

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Jane S. Roberts K-8 Center (4691)

Feeder Pattern - John A. Ferguson Senior

Regional Center V

District 13 - Miami-Dade

Principal - Ann Kinstler

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Jane S. Roberts K-8 Center is located in a predominantly Hispanic middle class suburban community that is representative of the diverse multi-ethnic composition of Miami-Dade County, Florida. The school was built in 1989 on fourteen acres located in the Lakes of the Meadows community. Jane S. Roberts K-8 Center has a prekindergarten through eighth grade configuration. The elementary school is composed of general education classes, two gifted resource classes, three varying exceptionalities classes, a Voluntary Prekindergarten Program (VPK) class, and two ESE prekindergarten classes. The Middle School is composed of general education classes, two advanced classes, two varying exceptionalities classes, and a technology resource lab. Inclusion classrooms are implemented in both the elementary and middle school. The student population consists of 1,321 students. The ethnic/racial makeup of the student population is 83.6 percent Hispanic, 13.2 percent White, 1.2 percent African-American and 2.0 percent other. Additionally, 36.5 percent of the students receive free lunch.

Jane S. Roberts opened a new Early Childhood Center (ECC) located two miles from the main campus on 1.99 acres. The ECC consists of 18 classrooms servicing grades one and two. There are 15 general education classes, one gifted resource, varying exceptionalities resource classes and Extended Foreign Language (EFL) classes in grades one and two.

Currently the school is undergoing several renovation projects including a new roof at the main campus, a parent pick-up/drop-off circular driveway, and various building improvements are being made at the Middle School Campus. Jane S. Roberts K-8 Center utilizes a prekindergarten through eighth grade configuration. The elementary school is composed of general education classes, a gifted resource class, varying exceptionalities resource classes, a VPK prekindergarten class, and two ESE prekindergarten classes (one being a half day program). The middle school is comprised of general education classes, gifted resource classes, varying exceptionalities resource classes, and a technology resource classroom. The school has a new Early Childhood Center (ECC). The ECC is located two miles from the main campus on 1.99 acres. The ECC consists of 18 classrooms servicing grades one and two. There are 15 general education classes, one gifted resource class, and varying exceptionalities resource classes.

Our student population consists of 1,321 students. The ethnic/racial makeup of the student population is 83.6 percent Hispanic (1,104), 13.2 percent White (174), 1.2 percent African-American (16), and 2.0 other (27). Additionally, 36.5 percent of our students receive free lunch.

The staff at Jane S. Roberts K-8 Center is composed of 137 full-time staff members and 44 part-time staff members. There are five administrators, three guidance counselors, one trust counselor, one career specialist, one reading leader, two media specialists, 6 paraprofessionals, 8 clerical, 13 custodial, 3 cafeteria managers, one computer specialist, and eighty five teachers. The breakdown of teachers is as follows: 13 exceptional education, 8 bilingual, 9 special area/elective and fifty five classroom teachers. The ethnic/racial breakdown of the teacher population is 22 percent White (22 teachers), 7 percent Black (7 teachers) and 76 percent Hispanic. Forty nine teachers have advanced degrees and two are National Board certified. The instructional fulltime staff consists of 101 teachers. There are no part time teachers at the school.

The advantages which will contribute to the success of the school will be the continuous implementation of several programs in the school such as ESE inclusion, Gifted resource and the Extended Foreign Language Programs. Teachers will continue to receive professional development in the areas of need and communication among all the stakeholders will continue.

There is a Literacy Leadership Team which meets on a monthly basis. Grade chairs and department chairs also meet with their corresponding grade levels and departments on a weekly basis to ensure continuous communication and sharing of Best Practices.

The average class size in grades K-3 is 18 students per teacher. The average class size in grades 4-8 is 22 students per teacher. The average class size for SPED students in grades K-3 is 10 students per class. The average for SPED students in grades four and five is 11 students per class. The average for SPED students in grades 6-8 is 11 per class.

There is an Attendance Incentive Plan in place to improve attendance. The trend shows that the attendance rate has decreased in the past years. The rate was 95.88 in 2004-2005, 95.53 in 2005-2006 and 95.57 in 2006-2007. There was a slight increase last school year but student attendance continues to be an area for improvement at JSR.

Retention rates have improved at the school. In 2005-2006, the retention rate was 3.6. In the 2006-2007 the retention rate was 3.0. The promotion rate for the 2006-2007 school year was 97% in grades kindergarten through eighth. JSR eighth grade students transition to Ferguson Senior High School. The graduation rate was 99.3% for eighth grade students in the 2006-2007 school year.

Jane S. Roberts K-8 Center has an Extended Foreign Language (EFL) Spanish program for students in grades kindergarten through five. The school also provides two Academic Excellence Programs in Journalism and Multimedia T.V. Productions and two Gifted Resource Units. The middle school offers Honors course in Earth/Space Science. The school has received an 'A' rating from the Florida Department of Education for the past six years.

JSR has several Dade Partners including Publix and Hot Wheels. Grants awarded to the school have been the "Achieve 3000 TeenBiz" which targets ELL (English Language Learners) students, "Technology Refresh II-B" and Middle School Enrichment Grant.



