculators, and technology to emphasize and improve problem solving and critical thinking of all students, including SWD, school-wide during the instructional program.	Administrators	08/08/05	05/24/06
Utilize technological programs including FCAT	Administrators	08/08/05	05/24/06

Explorer, Riverdeep, Math FACTS, and the Basal series technology component to improve and enrich mathematical skills of all students including SWD.	
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Research-Based Programs

The research-based program used for mathematics at Rockway Elementary is Scott Foresman Mathematics 2004 edition.

Professional Development

Teachers will participate in District-wide professional development in mathematics. Additional professional development will be coordinated at the school site based on a needs assessment of teachers, data driven analysis and/or District/Region Center initiatives. Training in inclusionary practices will continue to be provided for identified staff, as well as, general information in-services on inclusionary practices to the entire staff.

Evaluation

This objective will be evaluated by the scores on the mathematics portion of the FCAT administered in March 2006. This objective will be achieved when students demonstrate 5% increase in the number of students scoring at Level 3 or higher as compared to the 2005 administration. In addition, FCAT Explorer and Riverdeep will be used to monitor progress in mathematics.

The objective of the SWD will be achieved by 44% of the students scoring at Level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

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 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:

The goal of Rockway Elementary School is to improve the writing proficiency of all fourth grade students.

Needs Assessment

An analysis of the data from the 2005 FCAT Writing Assessment indicates that as a whole the majority of the students at Rockway Elementary are scoring at or above grade level. Specific data indicate that 92% of the students met standards and 84% of the students have met state required mastery level of 3.5 or higher. Data indicate that 21% of the students did not meet the state required mastery level of 3.5 or higher in expository writing while only 11% of students did not meet state required mastery level in narrative writing. The needs assessment reveals that students require further improvement in the area of expository writing. Concentrated efforts will be made to improve all students' writing achievement.

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

Measurable Objective

Given instruction using Sunshine State Standards, students in grade four will improve their writing skills as evidenced by a one percent point increase in the number of students scoring at 3.5 or higher as documented by scores on the 2006 FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement and monitor the Plan-Do-Study-Act (PDSA), a four step continuous improvement model school wide to ensure that all students demonstrate achievement in writing.	Administrators	08/08/05	05/24/06
Engage students in combining technology with writing to enrich their writing skills and to gain understanding of different careers through a pen pal program with the community.	Administrators	8/8/2005	5/24/2006
Engage students in writing and publishing through teacher and district approved web-sites and computer software that targets writing to provide additional practice and improve writing skills.	Administrators	08/08/05	05/24/06
Provide practice to students in the writing process using the major components, during daily assignments: pre-writing, drafting, revising, editing and publishing to produce both narrative and expository writing using the district approved core curriculum reading program.	Administrators	08/08/05	05/24/06
Implement and monitor district wide, research based Reading-Writing workshop skills and activities to improve writing skills of all students.	Administrators	08/08/05	05/24/06
Monitor progress in writing by administering a pre-test, and post test to document progress being made in writing.	Administrators	08/08/05	05/24/06

Research-Based Programs

Rockway Elementary will use the Houghton Mifflin Reading program as research-based program.

Professional Development

Provide staff development and materials that enhance student achievement in writing and the implementation of writing across the curriculum, scoring of student samples using the rubric, strategies for teaching the four major components of writing.

Evaluation

Students will demonstrate an increase in writing skills as evidenced by 93% of the students reaching state required mastery level of 3.5 or above as documented by scores on the 2006 FCAT Writing Test.

The objective and strategies will be monitored by:

- comparison of the average scores on the District approved pre test (August 2005) and post test (May 2006).
- comparison of the average scores on monthly writing prompts
- quarterly review of the use of technology within the writing program

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.)

