
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 2661 - Kensington Park Elementary School

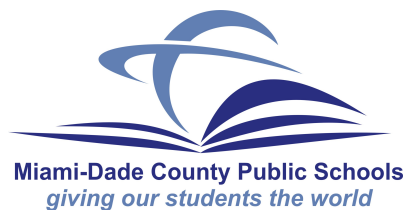
FeederPattern: Miami Senior

Region: Regional Center IV

District: 13 - Miami-Dade

Principal: Genaro Navarro

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

Kensington Park Elementary School

Of the 201 staff members at Kensington Park Elementary School 153 participated in the Organizational Performance Improvement Snapshot survey, yielding results from personnel of varying job functions within the school. Relative demographics of the respondents are as follows: eighty-three percent are full-time employees; eighty eight percent are females; and over forty percent of the respondents have been employed more than ten years. Based on the average scores for the various categories, it appears that the staff members find the organization's performance to be quite favorable.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by a 3 percentage point increase in the percent of students meeting high standards on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Students With Disabilities will improve their reading skills as evidenced by 44% of students meeting high standards in reading on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by a 3 percentage point increase in the percent of students meeting high standards in mathematics on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Students with Disabilities will improve their mathematics skills as evidenced by 50% of students meeting high standards in mathematics on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by an increase of 1 percent of the students scoring at or above Achievement Level 4.0 on the FCAT Writing Test.

Given instruction using the Sunshine State Standards, students in grade five will increase their science knowledge as evidenced by a mean scale score to meet or exceed the District mean scale score on the 2006 FCAT Science Test.

Given a schoolwide focus on parental involvement, parent participation in student learning will be solicited and integrated into the school program as evidenced by a 3% increase in the number of parents attending school-related events during the 2005-2006 school year as documented by event attendance logs.

Given a schoolwide focus on safety, the number of student injuries during the 2005-2006 school year will be reduced by 1% compared to the number of student injuries during the 2004-2005 school year as evidenced by the number of injury reports recorded in the Accident System.

Utilizing the National Educational Technology Standards as a framework for planning and facilitating instruction across all grade levels, students will be able to utilize various technologies to facilitate academic achievement throughout the 2005-2006 school year and promote lifelong learning.

Given instruction using the Sunshine State Standards for Health and Physical Education, students in grades four and five will improve their performance by 3 percentage points on the 2006 administration of the FITNESSGRAM.

Given instruction using the Sunshine State Standards for Music and Art, students in grades two through five will increase their participation in the arts.

Kensington Park Elementary School will improve its ranking on the State of Florida ROI index publication from the 37th percentile in 2003 to the 40th percentile on the next publication of the index.

Although the results of the Organization Performance Improvement Snapshot Survey yielded high averages in every category, the two categories with the lowest scores respectively were: Strategic Planning and Process Management. Based on the items contained in these two categories the organization can improve in the following areas: soliciting the ideas of all personnel, particularly non-instructional personnel, when planning the organization's vision and goals for its future; providing feedback specific to the job function of all personnel and how it impacts the overall performance of the organization.

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.

Kensington Park Elementary School

VISION

All students at Kensington Park Elementary will meet or exceed grade level expectations as set by State Standards.

MISSION

The staff, students, parents, and community of Kensington Park Elementary School are dedicated to maximizing the potential of its learners. Achievement will be enhanced through high expectations, critical thinking skills, and cooperative learning strategies as we emphasize literacy throughout the curriculum. Kensington Park Elementary School will continue to uphold standards of educational excellence in a collegial learning environment.

CORE VALUES

The staff, students and community of Kensington Park Elementary School have a commitment to the following values:

- **COLLABORATION:** working together towards a common goal
- **COOPERATION:** assisting each other to reach a goal
- **TRUST:** building confidence through honest, ethical, and equitable actions
- **PROFESSIONALISM:** adhering to the highest of work standards through respectful and responsible actions
- **PRIDE:** developing positive attitudes about ourselves and our school's achievements
- **COMMUNICATION:** sharing needs, ideas, and beliefs about our mission

