
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 2641 - Kendale Elementary School

FeederPattern: Miami Killian Senior

Region: Regional Center V

District: 13 - Miami-Dade

Principal: Kristine Dittmar

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Kendale Elementary School

Kendale Elementary School (KES) is a public, non-profit organization in the Miami-Dade County Public Schools (M-DCPS) System in Miami-Dade County, Florida. Founded in 1969, the school is situated on eight acres in a middle class, predominantly Hispanic community in the Southeastern United States. The school currently serves Pre-Kindergarten through fifth grade students with an enrollment of 587. There are 93 full and part-time KES faculty and staff members providing services to our students and stakeholders in various instructional and extracurricular programs. Together, key stakeholders work cooperatively to develop and deliver the following academic, intervention, and extracurricular programs to increase student achievement, self-confidence, and provide services to our customers: Florida Sunshine State Standards, Florida Grade Level Expectations, Competency-Based Curriculum, Exceptional Student Education (Gifted and Varying Exceptionalities), English for Speakers of Other Languages, Curriculum Content in the Home Language, Media Center, S.T.A.R., Accelerated Reader, Art, Art Citizen Club, Music, Chorus, Spanish for Speakers and as a Second Language, Physical Education, Computer Lab, H.O.T.T. Student News Broadcasts, Academic Excellence Program, Mathematics Club, Small Group Academic Intervention, and Before and After School Care. Since 2000, KES has been involved with the Florida Sterling Council to focus on organizational strengths and opportunities for improvement that optimize operational and instructional processes aimed at excellence. As the first Governor's Sterling Award recipient from the M-DCPS System in 2003, KES and its staff members have served as a district role model and mentor school assisting numerous locations in the implementation of Sterling Principles/Criteria.

Given instruction using the Sunshine State Standards and Grade Level Expectations, students in grades three through five will improve their Reading skills as evidenced by maintaining at 77 percent, or increasing, the percent of students achieving Level 3 or higher on the 2006 FCAT Reading Test.

Given a schoolwide emphasis on the Continuous Improvement Model, instruction using the Sunshine State Standards and Grade Level Expectations, students in grades three through five will improve their Mathematics skills as evidenced by maintaining at 77 percent, or increasing, the percent of students achieving Level 3 or higher on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards and Grade Level Expectations, the percentage of students in grade four meeting high standards, and demonstrating a combined Writing rubric score of 4.0 or more, will be maintained at 67 percent, or increased, when comparing scores on the 2006 FCAT Writing Test.

Given instruction using Sunshine State Standards and Grade Level Expectations, students in grade five will improve their Science skills by scoring above the District mean scale score on the 2006 FCAT Science Test.

Given increased efforts to improve parental involvement, volunteer stakeholders will demonstrate a minimum of 1,500 cumulative volunteer service hours for the 2005-2006 school year as documented by school site volunteer logs.

Given school and stakeholder emphasis on safety, at least 80 percent of all fire drills conducted for the 2005-2006 school year will have all building areas evacuated within a maximum time of 2 minutes and 30 seconds as documented by data reported on the Emergency Drill Reporting System.

Given a prioritized District initiative to require electronic data entry of student academic performance, 100 percent of instructional personnel servicing students in first through fifth grade will utilize the Excelsior Gradebook Program to document and communicate overall academic achievement as documented by the accuracy report.

Students in grades four and five, participating in the Presidential Physical Fitness Program, will maintain award winners at a cumulative school level of 59 percent, or demonstrate an increase in award recipients at the combined Silver and/or Gold levels aligned to the District's FITNESSGRAM Program.

Given instruction in Spanish utilizing the Sunshine State Standards and Grade Level Expectations, 65 percent of students in second through fifth grade will perform at 70 percent or higher when comparing results on 2005-2006 District Spanish Pre- and Post-Tests.

Kendale Elementary School will maintain or improve its ranking on the next State of Florida ROI index from the 72nd percentile in the 2003 publication.

Ninety-nine percent of Kendale's staff members indicated the following results on the Organizational Performance Improvement Snapshot Survey on a 5-point Likert scale rating. Based upon school data generated, two focus areas will be targeted for improvement in the categories of Leadership and Business Results. The items selected are pertinent to the overall success of the organization and their alignment to Human Resources and stakeholder knowledge of relevant financial needs. Leadership was ranked as the second highest performance category with a total score of 4.3 on 7 items. Item 1g (average score of 3.8): In order to positively impact, "My organization asks me what I think", school leaders will continue to involve employees in the organization's future strategic plans and organizational decision-making as applicable. Continued emphasis on the cascading leadership system and schoolwide Quality Improvement Teams will be prioritized. School surveys and subsequent data will continue to be collected, analyzed, and communicated to share feedback results. Additional data indicates that Business Results was the fifth ranked performance category with a total score of 4.1 on 9 items. To address Item 7c (average score of 3.5): "I know how well my organization is doing financially", the principal will continue to share with the EESAC, PTA, and staff members information on school finances. Kendale Elementary's staff members and school stakeholders take tremendous pride in striving to exceed required standards. An organizational emphasis on performance excellence and utilizing the Continuous Improvement Model: Plan-Do-Study-Act to identify operational strengths as well as opportunities for improvement has been and will remain a priority.

