

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Kinloch Park Middle School (6331)

Feeder Pattern - Coral Gables Senior

Regional Center IV

District 13 - Miami-Dade

Principal - Scott Weiner

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Kinloch Park Middle School, an outstanding Title I neighborhood school, currently serves approximately 1,060 students in grades six through eight which matriculate into the Coaral Gables Senior High School and South Miami Senior High School feeder pattern. The school established in 1935 and stationed on a nine-acre tract in the City of Miami, has consistently provided a quality education for all its students. Neighboring business partners include a supermarket, a fast food restaurant and an insurance agency.

The school serves a population of 96 percent Hispanic students, 2 percent White Students, one percent is classified as Other. Nineteen percent of the students are Limited English Proficient (LEP), and approximately thirteen percent of the students receive services provided by the Exceptional Student Education (ESE) program. Results of the 2007 Florida Comprehensive Assessment Test indicate that 54 % of the students attained a reading level 1 or 2 and 52 %attained a mathematics level 1 or 2.

Kinloch Park Middle School's 130 member dedicated faculty and staff serve as role models who energize and promote academic excellence. This outstanding team of professionals is proud of its noteworthy efforts and outstanding programs such as the Advanced Academics program, the Gifted program, the Foreign Language and Fine Arts programs that include Creative Writing, Journalism, Drama, Media Productions, Spanish, French and Music. The school will continue to implement the four by four or eight period day with an average class size of 21.60. This model helps promote the initiatives set forth by the Middle School Reform Act. The school also provides an After School Enrichment program which provides tutoring and services for both students and parents. Daily attendance remains steady at approximately 95% and retention rate is an all time low of 2%.

Kinloch Park Middle School (KPMS) is committed to providing students with a comprehensive educational foundation that promotes the development of lifelong learners and productive citizens who will make positive contributions to society. Kinloch Park Middle School has been the recipient of the Silver and Gold Award for Improved Student Performance as well as being recognized as the Top School of the Year for two years in a row by the Fairchild Challenge Competition.

Kinloch Park Middle School encourages professional collaboration among teachers, administrators, and support staff as a means of advancing professional growth and collegial relationships. Kinloch Park Middle School radiates a strong family-oriented atmosphere among the faculty and staff, which then overflows to the students. Every stakeholder knows the role they play and the importance of their role, thus creating a well-oiled machine. Every school function and daily operation reflects the notion that students are our top priority and all decisions are made with the students' social and academic best interest at heart.

Given instruction using the Sunshine State Standards, students in grades six through eight will improve their reading skills as evidenced by fifty-eight percent of students scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT.

Given instruction using the Sunshine State Standards, English Language Learner (ELL)students in grades six through eight will increase their reading skills as evidenced by fifty-eight percent of students scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT.

Given instruction using the Sunshine State Standards, Students with Disabilities (SWD)who are now in SPED in grades six through eight will improve their reading skills as evidenced by fifty-eight percent of students scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT.

Given instruction using the Sunshine State Standards, students in grades six through eight will improve their mathematical performance as evidenced by sixty-two percent of students scoring at achievement level 3 or higher on the 2008 administration of the FCAT.

Given instruction using the Sunshine State Standards, Hispanic students in grades six through eight will improve their mathematical performance as evidenced by an eighteen percentage point increase to attain the No Child Left Behind (NCLB) requirements of sixty-two percent of students scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT.

Given instruction using the Sunshine State Standards, Economically Disadvantaged Students in grades six through eight will improve their mathematical performance as evidenced by an eighteen percentage point increase to attain the No Child Left Behind (NCLB) requirements of sixty-two percent of students scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT.

Given instruction using the Sunshine State Standards, English Language Learner (ELL) students in grades six through eight will increase their mathematical performance as evidenced by a thirty-four percentage point increase to attain the NCLB requirements of sixty-two percent of students scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT.

Given instruction using the Sunshine State Standards, Students with Disabilities (SWD) who are now in SPED in grades six through eight will improve their mathematical performance as evidenced by a forty-six percentage point increase to attain the NCLB requirements of fifty-six percent of students scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT.

Given instruction using the Sunshine State Standards, ninety-three percent of students will score a 4.0 or higher on the 2008 FCAT Writing + Test.

Given instruction using the Sunshine State Standards, students in eighth grade will improve their science performance as evidenced by fifty percent of students scoring at FCAT achievement level 3 or higher on the 2008 administration of the FCAT.

Given the need for increased parental involvement, the number of parents attending school sponsored events during the 2007-2008 school year will increase by 30 percent of the invited population when compared to the 2006-2007 school year.

Given the implementation of school-wide Student Contracts, students in grades six through eight will adhere to the school uniform policy, as evidenced by a ten percentage point decrease in the numbers of students receiving Student Case Management referral for uniform violations in the 2007 – 2008 school year as compared to the 2006 – 2007 school year.

Given adequate technology training, a twenty percent increase will occur in the number of teachers utilizing technology to differentiate their instruction as evidenced by technology sign out sheets in comparison with the previous year.

Given instruction using the Sunshine State Standards in Physical Fitness, seventy-three percent of students in grades six through eight will be able to pass the Presidential Physical Fitness Test (FITNESSGRAM), as evidenced

Given instruction in the Sunshine State Standards for the visual and performing arts, visual and performing arts classes will conduct a fall and spring exhibition showcasing a student's individual achievement, successes, and growth.

Kinloch Park Middle School will improve its ranking on the State of Florida ROI index publication from the 70th percentile in 2004-2005 to the 71st percentile on the next publication of the index.

In following with the 8-Step Continuous Improvement Model (CIM), the faculty and staff at KPMS completed the Organizational Performance Self-Assessment Survey to determine our greatest accomplishments and areas for improvement. The results of the survey indicated great success in the categories of Leadership Human Resources and Customer's and Market Focus. Although satisfaction is evident in the above categories, according to the results listed in Category 7 Business Results, a percentage of the faculty and staff felt unsure of how well the organization was doing financially. Professional development on school finances will ensure a clear understanding of all the responsibilities associated with running a middle school site. In addition, A percentage of Kinloch's staff believes that the work location does not remove things that are in the way of progress(Category 7). Staff was independently surveyed and action is taking place to limit the number of classroom disruptions that impede progress. The results of the survey and each category will be addressed at EESAC and faculty meetings. These issues of concerns will be discussed and the actions on how to address these will be provided.



