
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 4721 - Rockway Elementary School

FeederPattern: Miami Coral Park Senior

Region: Regional Center III

District: 13 - Miami-Dade

Principal: Debbie Saumell

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Rockway Elementary School

Rockway Elementary is located on 9.27 acres in southwest Miami-Dade County at 2790 SW 93 Court. Currently, 64 percent of the students are on free or reduced lunch. Historically, the school has remained predominantly Hispanic at approximately 90.3 percent of the student population. Additionally, approximately 9.0 percent are White,.2 percent Black, and .6 percent Other. In the past four years, the mobility index has remained stable at approximately 20 percent and attendance has been maintained at an average of 95.93 percent. Additionally, the school has two special units dedicated to offering service to Emotionally Handicapped students (EH), one Learning Disabled resource class (SLD), two Gifted units, four Inclusion classes, as well as, Limited English Proficient (LEP) classes. Instruction is provided in traditional classroom settings, as well as, inclusion settings in grades two through five and is enhanced through computer-based activities, in kindergarten through fifth grade, using Accelerated Reader, S.T.A.R. and the Internet. Rockway Elementary provides support services through counseling, mentoring and social service programs. Rockway also offers a variety of extra curricular activities such as; Academic Excellence (Chess and Technology), After-school tutoring in Reading, Patrols, Chorus, Art Club, Future Educators of America, and Friendly Falcons (a community service group).

Given instruction based on the Sunshine State Standards, students in grades three through five will increase by 5% their reading skills on the 2007 administration of the FCAT Reading Test as compared to the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities (SWD) in grades three through five, will improve their reading skills as evidenced by 51% scoring at a Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in grades three through five, will increase by 5% their mathematical skills on the 2007 FCAT administration of the FCAT Math Test as compared to the 2006 administration of the FCAT Math Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities (SWD) in grades three through five, will improve their mathematics skills as evidenced by 56% scoring at a Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 90% of the students achieving high standards on the 2007 administration of the FCAT Writing Test.

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase of 25 percentage points in the percent of students achieving Level 3 and above on the 2007 administration of the FCAT Science Test as compared to the 2006 administration of the FCAT Science Test.

Given increased attention on communication with all stakeholders, parental involvement will increase as evidenced by a 1% increase in attendance at PTA/ school sponsored activities as compared to the 2005-2006 school year.

Given an emphasis on a safe and orderly environment, the number of students with five or more absences will decrease by 1% during the 2006–2007 school year as compared to the 2004–2005 school year.

Given an emphasis on the use of technology in education, all teachers will augment their usage of the Excelsior Electronic Grade Book to input daily attendance as evidenced by a 100% increase from the beginning of the 2006–2007 school year as compared to the end of the 2005–2006 school year.

Given an emphasis on health and physical fitness, the average daily breakfast participation will increase by 2% from August 2006 to May 2007.

Given emphasis on the benefits of participating in extra curricular activities, the number of students enrolled and participating in all extra curricular activities offered at Rockway Elementary (i.e.: art club, chess, technology, chorus, tutoring etc...) will increase by 1% during the 2006–2007 school year as compared to the 2005–2006 school year.

Rockway Elementary School will improve its ranking on the State of Florida ROI index publication from the 40 percentile in 2005 to the 41 percentile on the next publication of the index.

Based on the results from the Organizational Performance Improvement Snapshot Survey two areas were identified for improvement. The first area targeted for improvement is "Strategic Planning," with a category score of 4.4. This areas was selected because of a lower average score on one or more of the responses. Targeted within "Strategic Planning," will be to ensure that the staff feels that they have had input into the future plans of the school. A multi-step approach will be implemented in order to achieve improvement in the of area of "Strategic Planning." Dissemination of information (meeting agendas and minutes) will be improved and increased. Surveys will be implemented to insure all staff members have a voice. The second area targeted for improvement is "Customer and Market," with a category score of 4.5. This areas was selected because of a lower average score on one or more of the responses. Targeted within "Customer and Market," will be to ensure that one-to-one meetings for teachers and students take place, where teachers counsel students in their work and problems and also have students share their concerns with the teacher.

