

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Kenwood K-8 Center (2701)

Feeder Pattern - Miami Killian Senior

Regional Center V

District 13 - Miami-Dade

Principal - Moraima Almeida-Perez

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Kenwood K-8 Center serves Kindergarten through eighth grade students living in a culturally diverse community in the suburbs of Miami-Dade County, Florida. The school was originally built in 1927 and serves 1,130 students within the Miami Killian Senior High School feeder pattern. The school is located on a 16-acre tract in the Kendall area. During its long history, Kenwood has undergone the construction of numerous buildings, the most recent of which were the addition of the Annex building (which houses students in grades 6 through 8), and a free standing classroom building which houses an intensive Reading classroom, fourth and fifth grade students. A new Kindergarten playground was constructed and opened on campus during the 2006-2007 school year. There is one relocatable structure on campus, and it currently houses the school's Pre-kindergarten program.

The ethnic/racial composition of the student population is 69 percent Hispanic, 19.8 percent White, Non-Hispanic, 5.7 percent Asian, Indian or Multiracial, and 5.5 percent Black, Non-Hispanic. A total of 25.2 percent of Kenwood students are eligible for free lunch, and an additional 8.8 percent are eligible for reduced-price lunches. Based on an analysis of 2006-2007 Florida Comprehensive Assessment Test results, 20 percent of Kenwood students are at Levels 1 or 2 in Reading, 21 percent are at Levels 1 and/or 2 in Mathematics, and three percent earned a score below 3.5 on the FCAT Writing Plus Test. The school currently services 163 Gifted students (14.5 percent of the school population) and 140 Special Education students (12.4 percent of the school population), of whom 81 are in Kindergarten through fifth grades, and 59 are in sixth through eighth grade. The Special Education population includes thirty students participating in a Verbotonal Program for the Deaf/Hard of Hearing. As of June 2007, Kenwood K-8 Center students reflected a 97.2 percent promotion rate. The retention rate for students in Kindergarten through eighth grade was 1.1 percent. The 2005-2006 District and State retention rates were 6.7 and 3.5 percent, respectively. These figures were provided by the Florida Department of Education.

The ethnic/racial composition of the classroom teacher population is 62 percent Hispanic, 26 percent white, Non-Hispanic, 11 percent Black and 1 percent Asian, Indian or multi-racial. There are currently 5 National Board Certified Teachers employed at Kenwood K-8 Center, and 7 teachers underwent the National Board Certification process during the 2006-2007 school year. The school's Leadership Team includes the Reading Coach and the Intervention Specialist.

Kenwood K-8 Center enjoys a history of positive and productive relationships with numerous community partners. These partners include Dairy Queen, Fit Kids Corporation, Starbucks, The Village Market, Panera Bread, Livia's Helping Hands, and Steak and Ale Restaurant. These partners support school functions through their generous in-kind donations.

The community and staff have thoroughly reviewed and analyzed data from a variety of sources pertaining to the continuous improvement of Kenwood K-8 Center, including Florida Comprehensive Assessment Reading, Writing Plus, Mathematics and Science Test scores, the Standardized Test for Assessment of Reading (STAR) Profile, annual attendance reports, FITNESSGRAM assessment data and the Return on Investment (ROI) index publication. Additionally, results, outcomes, and findings from previous years' school Performance Excellence Plans were incorporated into the plan.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades 3 through 8 will increase by 5 percentage points on the 2008 administration of the FCAT Reading Test as compared to the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades 3 through 8 will increase by 5 percentage points on the 2008 administration of the FCAT Mathematics Test as compared to the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students at Kenwood K-8 Center will continue to increase writing skills as evidenced by 97 percent or more of students in fourth and eighth grades meeting high standards on the 2008 FCAT Writing Plus Test as compared to the 2007 FCAT Writing Plus Test.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in fifth and eighth grade will increase by 10 percentage points on the 2008 FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

Recognizing the need to increase parental involvement and access to information, parents at Kenwood K-8 Center will be offered a minimum of six parent workshops as documented by attendance logs and sign-in rosters for the 2007-2008 school year.

Student attendance for the 2007-2008 school year will be at or above 96 percent as documented by student attendance reports for the 2007-2008 school year.

Given the emphasis on the use of the Electronic Gradebook software, all teachers will be provided with two or more workshops on the effective use of this program, as documented through sign-in rosters.

Given an emphasis on emerging technologies, all teachers will be provided with two or more opportunities to participate in workshops addressing effective means to integrate technological resources with classroom instruction, as documented through sign-in rosters.

Given instruction using the Sunshine State Standards for Physical Education, at least 65 percent of students in fourth through sixth grades will meet standards for either Gold or Silver Awards on the 2008 FITNESSGRAM.



School Improvement Plan

2007-2008



Given an emphasis on the importance of a balanced program that addresses the social, athletic, intellectual and creative needs of students, the number of opportunities for students to participate in extracurricular and enrichment activities will increase by ten percent when comparing data from the 2007-2008 school year to data from the 2006-2007 school year.

Kenwood K-8 Center will rank at or above the 70th percentile on the State of Florida ROI Index publication on the 2008 publication of the Index.

Given instruction using the Sunshine State Standards students with disabilities at Kenwood K-8 Center will increase their mathematical skills as evidenced by a minimum of 62 percent of the student sub-group scoring at level 3 or above on the 2008 FCAT Mathematics Test.

Based on an analysis of the school's self-assessment survey the Leadership Team has identified two areas of focus, Strategic Planning and Faculty and Staff. In regard to Strategic Planning, the focus will be to implement the Continuous Improvement Model and the Education Formula (5+3+ii+iii= No Child Left Behind). In the area of Faculty and Staff, the focus will be to maintain leadership teams to promote a collaborative, collegial, motivational and positive working environment that will impact student achievement in a positive way.



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.

2701 - KENWOOD K-8 CENTER

VISION

Kenwood K-8 Center enriches the community through fostering each student's academic, social, and emotional potential. Students are encouraged to become lifelong learners and effective citizens through developmentally appropriate educational experiences.