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.

6331 - KINLOCH PARK MIDDLE SCHOOL

VISION

Kinloch Park Middle School will provide the highest quality of education for every child through collaboration and communication among all stakeholders.

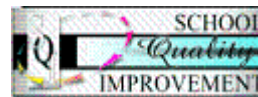
MISSION

To ensure the highest possible achievement for every one of our students by giving the very best we have to offer on a daily basis, leading with pride and heart, knowing that with our collective efforts the possibilities are endless.

CORE VALUES



School Improvement Plan 2007-2008



Excellence

Kinloch Park Middle School is committed to the pursuit of excellence by promoting pride in the endeavors of each of its stakeholders. We are committed to delivering a challenging curriculum and providing all students with an enriched academic program that flexibly responds to each student's social and emotional needs.

Integrity

Our values are based upon integrity among professionals, promoting respect for individuality, and accepting accountability.

Equity

We foster an environment that provides learning opportunities for all students at all times.

Citizenship

We embrace our responsibility to work with parents in a joint effort to educate their children both academically and socially. We consider the effective communication of these core values among the members of the school community to be of the utmost importance.

School Demographics

Kinloch Park Middle School, an outstanding neighborhood school, currently serves approximately 1,060 students in grades six through eight. The school established in 1935 and stationed on a nine-acre tract in the City of Miami, has consistently provided a quality education for all its students. The school serves a population of 96 percent Hispanic students, 2 percent White Students, one percent is classified as Other. Nineteen percent of the students are Limited English Proficient (LEP), and approximately thirteen percent of the students receive services provided by the Exceptional Student Education (ESE) program. Kinloch Park Middle School's 130 member dedicated faculty and staff serve as role models who energize and promote academic excellence. This outstanding team of professionals is proud of its noteworthy efforts and outstanding programs such as the Advanced Academics program, the Gifted program, the Foreign Language and Fine Arts programs that include Creative Writing, Journalism, Drama, Media Productions, Spanish, French and Music. The school will continue to implement the four by four or eight period day. This model helps promote the initiatives set forth by the Middle School Reform Act. The school also provides an After School Enrichment program which provides tutoring and services for both students and parents.

School Foundation

Leadership:

Kinloch Park Middle School's Leadership team consists of a Principal, three Assistant Principals, one Administrative Assistant, two Reading Coaches, ten Department Chairpersons, six Team Leaders, an EESAC committee, and the Parent-Teacher Student Association (PTSA). The Leadership team at Kinloch Park Middle School involves all stakeholders and meets the needs of all those involved when reaching the primary goal of increasing student achievement. There is a very clear understanding of who our stakeholders are and the importance of providing high standards and expectations for these individuals. The Spring 2007 O.P.I.S. results indicate a strong leadership presence as indicated by the staff with a rating of 4.1. The leadership team consistently provides the necessary resources to ensure these expectations are successfully met.

District Strategic Planning Alignment:

Kinloch Park Middle School continues to meet the professional needs of the faculty and staff to reach the primary goal of increasing student achievement. Results of the Spring 2007 O.P.I.S. survey show that all stakeholders of Kinloch Park Middle School understand the importance of creating and maintaining short term and long term goals. Kinloch Park Middle School is committed to providing students with a comprehensive educational foundation that promotes the development of lifelong learners and promotes the idea that all students can learn. The school provides fundamental educational services based on the Sunshine State Standards to all students.

Stakeholder Engagement:

Kinloch Park Middle School is committed to working collaboratively with the community it serves. Customer and Market Focus portions of the Spring 2007 O.P.I.S. indicate a strong score of 4.5 in this area. PTSA meetings are held on a monthly basis as part of a communication network that conveys pertinent information and services to the community. The EESAC committee meets on a monthly basis and provides information pertinent to the needs of the school. Members of the business community are invited to attend and contribute ideas and suggestions to help the school meet its needs. Receiving input from all stakeholders helps the school's vision and mission become a true priority. Results from the Organizational Performance Assessment survey indicate that all of Kinloch Park Middle School's stakeholders know they are an integral part in the school's ultimate success. A percentage of the faculty and staff felt unsure of how well the organization was doing financially. Professional development on school finances will ensure a clear understanding of all the responsibilities associated with running a middle school site. The survey also shows a small percentage of Kinloch's faculty and staff would like a systemic way to remove things that get in the way of progress.

Faculty & Staff:

Kinloch Park Middle School employs a total of 104 full-time and 5 part time staff members. These staff members include 1 Principal, 3 Assistant Principals, 1 Administrative Assistant, 2 Reading Coaches, 3 Guidance Counselors, 1 Trust Counselor, 1/2 Career Specialist, 1 Media Specialist, 1 Technology Coordinator, 1 Computer Specialist, 71 Classroom Teachers, 6 Paraprofessionals, 7 Clerical Employees, 9 Custodial Service Workers, and 14 Cafeteria Workers. Other support staff members include 6 full time Security Monitors, 1 Community Involvement Specialist and 2 Pool Temporary Instructors. Of the teaching staff, 17% are new to the school, 43% have advanced degrees, two staff members are nationally board certified, and the average length of an educator's teaching time in Florida is 11 years. This diverse staff is comprised of 58% females and 42% males, of which 57% are Hispanic, 23% are White, and 20% are African-American.

Kinloch Park Middle School's Teaching Mentoring Program adheres to the policies and procedures set forth by the District's Professional Assessment and Comprehensive Evaluation System (PACES) manual. At the onset of the school year, beginning teachers are identified and scheduled to participate in a four-day district orientation regarding Miami-Dade County Public Schools' policies and procedures. The mentoring program also includes onsite-sponsored orientation in order to familiarize Kinloch Park Middle School's beginning teachers with the school's guidelines and procedures. Additionally, annual contract teachers are assigned to a Professional Growth Team (PGT) comprised of members who are mutually agreed upon by the teacher and the site administration. The Professional Growth Team members assist with procedural guidelines and best instructional practices in the areas of lesson planning, curriculum, and the disaggregation of data. Beginning teachers are also assigned a mentor teacher within their subject area to help assist with daily procedures or practices. The beginning teachers, their PGT members, and the administrative team meet on a monthly basis to discuss any concerns and communicate any new information and/or policies which have been established.