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

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

CORE VALUES

Excellence

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

Integrity

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

Equity

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

Citizenship

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

Rockway Elementary School

VISION

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

MISSION

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

CORE VALUES

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

A ctive participation of students;

C haracter development;

H igh expectations;

I nclusion and involvement of all stakeholders;

E nvironmental awareness;

V ision for change;

E xcellence in all areas of the curriculum.

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

School Demographics

Rockway Elementary is located on 9.27 acres in southwest Miami-Dade County at 2790 S.W. 93 Court. The neighborhood consists of private homes, schools, and businesses including Fit Kids, banks, grocery stores, a fire station, public library and various privately owned small businesses. Fit Kids, Winn Dixie, and Publix are Dade Partners with the school. The neighborhood surrounding this small school is a suburban community, comprised of predominantly middle and lower middle class Hispanic families. Currently, 54 percent of the students are on free or reduced lunch. Historically, the school has remained predominantly Hispanic at approximately 90 percent of the student population.

This school employs a total of 69 full-time staff members and eight part-time staff members (48 Hispanic, 13 White, and eight Black: 62 females, seven males). Of this group, there are two administrators, 25 classroom teachers, eight exceptional student education teachers, one guidance counselor, six classroom paraprofessionals, five clerical employees, two cafeteria workers, and seven custodial service workers. The teaching staff consists of 14% of the teachers who are new to the school this year. Beginning teachers comprise 10% of the teaching staff and are assigned a Professional Growth Team. The staff's average length of time teaching in Florida is 14 years and 20 teachers have advanced degrees. Teacher attendance has always been very positive at Rockway. Teachers have maintained an average of 94% attendance rate. Teacher attrition is exceptionally low. Teachers average 13 years at Rockway. Many of the teachers on staff were interns who remained at the school as teachers. Teachers contribute to the culture of the school which is known to the community as Rockway, your home away from home. The school's student teacher ratio is currently 20 to 1 in primary classes and 21 to 1 in the intermediate classes.

Rockway Elementary School has identified several issues impacting learning at the school. Among these are language barriers, student progress; primarily of students with disabilities reading below grade level, parental inexperience and economically disadvantaged students. With 90% of the school population being Hispanic, language has become a concern. This is evident in our children's struggles with English as well as their parent's limited ability to help with home learning. In addition, many of our parents have limited or no experience with educational practices in the United States and require additional services and support so they may assist their children. Lastly, 54% of our students' families receive Federal and local financial support.

Rockway Elementary has also identified challenges facing our staff. A review of the Professional Development Plans of the staff indicates that teachers feel that they need more professional development in the area of science and differentiated instruction of the multi-level classroom. Teachers also feel that they need professional development in the area of exceptional student education and inclusion.

School Foundation

Leadership:

At Rockway Elementary School, we examined the findings of the Organizational Performance Improvement Snapshot survey and this section was our second highest ranked category. Of the questions asked of staff concerning the leadership of the school, the most favorable items (ranked highest at 4.7) were (1a) I know my organization's mission, (1b) My supervisor uses our work location's values to guide us and (1c) My supervisor creates a work environment that helps me to my job. In addition, other favorable questions were (1d) My work location's supervisor shares information about the work location, and (1f) My work location lets me know what it thinks is most important (score 4.6). The Rockway Elementary staff members believe that our leader knows the mission and uses its values to guide our school. In accordance with this, a favorable result was also garnered to the statement (1e) My supervisor encourages learning that will help me advance in my career (score 4.5). However, an opportunity for improvement exist in the statement (1g) My organization asks me what I think. This issue will be addressed during faculty, grade level and leadership team meetings by encouraging participation and input from all staff members.

District Strategic Planning Alignment:

On the Organizational Performance Improvement Snapshot Survey, this section was our lowest ranked categories. Therefore, we analyzed the finding. Of the questions asked of the staff concerning the strategic planning in the school, the most favorable items (scores 4.5) were (2b) I know the parts of my organization's plans that will affect me and my work and (2c) I know how to tell if we are making progress on my work group's part of the plan. However, an opportunity for improvement exist in statement (2a) As it plans for the future, my organization asks for my ideas (scores 4.3). This category will be addressed by involving more participants in the development of the School Improvement Plan (SIP) so that all stakeholders will be aware of the SIP's contents, objectives, goals and strategies as well as provide staff members to present ideas that will be considered for utilization by the Instructional Improvement Team (IIT).