MISSION

Kenwood's Mission is to foster each student's academic, social and emotional potential in the pursuit of lifelong learning and effective citizenship. Growth and excellence in reading, writing, and math competencies are emphasized across the curriculum.

CORE VALUES

Kenwood K-8 Center emphasizes excellence in reading, writing, mathematics, and technology. Services that encompass the needs of the whole individual are extended to students resulting in our school becoming a center for community activities.

School Demographics

The ethnic/racial composition of the student population is 69 percent Hispanic, 19.8 percent White, Non-Hispanic, 5.7 percent Asian, Indian or Multiracial, and 5.5 percent Black, Non-Hispanic. A total of 25.2 percent of Kenwood students are eligible for free lunch, and an additional 8.8 percent are eligible for reduced-price lunches.

Based on an analysis of 2006-2007 Florida Comprehensive Assessment Test results, 20 percent of Kenwood students are at Levels 1 or 2 in Reading, 21 percent are at Levels 1 and/or 2 in Mathematics, and three percent earned a score below 3.5 on the FCAT Writing Plus Test. The school currently services 163 Gifted students (14.5 percent of the school population) and 140 Special Education students (12.4 percent of the school population), of whom 81 are in Kindergarten through fifth grades, and 59 are in sixth through eighth grade. The Special Education population includes thirty students participating in a Verbotonal Program for the Deaf/Hard of Hearing.

The ethnic/racial composition of the classroom teacher population is 62 percent Hispanic, 26 percent white, Non-Hispanic, 11 percent Black and 1 percent Asian, Indian or multi-racial. There are currently 5 National Board Certified Teachers employed at Kenwood K-8 Center, and 7 teachers underwent the National Board Certification process during the 2006-2007 school year. The school's Leadership Team includes the Reading Coach and the Intervention Specialist.

Kenwood K-8 Center currently meets all class size requirements. As of August 2007, the class size ratio for Pre-kindergarten through third grade was 1 to 17.59; the ratio for fourth through eighth grades was 1 to 19.08. During the 2006-2007 school year, the average daily student attendance was 96 percent. Attendance trends have consistently been positive, and attendance rates during the months of February and March (state assessment periods) are significantly higher than the annual average. As of June 2007, Kenwood K-8 Center students reflected a 97.2 percent promotion rate. The retention rate for students in Kindergarten through eighth grade was 1.1 percent. The 2005-2006 District and State retention rates were 6.7 and 3.5 percent, respectively. These figures were provided by the Florida Department of Education.

School Foundation

Leadership:

The administrative team and staff collaboratively implement and maintain the school's vision, mission and core values statement. Kenwood K-8 Center's Self-Assessment Survey reveals an average score of 4.5 in this category. The staff agrees that effective leadership is apparent; supervisors share information, encourage learning, and involve employees in the daily operation of the school through grade level, departmental and faculty meetings. The principal continually requests input from staff, thereby ensuring broad staff participation in all school related issues.

District Strategic Planning Alignment:

Strategic planning is conducted by the principal, the leadership team and EESAC. Kenwood K-8 Center's Operational Performance Improvement Snapshot (OPIS) Self-Assessment Survey reveals an average score of 4.4 in this category. Overall, staff agrees that effective planning has been essential to the school's success. Kenwood's staff participates in the planning process, sharing ideas and knowing their role in the school's plan and its progress. Grade level, departmental, faculty and EESAC meetings facilitate this process.

Stakeholder Engagement:

Kenwood K-8 Center evaluates its customers' satisfaction, analyzing their needs and concerns, through the school's informational gathering process. The Self-Assessment Survey reveals an average score of 4.5 in this category. This score is the result of effective and continuous communication with parents through PTSA meetings, EESAC meetings, parent surveys, education agreements, home visits, parent/teacher/administrator conferences, electronic and telephone communications, and leadership team visibility and accessibility.

Faculty & Staff:

Self-Assessment Survey results in the Human Resource Focus category reflect that our staff believes we have a safe environment in which to work. The Self-Assessment Survey reveals an average score of 4.5 in this category. The staff also believes they are able to make changes and adjustments that improve their work. This indicates that the environment created by the leadership team is a positive and flexible one. It is also evident that there is a great sense of teamwork, with 95 percent of staff agreeing that the people they work with cooperate and work as a team. In addition, over 91 percent of staff members believe the leadership team encourages the staff to develop job skills which will advance their careers. Based on the survey results, there exists a collaborative, collegial, caring, motivational and pleasant working environment.

Data/Information/Knowledge Management:

The staff scored this area highly indicating that they have the resources required to do their job. Self-Assessment Survey results in this area reveal an average score of 4.6. Approximately 94 percent of respondents felt they received all the information they needed to do their work and to know how the school is doing as a whole. Additionally, 100 percent of respondents felt they knew how to analyze the quality of their work and make decisions based on these analyses. In addition, the staff is involved in collecting data appropriate to their area. Faculty and staff employ the Continuous Improvement Model as a part of our ongoing data collection and progress monitoring functions.

Education Design:

The majority of the Kenwood K-8 Center staff scored this category highly. Self-Assessment Survey results in this area reveal an average score of 4.5. This indicates that staff members are clear as to what performance expectations are in place for their given assignments. Furthermore, staff members believe that they know how to effectively measure and analyze the quality of their work and determine if changes and/or adjustments are necessary.

Performance Results:

The OPIS Survey indicates that a high percentage of our staff believes that their customers are satisfied with their work and that it meets all requirements for high quality and excellence. Self-Assessment Survey results in this area reveal an average score of 4.4. Staff members believe that our high standards and ethics meet the requirements of law and regulations in this field. The results also show that our school optimizes the use of time and the strengths of individual faculty and staff in effective and positive ways, leading to substantial benefits for the school and the community.



