

School Name and Number : 2781 - Kinloch Park Elementary School

School Performance Excellence Plan

Principal: Ana Casas

Telephone #: (305) 445-1351

High School Feeder Pattern: 7071 - Coral Gables Senior

Region: Region IV

Board District #: 5 - Mr. Frank J. Bolaños

Title I Budget and Waivers

This school is receiving Title I funding and its Title I Budget is appended to this document.

This school is currently operating under a waiver of state, school board, and/or labor contract mandate(s). The pertinent waiver(s) is/are appended to this document.



2002 - 2003 SCHOOL PERFORMANCE EXCELLENCE PLAN (SCHOOL IMPROVEMENT PLAN)

School Name: 2781 - Kinloch Park Elementary School

2002 School Performance Grade: A

Vision/Mission/Belief Statement(s):

VISION: The purpose of Kinloch Park Elementary School is to maximize the potential of each student and create a desire for life-long learning. Teachers, parents, and students will work together to foster an environment in which students are excited about learning and working at the peak of their abilities. We will challenge and inspire our children to become creative and critical thinkers. We will motivate our students to be problem solvers, who can work both independently and collaboratively. We expect students to take responsibility for their actions, respect one another, and make ethical choices.

MISSION: Kinloch Park Elementary School will ensure that each student participates in an educational program that facilitates academic and developmental growth. By providing activities that increase reading comprehension, the application of mathematical concepts, science processing skills and technology skills, Kinloch Park Elementary will empower students with important life skills, which in turn, allow students to become productive, contributing members of an increasingly diverse community.

Title I Schoolwide Program: Yes

Comprehensive School Reform Program: No

SACS Accreditation Process: No

School District Goals:

Goal I: School to Career

Focus: Students will be prepared for graduation, employment, postsecondary education, and to become responsible citizens and lifelong learners.

Objectives:

- Ia. Improve student achievement emphasizing reading, writing skills, mathematics, and science.
- Ib. Monitor and assess the implementation of standards for students in the areas of academic, career, and personal/social development.
- Ic. Expand opportunities for students to participate in cultural and physical fitness experiences.
- Id. Decrease the number of schools receiving "D" and "F" grades and increase the number of schools receiving "A" and "B" grades on the State's School Accountability Report.
- Ie. Integrate technology and its proficient use for all students and faculty into the instructional program to facilitate learning, with the intent of producing technologically skilled graduates.
- If. Enhance vocational/technical programs and adult education programs to meet the demands of business and industry.
- Ig. Broaden the scope of civic, law, and character education programs offered in the district to provide all students with necessary skills.
- Ih. Narrow the achievement gap between minority and non-minority students.
- Ii. Increase the number of students and adults who are bilingual and biliterate.
- Ij. Increase public educational choice options.

Goal II: Effective Learning Environment

Focus: Enhance the safety of students and staff, and increase the quality of the learning environment

Objectives:

- Ila. Reduce the percentage of incidents related to violence, weapons, drugs, vandalism, and truancy.
- Ilb. Strengthen counseling and academic programs for all at-risk students with particular emphasis placed on at-risk students located at alternative schools and juvenile justice centers.
- Ilc. Reduce school overcrowding.
- Ild. Increase skills, knowledge, and professionalism of school staff.
- Ile. Increase the number of educationally productive partnerships with the community.
- Ilf. Increase opportunities for parents and guardians to become active partners in achieving educational success for all students.
- Ilg. Promote the community focus of schools as neighborhood learning and cultural centers for both students and other members of the community

Goal III: Efficient Management Practices

Focus: Ensure that school system operations conform to the highest business and professional standards of effectiveness, ethics, and efficiency

Objectives:

- IIIa. Improve the financial planning and management process to ensure that resources are allocated and expended according to district needs and priorities.
- IIIb. Decrease the average duration of new construction, additions, and renovations and ensure that Capital Outlay programs/projects are completed within budget.
- IIIc. Improve the delivery of services such as maintenance, classroom materials, and transportation.
- IIId. Ensure that personnel maintain professional standards and effectively fulfill their assigned responsibilities.
- IIIe. Improve the perception of the Miami-Dade School District for various stakeholders.

School Profile/ Needs Assessment:

EXECUTIVE SUMMARY

Kinloch Park Elementary School

Kinloch Park Elementary School is a 77-year-old original building, plus 17 portables, which is currently running at a 200 percent utilization level. Our school is currently undergoing extensive upgrading to accommodate our school population of 898 students from pre-kindergarten through fifth grade, which has placed constraints on the learning process of our students. Eighty-nine percent of the students are eligible for free or reduced lunch. The student population is 96 percent Hispanic, two percent White, one percent Black, and one percent Asian. Additionally, 42 percent of students are LEP (Limited English Proficient). Of these identified LEP, students 33 percent are on Level 1, 17 percent on Level 2, 16 percent on Level 3, and 33 percent are on Level 4. Kinloch Park Elementary students have a high mobility index of 28 percent and a daily attendance rate of 94.5 percent. Daily parental involvement is minimal due to their limited English proficiency. Kinloch Park Elementary School has reviewed and evaluated information including Stanford Achievement Test (SAT-9) results, Florida Comprehensive Assessment Tool (FCAT) results, FCAT Writing Test, School Performance Excellence Plan outcomes from 2001-2002, county attendance records, and the Demographic and Academic Profile. Based on this information, Kinloch Park Elementary School and its Educational Excellence School Advisory Council (EESAC) have identified the objectives below for the 2002-2003 school year:

Given instruction using the Sunshine State Standards (SSS), the Competency Based Curriculum (CBC) and the Comprehensive Reading Plan, students in grades three through five will increase reading comprehension skills by a minimum of 63 percent scoring at or above FCAT Achievement Level 3, and 79 percent scoring in the lowest 25 percent making annual learning gains on the FCAT Reading Assessment administered in March 2003.

Given instruction in writing across the curriculum, students in grades one through five will increase writing proficiency as evidenced by a 50% increase in pre- and post- test scores using an on-site authorized writing assessment administered in the Fall of 2002 and Spring of 2003.

Given instruction using the Sunshine State Standards and the Competency Based Curriculum, students will increase their mathematics skills as evidenced by achievement of the following on the 2003 administration of the FCAT Mathematics Test: a minimum of 69 percent of students scoring at or above FCAT Achievement Level 3; and a minimum of 85 percent of students making learning gains.

Given instruction using the Sunshine State Standards and the Competency Based Curriculum, students in grades two through five will increase science process skills, as evidenced by a 10% increase in pre- and post- test scores using an on-site selected assessment administered in the fall of 2002 and spring of 2003.

In order to successfully attain these objectives, strategies have been suggested and planned by all of the school's stakeholders. Strategies to be implemented include: Comprehensive Reading Plan, Accelerated Reader Program, Young Author's Fair, Science Fair, County Geography Bee, Spelling Bee, Math Bowl, Parent Workshops, Science Engineering Communications Mathematics Enhancement (SECME), Success Maker reading and mathematics software program, Intensive Care Unit, training of community volunteers, professional development inservices for teachers, and continuous monitoring of the School Performance Excellence Plan (PEP).