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.

Kendale Elementary School

VISION

Respect for oneself, respect for others, and respect for the power of knowledge and learning.

MISSION

We are devoted to producing successful, well-rounded citizens who will excel in a diverse, global society, equipped to meet the challenges of tomorrow.

CORE VALUES

Respect, Responsibility, Kindness, Cooperation, and Support

School Demographics

Founded in 1969, Kendale Elementary School is situated on eight acres in a middle class, predominantly Hispanic Kendall community in the Southeastern United States. Total school enrollment is 587 students with Pre-Kindergarten through fifth grade classes and a variety of instructional and extracurricular programs being provided. School demographics are comprised of 68% Hispanic, 22% White Non-Hispanic, 4% African American Non-Hispanic, and 4% Asian/Native American/Multi-Racial. Presently 18% of the students are identified as Limited English Proficient, 20% are in the Exceptional Student Education Program, with an inclusion rate of 35.22%. Additionally, 39% qualify for the free and reduced meal program. A total of 171 students attend Kendale Elementary School on out-of-area transfers which is equivalent to 29%. There are 62 full-time and 31 part-time employees comprised of 2 administrators, 45 instructional, 8 clerical, 6 custodial, and 32 employees that do not represent the previous categories. The majority of staff members, 51%, have worked at the school at least 4 years to well over 10 years with an average of 12 years teaching experience. Instructional personnel diversity is represented as follows: 40% Hispanic, 35% White, 20% African American, and 6% Asian/Native American/Multiracial. As professionals in their respective field, 48% have earned a Master's Degree and 10% have earned a Specialist's Degree.

As a high performing school, Kendale Elementary has been the recipient of numerous awards founded on organizational excellence and an emphasis on the Continuous Improvement Model. Most recently, this includes the following honors: 2005 Models Schools Recognition through the Successful Practices Network; 2004 Lighthouse School Recognition by the Blue Ribbon Schools of Excellence; 2004 Intel Scholastic's Schools of Distinction Teamwork Achievement Award; and 2003 Florida Governor's Sterling Award for Organizational Performance Excellence. We have been recognized as a top-ten location in student attendance percentages for over 200 District elementary schools, reaching sixth place overall for the 2004-2005 school year - our best ranking ever. Together, key stakeholders join hands to provide outstanding academic and extracurricular programs focusing on the school's mission, vision, values, and goals. At Kendale, all students learn to develop their minds to master the skills needed to become lifelong learners, and to remain one step ahead.

Schoolwide strengths include an emphasis on data, measurement, analysis and knowledge management; leadership; and customer and market focus. Opportunities for improvement include refining strategic planning/curriculum mapping and focusing on school processes. Additional strengths and opportunities for improvement on the Organizational Performance Improvement Snapshot Survey have been summarized in the School Foundation section with suggested strategies to implement. In order for Kendale to remain a high performing school, the following challenges must be addressed: maintaining a motivated, innovative, and professional faculty and staff that prides itself on exceeding excellent work standards in lieu of the increasing demands that are placed upon schools; dealing with the frustrations of school construction and maintenance of numerous repairs required to facilitate optimal learning environments; expanding the library collection with limited school funds; expanding technology with limited school funds.

School Foundation

Leadership:

Ninety-nine percent of Kendale's staff members indicated the following results on the Organizational Performance Improvement Snapshot Survey for School Leadership on a 5-point Likert scale rating: Leadership was ranked as the second highest performance category with a total score of 4.3 on 7 items.

Strengths include:

Item 1a (average score of 4.7): I know my organization's mission.

Item 1b (average score of 4.3): My supervisor uses our organization's values to guide us.

Item 1d (average score of 4.3): My organization's supervisor shares information about the organization.

Item 1f (average score of 4.3): My organization lets me know what it thinks is most important.

Opportunities for Improvement included:

Item 1e (average score of 4.1): My supervisor encourages learning that will help me advance in my career.

School leaders will continue to communicate professional development opportunities as well as provide administrative mentoring to staff members pursuing a career transition to become an assistant principal or principal.

Item 1g (average score of 3.8): My organization asks me what I think.

School leaders will continue to involve employees in the organization's future strategic plans and organizational decision-making as applicable. School surveys and subsequent data will continue to be collected, analyzed, and communicated to share feedback results.

District Strategic Planning Alignment:

Ninety-nine percent of Kendale's staff members indicated the following results on the Organizational Performance Improvement Snapshot Survey for Strategic Planning on a 5-point Likert scale rating: Strategic Planning was ranked as the sixth performance category with a total score of 4.0 on 3 items.

Strengths include:

Item 2b (average score of 4.1): I know the parts of my organization's plans that will affect me and my work.

Item 2c (average score of 4.1): I know how to tell if we are making progress on my work group's part of the plan.

Opportunities for Improvement include:

Item 2a (average score of 3.8): As it plans for the future, my organization asks for my ideas.

School leaders will continue to involve employees in the organization's future strategic plans and organizational decision-making as applicable. School surveys and subsequent data will continue to be collected, analyzed, and communicated to share feedback results.