Stakeholder Engagement:

On the Organizational Performance Improvement Snapshot Survey, this category was ranked as the second lowest. Most of the staff members responded favorably to (3a) I know my organization's mission (score 4.7), (3b) I keep in touch with my customers (score 4.6), and (3c) My customers tell me what they need and want (score 4.5). This favorable result shows that the staff members of Rockway Elementary School hold their parents and students in high regard and utilize as many means necessary to establish and maintain communication with students. However, an opportunity for improvement exists in statements (3d) I asked my customers if they are satisfied or dissatisfied with my work (score 4.4) and (3e) I am allowed to make decisions to solve problem for my customers (score 4.4). These issues will be addressed by providing one-to-one meetings where teachers counsel students in their work and problems and also have students share their concerns with the teacher.

Faculty & Staff:

On the Organizational Performance Improvement Snapshot Survey, the Faculty and Staff category recieved an average ranking. Most of the staff members responded favorably to (5e) I have a safe work place (score 4.8), (5a) I can make changes that will improve my work (score 4.6). In addition, other favorable questions were (5b) The people I work with cooperate and work as a team, (5c) My supervisor encourages me to develop my job skill so that I

can advance in my career, and (5f) My supervisor and my work location care about me (score 4.5). This favorable result shows that the staff at Rockway Elementary School believes that this school is facilitated by cooperative staff member and that they feel safe at the school site. However, an opportunity for improvement exists in statement (5d) I am recognized for my work (score 4.4). This issue will be addressed by the principal, who will incorporate more formal acknowledgements of outstanding work and special days.

Data/Information/Knowledge Management:

On the Organizational Performance Improvement Snapshot Survey, this category ranked the highest. Most of the staff members responded favorably to (4a) I know how to measure the quality of my work, (4b) I know how to analyze (review) the quality of my work to see if changes are needed, and (4c) I use these analyses for making decisions about my work (scores 4.7). In addition, other favorable questions were (4d) I know how the measures I use in my work fit into the work location's overall measures of improvement, (4e) I get all of the important information I need to do my work, and (4f) I get the information I need to know about how my work location is doing (scores 4.6). This information is very helpful by providing insight into favorable aspects of at the school.

Education Design:

On the Organizational Performance Improvement Snapshot Survey, this category ranked average. Most of the staff members responded favorably to (7b) My products meet all requirements for high quality and excellence and (7f) My work location obeys laws and regulations (score 4.7). In addition, other favorable questions were (7a) My customers are satisfied with my work (score 4.6), (7g) My work location has high standards and ethics (scores 4.6), (7h) My work location helps me help my community (score 4.6), (7i) I am satisfied with my job (score 4.6), (7d) My work location uses my time and talents well (score 4.5), and (7e) My work location removes things that get in the way of progress (score 4.4). However, an opportunity for improvement exists in statement (7c) I know how well my work location is doing financially (score 4.1). This issue will be addressed by providing teachers and staff members a report with all the financial decisions presented at EESAC and teachers will be encouraged to attend monthly EESAC meetings to familiarize themselves with financial reports.

Performance Results:

On the Organizational Performance Improvement Snapshot Survey, this category ranked average. Most of the staff members responded favorably to (6c) We have good processes for doing our work (score 4.6). In addition, other favorable questions were (6a) I can get all the resources I need to do my job, (6b) I collect information (data) to do my work, and (6d) I have control over my processes (scores 4.5). This information is very helpful by providing insight into favorable aspects at our school and to continue to provide information and resources needed to our staff to do their work.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

All students will be able to read on or above grade level.

Needs Assessment

An analysis of the 2006 FCAT Reading data from the School Accountability Report from the FDOE indicates that the majority of students at Rockway Elementary are scoring at or above grade level. Specific data indicates that 82% of the students are scoring at or above grade level and 71% are making one year's worth of progress.

Summary Data from the 2005 - 2006 NCLB School Public Accountability Report indicate that 69% of students in Third grade, 65% of students in Fourth grade and 73% of students in Fifth Grade met high standards. Students with Disabilities (SWD) scoring at or above grade level was 20%.

Third grade students need improvement in the areas of Words/Phrases and Comparison. Fourth grade students need improvement in the area of Reference/Research. Fifth grade students need improvement in the areas of Main Idea and Purpose.