The objectives and strategies of this Performance Excellence Plan will complement our mission to address the educational and social needs of each child and enable us to increase students' scores in reading, writing, mathematics, and science by the year 2003.

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

1. ENVIRONMENT

1.1 Pedagogy

This item explores the teaching process at the school, including programs, services, and delivery systems.

Kinloch Park Elementary School provides basic educational services based on the Sunshine State Standards and Competency-Based Curriculum to students in grades Pre-k through five. The school has resource classrooms for students who qualify for Exceptional Student Education (ESE) and Gifted programs. In addition to resource classrooms, there is a self-contained program for Varying Exceptionalities (VE) students and two Inclusion classrooms to service fourth and fifth grade ESE students. There are classrooms that service identified students to participate in the Teaching Enrichment Activities to Minorities (TEAM) program in grades two through five and the Advanced Academic Excellence Program (AEP) in grades three through five. The identification of and the intervention strategies for potential drop-out students are a major concern of Kinloch Park Elementary School. Our school has implemented the M-DCPS comprehensive plan that allows at-risk students in grades four through five an opportunity to continue their education. The students in this program receive specialized instruction, behavioral strategies, and weekly counseling. Our school also offers an Extended Foreign Language (EFL) program in two kindergarten classrooms and two first grade classrooms. Students in the EFL program receive bilingual instruction in English and Spanish. General instruction is provided in traditional classroom settings and is enhanced through computer-based activities in grades two through five.

1.2 Culture

This item explores the culture of the school, included are the vision, mission, and core values of the school.

Vision:

The purpose of Kinloch Park Elementary School is to maximize the potential of each student and create a desire for life-long learning.

Mission:

Kinloch Park Elementary School will ensure that each student participates in an educational program that facilitates academic and developmental growth. By providing activities that increase reading comprehension, the application of mathematical concepts, science processing skills, and technology skills. Kinloch Park Elementary will empower the students with important life skills, which in turn, allow students to become productive, contributing members of an increasingly diverse community.

Core Values:

Kinloch Park Elementary School holds the following beliefs as the motivation for all endeavors undertaken by the school:

- 1.) We are dedicated to quality of service, quality of relationships, and quality of communications.
- 2.) We believe that we should be a place of realized potential for students, teachers, and parents.
- 3.) We believe that our responsibility is to our students, to our employees, to the community, and to the society that we serve.

1.3 Human Resources

This item describes the people who carry out the work of the school.

Kinloch Park Elementary school employs a total of 81 full-time staff members and 25 part-time staff members. Of this group, two are administrators, 36 are classroom teachers, five are exceptional student teachers, one is a guidance counselor, two are resource teachers, one reading leader, one is the media-specialist, 11 are special area teachers, one is a pool substitute, one is the microsystem technician, 11 are full time classroom paraprofessionals, one is a Parent Outreach Specialist, three are office staff personnel, one is the cafeteria manager, and four are custodial service workers. Of the part-time staff, nine are paraprofessionals, 12 are cafeteria workers, and four are security monitors.

1.4 Building Resources

This item explores budgetary commitments for facilities, technologies, and equipment.

Kinloch Park Elementary School is located in central Miami-Dade County at 4275 N.W. 1st Street. The original building, built in 1925, has 13 classrooms, a main office, cafeteria/auditorium, and restrooms. A two-story hexagon-shaped building, adjacent to the main building, currently houses the Media Center, teacher's lounge, and three classrooms. Additionally, a one-story building with six classrooms and a male and female restroom were added. All of these structures have

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

been retro-wired to provide Internet and Intranet access to all of these classrooms. The Media Center houses a state of the art closed-circuit television system and Internet access via 10 of its computer stations. The school has recently purchased new equipment to support the growing technological needs. These include 16 computers, eight printers, 16 headphones, and four software programs. On the main campus, there are seven portables. Across 43rd Avenue, there are 10 portables, a building with two classrooms, offices, and restrooms, and the Physical Education shed and office. Currently, the school is undergoing major renovations to accommodate the growing needs of the school and update outdated facilities.

1.5 Constraints

This item explores standards, laws, and rules that strongly influence the school to take action.

Kinloch Park Elementary School adheres to a policy of nondiscrimination in educational programs/activities and employment and strives affirmatively to provide equal opportunity for all. Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal Law) and Section 295.07 (Florida Statutes), which stipulate categorical preferences for employment. Additionally, the school is in compliance with all OSHA and environmental requirements.

The school adheres to the policies and procedures that assure equal access in employment, educational programs, and activities, as stated in the School Board rules.

Hostile treatment or violence against a student, teacher, or other employee because of his or her gender, race, color, religion, ethnic or national origin, political beliefs, marital status, age, sexual orientation, social and family background, linguistic preference, or disability will not be tolerated.

The school is subject to the requirements of the Florida Department of Education and Florida's High-Quality Education System, including the implementation of programs addressing the requirements of the Sunshine State Standards. In addition, the school implements the District's Competency-Based Curriculum.

2. RELATIONSHIPS

2.1 Student

This item explores the unique requirements, expectations, and needs of the key student groups.

Kinloch Park Elementary School serves 898 students from the surrounding neighborhood, including standard curriculum students (47 percent), ESE students (seven percent), ESOL students (46 percent), and economically disadvantaged students (89 percent). The ethnic/racial makeup of the student population is 96 percent Hispanic, two percent White, one percent Asian, and one percent African-American. The mobility rate of the school is 28 percent.

Because of the relatively low income bracket of the area surrounding the school, the students are in need of support to secure the basic resources that will enable them to participate fully in the life of the community. The PTA group and the Parent Outreach Program (POP) 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 extensive re-direction of unproductive behaviors, which is the responsibility of the school counselor and the members of the Child Study Team.

2.2 Stakeholder

This item explores the unique requirements, expectations, and needs of the key stakeholder groups, including parents/caregivers and the surrounding community/businesses.

Kinloch Park Elementary School strives to link with the community in several ways. Past events have taken the form of monthly seminars, cooperative partnering with mentors and volunteers, and teacher provided workshops. This allows the school to keep up with the changing needs of the changing community that surrounds it.

The parents of many of our students are employed in low-level jobs which provide only the basic needs of shelter and food. Their lives and those of their students need to be enhanced through governmental assistance and by the provision of services at the school site such as parenting skills education and basic literacy classes, including computer literacy.

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

2.3 Human Resources

This item explores the unique requirements, expectations, and needs of the faculty and staff.

The United Teachers of Dade and the School Board negotiate the benefits package enjoyed by employees of Kinloch Park Elementary School. This package includes a comprehensive health component, as well as standard insurance and other selected benefits.

The faculty and staff at Kinloch Park Elementary are given their choice of professional development programs that are provided by the District. The option exists to attend fee-paid trainings, conferences, and workshops that are in alignment with the goals of the school.

Outstanding contributions to the progress of the school are acknowledged over the public address system as the occasions arise. Additionally, the weekly newsletter highlights notable activities of faculty and staff. At the end of each year, the employees gather for an annual luncheon at which employees are recognized for their unique contributions to the school.