School Improvement Plan 2007-2008



The areas for concern as evident on the OPIS (Organizational Performance Improvement Snapshot) Spring 2007 results are Business Results item 7C and Leadership item 1G. According to results, administration will share relevant school financial information with all stakeholders at EESAC, PTSA and faculty meetings (item 7C). Administration will also communicate and survey faculty members for input in the organization of the school in an effort to improve communication. These concerns will be addressed through several means including surveys, weekly and biweekly grade and department meetings, faculty meetings and will be evident in agendas, survey results and sign-in forms.

Given instruction using the Sunshine State Standards and the Miami-Dade County Public Schools Competency-Based Curriculum, students in grades 3 through 8 will improve their reading scores by a one percent increase from a score of 73 percent in the percentage of students scoring level three and above on the 2008 FCAT Reading Test as compared to scores on the 2007 FCAT Reading Test. Given instruction using the Sunshine State Standards and the Miami-Dade County Public Schools Competency-Based Curriculum, 51 percent or greater of all identified NCLB subgroup students will achieve FCAT level three or above in reading. Fifty one percent or greater of SPED students in grades 3 through 8 will score a level three or above on the FCAT Reading Test in 2008.

Given instruction using the Sunshine State Standards, students in grades three through eight will demonstrate skilled proficiency in mathematics as evidenced by 82 percent or more of students meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grades four and eight will increase their skill proficiency in writing, as evidenced by a 1 percent increase in the number of students scoring Level 3.5 or higher on the 2008 administration of the FCAT Writing+ Test as compared to the 2007 administration of the FCAT Writing+ Test.

Given instruction using the Sunshine State Standards, students in grade 5 will demonstrate skilled proficiency in science as evidenced by 55 percent or more of students meeting high standards on the 2008 FCAT Science Test as compared to the 2007 administration.

Given instruction using the Sunshine State Standards, students in grade 8 will demonstrate skilled proficiency in science as evidenced by 57 percent or more of students meeting high standards on the 2008 FCAT Science Test as compared to the 2007 administration.

Given an emphasis on parental involvement, volunteer participation will be impacted as evidenced by 1,525 hours documented on volunteer sign-in logs and an increased number of Parent Academy and BPOP workshops will be evidenced through sign-in logs for the 2007-2008 school year.

Research demonstrates there is a direct link between student achievement and student behavior and given the use of intervention programs, school discipline and safety will improve as evidenced by a two percent reduction in the suspension rate recorded on the 2007-2008 Suspension Report as compared to the rate in 2006-2007 Suspension Report.

Given emphasis on the use of technology in education, all teachers will receive professional development and increase their skill level by one percent for the 2007-2008 school-year, as evidenced in a comparison of the beginning/end of year technology needs survey.

Given instruction based on the Sunshine State Standards, the percent of students with passing scores will be 65% in fourth and fifth grade and 68% in sixth grade.

Given instruction using the Sunshine State Standards in school-wide programs offered after school, participation in these programs by students will increase in the 2007-2008 school year.

Jane S. Roberts K-8 Center will improve its ranking on the State of Florida ROI index publication from the 75th percentile in 2004-2005 to the 77th percentile on the 2005-2006 publication of the index.



School Improvement Plan 2007-2008



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.

4691 - JANE S. ROBERTS K-8 CENTER

VISION

Jane S. Roberts holds the beliefs that all educational endeavors undertaken by the school ideally develop and align a positive school image through the advancement of the academic, social, and personal well-being of the student body.

MISSION

Jane S. Roberts K-8 Center enriches the community through educational excellence and continued commitment and support for our teachers, staff, students, families, and the community that we serve. The extension of the services that the school provides encompasses the needs of the whole individual and ensures academic, social, and personal growth within a supportive, creative, and flexible environment.

CORE VALUES

Jane S. Roberts K-8 Center holds the belief that all educational endeavors undertaken by the school ideally develop and align a positive school image through the advancement of the academic, social, and personal well being of the student body.

School Demographics

Jane S. Roberts K-8 Center was built in 1989, on 14 acres located in the Lakes of the Meadows community. It is a predominantly Hispanic middle-class suburban neighborhood that is representative of the diverse multi-ethnic composition of Miami-Dade County, Florida. There are currently ten portable classrooms on the main campus. Currently the school is undergoing several renovation projects including a new roof at the main campus, a parent pick-up/drop-off circular driveway, and various building improvements are being made at the Middle School Campus. Jane S. Roberts K-8 Center utilizes a prekindergarten through eighth grade configuration. The elementary school is composed of general education classes, a gifted resource class, varying exceptionalities resource classes, a VPK prekindergarten class, and two ESE prekindergarten classes (one being a half day program). The middle school is comprised of general education classes, gifted resource classes, varying exceptionalities resource classes, and a technology resource classroom. The school has a new Early Childhood Center (ECC). The ECC is located two miles from the main campus on 1.99 acres. The ECC consists of 18 classrooms servicing grades one and two. There are 15 general education classes, one gifted resource class, and varying exceptionalities resource classes.

