
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 2741 - Key Biscayne K-8 Center

FeederPattern: Coral Gables Senior

Region: Regional Center IV

District: 13 - Miami-Dade

Principal: Ana M. Rasco, Ed.D.

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Key Biscayne K-8 Center

Key Biscayne K-8 Center is located on a barrier island and serves students from the surrounding communities, with 12% of the student body enrolled as out of area transfers. The school serves students from pre-kindergarten through eighth grade. The population of the community is culturally diverse and represents all socio-economic levels. The ethnic composition of the student population is 60% Hispanic, 32% White (Non-Hispanic), and 5% African American. The student enrollment that qualifies for free or reduced lunch is 13%. The business leaders in the community are supportive of Key Biscayne K-8 Center. Under the State of Florida's A+ Plan, Key Biscayne K-8 Center met the requirements to earn an A school grade and also met Adequate Yearly Progress (AYP) for the 2005-2006 school year. Key Biscayne K-8 Center has been nominated by the U.S. Department of Education for the Blue Ribbon Schools award and has been ranked as the number three combination school in the State of Florida.

Key Biscayne K-8 Center provides various extended learning opportunity models to meet the needs of our students. The Inclusion program enables ESE students to remain in the regular classroom with the regular classroom teacher and the ESE teacher working collaboratively to help these students attain desired levels of achievement. The Extended Foreign Language (EFL) program implemented in grades K-3 for the 2006-2007 school year allows students, both fluent and non-fluent speakers, to improve and extend their reading and language abilities to better prepare them to function in our multilingual, multicultural society. In addition to the Advanced Academic courses of the Gifted program, middle school offers Advanced Language Arts, Mathematics, and Science classes to further develop and challenge those students performing at high levels of achievement. For lower performing students, middle school offers Intensive Reading and Mathematics classes. Additionally, tutorial programs, such as the Early Bird and After School classes for elementary and middle school students, help address deficiencies by extending students' learning opportunities and helping them build the necessary skills and concepts to achieve desired levels of performance.

Given instruction using the Sunshine State Standards, students in grades three through eight will improve their reading skills as evidenced by 92% of students scoring at FCAT Achievement Level 3 or higher.

Given instruction using the Sunshine State Standards, students in grades three through eight will improve or maintain their mathematics performance as evidenced by 91% of students scoring at FCAT achievement Level 3.

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 87% of students meeting state mastery at 4.0 and above on the 2007 FCAT Writing+ Test. Given instruction using the Sunshine State Standards, students in grade eight will improve or maintain their writing skills as evidenced by 99% of students meeting state mastery at 4.0 and above on the 2007 FCAT Writing+ Test.

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by 91% of students meeting FCAT Level 3 and above on the 2007 FCAT administration.

Given instruction using the Sunshine State Standards, students in grade eight will improve their science skills as evidenced by 75% of students meeting FCAT Level 3 and above on the 2007 FCAT administration.

Given the school-wide commitment to engage parents in the educational process, an emphasis on parental involvement will be evidenced by the school providing five bi-monthly parent workshops.

Given the need to maintain and promote a safe environment and given the number of students in the community who walk or ride their bicycles to school, students in grades two through six will participate in a Safety Program to demonstrate an improved understanding of pedestrian and bicycle safety as evidenced by participation rosters.

Given the need to increase students' technological skills and academic achievement in reading, our students will utilize internet-based educational programs for at least 30 minutes per week as evidenced by computer generated reports during the 2006-2007 school year.

Given instruction using the Sunshine State Standards, students in grades two through eight will increase their physical fitness level as evidenced by a 2% increase in award recipients as measured by the 2006-2007 FITNESSGRAM.

Given the need to enhance students' exposure to the arts, every student will participate in a Cultural Arts Fair as evidenced by presenting or performing one individual piece of work.

Key Biscayne K-8 Center will improve its ranking on the State of Florida ROI index publication from the 89th percentile in 2004-2005 to the 90th percentile as evidenced on the next publication of the index.

