
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 6821 - Rockway Middle School

FeederPattern: Miami Coral Park Senior

Region: Regional Center III

District: 13 - Miami-Dade

Principal: Maria Cedenó

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Rockway Middle School

Under the guidance of our principal, Rockway Middle School has set forth high academic expectations for our students. It is our belief that with the support of the school and the home working together all of our students can succeed. In a state of transition, the school is facing many challenges. The school has recently been subject to an increase in student transfers, new boundary changes, an increase in teacher transfers and retirement, and an increase in teachers new to the system. These changes have affected the makeup of the staff and student populations and affected student test scores as well.

This year, with eleven teachers new to the school, we are once again working diligently as a cohesive body to address our challenges and reach the high expectations set forth by the principal, the administrative staff, the faculty, the staff, the parents, and the students. The Florida Department of Education grades Rockway an "A" school. Rockway has many area transfers as parents recognize the high quality of education provided as well as our reputation as a very safe and secure school. According to the most recent published School Climate Survey, eighty percent or more of our parents consider that our school is safe and secure, that the students are getting a good education, and that the overall climate at the school is positive and helps students learn.

However, although enrollment at Rockway Middle School remained fairly constant for many years, this year we once again have approximately 100 fewer students than last year. Rockway services the community by providing a Limited English Proficient (LEP) program to approximately 120 students, a Gifted team of approximately 300 students, a Students with Disabilities (SWD) program of approximately 200 students which addresses our learning disabled, our deaf, our educable mentally handicapped, and our trainable mentally handicapped students, and this year we once again offer an Extended Foreign Language (EFL) Program.

Given instruction based on the Sunshine State Standards, students in grades six through eight will increase by five percent 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 in grades six through eight will improve their reading skills as evidenced by 51 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Limited English Proficient students in grades six through eight will improve their reading skills as evidenced by 51 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in grades six through eight will increase by five percent their mathematics skills on the 2007 administration of the FCAT Mathematics Test as compared to the 2006 administration of the FCAT Mathematics Test.

Given instruction based on Sunshine State Standards, Students with Disabilities in grades six through eight will improve their mathematics skills as evidenced by 56 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on Sunshine State Standards, Limited English Proficient students in grades six through eight will improve their mathematics skills as evidenced by 56 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on Sunshine State Standards, students in grade eight will increase their skill proficiency in writing, as evidenced by a one percent increase in the number of students scoring Level 3.5 or higher on the 2007 administration of the FCAT Writing Test as compared to the 2006 administration of the FCAT Writing Test.

Given instruction based on the Sunshine State Standards, Limited English Proficient students in grade eight will improve their writing skills as evidenced by 90 percent 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 eight 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 the schoolwide emphasis on parental and community involvement, the school will demonstrate a three percent increase in PTSA membership as evidenced by comparing the membership rosters for the 2005-2006 and 2006-2007 school years.

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10 percent decrease in the number of outdoor suspensions during the 2006-2007 school year as compared to the 2005-2006 school year.

Given an emphasis on the use of technology in education, teachers will augment their usage of selected gradebook reports to enhance student achievement as evidenced by 100 percent of the teachers accessing these selected reports during the 2006-2007 school year.

Given instruction using the M-DCPS mandated FITNESSGRAM standards, students in grades six through eight will improve their running skills as evidenced by a five percent increase in the number of students meeting high standards in running the one mile test on the 2006-2007 administration of the FITNESSGRAM Test.

Given emphasis on the benefits of participating in a chess program, the number of students enrolled in chess courses will increase by five percent during the 2006-2007 school year as compared to the 2005-2006 school year.

Rockway Middle School will improve its ranking on the State of Florida ROI index publication from the 90th percentile to the 91st percentile on the next publication of the index.

Rockway's Organizational Performance Improvement Snapshot Survey indicates that the staff rates our school above average in all categories. Ninety-five percent of our staff completed the survey; ninety-two percent of the responses were in agreement (4.0 and above). However, two areas that need to be addressed are "Strategic Planning" (4.3) and "Process Management" (4.4). These categories were identified by the staff as weaknesses and the Leadership Team recognizes that there is always need for improvement. Throughout the year the EESAC and the Leadership Team plan to improve communication and address issues concerning work satisfaction, work requirements, and organizational requirements between the administrative/leadership teams and the faculty and staff.

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

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

CORE VALUES

Excellence

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

Integrity

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

Equity

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

Citizenship

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

Rockway Middle School

VISION

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

MISSION

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

CORE VALUES

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

School Demographics

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

Rockway's four-wing building houses 39 classrooms augmented by a freestanding science wing of ten classrooms, band room, auditorium, media center, and a new 4900 square foot modular building which houses 676 student stations in 32 classrooms and additional administrative offices. In addition, we are fortunate to have a state-of-the-art physical education shelter.