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<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

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

GOAL 4 STATEMENT:

The goal of Rockway Elementary School is to improve the science proficiency of all students

Needs Assessment

An analysis of the data from the 2005 Florida Comprehensive Assessment Test (FCAT) Science indicates that as a whole the majority of the students in grade five at Rockway Elementary are scoring at or above grade level. The scores also indicate that we are performing at or above the state and district averages on all clusters with the exception of Earth / Space and Life / Environmental where the school is above the district average and equal to the state average. Specific data indicate that a Mean Scale Score of 309 was achieved, indicating a thirty-six point increase from the 2004 FCAT Test. The needs assessment indicates that students showed gains in Physical and Chemical Science, and Scientific Thinking. However, data indicates a decrease of one percent in the area of Earth / Space. Concentrated efforts will be made to improve all students' science achievement targeting the area of Earth / Space. A plan will be developed to continue to ensure the successful attainment of state standards of all subgroups.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by a 5 point increase in the mean scale score of the 2006 Science FCAT Test when compared to the mean scale score of the 2005 Science FCAT Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement and monitor the Plan-Do-Study-Act (PDSA), a four step continuous improvement model school wide to ensure that all students demonstrate achievement in science.	Administrators	08/08/05	05/24/06
Provide instruction in the use of science process skills to students in grades two through five using resources, gathering and analyzing information, and increasing thinking and communication skills as they relate to real-life situations that will increase achievement in science.	Administrators	08/08/05	05/24/06
Involve students, in grades two through five, with the scientific process using methods of experimentation and critical thinking to enrich their academic progress.	Administrators	08/08/05	05/24/06
Involve fifth grade students in the Science Fair, to help increase proficiency with scientific thinking which based on disaggregated data, was identified as an area of deficiency.	Administrators	08/08/05	05/24/06
Implement the use of the FCAT Science Dailies Activity Book in grades four and five to provide daily exposure to higher order thinking skills that will raise student achievement in science.	Administrators	08/08/05	05/24/06
Implement the use of the Reading First Through Science Activity Book in grades two through five to reinforce science content through reading in all eight strands to raise student achievement in science	Administrators	08/08/05	05/24/06
Implement the use of the Challenge, the FCAT book in fifth grade, to re-teach science content to students identified as needing additional assistance and raise student achievement in science.	Administrators	08/08/05	05/24/06

Research-Based Programs

McGraw-Hill science textbook is the research-based program used at Rockway Elementary to teach science.

Professional Development

Teachers are provided with professional development activities which are aligned with the Sunshine State Standards. In-services will include "Hands on Science" and FOSS training.

Evaluation

This objective will be evaluated by the mean scale score on the 2006 FCAT Science Test administered in March. The objective will be achieved when students in grade five demonstrate a five point increase in the mean scale score on the 2006 FCAT Science Test when compared to the mean scale score on the 2005 Science FCAT Test.

The objective and strategies will be monitored by:

- science fair participation
- use of FCAT Science Dailies
- use of Reading First Through Science Activity Book

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

GOAL 5 STATEMENT:

The goal of Rockway Elementary School is to improve and increase parental involvement in school activities.

Needs Assessment

An analysis of the data from the 2004-2005 Parent Logs indicates that a large number of parents attended school-wide events and activities. Specific data indicate that there was an increase of 5% of parents attending or participating in school-wide events or activities as compared to the 2003-2004 school year. Although a growth in parental involvement is evident based on the data, many parents still remain uninvolved. Demographic information indicates that a large percent of the student population, approximately 90%, are of Hispanic descent. Many of the parents are struggling with a language barrier which they feel inhibits their ability to participate in school functions. Concentrated efforts will be made to continue to improve parental involvement by breaking down some of the barriers some parents may be feeling because of their Limited English Proficiency.

Measurable Objective

Given increased attention to communication with all stakeholders, parental involvement will increase as evidenced by a 5% point increase in attendance at PTA/ school sponsored activities as compared to the 2004 - 2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide in-services for all parents to increase their knowledge about FCAT which in return would enable them to assist their children to improve their academic achievement.	Administrators, Counselor, Behavior Management Specialist	08/08/05	05/24/06
Provide monthly parent workshops as opportunities for parents to improve school related parental skills.	Counselor and Behavior Management Specialist	08/08/05	05/24/06
Develop a school-wide incentive program for students to promote punctuality and instill the value of positive work habits that contribute to success in the workplace.	Administrators	08/08/05	05/24/06
Develop a school-wide incentive program to promote parental involvement in PTA/school sponsored activities.	Administrators	08/08/05	05/24/06
Provide parents access to all Rockway Elementary School staff through various methods such as the use of e-mail, agendas, voice mail, and personal conferences to increase the communication that would lead to a positive link between the home and the school all to raise academic achievement.	Administrators	08/08/05	05/24/06
Provide opportunities for parents of all students including parents of students with disabilities, to review and understand Grade Level Expectations that would enhance their knowledge of student academic expectations and enhance their ability to assist their children as they raise academic achievement.	Administrators	08/08/05	05/24/06
Develop and implement a plan to increase volunteers within the classrooms to assist students who may need additional interventions in all grade levels during the school day.	Administrators	08/08/05	05/24/06
Increase parental involvement in the monthly EESAC meeting using the monthly school calendar and school marquee.	Administrators	08/08/05	05/24/06

Research-Based Programs

Not Applicable

Professional Development

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

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

Workshops for parents will be planned and implemented by the Student Services Department in conjunction with the Exceptional Student Education Department of the school.

