

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Kinloch Park Elementary School (2781)

Feeder Pattern - Coral Gables Senior

Regional Center IV

District 13 - Miami-Dade

Principal - Ana Casas

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Kinloch Park Elementary School is an 82-year old school located in the city of Miami. The school provides a general education curriculum to 829 pre-kindergarten to fifth grade students from predominately low socio-economic backgrounds. The population at Kinloch Park Elementary School is comprised of 97 percent Hispanic and two percent White and one percent other. The number of students that qualify for free or reduced lunch is 84 percent. Forty-seven percent of the students at Kinloch Park Elementary School are classified as English Language Learners (ELL), and seven percent of the students qualify for Exceptional Student Education services.

Kinloch Park Elementary School has employed several different programs to assist in the attainment of its goals. There is a school-wide Title I program that enables the school to utilize allocated funds to purchase resources that can help increase student achievement. Additionally, Kinloch Park Elementary provides several different student services in order to meet the needs of the students. These programs include an Special Education, English for Speakers of Other Languages Program, Extended Foreign Language Program, and a gifted Reading and Language Arts program.

In order to maintain high achievement and continuing to foster a love of learning, Kinloch Park Elementary School will institute an instructional program that focuses on literacy, critical thinking, and problem-solving skills. With an increased focus in these areas, the students of Kinloch Park Elementary School will demonstrate learning gains in all areas of academics. The faculty at Kinloch Park Elementary School will work cooperatively in order to comprise a curriculum that meets all the standards set forth by regional, state, and federal guidelines. A strong emphasis will be placed on continuous monitoring and assessment in order to ensure that the students are acquiring the skills that are needed to become successful.

Given instruction using the Sunshine State Standards, students in grades three through five will increase reading proficiency as evidenced by 58 percent of students scoring FCAT Achievement Level 3 or above on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, English Language Learners in grades 3 through 5 will increase reading proficiency as evidenced by a 58 percent of students scoring FCAT Achievement Level 3 or above on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades 3 through 5 will increase mathematical application skills as evidenced by 62 percent of students scoring FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Hispanic students in grades 3 through 5 will increase mathematical application skills, as evidenced 62 percent of students scoring FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students in grades 3 through 5 will increase mathematical application skills, as evidenced by 62 percent of students scoring FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, English Language Learners in grades 3 through 5 will increase mathematical application skills, as evidenced by 62 percent of students scoring FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade 4 will improve writing proficiency, as evidenced by a one percentage point increase in the percent of students who earn a score of 4.0 or above on the 2008 administration of the FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards, students in grade five will increase science processing skills as evidenced by a twenty-five percentage point increase in the number of students scoring at or above FCAT Achievement Level 3 on the 2008 administration.

Given a school-wide focus on parental involvement, parenting skills will be promoted and supported, as evidenced by an increase of 5 percentage points in the number of parents attending related school-sponsored activities during the 2007-2008 school year, and documented in attendance logs of parenting activities.

Given an increased emphasis on creating and maintaining a safe and orderly environment, student behavior will improve as evidenced by decrease in the number of outdoor suspensions, going from 31 to 25 suspensions. Additionally, student behavior will improve as evidenced by a decrease in the number of detentions given in the cafeteria from 12 a week to 10 detentions a week.

Given emphasis on the integration of technology to enhance instruction, teachers and students will increase the use of computers as evidenced by a ten percentage point increase in the amount of students and teachers utilizing the computer center.

Given emphasis on the infusion of technology and reading, students will increase the use of the Accelerated Reader program as evidenced by a ten percentage point increase in the amount of students taking and passing Accelerated Reader tests.

Given instruction based on the Fitness Gram standards, students will improve their fitness as evidenced by a five percentage point increase in the amount of students passing the 2007-2008 Fitness Gram Test.



School Improvement Plan

2007-2008



Given emphasis on the benefits of participating in the arts programs, the number of students participating in art and music related activities will increase by three percentage points during the 2007-2008 school year as compared to the 2006-2007 school year.

Kinloch Park Elementary School will improve its ranking on the state Return on Investment Index as evidenced by an increase in ranking, improving from the 43rd percentile to the 44th percentile on the next publication of the ROI Index.

Based on the results of the Miami-Dade County Public Schools Organizational Performance Improvement Snapshot Survey, there is ongoing area of concern is the area of Business Results. This category yielded the lowest result across the seven categories being assessed. Improvement in this area will be addressed in a variety of ways. The administration will address financial issues that continue plague the school during monthly faculty meetings and during EESAC meetings. This will allow all stakeholders to be abreast of the financial restrictions that have been placed on the school site.

Another area of concern is in the area of strategic planning. Improvement in this area will be addressed in several ways. Administrators will continue to meet with grade levels in order to address the weaknesses that teachers observe and together, devise a cohesive and unified plan to address the needs of the school.



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.

2781 - KINLOCH PARK ELEMENTARY 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. 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, critical thinkers. We will motivate our students to be problem solvers who can work independently and collaboratively. At Kinloch Park Elementary School, we expect our students to take responsibility for their actions, respect one another, and make right 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 proficiency, application of mathematical concepts, science processing skills, writing proficiency, and technology skills, Kinloch Park Elementary School will empower its students with important life skills, which in turn, will allow students to become productive, contributing members of an increasingly diverse community.