This 47-year-old school, in addition to being rewired to provide Internet and Intranet access to 100 percent of the classrooms, now has a camera surveillance system. The school houses a state-of-the-art closed circuit television system, and the media center provides Internet access via 28 computer stations accessible to students, teachers and parents.

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

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

Rockway Middle School employs a total of 103 full-time staff members and 22 part-time staff members. The ethnic breakdown of the staff is 19 percent White, 12 percent Black and 69 percent Hispanic. Of the faculty, 24 percent are male, 76 percent are female, 31 percent have a Masters degree and 12 percent have a Specialists degree or better. The faculty's average years of teaching is 11, and this year we have ten percent beginning teachers. Ten percent of the faculty is teaching out-of-field. At this time, the pupil-teacher ratio is 21.53 to one.

Of the full-time staff members, Rockway has four administrators, 46 classroom teachers, 17 exceptional student education teachers, three guidance counselors, one TRUST counselor, one computer specialist, one instructional technology specialist, seven classroom paraprofessionals, six clerical employees, three cafeteria workers, five security monitors, and nine custodial service workers. Of the teaching staff, ten percent are teachers new to this school, with a 11-year average length of time teaching in Florida. Thirty have advanced degrees. Ten teachers are National Board Certified, two are 2006 candidates, and two are 2007 candidates.

Rockway Middle School serves approximately 1265 children in grades six through eight in a suburban neighborhood. These students include standard curriculum students (56 percent), SPED students (26 percent), LEP students (8.9 percent), and economically disadvantaged students (59.4 percent). Rockway has an ethnic student population of 4.1 percent White, 93 percent Hispanic, 2.1 percent Black, and .7 percent "Other." Our male population equals 53.9 percent; our female population totals 46.1 percent.

Rockway Middle School endeavors to link with the community in several ways. At the beginning of each school year, Rockway's PTSA holds parent meetings to discuss various concerns and to determine various services they would like to see added at the school. In addition, special activities are provided for parents of our SPED program (including our Gifted Team). Parent meetings are held throughout the year to address timely concerns as well as inform them of test-taking procedures their children will encounter.

Rockway Middle School enjoys a collaborative relationship with many universities. Rockway's teachers provide supervision to interns from Florida International University, Nova Southeastern University, Barry University and the University of Miami. Students leaving Rockway after eighth grade will attend Miami Coral Park, Miami Southwest Senior High School, or magnet schools such as MAST, Coral Reef, or Coral Gables. The staff from Rockway works closely with these schools on articulation issues to ensure that entering ninth graders are prepared with the background they need to be successful in high school.

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

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

Rockway is not a Title 1 School, and therefore is dependent on our PTSA and our 11 Dade Partners to help us with funding for many of our activities as well as curriculum support when necessary. We are pleased to have very supportive Dade Partners: Macys; Casely Tennis Foundation, Inc.; Fit Kids Corporation/Racquet and Fitness Club; Jerry and Joe's; Junior Achievement of Greater Miami, Inc.; Outback Steakhouse; Peninsula Mortgage Bankers; Rowland Coffee Roasters; Super Wheels Skating Club; Tony Roma's; and Winn-Dixie.

School Foundation

Leadership:

Rockway Middle School prides itself on strong instructional leadership by the principal who frames the school's vision and mission to turn them into reality. According to Rockway's Organizational Performance Improvement Snapshot Survey, the faculty and staff appreciate working at the school and have good relationships with the administration, scoring this category a 4.5 out of five possible points. Through our Educational Excellence School Advisory Committee (EESAC), the Leadership Team, the department chairs and the team leaders, the administration sets the direction for the school, implementing the vision and mission and creating a positive working environment while involving the staff in the day to day operation of the school.

District Strategic Planning Alignment:

Although Rockway's Organizational Performance Improvement Snapshot Survey indicates that the staff rates our school above average in all categories, one area that needs to be addressed is that of "Strategic Planning." This category was identified by the staff as a weakness, scoring it a 4.3 out of five possible points, and the Leadership Team recognizes that there is always need for improvement. Some staff members feel that they are not aware or do not have knowledge of school plans that will affect them or their work or how their work is affecting progress. Finally, they feel that they are not as much a part of the decision-making process affecting future developments as they might wish.

Throughout the year the Leadership Team plans to improve communication and address issues concerning work satisfaction, work requirements, and organizational requirements between the administrative/leadership teams and the faculty and staff through our Conversations Between Learning Communities (discussions between and among the various departments).