Our staff members participated in the Organizational Performance Improvement Snapshot Assessment Survey to help identify strengths and opportunities for improvement for the 2006-2007 school year. This survey was completed by 80% of the staff. The strongest category was Leadership with an average score of 4.5 out of 5. Human Resources and Measurement, Analysis, and Knowledge Management was the second strongest category with an average score of 4.4. Customer and Market Focus and Strategic Planning followed with an average score of 4.3. The two weakest categories were Business Results and Process Management with an average score of 4.2. The school leadership team, which consists of the principal, assistant principal, literacy coach, EESAC Chairperson and department/grade level chairpersons, will collaborate to address the lower scoring areas through regularly scheduled meetings and trainings with grade level/department chairs/teams, faculty, PTA, and EESAC members.

The Educational Excellence School Advisory Council (EESAC) has identified the objectives in this document as school-wide priorities for the 2006-2007 school year. Our plan helps ensure a learning environment where all students have opportunities to achieve academic excellence.

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

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

CORE VALUES

Excellence

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

Integrity

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

Equity

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

Citizenship

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

Key Biscayne K-8 Center

VISION

We are committed to being a community of life-long learners and caring individuals.

MISSION

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

CORE VALUES

Excellence

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

Integrity

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

Equity

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

Citizenship

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

School Demographics

Key Biscayne K-8 Center is located on a barrier island and serves 1,052 students including 133 students enrolled as out of area transfers from the surrounding communities. The school serves students from pre-kindergarten through eighth grade. The population of the community is culturally diverse and represents all socio-economic levels. The ethnic composition of the student population is 60% Hispanic, 32% White (Non-Hispanic), and 5% African American. The student enrollment that qualifies for free or reduced lunch is 13%. During the 2006-2007 school year, we received eleven No Child Left Behind (NCLB) transfers and three Opportunity Scholarship transfers. The community is environmentally conscious, and many of the community members have professional careers. The business leaders in the community are supportive of the Key Biscayne K-8 Center.

Of the teaching staff, Key Biscayne K-8 Center employs 96 full-time and 25 part-time staff members. The breakdown of full-time staff is as follows: 4 administrators, 2 guidance counselors, 1 shared career specialist, 1 Trust Counselor, 1 reading coach, 1 speech therapist, 1 media specialist, 1 microsystems technician, 6 custodial, 6 clerical, 2 (one-on-one) paraprofessionals, 1 cafeteria manager, 8 exceptional education teachers, 15 special area teachers (2 shared positions), and 46 classroom teachers. The breakdown of part-time staff is as follows: 8 classroom paraprofessionals, 4 custodians, 5 cafeteria workers, 2 cafeteria monitors, 2 security monitors, 3 clerical, and 1 teacher. Key Biscayne K-8 Center's faculty demographics may be described at thirty-five percent White (Non-Hispanic), twelve percent Black (Non-Hispanic), and fifty-three percent Hispanic.

The administration and staff at this school have high expectations for student achievement. We have achieved Adequately Yearly Progress since 2003, and have been an A school for the past six years. The school has also achieved district recognition as one of the schools in Regional Center IV attaining the highest learning gains. Key Kiscayne K-8 Center has been nominated by the Department of Education for the Blue Ribbon Schools award and is ranked as the number three combination school in the State of Florida.

School Foundation

Leadership:

The September 2006 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Leadership was the knowledge of the organization's mission, item 1a; whereas, the weakest item in that section was the staff's opinion of the organization, item 1g. Based on the aforementioned results, it is evident that the administration and the Educational Excellence School Advisory Council (EESAC) at Key Biscayne K-8 Center have collaboratively created among all stakeholders a learning environment that supports the school's vision and mission. Through established goals and consensus management, the EESAC and the leadership team increase opportunities for every student to improve academic achievement.

District Strategic Planning Alignment:

The September 2006 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of District Planning was staff's knowledge of working group's progress, item 2c; whereas, the weakest item in that section was lack of staff input and ideas of the organization's future, item 2a. Our school's goals and objectives are supported by the School Improvement Plan, Sunshine State Standards (SSS), and District and State guidelines.

