
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 6821 - Rockway Middle School

FeederPattern: Miami Coral Park Senior

Region: Regional Center III

District: 13 - Miami-Dade

Principal: Maria Cedenó

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Rockway Middle School

Under the guidance of our principal, Rockway Middle School has set forth high academic expectations for our students. It is our belief that with the support of the school and the home working together all of our students can succeed. In a state of transition, the school is facing many challenges. The school has recently been subject to an increase in student transfers, new boundary changes, an increase in teacher transfers and retirement, and an increase in teachers new to the system. These changes have affected the makeup of the staff and student populations and affected student test scores as well. This year, with additional boundary changes and five teachers new to the school, we are once again working diligently as a cohesive body to address our challenges and reach the high expectations set forth by the principal and administrative staff, the faculty, the staff, the parents, and the students. The Florida Department of Education grades Rockway an "A" school. Rockway has many area transfers as parents recognize the high quality of education provided as well as our reputation as a very safe and secure school. According to the School Climate Survey, eighty percent or more of our parents consider that our school is safe and secure, that the students are getting a good education, and that the overall climate at the school is positive and helps students learn. However, although enrollment at Rockway Middle School remained fairly constant for the past five years, this year we are affected by a change in boundaries and have approximately 100 fewer students. Rockway services the community by providing an English for Speakers of Other Languages (ESOL) program to approximately 120 students, a Gifted team of approximately 300 students, an Exceptional Student Education (ESE) program of approximately 200 students which addresses our Students with Disabilities, our deaf, our educable mentally handicapped, and our trainable mentally handicapped students, and this year we offer an Extended Foreign Language (EFL) Program.

Given instruction based on the Sunshine State Standards, students in grades six through eight will increase by 5% their reading skills on the 2006 administration of the FCAT Reading Test as compared to the 2005 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students with disabilities in grades six through eight will improve their reading skills as evidenced by 44 percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Reading Test.

Given instruction based on the Sunshine State Standards, limited English proficient students in grades six through eight will improve their reading skills as evidenced by 44 percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in grades six through eight will increase by 5% their mathematics skills on the 2006 administration of the FCAT Mathematics Test as compared to the 2005 administration of the FCAT Mathematics Test.

Given instruction based on Sunshine State Standards, students with disabilities in grades six through eight will improve their mathematics skills as evidenced by 50 percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Mathematics Test.

Given instruction based on Sunshine State Standards, limited English proficient students in grades six through eight will improve their mathematics skills as evidenced by 50 percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Mathematics Test.

Given instruction based on Sunshine State Standards, students in grade eight will improve their writing skills as evidenced by 93 percent of the students reaching the state required mastery level as documented by scores on the 2006 FCAT Writing Test.

Given instruction based on the Sunshine State Standards, students with disabilities in grade eight will improve their writing skills as evidenced by 90% of the students achieving high standards on the 2006 administration of the FCAT Writing Test.

Given instruction based on the Sunshine State Standards, limited English proficient in grade eight will improve their writing skills as evidenced by 90% of the students achieving high standards on the 2006 administration of the FCAT Writing Test.

Given instruction based on the Sunshine State Standards, students in grade eight will improve their science skills as evidenced by an increase in the mean scale score to 297 as documented by the 2006 FCAT Science Test.

Given schoolwide focus on the need for increased parental involvement, parent participation in school events will increase by five percent when data for 2005-2006 is compared to data for 2004-2005 as documented by attendance records.

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a five percent decrease in the number of outdoor suspensions during the 2005-2006 school year as compared to the 2004-2005 school year.

Given an emphasis on the use of technology in education, teachers will augment their usage of the Student Performance Indicators (SPI) to enhance student achievement as evidenced by a ten percent increase in the number of teachers accessing SPI during the 2005-2006 school year as compared to the 2004-2005 school year.

Given instruction based on the M-DCPS mandated Fitness Gram standards, students in grades six through eight will improve their running skills as evidenced by 54 percent of the students meeting high standards in running the one mile test on the 2005-2006 administration of the Fitness Gram Test.

Given emphasis on the benefits of participating in arts programs, the number of students enrolled in the music program will increase by two percent during the 2005-2006 school year as compared to the 2004-2005 school year.

Rockway Middle School will improve its ranking on the State of Florida ROI index publication from the 90th percentile in 2003 to the 92nd percentile on the next publication of the index.

Although Rockway's Organizational Performance Self Assessment Survey indicates that the staff rates our school above average in all categories, two areas of improvement are that of District Strategic Planning Alignment and Performance Results. These categories were identified by the staff as our weakest and the leadership team recognizes that there is always need for improvement. Throughout the year the leadership team plans to improve communication and address issues concerning work satisfaction, work requirements, and organizational requirements between the administrative/leadership teams and the faculty and staff through our Conversations Between Learning Communities.