School Improvement Plan 2007-2008



Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :

Schools Offering Primarily Grades 6 through 12

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

<input checked="" type="checkbox"/>	Different Innovative Approaches to Instruction
<input checked="" type="checkbox"/>	Responsibility of Teaching Reading for Every Teacher
<input checked="" type="checkbox"/>	Quality Professional Development for Teachers and Leaders
<input checked="" type="checkbox"/>	Small Learning Communities (SLC)
<input checked="" type="checkbox"/>	Intensive Intervention in Reading and Mathematics
<input checked="" type="checkbox"/>	Course Choice Based on Student Goals / Interests / Talent
<input checked="" type="checkbox"/>	Master Schedules Based on Student Needs
<input checked="" type="checkbox"/>	Parental Access and Support
<input checked="" type="checkbox"/>	Applied and Integrated Courses
<input checked="" type="checkbox"/>	Academic and Career Planning

The ten guiding principles are addressed throughout Kenwood K-8 Center's School Improvement Plan. Primarily, the guiding principles are embedded in the strategies for achieving our goals in Reading, Mathematics, Writing, Science, Electives and Special Areas, and Parental Involvement. Our emphasis on providing intensive interventions in mathematics and reading, the development of a master schedule that drew heavily from an analysis of student-needs data, the involvement of all faculty and staff in the teaching of reading and writing, and the implementation of professional development opportunities that encourage and deepen conversations about student learning form the core of our planning efforts and are reflected throughout our strategies.

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

Miami-Dade County Public Schools

District Strategic Plan

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

Reading Statement

Students at Kenwood K-8 Center will make annual learning gains sufficient to acquire the skills, knowledge, and competencies needed to master the state standards in the area of reading. Additionally, teachers will be encouraged to pursue National Board Certification in their specific areas.

Needs Assessment

Scores on the 2007 FCAT Reading Sunshine State Test indicate that 80 percent of the students in grades three through eight have scored at or above Level 3. An analysis of data reveals that 20 percent of students in grades three through eight are reading below grade level, and require additional intensive instruction in fluency, comprehension, and context clues. Students in grades 3-8 were more successful with identifying main idea and comparisons. Approximately 38 percent of Kenwood students in grades 4, 5 and 7 require additional assistance with the Words and Phrases strand, and 53 percent of students in grades 3 and 6 require additional assistance with Comparisons. Additionally, the assessment also uncovered needs which included the need for an instructional initiative which promotes reading fluency and vocabulary development school-wide, as well as the need for instructional frameworks across the curriculum which will encourage teachers to utilize the 90-minute block in ways that maximize learning and increase student reading achievement.

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 type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades 3 through 8 will increase by 5 percentage points on the 2008 administration of the FCAT Reading Test as compared to the 2007 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Enforce Mandatory Reading Elective-Grades 6-8 for Level 1 students.	Reading Teacher, Reading Coach, Assistant Principals, Principal	8/20/2007	6/4/2008	District-wide Literacy Plan	0
Implement the Comprehensive Research-based Reading Plan correlated with the Sunshine State Standards in all kindergarten through grade 8 classrooms.	All Classroom Teachers, Reading Coach, Assistant Principals, Principal	8/20/2007	6/04/2008	District-wide Literacy Plan	0
Provide Voyager Passport in grades K through 3 to provide direct, systematic instruction in each of the essential reading components. The program provides on-going progress monitoring to ensure students are making adequate progress.	Teacher, Intervention Specialist	8/20/2007	6/04/2008	District-wide Literacy Plan	0
Use Soar to Success in grades 4 and 5 to provide direct, systematic instruction in each of the essential reading components. The program provides on-going progress monitoring to ensure students are making adequate progress.	Teacher, Intervention Specialist	8/20/2007	6/04/2008	District-wide Literacy Plan	0
Provide motivational activities designed to encourage independent reading among students in all grade levels.	Reading Coach, Media Specialist	9/10/2007	6/04/2008	District-wide Literacy Plan	0
Develop and implement reward systems for elementary and middle school students who accomplish Accelerated Reader goals.	Media Specialist	8/20/2007	6/04/2008	District-wide Literacy Plan	0
Utilize READ 180 Software in Grades 6-8 during an uninterrupted 2 hour block for Level 1 students. Level 2 students will utilize Read XL. The reading teacher will provide daily intervention as needed.	Reading Teacher	8/20/2007	6/04/2008	District-wide Literacy Plan	0
Celebrate a variety of Book Holidays (e.g., Teen Reading Week, Dr. Seuss' Birthday)	Media Specialist, Reading Coach, Assistant Principal, Language Arts Department Chair	9/17/2007	6/04/2008	District-wide Literacy Plan	0
Provide Before and After School FCAT Tutorial, for Level 1 and 2 students in grades 3-8, twice a week for one hour.	Principal, Assistant Principal	10/22/2007	1/31/2008	District-wide Literacy Plan	31816.23
Implement Interim Assessments to provide teachers with quality items to monitor students progress.	Language Arts, Reading Teachers	11/05/2007	6/04/2008	District-wide Literacy Plan	0
Ensure that critical and creative thinking objectives, problem-solving and decision-making strategies are addressed through differentiated Reading instruction for Gifted and advanced students, as well as for students who have scored 3 or above on the Reading FCAT.	Language Arts teachers, Synergy teachers	8/20/2007	6/04/2008	District-wide Literacy Plan	0
Implement CRISS strategies in content area classes for grades Kindergarten through 8.	All Instructional Staff	8/20/2007	6/04/2008	District-wide Literacy Plan	0
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis	Principal, Assistant Principals, Instructional Staff	8/20/2007	6/04/2008	Continuous Improvement Model	0
Utilize the Student Performance Indicators database to identify students performing in the lowest quartile in order to ensure they receive additional instructional support through small group instruction and computer-based skill application.	Principal, Assistant Principals, Reading Coach, Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	0
Implement weekly cold reads with FCAT-style Reading items in order to establish familiarity and acquire skills on tested Reading benchmarks.	Assistant Principals, Reading Coach, Third Grade Teachers	8/20/2007	6/4/2008	District-wide Literacy Plan	0
Utilize Progress Monitoring Plans to address the needs of those students not meeting grade-level standards in Reading.	Assistant Principals, Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	0

