
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 2651 - Kendale Lakes Elementary School

FeederPattern: Miami Sunset Senior

Region: Regional Center VI

District: 13 - Miami-Dade

Principal: Caleb Lopez

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

Kendale Lakes Elementary School

Kendale Lakes Elementary School is located in a suburban middle class, multiethnic community in the southwest section of Miami-Dade County, Florida. The school serves 1025 students from pre-kindergarten to fifth grade and houses an Exceptional Education Center. After analyzing and evaluating pertinent data such as the School Demographic and Academic Profiles, the Florida Comprehensive Test-Sunshine State Standards and Norm Referenced Test results, the Stanford Achievement Test-10, Florida Comprehensive Assessment Test Writes results, the 2004-2005 School Improvement Plan results, the School Climate Survey, and the Miami-Dade County Public Schools Statistical Highlights 2004-2005, Kendale Lakes Elementary School's staff, in conjunction with the Educational Excellence School Advisory Council (EESAC), has identified the following objectives as schoolwide priorities for the 2005-2006 school year.

Given instruction using the Sunshine State Standards, students in grades three through five will increase their reading skills as evidenced by 87 percent scoring at level 3 or higher on the 2006 administration of the FCAT Reading test.

Given instruction using the Sunshine State Standards, Students with Disabilities (SWD) in grades three through five will increase their reading skills as evidenced by 44 percent at level 3 or higher on the 2006 administration of the FCAT Reading test.

Given instruction using the Sunshine State Standards, students in grades three through five will increase their mathematics skills as evidenced by 80 percent scoring at level 3 or higher on the 2006 administration of the FCAT Mathematics test.

Given instruction using the Sunshine State Standards, Students with Disabilities (SWD) in grades three through five will increase their mathematics skills as evidenced by 50 percent scoring at level 3 or higher on the 2006 administration of the FCAT Mathematics test.

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 94 percent of the students scoring 3.5 or higher on the 2006 administration of the FCAT Writing test.

Given instruction using the Sunshine State Standards, student in grade five will improve their science skills as evidenced by an increase in the mean scale score to 310, as documented by the results of 2006 FCAT Science test.

Given the need to establish a link with the home and community to support the efforts of improving the academic achievement of students, parental and community involvement will increase by five percentage

points above the 2004-2005 level of participation in volunteer hours as documented by volunteer and attendance logs.

Given the need to increase the overall perception of safety for the school, we will increase the parental satisfaction on the school climate survey by three percent.

Given the District initiative of implementing the electronic grade book, seventy-five percent of the teachers will be trained and implemented the electronic gradebook.

Kendale Lakes Elementary will increase the annual fitness award recipients from 71 percent to 74 percent as measured by the FITNESSGRAM assessment.

Kendale Lakes Elementary will increase opportunities for students to showcase their talents as measured by the implementation of six monthly town hall meetings and a total of twenty weekly parent newsletter.

Kendale Lakes Elementary School will improve its ranking on the State of Florida ROI index publication from the 62 percentile in 2003 to the 70 percentile on the next publication of the index.

Based on the results of the survey completed by 77 percent of the staff, there will be a concentration in the areas of strategic planning and process management. An effort will be placed on including staff ideas when planning for the future through the school's leadership team. Additionally, as planning is done for the future, each group will be given and explained their part of the plan. As the plan progresses, feedback will be provided to each of the groups as to the progress or needed adjustments. A standard process will be developed through grade levels and vertical teams to provide accurate feedback on the work that is being done.

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 Lakes Elementary School

VISION

Kendale Lakes Elementary School's vision is to provide organizational strategies that reflect quality leadership, commitment to excellence, and self-actualization for all stakeholders.

MISSION

Kendale Lakes Elementary School's mission is to provide a productive, secure learning environment whereby all stakeholder groups will acquire a sense of accomplishment that encourages continuous growth, a sense of pride, and the desire to reach full potential.

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.

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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.