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 Middle School

VISION

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

MISSION

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

CORE VALUES

Rockway Middle School has at its heart excellence and integrity. We strive to provide our students with the best education possible, understanding that the whole child needs to be educated, supported, and treated with respect. The needs of our students are at the core of every decision we make.

School Demographics

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

Rockway's four-wing building houses 39 classrooms augmented by a freestanding science wing of ten classrooms, band room, auditorium, media center, and five portables. This 43-year-old school has been rewired to provide Internet and Intranet access to 100 percent of the classrooms. The school houses a state of the art closed circuit television system, and the media center provides Internet access via 28 computer stations.

Rockway is situated in a lower middle class, single-family neighborhood. Over the last ten years, however, this population has aged. Many of our children are now bussed to school, either on Miami-Dade County school buses or private buses if the students live within the two-mile boundary, from multi-family dwellings. Even so, we take pride in being consistently among the top five middle schools in attendance each marking period. Our staff is very diligent in addressing students with poor attendance in a timely manner.

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

Rockway Middle School employs a total of 103 full-time staff members and 22 part-time staff members. The ethnic breakdown of the staff is 18 percent White, 12 percent Black and 69 percent Hispanic. Of the faculty 22 percent are male, 78 percent are female, 35 percent have a Masters degree and 12 percent have a Specialists degree or better. The faculty's average years of teaching is 12, and this year we have eight percent beginning teachers. Twelve percent of the faculty is teaching out of field. At this time the pupil-teacher ratio is 24.46 to one.

Of the full-time staff members, Rockway has four administrators, 46 classroom teachers, 17 exceptional student education teachers, three guidance counselors, one TRUST counselor, one computer specialist, one instructional technology specialist, seven classroom paraprofessionals, six clerical employees, three cafeteria workers, four security monitors, and eight custodial service workers. Of the teaching staff, less than eight percent are teachers new to this school, with a 12-year average length of time teaching in Florida. Thirty have advanced degrees. Seven teachers are National Board Certified, five are 2005 candidates, and two are 2006 candidates.

Rockway Middle School serves approximately 1307 children in grades six through eight in a suburban neighborhood. These students include standard curriculum students (56 percent), ESE students (26 percent), ESOL students (8.9 percent), and economically disadvantaged students (59.4 percent). Rockway has an ethnic student population of 5.3 percent White, 92.4 percent Hispanic, 1.5 percent Black, and .7 percent "Other." Our male population equals 53.9 percent; our female population totals 46.1 percent.

Rockway Middle School endeavors to link with the community in several ways. At the beginning of each school year, Rockway's PTSA holds parent meetings to discuss various concerns, and to determine various services they would like to see added at the school. In addition, special activities are provided for parents of our ESE program (including our Gifted Team). Parent meetings

are held throughout the year to address timely concerns as well as inform them of test-taking procedures their children will encounter.

Rockway Middle School enjoys a collaborative relationship with Florida International University through the ENgaging Latino Communities for Education (ENLACE) Grant. Students from the University provide tutoring and mentoring for Rockway's at-risk students and, at the same time, Rockway's teachers provide supervision to interns from Florida International University, Nova Southeastern University, Barry University and the University of Miami. Students leaving Rockway after eighth grade will attend Miami Coral Park, Miami Southwest Senior High School, or magnet schools such as MAST, Coral Reef, or Coral Gables. The staff from Rockway works closely with these schools on articulation issues to ensure that entering ninth graders are prepared with the background they need to be successful in high school.

Rockway is very fortunate in that our Leadership Team is made up of all department chairpersons (language arts, mathematics, science, social studies, Students with Disabilities, Deaf Education, and electives) and all team leaders (two for each grade level as well as a gifted team). Because of the makeup of our leadership team, communication is open regarding curriculum, testing, activities, and other pertinent school matters. The Leadership Team is scheduled to meet monthly but also meets on an as needed basis. Departments meet twice a month; teams meet three days a week.

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

Rockway is not a Title 1 School, and therefore is dependent on our PTSA and our eleven Dade Partners to help us with funding for many of our activities as well as curriculum support when necessary. We are pleased to have very supportive Dade Partners: Burdines-Macys; Casely Tennis Foundation, Inc.; Fit Kids Corporation/Racquet and Fitness Club; Jerry and Joe's; Junior Achievement of Greater Miami, Inc.; Outback Steakhouse; Peninsula Mortgage Bankers; Rowland Coffee Roasters; Super Wheels Skating Club; Tony Roma's; and Winn-Dixie.

School Foundation

Leadership:

Rockway Middle School prides itself on strong instructional leadership by the principal that frames the school's vision and mission to turn them into reality. According to Rockway's Organizational Performance Self Assessment Survey, the faculty and staff appreciate working at the school and have good relationships with the administration. Through EESAC, the leadership team, the department chairs and the team leaders, the administration sets the direction for the school, implementing the vision and mission and creating a positive working environment while involving the staff in the day to day operation of the school.