School Improvement Plan 2007-2008



Data/Information/Knowledge Management:

The faculty and staff of the school are involved in the use and sharing of student assessment and achievement data. The Spring 2007 O.P.I.S. survey revealed a 4.5 score of satisfaction in data management. Teachers meet within their departments in order to review data collection from district and school generated assessments. The departments work collaboratively to make sure that activities are aligned with the Sunshine State Standards, curriculum maps, and pacing guides. Based on the results of these meetings, staff plans in order to meet expected outcomes.

Education Design:

This area of the Spring 2007 O.P.I.S. survey ranked the highest among all the categories with an average score of 4.3. In a review of the items, it is clear that the faculty and staff indicated the knowledge of how to measure the quality of their work, and use the analyses to make decisions about their work. Data is utilized not only to improve student achievement, but also to allow teachers the opportunity for professional self-reflection.

Performance Results:

In following with the 8-Step Continuous Improvement Model, the faculty and staff at KPMS completed the Spring 2007 Organizational Performance Self-Assessment Survey (O.P.I.S.) to determine our greatest accomplishments and areas for improvement. The results of the survey indicated gains in the categories of Leadership (4.1), Human Resources (4.1) and Customers and Market Focus (4.3). Although satisfaction is evident in the above categories, a percentage of the faculty and staff felt unsure of how well the organization was doing financially (3.9). Professional development on school finances will ensure a clear understanding of all the responsibilities associated with running a middle school site. The survey also shows a small percentage of Kinloch's faculty and staff would like a systemic way to remove things that get in the way of progress.

Schools Graded 'C' or Below

Professional Development:

Kinloch Park Middle School is providing professional developments on how to present information in various ways. These developments provide resources and strategies on how to effectively engage the various types of learners in a classroom. They also provide information as to how these children should be grouped and the amount of times a teacher needs to meet with the students to make sure a child's individual needs are met.

These developments include CRISS strategies, guided reading, centers, literature circles, and grouping strategies.

Disaggregated Data :

In August, the Literacy Leadership Team and the Administrative Team meet to disseminate the FCAT data from the previous school year. This data is then used to determine the areas of instruction that require more intensive focus. Throughout the school year the teams will also analyze results from both District and School based testing to determine how the students are progressing. Based on these tests, the school can alter its focus to accommodate the student's needs.

Informal and Formal Assessments:

A wide variety of ongoing formal and informal assessments are administered at Kinloch Park Middle School. School-developed Pre-tests, Progress tests, and Post-tests are administered in the core subject areas. Students are administered the FCAT Assessment in Writing, Reading, Math, and Science during February and March. During the months of November, January, and May the students are assessed using district wide Interim Assessments. These interim tests cover the subjects of Math, Science, and Reading. Besides State and District tests, teachers are required to have bi-weekly classroom assessments. The students who are English Language Learners (ELL) are required to take the CELLA test.

Alternative Instructional Delivery Methods :

Kinloch Park Middle School employs quite a few different techniques to deliver instruction in the areas of remediation, acceleration, and enrichment. Techniques include Guided Reading Groups, Peer Tutoring, Small Group Instruction, Centers, Hands-on Activities, and Cooperative Learning Groups. These techniques work well with all three categories mentioned above. Many of the techniques are combined or used in conjunction with each other to maximize their effect.

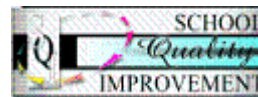
Schools Offering Primarily Grades 6 through 12

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 type="checkbox"/>	Small Learning Communities (SLC)
<input checked="" type="checkbox"/>	Intensive Intervention in Reading and Mathematics
<input 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 type="checkbox"/>	Applied and Integrated Courses
<input checked="" type="checkbox"/>	Academic and Career Planning



School Improvement Plan 2007-2008



Not Checked Items:

Small Learning Communities: Teachers have the opportunity to schedule small groups within their classrooms. Average class size for teachers is 20:1.

Course Choice Based on Student Goals / Interests / Talent: Students at Kinloch Park Middle School are given the four basic core classes and are given an Intensive Reading and / or Mathematics class based on their FCAT Level. Students are given the option in choosing an elective class.

Applied and Integrated Courses: Kinloch Park Middle School affords students the opportunity to expand their elective choices by offering a four by four schedule. Students are also exposed to career preparation coursework through their content area classes in order to prepare them for high school academies.

Selected Items:

Different Innovative Approaches to Instruction: Teachers are given the opportunity to teach in various ways. Some of the different approaches include Read 180, centers, and Reciprocal teaching.

Responsibility of Teaching Reading for Every Teacher: Every teacher at Kinloch Park Middle School is given Reading strategies to implement within their classroom. The Reading Coach provides modeling and coaching to all classroom teachers regardless of subject area. All teachers are supplied with classroom libraries which contain a variety of books at different reading levels.

Quality Professional Development for Teachers and Leaders: Kinloch Park Middle School offers a variety of different professional developments to all teachers and leaders. These developments are aimed to help teachers / leaders increase their knowledge and abilities throughout a wide variety of skills, not only those that directly correspond to their specific subject area. These developments are chosen by both the Administrative team and by the teachers themselves.

Intensive Intervention in Reading and Mathematics: All students who scored an FCAT Level 1 and 2 in Reading are placed in an Intensive Reading or an Intensive Reading Plus class. Students who have not scored an FCAT Level 3 in two consecutive years are placed in an Intensive Reading class. All students who scored an FCAT Level 1 and 2 in Mathematics are scheduled into a Developmental Mathematics Class.

Master Schedules Based on Student Needs: Students are provided with classes based on the Pupil Progression Plan. Students are also scheduled with Intensive classes for Reading and Math based on their FCAT Level.; Students are scheduled with courses based on retention and / or labels such as Gifted. Students are given a wide variety of electives to choose from as well.

Parental Access and Support: Family nights and District mandated parent-teacher conferences provide families with strategies on how to help students in a middle school setting.