Stakeholder Engagement:

The September 2006 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Stakeholder Engagement/Customer and Market Focus was knowledge and mission of the stakeholders, item 3a; whereas, the weakest item in that section was soliciting customer satisfaction, item 3d. The stakeholders at Key Biscayne K-8 Center are afforded extended opportunities to engage in collaborative decision-making to improve customer satisfaction and student achievement.

Faculty & Staff:

The September 2006 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Faculty and Staff/Human Resources Focus was having a safe workplace, item 5e; whereas, the weakest items in that section were encouragement for career advancement, item 5c, and work recognition, item 5d. Key Biscayne K-8 Center implements opportunities for involvement and growth such as Professional Development, University Cohort, Professional Growth Teams, Grade level/Department Chair meetings, and monthly grade level meetings with leadership team members.

Data/Information/Knowledge Management:

The September 2006 Organizational Performance Improvement Snapshot Survey reflects that our strongest items in the area of Data/Information/Knowledge Management were ability to measure quality of work, item 4a, ability to

analyze quality of work, item 4b, and ability to use analysis for decision-making, item 4c; whereas, the weakest item in that section was the ability to individually fit one's measures into the work location's overall measures of improvement, item 4d. Key Biscayne K-8 Center monitors staff performance through PACES observations, Profesional Development Plans (PDP), End of Year Evaluations, and data reports from progress monitoring assessments, summative and formative evaluations, and district and state mandated assessments.

Education Design:

The September 2006 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Education Design/Process Management was establishing good processes for doing the work, item 6c; whereas, the weakest items in that section were data collection about work quality, item 6b, and ability to control work processes, item 6d. Key Biscayne K-8 Center's Educational Excellence School Advisory Council (EESAC), with representation from all stakeholders, is committed through collaborative decision-making to review and improve the organization's work process and ensure availability of all necessary resources to improve academic achievement.

Performance Results:

The September 2006 Organizational Performance Improvement Snapshot Survey reflects that our strongest items in the area of Performance/Business Results were staff members' ability to meet all requirements with degree of excellence, item 7b, organization's legal and ethical ways of which it runs, item 7f, and complying with work location's laws and regulations; whereas, the weakest item in that section was knowledge of organization's finances, item 7c. Stakeholders at Key Biscayne K-8 Center are provided with opportunities to express their concerns and suggestions in an effort to maintain and improve student achievement and high level of customer service to all stakeholders.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

Improve the reading comprehension of all students.

Needs Assessment

Results of the 2006 FCAT Reading Test indicate that 90% of students in grades three through eight have met the State required mastery level, 76% of students have made annual learning gains, and 83% of students scoring in the lowest 25% have made learning gains.

Our analysis of student performance on the 2006 FCAT Reading subtest data indicates that the weakest content clusters in third grade are Comparisons and Reference/Research at 75%; fourth grade is Reference/Research at 67%; fifth grade is Words/Phrases at 71%; sixth grade is Main Idea/Purpose at 73%; seventh grade is Words and Phrases at 71%; and eighth grade is Reference/Research at 67%. The strongest content cluster in third grade is Words/Phrases at 86%; fourth grade is Words/Phrases at 83%; fifth grade is Reference/Research at 78%; sixth grade are Words/Phrases and Comparisons at 82%; seventh grade are Comparisons and Reference/Research at 78%; and eighth grade is Words/Phrases at 83%.

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 eight will improve their reading skills as evidenced by 92% of students scoring at FCAT Achievement Level 3 or higher.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Examine disaggregated test data of all subgroups to impact classroom instruction.	Principal, Assistant Principals, Reading Coach, Department/Grade level Chairpersons, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide research-based professional development opportunities including mentoring, modeling of lessons, and monitoring effective literacy instruction to staff.	Principal, Assistant Principals, Reading Coach, Department/Grade level Chairpersons, Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement small group reading intervention program for FCAT Achievement Levels 1 and 2, including SPED and ELL students.	Principal, Assistant Principals, Reading Coach, Department/Grade level Chairpersons, Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$16200.00
Grade levels 1st - 8th continue implementation of Accelerated Reader to monitor student progress and independent reading as evidenced by computer generated reports.	Principal, Assistant Principals, Reading Coach, Department/Grade level Chairpersons, Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Grade levels 2nd - 8th will continue to utilize software that facilitates computer-assisted instruction to reinforce and enrich SSS.	Principal, Assistant Principals, Reading Coach, Department/Grade level Chairpersons, Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Provide Advanced Language Arts curriculum for students scoring at FCAT Achievement Levels 4 and 5.	Principal, Assistant Principals, Reading Coach, Department/Grade level Chairpersons, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide before/after-school Tutorial Program for students scoring at FCAT Achievement Levels 1 & 2.	Principal, Assistant Principals, Reading Coach, Department/Grade level Chairpersons, Teachers	10/23/2006	3/15/2007	District-wide literacy plan	\$4500.00