CORE VALUES



School Improvement Plan 2007-2008



Kinloch Park Elementary School understands the importance of instilling core values in all of its' students. Kinloch Park Elementary will inspire all of its' students to be responsible, respectful, kind citizens in an increasingly diverse society.

School Demographics

Kinloch Park Elementary School is an 82-year-old school located in the city of Miami. The school serves a pre-kindergarten through fifth grade student population from predominately low socio-economic backgrounds. Presently, the diverse population of 829 students is comprised of ninety-seven percent Hispanic, two percent White, and one percent other. The number of students qualifying for free or reduced lunch is 84 percent. Additionally, forty-seven percent of the students at Kinloch Park Elementary School are English Language Learners (ELL) while seven percent of the students qualify for Special Education (SPED). The average daily attendance rate for Kinloch Park Elementary School is 94.4 percent, and the mobility index is 26.

Kinloch Park Elementary School has a Title I school wide program which utilizes allocated funding to purchase programs and resources that are implemented to increase student achievement. Additionally, Kinloch Park Elementary School provides an Exceptional Student Education Program with the inclusion model being implemented in grades three through five. Other programs being implemented at Kinloch Park Elementary School include the English for Speakers of Other Languages (ESOL) Program which provides instruction to English Language Learners, and a gifted program in Reading and Language Arts.

Three administrators, a principal and two assistant principals, provide instructional and professional leadership at the school. There are 42 certified classroom teachers, four ESE teachers, and one elementary guidance counselor. Additionally, Kinloch Park Elementary School has one speech therapist, a social worker, one Media Specialist, and twelve special area teachers. There is one reading coach at the school, two full-time paraprofessionals and one Community Involvement Specialist (CIS).

The Florida Department of Education has graded Kinloch Park Elementary School as being a C school. This was due to the increase in of English Language Learners to our school, as well as increase in the mobility rate of students.

As part of a community of learners, teachers will continue to implement the Continuous Improvement Model at Kinloch Park Elementary School. Teachers will continue to meet on a weekly basis in order to interpret and analyze data collected through a variety of assessments. Teachers then use this data to plan differentiated lessons in order to address the areas of deficiencies students have encountered. Additionally, selected students are sent to pull-out remediation classes in order to receive further instruction in areas of weaknesses, but in a smaller classroom setting. The teacher-student ration in the primary grades is one teacher for every 18 students. The ratio for the intermediate grades is one teacher for every 22 students.

School Foundation

Leadership:

Kinloch Park Elementary School's leaders have ensured that all who work at the school site know and understand the schools mission and what the ultimate goals of the school are. Administrators at Kinloch Park Elementary School share with all faculty and staff members the status and process of the organization. By keeping faculty abreast, faculty and staff members are able to brainstorm and develop creative ways to problem solve. With the knowledge of information and the open lines of communication, the leadership at Kinloch Park Elementary School creates an environment that supports faculty members to work to their fullest capabilities.

District Strategic Planning Alignment:

As Kinloch Park Elementary School plans for the future, faculty and staff members know and understand the different goals and objectives that the school must achieve. The OPIS revealed that this is one area in which the school can perform better. Kinloch Park Elementary will include all faculty and staff members in the process of adopting and writing of the school goals, as well as the means by which to achieve these goals. Additionally, faculty and staff members are continuously informed of progress towards the achievement of these goals by administration and grade level meetings.

Stakeholder Engagement:

Faculty and staff at Kinloch Park Elementary understand the most important customer is the student. As a community of learners, Kinloch Park Elementary School is constantly looking for new ways to keep in touch with its customers in order to understand their needs and wants, while fostering a creative learning environment.

Faculty & Staff:

The faculty and staff at Kinloch Park Elementary School realize the importance of working together in professional learning communities in order to create a cohesive unit to guide the school towards meeting its goals. Many of the faculty and staff members feel that they can grow and become better at their occupation. Also, many staff and faculty members feel that the leadership at the school site encourages staff members to further develop career skills and become involved in a variety of activities in order to advance the careers of those who take advantage.

Data/Information/Knowledge Management:

Faculty and staff members at Kinloch Park Elementary School know and understand the importance of managing data through action research to drive planning and instruction. Faculty and staff members are continuously monitoring and assessing the quality of their work. All stakeholders are informed of new strategies and resources to implement in order to improve one's work. By analyzing one's own work, faculty and staff members understand their role in the continuous improvement of the school.

Education Design:

There are a variety of processes that drive the functioning of the school Kinloch Park Elementary School. The school site provides students with a variety of extended learning opportunities such as during and after school tutoring in reading and mathematics. These programs provide extra academic assistance for selected subgroups that have demonstrated a need of further assistance. Additionally, the school holds before and after school clubs in music and art. This allows students to further understand and participate in special area activities. Additionally, Kinloch Park Elementary School has, in conjunction with Miami-Dade College implemented a Family Literacy Program in which students whose parents are attending can receive tutoring. Scheduling also plays a significant role in providing extended learning opportunities.