Stakeholder Engagement:

Rockway scores very high in the category of satisfaction of its customers on Rockway's Organizational Performance Improvement Snapshot Survey. The staff, scoring this category a 4.6 out of five possible points, feels that in all areas of customer satisfaction, there is good communication and rapport. Throughout the year, the EESAC and the Leadership Team plan to continue to improve communication between the home, school, and community.

Faculty & Staff:

According to Rockway's Organizational Performance Improvement Snapshot Survey, our school is a classic example of the team approach to educating children. The staff scored this category a 4.5 out of five possible points. Beginning with a cohesive EESAC, which works well together and is always able to come to consensus and the Leadership Team made up of the department chairs and team leaders, the faculty and staff work together for the common good of the students. The Leadership Team meets once a month and as necessary, the departments meet twice a month, and the teams meet three days a week. Through our team approach, information is delivered in a timely manner and staff, parents, and students are well informed concerning happenings at Rockway.

Teacher Mentoring Programs: Our three-year new-teacher mentoring program follows the policies and procedures as set forth in the Miami-Dade District's PACES manual. New teachers are identified and participate in District and on-

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

Data/Information/Knowledge Management:

Rockway, scoring a 4.6 out of five possible points, rates the highest in the category of "Data/ Information/ Knowledge Management" on Rockway's Organizational Performance Improvement Snapshot Survey. Members of the staff feel that they possess the tools and the ability to review and analyze their work and to make the appropriate changes when necessary.

Rockway's administration and Leadership Team plan to continue implementing new measures and training the staff on methods to analyze the quality of their work, to make decisions about their work, and access needed information on how the measures they use in their work fit into the school's overall measures of improvement.

Education Design:

Rockway's Organizational Performance Improvement Snapshot Survey, scoring this category a 4.4 out of five possible points, indicates that our school scores very well in the area of "Education Design." Our school provides before and after-school tutorials Monday through Thursday from October through May for students seeking additional assistance in reading and/or mathematics. These tutorials, staffed by certified language arts and mathematics teachers, address the needs of our struggling students. FCAT Levels 1 and 2 are targeted with letters home at the beginning of the year as well as our AYP subgroups (Students with Disabilities and Limited English Proficient). These tutorials address each of the reading and mathematics Benchmarks, incorporating CRISS strategies and Reciprocal Reading techniques to prepare the students not only for state assessments but also for life long learning. Once the students enter the tutorial program, attendance is mandatory and is monitored daily. During the school day, the school provides a pull-out program for Level 1 and 2 SWD and LEP students to work in small groups on the reading and mathematics Benchmarks.

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

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

when needed. The departments and the teams focus on curriculum alignment and instructional needs. This CIM model ensures that Rockway meets its goal – an increase in academic achievement for all students in an environment conducive to teaching and learning.

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

Performance Results:

According to Rockway's Organizational Performance Improvement Snapshot Survey, some members of our staff feel concern for the job satisfaction as well as the organizational design of the school as well as a lack of support and/or communication concerning the way that various aspects of the school environment impact the day to day progress of the school. In addition, a few members feel that there should be more shared information on how the school budget is created and expended. The average score for this category was a 4.5 out of five possible points.

Rockway's EESAC and Leadership Team plan to work together to improve communication and address issues concerning work satisfaction, work requirements, and the organizational requirements through our team meetings, our department meetings, and our interdisciplinary team/department meetings.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

Rockway Middle School's students will be able to read on or above grade level.

Needs Assessment

An assessment of data reveals that 71 percent of our students in grades six, seven and eight scored Level 3 or better on the 2006 FCAT. Sixth grade students scored 64 percent in Words/Phrases, 67 percent in Main Idea/Purpose, 73 percent in Comparisons, and 63 percent in Reference/Research. Seventh grade students scored 71 percent in Words/Phrases, 70 percent in Main Idea/Purpose, 78 percent in Comparisons, and 67 percent in Reference/Research. Eighth grade students scored 67 percent in Words/Phrases, 63 percent in Main Idea/Purpose, 75 percent in Comparisons, and 56 percent in Reference/Research.

However, 29 percent of our students are still reading below grade level. Specifically, the majority of Level 1 and 2 students in grades six, seven and eight are reading between the third and fifth grade levels and need intensive instruction in fluency, main idea/author's purpose, and comparison/contrast. FCAT 2006 results indicate that for the first time, all three grade levels were most successful in the area of comparison content and least successful in the area of reference/research content.