Stakeholder Engagement:

Ninety-nine percent of Kendale's staff members indicated the following results on the Organizational Performance Improvement Snapshot Survey for Customer and Market Focus on a 5-point Likert scale rating: Customer and Market Focus was ranked as the third highest performance category with a total score of 4.3 on 5 items.

Strengths include:

Item 3a (average score of 4.5): I know who my most important customers are.

Item 3b (average score of 4.5): I keep in touch with my customers.

Item 3c (average score of 4.4): My customers tell me what they need and want.

Opportunities for Improvement include:

Item 3d (average score of 4.2): I ask my customers if they are satisfied or dissatisfied with my work.

School surveys as well as the District's School Climate Survey will continue to be utilized. All results and subsequent data will continue to be collected, analyzed, and communicated to share feedback results.

Item 3e (average score of 4.1): I am allowed to make decisions to solve problems for my customers.

School leaders will continue to empower staff members to make decisions to solve problems for students, parents, and colleagues whenever possible. Administrative support will also continue to be provided at all times.

Faculty & Staff:

Ninety-nine percent of Kendale's staff members indicated the following results on the Organizational Performance Improvement Snapshot Survey for Human Resource Focus on a 5-point Likert scale rating: Human Resource Focus was ranked as the fourth highest performance category with a total score of 4.1 on 6 items.

Strengths include:

Item 5e (average score of 4.4): I have a safe workplace.

Item 5a (average score of 4.2): I can make changes that will improve my work.

Opportunities for Improvement include:

Item 5b (average score of 4.0): The people I work with cooperate and work as a team.

School leaders will ensure common teacher collaboration time is made available to facilitate teamwork as grade levels, departments, and Quality Improvement Teams.

Item 5d (average score of 3.9): I am recognized for my work.

School leaders and colleagues will be encouraged to highlight and share their best practices during team meetings and staff meetings. Articulation between grades levels and programs will continue through schoolwide Quality Improvement Teams, vertical and horizontal staff meetings, and common teacher collaboration time. Additional feedback on their performance will be given through post-observation conferences, informal observations, school recognition awards such as the Positive People Program, Perfect Attendance Certificates, and specialized survey data.

Data/Information/Knowledge Management:

Ninety-nine percent of Kendale's staff members indicated the following results on the Organizational Performance Improvement Snapshot Survey for Measurement, Analysis, and Knowledge Management on a 5-point Likert scale rating: Measurement, Analysis, and Knowledge Management was the highest ranked performance category with a total score of 4.4 on 6 items.

Strengths include:

Item 4a (average score of 4.6): I know how to measure the quality of my work.

Item 4b (average score of 4.6): I know how to analyze (review) the quality of my work to see if changes are needed.

Item 4c (average score of 4.5): I use these analyses for making decisions about my work.

Opportunities for Improvement include:

Item 4e (average score of 4.2): I get all of the important information I need to do my work.

We will continue to forward information to appropriate staff members regarding requirements and procedures that must be implemented as soon as it is received. Further emphasis on future timelines and/or due dates will continue to be highlighted utilizing the Weekly Bulletin.

Item 4f (average score of 4.1): I get the information I need to know about how my organization is doing.

School surveys as well as the District's School Climate Survey will continue to be utilized. All results and subsequent data will continue to be collected, analyzed, and communicated to review progress, employee performance, and share feedback results on school functions. Communication of results will be expanded to include Before and After School Care Staff.

Education Design:

Ninety-nine percent of Kendale's staff members indicated the following results on the Organizational Performance Improvement Snapshot Survey for Process Management on a 5-point Likert scale rating: Process Management was the seventh ranked performance category with a total score of 4.0 on 4 items.

Strengths include:

Item 6b (average score of 4.1): I collect information (data) about the quality of my work.

Item 6c (average score of 4.1): We have good processes for doing our work.

Opportunities for Improvement include:

Item 6d (average score of 4.0): I have control over my work processes.

Although we focus a considerable amount of time and strategic planning effort in managing educational design processes within our control and their implementation, we will continue to strive towards greater efficiency and effectiveness. School staff will continue to highlight and map out school processes and use specialized forms to clarify/document required procedures. Processes that drive the function of the school's Continuous Improvement Model will be prioritized.

Item 6a (average score of 3.9): I can get all of the resources I need to do my job.

Although Kendale has a very limited budget for resources and materials, school leaders will work with staff members to prioritize needs and identify alternate funding sources that may be available.

Performance Results:

Ninety-nine percent of Kendale's staff members indicated the following results on the Organizational Performance Improvement Snapshot Survey for Business Results on a 5-point Likert scale rating: Business Results was the fifth ranked performance category with a total score of 4.1 on 9 items.

Strengths include:

Item 7b (average score of 4.5): My work products meet all requirements for high quality and excellence.

Item 7a (average score of 4.4): My customers are satisfied with my work.

Item 7f (average score of 4.4): My organization obeys laws and regulations.

Opportunities for Improvement include:

Item 7e (average score of 3.7): My organization removes things that get in the way of progress.