As with implementing any program, continuous monitoring and assessment must be conducted in order to ensure programs are helping to achieve the goals of the school. Kinloch Park Elementary School implements the 8-step Continuous Improvement Model, in which all stakeholders Plan, Do, Study, and Act. This involves the continuous assessment of students for intervention.

Performance Results:

At Kinloch Park Elementary School, faculty and staff members feel that all stakeholders are satisfied with the work being completed at the school. Many of the faculty and staff members feel that high quality and excellence are vital in accomplishing the school's goals and objectives. Additionally, the faculty and staff members of Kinloch Park Elementary feel that time and talents are allocated adequately in the meeting of the schools' goals.

Schools Graded 'C' or Below

Professional Development:

Kinloch Park understands the importance of providing teachers with continued support through professional development trainings. Through Professional Learning Communities, teachers work together to disaggregate data and share lessons learned while providing instruction. Additionally, by actively participating in action research within these learning communities, teachers are able to plan and differentiate instruction to meet the individual student needs.

Teachers are also provided with professional development in the areas of reading, mathematics, writing, and science in order to learn up-to-date strategies and interventions that can be infused into daily learning activities.

Disaggregated Data :

Teachers at Kinloch Park Elementary meet on a weekly basis in order to disaggregate and discuss data. Teachers use this data in a variety of ways. District Interim Assessment data is used to determine areas of weakness students are encountering in reading and mathematics. This data allows teachers to differentiate instruction in small learning groups. Weekly reading and mathematics assessments are used to determine what areas students are still encountering difficulties. Teachers then use intervention activities through small groups or centers in order to enhance those skills. There are three pull-out for remediation teachers that use the data to drive the interventions used to address the weaknesses students are facing in specific reading content clusters.

Informal and Formal Assessments:

The use of informal and formal assessments provides teachers with a multitude of data that allows them to better understand student strengths and weaknesses. Informal assessments such as rubrics and checklists, as well as observation and oral assessments, are used on a daily basis in order to ensure that specific benchmarks and content clusters are being met. Furthermore, formal assessments allows teachers to provide a structured means of assessing whether or not students are achieving the benchmarks set forth by the teacher.

Alternative Instructional Delivery Methods :

Kinloch Park Elementary utilizes a variety of alternative instructional delivery models in order to support student achievement. One method implemented by teachers is the use of learning centers within the classroom for reading, mathematics, writing, and science. Additionally small group instruction and one-to-one instruction is infused during support remediation classes as well as within the classroom for those students who need further support in specific academic areas. For those students in need of enrichment activities, teachers provide enrichment strategies and activities within the learning centers.



School Improvement Plan
2007-2008



Schools Offering Primarily Grades 6 through 12

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

Reading Goal

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

Florida Education Priorities

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

Kinloch Park Elementary will increase students' reading skills.

Needs Assessment

Results from the 2007 FCAT Reading Test indicate that sixty-five percent of students in grades three through five scored at or above FCAT Achievement Level 3 on the 2007 administration. Moreover, sixty-three percent of students in grades three through five demonstrated learning gains. Results from the third grade FCAT Reading Test indicates that the lowest scores were shown in the content clusters of Reference and Research, scoring with 50 percent accuracy. Additionally, in the content cluster of Words/Phrases, third graders demonstrated a decrease in proficiency, scoring 67 percent accuracy as compared to 71 percent accuracy in 2006. On the other hand, results showed that students demonstrated learning gains in the content cluster of Comparisons, increasing from 58 percent accuracy to 59 percent accuracy. Results from the fourth grade FCAT Reading Test indicates that fourth graders scored the lowest in the area of Word/Phrases, scoring with 60 percent accuracy, while demonstrating strengths in Main Idea/Purpose increasing from 59 percent accuracy in 2006 to 60 percent accuracy in 2007. Fifth grade FCAT Reading Test results indicate that students demonstrated weaknesses in all four content clusters, decreasing by an average of 12 percentage points in all clusters. Results from the FCAT Reading Test also indicates that only 45 percent of the required 51 percent of the NCLB subgroup English Language Learners demonstrated proficient levels on the 2007 administration of the FCAT Reading Test.

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will increase reading proficiency as evidenced by 58 percent of students scoring FCAT Achievement Level 3 or above on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, English Language Learners in grades 3 through 5 will increase reading proficiency as evidenced by a 58 percent of students scoring FCAT Achievement Level 3 or above on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide tutorial program for identified ELL, SPED, and Lowest 25th Percentile students in grades two through five in reading to increase comprehension skills.	Principal, Reading Coaches, Reading Teachers	8/20/2007	6/1/2008	District-wide Literacy Plan	6196.08
Implement the use of research-based intervention tools, such as Voyager Passport, Soar to Success, CARS and STARS, to help increase fluency and comprehension.	Principals, Assistant Principals, Reading Coaches, Classroom Teachers, Paraprofessionals	8/20/2007	6/1/2008	District-wide Literacy Plan	5115.6
Implement the use of computerized programs, such as FCAT Explorer, Accelerated Reader, Riverdeep, and Learning Today, to increase and monitor reading progress.	Principal, Assistant Principals, Classroom Teachers, Media Specialist, Microsystems Technician	8/20/2007	6/1/2008	District-wide Literacy Plan	0
Implement the inclusion model in all grade levels, providing SPED services to qualifying students within a regular classroom setting.	Principal, Classroom Teachers, SPED Teachers	8/20/2007	6/1/2008	Inclusion of SWD	2001.7
Utilize interim assessments to guide, monitor, and implement differentiated instruction in order to meet individual student needs in reading.	Principal, Assistant Principals, Reading Coach, Classroom Teachers	8/20/2007	6/1/2008	Continuous Improvement Model	0
Comprise and maintain a curriculum map and focus calendar that addresses standards and timelines.	Principal, Assistant Principals, Classroom Teachers	8/20/2007	6/1/2008	District-wide Literacy Plan	0
Analyze assessment data to identify student strengths' and deficiencies to guide intervention programs and instructional strategies.	Principal, Assistant Principals, Reading Coach, Reading Teachers	8/20/2007	6/1/2008	Continuous Improvement Model	0