Academic and Career Planning: Students are given the opportunity to analyze their FCAT Scores and content clusters as they relate to the FCAT. These students then set individual short and long term academic goals.

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 checked="" type="checkbox"/>

Reading Statement

Students will improve their reading skills on the 2008 Administration of the FCAT Reading Test.

Needs Assessment

Results of the 2007 FCAT Reading Test indicate that forty-six percent of students achieved an FCAT level 3 and above. Results also showed that sixty-six percent of the lowest 25% made learning gains in Reading. Results for the sixth grade students indicate that sixth grade students showed a vast improvement in the words / phrases and main idea / purpose content cluster, while improvement is needed in the comparisons and reference and research content cluster. Results indicate that seventh grade students maintained their percentages in words / phrases and comparison content clusters. Seventh grade students need improvement in reference / research. Results indicate that eighth grade students showed a vast improvement in words / phrases and reference / research content cluster, while improvement is needed in the main idea / purpose and comparison content clusters. The 2007 Adequate Yearly Progress (AYP) Report indicates that students classified in the Hispanic, economically disadvantaged, English Language Learners, and Students with Disabilities who are now in SPED did not make adequate yearly progress according to the No Child Left Behind (NCLB) requirements. Results indicate there is a need for on-going assessments to identify the students' ability to master the Sunshine State Standards (SSS). Research also shows that a Creating Independence through Student-owned Strategies (CRISS) trained staff that will increase reading comprehension across the curriculum.

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades six through eight will improve their reading skills as evidenced by fifty-eight percent of students scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT.

Given instruction using the Sunshine State Standards, English Language Learner (ELL) students in grades six through eight will increase their reading skills as evidenced by fifty-eight percent of students scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT.

Given instruction using the Sunshine State Standards, Students with Disabilities (SWD) who are now in SPED in grades six through eight will improve their reading skills as evidenced by fifty-eight percent of students scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Continue to implement and monitor Reciprocal Teaching and CRISS strategies in all curriculum classes.	Principal, Assistant Principals	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Implement Scholastic Read 180 Program in all Intensive Reading and Intensive Reading Plus classes.	Principal Assistant Principal for Curriculum, Reading Coaches	8/20/2007	6/05/2008	District-wide Literacy Plan	5000
Monitor implemented curriculum maps, pacing guides, and Instructional Focus Calendars to align content clusters across the curriculum to ensure all Sunshine State Standards (SSS) and Benchmarks are met.	Principal Assistant Principal for Curriculum, Reading Coaches	8/20/2007	06/05/2008	District-wide Literacy Plan	1000
Student Folders will be developed for each student not meeting state-developed criteria on the 2007 FCAT which will include strategies such as: guided reading, differentiated instruction, independent reading, and the use of classroom libraries.	Principal, Assistant Principal for Curriculum, Reading Coaches	8/120/2007	6/05/2008	District-wide Literacy Plan	500
Provide individualized tutorial services and/or Supplemental Education Services (SES) for all students not meeting the NCLB Federal standards.	Principal, Assistant Principals	09/18/2007	2/22/2008	District-wide Literacy Plan	10000
Identify students who scored at FCAT Level 1 and 2, and schedule them into an Intensive Reading or Intensive Reading Plus class to provide remediation and intervention in reading skills, in addition to their required Language Arts class.	Principal, Assistant Principal for Curriculum, Reading Coaches	8/20/2007	6/05/2008	District-wide Literacy Plan	38000

Research-Based Programs

Scholastic Read 180
Scholastic Read XL
Reading Plus

Professional Development

1. Provide CRISS training to new teachers and untrained content-area teachers. Also, allow teachers to participate in classroom observations and provide opportunities to share best practices and techniques.
2. Provide training in Reciprocal Teaching techniques.
3. Provide training in the 8-Step Continuous Improvement Model
4. Provide training in Guided Reading and Differentiated Instruction.
5. Provide teacher training on the use of the Student Performance Indicators (SPI) database.

Evaluation

This objective will be evaluated by analyzing results of the 2008 FCAT Reading test. Results of the FORF, District Reading Interim Assessments, and a school developed Progress Test will also be used to monitor the students' achievement towards the objective.

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

Students will improve their mathematical performance on the 2008 administration of the FCAT Mathematics Test.

Needs Assessment

Results of the 2007 FCAT Mathematics Test indicate that forty-eight percent of students achieved an FCAT level 3 and above. Results also show that sixty-six percent of students in the lowest 25% made learning gains in Math. Results indicate that sixth grade students maintained their learning gains in the content cluster of Measurement, Number Sense, Geometry, Algebraic Thinking, and Data Analysis. Results show that seventh grade students showed vast improvement in the content cluster of Measurement. They were able to maintain their learning gains in Number Sense, Geometry, Algebraic Thinking, and Data Analysis. Results show that eighth grade students made vast improvements in their learning gains in the content clusters of Number Sense, Measurement, and Geometry. Eighth grade students need improvement in the content cluster of Data Analysis and Algebraic Thinking.

The 2007. Adequate Yearly Progress (AYP) Report indicates that students in four identified subgroups, Hispanic, English Language Learner (ELL) students, Economically Disadvantaged students and Students with Disabilities did not make adequate yearly progress according to the No Child Left Behind (NCLB) requirements. Results indicate there is a need for on-going assessments to identify the students' ability to master the Sunshine State Standards (SSS). Research also shows that a Creating Independence through Student-owned Strategies (CRISS) trained staff that will increase mathematical concepts across the curriculum.

NCLB Subgroup Target

School Improvement Plan

2007-2008



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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades six through eight will improve their mathematical performance as evidenced by sixty-two percent of students scoring at achievement level 3 or higher on the 2008 administration of the FCAT.

Given instruction using the Sunshine State Standards, Hispanic students in grades six through eight will improve their mathematical performance as evidenced by an eighteen percentage point increase to attain the No Child Left Behind (NCLB) requirements of sixty-two percent of students scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT.

Given instruction using the Sunshine State Standards, Economically Disadvantaged Students in grades six through eight will improve their mathematical performance as evidenced by an eighteen percentage point increase to attain the No Child Left Behind (NCLB) requirements of sixty-two percent of students scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT.