School Demographics

Kendale Lakes Elementary School serves 1025 students from neighboring communities. This population includes 49 percent of the students in the basic education curriculum, 41 percent in the exceptional education program and seven percent considered at risk. Of the 1025 students, ten percent are identified limited English proficient and 54 percent are economically disadvantaged. The ethnic/racial make-up of the student population is 20 percent non-Hispanic, 72 percent Hispanic, four percent black non-Hispanic, and four percent multi-racial. The school's mobility rate is 24 percent. Kendale Lakes Elementary School is the work bases for approximately 104 full time staff members and 41 part-time staff members. Of the full-time staff, there are three administrators; one principal and two assistant principals. There are 76 classroom teachers at Kendale Lakes Elementary School; 48 basic education teachers and 28 exceptional student education teachers. One full-time counselor provides effective strategies for the social and emotional well being of our students. The ethnic/racial breakdown of the staff is 70 percent Hispanic, 15 percent White, 10 percent Black and 5 percent multi-racial. The entire instructional staff is degreed personnel; Degrees, ten percent hold Specialist Degrees, 48 percent hold Masters' Degrees and 50 percent have Bachelor's Degrees.

There are approximately 300 identified ESE students at Kendale Lakes Elementary School. Numerous modifications are made to accommodate the needs of these students. We offer numerous class configurations including self-contained, resource, mainstream, and inclusion classes. Reduced class sizes are offered to maintain behaviors that are appropriate and conducive to learning.

One of the greatest challenges being faced at this time by Kendale Lakes Elementary is that of competitors from neighboring charter and private schools. Enrollment has been steadily declining over the last three years due to the growth of charter schools competing for our students. For the opening of the 2005-2006 school year we saw many of our gifted and TEAM students transferring to a new Kindergarten through eighth grade charter school which opened in the neighborhood.

School Foundation

Leadership:

Leadership had one of the highest scores. The average score of 4.4 indicates that the leadership clearly sets the direction of the work location addressing the needs of all stakeholders. This is evident in the opening of the school agenda and meetings. The school leadership sets a tone in conjunction with the superintendent's message and regional center direction.

District Strategic Planning Alignment:

Strategic planning had the lowest score of all the sections a 4.0. There will be an effort made to include staff ideas when planning for the future through the school's Leadership Team. The Leadership Team includes a representative from each grade level, special area, reading coaches, bilingual representatives and United Teachers of Dade representative.

As planning is done for the future, each group will be given and explained their part of the plan. As the plan progresses feedback will be provided to each of the groups as to the progress or needed adjustments.

Stakeholder Engagement:

Results of this category with an average score of 4.3 indicate that the work location almost always satisfies its present and future customers. The school conducts meetings which parents are informed of the grade level expectations as well as school policies on attendance, discipline and homelearning. A weekly newsletter updating parents on school happenings as well as maintaining our school website. In addition, P.A.T. meetings and parent workshops are utilized to keep an open line of communication.

Faculty & Staff:

The results of this category with an average of 4.2 showed a general satisfaction with how information and data is presented and utilized. The administration works with the Leadership Team to determine on-going needs for professional development and grade level concerns. Communication among all stakeholders whether in meetings, conferences, e-mail etc. remains an overall issue. A weekly bulletin for teachers and staff keeps them current on school issues and events.

Data/Information/Knowledge Management:

Results of this category was that of a 4.1. A concern of the administrative team as well as teachers in the ability to improve the quality of work and facilitating the day to day processes. The grade level and the vertical teams will develop a process for providing accurate feedback on their work. The school purchased Edu-Soft test item banks in the area of Reading, Mathematics, and Science for providing a standard process for the collection of data.

Education Design:

Results of this category with an average score of 4.2 indicates the work location provides some opportunities for sharing positive and negative experiences among all stakeholders in order to better achieve performance. The administrative team sets the example by maintaining an open door policy. In addition, the EESAC meets on a

monthly basis to review among other items the school budget to determine how the services are being delivered in order to support day to day operations.

Performance Results:

Results of this category were also a 4.2 which indicate a general satisfaction with the school efforts to improve performance. The school has maintained its "A" grade for five consecutive years. In addition, the school continues to focus on improving its Students with Disabilities scores through programs such as Fast Forward and Leap Trac.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

All students will be able to read on or above grade level.