Neither our SWD nor our LEP students made AYP or Safe Harbor on the Reading section of the 2006 FCAT. Only 34 percent of our LEP students and 22 percent of our SWD students scored at or above grade level.

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades six through eight will increase by five percent 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 in grades six through eight will improve their reading skills as evidenced by 51 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Limited English Proficient students in grades six through eight will improve their reading skills as evidenced by 51 percent scoring at 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		
Participate in the "DellTechKnow" Program to improve student achievement of LEP and SWD "bubble" students.	Principal/Technology Coordinator	9/22/2006	6/1/2007	Continuous Improvement Model	\$455.00
Continue to train staff on strategies related to the Reading section of the FCAT on an ongoing basis via our staff training and Conversations Between Learning Communities to integrate specific teaching strategies.	Principal/ Administrator for Language Arts/Department Chair	8/14/2006	6/1/2007	Continuous Improvement Model	\$0.00
Implement the differentiated instruction model in Intensive Reading and Intensive Reading+ classes with a focus on intense phonics intervention to improve student fluency.	Administrator for Language Arts/ Department Chair	8/14/2006	9/29/2007	Continuous Improvement Model	\$0.00
Continue to integrate technology into the language arts curriculum using reading software such as FCAT Explorer and Accelerated Reader to improve reading comprehension.	Administrator for Language Arts/ Department Chair	8/14/2006	6/1/2007	Continuous Improvement Model	\$0.00
Implement an Inclusion Model for targeted sixth, seventh, and eighth grade SWD students to provide differentiated instruction and to promote student achievement in reading.	Administrator for ESE/ESE Program Specialist/Department Chair	8/14/2006	9/29/2006	Inclusion	\$0.00
Identify students in grades six through eight who scored at FCAT Level 1 and 2 utilizing	Counselors/Administrator for Language Arts/Department Chair	8/14/2006	9/29/2006	Continuous Improvement Model	\$0.00

the Student Performance Indicators and schedule them into Intensive Reading or Intensive Reading+ classes to improve skills mastery of the Sunshine State Standards.					
Increase the number of underrepresented students (LEP) in advanced language arts classes.	Principal/Administrator for ESOL/Department Chair	8/14/2006	6/1/2007	Transition and Articulation Programs	\$0.00
Provide opportunities for before, during, and/or after school reading tutorials to students (including SWD and LEP) in need of additional skills practice of targeted Benchmarks.	Principal/ Administrator for Language Arts/Reading and ESE/ ESE Program Specialist/Department Chairs	10/16/2006	4/27/2007	Continuous Improvement Model	\$21000.00

Research-Based Programs

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

Professional Development

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

Evaluation

1. Results of the 2007 Florida Comprehensive Assessment Test; 2. Results of District Interim Assessments as a progress monitoring tool; 3. Results of school-site assessments; 4. Results of reading tutorial pre- and post test assessments.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

All students will be able to function on or above grade level in mathematics.

Needs Assessment

An assessment of data reveals that although 72 percent of our students in grades six, seven and eight scored Level 3 or better on the 2006 FCAT, 28 percent of our students are not performing proficiently in mathematics. Sixth grade students scored 67 percent in Number Sense, 56 percent in Measurement, 67 percent in Geometry and Spatial Sense, 50 percent in Algebraic Thinking, and 67 percent in Data Analysis and Probability. Seventh grade students scored 67 percent in Number Sense, 44 percent in Measurement, 63 percent in Geometry and Spatial Sense, 56 percent in Algebraic Thinking, and 56 percent in Data Analysis and Probability. Eighth grade students scored 58 percent in Number Sense, 42 percent in Measurement, 42 percent in Geometry and Spatial Sense, 58 percent in Algebraic Thinking, and 67 percent in Data Analysis and Probability.

Specifically, the needs assessment reveals that the majority of Level 1 and 2 students in grades six, seven and eight are performing between the fourth and sixth grade levels. Our sixth grade students need intense remediation in measurement and algebraic thinking. Our seventh grade students need remediation in measurement. Our eighth grade students' greatest needs are in the completion of performance items, measurement and geometry.

Neither our SWD nor our LEP students made AYP on the Mathematics section of the 2006 FCAT. However, our SWD students did attain Safe Harbor as they showed a ten percent improvement in mathematics percent not above grade level. Only 45 percent of our LEP students and 25 percent of our SWD students scored at or above grade level.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades six through eight will increase by five percent their mathematics skills on the 2007 administration of the FCAT Mathematics Test as compared to the 2006 administration of the FCAT Mathematics Test.