Results of the School Climate Survey indicate that staff morale is fair and that, in general, Kinloch Park Elementary is thought of as a good place to work.

2.4 Supplier and Partner

This item explores the unique requirements, expectations, and needs of the key supplier groups, including providers of goods and services such as social services, food, transportation, and key partners such as other schools, workforce connections, and community connections.

Kinloch Park Elementary School enjoys a collaborative relationship with Florida International University, Miami-Dade Community College, Barry University, and Nova-Southeastern University. Students from the colleges and universities provide tutoring and mentoring for Kinloch Park's students through the America Reads' Program and other programs. Furthermore, Kinloch Park's teachers provide supervision to interns from these local universities. Almost all students leaving Kinloch Park Elementary after fifth grade attend Kinloch Park Middle School. Our staff works closely with Kinloch Park Middle School on articulation issues to ensure that entering sixth graders are prepared with the background they need to be successful in middle school. A before- and after-care program is provided at the school-site for Kinloch Park's students. Kinloch Park Elementary School maintains a committee to address stakeholder needs such as purchasing procedures and social service agency requirements.

3. COMPETITION

3.1 Position:

This item explores the competitive position and explores the factors which strongly influence students to enroll at this school instead of a competing school.

Enrollment at Kinloch Park Elementary School had increased by five percent over the past five years. Currently, the enrollment is lower than was projected. The Florida Department of Education grades Kinloch Park as an "A" school. Kinloch Park is proud of its recent awards and distinctions at the Young Author's Writing Fair and the Second Place Math Bowl finish at the Annual SECME Festival.

3.2 Competitors

This item explores the alternate schools available to students.

Several private and charter schools are within or close to the boundaries of Kinloch Park Elementary School. These include the Lincoln Marti School, La Progresiva School, and St. Michael's Catholic Church School. All of these institutions have been approved to receive vouchers from the Florida Department of Education, should the students at Kinloch Park Elementary become eligible.

3.3 Mode

This item explores the Critical Success Factors for the areas identified by the school as being essential to the achievement of the vision/mission of the school.

Kinloch Park Elementary School enjoys a collaborative system of leadership that includes representatives from all stakeholder groups on its primary decision-making group, the Educational Excellence School Advisory Council (EESAC). Leaders in the school provide the technical support and professional and personal growth opportunities that stakeholders need in order to make informed decisions. Innovation is encouraged, and new concepts are given every opportunity to succeed.

School Profile/ Needs Assessment: (continued)

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Kinloch Park Elementary School provides a student-centered approach to guarantee quality educational experiences for its students. In facilitating this approach, input from all stakeholders is considered an essential part of program improvement. This ongoing communication between the school leadership team and the stakeholders enables the faculty to provide educational programs that are tailored to students' needs.

Offering support to the parents and students of Kinloch Park Elementary School, beyond the general curriculum, is crucial to the success of the school. Therefore, the PTA has become a stronger partner with the school faculty. Students need access to a strong system of mentoring to address academic deficits and behavioral issues. Parents are in need of basic literacy skills, computer skills, parenting skills, and access to social services and governmental resources. In order to provide for these needs, Kinloch Park has instituted parent workshops, tutoring, and mentoring programs for students.

3.4 Dynamics

This item explores the changing threats and opportunities to which the school must respond.

Enrollment at Kinloch Park Elementary School has remained relatively stable over the past three years. But currently, the enrollment is lower than projected. The EESAC has determined that the increase in the number and types of competing schools in the neighborhood is a potential threat to the enrollment of students at Kinloch Park Elementary School.

4. CHALLENGES

4.1 Learning

This item explores the challenges the school faces in providing educational activities that result in student learning.

Kinloch Park Elementary School has identified several issues concerning challenges in learning. Kinloch Park's students are highly mobile and frequently miss days of school. Many students seem reluctant to spend the time outside of the classroom that is needed to master new skills and to retain competence in skills already taught. Only seven percent of the students have access to e-communications at home. Informal teacher and parent observations indicate a lack of connection between the activities of the students at school and the skills specific careers require. Career orientation and school-to-career activities are a priority at our school. Home visits indicate that a majority of families are dependent upon services of government and faith-based organizations for assistance in providing for the basic needs of the students. Many of these families have migrated to our school community from other countries. The most current challenge, the construction and renovations being made at the school site has limited options regarding educational activities normally done outside the classroom.

4.2 Faculty

This item explores the challenges the school faces in ensuring the quality of teachers, providing for the satisfaction of the faculty, and the challenges the school faces in the delivery of educational programs.

Kinloch Park Elementary's Faculty has an average yearly teaching experience of 15.9 years compared with the District average of 11.7 years. Our faculty sees the importance of continuing education. Thirty-four and a half percent have Master's Degrees and 9.1 percent have Specialist degrees. Kinloch Park Elementary School has identified several challenges in relationships with faculty. Results of the School Climate Survey given to faculty indicate that teachers at Kinloch Park Elementary School feel overloaded and overwhelmed while working at our school. Teachers have since recognized that the hard work and after school hours has paid off as shown in the 2002 test scores. The results of the School Climate Survey also indicate that staff morale is fair.

4.3 Operational and External Forces

This item explores the challenges the school faces in internal daily operations and in interactions with the surrounding community.

Kinloch Park Elementary School has identified several issues concerning challenges in relationships with internal operations and external forces. The first is the turnaround time in our communications with parents and the community. Second, the increased influx of immigrant students creates a language barrier between some faculty and staff and the external public.

4.4 Process Improvement

This item explores the challenges the school faces in improving educational program design, student support services, operational and strategic planning processes, cycle time, data usage, and organizational learning.

Kinloch Park Elementary School has identified issues concerning challenges in process improvement. First, student scores on the FCAT reading test indicate that 25 percent of students are scoring on FCAT Achievement Level 1 and nine percent on Level 2. Additionally, many students are functioning below grade-

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

level expectations, as evidenced by the results of the Scholastic Reading Inventory (SRI) Test. Also, data describing collaborative efforts of various committees throughout the school are available through the administrators.

5. IMPROVEMENT

5.1 Education Design and Support Processes

This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.1 Learning.

Kinloch Park Elementary School has identified several issues concerning improvement in education design and support process improvement. Among these, Kinloch Park's students are highly mobile and frequently miss days of school.

In order to address this need, Kinloch will implement an incentive program that will reward classrooms with 100 percent attendance. Also, the homeroom classes with perfect attendance will be announced on the daily closed-circuit news (WKPE). In severe instances, we utilize the Truancy Intervention Program (TIPS).

Administrators and teachers will constantly remind parents and students on the importance of attending school daily to utilize fully the opportunities provided by the school.

Many students seem reluctant to spend the time outside of the classroom that is needed to master new skills and to retain competence in skills already instructed.

In order to address this need, Kinloch Park teachers stress in their day to day lessons the importance of each student being successful in his or her academic endeavors to attain the skills specific careers require. We offer our students after school tutorial, Academic Excellence Program (AEP), Teaching Enrichment Activities to Minorities (TEAM), Extended Foreign Language Program (EFLP) and Alternative Education to help increase mastery of necessary skills. Florida Future Educators of American (FFEA), Student Council, and WKPE-TV broadcasting are available to foster a connection between school and careers. Kinloch Park implements a School-To-Career program and a Multicultural Fair headed by the guidance counselor.