Research-Based Programs

Elementary: Houghton Mifflin Reading Program

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

Intensive Reading: Scholastic Read XL

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

Supplemental Reading Programs: Read 180, ELLIS, Compass Learning, Riverdeep

Professional Development

Comprehensive Research-Based Reading Plan

Houghton Mifflin Reading Series

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

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

State and District Mandated Assessments: DIBELS, ORF, DAR, MAZE, CELLA

District Interim Assessment in Reading

Differentiated Instruction

Project BEAR/Project Owl/Project DRAW

CRISS (CREating Independence through Student-owned Strategies)

Technology: FCAT Explorer, Riverdeep, Read 180

Evaluation

DIBELS Screening and Progress Monitoring

MAZE and CELLA Progress Monitoring Assessments

Formative/Summative Classroom Evaluations

DAR Diagnostic Assessment in Reading

District Interim Assessments in Reading

2007 Stanford Achievement Test (SAT)

2007 Florida Comprehensive Assessment Test (FCAT)

Professional Assessment Comprehensive Evaluation System (PACES)

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

Improve the mathematics skills of all students.

Needs Assessment

Results of the 2006 FCAT Mathematics Test indicate that 89% of students in grades three through eight have met the state required mastery level, and 78% of students made learning gains.

Our analysis of student performance on the 2005 FCAT Mathematics subtest data indicates that the weakest content clusters in third grade are Geometry and Data Analysis at 71%, fourth grade is number Sense at 70%; fifth grade are Number Sense and Geometry at 62%, six grade is Algebraic Thinking at 63%; seventh grade are Measurement and Algebraic Thinking at 56%; and eighth grade is Geometry at 42%. The strongest content cluster in third grade is Algebraic Thinking at 83%, fourth grade is Measurement at 75%; fifth grade is Measurement at 73%, six grade are Number Sense and Geometry at 78%; seventh grade are Measurement and Algebraic Thinking at 56%; and eighth grade are Number Sense and Data Analysis at 67%.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through eight will improve or maintain their mathematics performance as evidenced by 91% of students scoring at FCAT achievement Level 3.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Examine assessment reports and disaggregated test data of all subgroups to impact classroom instruction.	Principal, Assistant Principals, Department/Grade level Chairs, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide Advanced Mathematics curriculum for FCAT Levels 4 & 5 students.	Principal, Assistant Principals, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Continue to utilize software that facilitates computer-assisted instruction to reinforce and enrich SSS.	Principal, Assistant Principals, Department/Grade level Chairs, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement before/after-school Tutorial Program for FCAT Achievement Levels 1 & 2 students, including SPED and ELL students.	Principal, Assistant Principals, Teachers	10/23/2006	3/15/2007	District Strategic Plan	\$4500.00
Increase enrollment in Advanced Mathematics classes for grades 6th - 8th.	Principal, Assistant Principals, Department/Grade level Chairs, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Increase opportunities and enrollment in Mathematics Professional Development for teachers.	Principal, Assistant Principals, Department/Grade level Chairs, Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement curriculum pacing guides which align skills, textbooks, and resources to SSS.	Principal, Assistant Principals, Department/Grade level Chairs, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Elementary: Scott Foresman Mathematics Program

Middle School: Prentice Hall Mathematics Program

Intensive Mathematics: Prentice Hall Mathematics Program

Advanced Mathematics: Glencoe Mathematics Program

Supplemental Mathematics Programs: Riverdeep

Professional Development

Prentice Hall and Glencoe Mathematics Programs

Mentoring, modeling of lessons (Professional Growth Teams)

District approved workshops

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

State and District Mandated Assessments: District Interim Assessment in Mathematics

Technology: FCAT Explorer, Riverdeep

Edusoft

Evaluation

Formative/Summative Classroom Evaluations

District Interim Assessments in Mathematics

2007 Stanford Achievement Test (SAT)

2007 Florida Comprehensive Assessment Test (FCAT)

Professional Assessment Comprehensive Evaluation System (PACES)

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

Improve the writing skills of all students.