Given instruction based on Sunshine State Standards, Students with Disabilities in grades six through eight will improve their mathematics skills as evidenced by 56 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on Sunshine State Standards, Limited English Proficient students in grades six through eight will improve their mathematics skills as evidenced by 56 percent scoring at 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		
Participate in the "DellTechKnow" Program to improve student achievement of LEP and SWD "bubble" students.	Principal/Technology Coordinator	9/22/2006	6/1/2007	Continuous Improvement Model	\$455.00
Identify students in grades six through eight who scored at FCAT Level 1 and 2 utilizing the Student Performance Indicators and schedule them into Intensive Mathematics or classes to improve skills mastery of the Sunshine State Standards.	Counselors/Administrator for Mathematics /Department Chair	8/14/2006	9/29/2007	Continuous Improvement Model	\$0.00
Implement the Secondary Mathematics Pacing Guides in classes to have uniformity of instruction and to ensure that Benchmarks are addressed in a timely manner.	Administrator for Mathematics/ Department Chair	8/14/2006	6/1/2007	Continuous Improvement Model	\$0.00
Continue to train staff on strategies related to the Mathematics section of the FCAT on an ongoing basis via our staff training and Conversations Between Learning communities to integrate mathematics principles, concepts and procedures such as measuring, converting and calculating as they apply to classes across the curriculum, to incorporate CRISS strategies which address mathematics skills, and to stress specific techniques for the solution of word problems.	Principal/ Administrator for Mathematics/Department Chair	8/14/2006	6/1/2007	Continuous Improvement Model	\$0.00
Continue to integrate technology related to mathematics concepts across the curriculum	Administrator for Mathematics/ Department Chair	8/14/2006	6/1/2007	Continuous Improvement Model	\$0.00

including Riverdeep and FCAT Explorer to improve mastery of targeted skills.					
Implement an Inclusion Model for targeted sixth, seventh, and eighth grade SWD students to provide differentiated instruction and to promote student achievement in mathematics.	Administrator for ESE/ESE Program Specialist/Department Chair	8/14/2006	6/1/2007	Inclusion	\$0.00
Increase the number of underrepresented students (LEP) in advanced mathematics classes.	Principal/Administrator for ESOL/Department Chair	8/14/2006	6/1/2007	Transition and Articulation Programs	\$0.00
Provide opportunities for before, during, and/or after school mathematics tutorials to students (including SWD and LEP) in need of additional skills practice of targeted Benchmarks. .	Principal/ Administrator for Mathematics/Department Chair	10/16/2006	4/27/2007	Continuous Improvement Model	\$21000.00

Research-Based Programs

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

Professional Development

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

Evaluation

1. Results of the 2007 Florida Comprehensive Assessment Test; 2. Results of District Interim Assessments as a progress monitoring tool; 3. Results of school site monthly assessments; 4. Results of mathematics tutorial pre- and post test assessments.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

Rockway Middle School's eighth grade students will be able to communicate effectively through writing.

Needs Assessment

Results of the 2006 FCAT Writing Test indicate that four percent of our eighth grade students did not score an average of 3.5 or better and meet the state required mastery level. Our students scored a 4.2 in expository writing and 4.3 in persuasive writing. Due to increased requirements on the FCAT Writing Test, there is a need to continue with intensive writing instruction at all grade levels. Although our SWD students improved writing performance by one percent, our LEP student scores decreased by 12 percent.

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

Measurable Objective

Given instruction based on Sunshine State Standards, students in grade eight will increase their skill proficiency in writing, as evidenced by a one percent increase in the number of students scoring Level 3.5 or higher on the 2007 administration of the FCAT Writing Test as compared to the 2006 administration of the FCAT Writing Test.

Given instruction based on the Sunshine State Standards, Limited English Proficient students in grade eight will improve their writing skills as evidenced by 90 percent 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		
Increase the number of underrepresented students (LEP) in advanced language arts classes to improve student achievement.	Principal/Administrator for ESOL/ Department Chair	8/14/2006	6/1/2007	Continuous Improvement Model	\$0.00
Identify students in grade eight who scored below 3.5 on the District writing pretest and provide additional practice in the targeted Benchmarks through a pullout program.	Administrator for Language Arts/ Department Chair	9/5/2006	2/2/2007	Continuous Improvement Model	\$0.00
Provide remedial assistance to students in the SWD program that will address remediation of the writing Sunshine State Standards.	Principal/Administrator for ESE/ Program Specialist/Department Chair	10/16/2006	2/2/2007	Continuous Improvement Model	\$0.00
Continue to train staff on strategies related to FCAT Writing on an ongoing basis via our monthly staff training to incorporate CRISS strategies.	Principal/Administrator for Language Arts/Department Chair	8/14/2006	6/1/2007	Continuous Improvement Model	\$0.00
Implement a before, during, and/or after school program for all LEP students that will emphasize remediation of the writing Sunshine State Standards.	Principal/Administrator for ESOL/ Department Chair	10/16/2006	4/27/2007	Continuous Improvement Model	\$6000.00
Continue to maintain writing portfolios of student products based on the FCAT writing strategies to assist students and teachers in assessing writing progress.	Administrator for Language Arts/ Department Chair	8/14/2006	6/1/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