Needs Assessment

Results of the 2005 FCAT Reading test indicate that 86 percent of the students have met the state required mastery level, 70 percent have made annual learning gains and 58 percent out of the required 37 percent of the students scoring in the lowest 25 percent have made annual learning gains. In fifth grade there was an overall average increase of 12 percent across all the clusters. The third and fourth grade scored the lowest in the area of reference and research achieving on 50 percent.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will increase their reading skills as evidenced by 87 percent scoring at level 3 or higher on the 2006 administration of the FCAT Reading test.

Given instruction using the Sunshine State Standards, Students with Disabilities (SWD) in grades three through five will increase their reading skills as evidenced by 44 percent at level 3 or higher on the 2006 administration of the FCAT Reading test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Promote the use of computer-assisted research and investigation to enhance reading through Edu-Soft test item bank assessments.	Teachers	10/3/2005	5/19/2006
Encourage participation in a Reading Family Night that will showcase student achievement and provide strategies for parents to support the use of reading strategies at home.	Assistant Principal Reading Coaches Teachers	10/3/2005	2/24/2006
Disaggregate and analyze data from the 2005 FCAT Reading test to identify strengths and weaknesses and develop an instructional focus calendar for reading in Kindergarten through Fifth grade.	Assistant Principal Reading Coaches Teachers	8/8/2005	5/19/2006
Implement the Fast Forward program with identified Students with Disabilities for one hour daily.	Assistant Principal Program Specialist Teachers	9/5/2005	5/19/2006
Implement the Leap-Trac reading program in identified inclusion classrooms on a daily basis in third-fifth grade.	Assistant Principal Program Specialist Teachers	9/5/2005	5/19/2006
Implement researched based reading intervention programs such as Early and Soar to Success in a small group setting for identified students on a daily basis in third-fifth grade.	Assistant Principal Teachers	8/8/2005	5/19/2006
Implement a before school tutorial program that will be provided for identified Level 1 and 2 students four times a week for thirty minutes to address reading deficiencies.	Assistant Principal Reading Coaches	9/26/2005	4/28/2006

Research-Based Programs

Houghton Mifflin Reading Program (core program)

Fast Forward (intervention program for SWD)

Early Success and Soar to Success (intervention program for tutoring)

Professional Development

Professional development for all teachers will include training on the Comprehensive Reading Plan (CRP), including the Reading First Grant. Additionally, inservices will include training on the resources required for the implementation of the School Improvement Plan: Innovative Teaching Strategies, Best Practices, FCAT Explorer, and CRISS strategies. Other inservices will be scheduled based on teacher surveys, data driven analysis and/or District/Regional Center initiatives. Delivery of the inservices will include model lessons and mentoring of teachers by the reading coaches.

Evaluation

On-going assessment will be done on a monthly basis through the Edu-Soft assessment program. The tutorial program will administer a pre and post test to monitor progress. The summative evaluation will be based on the results of the 2006 Florida Comprehensive Assessment Test for Reading.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

All students will demonstrate increased performance in mathematics.

Needs Assessment

Results of the 2005 FCAT Mathematics test indicate that 79 percent of the students have met the state required mastery level, 72 percent have made annual learning gains and 55 percent of the Limited English proficient students made adequate progress. Students with Disabilities only 31 percent made adequate yearly progress out of the 44 percent required.

The data indicates that in fourth and fifth grades our student in all the clusters matched or surpassed the district and state averages. In third grade, in the area of data analysis and algebraic thinking our students scored an average of 20 points lower than the state average.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will increase their mathematics skills as evidenced by 80 percent scoring at level 3 or higher on the 2006 administration of the FCAT Mathematics test.