Administrators will continue to work with school staff members and teams to streamline and/or eliminate things that get in the way of progress whenever possible.

Item 7c (average score of 3.5): I know how well my organization is doing financially.

The principal will continue to share with the EESAC and staff members information on school finances.

GOAL 1: READING

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

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

GOAL 1 STATEMENT:

The percentage of students in grades three through five meeting high standards on the 2006 FCAT Sunshine State Standards Reading component will be maintained to meet requirements of No Child Left Behind.

Needs Assessment

Results of the 2005 FCAT Reading Test indicate 88 percent of students have met high standards, 77 percent have made annual learning gains and 61 percent of the students in the lowest 25 percent have made adequate progress. Although all subgroups met AYP, the need is to target four AYP subgroups including Limited English Proficient, Hispanic, Economically Disadvantaged and Students With Disabilities which demonstrated a decrease from the previous year's data.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>											

Measurable Objective

Given instruction using the Sunshine State Standards and Grade Level Expectations, students in grades three through five will improve their Reading skills as evidenced by maintaining at 77 percent, or increasing, the percent of students achieving Level 3 or higher on the 2006 FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide a tutorial program and small group instruction for identified level one students and subgroups in grades two through five in Reading to increase student proficiency levels.	Assistant Principal, Teachers, and Paraprofessionals	10/11/2005	5/19/2006
Develop and implement timelines for the Sunshine State Standards, Competency-Based Curriculum, Grade Level Expectations, and Comprehensive Research-Based Reading Program.	Teachers	8/8/2005	5/26/2006
Provide instructional personnel access to SPI database so they may implement the Academic Improvement Plan process to individualize instruction and meet the needs of level 1 and 2 students.	Principal and Teachers	8/8/2005	5/26/2006
Utilize Reading SIP/STAR charts in order to track individual student performance data to insure monitoring of student achievement.	Teachers and Administrators	8/8/2005	5/26/2006
Utilize Reading Student Performance Indicators (SPI) charts in order to determine individual student performance and identify specific learning strengths, weaknesses and to target FCAT performance strands/clusters.	Teachers and Administrators	8/8/2005	5/26/2006
Provide inservice training related to Reading for staff members to facilitate the implementation of the Houghton Mifflin Core Reading Program.	Administrators and Teachers	9/22/2005	5/26/2006
Participate in schoolwide vertical and horizontal articulation meetings to facilitate Quality Improvement Team Action Plans and Grade Level/Department timelines to implement the Continuous Improvement Model.	Teachers and Administrators	8/5/2005	5/26/2006

Research-Based Programs

Houghton Mifflin Core Reading Program; additional resources such as S.T.A.R.

Professional Development

Professional development activities that include inservice training as it relates to the Continuous Improvement Model, Comprehensive Research-Based Reading Program components, and technology will be provided by the District.

Evaluation

This objective will be evaluated by scores of the 2006 FCAT Reading Test. Results from Reading Tests (DIBELS, STAR, and others as applicable) will provide formative assessments which will be used to monitor progress towards the objective.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

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

GOAL 2 STATEMENT:

The percentage of students in grades three through five meeting high standards on the 2006 FCAT Sunshine State Standards Mathematics component will be maintained to meet requirements of No Child Left Behind.

Needs Assessment

Results of the 2005 FCAT Mathematics Test indicate that 74 percent of students met high standards and 77 percent have made annual learning gains. Although all subgroups met AYP, the need is to target four AYP subgroups including White, Hispanic, Economically Disadvantaged and Students With Disabilities which demonstrated a decrease from the previous year's data.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>											

Measurable Objective

Given a schoolwide emphasis on the Continuous Improvement Model, instruction using the Sunshine State Standards and Grade Level Expectations, students in grades three through five will improve their Mathematics skills as evidenced by maintaining at 77 percent, or increasing, the percent of students achieving Level 3 or higher on the 2006 FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide a tutorial program and small group instruction for identified level one students and subgroups in grades two through five in Mathematics to increase student proficiency.	Assistant Principal and Paraprofessionals	10/11/2005	5/19/2006
Incorporate vocabulary cards and computer software into Mathematics lessons to strengthen Mathematics application.	Teachers	8/8/2005	5/26/2006
Develop and implement timelines for the Sunshine State Standards, Competency-Based Curriculum, Grade Level Expectations, and the Comprehensive Mathematics and Science Plan- Mathematics and Science Literacy: Bridges to Careers.	Teachers	8/8/2005	5/26/2006
Provide instructional personnel access to SPI database so they may implement the Academic Improvement Plan process to individualize instruction and meet the needs of level 1 and 2 students.	Principal and Teachers	8/8/2005	5/26/2006
Utilize Mathematics SIP charts in order to track individual student performance data to insure monitoring of student achievement.	Teachers and Administrators	8/8/2005	5/26/2006
Participate in schoolwide vertical and horizontal articulation meetings to facilitate Quality Improvement Team Action Plans and Grade Level/Department timelines to implement the Continuous Improvement Model.	Teachers and Administrators	8/8/2005	5/26/2006
Utilize Mathematics Student Performance Indicators (SPI) charts in order to determine individual student performance and identify specific learning strengths, weaknesses and to target FCAT performance strands/clusters.	Teachers and Administrators	8/8/2005	5/26/2006
Provide inservice training opportunities related to Mathematics.	Administrators and Teachers	9/22/2005	5/26/2006

Research-Based Programs

Houghton Mifflin Mathematics Program.