Research-Based Programs

Kinloch Park Elementary is currently implementing the Houghton Mifflin Reading Program as the core reading program, which is aligned to the Comprehensive Reading Plan for the district. In addition to the Houghton Mifflin, Kinloch Park Elementary implements the Voyager Passport and Soar to Success as reading interventions. In kindergarten, Kinloch Park Elementary also is implementing the Voyager program to increase phonetic awareness. Another research-based program utilized at Kinloch Park Elementary is Riverdeep and Learning Today.

Professional Development

Kinloch Park Elementary will be providing various in-services and trainings in order to further develop teachers' skills. The Reading Leader will provide monthly in-services for teachers in the area of Reading to further help and advance teachers' skills. Additionally, all classroom teachers, reading teachers, and SPED teachers will attend trainings in the Houghton Mifflin Reading series to better facilitate reading instruction. Training in using the Learning Today Software program is currently scheduled. Furthermore, teachers will be trained in how to implement the 8-Step Continuous Improvement Model to address student needs.

Evaluation

Scores of the 2008 FCAT Reading Test will evaluate this objective. Additionally, District Reading assessments will be administered in the fall, winter and spring in order to assess student progress. Identified students will be assessed every quarter using the DIBELS assessment. Classroom teachers will also provide weekly assessments in order to monitor student progress.

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 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 checked="" type="checkbox"/>

Mathematics Statement

Kinloch Park Elementary will improve students' mathematics application skills.

Needs Assessment

Results from the 2007 FCAT Mathematics Test indicates that 60 percent of students in grades three through five scored at or above FCAT Achievement Level 3 on the 2007 administration, a decrease of ten percentage points from 2006. Furthermore, 50 percent of students in grades three through five demonstrated learning gains, a decrease of 13 percentage points. Results indicate that the lowest scores in third grade were shown in the content clusters of Algebraic Thinking and Geometry, scoring with 50 percent and 57 percent respectively. Fourth grade students demonstrated weaknesses in the area of Number Sense, scoring with 55 percent accuracy. Fifth grade students also demonstrated learning gains in the cluster of Number Sense, scoring with 46 percent accuracy in 2007 as compared to 38 percent accuracy in 2006.

Results from the 2007 FCAT Mathematics Test also indicates that 54 percent of the required 56 percent of students in grades three through five demonstrated proficient levels on the 2007 administration of the FCAT Mathematics Test. Furthermore, the following subgroups did not meet the required 56 proficiency level on the 2007 administration of the FCAT Mathematics Test: Total, Hispanic, Economically Disadvantaged, and English Language Learners.

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades 3 through 5 will increase mathematical application skills as evidenced by 62 percent of students scoring FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Hispanic students in grades 3 through 5 will increase mathematical application skills, as evidenced 62 percent of students scoring FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students in grades 3 through 5 will increase mathematical application skills, as evidenced by 62 percent of students scoring FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, English Language Learners in grades 3 through 5 will increase mathematical application skills, as evidenced by 62 percent of students scoring FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Continue to utilize the pacing guide provided by the department of math and science to guide instruction.	Principal, Assistant Principals, Classroom Teachers	8/20/2007	6/1/2008	Continuous Improvement Model	0
Analyze assessment data to identify student strengths' and deficiencies to guide intervention programs and instructional strategies.	Principal, Assistant Principals, Classroom Teachers	8/20/2007	6/1/2008	Continuous Improvement Model	0
Utilize interim assessments to guide, monitor, and implement differentiated instruction in order to meet individual student needs in mathematics.	Principal, Assistant Principals, Classroom Teachers	8/20/2007	6/1/2008	Continuous Improvement Model	0
Participate in various mathematics competitions district wide, including the Math Bowl and SECME competition.	Principal, Classroom Teachers	8/20/2007	6/1/2008	Advanced Academics	0
Utilize manipulatives and hands-on activities throughout the curriculum to ensure concrete understanding of mathematical concepts.	Principal, Assistant Principals, Classroom Teachers	8/20/2007	6/1/2008	Academic Enrichment Opportunities	0
Continue the use of computerized mathematical programs, including FCAT Explorer, Learning Today, Riverdeep, and Accelerated Math (in grade 5) to supplement mathematical instruction.	Principal, Classroom Teachers, Microsystems Technician	8/20/2007	6/1/2008	Education Innovation	5000
Implement the inclusion model at all grade levels, providing SPED services to qualifying students within the regular classroom.	Principal, Classroom Teachers, SPED Teachers	8/20/2007	6/1/2008	Inclusion of SWD	2001.7

Research-Based Programs

Kinloch Park Elementary currently utilizes the Harcourt Mathematics 2006 edition as the core mathematics program. Additionally, Kinloch Park Elementary has implemented the computerized program Learning Today, a program that targets specific benchmarks in mathematics. In addition to Learning Today, the primary grades are utilizing Riverdeep, a web-based program that allows students to practice math skills.