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

Professional Development

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

Evaluation

1. Results of the 2007 FCAT Writing Test; 2. Results of the District Writing Assessments; 3. Results of Site-authored Ongoing Assessments; 4. Student Portfolios.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

Rockway Middle School will increase the scientific knowledge of all students.

Needs Assessment

An analysis of the results of the 2006 FCAT Science Test indicates that only 33 percent of our eighth grade students scored at Level 3 or above. Students scored 46 percent in Physical and Chemical, 54 percent in Earth and Space, 62 percent in Life and Environmental, and 50 percent in Scientific Thinking.

Although the score was higher than the average for both the District and the State of Florida, there is much room for improvement in scientific method/critical thinking, life science, earth science, and physical science/chemistry.

In addition, results of a site-devised pre/post test indicate that our sixth grade students need remediation in all of the Standards whereas our seventh and eighth grade students need remediation Force and Motion, Earth Science, Life Science, the Scientific Method, and Oceanography.

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade eight 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		
Participate in the "DellTechKnow" Program to improve student achievement of LEP and SWD "bubble" students.	Principal/Technology Coordinator	9/22/2006	6/1/2007	Continuous Improvement Model	\$455.00
Identify students in grades six through eight who score below 80 percent on the science pretest and provide additional practice in the targeted science Benchmarks.	Administrator for Science/ Department Chair	8/14/2006	9/29/2006	Continuous Improvement Model	\$0.00
Incorporate current events that involve scientific research resulting in written summaries and/or oral presentations.	Administrator for Science/ Department Chair	8/14/2006	6/1/2007	Continuous Improvement Model	\$0.00
Continue to train staff on strategies related to the FCAT Science Test on an ongoing basis.	Principal/Administrator for Science/ Department Chair	8/14/2006	6/1/2007	Continuous Improvement Model	\$0.00
Integrate technology software related to scientific concepts such as Riverdeep to improve student mastery of the science Sunshine State Standards.	Administrator for Science/ Department Chair	8/14/2006	6/1/2007	Continuous Improvement Model	\$0.00
Increase exposure to hands-on activities that will result in vocabulary enhancement and concept development in science and inservice science teachers in conducting high-interest laboratory experiments to improve classroom instruction.	Administrator for Science/ Department Chair	8/14/2006	6/1/2007	Continuous Improvement Model	\$0.00
Coordinate a schoolwide science exhibition of science fair projects for students and parents to promote scientific interest.	Principal/Administrator for Science/ Department Chair	1/8/2007	2/2/2007	Continuous Improvement Model	\$0.00
Provide supplemental materials to targeted students addressing the Science Benchmarks to promote student achievement in science.	Principal/Assistant Principal for Science	8/14/2006	9/29/2006	Continuous Improvement Model	\$6000.00

Research-Based Programs

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

Professional Development

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

Evaluation

1. Results of the 2007 Florida Comprehensive Assessment Test; 2. Results of site-authored ongoing assessments of the Benchmarks, 3. Student portfolios.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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 5 STATEMENT:

Rockway Middle School will provide increased opportunities for parents to be involved in their children's education.

Needs Assessment

An analysis of PTSA records indicates that Rockway had a total membership of 804 during the 2005-2006 school year.

Measurable Objective

Given the schoolwide emphasis on parental and community involvement, the school will demonstrate a three percent increase in PTSA membership as evidenced by comparing the membership rosters for the 2005-2006 and 2006-2007 school years.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Conduct a PTSA membership drive to increase parent awareness and participation in schoolwide planning and issues.	Principal/PTSA Liaison	8/21/2006	4/27/2007	Community Partnerships	\$0.00
Improve advertisement of all activities through the publication of a monthly calendar and newsletter to promote parent participation in school events and PTSA meetings.	Principal/PTSA Liaison	8/14/2006	6/1/2007	Community Partnerships	\$0.00
Host PTSA breakfasts during the first three marking periods to promote interaction between parents and teachers.	Principa/PTSA Liaison	11/6/2006	4/27/2007	Community Partnerships	\$1200.00

Research-Based Programs

Not Applicable.