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School Foundation

Leadership:

The September 2007 Organizational Performance Improvement Snapshot Survey indicates that our strongest item in the area of Leadership was item 1a, knowledge of the organization's mission, and the weakest in that section was item 1g, which asks the staff's opinion of the organization. Staff concerns will be addressed at grade level, department and faculty meetings. Based on the results, it is evident that the administration, working collaboratively with EESAC, have established a vision to improve student achievement. The school's mission is shared with all stakeholders at meetings.

District Strategic Planning Alignment:

The September 2007 Organizational Performance Improvement Snapshot Survey indicates that our strongest item in the area of Strategic Planning was item 2c, analyzing progress. The weakest item was 2a, which was the lack of staff input and ideas. The administration, elected members of the EESAC, and staff follow the Sunshine State Standards, district and state guidelines as well as the School Improvement Plan to attain the goals of the school. Stakeholders will share information at meetings.

Stakeholder Engagement:

The September 2007 Organizational Performance Improvement Snapshot Survey indicates that the strongest items in the area of Stakeholder Engagement/Customer and Market Focus was item 3b, knowledge and identification of the stakeholders and maintaining communication with the stakeholders. The weakest items were 3d and 3e which were the staff's input in the decision making process. The stakeholders at Jane S. Roberts K-8 Center are offered opportunities for learning and achieving by addressing their needs.

Faculty & Staff:

The September 2007 Organizational Performance Improvement Snapshot Survey indicates that the strongest item in the section Faculty and Staff /Human Resources were items 4a and 4b, which indicate the ability to use and deliver information. The weakest item was item 4f which is the delivery of data. Administrators will continue to meet with teachers and faculty and address concerns as well as relay information at grade level, department and faculty meetings. The administration and the elected EESAC members work collaboratively to assess the needs and opportunities for growth for all stakeholders.

Data/Information/Knowledge Management:

The September 2007 Organizational Performance Improvement Snapshot Survey indicates that the strongest item in the area of Data/Information/Knowledge Management/Process Management was item 5e which states that opportunities and incentives are provided for stakeholders. The weakest item was item 5d which was the delivery of individual incentive and recognition. The administration will work with all stakeholders to provide instructional and non-instructional staff with incentive programs such as for staff attendance. The administration has monitored staff performance through PACES, Certification, Professional Development Plans and End of the Year Evaluations.

Education Design:

The September 2007 Organizational Performance Improvement Snapshot Survey indicates that the strongest item in the area of Education Design was item 6b which reflects the work location provides opportunities for stakeholders to share ideas. The weakest item is 6a which reflects the need at the work location for flexibility to the needs of the stakeholders. The administration and EESAC are working to provide more technology at the school site.

Performance Results:

The September 2007 Organizational Performance Improvement Snapshot Survey in the area of Performance/Business Results indicates that the strongest items are 7b which reflects the staff members ability to meet high standards. The weakest item in that section was item 7c, which deals with the organization's reporting and sharing of key financial results. The administration will continue to improve communication and share information with faculty on a daily and weekly basis through several medium. The school's staff have implemented Best Practices and State and District guidelines to maintain an 'A' status for the past four years.



School Improvement Plan 2007-2008



Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :



School Improvement Plan 2007-2008



Schools Offering Primarily Grades 6 through 12

Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :

Reading Goal

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

Florida Education Priorities

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

Reading Statement

Reading achievement will be maintained or improved for all NCLB groups.

Needs Assessment

The results of the 2007 FCAT Reading Test indicate that 73 percent of students in grades 3 through 8 have scored at or above FCAT Achievement Level 3, 66 percent have demonstrated acceptable levels of learning gains, and 65 percent of students scoring in the lowest 25 percent by grade level have demonstrated acceptable levels of learning gains as compared to the scores on the 2006 administration. The 2007 Adequate Yearly Progress Report indicates that 79 percent of our White students made adequate progress, 72 percent of the Hispanic students made adequate progress, 66 percent of the Economically Disadvantaged students made adequate progress, 56 percent of the ELL students made adequate progress, and 68 percent of the Students with Disabilities made adequate progress. Focus in Reading in grades three through eight will be in the area of Main Idea and Author's Purpose.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards and the Miami-Dade County Public Schools Competency-Based Curriculum, students in grades 3 through 8 will improve their reading scores by a one percent increase from a score of 73 percent in the percentage of students scoring level three and above on the 2008 FCAT Reading Test as compared to scores on the 2007 FCAT Reading Test. Given instruction using the Sunshine State Standards and the Miami-Dade County Public Schools Competency-Based Curriculum, 51 percent or greater of all identified NCLB subgroup students will achieve FCAT level three or above in reading. Fifty one percent or greater of SPED students in grades 3 through 8 will score a level three or above on the FCAT Reading Test in 2008.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Monitor student progress through the implementation of the Adopted Houghton Mifflin Reading assessments and district mandated interim assessments.	Assistant Principals	8/20/07	6/5/08	District-wide Literacy Plan	0
Identify students who scored levels one and two on the Reading FCAT to participate in the Academic Assistance Program, Intensive Reading and/or Intensive Reading Plus classes.	Assistant Principals	8/20/07	6/5/08	Continuous Improvement Model	0
Implement the 8-Step Continuous Improvement Model (CIM) as evidenced by grade level meeting agendas to target data-driven instruction and student learning.	Assistant Principals, Classroom Teachers	8/20/07	6/5/08	Continuous Improvement Model	0
Monitor student progress through the implementation of diagnostic assessment tools (DIBELS, MAZE and FLKRS).	Assistant Principals	8/20/07	6/5/08	Continuous Improvement Model	0
Maintain a reading log in the Middle School Language Arts classrooms to monitor implementation of reading libraries materials.	Assistant Principal, Middle School Language Arts Teachers	8/20/07	6/5/08	District-wide Literacy Plan	0
Participate in the Reading Rally Initiative.	Assistant Principals, Middle School Teachers, Media Specialists	9/17/2007	9/17/2007	District-wide Literacy Plan	0
Students in K-5th grades will participate in Favorite Book Character Day in an effort to develop awareness of reading.	Assistant Principal, Classroom Teachers, Media Specialists	4/2008	4/2008	Other/ Not Applicable	0
Identify students for Gifted and Advanced programs by providing critical thinking skills and enrichment activities in kindergarten through eighth grade classes.	Principal, Assistant Principals	8/20/2007	6/5/2008	Advanced Academics	0
Monitor the use of the Student Performance Indicators database to target data-driven instruction and focus on main idea and purpose content clusters on a school wide basis.	Assistant Principals, classroom teachers, Middle school Language Arts teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide and monitor progress for SPED students who participate in Inclusion classes and academic assistance classes through the use of District Interim Assessments and Text-based assessments.	Assistant Principals, ESE and classroom teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0