District Strategic Planning Alignment:

Although Rockway's Organizational Performance Self Assessment Survey indicates that the staff rates our school above-average in all categories, the one category that causes concern is that of Strategic Planning. Some staff members feel that they are not aware or do not have knowledge of school plans that will affect them or their work or how their work is affecting progress. Finally, they feel that they are not part of the decision-making which affects future developments.

Stakeholder Engagement:

On the whole, Rockway scores very high rate in the category of satisfaction of its customers on Rockway's Organizational Performance Self Assessment Survey. The staff feels that in all areas of customer satisfaction, there is good communication and rapport.

Faculty & Staff:

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

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

Data/Information/Knowledge Management:

Rockway rates the highest in the category of Data/ Information/ Knowledge Management on Rockway's Organizational Performance Self Assessment Survey. Members of the staff feel that they possess the tools and the ability to review and analyze their work and to make the appropriate changes when necessary

Education Design:

Rockway's Organizational Performance Self Assessment Survey indicates that our faculty and staff rates high in the area of Education Design. Our school provides before and after-school tutorials Monday through Thursday from October through May for students seeking additional assistance in reading and/or mathematics. These tutorials, staffed by certified language arts and mathematics teachers, address the needs of our struggling students. FCAT Levels 1 and 2 are targeted with letters home at the beginning of the year as well as our AYP subgroups (Students with Disabilities and Limited English Proficient). These tutorials address each of the reading and mathematics Benchmarks, incorporating CRISS strategies and Reciprocal Reading technique to prepare the students not only for state assessments but also for life long learning. Students are monitored on a daily basis and attendance, once the students have entered the program, is mandatory. During the school day, the school provides a pull-out program for Level 1 and 2 SWD and LEP students to work in small groups on the reading and mathematics Benchmarks.

In addition, all students have the opportunity to participate in an after-school homework clinic staffed by certified language arts and mathematics teachers.

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

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

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

Performance Results:

According to Rockway's Organizational Performance Self Assessment Survey, some members of our staff feel concern for the job satisfaction as well as the organizational design of the school as well as a lack of support and/or

communication concerning the way that various aspects of the school environment impact the day to day progress of the school. In addition, a few members feel that there should be more shared information on how the school budget is created and expended.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

Rockway Middle School's students will improve their achievement in reading and meet state standards.

Needs Assessment

An assessment of data reveals that 58 percent of our students in grades six, seven and eight scored Level 3 or better on the 2005 FCAT. However, 42 percent of our students are still reading below grade level. Specifically, the majority of Level 1 and 2 students in grades six, seven and eight are reading between the third and fifth grade levels and require intensive instruction in fluency, main idea/author's purpose, and comparison/contrast. Our sixth grade students are most successful with analyzing words and text and using context and word structure clues, but they need additional help with comparison/contrast, author's purpose, and reference/research skills. Our seventh grade students performed well in the areas of comparisons and main idea/author's purpose, but need additional help in words/phrases and reference/research skills. Our eighth grade students also performed well with comparisons and main idea/author's purpose, but they need remediation in the areas of analyzing words and text, reference/research skills and in particular performance task items. In addition, although both our LEP and SWD students did make learning gains, they need intense instruction in all of the Benchmarks as neither group made AYP. After analyzing the data, it is clear that there is a need for ongoing weekly assessments to identify the students' abilities to master the Sunshine State Standards. The assessment also uncovered needs which include (1) additional CRISS training for our staff to improve reading instruction in the content areas; (2) in-depth instruction for eighth grade students in analyzing words and text, using reference and research skills and completing well-developed performance task items; and (3) ongoing weekly assessments in language arts/reading classes to monitor student mastery of each of the Benchmarks.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades six through eight will increase by 5% their reading skills on the 2006 administration of the FCAT Reading Test as compared to the 2005 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students with disabilities in grades six through eight will improve their reading skills as evidenced by 44 percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Reading Test.

Given instruction based on the Sunshine State Standards, limited English proficient students in grades six through eight will improve their reading skills as evidenced by 44 percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Identify students in grades six through eight who scored at FCAT Level 1 and 2 utilizing the Student Performance Indicators and schedule them into Intensive Reading or Intensive Reading + classes to improve skills mastery of the Sunshine State Standards as documented by the school's master schedule.	*Counselors/Administrator for Language Arts/Department Chair	8/8/2005	9/30/2005
Implement the differentiated instruction model in intensive reading and intensive reading+ classes as well as continued intense phonics intervention to improve student fluency as documented in teacher's lesson plans.	Administrator for Language Arts/ Department Chair	8/8/2005	5/26/2006
Continue to train staff on strategies related to the Reading section of the FCAT on an ongoing basis via our staff training and conversations between learning communities to integrate specific teaching strategies as documented by attendance rosters.	Principal/ Administrator for Language Arts/Department Chair	8/8/2005	5/26/2006
Continue to integrate technology into the language arts curriculum using reading software directly correlated to targeted reading skills such as FCAT Explorer and Accelerated Reader to improve reading comprehension as documented by computer reports.	Administrator for Language Arts/ Department Chair	8/8/2005	5/26/2006
Implement an Inclusion Model for targeted sixth, seventh, and eighth grade SWD students to provide differentiated instruction and to promote student	Administrator for ESE/ESE Program Specialist/Department Chair	8/8/2005	9/30/2005

