
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 2701 - Kenwood K-8 Center

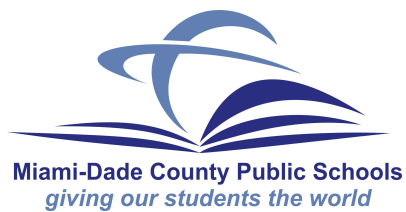
FeederPattern: Miami Killian Senior

Region: Regional Center V

District: 13 - Miami-Dade

Principal: Frank Pistella

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Kenwood K-8 Center

Kenwood K-8 services Kindergarten through eighth grade students living in a culturally diverse community in the suburbs of Miami-Dade County, Florida. Kenwood serves 1,155 students. The ethnic/racial makeup of the student population is 68.2 percent Hispanic, 19.9 percent White, Non-Hispanic, 5.9 percent Asian, Indian or multi-racial, and 6 percent Black, Non-Hispanic. The number of students on free meals is 29 percent and the number of students on reduced meals is 7 percent. The community and staff have thoroughly reviewed and analyzed significant information pertaining to the improvement of Kenwood K-8 Center namely: Florida Comprehensive Assessment Reading, Writing, Math and Science Test scores, the STaR Profile, yearly attendance report, the FITNESSGRAM assessment data and the ROI index publication. Additionally, results, outcomes, and findings from previous years' school Performance Excellence Plans were incorporated into the plan.

Given instruction using the Sunshine State Standards, students at Kenwood K-8 Center will continue to increase reading skills as evidenced by a minimum of 81 percent of the students scoring at level 3 or above on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, students at Kenwood K-8 Center will continue to increase their mathematics skills as evidenced by a minimum of 77 percent of students scoring at level 3 or above on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students at Kenwood K-8 Center will continue to increase writing skills by evidence of a minimum of 94 percent achieving 3.5 or higher on the 2006 FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards students at Kenwood K-8 Center will continue to increase science skills by evidence by the fifth and eighth grade students scoring at or above the District mean scale score on the 2006 FCAT Science Test.

Recognizing the need to increase parental involvement, parents at Kenwood K-8 Center will increase participation on a school wide basis as evidenced by the provision of a minimum of five parent workshops documented by attendance logs for the 2005-2006 school year.

Student attendance for the 2005-2006 school year will be at or above 96 percent documented by the student attendance report for the 2005-2006 school year.

Given an emphasis on emerging technology, all teachers will be provided with three or more workshops to learn ways to integrate technology in the classroom as documented by sign in rosters.

Given instruction using the Sunshine State Standards for Physical Education, 24 percent of fourth through sixth grade students tested will pass the 2006 FITNESSGRAM.

Given instruction using the Sunshine State Standards, students in grade five will increase their artistic knowledge/skills as evidenced by a 10 percent increase in the students' average score from a site-authored 2005 Fall pre-test to a site-authored 2006 Spring post-test.

Kenwood K-8 Center will improve its ranking on the State of Florida ROI index publication from the 60th percentile in 2003 to the 62nd percentile on the next publication of the index.

Based on an analysis of the school's self-assessment survey the Leadership Team has identified two areas of focus, Strategic Planning and Faculty and Staff. In regard to Strategic Planning, the focus will be to implement the Continuous Improvement Model and the Education Formula (5+3+ii+iii= No Child Left Behind). In the area of Faculty and Staff, the focus will be to maintain leadership teams to promote a collaborative, collegial, motivational and positive working environment that will impact student achievement in a positive way.

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.

Kenwood K-8 Center

VISION

Kenwood K-8 Center enriches the community through fostering each student's academic, social, and emotional potential. Students are encouraged to become lifelong learners and effective citizens through developmentally appropriate educational experiences.

MISSION

Kenwood's Mission is to foster each student's academic, social and emotional potential in the pursuit of life long learning and effective citizenship. Growth and excellence in reading, writing, and math competencies are emphasized across the curriculum.

CORE VALUES

Kenwood K-8 Center emphasizes excellence in reading, writing, mathematics, and technology. Services that encompass the needs of the whole individual are extended to students resulting in our school becoming a center for community activities.