Professional Development

Kinloch Park will be providing teachers with various in-services and trainings in order to support teachers and help develop sound teaching strategies. Trainings in new technology, such as Learning Today are being scheduled for teachers. Additionally, teachers were trained in the use of the Student Performance Indicators database, so they are able to log on and see how their students are growing academically. Professional Development Training in Riverdeep is also being scheduled by the Professional Development Liaison.

Evaluation

This objective will be evaluated by scores of the 2008 FCAT Mathematics Test. Additionally, District Mathematics assessments will be given and reported in order to monitor student progress towards the objective. Furthermore, classroom teachers will assess students on a weekly basis in order to monitor student progress in specific cluster areas.

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 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 checked="" type="checkbox"/>

Writing Statement

Kinloch Park Elementary will improve students writing skills.

Needs Assessment

Scores from the 2007 FCAT Writing + Test indicate that 92 percent of students in grade four met high standards in writing. Eighty-five percent of the students scored 3.5 or above on the expository writing test, while eighty-four percent of the students scored 3.5 or above on the narrative writing test. Additionally, the mean score for the Writing + Assessment was 301, an increase of 13 points as compared to the 2006 administration. The area in which students demonstrated the largest weakness was conventions.

NCLB Subgroup Target

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade 4 will improve writing proficiency, as evidenced by a one percentage point increase in the percent of students who earn a score of 4.0 or above on the 2008 administration of the FCAT Writing Plus Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Analyze district writing assessment results in order to guide differentiated instruction in grade four.	Principal, Assistant Principals, Reading Coaches, Classroom Teachers	8/20/2007	6/1/2008	Continuous Improvement Model	0
Implement the use of quarterly writing prompts at the school site to monitor student progress and guide instruction.	Principal, Assistant Principals, Reading Coaches, Classroom Teachers	8/20/2007	6/1/2008	District-wide Literacy Plan	0
Provide tutorial program for identified students in grade four in writing to increase writing proficiency.	Principal, Reading Coaches, Classroom Teachers	8/20/2007	6/1/2008	District-wide Literacy Plan	0
Implement the use of writing strategies, such as magnified moments, expanding sentences, and show not tell, in order to improve the quality of student writing.	Principal, Assistant Principals, Classroom Teachers	8/20/2007	6/1/2008	Other/ Not Applicable	0
Participate in various regional and district-wide competitions, and the County Youth Fair, to encourage student writing.	Principal, Classroom Teachers	8/20/2007	6/1/2008	Education Innovation	0
Encourage students to publish writing samples and share throughout the school's closed circuit television.	Principal, Classroom Teachers, Media Specialist	8/20/2007	6/1/2008	Other/ Not Applicable	0

Research-Based Programs

Kinloch Park Elementary utilizes the Houghton Mifflin Reading series. This reading series has incorporated writing instruction and strategies within the reading curriculum.

Professional Development

Kinloch Park will provide teachers professional development through lesson modeling, grade group trainings, and continuous monitoring. Different curriculum specialists will be invited to the school to help and support teachers in writing instruction. Additionally, teachers will be given opportunities to attend district workshops.

Evaluation

This objective will be evaluated by the scores of the 2008 FCAT Writing Plus Test. Additionally, quarterly assessments will be administered and reported to monitor student progress towards the objective.

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 checked="" type="checkbox"/>

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District Strategic Plan

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

Science Statement

Kinloch Park Elementary will improve students' science process skills.

Needs Assessment

Scores from the 2007 FCAT Science Test indicate that only twenty-six percent of students in grade five scored at or above FCAT Achievement Level 3 on the 2007 administration, an increase of one percentage point. Furthermore, analysis of test results indicates that students demonstrated the largest weaknesses in the content clusters of Earth and Space Science, and Scientific Thinking, demonstrating 41 percent accuracy. In the content cluster of Physical and Chemical Science, students demonstrated 50 percent accuracy.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will increase science processing skills as evidenced by a twenty-five percentage point increase in the number of students scoring at or above FCAT Achievement Level 3 on the 2008 administration.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the use of interim assessments to monitor student progress and guide instruction.	Principal, Assistant Principals, Classroom Teachers	8/20/2007	6/1/2008	Continuous Improvement Model	0
Participate in various regional and district wide competitions, including the annual Science Fair, in order to increase students processing skills.	Principal, Assistant Principals, Classroom Teachers	8/20/2007	6/1/2008	Education Innovation	0
Expose students to different experiments/observations related to daily life and infuse different manipulatives to develop science processing skills.	Principal, Assistant Principals, Classroom Teachers	8/20/2007	6/1/2008	Academic Enrichment Opportunities	0
Continue to utilize a scope and sequence to guide instruction and relevance of all benchmarks in science.	Principal, Assistant Principals, Classroom Teachers	8/20/2007	6/1/2008	Continuous Improvement Model	0
Continue to utilize technology to enhance instruction and scientific investigation.	Principal, Assistant Principals, Classroom Teachers	8/20/2007	6/1/2008	Education Innovation	0