achievement in reading as documented by the school's master schedule.			
Provide opportunities for before, during, and/or after school reading tutorials to students (including SWD and LEP) in need of additional skills practice of targeted Benchmarks as documented by attendance rosters.	Principal/ *Administrator for ESE/ESE Program Specialist/Department Chair	10/17/2005	4/27/2006
Increase the number of underrepresented students (LEP) in advanced language arts classes as documented in the school's master schedule.	*Principal/Administrator for ESOL/Department Chair	8/8/2005	5/26/2006

Research-Based Programs

1. Reading Advantage; 2. Read 180; 3. Read XL.

Professional Development

1. Data Analysis – Student Performance Indicators (SPI); 2. Curriculum Mapping (based on Data Analysis); 3. Plan-Do-Study-Act (PDSA); 4. CRISS Strategies; 5. FCAT Explorer; 6. Reciprocal Teaching.

Evaluation

1. Results of the 2006 Florida Comprehensive Assessment Test; 2. Results of District assessments as a progress monitoring tool; 3. Results of school site monthly assessments; 4. Results of reading tutorial pre- and post test 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

Students will improve their achievement in mathematics and meet state standards.

Needs Assessment

An assessment of data reveals that although 68 percent of our students in grades six, seven and eight scored Level 3 or better on the 2005 FCAT, 32 percent of our students are not performing proficiently in mathematics. Specifically, the needs assessment reveals that the majority of Level 1 and 2 students in grades six, seven and eight are performing between the fourth and sixth grade levels. Our sixth grade students need intense remediation in measurement and algebraic thinking. Our seventh grade students need remediation in measurement. Our eighth grade students' greatest need is in the completion of performance items. In addition, although our LEP and SWD students made learning gains, they need intense instruction in all of the Benchmarks as neither group made AYP. After analyzing the data, it is clear that there is a need for ongoing weekly assessments to identify the students' abilities to master the Sunshine State Standards. The assessment also uncovered needs which include (1) additional staff training to improve mathematics instruction in measuring, converting, and calculating; (2) in-depth instruction for eighth grade students in completing well-developed performance task items; and (3) ongoing weekly assessments in mathematics classes to monitor student mastery of each of the Benchmarks..

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades six through eight will increase by 5% their mathematics skills on the 2006 administration of the FCAT Mathematics Test as compared to the 2005 administration of the FCAT Mathematics Test.

Given instruction based on Sunshine State Standards, students with disabilities in grades six through eight will improve their mathematics skills as evidenced by 50 percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Mathematics Test.

Given instruction based on Sunshine State Standards, limited English proficient students in grades six through eight will improve their mathematics skills as evidenced by 50 percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Identify students in grades six through eight who scored at FCAT Level 1 and 2 utilizing the Student Performance Indicators and schedule them into Intensive Mathematics or classes to improve skills mastery of the Sunshine State Standards as documented by the school's master schedule.	Counselors/Administrator for Mathematics /Department Chair	8/8/2005	9/30/2006
Implement the Secondary Mathematics Curriculum in classes to have uniformity of instruction and to ensure that Benchmarks are addressed in a timely manner as documented in teacher lesson plans.	Administrator for Mathematics/ Department Chair	8/8/2005	5/26/2006
Continue to train staff on strategies related to the Mathematics section of the FCAT on an ongoing basis via our staff training and conversations between learning communities to integrate mathematics principles, concepts and procedures such as measuring, converting and calculating as they apply to classes across the curriculum, to incorporate CRISS strategies which address mathematics skills, and to stress specific techniques for the solution of word problems as documented by attendance rosters.	Principal/ Administrator for Mathematics/Department Chair	8/8/2005	5/26/2006
Continue to integrate technology related to mathematics concepts across the curriculum including Riverdeep and FCAT Explorer to improve mastery of targeted skills as documented by computer printouts.	Administrator for Mathematics/ Department Chair	8/8/2005	5/26/2006