School Demographics

Kenwood K-8 services Kindergarten through eighth grade students living in a culturally diverse community in the suburbs of Miami-Dade County, Florida. Kenwood serves 1,155 students. The ethnic/racial makeup of the student population is 68.2 percent Hispanic, 19.9 percent White, 5.9 percent Asian, Indian or multi-racial, and 6 percent Black, Non-Hispanic. The ethnic/racial makeup of classroom teachers is 71 percent Hispanic, 19 percent white, Non-Hispanic and 10 percent Black. The number of students on free meals is 29 percent and the number of students on reduced meals is 7 percent. The community and staff have thoroughly reviewed and analyzed significant information pertaining to the improvement of Kenwood K-8 Center namely: Florida Comprehensive Assessment Reading, Writing, Math and Science Test scores, the STaR Profile, yearly attendance report, the FITNESSGRAM assessment data and the ROI index publication. Additionally, results, outcomes, and findings from previous years' school Performance Excellence Plans were incorporated into the plan.

School Foundation

Leadership:

The administrative team and staff collaboratively implement and maintain the school's vision, mission and core values statement. Kenwood K-8 Center's Self Assessment Survey reveals an average score of 4.3 in this category. The staff agrees that effective leadership is apparent; supervisors share information, encourage learning, and involve employees in the daily operation of the school through grade level, departmental and faculty meetings. The principal requests continual input from staff. Therefore, staff participates in all school related issues.

District Strategic Planning Alignment:

Strategic planning is conducted by the principal, the administrative team and EESAC. Kenwood K-8 Center's Self Assessment Survey reveals an average score of 4.1 in this category. Overall, staff agrees that effective planning has been essential to the school's success. Kenwood's staff participates in the planning process, sharing ideas and knowing their role in the school's plan and its progress. Grade level, departmental, faculty and EESAC meetings facilitate this process.

Stakeholder Engagement:

Kenwood K-8 Center evaluates its customers satisfaction, analyzing their needs and concerns, by the school's informational gathering process. The Self Assessment Survey reveals an average score of 4.2 in this category. This score is the result of effective and continuous communication with parents through PTSA meetings, EESAC meetings, parent surveys, education agreements, home visits, parent/teacher/administrator conferences and administrator visibility and accessibility.

Faculty & Staff:

The Human Resource Focus category reflects that our staff believes we have a safe environment in which to work. This view point is shared by the majority of all staff members. The staff also believes they are able to make changes and adjustments to improve their work. This indicates that the environment created by the leadership team is a positive and flexible one. It is also abundantly clear that there is a great sense of team as evidenced by the high percentage of staff agreeing the people they work with cooperate as a team. Also, a large majority of staff members believe the administrative team encourages the staff to develop job skills which will advance their careers. Based on the survey, there exists a collaborative, collegial, motivational and pleasant working environment.

Data/Information/Knowledge Management:

The staff scored this area high indicating that they have the resources required to do their job. In addition, the staff is involved in collecting data appropriate to their area. Effective work processes utilizing appropriate data is accomplished as per the survey data.

Education Design:

The majority of the Kenwood K-8 Center staff scored this category high. This indicates that staff members are clear in what the expectations are for their area of performance. Furthermore, the staff believes that they know how to

effectively analyze the quality of their work and determine if changes and/or adjustments are necessary.

Performance Results:

The Operational Performance Improvement Snapshot Survey indicates that a high percentage of our staff believes that their customers are satisfied with their work and that it meets all requirements for high quality and excellence. Staff members believe that our high standards and ethics meet the requirements of laws and regulations in this field. The survey also shows that our school utilizes time and the strengths of the staff in a very effective and positive way, benefiting both the school and the community.

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

Students at Kenwood K-8 Center will make annual learning gains sufficient to acquire the skills, knowledge, and competencies needed to master the state standards in the area of reading.

Needs Assessment

Scores on the 2005 FCAT Reading Sunshine State Test indicates that 79 percent of the students in grades three through eight have scored at or above Level 3. An analysis of data reveals that 21 percent in grades three through eight are reading below grade level, and require additional intensive instruction in fluency, comprehension, and context clues. Students in grades 3-8 were more successful with identifying main idea, author’s purpose and point of view. They additionally need help with reference and research, comparisons, and words and phrases. The assessment also uncovered needs which include: the need for an instructional initiative which promotes reading fluency and vocabulary development school wide and the need for instructional frameworks across the curriculum which will encourage teachers to utilize the two hour block to maximize learning and increase student reading achievement.