Evaluation

This objective will be evaluated by comparing sign-in logs of 2004-2005 to sign-in logs for the 2005-2006 school year. Logs will be reviewed on a quarterly basis.

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

Miami-Dade County Public Schools

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

GOAL 6 STATEMENT:

The goal of Rockway Elementary is to maintain and improve a safe and orderly learning environment.

Needs Assessment

An analysis of the data from the 2004-2005 Attendance Report indicates that Rockway Elementary ranked as number 13 in the District with a 96.57% attendance rate. The 2004 – 2005 Student Attendance Profile report indicated that the average student is absent between 0 to 5 days and that 25 students had over 20 days absent. The needs assessment reveals improvement is needed in the number of students with five or more absences.

Measurable Objective

Given an emphasis on a safe and orderly environment, the number of student with five or more absences will decrease by five percent during the 2005 – 2006 school year as compared to the 2004 – 2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement and monitor daily attendance using the Excelsior Electronic Grade Book.	Administrators	08/08/05	05/24/06
Implement and monitor daily attendance using L & R Telecomputer services.	School Counselor and Administrators	08/08/05	05/24/06
Contact parents of students with poor attendance history	School Counselor and Administrators	08/08/05	05/24/06
Reward students with perfect attendance monthly.	Administrators	08/08/05	05/24/06
Randomly reward a few students in attendance during morning announcements	Administrators	08/08/05	05/24/06
Recognize classrooms daily, with 100% attendance using door hanging display.	Administrators	08/08/05	05/24/06
Reward classes with the most days of 100% attendance monthly.	School Counselor and Administrators	08/08/05	05/24/06

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

This objective will be evaluated by comparing the attendance report at the end of the school year 2005 – 2006 as it compares to the 2004 – 2005 school year. Monitoring the quarterly attendance report will assist towards achieving our goal.

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

GOAL 7 STATEMENT:

The goal of Rockway Elementary is to maintain and improve the use of technology in education.

Needs Assessment

An analysis of the data from the 2004 - 2005 school year indicates that Rockway Elementary has Internet and Intranet access to 100% of the classrooms including the media center. Each classroom has four to five computers to allow access to all staff. The data indicates that Rockway Elementary teachers, as a whole, were not using technology to assist them in documentation of grades, attendance and lesson plans.

Measurable Objective

Given an emphasis on the use of technology in education, all teachers will augment their usage of the Excelsior Electronic grade book as evidenced by a 100% increase from the beginning of the 2005 – 2006 school year as compared to the end of the 2005 – 2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement and monitor the use of the Excelsior Electronic Grade Book.	Administrators	08/08/05	05/24/06
Implement and monitor daily attendance using the Excelsior Electronic Grade Book.	Administrators and Registrar	08/08/05	05/24/06
Print a weekly copy of all assignments and tests recorded in the Electronic Grade Book.	Administrators	08/08/05	05/24/06
Provide individual student reports for parent conferences using the Electronic Grade Book to facilitate an increase in parental involvement	Administrators	08/08/05	05/24/06
Provide individual student reports for interim progress reports using the Electronic Grade Book to facilitate an increase in Parent-Teacher communication.	Administrators	08/08/05	05/24/06
Document notes and comments, relating to discipline and academic achievement for individual students.	Administrators	08/08/05	05/24/06

Research-Based Programs

Not Applicable

Professional Development

In-house training and support services will include hands on training on the Excelsior Electronic Grade Book.

Evaluation

This objective will be evaluated by comparing the Grade book export/upload report from the beginning the 2005-2006 school year to the end of the 2005 - 2006 school year. The Grade book export/upload report will be reviewed on a quarterly basis.