Professional Development

Not Applicable.

Evaluation

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 6 STATEMENT:

Rockway Middle School will promote programs and practices that facilitate a safe and disciplined environment for students.

Needs Assessment

Miami-Dade County Public School's Student Case Management System Executive Summary for 2005-2006 indicates that 160 outdoor suspensions were issued at Rockway Middle School.

Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10 percent decrease in the number of outdoor suspensions 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		
Conduct "It Did Not Have to Happen" training at faculty meetings.	Principal/Assistant Principals/ Counseling Staff	8/14/2006	6/1/2007	District Strategic Plan	\$0.00
Conduct grade level assemblies to inform students of the requirements of the District's Student Code of Conduct.	Principal/Assistant Principals/ Counseling Staff	8/14/2006	9/29/2007	District Strategic Plan	\$0.00
Create curriculum for the SCSI program.	Principal/Assistant Principals/ Counseling Staff	8/14/2006	6/1/2007	Continuous Improvement Model	\$0.00
Conduct an assembly to inform parents of the progressive discipline plan.	Principal/Assistant Principals/ Counseling Staff	8/14/2006	6/1/2007	District Strategic Plan	\$0.00
Utilize the expertise of the TRUST counselor to alleviate tense situations between/among students.	Principal/Trust Counselor	8/14/2006	6/1/2007	Continuous Improvement Model	\$0.00
Continue effective parenting classes utilizing the Parent Resource Center.	Principal/Assistant Principals/Counseling Staff	8/14/2006	6/1/2007	Community Partnerships	\$0.00

Research-Based Programs

Not Applicable.

Professional Development

"It Did Not Have to Happen" training; in-house progressive discipline and classroom management training.

Evaluation

Comparison of Miami-Dade County Public School's Student Case Management System Executive Summary of 2006-2007 to the 2005-2006 Miami-Dade County Public School's Student Case Management System Executive Summary.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 7 STATEMENT:

The school will integrate technology in all curricular areas.

Needs Assessment

Due to the transition to the District Excelsior Electronic Gradebook, teachers at Rockway are not utilizing effectively many of the reports provided by the gradebook.

Measurable Objective

Given an emphasis on the use of technology in education, teachers will augment their usage of selected gradebook reports to enhance student achievement as evidenced by 100 percent of the teachers accessing these selected reports during the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Train teachers on how to access grade class averages to drive instruction.	Principal/Assistant Principals/Classroom Teachers	8/14/2006	6/1/2007	Continuous Improvement Model	\$0.00
Identify the lowest 25 percent in each class and provide support.	Principal/Assistant Principals/Classroom Teachers	8/14/2006	10/19/2006	Continuous Improvement Model	\$0.00
Identify through gradebook reports all Level 1 and 2 students in reading and mathematics.	Principal/Assistant Principals	8/14/2006	10/19/2007	District-wide literacy plan	\$0.00

Research-Based Programs

Not Applicable.

Professional Development

Training on accessing and interpreting "Class Period Statistics," "Class Subject Statistics," and "Student Demographics" reports.

Evaluation

Monthly monitoring of teacher use of "Class Period Statistics," "Class Subject Statistics," and "Student Demographics" reports.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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 8 STATEMENT:

The school will promote the overall health and fitness of students.

Needs Assessment

The physical fitness test summary shows a combined mean average of 62 percent of students in grades six through eight achieving high standards in order to determine strength, flexibility, cardiovascular and endurance. The results of the M-DCPS mandated FITNESSGRAM Test administered in 2005-2006 to students in grades six through eight showed that 96 percent of the students were tested. Baseline measures of students' level of physical fitness will be determined and students will be monitored during select activities specifically related to FITNESSGRAM component items to promote overall health and fitness.

Measurable Objective

Given instruction using the M-DCPS mandated FITNESSGRAM standards, students in grades six through eight will improve their running skills as evidenced by a five percent increase in the number of students meeting high standards in running the one mile test on the 2006-2007 administration of the FITNESSGRAM Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Monitor student progress through the use of a fitness log.	Assistant Principal of Electives/ Physical Education Teachers	8/14/2006	6/1/2007	District Strategic Plan	\$0.00
Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items which would enhance specificity of training.	Assistant Principal of Electives/ Physical Education Teachers	8/14/2006	6/1/2007	District Strategic Plan	\$0.00
Administer a pre-test to determine baseline measures of student knowledge.	Assistant Principal of Electives/ Physical Education Teachers	8/14/2006	10/19/2006	Continuous Improvement Model	\$0.00
Conduct monthly assessments to monitor student success in achieving the goals of the annual FITNESSGRAM Test.	Assistant Principal of Electives/ Physical Education Teachers	8/14/2006	6/1/2007	Continuous Improvement Model	\$0.00
Encourage students to meet the standards of physical fitness set by the FITNESSGRAM by scheduling motivational activities such as a field day.	Assistant Principal of Electives/ Physical Education Teachers	8/14/2006	6/1/2007	District Strategic Plan	\$0.00

Research-Based Programs

FITNESSGRAM program.