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 at Kenwood K-8 Center will continue to increase reading skills as evidenced by a minimum of 81 percent of the students scoring at level 3 or above on the 2006 FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide Before and After School FCAT Tutorial, for Level 1 and 2 students in grades 3-8, twice a week for one hour. Program will be evaluated using a pre/post test designed by FDOE.	Assistant Principal	10/17/2005	2/17/2006
Utilize READ 180 Software in Grades 6-8 during a daily 55 minute block. The reading teacher will provide daily intervention as needed.	Reading Teacher	8/8/2005	5/18/2006
Provide Voyager Passport in grades K and 3 to provide direct, systemic instruction in each of the essential reading components. The program provides ongoing progress monitoring to ensure students stay on task.	Teacher	10/3/2005	5/19/2006
Implement Early Success in grades 1-2, into the current reading programs to provide enhancement as well as target specific student's needs.	Teacher	10/3/2005	5/19/2006
Enforce Mandatory Reading Elective-Grades 6-8 for Level 1 students.	Reading Teacher	8/8/2005	5/19/2006
Follow the Continuous Improvement Model through professional development, data collection, instruction and monitoring.	Assistant Principals and Teachers	8/8/2005	5/24/2006
Create AIP's for Levels 1 and 2 students, as well as students who receive a D or F, every 9 weeks. Teachers will meet with students and parents in order to create an individualized plan with specific strategies geared to the student.	Teacher	10/21/2005	5/24/2006
Utilize LEXIA Software for students in grades 3-5 during the school day for 1/2 hour daily. Reports will be evaluated bi-weekly to ensure progress.	Teachers and paraprofessionals	8/15/2005	5/19/2006
Initiate a daily Principal's reading Raffle to motivate students' use of the Accelerated Reader program.	Principal	9/7/2005	5/17/2006

Research-Based Programs

READ 180; Houghton Mifflin Core Reading Program Grades K-5; McDougal Littell Core Reading Program Grades 6-8; Prentice Hall Core Reading Program Grades 6-8

Professional Development

READ 180 Software; CRISS; LEXIA Software; Summer Reading Academy

Evaluation

This objective will be evaluated by scores of the 2006 FCAT Reading Test indicating that 81 percent of students achieved level 3 or above and by following the Continuous Improvement Model.

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

GOAL 2 STATEMENT:

Students at Kenwood K-8 Center will make annual learning gains sufficient to acquire the skills, knowledge, and competencies needed to master the state standards in the area of math.

Needs Assessment

Scores on the 2005 FCAT Mathematics indicates that 75 percent of the students in grades third through eighth have scored at or above FCAT Achievement level 3. An analysis of the data reveals that 25 percent of grades 3-8 students are still working below grade level. Specifically, the level 1 and 2 students in grades 3-8 required additional intensive instruction in measurement, data analysis, and number sense.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL 1	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 at Kenwood K-8 Center will continue to increase their mathematics skills as evidenced by a minimum of 77 percent of students scoring at level 3 or above on the 2006 FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize the district supported Riverdeep Mathematics program throughout grades 1-8 as both remediation and enrichment.	Teacher	8/8/2005	5/19/2006
Utilize FCAT Explorer as a means of familiarizing students in grades 3 through 8 with Florida assessment practices. Notify parents of passwords and instructions for home usage.	Teacher	8/8/2005	5/19/2006
Implement Daily FCAT Problem of the Day as a means of familiarizing students in grades 3 through 8 with Florida assessment practices.	Teacher	8/8/2005	5/24/2006
Provide small group tutorial, before/after school to Levels 1 and 2 students two times a week.	Assistant Principal	10/17/2005	2/17/2006
Create AIP's for level 1 and 2 students as well as students who receive a D or F, every 9 weeks. Teachers will meet with students and parents in order to create an individualized plan with specific strategies geared to the student.	Teachers	10/21/2005	5/24/2006
Implement the District suggested Scope and Sequence in all grade, as a means of ensuring that state benchmarks are aligned with daily instruction and covered in a timely fashion.	Teacher	8/8/2005	5/19/2006
Implement the Math Superstar program in grades K-5 as a means of enriching students' critical thinking skills.	PTA Sponsored	10/6/2005	3/3/2006
Follow Continuous Improvement Model through professional development, data collection, instruction and monitoring teachers.	Assistant Principals and Teachers	8/8/2005	5/24/2006

Research-Based Programs

Harcourt Core Mathematics Program Grades K-5; Glencoe Core Mathematics Program Grades 6-8

Professional Development

Teachers will participate in mathematics workshops offered in-house and by the District specifically in data analysis, measurement, and number sense; Training in Riverdeep and FCAT Explorer softwares.