Given instruction using the Sunshine State Standards, English Language Learner (ELL) students in grades six through eight will increase their mathematical performance as evidenced by a thirty-four percentage point increase to attain the NCLB requirements of sixty-two percent of students scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT.

Given instruction using the Sunshine State Standards, Students with Disabilities (SWD) who are now in SPED in grades six through eight will improve their mathematical performance as evidenced by a forty-six percentage point increase to attain the NCLB requirements of fifty-six percent of students scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Identify and target students who scored at FCAT Level 1 and 2, and schedule them into a Remedial / Developmental Mathematics class to provide remediation in math skills in addition to their required Mathematics class.	Principal, Assistant Principal for Curriculum, Mathematics Department Chairperson	8/20/2007	6/05/2008	Continuous Improvement Model	30000
Student Folders will be developed for each student not meeting state-developed criteria on the 2007 FCAT which will include strategies such as: differentiated instruction, the use of manipulatives, and FCAT Explorer.	Principal, Assistant Principal for Curriculum	8/20/2007	6/05/2008	Continuous Improvement Model	500
Accelerate and compact the mathematics curriculum in order to challenge all students to reach their full mathematical ability, by offering Algebra, Gifted, and the Advanced Academics Program.	Principal, Assistant Principal for Curriculum, Mathematics Department Chairperson	8/20/2007	6/05/2008	Advanced Academics	0
Conduct FCAT presentations providing students with an analysis of their content clusters and FCAT Scores. Students will also set individual long term and short term academic goals.	Principal, Assistant Principal for Curriculum, Student Services	9/11/2007	9/22/2007	Continuous Improvement Model	0
Continue to align the Mathematics and Science District / School Wide Curriculum Maps and Pacing guides to help facilitate instructional delivery and help meet the needs of our students.	Principal, Assistant Principal for Curriculum, Mathematics Department Chairperson	8/20/2007	6/05/2008	Continuous Improvement Model	1000
Provide individualized tutorial services and/or Supplemental Educational Services (SES) for all students not meeting the No Child Left Behind (NCLB) Federal guidelines.	Principal, Assistant Principals	9/18/2007	2/22/2008	Parental Choice Options	10000

Research-Based Programs

Middle School Math: Holt, Rinehart, and Winston Textbook Series

Professional Development



School Improvement Plan

2007-2008



1. Provide CRISS training to new teachers and untrained content-area teachers.
2. Provide training in Reciprocal Teaching techniques.
3. Provide training in the 8-Step Continuous Improvement Model
4. Provide training in Differentiated Instruction.
5. Provide teachers with opportunities to share best practices and participate in classroom observations.
6. Provide teacher training on the use of the Student Performance Indicators (SPI) database.

Evaluation

This objective will be evaluated by analyzing results of the 2008 FCAT Mathematics test. Results of the District Mathematics Interim Assessments and a school-developed Progress Test will also be used to monitor the student's achievement towards the objective.

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

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

Writing Statement

Students will increase their writing skills on the 2008 administration of the FCAT Writing Plus Test.

Needs Assessment

Results of the 2007 FCAT Writing Plus Administration indicate that ninety-two percent of students in grade eight scored FCAT Achievement Level 3.5 or better. Results also indicate that all students in eighth grade need intensive instruction with skills in the area of expository writing. Limited English Proficient Students and Students with Disabilities require additional instruction in applying the concepts related to expository and persuasive prompts. After analyzing the data it is clear that there is a need for on-going assessments to identify the students' ability to master the Sunshine State Standard (SSS) and a CRISS trained staff that will increase writing skills across the curriculum. In addition, it has been determined that language arts teachers need professional development in the Six Writing Traits which will assist them in teaching the concepts of writing.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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, ninety-three percent of students will score a 4.0 or higher on the 2008 FCAT Writing + Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Continue to implement and monitor CRISS strategies in all curriculum classes.	Principal, Reading Coaches, Language Arts Department Chairperson	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Administer FCAT Writing pre, progress, and post-tests to all students to determine student needs and modify instruction on an as needed basis. All subject midterm and final exam questions will mirror the FCAT writing format to provide students more opportunity to participate in FCAT writing simulations.	Principal, Assistant Principal for Curriculum, Language Arts Department Chairperson	8/20/2007	6/05/2008	Seamless PreK-12 Curriculum	0
Maintain writing portfolios for each student focusing on persuasive and expository prompts.	Principal, Assistant Principal for Curriculum, Language Arts Department Chairperson	8/20/2007	6/05/2008	Seamless PreK-12 Curriculum	0
Develop classroom instruction that reflects strategies designed to improve writing performance including adding details, word choice, figurative language, voice, sentence fluency and variation, transitions, and introducing and concluding arguments.	Principal, Language Arts Department Chairperson	8/20/2007	6/05/2008	Seamless PreK-12 Curriculum	0
Identify and target students who scored at FCAT Level 3 or lower and schedule them in groups within Language Arts classes using a bottom-up approach to build on preliminary knowledge and basic skills, while helping them master the concepts of pre-writing, Facts, Incidents, Reasons, Examples, Statistics, (FIRES) and the components of writing to convince.	Principal, Assistant Principal for Curriculum, Language Arts Department Chairperson	8/20/2007	6/305/2008	Continuous Improvement Model	0
Develop Folders for each student who did not meeting state-developed criteria on the 2007 FCAT Writing Plus Test.	Principal, Assistant Principal for Curriculum	8/20/2007	6/05/2008	Continuous Improvement Model	500
Provide individualized tutorial services and/or Supplemental Educational Services (SES) for all students not meeting the No Child Left Behind (NCLB) federal guidelines.	Principal Assistant Principals	9/18/2007	2/22/2008	Parental Choice Options	10000

Research-Based Programs

Prentice Hall Textbook Series

Professional Development

1. Provide CRISS training to new teachers and untrained content-area teachers.
2. Provide training in Reciprocal Teaching techniques.
3. Provide training in the 8-Step Continuous Improvement Model
4. Provide training in Differentiated Instruction.
5. Provide teachers with opportunities to share best practices and participate in classroom observations.
6. Provide training using the Six Traits Model.
7. Provide teacher training on the use of the Student Performance Indicators (SPI) database.