5.2 Education Delivery Process

This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.2 Faculty.

Kinloch Park Elementary School has identified several issues concerning improvement in the Education Delivery process. Among these is the results of the School Climate Survey, which indicate that teachers at our school feel overloaded and overwhelmed. In order to address this need, Kinloch Park will survey staff regarding personal and professional development opportunities needed and ways in which additional support could be offered. The administration will then contact the Teacher Education Center (TEC) to arrange for on-site classes meeting the needs of the teachers. Additional needs identified in the survey will be dealt with on an individual basis.

Teachers are encouraged to use instructional techniques to engage the students to actively participate in their own learning. Technology, hands-on activities, and innovative lessons will help facilitate more active participation.

In order to address this need, Kinloch Park will provide opportunities for teachers to collaboratively share their effective instructional strategies and critical thinking skills.

5.3 Operational and External Forces Processes

This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.3 Operational and External Forces.

Kinloch Elementary School has identified several issues concerning challenges in improving relationships with internal operations and external forces. First is the challenge with the turnaround time in our communications with parents and the community. In order to address this issue, Kinloch Park Elementary School's dedicated group of professionals will work collaboratively with the PTA and the EESAC to create a monthly newsletter, both in English and Spanish, to keep parents and community members informed of important issues and events at our school. The second challenge facing the relationship between internal operations and external forces is the language barrier that exists between some of our faculty and staff members and the growing number of immigrant students and families in the community. This need will be addressed by creating a bilingual team who will assist teachers in communicating with parents when a language barrier exists. Additionally, with the help of the Parent Outreach Program (POP) personnel, workshops can be offered in Spanish to parents and community members to help them understand the functions of the school, how they can get involved, and how they can help our students. Currently our school is undergoing extensive renovations and additions to accommodate our student population, therefore providing space to reduce class size. Our technology

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

department should complete the networking of 100 percent of our classrooms this school year. This will ensure that all our students are experienced in the technological advances needed in today's business world.

5.4 Organizational Processes

This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.4 Process Improvement.

Kinloch Park Elementary School has identified several issues concerning challenges in process improvement. Although great improvement has been noted, we acknowledge the fact that student scores on the FCAT reading test indicate that 25 percent are scoring on FCAT Achievement Level 1, nine percent are on Level 2 and according to the SRI, many students are reading below grade-level.

In order to address this need, Kinloch Park will partner with the Region and District to provide training to selected teachers in successful remedial strategies. The Special Area teachers will receive training in cross-curricular pedagogy that supports reading instruction in all subject areas. Targeted students will be provided with tutorial opportunities. Data will be collected on students involved in these efforts, and will be analyzed to determine the most effective methods, and these will be implemented on a larger scale. Data describing collaborative efforts of Kinloch Park Elementary's various committees are available through the school administrators. Kinloch Park will continue to collect data regarding opportunities for collaboration from each grade group.

Data describing collaborative efforts of Kinloch Park Elementary's various committees is not available. In order to address this need, Kinloch Park will begin collecting data regarding opportunities for collaboration from each grade group. This data will be aggregated and distributed to all faculty for input. The more effective efforts will be duplicated across the entire Kinloch Park population.

School Profile/ Needs Assessment: (continued)

MAJOR PROGRAMS

Reading

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
Alternative Education	Fourth and Fifth grade selected students	Sep. '90
Academic Excellence Program (AEP)	Fourth and Fifth grade selected students	Oct. '90
Competency Based Curriculum (CBC)	Kindergarten through Fifth	Sep. '92
Book-It Programs	First through Fifth	Oct. '94
America Reads	First grade	Sep. '96
Accelerated Reader	Second through Fifth	Sep. '97
Comprehensive Reading Plan	Kindergarten through Fifth	Sep. '98
Computer Curriculum Corporation® (CCC) Successmaker	Third to Fifth grades	Sep. '99
Waterford Early Reading Program (WERP)	Kindergarten students	Sep. '99

Writing

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
Alternative Education	Fourth and Fifth grade selected students	Sep. '90
Academic Excellence Program (AEP)	Fourth and Fifth grade selected students	Oct. '90
America Reads	First grade	Sep. '96
Competency Based Curriculum (CBC)	Kindergarten through Fifth grade	Sep. '99
Extended Foreign Language Program	Kindergarten, selected students	Sep. '01

Mathematics

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
Academic Excellence Program (AEP)	Fourth and Fifth grade selected students	Sep. '90
Competency Based Curriculum (CBC)	Kindergarten through Fifth grade	Sep. '92
Computer Curriculum Corporation® (CCC) Successmaker	Third through Fifth grade	Sep. '98
Sunshine State Standards (SSS)	First through Fifth grade	Sep. '99

School Profile/ Needs Assessment: (continued)

MAJOR PROGRAMS

Mathematics

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
SECME/SECME RISE	Fourth and Fifth grade selected students	Sep. '00

Science

PROGRAM	STUDENT LEVEL	DATE INITIATED
Biscayne Nature Center for Environmental Education (BNCEE)	Fourth and Fifth grade	Sep. '91
Competency Based Curriculum (CBC)	Kindergarten through Fifth grade	Sep. '92
Full Option Science Systems (FOSS)	Third through Fifth	Sep. '95
Science Television (Sci TV)	Fifth grade	Sep. '97
SECME/SECME RISE	Fourth and Fifth grade selected student	Sep. '99
Sunshine State Standards (SSS)	First through Fifth grade	Sep. '99

School Profile/ Needs Assessment: (continued)

PROFESSIONAL DEVELOPMENT

Provided or in Progress in the Area of Reading Instruction

TRAINING	NUMBER TRAINED	DATE
FCAT	27	Jan. 08, '01
Reading Leaders	2	Jan. 11, '01
CRISS	15	Jan. 18, '01
CRISS	15	Jan. 25, '01
CRISS	15	Feb. 01, '01
Newspaper usage to Promote Reading	1	Apr. 20, '01
Newspaper Usage to Promote Reading	1	Apr. 23, '01
Reading	2	May 08, '01

Provided or in Progress in the Area of Writing Instruction

TRAINING	NUMBER TRAINED	DATE
Write Time For Kids	1	Oct. 10, '01

Provided or in Progress in the Area of Mathematics Instruction

TRAINING	NUMBER TRAINED	DATE
Mathematic in Context	2	Jan. 04, '01
Math-Primary (EPDP)	1	Jan. 09, '01
Math-Primary (EPDP)	1	Jan. 16, '01
Mathematics in Context	2	Jan. 18, '01
Mathematics in Context	1	Jan. 23, '01
Math-Primary (EPDP)	1	Jan. 30, '01

School Profile/ Needs Assessment: (continued)