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

Miami-Dade County Public Schools

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

GOAL 8 STATEMENT:

The goal of Rockway Elementary is to increase the amount of average daily breakfast participation at the school.

Needs Assessment

An analysis of the data from the August 2005 Weekly Activity Report indicates that 23 percent of the students are participating in the average daily breakfast program served at Rockway Elementary.

Measurable Objective

Given an emphasis on health and physical fitness, the average daily breakfast participation will increase by 2% points from August 2005 to May 2006.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide free breakfast for all Rockway students.	Administrators	08/08/05	05/24/06
Involve students in second, third, fourth and fifth grade in the Preventive Health and Safety Education for Students (P.H.A.S.E.S)	Administrators and Counselor	08/08/05	05/24/06
Occasionally announce free breakfast on the school marquee.	Administrators	08/08/05	05/24/06
Remind parents of free breakfast on the monthly calendar.	Administrators	08/08/05	05/24/06
Monitor the increase monthly to encourage and promote attendance of free breakfast.	Administrators	08/08/05	05/24/06
Encourage breakfast attendance during morning attendance.	Administrators	08/08/05	05/24/06
Involve all students in the National School Lunch Week 2005 program "School Lunch – It's Instrumental"	Administrators	08/08/05	05/24/06

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

This objective will be evaluated by comparing the average daily breakfast participation from August 2005 to May 2006. The average daily breakfast participation report will be reviewed on a quarterly basis.

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

Miami-Dade County Public Schools

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

GOAL 9 STATEMENT:

The goal of Rockway Elementary is to maintain and improve the number of students participating in extra curricular activities.

Needs Assessment

An analysis of the data from the 2004 - 2005 school year, indicates that Rockway Elementary School provided seven different extra curricular activities, Patrols, Chorus, Art Club, Academic Excellence Program, After-School Tutoring, Future Educators of America, and Friendly Falcons to 262 students. The needs assessment reveals a need for more community support and involvement.

Measurable Objective

Given emphasis on the benefits of participating in extra curricular activities, the number of students enrolled and participating in all extra curricular activities offered at Rockway Elementary (ie: art club, chess, technology, chorus, tutoring etc...) will increase by 5% during the 2005 – 2006 school year as compared to the 2004 – 2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase the number of extra curricular activities offered at Rockway Elementary	Administrators	08/08/05	05/24/06
Conduct a Resource Fair to inform parents and students on the programs available at Rockway Elementary School.	Administrators and School Personnel	08/08/05	05/24/06
Encourage participation in extra curricular activities through morning announcements.	Administrators and Morning Announcement Personnel	08/08/05	05/24/06
Occasionally announce extra curricular activities on the school marquee.	Administrators	08/08/05	05/24/06
Remind parents of extra curricular activities on the monthly calendars.	Administrators	08/08/05	05/24/06
Encourage participation in extra curricular activities through Rockway Elementary School website.	Administrators and School Technology Staff	08/08/05	05/24/06

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

This objective will be evaluated by comparing the number of students enrolled and participating in the number of extra curricular activities during the 2005-2006 school year as compared to the 2004-2005 school year.

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.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 10 STATEMENT:

Rockway Elementary School will rank at or above the 90th percentile statewide in the Return on Investment (ROI) index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicates that in 2003, Rockway Elementary School ranked at the 39 percentile on the State of Florida ROI index. Rockway Elementary is in the middle third of all elementary schools in the state in the Return on Investment and in the middle third of all elementary schools in the state on percent of students making learning gains. Rockway Elementary is, also, in the middle third of all elementary schools in the state on money spent per student in this school.

Measurable Objective

Rockway Elementary School will improve its ranking on the State of Florida ROI index publication from the 39th percentile in 2003 to the 44th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become more informed about the use of financial resources in relation to school programs.	Administrators	08/08/05	05/24/06
Collaborate with the district on resource allocation.	Administrators	08/08/05	05/24/06
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administrators and EESAC	08/08/05	05/24/06
Consider shared use of facilities, partnering with community agencies.	Administrators	08/08/05	05/24/06

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

On the next State of Florida ROI index publication, Rockway Elementary will show progress toward reaching the 44th percentile.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<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>

Budget:

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

Training:

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

Instructional Materials:

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

Technology:

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

Staffing:

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

Student Support Services:

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

Other Matters of Resource Allocation:

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

Benchmarking:

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

School Safety & Discipline:

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

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