Evaluation

This objective will be evaluated by scores on the 2006 FCAT Mathematics Test indicating 77 percent of students achieving level 3 or above.

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

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

GOAL 3 STATEMENT:

Students at Kenwood K-8 Center will make annual learning gains sufficient to acquire the skills, knowledge, and competencies needed to master the state standards in the area of writing.

Needs Assessment

An analysis of the data on the 2005 FCAT Writing Test reveals that 92 percent of students in grades four and eight scored at or above 3.5. Scores of the 2005 Expository Writing Test indicate a decrease of 2 percent in grades four and eight.

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 at Kenwood K-8 Center will continue to increase writing skills by evidence of a minimum of 94 percent achieving 3.5 or higher on the 2006 FCAT Writing Plus Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement PowerEd Writing - Grades 6-8 at least twice a week in order to enhance quality instruction. The program provides consistency in writing instructional techniques throughout 6-8 grade.	Language Arts Teacher	10/17/2005	5/19/2006
Implement Houghton Mifflin Core Reading Program, including grammar and daily language practice during classroom instruction. Include CRISS in order to enhance FCAT test-taking strategies.	Language Arts Teacher	8/8/2005	5/19/2006
Collect monthly writing prompts in grades 1-8. Evaluate prompts by teachers and administrators. Return prompts to teachers in order to use as part of the writing process.	Language Arts Teacher	9/30/2005	4/28/2006
Enforce a daily journal writing activity in grades K-8 where students may implement learned components of the writing process.	Language Arts Teacher	8/8/2005	5/19/2006
Enforce Pre and Post FCAT Writing in grades 1-8. Use the data collected from the Pre-test to assist in the CIM.	Language Arts Teacher	8/26/2005	5/12/2006
Create AIPs for Levels 1 and 2 students, as well as for students who receive a D or F, every nine weeks.	Teachers	10/21/2005	5/24/2006
Follow the Continuous Improvement Model through professional development, data collection, instruction, and monitoring.	Assistant Principals and Teachers	8/8/2005	5/24/2006
Compete in writing contests to promote the writing process and to create incentives to write.	Language Arts Teacher	8/8/2005	5/19/2006

Research-Based Programs

Houghton Mifflin Core Reading Program Grades K-5; McDougal Littell Core Reading Program Grades 6-8; Prentice Hall Core Reading Program Grades 6-8

Professional Development

PowerEd Writing for Standardized Tests training for Language Arts teachers in grades 6-8.

Evaluation

This objective will be evaluated by scores on the 2006 FCAT Writing Plus Test indicating 94 percent of students in grades four and eight achieving 3.5 or above. FCAT Writing monthly prompts will provide formative assessment.

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 checked="" type="checkbox"/>	<input checked="" 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 4 STATEMENT:

Students at Kenwood K-8 Center will make annual learning gains sufficient to acquire the skills, knowledge, and competencies needed to master the state standards in the area of science.

Needs Assessment

An analysis of 2005 FCAT Science Test reveals that students in fifth and eighth grade scored a mean score of 303 above both the County and State scores. Specifically students in fifth grade strengths were in Physical , Chemical, Life and Environmental Science. Their weakness was in Earth and Space Science. Students in eighth grade were successful with Life and Environmental. Similarly, the greatest area of need is Earth and Space.