PROFESSIONAL DEVELOPMENT

Provided or in Progress in the Area of Science Instruction

TRAINING	NUMBER TRAINED	DATE
Science and Math Workshop	4	Aug. 26, '01
Staff Development Session of the Implementation of the Simulations Component in the Academic Excellence Program (AEP)	2	Oct. 16, '01
SECME	1	Nov. 06, '01
Build It	1	Dec. 20, '01
HIV/AIDS Curriculum Inservice Program	1	Jan. 09, '02
HIV/AIDS Curriculum Inservice Program	1	Jan. 09, '01
"HELP"	1	Mar. 15, '02
"HELP"	1	Apr. 16, '02
Equity in Mathematics and Science Cadre of Educators	1	Apr. 14, '01
HIV/AIDS Curriculum Inservice Program	1	May 29, '01
HIV/AIDS Resource Teacher Training	1	May 31, '01

Other Professional Development Provided or in Progress

TRAINING	NUMBER TRAINED	DATE
Second Grade Best Practices	1	Jan. 06, '01
Title I Chess	1	Jan. 11, '01
Second Grade Best Practices	1	Jan. 16, '01
Kindergarten staff development	1	Jan. 16, '01
Designing effective communication K-5	1	Jan. 17, '01
Second Grade Best Practices	1	Jan. 20, '01
Professional Development	3	Jan. 22, '01
Kindergarten Staff Development	1	Jan. 23, '01
Designing Effective Communication K-5	1	Jan. 25, '01
Second Grade Best Practices	1	Jan. 25, '01
Kindergarten Staff Development	1	Jan. 30, '01
Second Grade Best Practices	1	Feb. 03, '01

School Profile/ Needs Assessment: (continued)

PROFESSIONAL DEVELOPMENT

Other Professional Development Provided or in Progress

TRAINING	NUMBER TRAINED	DATE
Advance Grant Writing	3	Feb. 13, '01
South Florida Thinking Skills	5	Mar. 22, '01
South Florida Thinking Skills	2	Mar. 23, '01
Individual Education Plan	4	Apr. 03, '01
Interdisciplinary Units	2	Apr. 18, '01
2001 School-to-Career	2	Apr. 19, '01
Professional Development	1	Apr. 23, '01
Functional Assessment Behavior	1	Apr. 25, '01
Functional Assessment Behavior	1	Apr. 26, '01

School Profile/ Needs Assessment: (continued)

OVERALL ANALYSIS OF ASSISTANCE PROVIDED BY EESAC

The following information will explain how the EESAC has assisted in the preparation of the School PEP relative to the following issues:

Budget:

The principal provided information to EESAC members in reference to the School's Budget. An overview was given on the school's discretionary and Title I funds. Funds will be utilized throughout the school, as needed, where they will have the greatest impact on student performance.

Training:

Teachers have attended trainings in FCAT Math, Reading, Writing and the Comprehensive Reading Plan. Staff members provided input on the type of inservices needed for Technology and PACES.

Instructional Materials:

The EESAC has made several suggestions of instructional materials needed to enhance curriculum. These include monies needed to improve our media services, music program, technology, and FCAT enhancement materials.

Technology:

Technology is infused in the curriculum in several ways. Students at Kinloch Park Elementary use programs such as: Accelerated Reader, STAR, Waterford, Jump-Start, Josten's, Success Maker, and others. Additionally, students use the Internet as a research tool, along with software like electronic encyclopedias.

Staffing:

The EESAC has recommended additional paraprofessionals to help with FCAT tutoring and promote a better learning environment for the students. The EESAC has also selected two members to serve on the Interviewing Committee in order to provide input on the selection of new faculty and staff members.

Student Support Services:

The EESAC supports the continued involvement of staff members in all LEP meetings, Child Study Team (CST) meetings, and staffings. The school counselor meets with individual teachers and students on a regular basis, as well as whole-group classes. Outside counseling services are provided for those students who qualify.

School Safety and Discipline:

The EESAC has recommended several programs that will contribute to the safety and discipline of our school. These include: additional Security Staff for the school, Safety Patrols, and the Do the Right Thing Program. Furthermore, two members of the EESAC will serve on the Crisis Management Team.

Other Matters of Resource Allocation:

The EESAC ensures that the school-site provides parent training to support at-home student instruction in academic areas. The EESAC also continues to be involved in improving student achievement. The EESAC meets on a quarterly basis with grade level chairs to discuss progress being made in the classroom and effective strategies being used to improve student achievement. In addition, the EESAC encourages members to apply for grants, including: teacher mini-grants, the Challenge Grant, HOSTS Grant, and other grants that focus on improving content-area instruction.

Benchmarking:

The EESAC has assisted in the process of identifying, sharing, and using knowledge and best practices at the school site. For example, the EESAC provides input on instructional materials needed throughout the school and makes suggestions for the selection of books, software and other material.

School Profile/ Needs Assessment: (continued)

TITLE I ASSESSMENT ISSUES

Parent Involvement

Kinloch Park Elementary School is committed to increasing parental involvement and helping parents feel welcomed at our school. School-wide activities, such as, Open House, American Education Week, Science Fair and Young Author's Fair provide opportunities for parental involvement. In addition, numerous workshops were held for parents during the 2001-2002 school year, with excellent participation from parents. Kinloch Park Elementary hopes to provide similar activities this year and will focus on increased involvement and attendance.

Family Literacy

Throughout the 2001-2002 school year, several family literacy activities were conducted at Kinloch Park Elementary. These workshops included parenting skills, child development concerns, and family reading activities. Additionally, computer literacy and methods for parents to help increase their child's academic achievement were presented.

School Climate

The School Climate Survey Summary Report for 2001-2002 indicated that teachers, students, and parents feel that the overall climate of the school is positive. Areas in which respondents felt very comfortable were: school safety, instructional leadership, home-school relations, and effectiveness of teachers.

Health Services

Health-related information and workshops are offered to students, parents, and staff. Kinloch Park Elementary School provides health services through referrals to outside agencies. A nurse comes to the school, twice a week. The health and well being of our school-community is one of our greatest priorities.

School Data Summary: (compare the last 4 years, if available)

ACCOUNTABILITY DATA

School Performance Grades

2001-2002	2000-2001	1999-2000	1998-1999
A	D	D	D

2001-2002 Results	Reading	Math	Writing	Grade Points
% Meeting High Standards	58	64	77	199
% Making Learning Gains	66	80		146
Adequate Progress of Lowest 25% in the school?	74			74
Total School Grade Points	198	144	77	419

FCAT Sunshine State Standards (SSS) (all curriculum groups)

Grade Level: 03

Year	Number of students tested	Mean Score	Reading					Mathematics						
			1	2	3	4	5	Number of students tested	Mean Score	1	2	3	4	5
2001-2002	146	289	30	8	35	25	3	147	306	18	16	38	26	2
2000-2001	169	264						175	279					

School Data Summary: (compare the last 4 years, if available)

FCAT Sunshine State Standards (SSS) (all curriculum groups)

Grade Level: 04

Year	Reading							Mathematics						
	Number of students tested	Mean Score	1	2	3	4	5	Number of students tested	Mean Score	1	2	3	4	5
2001-2002	175	271	45	18	19	15	3	181	280	33	25	33	8	2
2000-2001	158	259	57	16	18	6	3	155	258					
1999-2000	156	250	61	13	19	7	0							
1998-1999	158	263	53	20	21	5	1							