Implement an Inclusion Model for targeted sixth, seventh, and eighth grade SWD students to provide differentiated instruction and to promote student achievement in mathematics as documented by the school's master schedule.	Administrator for ESE/ESE Program Specialist/Department Chair	8/8/2005	5/26/2006
Increase the number of underrepresented students (LEP) in advanced mathematics classes as documented by the school's master schedule.	Principal/Administrator for ESOL/Department Chair	8/8//2005	5/26/2006
Provide opportunities for before, during, and/or after school mathematics tutorials to students (including SWD and LEP) in need of additional skills practice of targeted Benchmarks as documented by attendance rosters.	Principal/ Administrator for Mathematics/Department Chair	10/17/2005	4/27/2006

Research-Based Programs

1. Glencoe Mathematics: Courses 1,2,3; Glencoe Mathematics: Pre-Algebra, Algebra and Geometry.

Professional Development

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

Evaluation

1. Results of the 2006 Florida Comprehensive Assessment Test;
2. Results of District assessments as a progress monitoring tool;
3. Results of school site monthly assessments;
4. Results of mathematics tutorial pre- and post test 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
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Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

Rockway Middle School's eighth grade students will improve their achievement in writing and continue to meet state standards.

Needs Assessment

Results of the 2005 FCAT Writing Test indicate that eight percent of our eighth grade students did not score an average of 3.5 and meet the state required mastery level. Due to increased requirements on the FCAT Writing Test, there is a need to continue with intensive writing instruction at all grade levels. In addition, the percent of students scoring at the state mastery level remained at 92 percent in 2005. Neither subgroup improved writing performance by one percent; in fact, our LEP students showed a one percent decrease, and our SWD students showed a three percent decrease in improvement. Both our LEP and SWD students need to improve in both expository and persuasive writing. Our assessment also uncovered needs which include (1) additional CRISS training for our staff to improve writing instruction in the content areas; (2) in-depth instruction for eighth grade students in persuasive writing, voice and vocabulary development; and (3) ongoing weekly assessments in LEP and SWD language arts to monitor student mastery of the writing standards..

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on Sunshine State Standards, students in grade eight will improve their writing skills as evidenced by 93 percent of the students reaching the state required mastery level as documented by scores on the 2006 FCAT Writing Test.

Given instruction based on the Sunshine State Standards, students with disabilities in grade eight will improve their writing skills as evidenced by 90% of the students achieving high standards on the 2006 administration of the FCAT Writing Test.

Given instruction based on the Sunshine State Standards, limited English proficient in grade eight will improve their writing skills as evidenced by 90% of the students achieving high standards on the 2006 administration of the FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Identify students in grades six through eight who scored a one or two on the District writing pretest and provide additional practice in the targeted Benchmarks through a pullout program as documented by attendance rosters.	Administrator for Language Arts/ Department Chair	8/11/2005	8/26/2005
Continue to train staff on strategies related to the Writing section of the FCAT on an ongoing basis via our monthly staff training to incorporate CRISS strategies as documented by attendance rosters.	Principal/Administrator for Language Arts	8/8/2005	5/26/2006
Continue to maintain writing portfolios of student products based on the FCAT writing strategies to assist students and teachers in assessing writing progress as documented by student portfolios.	Administrator for Language Arts/ Department Chair	8/8/2005	5/26/2006
Implement a before, during, and/or after school program for all LEP students that will emphasize remediation of the writing Sunshine State Standards as documented by attendance rosters.	Principal/Administrator for ESOL/ Department Chair	10/17/2005	4/27/2006
Provide remedial assistance to students in the SWD program that will address remediation of the writing Sunshine State Standards	Principal/Administrator for ESE/ Program Specialist/Department Chair	10/3/2005	5/26/2006
Increase the number of underrepresented students (LEP) in advanced language arts classes to improve student achievement as documented by the school's master schedule.	Principal/Administrator for ESOL/ Department Chair	8/8/2005	5/26/2006
Continue with a Homework Clinic for students to	Principal/Administrator for Language	10/17/2005	4/27/2006

attend on a voluntary basis to provide additional assistance for all students in need of extra support in completing assignments and mastering writing skills as documented by attendance rosters.	Arts	
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Research-Based Programs

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

Professional Development

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

Evaluation

1. Results of the 2006 FCAT Writing Test; 2. Results of the District Writing Assessments; 3. Results of Site-authored Ongoing Assessments; 4. Student Portfolios.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

Rockway Middle School's students will improve their achievement in science and meet state standards.

Needs Assessment

An analysis of the results of the 2005 FCAT Science Test indicate that the average scale score was a 292. Although the score was higher than the average for both the District and the State of Florida, there is much room for improvement in scientific method/critical thinking, life science, earth science, and physical science/chemistry. In addition, results of a site-devised pre/post test indicate that our sixth grade students need remediation in all of the Standards whereas our seventh and eighth grade students need remediation Force and Motion, Earth Science, Life Science, the Scientific Method, and oceanography. The following needs have been identified: the need to identify the students who are deficient in the targeted Benchmarks; the need to integrate appropriate technology which addresses scientific concepts; and the need to increase hands-on activities to enhance concept development.