Needs Assessment

Results of the 2006 FCAT Writing+ Test indicate that 86% of students in grade four met state mastery at 4.0 and above. Results of the 2006 FCAT Writing+ Test indicate that 98% of students in grade eight met state mastery at 4.0 and above.

Our analysis of student performance on the 2006 Writing+ Test indicates that 83% of fourth students met state mastery at 4.0 and above on expository writing; 89% of fourth grade students met state mastery at 4.0 and above on narrative writing; 98% of eighth students met state mastery at 4.0 and above on expository writing; and 98% of eighth grade students met state mastery at 4.0 and above on persuasive writing.

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 grade four will improve their writing skills as evidenced by 87% of students meeting state mastery at 4.0 and above on the 2007 FCAT Writing+ Test. Given instruction using the Sunshine State Standards, students in grade eight will improve or maintain their writing skills as evidenced by 99% of students meeting state mastery at 4.0 and above on the 2007 FCAT Writing+ Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide small-group/whole group writing instruction.	Principal, Assistant Principals, Department/Grade level Chairs, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide opportunities for conferencing with students about selected pieces of writing.	Principal, Assistant Principals, Department/Grade level Chairs, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide teachers with professional development opportunities in effective writing practices.	Principal, Assistant Principals, Department/Grade level Chairs, Reading Coach	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Produce a variety of monthly writing genres as evidenced by weekly instructional lesson plans and writing folders.	Principal, Assistant Principals, Department/Grade level Chairs, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement strategies and activities to help strengthen students' use of focus, organization, support, and conventions.	Principal, Assistant Principals, Department/Grade level Chairs, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement 30 minutes of daily writing with opportunities for practice in the writing process as evidenced by weekly lesson plans.	Principal, Reading Coach, Department/Grade-level Chairperson, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Administer and analyze District's Writing pretest.	Principal, Assistant Principals, Department/Grade level Chairs, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Core Program: Houghton Mifflin Reading Program

Supplemental Programs: Project Beginning Emergent Awareness in Reading (BEAR), Open Minds with Literacy (OWL), and Developing Reading and Writing (DRAW)

Professional Development

FL Writes!/FCAT+ Writing Workshop
FCAT Writing Rubric Scoring
2006 FCAT Writing+ CD

Evaluation

District Writing Tests
Monthly Writing Samples
Formative/Summative Evaluations
2007 FCAT Writing+ Test
Professional Assessment Comprehensive Evaluation System (PACES)

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

GOAL 4 STATEMENT:

Improve the science process skills of all students.

Needs Assessment

Scores of the 2006 FCAT Science Test indicate indicate that 66% of students in grade five met FCAT Achievement Levels 3 and above, and 50% of students in grade eight met FCAT Achievement Levels 3 and above. An analysis of student performances on the 2006 FCAT Science subtest data indicates that the strongest strand for students in fifth grade is Physical and Chemical Sciences at 70% and Life and Environmental Sciences for eighth grade at 69%. The focus on fifth grade will be on the weakest strand of Life and Environmental Science at 62% and Physical and Chemical Science for eighth grade at 55%.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by 91% of students meeting FCAT Level 3 and above on the 2007 FCAT administration.