Grade Level: 05

Year	Reading							Mathematics						
	Number of students tested	Mean Score	1	2	3	4	5	Number of students tested	Mean Score	1	2	3	4	5
2001-2002	148	263	44	17	26	11	3	148	313	27	27	22	18	5
2000-2001	162	241						158	311	25	40	11	20	4
1999-2000								176	293	43	27	19	9	3
1998-1999								130	262	58	32	8	2	0

School Data Summary: (compare the last 4 years, if available)

FCAT Writing (all curriculum groups)

Grade Level: 04

Test Prompt: Combined

Year	Number of students	Mean Score	Percent of Students in Each Score										
			1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0
2001-2002	177	3.1	2	1	5	6	26	10	23	6	10	1	0
2000-2001	158	3	2	3	11	3	26	16	20	4	5	1	1
1999-2000	157	2.8	9	2	20	8	29	12	11	5	1	0	0
1998-1999	153	3	4	2	16	12	33	16	12	5	0	0	0

Test Prompt: Expository

Year	Number of students	Mean Score	Percent of Students in Each Score										
			1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0
2001-2002	87	3	0	1	9	6	32	9	15	6	8	2	0
2000-2001	81	3.1	0	6	12	2	20	14	27	4	5	2	0
1999-2000	79	2.8	10	3	20	6	30	10	11	6	1	0	0
1998-1999	78	2.8	5	3	18	14	35	14	10	1	0	0	0

Test Prompt: Narrative

Year	Number of students	Mean Score	Percent of Students in Each Score										
			1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0
2001-2002	90	3.2	4	1	0	6	20	11	31	6	11	0	0
2000-2001	77	2.9	4	0	9	3	32	18	12	5	5	0	1
1999-2000	78	2.8	8	1	21	10	28	14	12	4	1	0	0
1998-1999	75	3.1	3	1	13	9	32	19	15	8	0	0	0

School Name: Kinloch Park Elementary School

District Name: Miami-Dade County Public Schools

Performance Grade: A

School Performance Excellence Goal: # 1 : Reading

Aligns with District Goal #: 1 2 3

State Goal #: 3

National Goal #: N/A

Other : See below

Principles of School Performance Excellence

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
(x)	(x)	(x)	(x)	(x)	(x)	(x)

Needs Assessment

Results of the 2002 FCAT Reading Assessment indicate that 58 percent of students have met the state required mastery level, 66 percent have made annual learning gains and 74 percent out of the required 50 percent of students scoring in the lowest 25 percent have made annual learning gains.

Objective

Given instruction using the Sunshine State Standards (SSS), the Competency Based Curriculum (CBC) and the Comprehensive Reading Plan, students in grades three through five will increase reading comprehension skills by a minimum of 63 percent scoring at or above FCAT Achievement Level 3, and 79 percent scoring in the lowest 25 percent making annual learning gains on the FCAT Reading Assessment administered in March 2003.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if 63 percent of the students reach the required mastery level and if 79 percent scoring in the lowest 25 percent make annual learning gains.

Evaluation:

This objective will be evaluated by scores of the 2003 FCAT Reading Assessment Test. Quarterly reports will provide formative assessments which will be used to monitor progress towards the objective.

SAC members involved in the development of this objective:

Names:	Names:	Names:
Smith, Errolee P	Vazquez, Ignacio	Bordon, Maria
Plyler, Mary	Quinones, Sylvia	Perez-Rios, Violi M
Gardner, Barbara		

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Provide students at each grade level with School-To-Career experiences that will develop the necessary job ethic of individual responsibility through the maintenance of a reading log.	Teachers, *Media Specialist, Counselor	Library Books, computers, Reading software programs	Sep. '02	Jun. '03
2 . Implement the America Reads program in first grade; and the Comprehensive Reading Plan to diagnose and accelerate the reading performance of all students.	Teachers, *Reading Leader, Assistant Principal	America Reads Tutor, Reading Software Programs, literacy based/enhancementBooks, Trade Books	Sep. '02	Jun. '03
3 . Implement the Accelerated Reader and Standardized Test of Reading (STAR) program in grades two through five, the Waterford Early Reading Program in Kindergarten and SuccessMaker Reading Program in fourth grade.	Teachers, *Reading Leader, Assistant Principal	Computers, Accelerated Reader Books, Accelerated Reader ProgramVideos, little books, Early Waterford Computer Program, Successmaker Software Program	Sep. '02	Jun. '03
4 . Implement the FCAT Enhancement Program in third through fifth grade, using paraprofessionals and tutors to help low-achieving students; provide FCAT preparation materials.	Principal,* Reading Leader, Teachers, Paraprofessionals	Literacy Enhancement Workbooks such as STARS and CARS, Tutors, paraprofessionals, task cards	Sep. '02	Jun. '03
5 . Assist parents by providing reading workshops, focusing on improving student achievement, attendance, and family literacy.	Principal, Assistant Principal, *Reading Leader	Library Books, Reading Logs	Sep. '02	Jun. '03
6 . Provide students with reading enrichment through the use of The Miami Herald, Scholastic News, Junior Great Books series, Scholastic Books, and others.	Teachers, *Media Specialist	The Miami Herald All books listed; books of all reading genres, Junior Great Books, and Harcourt Brace text.	Sep. '02	Jun. '03
7 . To facilitate effective literacy instruction, provide staff development reading inservices related to SSS strands and CBC.	Principal, *Assistant Principal, Reading Leader	Supplemental classroom resources	Sep. '02	Jun. '03

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE). All staff members will participate in the implementation of this plan.

School Name: Kinloch Park Elementary School

District Name: Miami-Dade County Public Schools

Performance Grade: A

School Performance Excellence Goal: # 2 : Writing

Aligns with District Goal #: 1 2

State Goal #: 3

National Goal #: N/A

Other : See below

Principles of School Performance Excellence

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
(x)	(x)	(x)	(x)	(x)	(x)	(x)

Needs Assessment

Results of the 2002 FCAT Writes Assessment indicate that 77 percent of students have met the state required mastery level.

Objective

Given instruction in writing across the curriculum, students in grades one through five will increase writing proficiency as evidenced by a 50% increase in pre- and post- test scores using an on-site authorized writing assessment administered in the Fall of 2002 and Spring of 2003.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if 50% of the students reach the state required mastery level.

Evaluation:

The objective will be evaluated by scores of the on-site writing assessment. Quarterly reports will provide formative assessment which will be utilized to monitor progress towards the objective.