Professional Development

Professional development opportunities in the Continuous Improvement Model, as well as trainings related to the Comprehensive Math and Science Plan - Mathematics and Science Literacy: Bridges to Careers Program components will be provided by the District.

Evaluation

This objective will be evaluated by scores of the 2006 FCAT Mathematics Test. Results from District-generated and/or site-selected Mathematics Tests (and others as applicable) will provide formative assessments which will be used to monitor progress towards the objective.

GOAL 3: WRITING

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

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

GOAL 3 STATEMENT:

Students in grades three through five will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed for effectively communicating in writing to meet requirements of No Child Left Behind.

Needs Assessment

Results of the 2005 FCAT Writing Test indicate that 91 percent of the students in grade four met the 2005 state required mastery level of three point five or above, and 67 percent of students met the 2005 state required mastery level of four. We have utilized this data to target increased writing proficiency of four.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>											

Measurable Objective

Given instruction using the Sunshine State Standards and Grade Level Expectations, the percentage of students in grade four meeting high standards, and demonstrating a combined Writing rubric score of 4.0 or more, will be maintained at 67 percent, or increased, when comparing scores on the 2006 FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Administer a schoolwide Pre- Mid-and Post-Test Writing prompt in grade levels two through five, and monthly writing prompts in Kindergarten and grade one to monitor student progress.	Teachers	8/8/2005	5/26/2006
Provide instructional personnel access to SPI database so they may implement the Academic Improvement Plan process to individualize instruction and meet the needs of low-performing students.	Principal and Teachers	8/8/2005	5/26/2006
Highlight published student work and/or projects through classroom displays.	Teachers and Administrators	8/8/2005	5/26/2006
Participate in schoolwide vertical and horizontal articulation meetings to facilitate Quality Improvement Team Action Plans and Grade Level/Department timelines to implement the Continuous Improvement Model.	Teachers and Administrators	8/8/2005	5/26/2006
Utilize Writing SIP charts in order to track individual student performance data to insure monitoring of student achievement.	Teachers and Administrators	8/8/2005	5/26/2006
Implement the use of computer Writing programs in the classrooms and/or computer lab to facilitate the Writing process.	Teachers and Administrators	8/8/2005	5/26/2006
Incorporate strategies from the Comprehensive Research-Based Reading Program to address grammar and sentence structure in the Writing process.	Teachers and Administrators	8/8/2005	5/26/2006
Highlight Best Practices at staff meetings as they relate to Writing.	Teachers and Administrators	8/8/2005	5/26/2006

Research-Based Programs

Houghton Mifflin Core Reading and Language Arts Program.

Professional Development

Professional development activities that include inservice training as it relates to the Continuous Improvement Model, Comprehensive Research-Based Reading Program's writing components, as well as Writing Across the Curriculum will be provided by the District.

Evaluation

This objective will be evaluated by the 2006 FCAT Writing Plus Test. Results of monthly, Pre-/Mid-/ and Post-Test, or quarterly Writing samples will be utilized to provide formative assessment results which will be used to monitor progress toward the objective.

GOAL 4: SCIENCE

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

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

GOAL 4 STATEMENT:

Eighty percent of students in grades three through five will make annual learning gains sufficient to acquire knowledge, skills, and competencies necessary to master state standards in the area of Science and meet requirements of No Child Left Behind.

Needs Assessment

Results on the 2005 FCAT Science Subtest indicate fifth grade students performed 23 points with a School Mean Scale Score of 309 above the District Mean Scale Score of 286, and 13 points above the State Mean Scale Score of 296. According to the Science Content Cluster comparative data, the need is to improve instruction in Physical and Chemical Science, as well as, Life and Environmental Science skills.

Measurable Objective

Given instruction using Sunshine State Standards and Grade Level Expectations, students in grade five will improve their Science skills by scoring above the District mean scale score on the 2006 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide opportunities to highlight student and/or group achievements in Science, through a "Science/Math Showcase".	Teachers and Math and Science Quality Improvement Team	9/28/2005	5/26/2006
Implement the use of technology through Science research for assignments and reports.	Teachers	8/8/2005	5/26/2006
Develop and implement timelines for the Sunshine State Standards, Competency-Based Curriculum, Grade Level Expectations and Comprehensive Mathematics and Science Plan- Mathematics and Science Literacy: Bridges to Careers Program.	Teachers	8/8/2005	5/26/2006
Provide instructional personnel access to SPI database so they may implement the Academic Improvement Plan process to individualize instruction and meet the needs of low-performing students.	Principal and Teachers	8/8/2005	5/26/2006
Utilize Science Lab materials in Kindergarten through fifth grade classes for hands-on projects that focus on the scientific process.	Administrators and Paraprofessional	8/8/2005	5/26/2006
Participate in schoolwide vertical and horizontal articulation meetings to facilitate Quality Improvement Team Action Plans and Grade Level/Department timelines to implement the Continuous Improvement Model.	Teachers and Administrators	8/8/2005	5/26/2006
Provide inservice training opportunities related to Science.	Administrators and Teachers	8/8/2005	5/26/2006
Utilize Science School Improvement Plan (SIP) charts in order to track individual student performance data based on Pre- and Post-Test results to ensure optimal student achievement.	Teachers and Administrators	8/8/2005	5/26/2006

Research-Based Programs

Harcourt Brace Science Program

Professional Development

Professional development opportunities related to the Continuous Improvement Model, and other trainings as related to the Comprehensive Math and Science Plan - Mathematics and Science Literacy: Bridges to Careers Program components, will be provided by the District.