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade eight will improve their science skills as evidenced by an increase in the mean scale score to 297 as documented by the 2006 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Identify students in grades six through eight who score below 80 percent on the science pretest and provide additional practice in the targeted science Benchmarks as documented by teacher lesson plans and student portfolios.	Administrator for Science/ Department Chair	8/8/2005	9/30/2005
Incorporate current events that involve scientific research resulting in written summaries and/or oral presentations as documented by student portfolios.	Administrator for Science/ Department Chair	8/8/2005	5/26/2006
Continue to train staff on strategies related to the FCAT Science Test on an ongoing basis as documented by attendance rosters.	PrincipalAdministrator for Science/ Department Chair	8/8/2005	5/26/2006
Integrate technology software related to scientific concepts such as Riverdeep to improve student mastery of the science Sunshine State Standards as documented by computer printouts.	Administrator for Science/ Department Chair	8/8/2005	5/26/2006
Increase exposure to hands-on activities that will result in vocabulary enhancement and concept development in science and inservice science teachers in conducting high-interest laboratory experiments to improve classroom instruction as documented by student portfolios.	Administrator for Science/ Department Chair	8/8/2005	5/26/2006
Coordinate a schoolwide science exhibition of science fair projects for students and parents to promote scientific interest as documented by attendance rosters.	Principal/Administrator for Science/ Department Chair	1/2/2006	1/27/2006
Continue with a Homework Clinic for students to attend on a voluntary basis to provide additional assistance for all students in need of extra support in completing assignments and mastering science skills as documented by attendance rosters.	Principal/Administrator for Science	10/17/2005	4/27/2006

Research-Based Programs

Glencoe: Science Voyages; Scott Foresman-Addison Wesley Science Insights

Professional Development

1. Data Analysis; 2. Curriculum Mapping; 3. Plan-Do-Study-Act (PDSA) Model; 4. Riverdeep; 5. Inquiry Matters; 5. Science Technology and Children's Kits Workshops; 6. Sci-tech (online science resource).

Evaluation

1. Results of the 2006 Florida Comprehensive Assessment Test; 2. Results of site-authored ongoing assessments of the Benchmarks, 3. Student portfolios.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 5 STATEMENT:

Rockway Middle School will foster open communication between home and school.

Needs Assessment

An analysis of parental involvement in school-sponsored activities indicates that although the number of activities and the number of parents attending these activities has increased over the past few years, there is still room for improvement, especially relating to parent attendance at our Parent Resource meetings. In particular, there have been few if any specific activities for our LEP and SWD parents. To reverse this trend, the following needs have been identified: the need for more school/home communication, especially to our LEP and SWD parents; the need for more school-sponsored events to assist parents in promoting literacy at home, especially our LEP and SWD students; and the need to promote student awareness of the need for increased parental involvement in school-sponsored activities.

Measurable Objective

Given schoolwide focus on the need for increased parental involvement, parent participation in school events will increase by five percent when data for 2005-2006 is compared to data for 2004-2005 as documented by attendance records.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct a PTSA membership drive to increase parent awareness and participation in schoolwide planning and issues as documented by PTSA records.	*Principal/PTSA Liaison	9/12/2005	4/28/2006
Improve advertisement of all activities through the publication of a monthly calendar and newsletter to promote parent participation in school events.	*Principal/PTSA Liaison	8/8/2005	5/26/2006
Host honor roll breakfasts for parents and students for the first three marking periods to promote student achievement as evidenced by sign-in sheets.	*Principa/PTSA Liaison	10/27/2005	4/27/2006
Continue our report card pick-up activity to promote parent communication as evidenced by sign in sheets,	Principal	1/2/2006	1/31/2006
Conduct monthly parent resource center workshops to provide strategies for parents to use at home to support the objectives of the School Improvement Plan, targeting our LEP and SWD parents and parents of our lowest 25% under NCLB as evidenced by sign in sheets,	Principal/Administrator for Student Services/Department Chair	8/8/2005	5/26/2006
Hold informational meetings on an as-needed basis to promote student achievement, to provide parents with reading strategies to use at home and support reading achievement and to provide parents with testing information as evidenced by sign in sheets,	Principal/Administrators/Student Services/Department Chairs	1/2/2005	1/31/2006

Research-Based Programs

Parents Assuring Student Success (PASS) program.

Professional Development

1. Starting Middle School: What Every Parent and Student Should Know; 2. Getting to Know Your Rockway Middle School Counselor; 3. Drug Abuse: Get the Facts; 4. Accessing the School and District Website, FCAT Explorer, Riverdeep, and other pertinent educational websites.

Evaluation

1. Attendance rosters for all parent/community activities; 2. ITS Reports detailing the number of parent conferences; 3. PTSA membership rosters; 4. School activities sign-in sheets.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 6 STATEMENT:

Rockway Middle School will provide a safe and orderly environment for our students.