Given instruction using the Sunshine State Standards, Students with Disabilities (SWD) in grades three through five will increase their mathematics skills as evidenced by 50 percent scoring at level 3 or higher on the 2006 administration of the FCAT Mathematics test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Encourage participation in a Mathematics/Science Family Night that will showcase student achievement and provide strategies for parents to support the use of mathematics strategies at home.	Assistant Principal Teachers	10/3/2005	2/24/2006
Implement an after school mathematics tutoring program to identified Level 1 and 2 students to address specific benchmarks 2 times a week for an hour.	Assistant Principal Teachers	9/26/2005	4/28/2006
Implement an intervention program in the classroom using materials such as Blast Off, Coach and AIMS in small group setting for identified students on a daily basis.	Teachers	9/5/2005	5/19/2006
Disaggregate and analyze data from the 2005 FCAT Mathematics test to identify strengths and weaknesses and develop an instructional focus calendar for mathematics in kindergarten - fifth grade.	Assistant Principal Grade Level Chairpersons Teachers	8/8/2005	5/19/2006
Promote the use of computer-assisted program such as Edu-Soft item bank assessments to enhance mathematics learning.	Teachers	10/3/2005	5/19/2006

Research-Based Programs

Harcourt Brace Mathematics Program (core program)

RiverDeep (supplemental program)

Professional Development

Professional development training will include inservices on the five essential components of mathematics (number sense, measurement, data analysis, algebraic thinking, geometry), assessment and analysis of assessment data, and differentiated instruction for all students. Inservices will include training on resources required for the implementation of the School Improvement Plan such as: Innovative Teaching Strategies, Riverdeep, Using Manipualtives, and FCAT Explorer. Other inservices will be scheduled based on teacher surveys, data driven analysis and/or District/Regional Center initiatives. Delivery of inservices will include model lessons and mentoring of teachers by the curriculum support personnel.

Evaluation

On-going assessment will be done on a monthly basis through the Edu-Soft assessment program. The tutorial program will administer a pre and post test to monitor progress. The summative evaluation will be based on the results of the 2006 Florida Comprehensive Assessment Test for Mathematics.

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.)

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

Miami-Dade County Public Schools

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

GOAL 3 STATEMENT:

All students will be able to communicate effectively through writing.

Needs Assessment

The results from the 2005 FCAT Writing test indicate that 93 percent of the students tested met the state standard of 3.5 or above in writing. The scores indicate that students performed better in the narrative with an average score of 4.1 than that of the expository scoring an average of 3.7. There was an overall decrease in students scoring below a 3.0.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 94 percent of the students scoring 3.5 or higher on the 2006 administration of the FCAT Writing test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Identify writers of the month Kindergarten through fifth grade to promote writing.	Assistant Principal Teachers	9/5/2005	5/19/2006
Encourage participation in a Writing Family Night that will showcase student achievement and provide strategies for parents to support the use of writing at home.	Assistant Principal Teachers	10/3/2005	2/10/2006
Utilize state approved writing prompts on a monthly basis for grades two through five to ensure that students learn effective narrative and expository writing techniques.	Assistant Principal Reading Coaches Teachers	9/5/2005	5/19/2006
Incorporate classroom journal writing to provide additional writing opportunities in kindergarten - fifth grade.	Teachers	8/8/2005	5/19/2006
Disaggregate and analyze data from the 2005 FCAT Writing test to identify strengths and weaknesses and develop an instructional focus calendar for writing in kindergarten - fifth grade.	Assistant Principal Reading Coaches Teachers	8/8/2005	5/19/2006

Research-Based Programs

Houghton Mifflin Reading Program

Professional Development

Professional development training for teachers will include: techniques to improve the delivery of instruction, how to maximize the opportunities for learning, the art of teaching writing, scoring of student writing samples using the rubric, pre-writing skills, vocabulary development, and editing.

Evaluation

Monthly prompts will be administered to monitor student progress. The summative evaluation will be based on the results of the 2006 Florida Comprehensive Assessment Writing Test.

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.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

Increase the scientific knowledge of all students.

Needs Assessment

The results of the Science test administration reflect scoring a mean scale score of 301. The scores reflect an increase of 24 points from the 2004 test administration. The mean scale score is above the district and state's average but below that of neighboring schools. The needs assessment reveals that students require remediation in Earth and Space science.