The percent of performance by content clusters earned by Third grade in Reading were as followed: Words/Phrases 57%, Main Ideas/Purpose 64%, Comparisons 58%, References/Research 75%.

The percent of performance by content clusters earned by Fourth grade in Reading were as followed: Words/Phrases 67%, Main Ideas/Purpose 59%, Comparisons 65%, References/Research 50%.

The percent of performance by content clusters earned by Fifth grade in Reading were as followed: Words/Phrases

71%, Main Ideas/Purpose 65%, Comparisons 67%, References/Research 67%.

NCLB SUBGROUP TARGET

| TOTAL | WHITE | BLACK | HISPANIC | ASIAN | NATIVE AMERICAN | F/R LUNCH | LEP | SWD | LEVEL I | LOWEST 25% | OTHER | GRADUATION RATE |
|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input 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 three through five will increase by 5% their reading skills on the 2007 administration of the FCAT Reading Test as compared to the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities (SWD) in grades three through five, will improve their reading skills as evidenced by 51% scoring at a Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|--|-----------|-----------|---------------------------------|-----------|
| | | START | END | | |
| Involve parents and the business community in the utilization of the media center and the use of trade books to read career related material with students. | Administrators, Media Specialist, and Reading Leader | 8/14/2006 | 5/30/2007 | District-wide literacy plan | \$0.00 |
| Utilize multi-media technologies to improve and enrich reading comprehension during the instructional period. | Administrators, Classroom Teachers, and Technology Support Personnel | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Increase the participation of Students with Disabilities (SWD) in an inclusive setting. | Administrators | 8/14/2006 | 5/30/2007 | Inclusion | \$0.00 |
| Implement the Comprehensive Research based Reading Plan using the District-wide adopted, research based basal reading series. | Administrators | 8/14/2006 | 5/30/2007 | District-wide literacy plan | \$0.00 |
| Implement and monitor the Plan-Do-Study-Act (PDSA), a four step continuous improvement model school-wide to ensure student achievement in Reading. | Administrators and Classroom Teachers | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |
| Students with Disabilities (SWD) with FCAT scores Levels 1 and 2 will receive additional reading instruction during or after school. | Administrators | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Assessing Reading performance utilizing the Interim Assessments, existing FCAT scores, and DIBELS results to instruct, remediate, and enrich at appropriate levels to improve student achievement. | Administrators, Classroom Teachers, and Technology Support Personnel | 8/14/2006 | 5/30/2007 | District-wide literacy plan | \$0.00 |
| Provide during school and after school tutoring services and at-home support activities that will provide students scoring at a Level 1 and 2 on the FCAT Reading Test with additional assistance and opportunities | Administrators and Classroom Teachers | 8/14/2006 | 5/30/2007 | District-wide literacy plan | \$3000.00 |

| | |
|------------------------------------|--|
| for growth during the school year. | |
|------------------------------------|--|

Research-Based Programs

1. Houghton-Mifflin: A Legacy of Literacy, 2006 Special Miami-Dade Edition.
2. Reading Plus
3. Voyager
4. Soar to Success
5. Early Success
6. Brain Child
7. Read 180 - (utilized by Child Trust during After-School Care)

Professional Development

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

Evaluation

This objective will be evaluated by the scores on the FCAT Reading Test administered in March 2007. District provided Interim Assessments and DIBELS will provide data which will be used to monitor progress toward the objective. DIBELS, Voyager, Brain Child, Early Success and Soar to Success will be used to evaluate and monitor tutorial programs.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

All students will increase performance in mathematics.

Needs Assessment

An analysis of the 2006 FCAT Math data from the School Accountability Report from the FDOE indicates that the majority of students at Rockway Elementary are scoring at or above grade level. Specific data indicate that 77% of the students are scoring at or above grade level and 75% are making one year's worth of progress.

Summary Data from the 2005 - 2006 NCLB School Public Accountability Report indicate that 66% of students in Third grade, 59% of students in Fourth grade and 72% of students in Fifth Grade met high standards. Students with Disabilities (SWD) scoring at or above grade level was 16%.

Third grade students need improvement in the areas of Geometry and Data Analysis. Fourth grade students need improvement in the areas of Geometry, Algebraic Thinking and Data Analysis. Fifth grade students need improvement in the areas of Geometry and Number Sense.