School Demographics

Kensington Park Elementary School is located in the northwest are of Miami-Dade County. It is an urban school in Regional Center IV. The school consists of approximately 1,300 students: 95 percent Hispanic; 3 percent White, 1 percent African American, and 1 percent Other. The school serves a very diverse learning community, with approximately 523 Limited English Proficient (LEP) students and approximately 293 Exceptional Student Education students. Our ESOL program services students in Kindergarten through fifth grades: 122 students in ESOL Level 1, 84 students in ESOL Level 2, 119 students in ESOL Level 3, and 198 students in ESOL Level 4. The Exceptional Student Education (ESE) program services students in Pre-K through fifth grades: 19 students in Pre-Kindergarten half day speech class, 100 students in Pre-K through grade 5 in self-contained classes, 105 students in K-5 inclusion and resource classes, and 65 students in the gifted program. Our school's attendance record for the 2004-2005 school year indicates that an average of 96 percent of students attend on a daily basis. The school is equipped with a diverse and highly qualified instructional staff that is committed and devoted to serving the students and community of Kensington Park Elementary School. Current demographics of the staff are as follows: 28 percent White, 12 percent African American, and 62 percent Hispanic; 90 percent of the teachers are female and 10 percent are male; 42 percent have a Master's Degree; and 10 percent have a Specialist's or Doctorate's degree.

School Foundation

Leadership:

The September 2005 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Leadership was the knowledge of the organization's mission, item 1a, whereas, the weakest in that section was the staff's opinion of the organization, item 1g. Based on aforementioned results, it is evident that the administration and the Educational Excellence School Advisory Council (EESAC) at Kensington Park Elementary School fosters an environment of professional collaboration among all stakeholders to create a learning environment that supports the school's vision and mission. The council accomplishes this by collaborating with site leadership and EESAC members through the form of monthly meetings on the third Wednesday of every month. The principal and the elective members of the EESAC use consensus management to improve student achievement.

District Strategic Planning Alignment:

The September 2005 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Strategic Planning was knowing the organization's plans, item 2b and analyzing progress, item 2c, whereas, the weakest in that section was the lack of staff input and ideas of the organization's future, item 2a. The administration and the elected members of EESAC follow the Sunshine State Standards, district and state guidelines, School Improvement Plan, and Academic Improvement Plans in order to accomplish the school's goals and objectives.

Stakeholder Engagement:

The September 2005 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Stakeholder Engagement/Customer and Market Focus was knowledge and mission of the stakeholders, item 3a, whereas the weakest in that section was the staff's input in the decision making process, item 3e. The stakeholders at Kensington Park Elementary School are provided extended learning opportunities addressing remedial, basic, and advanced academic needs.

Faculty & Staff:

The September 2005 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Faculty and Staff/Human Resources was feeling safe in the workplace, item 5e, whereas the weakest in that section was encouragement for career advancement, item 5c and work recognition, item 5d. Kensington Park Elementary School's Teacher Mentoring Program adheres to the policies and procedures set forth in the District's PACES manual. At the beginning of the school year, new teachers are identified and scheduled to participate in both district and school-sponsored orientations to familiarize them with Miami-Dade County's policies and procedures and facilitate their success in their new positions. All new staff members are provided with a school tour and assigned a colleague teacher for the purposes of mentoring. Additional assistance is given by administration during informal and formal classroom visitations. In addition, the Reading Coach also provides assistance by modeling lessons for new teachers, offers training opportunities for specific reading strategies, and familiarizes new teachers with resources available on site and through the District.

Data/Information/Knowledge Management:

The September 2005 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Data/Information/Knowledge Management/Process Management was the staff's knowledge in analyzing quality of work to make changes, item 4b, whereas the weakest in that section was staff members being informed of how the organization is doing, item 4f. At Kensington Park Elementary School the staff is monitored through PACES observations, Professional Development Plans (PDP), Certification guidelines, and Annual Evaluations.

Education Design:

The students at Kensington Park Elementary School are provided extended day services through the implementation of during/after school tutorial program, and immediate intensive intervention programs including Voyager Passport, READ 180, and Fast ForWord.

Performance Results:

The September 2005 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Performance/Business Results was stakeholder's satisfaction with staff members work, item 7a and the staff member's ability to meet all requirements with high degree of excellence, item 7b, whereas the weakest in that section was knowing the organization's finances, item 7c.

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:

Improve reading skills among all students

Needs Assessment

An assessment of the 2004-2005 FCAT Reading Test data reveals that 68 percent of Students With Disabilities (SWD) did not score at or above grade level. As a result, this subgroup must improve their reading skills by a minimum of 12 percent in order to meet this year’s state requirements. Another subgroup at risk of not meeting state requirements is the Limited English Proficiency (LEP) subgroup. This group must demonstrate at least a 4 percent increase in the number of students scoring at or above grade level in order to meet higher state requirements implemented for this school year. An apparent content weakness among most students, including the SWD and LEP subgroups, in grades three through five is Words/Phrases (WP) and Comparisons (Comp).