Evaluation

This objective will be evaluated by mean scale scores of the 2006 FCAT Science Test, as well as site authored/site selected, Pre- and Post-Tests in Science. TestTools software will also be used for grade five.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

District Strategic Plan

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

GOAL 5 STATEMENT:

School stakeholders will provide a minimum of twice as many hours as our student enrollment, to exceed cumulative volunteer service hours required of the District to reach Golden School Award status.

Needs Assessment

Results of district and parent surveys in grades Kindergarten through five indicate a positive attitude towards the increased participation of parents, guardians, family members, and community representatives. The need is to emphasize the importance of volunteerism as a means to monitor parental involvement.

Measurable Objective

Given increased efforts to improve parental involvement, volunteer stakeholders will demonstrate a minimum of 1,500 cumulative volunteer service hours for the 2005-2006 school year as documented by school site volunteer logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Inform school stakeholders about the District's new initiative "The Parent Academy" through print information.	Counselor	9/14/2005	5/26/2006
Conduct PTA parent surveys concerning parent/guardian interests related to volunteer activities/programs, and utilize information to ensure appropriate support.	Administrators and Volunteer Coordinator	8/8/2005	5/26/2006
Implement Parent Workshops concerning academics, test-taking skills, parenting skills, and technology support.	Administrators, Counselor, and Teachers	9/14/2005	5/26/2006
Continue to implement Student Communication Folders and/or Agenda Planners in grades Kindergarten through grade five for the purpose of promoting student organizational skills, positive home and school communications, home learning assignments, and opportunities for parental involvement/feedback.	Administrators and Teachers	8/8/2005	5/26/2006
Provide Volunteer Orientations to communicate District Volunteer Program requirements, and facilitate completion of volunteer applications.	Assistant Principal	8/8/2005	5/26/2006
Inform parents of strategies that can be used at home to support academic achievement through print information handed out at the Resource Fair and/or Open House.	Administrators, Counselor, and Teachers	9/14/2005	10/21/2005
Promote community attendance, communication, awareness, and support of school activities, and special events by posting information on the school's marquee, and by advertising on the monthly calendar.	Administrators and Principal's Secretary	8/8/2005	5/26/2006

Research-Based Programs

Not Applicable

Professional Development

The school will provide training as it relates to the District Volunteer Program in order to positively communicate program requirements and increase parental involvement.

Evaluation

This objective will be evaluated by school-site volunteer logs and the overall school performance based upon hours of service.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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"/>

GOAL 6 STATEMENT:

Given a schoolwide emphasis on safety, all stakeholders will improve their fire drill evacuation procedures as well as prioritizing safety and supervision of the facility at all times.

Needs Assessment

Due to the fact that our school has added a new modular building and classes have been reorganized, results of recent fire drills demonstrate a need to improve fire drill evacuation times. An emphasis on monitoring staff and students in order to reduce fire exit times will be prioritized so that all areas are evacuated within 2 minutes and 30 seconds.

Measurable Objective

Given school and stakeholder emphasis on safety, at least 80 percent of all fire drills conducted for the 2005-2006 school year will have all building areas evacuated within a maximum time of 2 minutes and 30 seconds as documented by data reported on the Emergency Drill Reporting System.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the Walksafe Program for all students in Kindergarten through fifth grade to participate.	Physical Education Teachers and Homeroom Teachers	10/5/2005	10/28/2005
Conduct a schoolwide assembly to review the mission, vision, and values, Positive People Program, discipline policy, and safety procedures for all homeroom classes.	Administrators and Teachers	8/8/2005	5/26/2006
Conduct monthly fire drills for all school staff, students, and visitors.	Administrators, Security Monitor, Teachers, and Zone Mechanic	8/8/2005	5/26/2006
Conduct Code Red lockdown drills for staff, students, and visitors.	Administrators, Security Monitor, Teachers, and All Staff Members	8/8/2005	5/26/2006
Supervision of the school site by personnel and the security monitor will be conducted according to District Safety Requirements.	Administrators, Security Monitor, and All Staff Members	8/8/2005	5/26/2006

Research-Based Programs

Walksafe Program

Professional Development

Staff members will participate in an informational meeting to review pertinent safety procedures such as Code Red, and Fire Safety. As monthly fire drills are performed, the Plan-Do-Study-Act Improvement Cycle will be utilized to target opportunities for improvement.