Research-Based Programs

Elementary Language Arts/Reading teachers will use the adopted Houghton-Mifflin textbook series and related resource materials. Middle School Language Arts/Reading teachers will use the McDougal Littell textbook series for reading and Prentice Hall textbook for writing and grammar.

Professional Development

1. Provide teacher training on the use of the Student Performance Indicators (SPI) database. 2. Teachers will be provided with ongoing training in curriculum strategies and other district workshops. 3. Language Arts and Reading ESE teachers will collaborate through bi-weekly grade level and department meetings. 4. Professional development will focus on improving the delivery of Language Arts/ Reading instruction, with a focus on main idea and author's purpose for the 2007 – 2008 school year.



School Improvement Plan 2007-2008



Evaluation

This objective will be evaluated by scores on the 2008 FCAT Reading Test and scores on the District Developed Interim Assessments.

Mathematics Goal

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

Florida Education Priorities

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"/>

Mathematics Statement

Mathematics achievement will be maintained or improved for all NCLB subgroups.

Needs Assessment

The results of the 2007 FCAT Mathematics test indicate that 81 percent of students in grades 3 through 8 have scored at or above FCAT Achievement Level 3 and 75 percent have demonstrated acceptable levels of learning gains as compared to the scores on the 2006 administration. The 2007 Adequate Yearly Progress Report indicates that 79 percent of the White students made adequate progress, 75 percent of Hispanic students made adequate progress, 72 percent of Economically Disadvantaged students made adequate progress, and 69 percent of the ELL students made adequate progress. Emphasis will be given in the strands of mathematics which require opportunities for improvement specifically Algebraic Thinking and Measurement.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through eight will demonstrate skilled proficiency in mathematics as evidenced by 82 percent or more of students meeting high standards on the 2008 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement Math Day on a schoolwide basis from grades K-8.	Assistant Principals, Classroom Teachers	4/2008	4/2008	Other/ Not Applicable	0
Utilize instructional technology software such as FCAT Explorer and Riverdeep to improve mathematics skills for students in grades 3-8.	Classroom Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Monitor student progress through District Interim Assessments and adjust instruction and strategies according to results focusing on areas of need.	Classroom Teachers, middle school mathematics teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Implement the Continuous Improvement Model (CIM) as evidenced by grade level agendas in order to improve student achievement with focus on content areas of Algebraic Thinking and Data Analysis.	Assistant Principals	8/20/2007	6/5/2008	Continuous Improvement Model	0
Implement a Math Bee on a schoolwide basis from grades K-8.	Assistant Principals, Classroom Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide students who scored levels one and two in grades three through five with Academic Assistance, LEP Tutorial, and tutorials before and after school.	Assistant Principals	8/20/2007	6/5/2008	Other/ Not Applicable	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Assistant Principals	8/20/2007	6/5/2008	Other/ Not Applicable	

Research-Based Programs

Elementary mathematics teachers will use the Harcourt Textbook series and related resources. Middle school mathematics teachers will use the Holt-Reinhart Textbook series and related resources.

Professional Development

Professional development will be provided to enhance mathematics instruction with emphasis on areas of need such as Algebraic Thinking and Measurement. Teachers will participate in inservices or workshops provided by the district or school to improve the delivery of mathematics instruction for the 2007-2008 school year.

Evaluation

This objective will be evaluated by scores on the 2008 FCAT Mathematics Test. The District Interim Assessments and Tutorial evaluations will also be used to monitor student growth.

Writing Goal

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

Florida Education Priorities

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"/>

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

Writing Statement

Students in all NCLB groups will maintain or improve writing performance.