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 improve their reading skills as evidenced by a 3 percentage point increase in the percent of students meeting high standards on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Students With Disabilities will improve their reading skills as evidenced by 44% of students meeting high standards in reading on the 2006 FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize AR, SRI Fast ForWord and READ 180 to monitor student's independent reading progress.	Assistant Principal, teachers and Reading Coach	8/15/2005	5/24/2006
Facilitate the transition of core reading instructional text through Houghton Mifflin in-services.	Assistant Principal, Reading Coach	9/5/2005	4/28/2006
Utilize various research based programs such as Fast ForWord, Read 180, and Voyager Passport to address reading deficiencies among selected students in grades 2-5.	Assistant Principal, teachers	9/1/2005	5/24/2006
Provide tutorial programs for identified struggling readers, specifically Level 1 students.	Assistant Principal, teachers	9/26/2005	2/24/2006
Implement an instructional focus calendar addressing identified areas of need.	Assistant Principal, Reading Coach	8/8/2005	5/24/2006
Utilize EduTest to target specific benchmarks and monitor student progress in grades 2-5.	Assistant Principal, teachers	9/19/2005	5/17/2006
Survey staff and provide professional development that will directly impact reading achievement among K-5 students.	Assistant Principal, Reading Coach	8/8/2005	4/28/2006
Collaborate with teachers on an ongoing basis to review and assess student needs and adjust curriculum maps and instructional focus as needed.	Assistant Principal, Reading Coach	8/22/2005	5/17/2006

Research-Based Programs

Core Program: Houghton Mifflin Reading Series

Intervention Programs: Early Success, Soar to Success, Voyager, Fast ForWord, and Read 180

Professional Development

Teachers will have training provided in the following areas:

Houghton Mifflin Reading Series

CRISS

8-Step Continuous Improvement Model

Evaluation

This objective will be evaluated using the scores from the 2006 FCAT Reading Test.

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

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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 2 STATEMENT:

Improve math skills among all students

Needs Assessment

An assessment of the 2004-2005 FCAT Mathematics test data reveals that 69 percent of Students With Disabilities (SWD) did not score at or above grade level. As a result, this subgroup must improve their mathematics skills by a minimum of 19 percent in order to meet this year's state requirements. Other subgroups at risk of not meeting state requirements are Limited English Proficiency (LEP) and Economically Disadvantaged students. These two subgroups must improve their performance by at least 5 percent in order to meet state requirements implemented for this school year. Among all students in grades 3 through 5, Number Sense is the weakest content area.

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 improve their mathematics skills as evidenced by a 3 percentage point increase in the percent of students meeting high standards in mathematics on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Students with Disabilities will improve their mathematics skills as evidenced by 50% of students meeting high standards in mathematics on the 2006 FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide additional assistance through tutoring and pull-out sessions to selected students, specifically Level 1 students in grades 4 and 5.	Assistant Principal, teachers	9/26/2005	2/24/2006
Follow the Division of Mathematics and Science Education's Mathematics Long Range Plans for K-5 to promote consistency in instruction and ensure that Grade Level Expectations and Sunshine State Standards are covered throughout the year.	Assistant Principal, teachers	8/8/2005	5/24/2006
Collaborate with teachers on an ongoing basis to review and assess student needs to adjust instructional focus.	Assistant Principal, teachers	8/15/2005	5/24/2006
Utilize EduTest to monitor student progress and guide instruction in grades 2-5.	Assistant Principal, teachers	9/12/2005	5/24/2006
Target grade 2 students to promote the learning of multiplication tables 1-12 by the conclusion of grade 2.	Assistant Principal, teachers	8/8/2005	5/24/2006
Utilize Phase 2 Mathematics and Science District Survey to provide professional development that will directly impact mathematics achievement among K-5 students.	Assistant Principal, teachers	8/8/2005	5/24/2006

Research-Based Programs

Core Program: MacMillan/McGraw-Hill Mathematics Series

Professional Development

Teachers will have training provided in the following areas:

MacMillan/McGraw-Hill Mathematics Series

8-Step Continuous Improvement Model

CRISS

District workshops offered by the Division of Mathematics and Science.

Evaluation

This objective will be evaluated using the scores from the 2006 FCAT Mathematics Test.