Research-Based Programs

Kinloch Park Elementary utilizes the Scott Foresman Brace Science Program. Additionally, students and teachers will be able to utilize the science lab in order to participate in hands-on scientific experiments. FOSS Kits will also be utilized in class to further students understanding of scientific concepts.

Professional Development

Kinloch Park will be providing teachers with the opportunities to attend district sponsored professional development. Additionally, all teachers will be provided with a professional development training in order to learn how to properly implement the new science textbook series. Furthermore, support personnel from the Division of Math and Science have been invited to come and model lessons that integrate best practices in science. Our Professional Development Liaison has also scheduled trainings for teachers in developing Professional Learning Communities and Data Driven Instruction.

Evaluation

This objective will be evaluated by the scores of the 2008 FCAT Science Test. Additionally, District Science Interim Assessments will be administered and reported in order to monitor student progress towards this objective. Classroom teachers will also assess students on a bi-weekly basis in order to monitor student progress in specific cluster areas.

Parental Involvement Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Parental Involvement Statement

Kinloch Park Elementary School will increase parental involvement within the school.

Needs Assessment

Analysis of the school's Parent Log for the 2006-2007 school year indicates a 5 percentage point increase in the amount of parents participating in school-site related activities. Additionally, there was a six percentage point increase in the amount of phone calls made to parents regarding school activities or student progress. On the other hand, there was a three percent decrease in the amount of parents participating in off-site school activities. Furthermore, only 39 percent of parents participated in the Parent Conference Day held in the spring.

Measurable Objective

Given a school-wide focus on parental involvement, parenting skills will be promoted and supported, as evidenced by an increase of 5 percentage points in the number of parents attending related school-sponsored activities during the 2007-2008 school year, and documented in attendance logs of parenting activities.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize the Community Involvement Specialist to serve as a liaison between the school and community and disseminate to parents information regarding available programs.	Principal, Assistant Principals, Community Involvement Specialist	8/20/2007	6/1/2008	Exchange Meaningful Information	0
Assist parents by providing reading, writing, science, and mathematics workshops that focuses on improving student achievement, attendance, and literacy in their home language.	Principal, Assistant Principals, Reading Coaches	8/20/2007	6/1/2008	District-wide Literacy Plan	0
Utilize the marquee to post school wide activities and meetings to maintain communication with the community.	Principal, Assistant Principals, PTO	8/20/2007	6/1/2008	Improve Public Perception	0
Provide parents the opportunity to check out from the school literature and instructional materials to be utilized at home with their children.	Principal, Community Involvement Specialist, Media Specialist	8/20/2007	6/1/2008	District-wide Literacy Plan	0
Distribute a school wide monthly newsletter to keep parents informed on school sponsored activities.	Principal, Assistant Principals	9/28/2007	5/1/2008	Exchange Meaningful Information	0
Offer a Family Literacy Program in conjunction with Miami-Dade College during the evenings that provides parents with ESOL and citizenship classes, as well as tutoring classes for their children.	Principal, Assistant Principal	8/20/2007	6/1/2008	Other/ Not Applicable	0
Continue to provide parents with information regarding Parent Academy courses in order to further assist students within the home.	Principal, Assistant Principals, Community Involvement Specialist	8/20/2007	6/1/2008	Improve Public Perception	

Research-Based Programs

National Standards for Parents and Family Involvement of the PTSA

Professional Development

Kinloch Park Elementary understands the importance of providing teachers with new strategies to communicate with parents and the community. Administration will provide teachers with Professional Development trainings to address issues brought about by parents in the School Climate Survey, as well as the interest survey, and how to bridge communication between home and school.

Evaluation

This objective will be evaluated by the parent attendance logs for the 2007-2008 school year, as compared to the parent attendance logs for the 2006-2007 school year.

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 type="checkbox"/>	<input 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

Kinloch Park Elementary will create and maintain a safe and orderly environment.

Needs Assessment

Analysis of data indicates that one of the greatest needs is to improve student behavior. This is evident through the executive summary report of Student Case Management. This 2005-2006 report shows that 31 students were given outdoor suspensions due to defiant behavior. Additionally, during the 2006-2007 school year, an average of 12 detentions a week were given due misbehavior in the cafeteria.