Needs Assessment

Miami-Dade County Public School's Student Case Management System Executive Summary for 2004-2005 indicates that 166 outdoor suspensions were issued at Rockway Middle School. Since outdoor suspension impacts student achievement negatively, decreasing the number of suspensions should result in improved student achievement.

Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a five percent decrease in the number of outdoor suspensions 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
Continue effective parenting classes utilizing the Parent Resource Center as documented by sign in sheets.	Principal/Assistant Principals/ Counseling Staff	8/8/2005	5/26/2006
Create an in-school suspension that is focused on the curriculum as documented by teacher lesson plans.	Principal/Assistant Principals/ Counseling Staff	8/8/2005	5/26/2006
Conduct "It Did Not Have to Happen" training at faculty meetings.	Principal/Assistant Principals/ Counseling Staff	8/8/2005	5/26/2006
Conduct grade level assemblies to inform students of the requirements of the District's Student Code of Conduct.	Principal/Assistant Principals/ Counseling Staff	8/8/2005	5/26/2006
Conduct an assembly to inform parents of the progressive discipline plan as documented by sign-in sheets.	Principal/Assistant Principals/ Counseling Staff	8/8/2005	5/26/2006

Research-Based Programs

Not Applicable.

Professional Development

"It Did Not Have to Happen" training.

Evaluation

Comparison of Miami-Dade County Public School's Student Case Management System Executive Summary of 2005-2006 to the 2004-2005 Miami-Dade County Public School's Student Case Management System Executive Summary.

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

GOAL 7 STATEMENT:

Faculty members understand and appreciate the impact technology has on teaching, learning, and assessment.

Needs Assessment

Teachers are not comfortable utilizing the technology which is provided to them by the District. It is necessary for the school to provide support to these teachers so that they become more at ease with technology that identifies student strengths and deficiencies and can be utilized to drive instruction. Because some members of the faculty did not utilize SPI during 2004-2005, approximately 26 percent were deleted from Security Access.

Measurable Objective

Given an emphasis on the use of technology in education, teachers will augment their usage of the Student Performance Indicators (SPI) to enhance student achievement as evidenced by a ten percent increase in the number of teachers accessing SPI 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
Utilizing SPI, identify the lowest 25 percent in each class and provide support as documented in teacher logs.	Principal/Assistant Principals	8/8/2005	5/26/2006
Identify through SPI all level 1 and 2 students in reading and math as documented in teacher logs.	Principal/Assistant Principals	8/8/2005	5/26/2006
Identify through SPI weaknesses in reading and mathematics FCAT Benchmark clusters, using the information for reteaching within specific content areas as documented in teacher lesson plans.	Principal/Assistant Principals	8/8/2005	5/26/2006
Utilize SPI Content Area Scores by Grade Class Average FCAT Level to drive instruction.	Principal/Assistant Principals	8/8/2005	5/26/2006
Utilizing SPI, identify the "bubble" students (our Wednesday's Child Mentoring Program) who are 20 points away from the next level as documented in teacher logs.	Principal/Assistant Principals	8/8/2005	5/26/2006

Research-Based Programs

Not Applicable.

Professional Development

Accessing and utilizing Miami Dade County Public School's available technology resources, Reading and understanding Student Performance Indicators; Using Student Performance Indicators to drive instruction.

Evaluation

Monthly monitoring of teacher use of Student Performance Indicators (SPI) as well as a comparison of Miami-Dade County Public School's Security Access Update Report of 2005-2006 to the 2004-2005 Miami-Dade County Public School's Security Access Update Report.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

GOAL 8 STATEMENT:

Rockway students will develop interest and skills that promote and encourage lifetime fitness for daily living and overall wellness.

Needs Assessment

National statistics show that a significant percentage of students are not vigorously active on a regular basis and a percentage of students report no recent physical activity at all. Unhealthy lifestyles have been recognized as contributors to decreased levels of physical fitness, obesity, isolation, smoking, and substance abuse. Although 100 percent of Rockway’s students participated in the physical fitness test, there is a need to improve both the number of students participating in the program (180) and the percentage of award winners (51 percent).

Measurable Objective

Given instruction based on the M-DCPS mandated Fitness Gram standards, students in grades six through eight will improve their running skills as evidenced by 54 percent of the students meeting high standards in running the one mile test on the 2005-2006 administration of the Fitness Gram Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Administer a pre-test to determine baseline measures of student knowledge as documented in teacher logs.	Assistant Principal of Electives/ Physical Education Teacher	8/8/2005	10/31/2006
Ensure that an appropriate amount of instructional time is dedicated to fitness related activities on a daily basis (cardiovascular, flexibility, and muscular strength and endurance) as documented in teacher lesson plans.	Assistant Principal of Electives/ Physical Education Teacher	8/8/2005	5/26/2006
Monitor the physical education program to ensure that activities are selected that specifically relate to assessment component items, enhancing specificity of training as documented in teacher lesson plans..	Assistant Principal of Electives/ Physical Education Teacher	8/8/2005	5/26/2006
Develop an action plan to insure that goals and objectives of the program are met as documented in teacher lesson plans,	Assistant Principal of Electives/ Physical Education Teacher	8/8/2005	5/26/2006
Conduct monthly assessments monitoring student success in achieving the goals of the annual FITNESSGRAM test.	Assistant Principal of Electives/ Physical Education Teacher	8/8/2005	5/26/2006

Research-Based Programs

Not Applicable.