Needs Assessment

Scores on the 2007 FCAT Writing Test indicate that eighty-three percent of the students in grade four scored at or above achievement level 3.5 with a mean score of 3.8. Fourth grade students had greater success in expository writing.

Scores on the 2007 FCAT Writing Test indicate that ninety-two percent of the students in grade eight scored at or above achievement level 3.5 with a mean score of 4.4. Eighth grade students had greater success with the persuasive writing.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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 checked="" type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades four and eight will increase their skill proficiency in writing, as evidenced by a 1 percent increase in the number of students scoring Level 3.5 or higher on the 2008 administration of the FCAT Writing+ Test as compared to the 2007 administration of the FCAT Writing+ Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Identify students scoring on the low range on the district-based writing pre-test.	Assistant Principals/Classroom Teachers	8/20/07	6/5/08	District-wide Literacy Plan	0
Administer monthly writing prompts to students in grades kindergarten through eighth.	Assistant Principals/Classroom Teachers	8/20/07	6/5/08	Continuous Improvement Model	0
Maintain student portfolios as a student progress monitoring tool.	Classroom Teachers	8/20/07	6/5/08	District-wide Literacy Plan	0
Implement the Continuous Improvement Model (CIM) as evidenced by grade level meeting agendas.	Assistant Principals/Classroom Teachers	8/20/07	6/5/08	District-wide Literacy Plan	0
Use Student Performance Indicators database to target data-driven instruction for students.	Classroom Teachers	8/14/07	6/5/08	Continuous Improvement Model	0
Implement opportunities for middle school students to write various genres and share their stories with the elementary students.	Assistant Principals/Classroom Teachers/Middle School Language Arts Teachers/Media Specialists	8/20/07	6/5/08	District-wide Literacy Plan	0
Provide writing inservices to increase teacher knowledge on the scoring process using the six point rubric.	Principal/Assistant Principal/Classroom Teachers	8/20/07	6/5/08	Continuous Improvement Model	0
Incorporate "Write Traits" into Language Arts instruction throughout grades two through eight.	Assistant Principals/Classroom Teachers	8/20/07	6/5/08	District-wide Literacy Plan	0
Implement "Buckle Down" Florida FCAT Writing in Grades 3-8 to focus on skills most commonly tested on state writing tests.	Assistant Principals/Classroom Teachers	8/20/07	6/5/08	District-wide Literacy Plan	0
Provide "Observation Classrooms" for teachers to observe Best Practices in writing in other classrooms within the school.	Assistant Principals/Classroom Teachers	8/20/07	6/5/08	District-wide Literacy Plan	0
Implement the "Words Their Way" program in grades kindergarten through eight to improve phonics, vocabulary and fluency skills.	Assistant Principals, Classroom Teachers, Middle School Language Arts Teachers	10/2007	6/5/2008	District-wide Literacy Plan	

Research-Based Programs

The National Council of Teachers of English - Writing in the Early Grades and Writing in the Intermediate Grades McDougal-Littell Core Reading Program will also be used.

Professional Development

Teachers in kindergarten through eighth grades will receive training in the writing process. The school's Literacy Council will identify Observation Classrooms to allow teachers the opportunity to observe writing Best Practices.

Evaluation

Mastery of the objective will be evaluated by comparing the scores on the District developed writing pre/post-test using a six-point rubric. Scores on the writing portion of the 2008 FCAT Writing+ will show an improvement in the percentage of students scoring at a 3.5 or above. In addition, the mean score on both the fourth and eighth grade FCAT Writing+ Test will increase by one percent.

Science Goal

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

Florida Education Priorities

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

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

Science Statement

Science achievement will be improved by a one percent increase.

Needs Assessment

The results of the 2007 FCAT Science Test indicate that 54 percent of students in grade 5 and 56 percent of students in grade 8 have scored at or above FCAT achievement level 3. Emphasis will be given in the strands of science which require opportunities for improvement specifically Physical and Chemical Science.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade 5 will demonstrate skilled proficiency in science as evidenced by 55 percent or more of students meeting high standards on the 2008 FCAT Science Test as compared to the 2007 administration.

Given instruction using the Sunshine State Standards, students in grade 8 will demonstrate skilled proficiency in science as evidenced by 57 percent or more of students meeting high standards on the 2008 FCAT Science Test as compared to the 2007 administration.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Develop a school Science Fair with students in grades 4 – 8 preparing an individual project while students in grades K –3 prepare a class project.	Assistant Principals, Classroom Teachers, Middle School Science Teachers	10/2007	4/2008	Other/ Not Applicable	0
Maintain a record of science lab usage with an emphasis on the Scientific Method as evidenced in lesson plans and/or science logs.	Classroom Teachers, Middle School Science Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Implement Science Day in kindergarten through eighth grades to develop scientific thinking skills in students and increase science awareness.	Assistant Principals, Classroom Teachers, Middle school science teachers	4/2008	4/2008	Other/ Not Applicable	0
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Assistant Principals, Classroom Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Assistant Principals	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide ELL students in grades 6 – 8 with Academic Assistance to improve science achievement.	Assistant Principals	9/2007	5/2008	Other/ Not Applicable	0
Monitor student progress through Science District Interim Assessments in fifth and eighth grade and adjust instruction according to results focusing on areas of need.	Fifth and eighth grade science teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Implement Super Science Kids who share important science facts or news over the morning announcements or PA system on a monthly basis to increase science awareness.	Assistant Principals, Classroom teachers	9/2007	6/2008	Other/ Not Applicable	

Research-Based Programs

Elementary science teachers will use the Scott Foresman series and related resources. Middle school science teachers will use the Glencoe Science series and related resources. In Earth and Space Science, Holt Earth and Space Science textbook and resources will be used.