Given instruction using the Sunshine State Standards, students in grade eight will improve their science skills as evidenced by 75% of students meeting FCAT Level 3 and above on the 2007 FCAT administration.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide Advanced Science curriculum for middle school students.	Principal, Assistant Principals, Department/Grade level Chairs, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement critical thinking and problem-solving skills/activities.	Principal, Assistant Principals, Department/Grade level Chairs, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Collaborate with PTA to provide in-house field experiences through Science Enrichment Program utilizing scientific institutions in the community, like the Seaquarium and Museum of Science.	Principal, Assistant Principals, Department/Grade level Chairs, Teachers	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Participate in grade level appropriate, school wide Science Fair.	Principal, Assistant Principals, Department/Grade level Chairs, Teachers	10/11/2006	4/27/2007	District Strategic Plan	\$0.00
Conduct Family Science Night as a culminating activity of Science Fair.	Principal, Assistant Principals, Department/Grade level Chairs, Teachers	4/23/2007	4/27/2007	District Strategic Plan	\$0.00
Provide Professional Development Opportunities for K-5 Teachers.	Principal, Assistant Principals, Department/Grade level Chairs, Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement curriculum pacing guides which align skills, textbooks, and resources to the SSS and GLE.	Principal, Assistant Principals, Department/Grade level Chairpersons, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Develop science lab for 1st - 5th elementary grades to implement hands-on activities that correlate to the SSS benchmarks.	Principal, Assistant Principals, Department/Grade level Chairs, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$5000.00

Research-Based Programs

Elementary: Harcourt Science Program

Middle School: Glencoe Science Program

Advanced Science: Holt Earth Science

Supplemental Science Programs: FOSS Kits

Professional Development

Harcourt, Holt, and Glencoe Science Programs

Mentoring, modeling of lessons (Professional Growth Teams)

District approved workshops

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

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

Evaluation

Formative/Summative Evaluations

On-going observations/checklists

Performance-based Assessments

Science Fair Research Projects

2007 FCAT Science Test

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

Increase parental involvement at Key Biscayne K-8 Center.

Needs Assessment

Parental involvement at Key Biscayne K-8 Center is high with currently 47 % of parents members of our PTA. Over 75% of parents attend Open House and other family evening functions as evidenced by 2005-2006 participation rosters. Parent participation has generally focused on student-centered activities. Three parent workshops were provided during the 2005-2006 school year. Informal surveys and discussions conducted at PTA and EESAC meetings demonstrate a need to provide parent-centered activities to keep parents better informed of the available resources to help increase academic achievement.

Measurable Objective

Given the school-wide commitment to engage parents in the educational process, an emphasis on parental involvement will be evidenced by the school providing five bi-monthly parent workshops.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Identify resources within the school and community to schedule guest speakers and workshops accordingly.	Principal, EESAC Chair, PTA, Guidance Counselors	8/14/06	5/30/07	District Strategic Plan	\$0.00
Maintain a School/PTA web page with opportunities for parents to become informed and communicate via e-mail.	Principal, Assistant Principals, PTA board members	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Promote and expand the available hours of the Parent Resource Room for parents to request assistance and access school information.	Principal, Assistant Principals, Counselors, PTA board members	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Conduct needs assessment through series of discussions at PTA, EESAC, and conversational meetings.	Principal, Assistant Principals, PTA, Guidance Counselors	10/2/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize PTA newsletter, Wednesday Communicator, and monthly calendar to disseminate important information regarding school issues and scheduled workshops.	Principal, Assistant Principals, PTA board members	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Conduct a Parent Resource Fair to inform parents of available programs.	Principal, Assistant Principals	9/6/2006	9/12/2006	District Strategic Plan	\$0.00

Research-Based Programs

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

Professional Development

Not Applicable

Evaluation

Parent workshops and meetings: participation rosters

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 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:

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

Needs Assessment

Results of the 2005-2006 School Climate Survey indicate that 96% of the students, 89% of the parents, and 88% of the staff feel safe and secure at this school. An informal survey indicates that approximately 60% of students walk or ride their bicycles to school each day. This demonstrates a need to promote pedestrian and bicycle safety.