Measurable Objective

Given instruction using the Sunshine State Standards, student in grade five will improve their science skills as evidenced by an increase in the mean scale score to 310, as documented by the results of 2006 FCAT Science test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Encourage the participation in the school-wide Science Fair.	Teachers	9/5/2005	4/28/2006
Encourage participation in a Mathematics/Science Family Night that will showcase student achievement and provide strategies for parents to support the use of scientific inquiry at home in real life situations.	Assistant Principal Teachers	10/3/2005	2/24/2006
Promote the use of computer-assisted research and investigation to enhance scientific learning through Edu-Soft test bank item assessments in third - fifth grade.	Teachers	10/3/2005	5/19/2006
Disaggregate and analyze data from the 2005 FCAT Science test to identify strengths and weaknesses and develop an instructional focus calendar for science in kindergarten - fifth grade.	Asssitant Principal Grade Level Chairpersons Teachers	8/8/2005	5/19/2006
Provide a dedicated space in each classroom and resources in which students in second - fifth grade will participate in weekly hands-on inquiry based investigations.	Teachers	8/8/2005	5/19/2006

Research-Based Programs

Harcourt Brace Science Program

Professional Development

Professional Development training will include: focus on the eight strands of science, use of hands-on activities, managing and guiding cooperative groups, and strategies to maximize learning opportunities. Training in experimental demonstrations, concept development, and scientific thinking will also addressed.

Evaluation

On-going assessment will be done on a monthly basis through the Edu-Soft assessment program. The summative evaluation will be based on the results of the 2006 Florida Comprehensive Assessment Test for Science.

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.)

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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 type="checkbox"/>

GOAL 5 STATEMENT:

The school will provide increased opportunities for parents to be involved in their children's education.

Needs Assessment

The data reflected on the 2004-2005 sign in sheets from the P.A.T. meetings indicated a five percent increase in the level of parent participation in school-based activities. The logs of the Community-Based Partnerships indicated a two percent increase in the number of organizations participating in the efforts of the school to improve both the academic and family-related needs of the students and their families. The level of involvement of both parents and community-based organizations will need to be highly focused and well planned to maximize the efforts to generate increased participation and support.

Measurable Objective

Given the need to establish a link with the home and community to support the efforts of improving the academic achievement of students, parental and community involvement will increase by five percentage points above the 2004-2005 level of participation in volunteer hours as documented by volunteer and attendance logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Combine efforts of the administration, faculty, parent representatives and community based organizations in surveying parent's needs, prioritizing the areas of greatest concerns and planning activities to address.	Principal Assistant Principal	8/8/2005	5/19/2006
Plan and deliver workshops to empower parents with the skills needed to assist students with home learning and test preparation.	Assistant Principal Teachers	10/3/2005	2/24/2006
Maintain an on-going line of communication (in student's home language) between the home and the school through the use of student progress reports, report cards, letter, flyers, school newsletters parent/teacher conferences, home visits and our school web-site.	Principal Assistant Principal Teachers	8/8/2005	5/26/2006
Implement an active parent's group such as the P.A.T. and School Advisory Council in decision making processes.	Principal	8/8/2005	5/19/2006
Plan and facilitate special "Family Night" activities such as Open House, Mathematics/Science Family Night and Reading/Writing Nights to encourage additional opportunities for parental involvement.	Assistant Principal Teacher	9/5/2005	2/24/2006

Research-Based Programs

Just Read Families! "Getting Started", Families Building Better Readers

Professional Development

Parents will be encouraged to actively participate in the following activities: Career Day; the Annual Technology Conference that showcases technology-based instructional and productivity programs; the Educational Excellence School Advisory Council (EESAC) Workshop Series, a series of workshops presented during the school year that seeks to train parents on how to effectively participate in helping make informed decisions on the school operation and its budget; and Regional Center/School-Based Parental Involvement Workshops that address the needs of parents in helping their child achieve academically and in helping them enhance their own personal growth.

Evaluation

Volunteer and attendance logs will be reviewed on a monthly basis to ensure the five percent increase for the 2005-2006 school year.

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.)

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

GOAL 6 STATEMENT:

The schools will provide a safe and disciplined environment for all students.

Needs Assessment

Based on the 2005 School Climate survey covering safety in school student perception increased by nine percent and staff perception increased by ten percent. The parent's perception of safety in the school decreased by one percent.