Professional Development

Professional development will be provided to enhance science instruction with emphasis on areas of need such as Physical and Chemical Science. Teachers will participate in district workshops as needed or required.

Evaluation

These objectives will be evaluated by scores on the 2008 FCAT Science Test. The results from the Science District Interim Assessments for grades five and eight as well as text-related assessments will also be used.

Parental Involvement Goal

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

Florida Education Priorities

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

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

Parental Involvement Statement

Parental involvement in school-wide activities will increase from it's previous level.

Needs Assessment

Research has proven that increased parental involvement has a positive effect on student achievement. Volunteer participation will be impacted as evidenced by more parents being involved in volunteer activities.

Measurable Objective

Given an emphasis on parental involvement, volunteer participation will be impacted as evidenced by 1,525 hours documented on volunteer sign-in logs and an increased number of Parent Academy and BPOP workshops will be evidenced through sign-in logs for the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Distribute monthly calendar of school events in both print and online format.	Principal,Assistant Principal	8/20/2007	6/5/2008	Parental Choice Options	0
Provide a Parent Resource Center in the Media Center to disseminate resource materials and information to parents.	Principal,Assistant Principals/ Media Specialists	8/20/2006	6/5/2008	Parental Choice Options	0
Increase parental involvement by hosting extra curricular events such as a Volunteer Breakfast, Family Night and a Harvest Fair sponsored by the PTSA.	Principal,Assistant Principals/PTSA	8/20/2007	6/5/2008	Parental Choice Options	0
Use Connect-Ed system, school website, PTSA website, monthly calendar and newsletter and school's marquee to advertise informational meetings, Parent Academy classes, BPOP workshops, EESAC meetings and PTSA functions to JSR parents.	Principal/Assistant Principals/Media Specialists and PTSA	8/20/2007	6/5/2008	Parental Choice Options	0
Hold a Parent-Teacher-Student Associations (PTSA) drive to increase parent membership.	Principal/PTSA	8/20/2007	10/1/2007	Parental Choice Options	0
Host monthly EESAC meetings to update parents about school improvement efforts. All parents will be invited to attend.	Principal/EESAC Chair	8/20/2007	6/5/2008	Parental Choice Options	0
Provide parents with a handbook that covers school-wide information via the school's website.	Principal,Assistant Principals/ Media Specialists	8/20/2007	6/4/2008	Parental Choice Options	
Create a monthly newsletter to be distributed in both print and online format.	Principal,Assistant Principals/ Media Specialists/PTSA	8/20/2007	6/5/2008	Parental Choice Options	
Host a Parent Resource Fair to provide information regarding the K-12 curriculum, FCAT related topics and community and web-based resources to better inform and assist parents with their child's education.	Principal,Assistant Principals/ Media Specialists	8/20/07	9/6/07	Parental Choice Options	0
Schedule informative meetings and Parent Academy classes to increase parental involvement throughout the school community.	Principal,Assistant Principals	8/20/2007	6/4/2008	Parental Choice Options	0
Schedule BPOP (Bilingual Parent Outreach Program) workshops for non-English speaking parents.	Principal,Assistant Principals	8/20/2007	6/4/2008	Parental Choice Options	0

Research-Based Programs

P.T.S.A. web-site, National Standards for P.T.S.A., Parental Involvement Program

Professional Development

EESAC Membership Training will be provided as well as in-house professional development workshops to increase teacher usage of the internet for increased parent communication and involvement. Training will be provided for teachers on the Parent Viewer section of the District-madated Electronic Gradebook as well as the Teacher Portal.

Evaluation

This objective will be evaluated by the number of hours documented in the Volunteer Log as well as the number of workshops provided for parents through the Parent Academy and the Bilingual Outreach Program.

Discipline & Safety Goal

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

Florida Education Priorities

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"/>

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

Discipline & Safety Statement

School discipline and safety will improve at the elementary and middle school.

Needs Assessment

The result of the 2006-2007 Suspension Rate report reflects 10.1% suspension rate. Emphasis will be given to decreasing the suspension rate in order to improve student achievement.