Monitor reading practices through the use of reading logs in Kindergarten through eighth grades.	Reading Coach, Teachers	8/20/2007	6/4/2008	District-wide Literacy Plan	0
Instruct students in sixth through eighth grades on the use of five graphic organizers (e.g., two-column notes, compare/contrast, cause/effect, summary frame, main idea) that will be used across the curriculum, including special area classes, to enhance reading comprehension.	Assistant Principals, Reading Coach, Teachers	8/20/2007	6/4/2008	District-wide Literacy Plan	0
Ensure that all special area teachers are providing appropriate reading activities and instruction through special area classes, including those classes that serve English-language Learners (ELL).	Assistant Principals, Reading Coach	9/10/2007	6/4/2008	District-wide Literacy Plan	0
Provide teachers and students with FCAT Explorer passwords to facilitate test preparation efforts.	Teachers	9/10/2007	6/4/2008	District-wide Literacy Plan	0
Conduct FCAT Chats to provide individual and group support to students on specific test-taking strategies in Reading.	Principal, Assistant Principals, Reading Coach, Teachers	8/20/2007	6/4/2008	District-wide Literacy Plan	0

Research-Based Programs

READ 180; READ XL; PLATO; Houghton Mifflin Core Reading Program Grades K-5; Reading Assessments (e.g., Dynamic Indicators of Basic Emergent Literacy (DIBELS)), McDougal Littell Core Reading Program Grades 6-8; Prentice Hall Core Reading Program Grades 6-8; Houghton Mifflin Intervention Program; Early Success, Soar to Success and Voyager.

Professional Development

READ 180 and READ XL Software; Creating Independence Through Student-Owned Strategies (CRISS); Reading Leadership Team Academy; Encourage teachers to pursue National Board Certification in their respective areas.

Evaluation

This objective will be evaluated by scores on the 2008 FCAT Reading Test indicating an increase of at least 5 percentage points in the number of students achieving high standards and by following the Continuous Improvement Model. Reports using Interim Reading Standards Assessments, DIBELS and F-ORF results will provide formative data which will be used to monitor progress towards the objective. Results will be used as teaching tools to drive classroom instruction.

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

Mathematics Statement

Students at Kenwood K-8 Center will make annual learning gains sufficient to acquire the skills, knowledge, and competencies needed to master the state standards in the area of mathematics.

Needs Assessment

Scores on the 2007 FCAT Mathematics indicate that 79 percent of the students in grades third through eighth have scored at or above FCAT Achievement Level 3. Scores also reflect that 72 percent of students tested demonstrated learning gains in mathematics. An analysis of the data reveals that 21 percent of grades 3 through 8 students are still working below grade level. Approximately 51 percent of students in grades 4 and 5 demonstrated a need for additional instruction on Algebraic Thinking, and 44.5 percent of students in grades 6 and 7 need additional instruction in Measurement. A three-year trend reflecting the need for additional instruction in Geometry for eighth grade students was also noted, with 50% of eighth grade students below mastery.

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 type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades 3 through 8 will increase by 5 percentage points on the 2008 administration of the FCAT Mathematics Test as compared to the 2007 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize the district supported Riverdeep Mathematics program throughout grades 1-8 as both remediation and enrichment.	Mathematics Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	0
Implement FCAT Problem of the Day as a means of familiarizing students in grades 3 through 8 with Florida assessment items and practices.	Mathematics Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	0
Implement the Math Superstar program in grades K-5 as a means of enhancing students' critical thinking and problem solving skills.	Teachers, PTSA Sponsored	8/20/2007	6/4/2008	Continuous Improvement Model	0
Implement Interim Assessments to provide teachers with quality items to monitor student progress.	Mathematics Teachers	11/5/2007	6/4/2008	Continuous Improvement Model	0
Provide small group tutorial two times per week (before/after school) for Level 1 and 2 students.	Principal, Assistant Principals	10/22/2007	6/4/2008	Continuous Improvement Model	31816.23
Utilize FCAT Explorer as a means of familiarizing students with Florida assessment items and practices.	Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	0
Provide professional development to new teachers on the use of Riverdeep and FCAT Explorer.	Assistant Principals, Microsystems Technician	8/16/2007	11/01/2007	Continuous Improvement Model	0
Refer to the District Pacing Guides for Mathematics in all grades, as a means of ensuring that state benchmarks are aligned with daily instruction and covered in a timely fashion.	Teachers, Assistant Principals	8/20/2007	6/4/2008	Continuous Improvement Model	0
Notify parents of passwords and instructions for home usage of FCAT Explorer website.	Assistant Principals, Teachers	9/4/2007	6/4/2008	Continuous Improvement Model	0
Implement an Intensive Mathematics Course for Level 1 and 2 students in grades 6 through 8.	Mathematics Teachers, Assistant Principal	8/20/2007	6/4/2008	Continuous Improvement Model	0
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis	Principal, Assistant Principals, Instructional Staff	8/20/2007	6/04/2008	Continuous Improvement Model	0

Research-Based Programs

Harcourt Core Mathematics Program Grades K-5; Glencoe Core Mathematics Program Grades 6-8; Prentice Hall Algebra 1 Honors for Grade 8.

Professional Development

Teachers will participate in mathematic workshops offered in-house and by the District specifically in Algebraic Thinking and Measurement; Training in Riverdeep, PLATO, and FCAT Explorer software. Encourage teachers to pursue National Board Certification in their respective areas.

Evaluation

This objective will be evaluated by scores on the 2008 FCAT Mathematics Test indicating at least a 5 percent increase in the number of students achieving high standards on the 2008 administration of the FCAT Mathematics Test as compared to the 2007 administration of the FCAT Mathematics Test. Results from Interim Assessments will be used as teaching tools to drive classroom instruction.

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 checked="" 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"/>

Writing Statement

Students at Kenwood K-8 Center will make annual learning gains sufficient to acquire the skills, knowledge, and competencies needed to master the state standards in the area of writing.

Needs Assessment

An analysis of the data on the 2007 FCAT Writing Plus Test reveals that 97 percent of students in grades four and eight scored at or above 3.5. Mean school scores on the Writing Plus Test increased from 299 in 2006 to 313 in 2007 for fourth grade students, and from 315 in 2006 to 318 in 2007 for eighth grade students.