Measurable Objective

Given the need to increase the overall perception of safety for the school, we will increase the parental satisfaction on the school climate survey by three percent.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Develop a safety committee which includes staff members, students, and parents to discuss and address safety concerns.	Principal Assistant Principal	8/8/2005	5/19/2006
Review lockdown and fire drill procedures with the staff at faculty and grade level meetings.	Principal Assistant Principal	8/8/2005	5/19/2006
Conduct two lockdown drills and monthly fire drills.	Principal Assistant Principal	8/8/2005	5/19/2006
Implement procedures for visitors and volunteers entering the building to be identified.	Principal Assistant Principal	8/8/2005	5/19/2006
Develop a schedule for security monitors to check designated areas within the building to ensure stairwell doors and back doors are secure and unidentified visitors are sent to the office.	Assistant Principal Security Monitors	10/3/2005	5/19/2006

Research-Based Programs

Not applicable

Professional Development

Parents, students and teachers will be encouraged to actively participate in workshops provided by the school which will include a presentation by the Safe Schools Facilitator assigned to Regional Center VI.

Evaluation

The safety committee will meet on a monthly basis to address any safety concerns. The summative evaluation will be based on the results of the 2006 School Climate Survey results.

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.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 7 STATEMENT:

The school will integrate technology in all curricular areas.

Needs Assessment

Based on the need for parents to be better informed of student progress as well as to become more streamlined to decrease paperwork, an electronic gradebook program is needed.

Measurable Objective

Given the District initiative of implementing the electronic grade book, seventy-five percent of the teachers will be trained and implemented the electronic gradebook.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Ensure teachers sign up for electronic gradebook training as it becomes available.	Assistant Principal Teachers	10/3/2005	5/19/2006
Training on the EduSoft program for developing Reading, Mathematics and Science tests using the item banks will be provided.	Assistant Principal Program Specialist	10/3/2005	5/19/2006
Provide cohorts from the Enhancing Education through Technology to assist in training teachers in the use of the electronic gradebook.	Teachers	10/3/2005	5/19/2006
Provide training for the Fast Forward program for selected teachers.	Assistant Principal Program Specialist	9/5/2005	5/19/2006

Research-Based Programs

N/A

Professional Development

Professional Development will include district as well as in-house training on the electronic grade book.

Evaluation

The evaluation will be monitored on a monthly basis and based on individual professional development logs documenting successful completion and utilization of the electronic gradebook.

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

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

GOAL 8 STATEMENT:

The school will promote the overall health and fitness of students.

Needs Assessment

In order to properly assess both student fitness performance and programmatic success, Kendale Lakes Elementary will administer a pre- and post-test to determine student baseline measures. Student health-related fitness will be assessed through the implementation of the FITNESSGRAM test program.

Measurable Objective

Kendale Lakes Elementary will increase the annual fitness award recipients from 71 percent to 74 percent as measured by the FITNESSGRAM assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Ensure that an appropriate amount of instructional time is dedicated to fitness related activities on a daily basis. Activities should emphasize improvement in cardiovascular, flexibility, and muscular strength and endurance.	Teachers	8/8/2005	5/19/2006
Administer a FITNESSGRAM pre and post test in order to properly assess both student achievement and programmatic success in meeting the goals and objectives of physical education for student in second-fifth grade.	Teachers	8/8/2005	5/19/2006
Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items, which would enhance specificity of instruction.	Principal Assistant Principal	8/8/2005	5/19/2006
Provide information regarding children's fitness and health at the parent resource center.	Assistant Principal Teachers	8/8/2005	5/19/2006
Develop an action plan to insure input from the physical education department to meet the goals and objectives as stated.	Teachers Special Area Chairperson	8/8/2005	5/19/2006

Research-Based Programs

FitnessGram

Professional Development

Professional Development will include the following: FitnessGram training, promoting health and fitness of students, and addressing different needs of students through a variety of physical techniques.

Evaluation

On-going assessment will be monitored on a monthly basis through site developed tests. The summative evaluation will be based on the administration of the 2006 FITNESSGRAM, health-related fitness test.