Measurable Objective

Given the need to maintain and promote a safe environment and given the number of students in the community who walk or ride their bicycles to school, students in grades two through six will participate in a Safety Program to demonstrate an improved understanding of pedestrian and bicycle safety as evidenced by participation rosters.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement "WalkSafe Program" in grades K through five.	Principal, Assistant Principals, P.E. Coaches	10/02/2006	11/02/2006	Continuous Improvement Model	\$0.00
Implement "Road Safety/Stranger Danger" program for grades K through three.	Principal, Assistant Principals, P.E. Coaches, DARE Officer, Department/Grade level Chairs, Teachers, PTA, Safety Committee	11/1/2006	11/30/2006	Continuous Improvement Model	\$0.00
Sign "Walk-Bike Safety" contract for students in grades two through five.	Principal, Assistant Principals, P.E. Coaches	10/3/2006	10/27/2006	Continuous Improvement Model	\$0.00
Implement DARE Program for fifth grade students.	Principal, Assistant Principals, P.E. Coaches, DARE Officer, Department/Grade level Chairs, Teachers	3/19/2007	5/30/2007	Continuous Improvement Model	\$0.00
Promote student participation in Bicycle Rodeos sponsored by the Key Biscayne Police Department.	Principal, P.E. Coaches, Officer Vicens, PTA	9/30/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

Not applicable

Professional Development

P.E. Teachers - WalkSafe program

Evaluation

Roster of students completing the Bicycle Safety program

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 7 STATEMENT:

The school will provide opportunities to increase students' academic reading achievement through the use of technology.

Needs Assessment

Informal surveys and discussions conducted at PTA, EESAC, and grade/department meetings indicate a need to infuse technology throughout the curriculum. There is a school-wide emphasis to increase performance of lowest content clusters.

Measurable Objective

Given the need to increase students' technological skills and academic achievement in reading, our students will utilize internet-based educational programs for at least 30 minutes per week as evidenced by computer generated reports during the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize Accelerated Reader, Riverdeep, and FCAT Explorer as the primary technology tools for students' use in the computer lab.	Principal, Assistant Principals, Reading Coach, classroom teachers, computer lab teacher	10/2/2006	5/30/07	District Strategic Plan	\$0.00
Provide Parent Workshops on web-based programs and information on available resources through the Parent Resource Room.	Principal, Assistant Principals, Reading Coach, PTA and EESAC members.	10/2/2006	5/30/07	Continuous Improvement Model	\$0.00
Provide teachers with professional development opportunities on available web-based programs.	Principal, Assistant Principals, Reading Coach, Grade level Chairs, Teachers	10/2/2006	5/30/07	District Strategic Plan	\$0.00
Investigate and utilize other internet-based educational program tools for students' use in the computer lab and to augment computer use by students at home for educational enrichment.	Principal, Assistant Principals, EESAC members, Technology and classroom teachers	10/2/2006	5/30/07	Continuous Improvement Model	\$0.00
Schedule weekly half-hour/one hour sessions in the computer lab for grades first through five.	Principal, Assistant Principals, Classroom teachers, Computer Lab teacher	10/2/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Riverdeep

Professional Development

Riverdeep

FCAT Explorer

Accelerated Reader

Evaluation

Weekly computer generated reports

Interim District Assessments

2007 FCAT Reading Test

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 checked="" 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 checked="" type="checkbox"/>

GOAL 8 STATEMENT:

Create a school environment that promotes physical fitness and wellness.

Needs Assessment

After reviewing results from the physical fitness 2005-2006 FITNESSGRAM and consulting with the Physical Education teachers, there is a need to maintain and/or increase the overall awareness of good nutrition and physical fitness among all students. Results of the FITNESSGRAM demonstrate that 92% of students in the elementary grades and 72% of students in the middle school grades met the minimum health-related standards.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades two through eight will increase their physical fitness level as evidenced by a 2% increase in award recipients as measured by the 2006-2007 FITNESSGRAM.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Engage students in physical fitness activities 2.5 hours a week as evidenced by weekly instructional lesson plans.	Principal, Assistant Principals, Physical Education Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Emphasize activities that will improve cardiovascular, muscular strength building, flexibility training, and endurance training enhancing activities as evidenced by weekly instructional lesson plan.	Principal, Assistant Principals, Physical Education Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Invite guest speakers to motivate students to improve or maintain their physical fitness.	Principal, Assistant Principals, Physical Education Teachers	11/1/2006	5/30/2007	Community Partnerships	\$0.00
Monitor the physical education program to ensure selection of activities that are aligned with the assessment component items.	Principal, Assistant Principals, Physical Education Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Integrate monthly physical fitness related article summaries in order to address physical education action plan across the curriculum as evidenced by the teachers' grade books.	Principal, Assistant Principals, Physical Education Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

Not applicable

Professional Development

Not applicable

Evaluation

Miami-Dade County FITNESSGRAM health-related fitness test

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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"/>

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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:

Provide students with opportunities to participate in extracurricular activities that enhance their exposure to the arts.