Measurable Objective

Given an increased emphasis on creating and maintaining a safe and orderly environment, student behavior will improve as evidenced by decrease in the number of outdoor suspensions, going from 31 to 25 suspensions. Additionally, student behavior will improve as evidenced by a decrease in the number of detentions given in the cafeteria from 12 a week to 10 detentions a week.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement a behavior modification program in the cafeteria to promote good behavior.	Principal, Teachers, Cafeteria Monitors	8/20/2007	6/1/2008	Other/ Not Applicable	0
Train school monitors in promoting and supervising student behavior throughout the school.	Principal, Security Chairperson	8/20/2007	6/1/2008	Other/ Not Applicable	0
Review the Student Code of Conduct with students and establish behavior contracts with parents and students.	Principal, Assistant Principals, Counselor, Classroom Teachers	8/20/2007	6/1/2008	Other/ Not Applicable	0
Utilize badges to identify school visitors and volunteers.	Principal	8/20/2007	6/1/2008	Other/ Not Applicable	443.72
Implement a School Safety Plan.	Principal, Assistant Principals	8/20/2007	6/1/2008	Other/ Not Applicable	0
Provide character education as part of the Social Studies curriculum in all grades.	Principal, Counselor, Classroom Teachers	8/20/2007	6/1/2008	Other/ Not Applicable	0

Research-Based Programs

Not Applicable

Professional Development

Professional Development will be provided to the security monitors in order to properly identify and redirect misbehavior.

Evaluation

This objective will be evaluated by comparing the executive summary report of Student Case Management for 2007-2008 school year with the summary report for the 2006-2007 school year. Additionally, this objective will be evaluated by comparing the detention log for the 2007-2008 school year with the detention log for the 2006-2007 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 checked="" type="checkbox"/>

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

Technology Statement

Kinloch Park Elementary will increase the use of technology by all stakeholders

Needs Assessment

During the 2006-2007 school year, Learning Today Logs indicate that less than ten percent of the teachers were utilizing the program on a weekly basis. Furthermore, many of the teachers have not been trained in using this program, as well as a variety of other software programs available such as RiverDeep. Additionally, Accelerated Reader logs indicate a twenty percentage point decrease in the amount of students participating in Accelerated Reader tests.

Measurable Objective

Given emphasis on the integration of technology to enhance instruction, teachers and students will increase the use of computers as evidenced by a ten percentage point increase in the amount of students and teachers utilizing the computer center.

Given emphasis on the infusion of technology and reading, students will increase the use of the Accelerated Reader program as evidenced by a ten percentage point increase in the amount of students taking and passing Accelerated Reader tests.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement and disseminate digital information to stakeholders through the use of intra/inter net.	Principal, Microsystems Technician, Classroom Teachers	8/16/2007	6/1/2008	Exchange Meaningful Information	0
Keep all stakeholders abreast of current information regarding the use of technology.	Principal, Microsystems Technician, Media Specialist, Classroom Teachers	8/16/2007	6/1/2008	Exchange Meaningful Information	0
Provide mentors for teachers who require extra support in the implementation of technology within the classroom.	Principal, Microsystems Technician, Media Specialist, Classroom Teachers	8/16/2007	6/1/2008	Other/ Not Applicable	0
Continue to utilize web-based programs to enhance students' reading, mathematical, and technology skills.	Principal, Assistant Principals, Microsystems Technician, Classroom Teachers	8/20/2007	6/1/2008	Education Innovation	0
Integrate authentic tasks that provide students with increased opportunities for independent learning through the use of technology.	Principal, Assistant Principals, Classroom Teachers	8/20/2007	6/1/2008	Education Innovation	0
Utilize monies to purchase more technology software and components that will enhance teaching and learning within the school.	Principal, EESAC, Microsystems Technician	9/28/2007	6/1/2008	Other/ Not Applicable	0

Research-Based Programs

Kinloch Park Elementary utilizes several different software and web-based programs to enhance instruction. These programs include Learning Today and Riverdeep, and Accelerated Reader.

Professional Development

Kinloch Park Elementary will provide various trainings for teachers that are implementing the different web-based programs and software.

Evaluation

Monthly reports will be generated in order to assess the number of teachers and students utilizing the different programs being implemented.

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

Health & Physical Fitness Statement

Kinloch Park Elementary will improve students' health and physical fitness.

Needs Assessment

Analysis of data indicates that 18 percent of students in grades two through five met the requirements set forth in the Fitness Gram Assessment, a decrease of nine percentage points as compared to the 2006-2007 school year.

Measurable Objective

Given instruction based on the Fitness Gram standards, students will improve their fitness as evidenced by a five percentage point increase in the amount of students passing the 2007-2008 Fitness Gram Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Administer a site authorized pre-test to determine baseline measures.	Principal, Assistant Principals, Physical Education Teachers	9/4/2007	6/1/2008	Continuous Improvement Model	0
Provide practice in the different Fitness Gram areas by setting up stations throughout the field and guiding students through requirements.	Principal, Assistant Principals, Physical Education Teachers	8/20/2007	6/1/2008	Other/ Not Applicable	0
Provide students with incentives to meet or exceed the requirements set forth in the Fitness Gram.	Principal, Physical Education Teachers	8/20/2007	6/1/2008	Other/ Not Applicable	0

Research-Based Programs

Not Applicable

Professional Development

Kinloch Park Elementary School will send Physical Education teachers to the Fitness Gram workshop and other workshops that deal with Physical Fitness assessments and evaluations.

Evaluation

This objective will be evaluated using results from the 2007-2008 Miami-Dade County Fitness Gram Assessment.