Evaluation

This objective will be evaluated by analyzing results of the 200 FCAT Writing + Test as well as scores obtained from a school developed pre, progress, and post writing test. The data provided will be used to monitor progress towards the objective and modify instruction accordingly.

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"/>

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 checked="" type="checkbox"/>

Science Statement

Students will improve their Science performance on the 2008 administration of the FCAT Science Test.

Needs Assessment

Results of the 2007 FCAT Science Test indicate that twenty six percent of eighth grade students achieved an FCAT level 3 and above. Results also indicate that eighth grade students showed vast improvement in the content cluster of Earth and Space and Life and Environmental, while improvement in Physical and Chemical and Scientific Thinking is needed.

Measurable Objective

Given instruction using the Sunshine State Standards, students in eighth grade will improve their science performance as evidenced by fifty percent of students scoring at FCAT achievement level 3 or higher on the 2008 administration of the FCAT.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Coordinate with the mathematics department to establish stronger correlations between Curriculum Maps, Pacing Guides, and Instructional Focus Calendars to include emphasis on the interpretation of graphs and application of formulas in science problem solving.	Principal, Assistant Principal for Curriculum, Science Department Chairperson	8/20/2007	6/05/2008	Continuous Improvement Model	0
Identify students participating in the Earth and Space Science class and schedule them into groups using a bottom-up approach to build on preliminary knowledge and basic skills, while helping them master scientific techniques.	Principal, Science Department Chairperson	8/20/2007	6/05/2008	Other/ Not Applicable	0
Adopt, incorporate and implement the Pacing Guides for Comprehensive Science 1, 2, and 3 as suggested by the Department of Science.	Principal, Assistant Principal for Curriculum, Science Department Chairperson	8/20/2007	6/05/2008	Continuous Improvement Model	0
Develop student folders for all students scoring below a 70 percent on the science quarterly assessments administered during the 2007-2008 school year.	Principal, Assistant Principal for Curriculum	8/20/2007	6/05/2008	Continuous Improvement Model	500
Conduct at least three mandatory laboratory hands-on activities for sixth, seventh, and eighth grade students that address Physical and Chemical Science, Scientific Thinking, and Scientific Techniques and methods each nine weeks.	Principal, Science Department Chairperson	8/20/2007	6/05/2008	Continuous Improvement Model	0
Conduct weekly timed science readings for sixth, seventh, and eighth grade students that strengthen science vocabulary in order to increase student comprehension of written material.	Principal, Science Department Chairperson	8/20/2007	6/05/2008	Seamless PreK-12 Curriculum	0
Provide individualized tutorial services for all students not meeting the No Child Left Behind (NCLB) federal guidelines.	Principal Assistant Principals	9/18/2007	2/22/2008	Parental Choice Options	10000

Research-Based Programs

Science Engineering Communication Mathematics Enhancement Program (SECME)
 Glencoe / Mc Graw Hill: Science Textbook Series
 Earth / Space Science: Holt Series

Professional Development

1. Provide CRISS and Reciprocal Teaching training to new teachers and untrained content-area teachers.
2. Provide training in the 8-Step Continuous Improvement Model.
3. Provide training in Differentiated Instruction.
4. Provide teachers with opportunities to share best practices and participate in classroom observations.
5. Provide teacher training on the use of the Student Performance Indicators (SPI) database.
6. Provide SciTEC training.
7. Provide mathematics and science teachers with opportunities to discuss, correlate, integrate, and implement mathematical and science concepts in professional learning communities.

Evaluation

This objective will be evaluated by analyzing results of the 2008 FCAT Science Test, as well as scores obtained from Pre tests and Progress tests, which will be used as evaluative tools and will provide formative assessments to monitor progress towards the objective and modify instruction accordingly.

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

Miami-Dade County Public Schools

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

Parental Involvement Statement

Increase parent participation in school sponsored events.

Needs Assessment

An analysis of parental involvement in school-sponsored activities such as Open House, Honor Roll Assemblies, and Parent Conferences indicates that the number of parents attending these activities decreases significantly as students move into higher grades. For the 2006-2007 school year, an average of one ten percent of the invited population attended school sponsored events such as honor roll assemblies and articulation Parent attendance at PTSA and EESAC meetings during the 2006 – 2007 school year also reveals that less than two percent of parents attend monthly meetings.

Measurable Objective

Given the need for increased parental involvement, the number of parents attending school sponsored events during the 2007-2008 school year will increase by 30 percent of the invited population when compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Continue to utilize the in-school resource center for parents where they have access to computers and relevant school information.	Principal, Community Involvement Specialist	8/20/2007	6/05/2008	Diversity & Educational Equity	0
Conduct a Parent Night and a Resource Fair to increase awareness of the curriculum, to showcase student achievement, and to inform parents on policies and procedures.	Principal, Assistant Principals	9/11/2007	9/11/2007	Other/ Not Applicable	0
Conduct quarterly individual conferences with parents of students who are not meeting standards in one or more classes.	Principal, Student Services Department Chairperson	8/20/2007	6/05/2008	Improve Public Perception	0
Conduct monthly Family Nights. These family gatherings will be used to deliver a variety of topics for parents to assist at home with their children.	Principal, Community Involvement Specialist	8/20/2007	6/05/2008	Improve Public Perception	0
Continue to provide a monthly calendar of school events and a quarterly informational newsletter to parents.	Principal, Community Involvement Specialist	8/20/2007	6/05/2008	Other/ Not Applicable	1500
Conduct team parent conferences with parents where students' strengths and weaknesses are discussed and goals for each child are collaboratively set.	Principal, Grade Level Chairpersons	8/20/2007	6/05/2008	Continuous Improvement Model	0

Research-Based Programs

National Standards for Parents and Family Involvement Programs by the National PTSA.