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 type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students at Kenwood K-8 Center will continue to increase writing skills as evidenced by 97 percent or more of students in fourth and eighth grades meeting high standards on the 2008 FCAT Writing Plus Test as compared to the 2007 FCAT Writing Plus Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Enforce Pre and Post FCAT Writing in grades 1-8. Use the data collected from the Pre-test to assist with ongoing progress monitoring of students.	Language Arts Teachers	8/20/2007	6/4/2008	District-wide Literacy Plan	0
Implement PowerEd Writing - Grades 6-8 in order to consistently reinforce writing techniques and enhance the quality of writing instruction.	Language Arts Teachers, Assistant Principal	8/20/2007	6/4/2008	District-wide Literacy Plan	0
Evaluate and return monthly writing prompt responses to teachers for use as teaching tools to drive classroom instruction.	Assistant Principals, Teachers	8/20/2007	6/4/2008	District-wide Literacy Plan	0
Adminster monthly writing prompts in grades 1-8.	Language Arts Teacher	8/20/2007	6/4/2008	District-wide Literacy Plan	0
Implement a daily journal writing activity in grades K-8 where students may implement learned components of the writing process.	Language Arts Teachers, Assistant Principals	8/20/2007	6/4/2008	District-wide Literacy Plan	0
Implement grammar and daily language practice activities from the Houghton Mifflin Core Reading Program during elementary classroom instruction.	Language Arts Teachers, Reading Coach, Assistant Principals	8/20/2007	6/4/2008	District-wide Literacy Plan	0
Implement CRISS strategies in all classes in order enhance students' writing and information processing skills.	Teachers, Assistant Principals	8/20/2007	6/4/2008	District-wide Literacy Plan	0
Provide motivational activities and incentives designed to encourage creative writing among students in all grade levels (including competing in writing contests).	Assistant Principals, Teachers	8/20/2007	6/4/2008	District-wide Literacy Plan	0
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis	Principal, Assistant Principals and Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	0
Disaggregate and analyze data from the 2007 FCAT Writing Plus Test and the 2007-2008 FCAT Writing Plus Pre-Test to identify strengths and weaknesses in student performance for intervention purposes.	Principal, Assistant Principals, Reading Coach, Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	0
Implement the Sunshine State Standards and writing across the curriculum to develop and apply writing skills.	Assistant Principals, Teachers, Reading Coach	8/20/2007	6/4/2008	District-wide Literacy Plan	0

Research-Based Programs

Houghton Mifflin Core Reading Program Grades K-5; McDougal Littell Core Reading Program Grades 6-8; Prentice Hall Core Reading Program Grades 6-8.

Professional Development

PowerEd Writing for Standardized Tests training for Language Arts teachers in grades 6-8. Encourage teachers to pursue National Board Certification in their respective areas.

Evaluation

This objective will be evaluated by scores on the 2008 FCAT Writing Plus Test indicating at least 97 percent of students in grades four and eight achieving high standards. Monthly FCAT Writing prompts will provide formative assessment data. Additionally, District pre-and post-tests will be used to monitor student progress. Students will use the State rubric for scoring FCAT Writing samples. Peer editing and anchor papers will be employed in order to further improve students' writing skills.

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 checked="" 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"/>

Science Statement

Students at Kenwood K-8 Center will make annual learning gains sufficient to acquire the skills, knowledge, and competencies needed to master the state standards in the area of science.

Needs Assessment

An analysis of data from the 2007 FCAT Science Test reveals that 52 percent of students in grades five and eight scored at or above 3.0. A further review of the data indicated that fifth grade students earned 50 percent of possible points in the Scientific Thinking and Physical/Chemical content clusters; reflecting eight percent decreases in both areas from 2005-2006 performance levels. Eighth grade students earned fifty percent of possible points in the Physical/Chemical content cluster, reflecting a five percent decrease from 2005-2006 performance levels. Additionally, a seven percent decline was also noted between 2005-2006 and 2006-2007 eighth grade scores in the Life and Environment content cluster (69 percent and 62 percent, respectively).

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in fifth and eighth grade will increase by 10 percentage points on the 2008 FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Require students in grades 3 through 8 to participate in the school's science fair. Use the scientific method for all grades.	Science Teachers	8/20/2007	5/23/2008	Seamless PreK-12 Curriculum	0
Conduct a science fair for Kindergarten through grade 2, emphasizing the development of a class project and the application of the scientific method.	Teachers	8/20/2007	5/23/2008	Seamless PreK-12 Curriculum	0
Enhance students' learning and understanding of Life and Environment science through implementation of newly-adopted science series and hands-on activities.	Fifth Grade Science Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	0
Enhance students' learning and understanding of physical and chemical science through hands-on activities.	Science Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	0
Follow Continuous Improvement Model through professional development, data collection, instruction and monitoring of teachers.	Principal, Assistant Principals, Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	0
Ensure that critical and creative thinking objectives, problem-solving and decision-making strategies are addressed through differentiated Science instruction for Gifted and advanced students.	Assistant Principals, Science Teachers	8/20/2007	6/4/2008	Seamless PreK-12 Curriculum	0
Adhere to the Science Pacing Guides and implement suggested activities.	Science Teachers, Assistant Principals	8/20/2007	6/4/2008	Continuous Improvement Model	0
Implement Scott-Foresman and Glencoe-developed assessments for Kindergarten through eighth grades and utilize data to drive instruction in science.	Assistant Principals, Teachers	8/20/2007	6/4/2008	Seamless PreK-12 Curriculum	0
Utilize District and State Science Website resources, including item specifications, to guide instruction.	Assistant Principals, Science Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	0

Research-Based Programs

Prentice Hall Core Science Program Grades 6-8; Scott-Foresman and Glencoe Science Materials

Professional Development

Teachers will participate in workshops supporting the implementation of the newly-adopted elementary science series; Teachers will participate in science workshops offered in-house and by the District specifically in Physical and Chemical; GIZMOS; Training in Riverdeep software; Encourage teachers to pursue National Board Certification in their respective areas; Vertical Teaming among elementary and middle school teachers will be enhanced.