The percent of performance by content clusters earned by Third grade in Math were as followed: Number Sense 58%, Measurement 63%, Geometry 57%, Algebraic Thinking 67%, Data Analysis 57%.

The percent of performance by content clusters earned by Fourth grade in Math were as followed: Number Sense 60%, Measurement 63%, Geometry 57%, Algebraic Thinking 57%, Data Analysis 57%.

The percent of performance by content clusters earned by Fifth grade in Math were as followed: Number Sense 54%,

Measurement 55%, Geometry 54%, Algebraic Thinking 55%, Data Analysis 58%.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five, will increase by 5% their mathematical skills on the 2007 FCAT administration of the FCAT Math Test as compared to the 2006 administration of the FCAT Math Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities (SWD) in grades three through five, will improve their mathematics skills as evidenced by 56% scoring at a Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|---|-----------|-----------|------------------------------|--------|
| | | START | END | | |
| Assessing Math performance utilizing the Interim Assessments and existing FCAT scores to instruct, remediate, and enrich at appropriate levels to improve student achievement. | Administrators and Teachers and Computer Tech | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Use manipulatives, hands on activities, calculators, and technology to emphasize and improve problem solving and critical thinking of all students, including SWD, schoolwide during the instructional program. | Administrators and Teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Implement and monitor schoolwide, the Pacing Guide mathematics plan aligned with the Sunshine State Standards to ensure mastery of the state standards by all students including the SWD subgroup. | Administrators | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Increase the participation of Students with Disabilities (SWD) in an inclusive setting. | Administrators | 8/14/2006 | 5/30/2007 | Inclusion | \$0.00 |
| Implement and monitor the Plan-Do-Study-Act (PDSA), a four step continuous improvement model schoolwide to ensure that all students including SWD demonstrate achievement in math. | Administrators | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |

Research-Based Programs

1. Scott Foresman Mathematics 2005 edition
2. Math Facts in a Flash

Professional Development

1. Edu-Soft
2. FCAT Explorer
3. In-house presentation on Scott Foresman Best Practices

Evaluation

This objective will be evaluated by the scores on the mathematics portion of the FCAT administered in March 2007.

District Interim Assessments and FCAT Explorer will be used to monitor students' progress toward our goals.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

All students will be able to communicate effectively through writing.

Needs Assessment

An analysis of the 2006 FCAT Writing data from the School Accountability Report from the FDOE indicates that the majority of students at Rockway Elementary are scoring at or above grade level. This data indicates that 70% of the students met standards.

Summary Data from the 2005 - 2006 NCLB School Public Accountability Report shows that 80% of students in fourth grade met high standards. Students with Disabilities (SWD) scoring at high standard level was 50%.

The 2006 FCAT School Report of Students data indicates that only 20% of the students did not meet the state required mastery level of 3.5 or higher in expository writing while 53% of students did not meet state required mastery level in narrative writing. The needs assessment reveals that students require further improvement in the area of narrative writing. Concentrated efforts will be made to improve all students' writing achievement using an in-house monthly writing assessment prompts, including a pre and post test on Narrative writing. Our school mean essay scores for the Narrative was 3.3 and Expository was 3.8. The combined scored was 3.5.

NCLB SUBGROUP TARGET

| TOTAL | WHITE | BLACK | HISPANIC | ASIAN | NATIVE AMERICAN | F/R LUNCH | LEP | SWD | LEVEL I | LOWEST 25% | OTHER | GRADUATIO N RATE |
|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
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Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 90% of the students achieving high standards on the 2007 administration of the FCAT Writing Test.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|---|-----------|-----------|------------------------------|--------|
| | | START | END | | |
| Monitor progress in writing by administering a pre-test, and post-test to document progress being made in writing. | Administrators and Teachers | 8/14/2006 | 5/30/2007 | District-wide literacy plan | \$0.00 |
| Implement and monitor the Plan-Do-Study-Act (PDSA), a four step continuous improvement model, schoolwide to ensure that all students demonstrate achievement in writing. | Administrators | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |
| Implement and monitor district-wide, research based Reading-Writing workshop skills and activities to improve writing skills of all students. | Administrators and Teachers | 8/14/2006 | 5/30/2007 | District-wide literacy plan | \$0.00 |
| Provide practice to students in the writing process using the major components, during daily assignments: pre-writing, drafting, revising, editing and publishing to produce both narrative and expository writing using the district approved core curriculum reading program. | Teachers and Administrators | 8/14/2006 | 5/30/2007 | District-wide literacy plan | \$0.00 |
| Engage students in writing and publishing through teacher and district approved web-sites and computer software that targets writing to provide additional practice and improve writing skills. | Teachers and Administrators | 8/14/2006 | 5/30/2007 | District-wide literacy plan | \$0.00 |