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

Electives & Special Areas Statement

Kinloch Park Elementary will increase participation in art-related activities.

Needs Assessment

Research indicates that students who participate in special area activities, such as art and music, tend to score above students who do not participate in these special areas. The number of students that participate in the art club decreased to an average of ten students per meeting. Additionally, the number of students that participate in the bells, drums, chorus clubs have increased from 25 to 29. By not participating in these visual and performing arts classes, students are not able to further their knowledge and skills in order to advance in art and music related areas.

Measurable Objective

Given emphasis on the benefits of participating in the arts programs, the number of students participating in art and music related activities will increase by three percentage points during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide an area where students can display work.	Principal, Art Teacher	8/20/2007	6/1/2008	Other/ Not Applicable	0
Implement school wide gallery participation where students are exposed to different media of art.	Principal, Assistant Principals, Art Teacher	8/14/2006	5/30/207	Other/ Not Applicable	0
Participate in various regional contests in which students can enter and display their art.	Principal Art Teacher	8/14/2006	5/30/2007	Other/ Not Applicable	0
Invite guests to come in and speak to students about different art media and types of art.	Principal Art Teacher Counselor	8/14/2006	5/30/207	Other/ Not Applicable	0
Provide students with the opportunities to visit art galleries in the community.	Principal Art Teacher	8/14/2006	5/30/2007	Other/ Not Applicable	0

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

This objective will be evaluated by comparing the number of students participating in the art club and in bells, drums, and guitar program during the 2007-2008 school year as compared to the 2006-2007 school year.

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 type="checkbox"/>

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

Return On Investment Statement

Kinloch Park Elementary School will increase its ranking statewide in the ROI index of value and cost effectiveness program.

Needs Assessment

The 2004-2005 Return on Investment Index indicates that within the state of Florida, Kinloch Park Elementary School is in the middle third percentile of all elementary schools, ranking within the 43rd percentile on the State of Florida ROI index.

Measurable Objective

Kinloch Park Elementary School will improve its ranking on the state Return on Investment Index as evidenced by an increase in ranking, improving from the 43rd percentile to the 44th percentile on the next publication of the ROI Index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Communicate to faculty members the use of financial resources in relation to school program and resources.	Principal	8/20/2007	6/1/2008	Other/ Not Applicable	0
Survey teachers to determine the effectiveness of programs and resources that have been implemented in the school.	Principal, Assistant Principals	8/20/2007	6/1/2008	Other/ Not Applicable	0
Consider shared use of facilities, partnering with community agencies.	Principal, Assistant Principals	8/20/2007	6/1/2008	Other/ Not Applicable	0
Analyze the effectiveness of existing resources in order to ensure their efficacy.	Principal, Assistant Principals, Classroom Teachers	8/20/2007	6/1/2008	Other/ Not Applicable	0

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

This objective will be evaluated by the next publication of the Return on Investment/School Efficiency Measures Index.

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 of Kinloch Park Elementary School has recommended to the principal to provide information regarding the school's budget. The EESAC funds will be utilized throughout the year as needed and where they will have the greatest impact on student performance.

Training:

The EESAC has reviewed and discussed staff trainings held during the 2006-2007 school year. The EESAC has recommended that teachers attend professional development trainings dealing with all subject areas. Staff development this school year will focus on reading, science and technology, as well as expanding the knowledge of FCAT strategies in all subjects and special areas. Our Professional Development Liaison will be responsible for contacting representatives from various District offices in order to provide professional support to teachers.

Instructional Materials:

The EESAC has recommended and provided input in the selection of additional materials and resources needed to enhance daily instruction and support the goals stated in the School Improvement Plan.

Technology:

The EESAC has recommended to teachers different ways to infuse technology in daily instruction and classroom routines. Many teachers are beginning to utilize computers for planning, and keeping grades organized. Additionally, many teachers are utilizing web-based programs and software to support and extend student learning.

Staffing:

The EESAC has reviewed and made recommendations on the school's staffing needs. The EESAC has discussed various strategies with administration in the acquiring of new teachers, paraprofessionals, and school security monitors.

Student Support Services:

The EESAC has reviewed existing support services and recommended new services that will assist in the implementation and attainment of goals specified in the School Improvement Plan.

Other Matters of Resource Allocation:

The EESAC has determined that further knowledge and communication is needed in regards to other resource allocations. Teachers need to take advantage of the different grants that have been made available through various community organizations and businesses.

Benchmarking:



School Improvement Plan 2007-2008



The EESAC has reviewed and evaluated past and present strategies and resources in order to implement the ones that have made the greatest impact on student learning. Through constant evaluation and review, strategies and resources that are not working at the school site can be replaced with ones that will help Kinloch Park Elementary achieve the goals stated in the School Improvement Plan.

School Safety & Discipline:

The EESAC has reviewed and made recommendations on a variety of programs that can be implemented to improve student behavior, which will help assist in the implementation of the School Improvement Plan. Additional funding is being secured in order to implement some of the strategies delineated in the School Improvement Plan to help bring order and safety to the school environment.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	13313.38
Mathematics	7001.7
Writing	0
Science	0
Parental Involvement	0
Discipline & Safety	443.72
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Total	20758.8



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