Evaluation

Based upon feedback from selected staff members monitoring and observing fire drill evacuation procedures, recommendations will be made to ensure optimal routes are utilized to ensure the safety and well-being of students, staff members, and any guests to our buildings. Additional input and feedback will be gathered from the school's Safety Quality Improvement Team and stakeholder survey data, along with the 2005-2006 Emergency Drill Reporting System.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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<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"/>

GOAL 7 STATEMENT:

Instructional staff members will utilize the Excelsior Gradebook Program to document and communicate student academic performance in an effective and efficient manner.

Needs Assessment

Utilizing technology resources available, teachers will implement the Excelsior Gradebook Program at the school site for the purpose of documenting and communicating student academic performance efficiently and effectively.

Measurable Objective

Given a prioritized District initiative to require electronic data entry of student academic performance, 100 percent of instructional personnel servicing students in first through fifth grade will utilize the Excelsior Gradebook Program to document and communicate overall academic achievement as documented by the accuracy report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Training in Classworks Program will be provided to facilitate use of technology resources to target remediation and enrichment activities.	Administrators and Teachers	9/22/2005	5/26/2006
Training at the school site will be provided to review Excelsior Gradebook Program procedures and the various reports available to instructional personnel and stakeholders.	Administrators and Microsystems Technician	8/8/2005	5/26/2006
Reviews of all academic Excelsior Gradebook Program entries will be conducted as Interim Progress Reports are generated, or as needed to conduct Parent-Teacher/Administrative Conferences.	Administrators and Teachers	8/8/2005	5/26/2006
Provide all instructional personnel with a Teacher workstation equipped with the Excelsior Gradebook Program software.	Administrators	8/8/2005	5/26/2006
Assign a mentor teacher to assist new personnel with the Excelsior Gradebook Program as needed.	Administrators	8/8/2005	5/26/2006

Research-Based Programs

Excelsior Gradebook Program

Professional Development

All instructional personnel in first through fifth grade will be provided with professional development training to successfully implement the Excelsior Gradebook Program and feedback will be given to minimize report errors.

Evaluation

This objective will be evaluated by the successful completion of mid-quarter student Interim Reports and Quarterly Report Cards as documented by our school's accuracy report.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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"/>

GOAL 8 STATEMENT:

Physical education provides students with the opportunity to attain their optimal level of fitness while participating in a continuous carefully planned program of developmentally age-appropriate physical activities. It is the unique role of quality physical education programs to develop the health-related fitness, physical competence, and cognitive understanding about physical activity for all students so that they can adopt healthy and physically active lifestyles. Through participation, students develop interest and skills that promote and encourage lifetime fitness for daily living and overall wellness.

Needs Assessment

FITNESSGRAM assessment data indicates that students must meet minimum health-related standards according to Pre-Test information from August 2005 which will be utilized as a baseline for improvement. The need is to provide students with the opportunity to attain their optimal level of physical fitness through participation in a Physical Education program.

Measurable Objective

Students in grades four and five, participating in the Presidential Physical Fitness Program, will maintain award winners at a cumulative school level of 59 percent, or demonstrate an increase in award recipients at the combined Silver and/or Gold levels aligned to the District's FITNESSGRAM Program.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize the FITNESSGRAM program and administer a Pre-Test to determine baseline measures. Compare Pre- and Post-Test data to identify measures of student/school improvement.	Physical Education Teachers	8/8/2005	5/26/2006
Develop an action plan to ensure instructional timelines provide sufficient practice opportunities to meet the goals and objectives as stated in the Presidential Physical Fitness Program.	Physical Education Teachers	8/8/2005	5/26/2006
Recognize students that have demonstrated award level performances based upon criteria from the Presidential Physical Fitness Program.	Physical Education Teachers	8/8/2005	5/26/2006
Monitor the physical education program to ensure activities are related to assessment component items, which would enhance specificity of training.	Administrators	8/8/2005	5/26/2006
Monitor the appropriate amount of instructional time dedicated to fitness related activities in the areas of cardiovascular, flexibility, and muscular strength and endurance.	Administrators, Physical Education Teachers, and Homeroom Teachers	8/8/2005	5/26/2006

Research-Based Programs

FITNESSGRAM

Professional Development

Physical Education Department team members will implement the required program according to previous District training guidelines, and incorporate additional professional development suggestions as they are communicated.

Evaluation

The FITNESSGRAM, health-related fitness test will be utilized. A checklist will be maintained by the physical education teacher to ensure student participation and progress is monitored. Additionally, results from the FITNESSGRAM program will be generated and awards provided for designated students.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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<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"/>

GOAL 9 STATEMENT:

Spanish students in second through fifth grade will demonstrate annual learning gains sufficient to document an acquisition of knowledge, skills, and competencies needed to master the appropriate Spanish curriculum.

Needs Assessment

Student achievement scores on grade level Spanish Pre-Tests indicate a need to build upon the skills and competencies required of the District’s Spanish Instructional Program.