Measurable Objective

Research demonstrates there is a direct link between student achievement and student behavior and given the use of intervention programs, school discipline and safety will improve as evidenced by a two percent reduction in the suspension rate recorded on the 2007-2008 Suspension Report as compared to the rate in 2006-2007 Suspension Report.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Review and update the school wide discipline plan.	Principal, Assistant Principals, Teachers, Counselors	08/20/07	06/5/2008	Other/ Not Applicable	0
Provide students guidance on following the Code of Student Conduct rules and regulations.	Principal, Assistant Principals, Teachers, Counselors	08/20/07	06/5/2008	Other/ Not Applicable	0
Implement the Youth Crime Watch, Drug Free Youth in Town and the Peer Mediators groups at the middle school site.	Assistant Principals, Trust Specialist, and Guidance Counselor	08/20/07	06/5/2008	Other/ Not Applicable	0
Implement small group counseling sessions during School Center of Specialized Instruction (SCSI) using the district developed trust curriculum alternative to suspension program.	Assistant Principals and Trust Specialist	08/20/07	06/5/2008	Other/ Not Applicable	0
Implement the Anti-bullying and Harassment School Action Plan.	Assistant Principals and Trust Specialist	08/20/07	06/5/2008	Other/ Not Applicable	0
Implement Project Alert and Trust Curriculum in seventh grade.	Assistant Principals and Trust Specialist	08/20/07	06/5/2008	Other/ Not Applicable	0
Identify at-risk students to monitor their academic and behavior to ensure improvement of student achievement.	Assistant Principals and Counselors	08/20/07	06/5/2008	Other/ Not Applicable	0

Research-Based Programs

Not Applicable

Professional Development

Counselor will attend district in services on anti-bullying, peer mediation, and identifying at-risk students. Teachers will attend school site and district in services targeted on improving discipline, personal safety and implementing behavior strategies.

Evaluation

The result of the 2007-2008 Suspension Rate report will indicate a two percent decrease in the suspension rate compared to the 2006-2007 school year suspension rate.

Technology Goal

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

Florida Education Priorities

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"/>

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

Technology Statement

Technology will be a fundamental component in all classrooms. Jane S. Roberts will strive to incorporate technology throughout the curriculum by providing professional development to better utilize technology into the instructional program.

Needs Assessment

Informal surveys and discussions conducted at grade/department meetings indicate a need to infuse technology throughout the curriculum. Professional Development is needed to increase the technology skill and comfort level of the faculty members which will directly impact their instructional program and positively impact student achievement.

Measurable Objective

Given emphasis on the use of technology in education, all teachers will receive professional development and increase their skill level by one percent for the 2007-2008 school-year, as evidenced in a comparison of the beginning/end of year technology needs survey.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Appoint a "Technology Guide" in each campus to assist with technology.	Principal	8/20/2007	6/4/2008	District-wide Literacy Plan	0
Provide teachers with Professional Development opportunities on available web based programs such as Riverdeep and FCAT Explorer.	Principal/Assistant Principals/Technology Guides/National Board Certified Mentors	8/20/07	6/4/08	District-wide Literacy Plan	0
Provide training for all teachers in the infusion of technology into the instructional program.	Principal/Assistant Principals/Technology Guides/ National Board Certified Mentors	8/20/2007	6/4/2008	District-wide Literacy Plan	0
Provide teachers with Professional Development opportunities in applications such as: SPI, COGNOS, and the electronic gradebook.	Principal/Assistant Principals/Technology Guides/	8/20/2007	6/4/2008	District-wide Literacy Plan	0
Provide on-going assistance to new teachers on the use of electronic gradebook.	Principal/Assistant Principals/Technology Guides	8/20/2007	6/4/2008	District-wide Literacy Plan	0
Provide on-site training for teachers to increase awareness and usage of Teacher Portal.	Principal/Assistant Principals/Technology Guides	8/20/2007	6/4/2008	District-wide Literacy Plan	0

Research-Based Programs

Not applicable

Professional Development

Teachers in grades kindergarten through eighth grade will receive continued Professional Development through in-house mentoring workshops as well as District workshops to support the implementation and usage of the electronic gradebook and other school related technology programs such as Riverdeep and FCAT Explorer.

Evaluation

Mastery of this objective will be evaluated by results on the end of year technology needs surveys as well as Interim District Reports which will indicate 100% teacher usage.

Health & Physical Fitness Goal

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

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
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Health & Physical Fitness Statement

The percentage of students in 4th, 5th and 6th grades passing the FITNESSGRAM will improve.

Needs Assessment

The results of the 2006-2007 FITNESSGRAM show that 58% of the fourth and fifth graders passed and 64% of the sixth graders passed. There is a need for students to improve their health as there is a link between improved student achievement and improved physical health. The results of the 2007-2008 Miami-Dade County Schools FITNESSGRAM will indicate that 65% of the fourth and fifth grade students will pass and 68% of our sixth graders will pass.

Measurable Objective

Given instruction based on the Sunshine State Standards, the percent of students with passing scores will be 65% in fourth and fifth grade and 68% in sixth grade.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Administer FITNESSGRAM pretest and identify those students who do not meet the requirements to pass.	Physical Education Teachers	8/20/07	11/30/07	Other/ Not Applicable	0
Provide additional physical activity and guidance to ensure students master FITNESSGRAM test.	Physical Education Teachers	8/20/07	3/28/08	Student Wellness	0
Implement intramural sports for sixth through eighth grade students.	Principal/Physical Education Teacher	10/1/07	5/16/08	Student Wellness	0
Increase the number of free breakfast offered at the school site to provide students with a nutritious breakfast for improved student health.	Principal	8/20/07	6/4/08	Student Wellness	0
Implement the Healthy Schools Program initiative to increase student awareness of health conscious eating and exercising habits.	Principal/Health & Fitness Committee	9/20/07	6/4/08	Student Wellness	0
Incorporate Harcourt Health and Fitness Practice for FCAT Writing + to increase awareness of health and safety while developing writing skills.	Principal/Teachers	8/20/07	6/4/08	Other/ Not Applicable	0

Research-Based Programs

Elementary physical fitness will use the Miami-Dade County Public Schools Competency-Based Curriculum, Sunshine State Standards, National Standards for Physical Fitness and District initiative - Enhanced Student Wellness Education.