Research-Based Programs

1. Houghton-Mifflin: A Legacy of Literacy, 2006 Special Miami-Dade Edition.
2. Kidspiration / Inspiration

Professional Development

Professional Development Calendar:

1. Best Practices
2. Developing Reader and Writers
3. Writing + Grades 3-4

Evaluation

This objective will be evaluated by the scores on the FCAT Writing Test administered in February 2007. District Pre and Post Writing Tests as well as school developed monthly prompts will provide data which will be used to monitor progress toward the objective.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

All students will be able to apply scientific method.

Needs Assessment

An analysis of the data from the 2006 Florida Comprehensive Assessment Test (FCAT) Science indicates that the majority of the students in grade five at Rockway Elementary are scoring at or above grade level. The scores also indicate that we are performing at or above the state and district averages on all clusters with the exception of Scientific Thinking where the school is below the state average and equal to the district average.

The percent of performance by content clusters earned by Fifth grade in Science were as followed: Physical/Chemical Sciences 58%, Earth/Space Sciences 50%, Life/Environmental Sciences 54%, Scientific Thinking 50%. The number of students scoring at level three or higher was 38%.

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase of 25 percentage points in the percent of students achieving Level 3 and above on the 2007 administration of the FCAT Science Test as compared to the 2006 administration of the FCAT Science Test.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|--|---|-----------|-----------|------------------------------|--------|
| | | START | END | | |
| Implement and monitor the Plan-Do-Study-Act (PDSA), a four step continuous improvement model, schoolwide to ensure that all students demonstrate achievement in science. | Administrators | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |
| Involve students, in grades two through five, with the scientific process using methods of experimentation and critical thinking to enrich their academic progress through participation in the school science fair. | Administrators, Teachers, and Science Coordinator | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Provide instruction in the use of science process skills to students in grades two through five using resources, gathering and analyzing information, and increasing thinking and communication skills as they relate to real-life situations that will increase achievement in science. | Administrators and Teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Implement the use of the FCAT Science Dailies Activity Book in grades three, four and five to provide daily exposure to higher order thinking skills that will raise student achievement in science. | Administrators and Teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Implement the use of the Challenge, the FCAT book in fifth grade, to re-teach science content to students identified as needing additional assistance and raise student achievement in science. | Administrators and Teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Provide assistance in planning, organizing and providing materials needed for science experiments to facilitate hands-on experiments for all students. | Administrators and Science Coordinator | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |

Research-Based Programs

1. McGraw-Hill science textbook

Professional Development

1. Best Practices
2. In-house presentation by science teacher

Evaluation

This objective will be evaluated by the mean scale score on the 2007 FCAT Science Test administered in March.

The objective and strategies will be monitored by:

- science fair participation
- use of FCAT Science Dailies

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 5 STATEMENT:

The school will provide increased opportunities for parents to be involved in their children's education.

Needs Assessment

An analysis of the data from the 2005-2006 Parent Logs indicates that a large number of parents attended school-wide events and activities. Sign-in logs indicated that we had 1,548 parents attending school related activities during the 2005-2006 school year as compare to 1,431 in the 2004-2005 school year. This specific data indicates that there was an increase of over 5% of parents attending or participating in school-wide events or activities.