Evaluation

This objective will be evaluated by scores on the 2008 FCAT Science Test indicating a ten percentage point increase in the number of fifth and eighth grade students achieving high standards. Interim Assessment data will be used to drive progress monitoring and instructional activities. Formative assessment data will be collected through teacher-made and commercially-produced assessments.

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

Miami-Dade County Public Schools

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

Parental Involvement Statement

Kenwood K-8 Center will provide a variety of learning and volunteer opportunities to parents in order to increase their involvement as partners in our educational mission.

Needs Assessment

Parental involvement has been maintained in school wide activities with an overall increase throughout the school year. The wide variety of available activities (e.g., PTSA meetings, Open House, Parent Conference Nights, Resource Fair, Science Fair, Parent Orientation, Volunteer Orientation, awards assemblies, Career Day, Fall Harvest Festival, Winter and Spring Shows, and Elementary and Upper Academy musical performances) has led to increasing numbers of parents attending and participating in these events. Although there is a high level of parental involvement at our school, we would like to increase the number of parents that attend workshops and in-services.

Measurable Objective

Recognizing the need to increase parental involvement and access to information, parents at Kenwood K-8 Center will be offered a minimum of six parent workshops as documented by attendance logs and sign-in rosters for the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide Parent Handbook/Student Planner to serve as a written reminder to parents of scheduled workshops.	Principal, Assistant Principals, Teachers, Student Services Team	8/20/2007	6/4/2008	Exchange Meaningful Information	0
Publish Monthly Newsletter to promote parent participation in the various workshops.	Activity Sponsor, Teachers, Assistant Principals	8/20/2007	6/4/2008	Exchange Meaningful Information	0
Provide FCAT Nights - Grades 3-8 to provide parents with important information to assist their children prepare for the FCAT.	Assistant Principals, Student Services Team, Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	0
Utilize Bilingual Parent Outreach Program to provide workshops in Spanish to the school's Spanish- speaking parents.	Student Services	8/20/2007	6/4/2008	Exchange Meaningful Information	0
Maintain a Parent Resource Center in the Media Center.	Media Specialist	8/20/2007	6/4/2008	Exchange Meaningful Information	0
Utilize available modes of communication of (school newsletter, website, marquee, Connect-Ed, and flyers) in order to promote parental involvement and participation in workshops.	All Staff, Assistant Principals, Principal	8/20/2007	6/4/2008	Exchange Meaningful Information	0
Provide workshops on technological resources available to parents (e.g., Parent Portal) to assist them with access to information and the provision of effective instructional support to their children.	Assistant Principals, Student Services Team	8/20/2007	6/4/2008	Exchange Meaningful Information	0
Sponsor activities that involve parents in celebrating student successes (e.g., Honor Roll, Student of the Month, Musical and Dance Recitals, Art Exhibits).	Principal, Assistant Principals, Teachers	8/20/2007	6/4/2008	Improve Public Perception	0

Research-Based Programs

National PTSA Standards of Parent and Family Involvement Program

Professional Development

Training for teachers on SchoolNotes website development; Volunteer Orientation; Listener's Orientation.

Evaluation

This objective will be met subsequent to the provision of at least six workshops for parents during the 2007-2008 school year. Achievement of this objective will be documented through attendance logs, rosters and additional workshop-related documentation.

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

Miami-Dade County Public Schools

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

Discipline & Safety Statement

Students at Kenwood K-8 Center will continue to demonstrate appropriate and socially acceptable behavior conducive to maintaining a safe learning environment by attending school daily.

Needs Assessment

An analysis of student attendance data for the 2006-2007 school year indicated an average annual attendance rate of 96 percent. Appropriate behavior that is socially acceptable is required in a school setting, and regular school attendance is one of the hallmarks of these behaviors. Regular attendance contributes directly to improved student learning outcomes, as well as to the maintenance of a safe learning environment.

Measurable Objective

Student attendance for the 2007-2008 school year will be at or above 96 percent as documented by student attendance reports for the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct Parent/Teacher Conferences to address excessive absences and behavior issues.	Teachers and Parents	8/20/2007	6/4/2008	Truancy Prevention	0
Send Attendance and Tardy letters to advise parents of the importance of regular attendance, the impact of attendance on student performance, and specific Board Rules and statutes pertaining to student attendance requirements.	Assistant Principals, Teachers, Clerical Staff	8/20/2007	6/4/2008	Truancy Prevention	0
Provide Center for Special Instruction (SCSI) and Saturday School as alternatives to outdoor suspension.	SCSI Coordinator, Assistant Principals	8/20/2007	6/4/2008	Continuous Improvement Model	0
Provide Afternoon Supervision to ensure a safe environment and proper behavior at afternoon dismissal times.	Teachers, Assistant Principals, Principal	8/20/2007	6/4/2008	Safe and High-quality Facilities	0
Conduct Detention Halls for Kindergarten through eighth grade students in order to reinforce proper behaviors.	Assistant Principals, Teachers	8/20/2007	6/4/2008	Safe and High-quality Facilities	0
Monitor student attendance data, including data from COGNOS and other sources, and disseminate data among staff members.	Principal, Assistant Principals, Student Services Team	8/20/2007	6/4/2008	Truancy Prevention	0
Enforce the Upper Academy Progressive Discipline Plan.	Principal, Assistant Principals, Teachers	8/20/2007	6/4/2008	Safe and High-quality Facilities	0
Convene the Attendance Review Committee to review individual student cases.	Principal, Assistant Principals, Teachers	8/20/2007	6/4/2008	Truancy Prevention	0

Research-Based Programs

N/A

Professional Development

Site-based workshops and planning sessions on topics pertaining to student attendance and its improvement.

Evaluation

This objective will be evaluated through a review of the final student attendance report for the 2007-2008 school year.

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

Miami-Dade County Public Schools

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

Technology Statement

Teachers will learn and implement new ways to integrate technology with their classroom activities, including the use of technological resources to enhance the management of instructional delivery and logistical functions.