Professional Development

National Standards for Physical Education Teachers.

Evaluation

Comparison of the FITNESSGRAM test 2005-2006 to the FITNESSGRAM test 2004-2005.

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

Miami-Dade County Public Schools

District Strategic Plan

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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:

Rockway's students will have more opportunities to participate in band, orchestra, and choral programs.

Needs Assessment

There is not enough art in our schools or in our children's lives although arts education is very important to a child's well being. Participation in the arts opens up children's worlds and minds, and offers them the skills they need for a bright future. For some children, participating in one of the music electives is their reason for staying in school, for completing their education. Band, orchestra, and chorus, provide children with a means of showcasing their talents, a reason to be proud.

Measurable Objective

Given emphasis on the benefits of participating in arts programs, the number of students enrolled in the music program will increase by two 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
Provide additional classes in chorus, band and orchestra as documented by the school's master schedule.	Principal/Administrative Staff	8/8/2005	9/30/2005
Recruit students for classes through school and community events, specifically those from our deaf education units, as documented by teacher class rolls.	Principal/Administrative Staff	8/8/2005	5/26/2006
Showcase the chorus and band at any school-sponsored events as documented by flyers and calendars announcing such events.	Principal/Administrative Staff	8/8/2005	5/26/2006
Prepare students for fine arts magnets as evidenced by student and parent sign in sheets.	Counselors/Teachers	8/8/2005	5/26/2006
Articulate with feeder elementary schools to promote and showcase our chorus, band, and orchestra programs.	Administrator for Articulation/ Counselors/Select Teachers	8/8/2005	3/31/2006

Research-Based Programs

Not Applicable.

Professional Development

Summer Fine Arts Music Camps; A Sign of the Times: Deaf Education in the Music Classroom; Technology in Music Education;

Evaluation

Comparison of the master schedules of the 2005-2006 school year 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 10 STATEMENT:

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

Needs Assessment

Given increased financial resources, Rockway Middle School will improve its ranking on the State of Florida ROI index publication from the 90th percentile in 2003 to the 92nd percentile on the next publication of the index.

Measurable Objective

Rockway Middle School will improve its ranking on the State of Florida ROI index publication from the 90th percentile in 2003 to the 92nd 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.	Principal/Administrative Staff/ EESAC/Leadership Team	8/8/2005	5/26/2006
Collaborate with the District on resource allocation.	Principal	8/8/2005	5/26/2006
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal/Administrative Staff/ EESAC/Leadership Team	8/8/2005	5/26/2006
Consider shared use of facilities, partnering with community agencies.	Principal/Administrative Staff/ EESAC/Leadership Team	8/8/2005	5/26/2006

Research-Based Programs

Not Applicable.

Professional Development

Budget; Available funding for schools which are not Title 1; Grantwriting.

Evaluation

On the next State of Florida ROI index publication, Rockway Middle School will show progress toward reaching the 92nd 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:

Rockway Middle School's Educational Excellence School Advisory Council (EESAC) reviewed the projected budget for the 2005-2006 school year. The EESAC recommended that projected EESAC funds be used to support each of the objectives of our 2005-2006 School Improvement Plan, based on need and availability, with emphasis on student achievement, professional development, and technology.

Training:

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

Instructional Materials:

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

Technology:

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

Staffing:

Rockway Middle School's Educational Excellence School Advisory Council (EESAC), having reviewed the staffing needs based on our projected 2005-2006 Full Time Equivalency (FTE), recommended that our first priority is addressing professional development in the areas of reading and mathematics and providing for before and after-school tutoring in these areas by qualified staff members.

Student Support Services:

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

Other Matters of Resource Allocation:

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

Benchmarking:

Rockway Middle School's Educational Excellence School Advisory Council (EESAC) reviewed all materials provided by the District and the State of Florida. EESAC recommended that we continue with the same objectives as 2004-2005 with increased emphasis on achieving Adequate Yearly Progress (AYP) for our Students with Disabilities (SWD) and our Limited English Proficient (LEP) in reading, mathematics, and writing. Although an "A" school for 2004-2005, Rockway must continue to help our lower 25th percentile students achieve the higher range on the state assessment test, we must keep the bar high in the area of writing, and we must address our students' science skills, as science becomes part of school grades in 2006.

School Safety & Discipline:

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

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