Measurable Objective

Given increased attention on communication with all stakeholders, parental involvement will increase as evidenced by a 1% increase in attendance at PTA/ school sponsored activities as compared to the 2005-2006 school year.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|--|-----------|-----------|----------------------------|--------|
| | | START | END | | |
| Provide in-services for all parents to increase their knowledge about FCAT which in return would enable them to assist their children to improve their academic achievement. | Administrators, Counselor, Behavior Management Specialist | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Provide parents access to all Rockway Elementary School staff through various methods such as the use of e-mail, agendas, voice mail, and personal conferences to increase the communication that would lead to a positive link between the home and the school all to raise academic achievement. | Administrators and Teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Increase parental involvement in the monthly EESAC meeting using the monthly school calendar and school marquee. | Administrators and EESAC Chairperson | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Provide opportunities for parents of all students including parents of students with disabilities, to review and understand Grade Level Expectations that would enhance their knowledge of student academic expectations and enhance their ability to assist their children as they raise academic achievement. | Administrators | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Develop a school-wide incentive program for students to promote punctuality and instill the value of positive work habits that contribute to success in the workplace. | Administrators and Counselor | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Provide monthly parent workshops as opportunities for parents to improve school related parental skills. | Administrators, Counselor, and Behavior Management Specialist | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |

Research-Based Programs

Not Applicable

Professional Development

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

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

Monthly workshops for parents will be planned and implemented by the Parent Academy, and the Student Services Department in conjunction with the Exceptional Student Education Department of the school.

Evaluation

This objective will be evaluated by comparing sign-in logs of 2005-2006 to sign-in logs for the 2006-2007 school year. Logs will be reviewed on a quarterly basis.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 6 STATEMENT:

The school will encourage students' attendance in a safe and disciplined environment.

Needs Assessment

An analysis of the data from the 2005-2006 Attendance Report indicates that Rockway Elementary ranked as number 14 in the District with a 95.9% attendance rate. Ten to fifteen students are identified as having more than 10 unexcused absences. One strategy used to address attendance when students are absent will be to contact the parents. Students with five or more absences, or with a history of poor attendance will be monitored closely. Students with perfect attendance will be rewarded on a monthly basis.

Measurable Objective

Given an emphasis on a safe and orderly environment, the number of students with five or more absences will decrease by 1% during the 2006–2007 school year as compared to the 2004–2005 school year.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|---|-----------|-----------|-------------------------|--------|
| | | START | END | | |
| Implement and monitor daily attendance using the Excelsior Electronic Grade Book. | Administrators | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Implement and monitor daily attendance using L & R Telecomputer services. | School Counselor and Administrators | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Randomly reward a few students in attendance during morning announcements | Administrators | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Contact parents of students with poor attendance history(five or more absences) by student service personnel and the NTI Connect-ED System. | School Counselor and Administrators | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Recognize classrooms daily, with 100% attendance using door hanging display. | Administrators, School Counselor and Teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Reward students with perfect attendance monthly. | Administrators, School Counselor and PTA | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Reward classes and students with the most days of 100% attendance monthly. | School Counselor and Administrators | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

This objective will be evaluated by comparing the attendance report at the end of the school year 2006 – 2007 as it compares to the 2005 – 2006 school year. Progress monitoring will be conducted through review of quarterly attendance reports.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 7 STATEMENT:

The school will integrate technology in all curricular areas.

Needs Assessment

An analysis of the data from the 2005 - 2006 school year indicates that Rockway Elementary has Internet and Intranet access to 100% of the classrooms including the media center. Each classroom has four to five computers to allow access to all staff. The Data Input Specialist is currently inputting daily attendance, which indicates that teachers are not using the Excelsior Electronic Grade Book to document daily attendance.

Measurable Objective

Given an emphasis on the use of technology in education, all teachers will augment their usage of the Excelsior Electronic Grade Book to input daily attendance as evidenced by a 100% increase from the beginning of the 2006–2007 school year as compared to the end of the 2005–2006 school year.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|---|-----------|-----------|-------------------------|--------|
| | | START | END | | |
| Implement and monitor the use of the Excelsior Electronic Grade Book as it relates to attendance. | Administrators | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Provide individual student reports for interim progress reports showing academic as well as attendance records using the Electronic Grade Book to facilitate an increase in Parent-Teacher communication. | Administrators | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |

Research-Based Programs

Not Applicable

Professional Development

In-house training and support services will include hands on training on the Excelsior Electronic Grade Book as it relates to maintaining daily attendance.

Evaluation

This objective will be evaluated by comparing the Grade Book export/upload attendance report from the beginning the 2006-2007 school year to the end of the 2006 - 2007 school year. The Grade Book export/upload attendance report will be reviewed on a daily basis.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 8 STATEMENT:

The school will promote the overall health and fitness of students through participation in the free breakfast program.