Needs Assessment

The Electronic Gradebook was fully implemented at Kenwood K-8 Center at the opening of the 2007-2008 school year. Although a significant amount of training has been provided to teachers and clerical staff, ongoing professional development is needed to ensure the seamless transition from traditional formats to the new technological platform. While there are numerous other technological resources available for teacher, student and parent use, the Gradebook software poses the most immediate concern.

Measurable Objective

Given the emphasis on the use of the Electronic Gradebook software, all teachers will be provided with two or more workshops on the effective use of this program, as documented through sign-in rosters.

Given an emphasis on emerging technologies, all teachers will be provided with two or more opportunities to participate in workshops addressing effective means to integrate technological resources with classroom instruction, as documented through sign-in rosters.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Ensure the usage of portable computer laboratories by providing professional development on the proper use of computers for instructional purposes.	Principal, Assistant Principals, Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	0
Utilize school-wide electronic mail to enhance communications between and among faculty, staff and stakeholder groups.	Faculty and Staff	8/20/2007	6/4/2008	Business Process Redesign	0
Provide site-based professional development opportunities addressing the appropriate use of technology, electronic mail, Internet resources and the District's Professional Development Calendar and Registration System.	Assistant Principals, Microsystems Technician	8/20/2007	6/4/2008	Continuous Improvement Model	0
Provide teachers with professional development pertaining to the effective use of STAR and Accelerated Reader (AR) programs to enhance reading fluency and comprehension.	Language Arts Teachers, Media Specialist	8/20/2007	6/4/2008	Continuous Improvement Model	0
Provide teachers with professional development to support the implementation of the Pinnacle Electronic Gradebook.	Assistant Principals, Gradebook Managers, Microsystems Technician	8/20/2007	6/4/2008	Business Process Redesign	0
Enhance the use of Read 180 and Read XL to promote student achievement in Reading by providing professional development on the implementation and use of these programs.	Reading Coach, Reading Teachers, Assistant Principals	8/20/2007	6/4/2008	Continuous Improvement Model	0

Research-Based Programs

National Staff Development Council Standards for Teacher Professional Development

Professional Development

A minimum of two site-based workshops to be conducted during faculty meetings or Professional Development Days. Workshops will address a variety of topics, including the Electronic Gradebook program.

Evaluation

Delivery of the professional development sessions will be documented through sign-in rosters. In order to assess the effectiveness of training and refine future workshops, participant feedback will be gathered informally through individual and small-group debriefing activities.

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
<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

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

Health & Physical Fitness Statement

Students in fourth through sixth grades at Kenwood K-8 Center will acquire the knowledge, skills and abilities to meet standards for either Gold or Silver Awards on the 2008 FITNESSGRAM.

Needs Assessment

An analysis of the 2007 FITNESSGRAM results indicated that 29 percent of fourth through sixth grade students tested did not meet the minimum health and fitness related standards. Of the 71 percent that met standards, 44 percent earned Gold Awards and 56 percent earned Silver Awards. The physical education program needs to be monitored to ensure that teachers select activities specifically related to the assessment items included in the FITNESSGRAM.

Measurable Objective

Given instruction using the Sunshine State Standards for Physical Education, at least 65 percent of students in fourth through sixth grades will meet standards for either Gold or Silver Awards on the 2008 FITNESSGRAM.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide students with home learning activities that promote physical fitness	Physical Education teachers	8/20/2007	6/4/2008	Student Wellness	0
Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items from FITNESSGRAM.	Principal, Assistant Principals	8/20/2007	6/4/2008	Student Wellness	0
Ensure that an appropriate amount of instructional time is dedicated to fitness-related activities on a daily basis.	Physical Education teachers, Assistant Principals, Principal	8/20/2007	6/4/2008	Student Wellness	0
Ensure that students in physical education classes receive explicit instruction on proper nutrition as a means to improve overall wellness.	Assistant Principals, Physical Education Teachers	8/20/2007	6/4/2008	Student Wellness	0
Require physical education students in sixth through eighth grades to complete weekly written assignments in their physical education classes (e.g., sports-related current event summaries).	Physical Education Teachers, Assistant Principals	8/20/2007	6/4/2008	District-wide Literacy Plan	0

Research-Based Programs

Several research-based programs will be used to ensure successful achievement of this objective. The FITNESSGRAM program standards will be implemented, and program activities will be consistent with Sunshine State Standards and the National Standards for Physical Education. Additionally, a variety of related programs and activities will be implemented to complement these efforts (e.g., Whale Tales, Physical Fitness for All, Game On!, and Movement Education)

Professional Development

Walksafe Pedestrian Safety Program, Whales Tales, Physical Fitness for All, Movement Education, and workshops pertaining to the implementation of the Sunshine State Standards in Physical Education.

Evaluation

This objective will be evaluated by analyzing the percentage of students meeting standards for either Gold or Silver Awards on the 2008 FITNESSGRAM.

Electives & Special Areas 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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

Electives & Special Areas Statement

Recognizing the value of art, music, world languages and athletics, Kenwood K-8 Center students will be afforded ample opportunities to engage in a broad array of activities in these areas.

Needs Assessment

The importance of a well-balanced educational program that includes opportunities for students to engage in arts education and athletics is widely documented in educational research. While opportunities currently exist for such participation, the number of students engaging in these activities is relatively small.

Measurable Objective

Given an emphasis on the importance of a balanced program that addresses the social, athletic, intellectual and creative needs of students, the number of opportunities for students to participate in extracurricular and enrichment activities will increase by ten percent when comparing data from the 2007-2008 school year to data from the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Compete in art contests and shows that involve students in local, state and/or national competitions.	Art teachers	8/20/2007	6/4/2008	Academic Enrichment Opportunities	0
Encourage student participation in District artistic and writing competitions/contests.	Assistant Principals, Teachers	8/20/2007	6/4/2008	Academic Enrichment Opportunities	0
Ensure that information regarding school activities, athletics and organizations is readily available and distributed to parents and students through the school's website.	Assistant Principals, Special Area Teachers, Activity Sponsors, Microsystems Technician	8/20/2007	6/4/2008	Improve Public Perception	0
Utilize morning exercises to announce extracurricular and enrichment opportunities available to students.	Principal, Assistant Principals, Special Area Teachers	8/20/2007	6/4/2008	Other/ Not Applicable	0
Showcase students who participate in contests/competitions (e.g., displays of work, introductions on closed-circuit television).	Principal, Assistant Principals, Special Area Teachers	8/20/2007	6/4/2008	Improve Public Perception	0

Research-Based Programs

Scholastic Art; Art in Motion.