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

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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 3 STATEMENT:

Improve writing skills among all students.

Needs Assessment

Combined scores on the 2005 FCAT Writing Test indicate that 27% of students in grade four did not score at Achievement Level 3.5 or higher. Further analysis reveals that 30% of students who were administered the Expository writing prompt did not score at Achievement Level 3.5 or higher, and that 24% of students who were administered the Narrative writing prompt did not score at Achievement Level 3.5 or higher.

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"/>	<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 an increase of 1 percent of the students scoring at or above Achievement Level 4.0 on the FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide tutorial programs to address specific writing needs.	Assitant Principal, teachers	9/26/2005	2/24/2006
Utilize the Houghton Mifflin Reading & Writing Workshop to enhance and focus on the writing process. Implement culminating activities to emphasize publishing.	Assistant Principal, teachers	8/8/2005	5/24/2006
Provide teachers with opportunities to attend professional development institutes and in-services to familiarize teachers with the Writing+ requirements.	Assistant Principal, Reading Coach, District	8/8/2005	5/24/2006
Utilize pre-post test results to identify and address low performing students.	Assistant Principal, teachers	8/8/2005	5/24/2006
Model writing lessons that provide teachers with strategies (CRISS), tips, and resources to assist in the writing process.	Assistant Principal, Reading Coach	8/8/2005	5/24/2006

Research-Based Programs

Core Program: Houghton Mifflin Reading Series (Reading & Writing Workshop).

Supplemental Resources: Write Time for Kids and Florida Writing Coach.

Professional Development

Teachers will have training provided in the following areas:

Houghton Mifflin Reading & Writing Workshop

CRISS

Writing Across the Curriculum

Evaluation

This objective will be evaluated using the scores from the 2006 FCAT 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 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 4 STATEMENT:

Improve student performance in Science.

Needs Assessment

Results from the 2004-2005 FCAT Science Test indicate that the mean scale score was 281, a difference of 5 points from the District mean scale score of 286 and 15 points from the State mean scale score of 296. Results also indicate that the weakest content cluster for grade five students was Physical/Chemical.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will increase their science knowledge as evidenced by a mean scale score to meet or exceed the District mean scale score on the 2006 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize the Division of Mathematics and Science Education's Elementary Scope, Sequence, and Pacing Document for K-5 grade levels to promote a consistent and structured approach to meeting Florida Sunshine State Standards.	Assistant Principal, teachers	8/8/2005	5/24/2006
Emphasize the use of the scientific method throughout instruction to enhance problem solving and critical thinking skills.	Assistant Principal, teachers	8/8/2005	5/24/2006
Conduct a school-wide Science Fair to reinforce the integration of the scientific method throughout the curriculum.	Assistant Principal, Science Fair Committee	4/24/2006	4/28/2006
Expose students in grades three through five to environmental studies and issues through their participation in field trips highlighting environmental concerns.	Assistant Principal, teachers	8/8/2005	5/24/2006
Utilize data from teacher created assessments and EduTest to plan and target instruction.	Assistant Principal, teachers	8/8/2005	5/24/2006

Research-Based Programs

Core Program: McGraw Hill Science Series

Supplemental Resources:FOSS kits

Professional Development

Teachers will have training provided in the following areas:

Best Practices in Mathematics and Science

FCAT Science Specifications

Florida Curriculum Framework for Science

Full Option Science Systems (FOSS)

Evaluation

This objective will be evaluated using the scores of the 2005 FCAT Science Test.

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

Miami-Dade County Public Schools

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

GOAL 5 STATEMENT:

Increase parental involvement.

Needs Assessment

An analysis of parental involvement trends and student performance reveals that parent attendance and involvement at academically-related events have been significantly low. Perhaps the most urgent need is to attract and sustain parent attendance at school-sponsored events that promote parent and student literacy.

Measurable Objective

Given a schoolwide focus on parental involvement, parent participation in student learning will be solicited and integrated into the school program as evidenced by a 3% increase in the number of parents attending school-related events during the 2005-2006 school year as documented by event attendance logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Establish and maintain positive parent communications regarding school programs, children's progress, and additional resources available for their use.	Teachers and Administration	8/8/2005	5/24/2006
Ensure that the Family Literacy Center is accessible to all parents and students to provide additional assistance and resources to promote student achievement and parental assistance.	Administration and FLC staff	9/1/2005	5/24/2006
Utilize the Community Involvement Specialist to assess the needs of parents.	Administration and CIS	8/8/2005	5/24/2006
Conduct parent meetings that will be useful and informative in best assisting their child with academic requirements.	Administration, CIS, and Reading Coach	9/5/2005	4/28/2006
Conduct a mid-year report card night to encourage and sustain parental involvement throughout the school year.	Administration and Teachers	2/1/2006	2/28/2006

Research-Based Programs

National Parent Teacher Association (PTA) Standards for Parent/Family Involvement and the 8-Step Continuous Improvement Model

Professional Development

Not Applicable

Evaluation

This objective will be evaluated using the attendance rosters at school-related events during 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.)