Needs Assessment

An analysis of the data from the May 2006 Weekly Activity Report indicates that 23% of the students are participating in the average daily breakfast program served at Rockway Elementary.

Based on the number of lunch application for the 2006 - 2007 school year, fifty-four percent of Rockway Elementary students are receiving free/reduced lunch. The number of students participating in the free daily breakfast is less than the number of students qualifying for free/reduced lunch.

Measurable Objective

Given an emphasis on health and physical fitness, the average daily breakfast participation will increase by 2% from August 2006 to May 2007.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|--|---|-----------|-----------|-------------------------|--------|
| | | START | END | | |
| Remind parents of free breakfast on the monthly calendar. | Administrators | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Monitor the increase monthly to encourage and promote attendance of free breakfast. | Administrators | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Involve students in second, third, fourth and fifth grade in the Preventive Health and Safety Education for Students (P.H.A.S.E.S) | Administrators and Counselor | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Occasionally announce free breakfast on the school marquee. | Administrators and Student Services | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Involve all students in the National School Lunch Week 2006 program "School Lunch – It's Instrumental" | Administrators and Teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Provide free breakfast for all Rockway students. | Administrators and Cafeteria | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Encourage breakfast attendance during morning announcements. | Administrators and Student Services | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

This objective will be evaluated by comparing the average daily breakfast participation from August 2006 to May 2007. The average daily breakfast participation report will be reviewed on a quarterly basis.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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:

Students will be given the opportunity to pursue areas of interest and special talents.

Needs Assessment

An analysis of the data from the 2005 - 2006 school year, indicates that Rockway Elementary School provided seven different extra curricular activities: Patrols, Chorus, Art Club, Academic Excellence Program, After-School Tutoring, Future Educators of America, and Friendly Falcons to 342 students.

Measurable Objective

Given emphasis on the benefits of participating in extra curricular activities, the number of students enrolled and participating in all extra curricular activities offered at Rockway Elementary (i.e.: art club, chess, technology, chorus, tutoring etc...) will increase by 1% during the 2006–2007 school year as compared to the 2005–2006 school year.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|--|---|-----------|-----------|-------------------------|--------|
| | | START | END | | |
| Increase the number of extra curricular activities offered at Rockway Elementary | Administrators | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Conduct a Resource Fair to inform parents and students on the programs available at Rockway Elementary School. | Administrators and School Personnel | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Encourage participation in extra curricular activities through morning announcements. | Administrators and Morning Announcement Personnel | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Occasionally announce extra curricular activities on the school marquee. | Administrators | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Remind parents of extra curricular activities on the monthly calendars. | Administrators | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Encourage participation in extra curricular activities through Rockway Elementary School website. | Administrators and School Technology Staff | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

This objective will be evaluated by comparing the number of students enrolled and participating in the number of extra curricular activities during the 2006-2007 school year as compared to the 2005-2006 school year.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 10 STATEMENT:

Rockway Elementary School will rank at or above the 90th percentile statewide in the ROI index and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicates that in 2005, Rockway Elementary School ranked at the 40 percentile on the State of Florida ROI index.

Measurable Objective

Rockway Elementary School will improve its ranking on the State of Florida ROI index publication from the 40 percentile in 2005 to the 41 percentile on the next publication of the index.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|--|---|-----------|-----------|-------------------------|--------|
| | | START | END | | |
| Become more informed about the use of financial resources in relation to school programs. | Administrators | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Collaborate with the district on resource allocation. | Administrators | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks. | Administrators and EESAC | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Consider shared use of facilities, partnering with community agencies. | Administrators | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

On the next State of Florida ROI index publication, Rockway Elementary will show progress toward reaching the 90 percentile.

EESAC Compliance

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

Budget:

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

Training:

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

Instructional Materials:

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

Technology:

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

Staffing:

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

Student Support Services:

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

Other Matters of Resource Allocation:

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

Benchmarking:

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

School Safety & Discipline:

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

Budget Summary

| BY GOAL | TOTAL BUDGET |
|-----------------------------------|---------------------|
| Goal 1: Reading | \$3,000.00 |
| Goal 2: Mathematics | \$0.00 |
| Goal 3: Writing | \$0.00 |
| Goal 4: Science | \$0.00 |
| 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: | \$3,000.00 |

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