Measurable Objective

Given instruction in Spanish utilizing the Sunshine State Standards and Grade Level Expectations, 65 percent of students in second through fifth grade will perform at 70 percent or higher when comparing results on 2005-2006 District Spanish Pre- and Post-Tests.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize the computer lab to enhance the Spanish S and SL instructional program and optimize student learning with valuable technology resources.	Spanish Teachers and Computer Lab Coordinator	8/8/2005	5/26/2006
Plan and work as a department utilizing common teacher collaboration time.	Spanish Department Teachers	8/8/2005	5/26/2006
Utilize the District's Spanish Pre-Test and Post-Test assessments to document and monitor overall student performance in Spanish.	Spanish Teachers	8/8/2005	5/26/2006
Recognize students that have demonstrated award level performances based upon academic criteria from the Bilingual Department's diverse programs.	Spanish, ESOL, and CCHL Teachers	8/8/2005	5/26/2006
Participation in the Spanish Program according to a block schedule will be implemented to optimize classroom instruction, student practice, and completion of home learning assignments.	Administrators and Teachers	8/8/2005	5/26/2006

Research-Based Programs

Scott Foresman Spanish Program

Professional Development

Spanish Department team members will implement the required curriculum according to previous District training guidelines, and incorporate additional professional development suggestions as they are communicated.

Evaluation

This objective will be evaluated by a comparison of Pre-Test versus Post-Test results on a District Spanish Assessment.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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<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"/>

GOAL 10 STATEMENT:

Kendale Elementary School will continue to focus on improvements to the ROI index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FDOE indicate that in 2003, Kendale Elementary School ranked at the 72nd percentile on the State of Florida ROI index.

Measurable Objective

Kendale Elementary School will maintain or improve its ranking on the next State of Florida ROI index from the 72nd percentile in the 2003 publication.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become more informed about the use of financial resources in relation to school programs.	Principal	8/8/2005	5/26/2006
Consider shared use of facilities and partnering with community agencies.	Principal, Assistant Principal, PTA, and Dade Partners	8/8/2005	5/26/2006
Collaborate with the District on resource allocation.	Administrators	8/8/2005	5/26/2006
Consider reconfiguration of existing resources by taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administrators	8/8/2005	5/26/2006

Research-Based Programs

Professional Development

Evaluation

On the next State of Florida ROI index publication, Kendale Elementary will show progress by maintaining or improving its 2003 score in the 72nd percentile.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<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>

Budget:

School budgetary information was presented by the principal to ensure the EESAC is aware of Kendale's operating budget. Decisions on EESAC funds are made based upon the schoolwide needs assessment. The EESAC supports the use of student enhancement funds for hourly paraprofessionals to support academic intervention programs.

Training:

A schoolwide Professional Development Needs Assessment survey was conducted in August of 2005, to gather input from staff members related to areas of interest for future training opportunities.

Instructional Materials:

Staff members have expressed a need to become familiar with the myriad of instructional materials available with the newly adopted Houghton Mifflin Reading Program. The EESAC is aware of the need to prioritize increasing the school's library collections.

Technology:

The EESAC supports a continued emphasis on the school's Technology Action Plan which prioritizes school needs. The new modular building enables the school to establish a second computer lab to target student academic interventions. Software, printers, and student workstations continue to be updated as funds are available.

Staffing:

The EESAC strongly supports the PTA and school's recommendation to hire part-time paraprofessionals to address academic intervention programs and coordinate hands-on science activities through the Science Lab. Additionally, use of a full-time paraprofessional in coordinating and facilitating computer lab academic programs with educational personnel has been strongly supported to ensure the optimal use of remediation, enrichment, and a myriad of other technology related resources available to augment instruction and assessment of student progress.

Student Support Services:

The EESAC strongly supports the administration's efforts to obtain specialized student support services for four kindergarten students with severe health implications. Additionally, the EESAC strongly advocates for a variety of student support services provided at the school, including but not limited to: counseling, Child Study Teams, monitoring of quarterly academic achievement, and Academic Intervention Plans.

Other Matters of Resource Allocation:

The EESAC has been a strong supporter of all budget/resource allocations presently targeted at our school. Additional assistance is pursued through support from the District, Regional Center, PTA, volunteers, and Kendale Benefactors or Dade Partners.

Benchmarking:

The EESAC strongly supports Kendale Elementary's pursuit of organizational performance excellence through benchmarking with high performing local/district, state, national, and/or best in class organizations. The school's involvement for the past five years with business processes aligned to the Florida Sterling Council criteria has enabled the school to recognize strengths and opportunities for improvement based upon the Plan-Do-Study Act Improvement Cycle.

Through multiple years of incorporating the Continuous Improvement Model, Kendale was selected to participate as a member of the Successful Practices Network sponsored by the International Center for Leadership in Education. As a member of this network, Kendale participates in a national learning community to exchange best instructional practices, successful methodologies, and peer support with other member schools.

School Safety & Discipline:

The EESAC and the entire school community prioritizes safety and has recommended the continued use of a schoolwide discipline plan to promote the school's Mission, Vision, and Values. Kendale students participate in the following programs: Safety Patrols, DARE, Walksafe, and the Positive People Program. The Positive People Program is in its fifth year of implementation and has yielded excellent school performance results. A Safety Quality Improvement Team is in place to monitor all aspects of safety and security at the school.

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

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