SAC members involved in the development of this objective:

Names:		Names:		Names:	
Bordon, Maria	Gardner, Barbara	Perez-Rios, Violi M			
Smith, Errolee P	Plyler, Mary	Quinones, Sylvia			
Vazquez, Ignacio					

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Provide writing prompts on School-to-Career topics across all grade levels as a means for all students to discover occupational interests.	*Teachers, Counselor	Library books, internet access, videos, guest speakers	Sep. '02	Jun. '03
2 . Participate in region, district, and national essay and poetry contests to encourage student writing and to exhibit writing samples in English and in Spanish at the Youth Fair Exhibition, Youth Author's Writing Contest, evaluated using a rubric.	*Principal, *Assistant Principal, Teachers	Writing workshops, student writing presentations, computer, internet, audio-visual equipment, student made books and poems displayed in Media Center.	Sep. '02	Jun. '03
3 . Encourage students to publish writing samples using technology.	*Teachers, Assistant Principal	Computers, student made books published and displayed in Media Center, student writing presentations	Sep. '02	Jun. '03
4 . Ensure the display of student's writing in classroom journals and provide opportunities for students to publish books that will be part of the school library collection.	*Teachers, Assistant Principal, Media Specialist	Graphic organizers, school wide bulletin boards; Student created books; access to media center, Young Author's Contest	Sep. '02	Jun. '03
5 . Implement and monitor a structured writing program which addresses both expository and narrative writing in grades 1-5.	Teachers, Assistant Principal, *Reading Leader	graphic organizers, writing workshops	Sep. '02	Jun. '03
6 . Provide staff development workshops in writing implementing Criss strategies.	Principal, *Assistant Principal, Teachers	Supplemental materials	Sep. '02	Jun. '03
7 . Implement a non-fictional reading and writing program in grades two and three to create newsletter.	*Teachers, Reading Leader	Graphic Organizers, supplemental reading and writing materials, Scholastic News	Sep. '02	Jun. '03

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE). All staff members will participate in the implementation of this plan.

School Name: Kinloch Park Elementary School

District Name: Miami-Dade County Public Schools

Performance Grade: A

School Performance Excellence Goal: # 3 : Mathematics

Aligns with District Goal #: 1 2

State Goal #: 3

National Goal #: N/A

Other : See below

Principles of School Performance Excellence

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
(x)	(x)	(x)	(x)	(x)	(x)	(x)

Needs Assessment

Results of the 2002 FCAT Mathematics Assessment indicate that 64 percent of students have met the state required mastery level and 80 percent have made annual learning gains.

Objective

Given instruction using the Sunshine State Standards and the Competency Based Curriculum, students will increase their mathematics skills as evidenced by achievement of the following on the 2003 administration of the FCAT Mathematics Test: a minimum of 69 percent of students scoring at or above FCAT Achievement Level 3; and a minimum of 85 percent of students making learning gains.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if a minimum of 69 percent of the students score at or above FCAT Achievement Level 3; and a minimum of 85 percent of the students make learning gains.

Evaluation:

This objective will be evaluated by scores of the 2003 FCAT Mathematics Assessment. Quarterly reports will provide formative assessment which will be used to monitor progress toward the objective.

SAC members involved in the development of this objective:

Names:	Names:	Names:
Bordon, Maria	Gardner, Barbara	Perez-Rios, Violi M
Plyler, Mary	Quinones, Sylvia	Smith, Errolee P
Vazquez, Ignacio		

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Instruct all students in the use of cooperative problem-solving strategies as they relate to career situations that involve the use of resources, gathering and analyzing information, increasing thinking, and communication skills.	Teachers, *Assistant Principal	manipulatives, audio-visual materials, Harcourt Brace text	Sep. '02	Jun. '03
2 . Provide training for teachers in mathematics offered by region and district offices.	Principal, *Assistant Principal	Supplemental classroom resources	Sep. '02	Jun. '03
3 . Implement test-taking strategies and activities to enhance students' mathematics applications, concepts of numbers, and problem-solving skills	*Teachers, Assistant Principal	Graphic organizers, study guides, computers, mathematic software	Sep. '02	Jun. '03
4 . Encourage student involvement in school and district Math Bowls and participate in the Miami-Dade County SECME Competition.	Teachers, *Assistant Principal	school wide math competitions, guest speakers from engineering field, manipulatives, hands-on activities	Sep. '02	Jun. '03
5 . Implement the PACE (Primary Academic Curriculum Enhancement) and STAR (Structuring Thinking for Academic Reform) programs to enhance mathematics instruction, align to Harcourt Brace text	Teachers, *Assistant Principal	math manipulatives, math enrichment workbooks	Sep. '02	Jun. '03
6 . Utilize manipulatives throughout the school to ensure a concrete understanding of mathematical concepts	*Teachers, Assistant Principal	manipulatives	Sep. '02	Jun. '03
7 . Utilize computers programs, such as Assess-2-Learn, Mighty Math, Math Blaster and others schoolwide.	*Microtechnician, Teachers	computers, mathematical software	Sep. '02	Jun. '03

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE). All staff members will participate in the implementation of this plan.

School Name: Kinloch Park Elementary School

District Name: Miami-Dade County Public Schools

Performance Grade: A

School Performance Excellence Goal: # 4 : Science

Aligns with District Goal #: 1 2

State Goal #: 3

National Goal #: N/A

Other : See below

Principles of School Performance Excellence

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
(x)	(x)	(x)	(x)	(x)	(x)	(x)

Needs Assessment

Results of the 2002 SAT 9 Science Norm-Referenced Test indicate a median score of 33 percent.

Objective

Given instruction using the Sunshine State Standards and the Competency Based Curriculum, students in grades two through five will increase science process skills, as evidenced by a 10% increase in pre- and post- test scores using an on-site selected assessment administered in the fall of 2002 and spring of 2003.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if 10 percent of students make adequate learning gains.

Evaluation:

This objective will be evaluated by scores of the pre- and post- on site assessments. Quarterly reports will provide formative assessment which will be used to monitor progress toward the objective.

SAC members involved in the development of this objective:

Names:		Names:		Names:	
Bordon, Maria	Gardner, Barbara	Perez-Rios, Violi M			
Plyler, Mary	Quinones, Sylvia	Smith, Errolee P			
Vazquez, Ignacio					

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Provide opportunities for students at all grade levels to explore career choices and develop critical thinking skills in the field of science.	*Teachers, Assistant Principal	Experiments, Scientific Method, guest speakers, graphic organizers, Harcourt Brace text	Sep. '02	Jun. '03
2 . Provide students with opportunity to participate in school wide science fair and in the Miami-Dade County SECME Competition	*Teachers, Assistant Principal	Parent Workshops, experiments in the classroom; Engineering activities, guest speakers	Sep. '02	Jun. '03
3 . Participate in science hands-on activities by conducting experiments/observations relevant to daily life and infuse SCI-TV and FOSS kits to develop science processing skills.	*Teachers, Assistant Principal	FOSS, Experiment Kits, Video Tapes	Sep. '02	Jun. '03
4 . Utilize computer programs that support science processing skills	*Microtechnician, Teachers	computer programs, Introduction to science and Science Concepts	Sep. '02	Jun. '03
5 . Provide staff development, science inservices, and FCAT workshops	*Assistant Principal, Teachers	Peer teacher inservices	Sep. '02	Jun. '03

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE). All staff members will participate in the implementation of this plan.