Professional Development

National Standards for Physical Education Teachers.

Evaluation

1. Fitness logs for students in grades six through eight. 2. Pretest FITNESSGRAM results for grades six through eight. 3. Comparison of the FITNESSGRAM Test 2006-2007 to the FITNESSGRAM test 2005-2006.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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 9 STATEMENT:

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

Needs Assessment

During the 2005-2006 school year, 189 students participated in the chess program.

Measurable Objective

Given emphasis on the benefits of participating in a chess program, the number of students enrolled in chess courses will increase by five percent 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		
Articulate with feeder elementary schools to promote and showcase our chess program.	Administrator for Articulation/ Counselors/Select Teachers	8/14/2006	3/29/2007	Academic Teams	\$0.00
Recruit students for chess classes through school and community events.	Principal/Administrative Staff	8/14/2006	6/1/2007	Academic Teams	\$0.00
Provide additional classes in chess.	Principal/Administrative Staff	8/14/2006	9/29/2006	Academic Teams	\$7000.00
Showcase the chess students at any school-sponsored or community events.	Principal/Administrative Staff/Select Teachers	8/14/2006	6/1/2007	Community Partnerships	\$0.00

Research-Based Programs

Not Applicable.

Professional Development

Not Applicable.

Evaluation

Comparison of the master schedules of the 2006-2007 school year 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 10 STATEMENT:

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

Needs Assessment

Given increased financial resources, Rockway Middle School will improve its ranking on the State of Florida ROI index publication from the 90th percentile in 2006 to the 91st percentile on the next publication of the index.

Measurable Objective

Rockway Middle School will improve its ranking on the State of Florida ROI index publication from the 90th percentile to the 91st 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.	Principal/Administrative Staff/ EESAC/Leadership Team	8/14/2006	6/1/2007	District Strategic Plan	\$0.00
Collaborate with the District on resource allocation.	Principal	8/14/2006	6/1/2007	District Strategic Plan	\$0.00
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal/Administrative Staff/ EESAC/Leadership Team	8/14/2006	6/1/2007	District Strategic Plan	\$0.00
Consider shared use of facilities, partnering with community agencies.	Principal/Administrative Staff/ EESAC/Leadership Team	8/14/2006	6/1/2007	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable.

Professional Development

Budget; Available Funding for Schools; Grantwriting.

Evaluation

On the next State of Florida ROI index publication, Rockway Middle School will show progress toward reaching the 91st percentile.

EESAC Compliance

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

Budget:

Rockway Middle School's Educational Excellence School Advisory Council (EESAC) reviewed the projected budget for the 2006-2007 school year. The EESAC recommended that projected EESAC funds be used to support each of the objectives of our 2006-2007 School Improvement Plan, based on need and availability, with emphasis on student achievement, professional development, and technology.

Training:

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

Instructional Materials:

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

Technology:

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

Staffing:

Rockway Middle School's Educational Excellence School Advisory Council (EESAC), having reviewed the staffing needs based on our projected 2006-2007 Full Time Equivalency (FTE), recommended that our first priority is addressing professional development in the areas of reading and math and providing qualified staff members for before and after-school tutoring in these areas.

Student Support Services:

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

Other Matters of Resource Allocation:

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

Benchmarking:

Rockway Middle School's Educational Excellence School Advisory Council (EESAC) reviewed all materials provided by the District and the State of Florida. EESAC recommended that we continue to support all of the objectives with increased emphasis on achieving Adequate Yearly Progress (AYP) for our Students with Disabilities (SWD) and our Limited English Proficient (LEP) in reading, mathematics, and writing. Although once again an "A" school for 2005-2006, Rockway must continue to help our lower 25th percentile students achieve the higher range on the state assessment test, we must keep the bar high in the area of writing, and we must address our students' science skills, as science will now be part of our school grade in 2007.

School Safety & Discipline:

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

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$21,455.00
Goal 2: Mathematics	\$21,455.00
Goal 3: Writing	\$6,000.00
Goal 4: Science	\$6,455.00
Goal 5: Parental Involvement	\$1,200.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$7,000.00
Goal 10: Return On Investment	\$0.00
Total:	\$63,565.00

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