Professional Development

1. Provide bi - monthly parenting workshops coordinated by the Student Services Department on Saturdays and after school to accommodate working parents.
2. Provide monthly workshops coordinated by the Title 1 Community Involvement Specialist.
3. Provide parents with academic strategies for all curriculum areas.
4. Provide a parent workshop on the expectations and policies on FCAT.
5. Provide staff development in effective communication techniques and parent conferencing.
6. Provide informational flyers, pamphlets, and brochures on middle school standards at parent workshops.
7. Provide workshops in collaboration with the Parent Academy.

Evaluation

The progress of this objective will be monitored and assessed by analyzing data obtained from attendance records, sign in sheets and rosters.

Discipline & Safety Goal

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

Florida Education Priorities

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

Discipline & Safety Statement

Increase the number of students who adhere to the school uniform policy.

Needs Assessment

It has been found that students dressed in uniform contribute to a better school atmosphere including safety, awareness, and behavior. Data obtained from SCMS for the 2006-2007 school year show that seventy students received a referral due to a uniform violation.

Measurable Objective

Given the implementation of school-wide Student Contracts, students in grades six through eight will adhere to the school uniform policy, as evidenced by a ten percentage point decrease in the numbers of students receiving Student Case Management referral for uniform violations in the 2007 – 2008 school year as compared to the 2006 – 2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Designate a uniform committee and implement a plan of action for uniform violation procedures including set consequences and incentives.	Principal, Assistant Principals	8/20/2007	6/05/2008	Student Wellness	0
Provide an extra set of uniform shirts and pants in a variety of sizes for emergency situations or first time uniform violators.	Principal, Assistant Principals	8/20/2007	6/05/2008	Diversity & Educational Equity	0
Provide incentives for students who adhere to uniform policies and expectations.	Principal, Assistant Principals, Grade Level Chairpersons	8/20/2007	6/05/2008	Continuous Improvement Model	500
Obtain signed contracts from all students and parents within first two weeks of school outlining uniform expectations linked to consequences and incentives.	Principal, Grade Level Chairpersons	08/31/2007	8/31/2007	Continuous Improvement Model	0
Conduct grade level orientations during the first week of school, in which students receive detailed information regarding school uniform policies.	Principal, Assistant Principals, Grade Level Chairpersons	8/22/2007	08/24/2007	Continuous Improvement Model	0
Provide uniform vouchers for those students qualifying for free or reduced lunch.	Principal, Assistant Principals	8/20/2007	06/05/2008	Diversity & Educational Equity	0

Research-Based Programs

Not Applicable

Professional Development

1. Provide monthly parenting workshops coordinated by the Student Services Department.
2. Provide monthly workshops coordinated by the Title 1 Community Involvement Specialist.
3. Provide a workshop on the expectations and policies on uniforms.
4. Provide informational flyers, pamphlets, and brochures on middle school standards at parent workshops.

Evaluation

The progress of this objective will be monitored and assessed by analyzing data obtained from the number of students receiving Student Case Management referrals due to uniform violations.

Technology Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Technology Statement

Increase the number of faculty utilizing technology to differentiate instruction.

Needs Assessment

Results of an in house survey reveal eighty percent of teachers want to increase their technology use in the classroom in order to differentiate their instruction.

Measurable Objective

Given adequate technology training, a twenty percent increase will occur in the number of teachers utilizing technology to differentiate their instruction as evidenced by technology sign out sheets in comparison with the previous year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide opportunities and planning time for teachers to accurately utilize different technology devices	Principal, Assistant Principals, Classroom Teachers	8/20/2007	6/05/2008	Continuous Improvement Model	0
Provide a mentoring program where teachers can pair up with other teachers for assistance using assistive technology.	Principal, Computer Specialist, Classroom Teachers	8/20/2007	6/05/2008	Continuous Improvement Model	0
Provide quarterly professional developments for teachers to be trained in new technology.	Principal, Computer Specialist, Classroom Teachers, Assistant Principals	8/20/2007	6/05/2008	Education Innovation	1000
Provide opportunities for teachers elective teachers to access content web sites in computer lab.	Principal, Assistant Principals, Teachers	8/20/2007	6/05/2008	Education Innovation	0
Provide school time assistance for parents to access their child's information via the electronic gradebook.	Principal, Technology Department Chairperson, Community Involvement Specialist (CIS)	8/20/2007	6/05/2008	Continuous Improvement Model	1000
Conduct technology usage survey during the first week of school, in which professional developments can be planned based on knowledge and comfort level.	Principal, Assistant Principals, Computer Specialist	08/24/2007	08/24/2007	Continuous Improvement Model	0

Research-Based Programs

Not Applicable

Professional Development

1. Provide mini workshops for desktop applications.
2. Provide early release training for assistive technology devices.
3. Provide staff development on incorporating assistive technology with unit lesson plans.

Evaluation

The progress of this objective will be monitored and assessed by analyzing data obtained from a post year survey and comparing technology check out logs in comparison with the 2006-2007 school year.

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

Miami-Dade County Public Schools

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

Health & Physical Fitness Statement

Improve the school's Physical Fitness Program.

Needs Assessment

Data indicates that seventy percent of students were able to pass the Presidential Physical Fitness Test (FITNESSGRAM) in the 2006- 2007 school year.

Measurable Objective

Given instruction using the Sunshine State Standards in Physical Fitness, seventy-three percent of students in grades six through eight will be able to pass the Presidential Physical Fitness Test (FITNESSGRAM), as evidenced

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct pre-test and post-test sessions. Results of these exams will show student areas of success and needs for improvement.	Principal, Physical Fitness Teachers	8/20/2007	6/05/2008	Healthcare & Healthy Choices	0
Conduct weekly practice sessions for each of the physical fitness components.	Principal, Physical Fitness Teachers	8/20/2007	6/05/2008	Healthcare & Healthy Choices	0
Conduct quarterly practice exams every nine weeks in physical education classes.	Principal, Physical Fitness Teachers	8/20/2007	6/05/2008	Healthcare & Healthy Choices	0
Conduct physical education department meetings where best practices are shared and individual goals are set for each class and individual child.	Principal, Physical Fitness Teachers	8/20/2007	6/05/2008	Healthcare & Healthy Choices	0
Provide opportunities for students to pair up with another student in order to increase motivation in physical education classes.	Principal, Physical Fitness Teachers	8/20/2007	6/05/2008	Healthcare & Healthy Choices	0
Provide quarterly incentives for students showing progress in physical education.	Principal, Physical Fitness Teachers	8/20/2007	6/05/2008	Healthcare & Healthy Choices	500

Research-Based Programs

Not Applicable

Professional Development

1. Provide opportunities for physical education teachers to share best practices.
2. Provide staff development on effective communication.
3. Provide opportunities for physical education teachers to develop action plan for their classes and individual students.