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

Miami-Dade County Public Schools

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

GOAL 6 STATEMENT:

Create and maintain a safe and disciplined learning environment for staff and students

Needs Assessment

Results from the school climate survey and the data from the school's suspension report revealed that overall student discipline was good and did not warrant critical concern. However, when reviewing the student injury reports the number of reported accidents warranted concern. During the 2004-2005 school year 220 student accidents were recorded in the Accidents application system. Many of the student accidents were unnecessary and could have been avoided if simple rules were followed.

Measurable Objective

Given a schoolwide focus on safety, the number of student injuries during the 2005-2006 school year will be reduced by 1% compared to the number of student injuries during the 2004-2005 school year as evidenced by the number of injury reports recorded in the Accident System.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Discuss the contents of the Code of Student Conduct with all students.	Administration and Teachers	10/3/2005	5/24/2006
Communicate student rules and expectations to parents during Open House and throughout the year.	Administrators and Teachers	9/14/2005	9/14/2005
Create clear and simple rules for students to follow within the classroom and throughout the building.	Administration and Teachers	8/8/2005	5/24/2006
Ensure that students are closely supervised while engaged in any physical activity.	Administration and Teachers	8/8/2005	5/24/2006
Distribute the Code of Student Conduct to parents and students.	Administration and Teachers	10/3/2005	10/31/2005
Ensure that P.E. teachers clearly establish safety precautions as students are introduced to and engage in various conditioning and athletic skills.	Administration and Physical Education Teachers	8/8/2005	5/24/2006
Place student patrols during morning line-up and dismissal to assist in monitoring various areas of the building.	Patrol Sponsor and Administration	8/8/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

This objective will be evaluated using the school's injury report for student accidents during the 2005-2006 school year.

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 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 7 STATEMENT:

Increase technology literacy among staff and students to enhance learning and communication

Needs Assessment

Based on the results from the STAR survey and feedback from teachers, many of our students have limited access to computers and various technologies outside of the school. Finding ways to encourage parents to take advantage of the resources available at the Family Literacy Center appears to be very challenging. During the school day it is important to expose students to technology and have them engage in activities and projects that require the use of various technologies that will facilitate learning, critical thinking, and problem solving.

Measurable Objective

Utilizing the National Educational Technology Standards as a framework for planning and facilitating instruction across all grade levels, students will be able to utilize various technologies to facilitate academic achievement throughout the 2005-2006 school year and promote lifelong learning.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Encourage the use of the Family Literacy Center where computers are accessible to parents and students before and after school.	Administration and Teachers	8/8/2005	5/24/2006
Develop a computer lab schedule for all classes in grades one through five.	Assistant Principal	8/8/2005	8/31/2005
Develop project(s) for intermediate grades that will require the use of various multi media technologies.	Administration and Intermediate Teachers	8/8/2005	5/24/2006
Plan lessons and activities that incorporate the use of various multi media technologies.	Administration Teachers	8/8/2005	5/24/2006
Equip all classrooms with at least three computers.	Administration and Computer Technician	8/8/2005	5/24/2006

Research-Based Programs

National Educational Technology Standards (NETS)

Read 180, Waterford and Fast ForWord

Professional Development

Provide teachers ample opportunities to attend district workshops that will better enable them to integrate technology into student activities and lessons. Provide technical support to teachers as needed. Introduce teachers to Atomic Learning.

Evaluation

This objective will be evaluated using the STAR survey, and the increase in the number of multimedia projects completed by students in intermediate grades.

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:

Enhance overall student health and fitness among students in grades two through five.

Needs Assessment

After consulting with the Physical Education teachers and reviewing the results from the 2005 FITNESSGRAM, there is a need to increase the overall awareness of good nutrition and physical fitness among all students. Primary students in grades two through three must be exposed to the six components of the FITNESSGRAM as early as possible to increase their chances of meeting the required standards to receive a fitness award when they are tested in grades four and five. During the 2004-2005 school year 52% of the fourth and fifth grade students tested received an award. There is also a need to inform parents of what constitutes good nutrition in order to promote a healthy diet among students.