Adequate Progress Statement for the entire School Performance Excellence Plan:

A Progress Assessment meeting is scheduled for each school at the end of each school year. Present are to be the school principal, the Educational Excellence School Advisory Council (EESAC) chair, the United Teachers of Dade steward, an EESAC parent representative, the EESAC community/business representative, and the EESAC student representative, if there is one. The Progress Assessment meeting is held at the Region office or supervising District office. At this meeting, the EESAC makes a presentation of findings. Included in the presentation are data that identify the Strengths and Opportunities for Improvement (OFIs) of the school. These results provide guidance for the future direction of the school and are included, as appropriate, as objectives and strategies in the subsequent School Performance Excellence Plan. NOTE: This meeting is subject to Florida's Government-in-the-Sunshine Law.

In the event that a school does not make progress on an objective found in the School Board-approved School Performance Excellence Plan, the Region office or supervising District office will collaborate with the EESAC to determine whether, and in what format, that objective will be readdressed.

The school must also meet the Florida Definition of Adequate Progress. Florida's High-Quality Education System states that if a school fails to meet criteria set forth in Florida State Board of Education Rule 6A-1.09981 pertaining to School Performance Grades, the school cannot be said to have made adequate progress.

Mid-Year Review of School Performance Excellence Plan:

A mid-year review of the implementation of the current School Performance Excellence Plan will be conducted. This meeting, conducted by the Region Director or supervising District administrator, is subject to Florida's Government-in-the-Sunshine Law. This review will provide useful information for revising School Performance Excellence Plans for the following year and for assessing where resources need to be targeted for the remainder of the school year. A self-study of the progress made in implementing the current School Performance Excellence Plan at each school site will constitute a major portion of the mid-year review.

The School Advisory Council has reviewed and addressed **all** of the following required components of a School Performance Excellence Plan as pursuant to Section 230.23, Florida Statutes.

State Education Goals: *Appendix A p. i*

- Goal 1: Readiness to Start School
- Goal 2: Graduation Rate for Postsecondary Education and Employment
- Goal 3: Student Performance
- Goal 4: Learning Environment
- Goal 5: School Safety and Environment
- Goal 6: Teachers and Staff
- Goal 7: Adult Literacy
- Goal 8: Parental, Family and Community Involvement

Based on an analysis of student achievement and school performance data:

- FCAT Reading Sunshine State Standards
- FCAT Math Sunshine State Standards
- FCAT Writing Sunshine State Standards
- FCAT Science Sunshine State Standards

Issues relative to:

- budget
- training
- instructional materials
- technology
- staffing
- student support services
- specific school safety
- discipline strategies
- other matters of resource allocation

The following 10 essential components for Title I Schoolwide Program have been reviewed and addressed as required by Title I, Part A, Section 1114 of No Child Left Behind.
(if applicable)

- Comprehensive Needs Assessment of the Entire Plan
- Schoolwide Reform Strategies
- Instruction by Highly Qualified Teachers
- High-quality and Ongoing Professional Development
- Strategies to Attract High Quality Qualified Teachers to High-need Schools
- Strategies to Increase Parental Involvement
- Plans for Assisting Preschool Children
- Measures to Include Teachers in the Decisions Regarding the Use of Academic Assessments
- Activities to Ensure that Students Who Experience Difficulty Mastering the Proficient or Advanced Levels of Academic Achievement Standards Shall be Provided with Effective, Timely Additional Assistance
- Coordination and Integration of Federal, State and Local Services and Programs.

All of the following 11 essential components for the Comprehensive School Reform Program has been reviewed and addressed as required by Title I, Part F of No Child Left Behind.
(if applicable)

- Proven Scientifically-Based Strategies and Methods
- Comprehensive Design with Aligned Components
- Continuous Professional Development
- Measurable Goals and Benchmarks for Student Academic Achievement
- Support within School
- Support for School Personnel
- Meaningful Parental and Community Involvement
- High Quality External Technical Support and Assistance
- Annual Evaluation
- Coordination of General Resources
- Coordination of Scientifically-Based Resources

All of the following 7 components of an Effective School Improvement Framework have been reviewed and addressed as required by the Quality School Improvement Process by the SACS Commission on Elementary and Middle Schools.

(if applicable)

- A process for stakeholders' participation in school improvement planning
- The identification, development, and analysis of information that is summarized in a profile of the students, school, and community.
- A list of beliefs and a mission statement that represent community expectations and student needs, and provide direction and focus for the work of a school.
- A list of clearly defined goals and performance expectations for student learning, and comprehensive assessment of students' performance on each.
- A comprehensive analysis of the instructional and organizational effectiveness of a school.
- An action plan for school improvement that details strategies for addressing areas identified through the planning process as needing improvement.
- An implementation process that provides for continuous monitoring and annual assessments of the plan and supplies the data for making necessary revisions.

All of the following 7 elements for the school improvement process have been reviewed and addressed as required by the SACS Commission on Secondary and Middle Schools.

(if applicable)

- Identification of the students, school, and community the school serves.
- Development of the beliefs and mission of the school; basis for the school's existence.
- Completion of a comprehensive needs assessment that focuses on areas that relate to student performance.
- Identification of specific goals for student learning.
- Adoption of a process that must support and enable the school to conduct a self-evaluation of the effectiveness of the instructional and organizational practices within the school.
- Development and implementation of an action plan for improvement.
- Development of an action plan ensuring the capacity of the school to evaluate its progress and provide for accountability to its intended goals.

SCHOOL PERFORMANCE EXCELLENCE PLAN REVIEW AND ACCEPTANCE SIGNATURES

This School Performance Excellence Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

The original signature page; including signatures of EESAC members is on file at the Region/District Supervisor's Office.

Additionally, the signature of the Region Superintendent/District Supervisor certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

MIAMI-DADE COUNTY PUBLIC SCHOOLS
TITLE I BUDGET SYSTEM
TENTATIVE BUDGET BY LOCATION FUNCTION PROGRAM OBJECT
LOCATION 2781 - 44 KINLOCH PARK ELEMENTAR

FUNCTION PROGRAM OBJECT	POSITION	DIRECT AMOUNT	SALARY FRINGE AMOUNT	TOTAL AMOUNT
FUNCTION 5100 BASIC INSTRUCTION-CONTR P				
PROGRAM 4179 TITLE I SCHOOLWIDE 9 06/0				
OBJECT 5144 NO DESCRIPTION FOR LOCATI	1	46,786	12,122	58,908
LINE 0004 LOC 2781 PROG 4179 FUNC 5100				
OBJECT 5145 NO DESCRIPTION FOR LOCATI	4	74,552	29,176	103,728
LINE 0007 LOC 2781 PROG 4179 FUNC 5100				
SUB-TOTAL SALARIES	5	121,338	41,298	162,636
OBJECT 5510 NO DESCRIPTION FOR LOCATI		166,591		166,591
LINE 0022 LOC 2781 PROG 4179 FUNC 5100				
SUB-TOTAL NON-SALARIES		166,591		166,591
TOTAL FUNCTION - 5100	5	287,929	41,298	329,227
44 KINLOCH PARK ELEMENTAR	5	287,929	41,298	329,227
TOTAL AVAILABLE REVENUE		329,227	TOTAL BUDGET	329,227
			AMOUNT DIFFERENCE	