Professional Development

District-wide Special Area Meetings; Art and Music workshops.

Evaluation

This objective will be evaluated through a comparison and analysis of student participation data in extracurricular and enrichment programs from the 2006-2007 and 2007-2008.

Return On Investment 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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

Kenwood K-8 Center will rank at or above the 70th percentile statewide on the Return on Investment (ROI) index of value and cost effectiveness of its programs.

Needs Assessment

The most recent ROI data supplied by the Florida Department of Education indicate that in 2006-2007 Kenwood K-8 Center ranked at the 67th percentile on the State of Florida ROI Index.

Measurable Objective

Kenwood K-8 Center will rank at or above the 70th percentile on the State of Florida ROI Index publication on the 2008 publication of the Index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Become more informed about the use of financial resources in relation to school programs.	Principal, Assistant Principals	8/20/2007	6/4/2008	Continuous Improvement Model	0
Collaborate with District and Regional Center staff on resource allocation.	Principal	8/20/2007	6/4/2008	Continuous Improvement Model	0
Consider the shared use of facilities, as well as establishing partnerships with community agencies.	Principal, Assistant Principals, Career Specialist	8/20/2007	6/4/2008	Other/ Not Applicable	0
Consider reconfiguration and/or reallocation of existing resources, as well as accessing a broader resource base to support the school's overall program (e.g., private foundations, volunteer networks).	Principal, Assistant Principals, Career Specialist	8/20/2007	6/4/2008	Business Process Redesign	0
Investigate and implement professional development opportunities and best practices that can be implemented to improve ROI efforts, including the establishment of site-based learning communities.	Principal, Assistant Principals	8/20/2007	6/4/2008	Continuous Improvement Model	0

Research-Based Programs

N/A

Professional Development

Training will be provided for faculty and staff on the ROI index and formulas. As a part of ongoing progress monitoring, student data will be collected and analyzed, and training on data-based decision-making will be provided to faculty.

Evaluation

This objective will be evaluated through a review of ROI data and the achievement of a ranking at or above the 70th percentile on the 2008 State of Florida ROI Index.

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

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

Other Statement

Students with disabilities (SWD) at Kenwood K-8 Center will make annual learning gains sufficient to acquire the skills, knowledge, and competencies needed to master the state standards in the area of math.

Needs Assessment

Scores on the 2007 FCAT Mathematics indicate that 79 percent of the students in grades third through eighth have scored at or above FCAT Achievement Level 3. However, an analysis of the performances of specific sub-groups indicates that only 29 percent of students with disabilities scored at or above grade level in Mathematics. Consequently, Adequate Yearly Progress for this sub-group was not achieved. This is the only sub-group which failed to demonstrate AYP during the 2006-2007 school year.

Measurable Objective

Given instruction using the Sunshine State Standards students with disabilities at Kenwood K-8 Center will increase their mathematical skills as evidenced by a minimum of 62 percent of the student sub-group scoring at level 3 or above on the 2008 FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Principal, Assistant Principals, Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	0
Conduct quarterly conferences with leadership team and teachers to enhance progress monitoring of students with disabilities.	Assistant Principals, Program Specialist, Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	0
Incorporate FCAT Mathematics Practice activities daily for students with disabilities.	Assistant Principals, Teachers	8/20/2007	6/4/2008	Inclusion of SWD	0
Provide Before and After School FCAT Tutorial, for Level 1 and 2 students with disabilities in grades 3-8, twice a week for one hour.	Assistant Principals, Teachers	10/22/2007	6/4/2008	Inclusion of SWD	31862

Research-Based Programs

Harcourt Core Mathematics Program Grades K-5; Glencoe Core Mathematics Program Grades 6-8

Professional Development

Teachers will participate in mathematic workshops offered in-house and by the District specifically in data analysis, measurement, and number sense; Training in Riverdeep and FCAT Explorer software.

Evaluation

This objective will be evaluated by scores on the 2008 FCAT Mathematics Test indicating 62 percent of students with disabilities achieved level 3 or above. Results from Interim Assessments will be used as teaching tools to drive classroom instruction.

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 EESAC reached consensus on the distribution of the Florida Recognition Enhancement Funds. Input will be sought by all members to reach consensus on the expenditure of EESAC monies.

Training:

The EESAC recommended staff development in the areas of technology integration with classroom instruction.

Instructional Materials:

The EESAC recommended updating computers and instructional software. The EESAC also recommended enhancing the media collection of Accelerated Reader books, particularly for students in sixth through eighth grades.

Technology:

The EESAC recommended that technology continue to play an integral part in all areas of instruction. The EESAC recommended the continued implementation and use of programs such as FCAT Explorer and Riverdeep. The EESAC recommended a parent workshop about web sites parents may access in order to better assist their children at home.

Staffing:

The EESAC recommended the staffing of teachers to serve as instructors in the school's before and after-school tutorial program.

Student Support Services:

The EESAC recommended the continued implementation of character education for all students, with specific emphasis on bullying prevention, harassment, developing positive self-esteem, and strengthening coping skills (e.g., dealing with divorce).

Other Matters of Resource Allocation:

The EESAC recommended increasing the involvement of our Dade Partners by increasing their active roles in school-wide activities.

Benchmarking:

The EESAC recommended the continued implementation and use of the Continuous Improvement Model in order to effectively meet the needs of all students.

School Safety & Discipline:



School Improvement Plan 2007-2008



The EESAC recommended the implementation of Saturday School as a means to reduce the amount of outdoor suspensions, as well as to reduce the number of instructional hours lost for disciplinary reasons.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	31816.23
Mathematics	31816.23
Writing	0
Science	0
Parental Involvement	0
Discipline & Safety	0
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Other	31862
Total	95494.46



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