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

Miami-Dade County Public Schools

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

GOAL 9 STATEMENT:

All students will be given the opportunity to pursue areas of interest and special talents.

Needs Assessment

There is a need to increase opportunities for students to showcase their special non academic talents. The development of the town hall meetings will afford students with the opportunity to showcase their talents in writing, art, and music. Additionally, students need opportunities to do different types of writing. The parent newsletter and calendar will afford them such opportunities through the Advanced Academic Journalism Program.

Measurable Objective

Kendale Lakes Elementary will increase opportunities for students to showcase their talents as measured by the implementation of six monthly town hall meetings and a total of twenty weekly parent newsletter.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Develop schedule and format for monthly town hall meetings.	Principal Assistant Principal	10/3/2005	5/19/2006
Provide opportunities for students to become familiar with a variety of computer programs.	Teachers	9/26/2005	5/19/2006
Provide critical thinking opportunities through the town hall meetings in the areas of writing, art and musical expression.	Principal Assistant Principal	10/3/2005	5/19/2006
Increase parental involvement through active participation at the town hall meetings.	Assistant Principal Teachers	10/3/2005	5/19/2006
Develop journalism portfolio to include calendar and newsletter samples.	Teachers	9/26/2005	5/19/2006

Research-Based Programs

N/A

Professional Development

Professional Development will include training on word processing and publishing programs. Additional training will be provided through Advanced Academics for journalism.

Evaluation

Progress will be monitored on a weekly basis through the publication of the parent newsletter and the monthly town hall meetings. The summative evaluation will be based on six town hall meetings and the writing of a total of twenty weekly parent newsletters.

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

Miami-Dade County Public Schools

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

GOAL 10 STATEMENT:

Kendale Lakes Elementary School will rank at or above the 90th percentile statewide in the Return on Investment(ROI) index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLorida Department of Education (FLDOE) indicate that in 2003, Kendale Lakes Elementary ranked at the 62 percentile on the State of Florida ROI index.

Measurable Objective

Kendale Lakes Elementary School will improve its ranking on the State of Florida ROI index publication from the 62 percentile in 2003 to the 70 percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Collaborate with the district on resource allocation.	Principal Assistant Principal	8/8/2005	5/19/2006
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal Assistant Principal	8/8/2005	5/19/2006
Consider shared use of facilities, partnering with community agencies.	Principal Assistant Principal	8/8/2005	5/19/2006
Inform the leadership team about the use of financial resources in relation to school programs.	Principal Assistant Principal	8/8/2005	5/19/2006

Research-Based Programs

N/A

Professional Development

N/A

Evaluation

Progress will be monitored on a monthly basis by the leadership team on programs currently within the school and how students are progressing. On the next State of Florida ROI index publication, Kendale Lakes Elementary will show progress toward reaching the 70 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 provided input relative to use of tax dollar expenditures for personnel, materials, and equipment. The EESAC made recommendations to all stakeholder groups on the use of Florida Recognition funds in the amount of \$101,560. Additionally, EESAC offered suggestions for the use of FCAT enhancement dollars to support instruction.

Training:

The EESAC recommends training in the use of additional assesment tools that are computer driven to guide instruction such as Riverdeep and FCAT Explorer for all teachers. EESAC also recommends in-house training for EduSoft.

Instructional Materials:

EESAC made recommendations for the purchase of the EduSoft test item banks in reading, mathematics, and science for third through fifth grade.

Technology:

After reviewing the current computers in the building, the EESAC agreed that the purchase of new computers for all classrooms was needed in order to support current instructional initiatives.

Staffing:

The EESAC provided information to administration and school staff of an hourly teacher for the intermediate grades to work with the ten lowest students of each grade level.

Student Support Services:

The EESAC provided information to administration and the school staff on the need to expand the School Support Team.

Other Matters of Resource Allocation:

The EESAC discussed utilization of Florida School Recognition funds for the purchase of incentives for students and staff bonuses.

Benchmarking:

The EESAC considered use of benchmarking materials and the additional purchase of classroom libraries at all levels.

School Safety & Discipline:

The EESAC provided input on the review and implementation of emergency preparedness drills. The EESAC suggests the continuance of the safety committee.

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