Needs Assessment

Informal surveys and discussions conducted at PTA and EESAC meetings indicate a need to promote activities that will expose students to the arts and broaden their school experience. During the 2005-2006 there was no student participation in a Cultural Arts Fair.

Measurable Objective

Given the need to enhance students' exposure to the arts, every student will participate in a Cultural Arts Fair as evidenced by presenting or performing one individual piece of work.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize PTA sponsored programs such as the Art, Music, and Science Outreach programs to expose students to a variety of forms of artistic expression.	Principal, Assistant Principals, PTA, Teachers	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Convene faculty and PTA members to discuss ideas and resources necessary to implement these programs.	Principal, Assistant Principals, PTA, Teachers	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Implement musical theater program for students in third through eighth grade.	Principal, Assistant Principals, Music Teachers	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Participate in field trips that promote musical and art appreciation, such as Philharmonic and musicals.	Principal, Assistant Principals, Music and Art Teachers	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Conduct musical performances that enhance musical appreciation and self-esteem.	Principal, Assistant Principals, Music Teachers, Teachers	8/18/06	5/30/07	District Strategic Plan	\$0.00
Organize and produce a holiday program with students from Pre-K through second grade.	Principal, Assistant Principals, Music Teachers	9/5/2006	12/15/2006	Expanding arts opportunities	\$0.00
Organize and produce a Talent Show for students in grades K through five.	Principal, Assistant Principals, PTA volunteers	3/4/2007	5/30/07	Expanding arts opportunities	\$0.00
Organize and produce a Cultural Arts Fair in the spring as a culminating event for the 2006-2007 school year.	Principal, Assistant Principals, PTA, Classroom and Special Area Teachers	8/14/2006	5/30/07	Continuous Improvement Model	\$0.00

Research-Based Programs

Not applicable

Professional Development

Not applicable

Evaluation

Student Product

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

Miami-Dade County Public Schools

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

GOAL 10 STATEMENT:

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

Needs Assessment

The most recent data supplied from the Florida Department of Education (FLDOE) indicates that in 2004-2005, Key Biscayne K-8 Center ranked at the 89th percentile on the State of Florida ROI index.

Measurable Objective

Key Biscayne K-8 Center will improve its ranking on the State of Florida ROI index publication from the 89th percentile in 2004-2005 to the 90th percentile as evidenced on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Consider shared use of facilities, and partnering with community agencies.	Principal, Assistant Principal for Community Education	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Consider reconfiguration of existing resources or taking advantage of a broader resource base (e.g., private foundations, volunteer networks).	Principal, Assistant Principals, EESAC Chairperson	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Increase participation in programs provided by the State and District, such as FCAT Explorer and Riverdeep.	Principal, Assistant Principals, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Use student data analysis results to find or construct more effective educational strategies that fit the needs of students and staff.	Principal, Assistant Principals, EESAC Chairperson	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide strategies to parents for their students' academic improvement.	Principal, Assistant Principals, EESAC Chairperson, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Continue to provide high quality teacher professional development and monitor its implementation.	Principal, Assistant Principals	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Not applicable

Professional Development

Not applicable

Evaluation

Florida ROI Index Publication

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<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 EESAC recommends how to spend EESAC dollars and gives input on spending discretionary funds.

Training:

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

Instructional Materials:

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

Technology:

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

Staffing:

EESAC members participate on the school-site interview committee.

Student Support Services:

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

Other Matters of Resource Allocation:

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

Benchmarking:

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

School Safety & Discipline:

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

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$20,700.00
Goal 2: Mathematics	\$4,500.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$5,000.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
Total:	\$30,200.00

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