Evaluation

Given the need for Physical Fitness, the Physical Fitness Test (FITNESSGRAM) will be used to determine student success and need for improvements. Results from a school developed pre-test and post-test will be used to monitor progress towards the objective and modify instruction accordingly.

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

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

Electives & Special Areas Statement

For the 2007-2008 school year, the visual/performing arts classes will host three student exhibitions when compared to that of the annual performances conducted in the 2006-2007 school year.

Needs Assessment

Given the implementation of school-wide a visual/performing arts curriculum, students in grades six through eight will participate in three student exhibitions showcasing their success and achievement.

Measurable Objective

Given instruction in the Sunshine State Standards for the visual and performing arts, visual and performing arts classes will conduct a fall and spring exhibition showcasing a student's individual achievement, successes, and growth.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Highlight student contributions and accomplishments through the monthly newsletter, The Scorpion Brief, with articles and photographs.	Principal, Elective Department Chairperson, Newsletter Sponsor	8/20/2007	6/5/2008	Improve Public Perception	500
Conduct quarterly conferences with students emphasizing their successes and opportunities for improvement in performing and visual arts.	Principal, Assistant Principals, Performing and Visual Arts Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Provide opportunities for students to pair up with other students in the same performing or visual arts topic.	Principal, Elective Department Chairperson, Dance Teachers	8/20/2007	6/5/2008	Seamless PreK-12 Curriculum	0
Provide student showcases and/or fairs in Performing and/or Visual Arts.	Principal, Elective Department Chairperson, Performing and Visual Arts Teachers	8/20/2007	6/5/2008	Improve Public Perception	0
Provide quarterly incentives for students showing progress in their Performing and Visual Arts classes.	Principal, Elective Department Chairperson, Performing and Visual Arts Teachers	8/20/2007	6/05/2008	Continuous Improvement Model	500
Highlight student achievement in performing and visual arts classes using the closed circuit television (KTV) during morning announcements.	Principal, Elective Department Chairperson, Media Specialist	8/20/2007	6/05/2008	Seamless PreK-12 Curriculum	0

Research-Based Programs

Not Applicable

Professional Development

1. Provide opportunities for visual/performing arts teachers to share best practices.
2. Provide staff development on effective communication skills for individual/group conferences.

Evaluation

The progress of this objective will be monitored and assessed by analyzing data obtained from Sign in Sheets, Student Projects and/or Performances, and Communication Logs within the visual/performing arts classes.

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

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

Return On Investment Statement

Kinloch Park Middle School will improve its ranking in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2004-2005, Kinloch Park Middle School ranked at the 70th percentile on the State of Florida ROI index. The return on investment percentile rank is sixty - four. Kinloch Park Middle School is in the middle third of all middle schools in the state on the the ROI measure.. Kinloch Park Middle School is in the middle third of all middle schools in the state on the percent of students making learning gains.

Measurable Objective

Kinloch Park Middle School will improve its ranking on the State of Florida ROI index publication from the 70th percentile in 2004-2005 to the 71st percentile on the next publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide opportunities for all stakeholders to acquire information about the use of financial resources in relation to school programs.	Principal, Assistant Principals	8/20/2007	6/05/2008	Other/ Not Applicable	0
Consider reconfiguration of existing resources and/or utilizing other resources which include private foundation, volunteer networks.	Principal, Assistant Principals	8/20/2007	6/05/2008	Other/ Not Applicable	0
Collaborate with the district on resource allocations.	Principal, Assistant Principals	8/20/2007	6/05/2008	Other/ Not Applicable	0

Research-Based Programs

See core class research based programs for Reading, Math and Science.

Professional Development

School site administrators will attend appropriate professional development that will enhance knowledge of additional funding resources.

Evaluation

On the next State of Florida ROI index publication, Kinloch Park Middle School will show progress toward reaching the 71st percentile.

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 will address issues concerning budget and finances. These items are consistently discussed at the EESAC meetings. In addition, to the general concerns regarding budget, EESAC accepts grant applications and then makes appropriations based on funds that are used to directly impact school improvement and student achievement. Past applications have been approved for field trips, student achievement awards and supplemental educational materials.

Training:

The EESAC receives and discusses results of the staff development surveys and the activities members participate in. Members of EESAC participate in district provided member training.

Instructional Materials:

The EESAC committee recommends and funds various instructional materials which help promote and maintain high student learning. EESAC has recommended such programs as Compass Learning and KIDBiz to help promote student learning through technology available in the classroom and at home.

Technology:

The EESAC committee recommends the use of the Student Performance Indicators to help individualize student instruction.

Staffing:

The EESAC chairperson is advised of new positions in the school and has a say prior to the final decision being made.

Student Support Services:

The EESAC plays an integral role in providing parents with strategies and activities to assist their children with home learning. EESAC has promoted various parent information night throughout the school year.

Other Matters of Resource Allocation:

The EESAC recommends that student and teacher incentives should be a significant focus in the achievement of the SIP. In collaboration with the administrative team, the EESAC intends to promote and fund "Back to Basics," a student incentive program that recognizes students who have made significant behavioral and/or academic improvement in school performance.

Benchmarking:



School Improvement Plan 2007-2008



The EESAC recommends frequent reviews and evaluation of the school data to determine directional goals, trends, and progress. Department chairpersons and other stakeholders are encouraged to give frequent updates on specific objectives at bi-monthly meetings.

School Safety & Discipline:

The EESAC plays an integral role in assisting and maintaining the school's uniform policy which help contribute to better school atmosphere/climate including safety, awareness, and behavior.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	54500
Mathematics	41500
Writing	10500
Science	10500
Parental Involvement	1500
Discipline & Safety	500
Technology	2000
Health & Physical Fitness	500
Electives & Special Areas	1000
Return On Investment	0
Total	122500



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