Professional Development

Teachers will attend District inservices provided by the Division of Life Skills and technical assistance training workshops provided by Alliance for a Healthier Generation.

Evaluation

This objective will be evaluated by scores on the 2007-2008 FITNESSGRAM.

Electives & Special Areas Goal

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

Florida Education Priorities

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

Electives & Special Areas Statement

Increase student participation in school-wide programs.

Needs Assessment

Students who actively participate in school-wide events usually do better academically than those who do not actively participate. Research has shown that increased student participation in school is a positive factor in improving student achievement and promoting a positive school environment.

Measurable Objective

Given instruction using the Sunshine State Standards in school-wide programs offered after school, participation in these programs by students will increase in the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Plan a career-based curriculum that satisfies the district requirements and engages students in learning.	Career Specialist and Assistant Principal for Curriculum	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Combine the middle school band and the elementary chorus in joint performances throughout the year.	Assistant Principals, Music Teachers and Band Teacher	8/20/2007	6/5/2008	Other/ Not Applicable	0
Implement the enrichment program to engage students in extracurricular athletic events.	Physical Education Teacher	8/20/2007	6/5/2008	Other/ Not Applicable	0
Participate in District and local events to promote student work.	Principal, Assistant Principals, and selected Teacher/leaders	8/20/2007	6/5/2008	Other/ Not Applicable	0

Research-Based Programs

District initiative on Enhanced Academic Enrichment Activities.

Professional Development

Career specialist will attend training on career-based initiative.

Music teachers will attend professional development activities sponsored by the District.

Enrichment program teacher will receive training on implementing team sports in an after school setting.

Evaluation

This objective will be evaluated in a number of ways. The planning for the career-based initiative will be evaluated by producing the first draft of the 2008-2009 master schedules. The music component will be evaluated by the number of events and by the number of middle school and elementary students involved in the joint performances. The enrichment program will be evaluated by the number of middle school students who participate in the extracurricular athletic events offered.

Return On Investment Goal

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

Florida Education Priorities

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

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

Return On Investment Statement

Jane S. Roberts K-8 Center will rank at or above the 77th percentile statewide in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2004-2005, Jane S. Roberts K-8 center ranked at the 75th percentile on the State of Florida ROI index.

Measurable Objective

Jane S. Roberts K-8 Center will improve its ranking on the State of Florida ROI index publication from the 75th percentile in 2004-2005 to the 77th percentile on the 2005-2006 publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Collaborate with the district on resource allocation.	Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0
Consider reconfiguration of existing resources or taking advantage of a broader base, e.g. private foundations, volunteer networks.	Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0
Consider shared use of facilities, partnerships with community agencies.	Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0
Increase communication with staff on school financial issues.	Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0
Increase knowledge about the financial resources in relation to school programs.	Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0

Research-Based Programs

Not Applicable

Professional Development

The Principal will attend district workshops such as Money Matters to increase knowledge on financial and budgetary matters at the school site.

Evaluation

Jane S. Roberts K-8 Center will show progress toward reaching the 77 percentile on the next State of Florida ROI index publication,

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 Educational Excellence School Advisory Council has recommended that the principal allocate additional funds to improve student technology usage to increase student achievement.

Training:

The Educational Excellence School Advisory Council has recommended that the principal provide additional computer training with a focus on the proper use of software by students and faculty.

Instructional Materials:

The Educational Excellence School Advisory Council has recommended that the acquisition of instructional materials through the purchase of state/district funds be facilitated.

Technology:

The Educational Excellence School Advisory Council has recommended allocating funding to acquire additional computers, printers, and other technology related peripherals.

Staffing:

The Educational Excellence School Advisory Council has recommended that the principal allocate funding for a school tutoring program to assist low-achieving students

Student Support Services:

The Educational Excellence School Advisory Council has recommended the continued utilization of all possible assistance derived from student support services.

Other Matters of Resource Allocation:

The Educational Excellence School Advisory Council has recommended and approved purchasing of classroom computers as a communication avenue to the parents.

Benchmarking:

The Educational Excellence School Advisory Council has had ongoing discussions with the principal concerning test scores in the various areas of reading, mathematics, and writing.

School Safety & Discipline:



School Improvement Plan 2007-2008



The Educational Excellence School Advisory Council has recommended that the principal allocate funding for hiring extra security monitors and support personnel.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	0
Mathematics	0
Writing	0
Science	0
Parental Involvement	0
Discipline & Safety	0
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Total	0



School Improvement Plan 2007-2008



Date of Review: _____

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

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