Measurable Objective

Given instruction using the Sunshine State Standards for Health and Physical Education, students in grades four and five will improve their performance by 3 percentage points on the 2006 administration of the FITNESSGRAM.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Review physical education lesson plans to ensure they are aligned with the Sunshine State Standards.	Administration	8/8/2005	5/24/2006
Ensure that students attending P.E. are exposed to various conditioning activities that will prepare them for the FITNESSGRAM.	Administration and P.E. Teachers	8/8/2005	5/24/2006
Schedule thirty minutes of Physical Education (P.E.) for all grade two through five students.	Assistant Principal	8/8/2005	5/24/2006
Ensure the P.E. Teachers have opportunities to attend physical education workshops provided by the District.	Administration	8/8/2005	5/24/2006
Disseminate FITNESSGRAM information to fourth and fifth grade parents.	Administration and Teachers	8/8/2005	5/24/2006
Ensure that P.E. teachers meet regularly to discuss overall program, student needs, and ensure there is continuity in instruction across all grade levels.	Administration and P.E. Teachers	8/8/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

This objective will be evaluated using the results from the 2006 FITNESSGRAM 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 9 STATEMENT:

Enhance overall student awareness in the arts.

Needs Assessment

After consulting the music and art teachers, there is a need to increase the overall awareness of students in the arts. There is also a need to provide more opportunities that expose students to the arts.

Measurable Objective

Given instruction using the Sunshine State Standards for Music and Art, students in grades two through five will increase their participation in the arts.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide opportunities for students to perform in school plays.	Administration and Teachers	8/8/2005	5/24/2006
Provide opportunities for students to enter artistic contests.	Administration and Teacher	8/8/2005	5/24/2006
Increase student participation in the school chorus.	Administration and Teachers	8/8/2005	5/24/2006
Provide field trips to theatrical performances (i.e. concerts,symphony).	Principal and Teachers	8/8/2005	5/24/2006
Provide field trips that expose students to various art forms (i.e. museums,exhibits)	Principal and Teachers	8/8/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

This objective will be evaluated by the increase of student participation in arts related field trips and performances conducted in the 2005-2006 school year.

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"/>

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 10 STATEMENT:

Kensington Park Elementary School will increase its ROI index to improve the 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 Kensington Park Elementary School ranked at the 37th percentile on the State of Florida ROI index.

Measurable Objective

Kensington Park Elementary School will improve its ranking on the State of Florida ROI index publication from the 37th percentile in 2003 to the 40th percentile on the next publication of the index.

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	5/24/2006
Collaborate with the district on resource allocation.	Principal	8/8/2005	5/24/2006
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal	8/8/2005	5/24/2006
Consider shared use of facilities, partnering with community agencies.	Principal	8/8/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

This objective will be evaluated using the results from the next State of Florida ROI index publication.

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:

After reviewing last year's expenditures, the EESAC has made several recommendations for spending during the 2005-2006 school year.

Training:

Based on the needs of the staff, the EESAC will assist in providing and recommending professional development for instructional and non-instructional staff.

Instructional Materials:

The EESAC has been, and will continue to be, very supportive in providing supplemental materials needed to enhance classroom instruction based on the needs of the school.

Technology:

After discussing and reviewing the technological needs of the school, the EESAC purchased EduTest, an assessment tool used for reading, mathematics, and science. It also purchased the professional development component to adequately train personnel.

Staffing:

Realizing the importance of our co-teaching model and tutoring, the EESAC agreed to assist in providing additional funds, if needed, to adequately staff these support services.

Student Support Services:

The EESAC recommended strategies that may be implemented throughout the school year that will provide students with needed support. Counselors and outside assistance agencies will be key players in providing these services and support to identified students.

Other Matters of Resource Allocation:

The EESAC is willing to support the school in whatever capacity needed in order to facilitate the School Improvement Plan's objectives and provide the student body with incentives for attendance and academic achievement.

Benchmarking:

The EESAC will be instrumental in developing efficient and effective ways to best monitor student progress to ensure academic success throughout the 2005-2006 school year.

School Safety & Discipline:

As safety and discipline are high priority, the EESAC will support the school's efforts in maintaining a learning environment that is safe and secure for all stakeholders, as promoted in the Student Code of Conduct.

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