Measurable Objective

Given instruction using the Sunshine State Standards students at Kenwood K-8 Center will continue to increase science skills by evidence by the fifth and eighth grade students scoring at or above the District mean scale score on the 2006 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement AIP for Levels 1 and 2 and students with grades D or F	Teachers	10/21/2005	5/24/2006
Implement Continuous Improvement Model	Assistant Principals and Teachers	8/8/2005	5/24/2006
Follow the district's scope and sequence and utilize the wide range of suggested hands-on activities.	Science Teacher	8/8/2005	5/19/2006
Enhance students learning of environmental science through hands-on activities conducted in a portable lab setting.	Science Teacher	8/8/2005	5/19/2006
Administer site-authored pre/prog/post test to all students. Use data analysis results in determining area of focus in long range plans.	Science Teacher	9/6/2005	11/18/2005
Enhance student learning of meteorological science through hands-on activities conducted in a portable lab setting.	Science Teacher	9/6/2005	11/18/2005
Participate in the schools science fair. Use the scientific method for eighth grade. Use the scientific process by completing class projects for grades k-2.	Science Teachers	9/6/2005	11/18/2005

Research-Based Programs

Prentice Hall Core Science Program Grades 6-8

Professional Development

Teachers will participate in science workshops offered in-house and by the District specifically in Earth and Space; Training in Riverdeep and FCAT Explorer softwares; T-FAS Summer Training.

Evaluation

This objective will be evaluated by scores on the 2006 FCAT Science Test. Site authored Pre, Progress, and Post Test will provide formative assessment.

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

GOAL 5 STATEMENT:

Kenwood K-8 Center will provide learning and volunteer opportunities to parents sufficient to satisfy the State standards in the area of parental involvement.

Needs Assessment

Parental involvement has been maintained in school wide activities with an overall increase throughout the school year. Parent attendance at events such as Open House, Resource Fair, Science Fair, Parent Orientation, Volunteer Orientation, awards assemblies, Career Day, Fall Harvest, Winter and Spring Shows, Upper Academy Band Performances, Band Dinner Banquet for students and parents, etc. has resulted in a growing number of families attending a variety of activities. Although there is a high level of parental involvement at our school, we would like to increase the number of parents that attend workshops and in-services.

Measurable Objective

Recognizing the need to increase parental involvement, parents at Kenwood K-8 Center will increase participation on a school wide basis as evidenced by the provision of a minimum of five parent workshops documented by attendance logs for the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide Parent Handbook/Student Planner to serve as a written reminder to parents of scheduled workshops.	Teachers and Parents	8/8/2005	5/19/2006
Publish Monthly Newsletter to promote parent participation in the various workshops.	Activity Sponsor	9/30/2005	5/19/2006
Provide FCAT Nights - Grades 3-8 to provide parents with important information to assist their children prepare for the FCAT by working from their home computer.	Administration	8/8/2005	5/19/2006
Provide Parenting Skills by a trained professional to assist parents deal with various issues pertaining to their children.	Counselors	8/8/2005	5/19/2006
Utilize Bilingual Parent Outreach Program to provide workshops in Spanish to the school's spanish speaking only parents.	Counselors	8/8/2005	5/19/2006
Maintain Communication of Information (Website, marquee, telephone, and flyers)in order to promote parent participation in the various workshops.	Staff	8/8/2005	5/19/2006

Research-Based Programs

National PTSA Standards of Parent and Family Involvement Program

Professional Development

Training for teachers on SchoolNotes website development; Volunteer Orientation; Listener's Orientation

Evaluation

1. Copies of Monthly Newsletters. 2. EESAC Sign-in Roster. 3. Workshop attendance logs. 4. Visitor's Sign-in binder. 5. Copy of Parent Handbook/Student Planner.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

GOAL 6 STATEMENT:

Students at Kenwood K-8 Center will continue to demonstrate the appropriate behavior that is socially acceptable and conducive to a safe learning environment by attending school daily.

Needs Assessment

An analysis of student attendance for the 2004-2005 school year by nine week period indicated a fluctuation from 94 to 96 percent. Appropriate behavior that is socially acceptable is required to ensure a safe learning environment that will encourage students to attend school regularly.

Measurable Objective

Student attendance for the 2005-2006 school year will be at or above 96 percent documented by the student attendance report for the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Send Attendance and Tardy Letters to advise parents of the importance of good attendance and its positive impact on their children's education.	Teachers	8/8/2005	5/24/2006
Provide Morning Supervision to ensure a safe environment and proper behavior.	Teachers and Administration	8/8/2005	5/24/2006
Conduct Attendance Lottery to provide students with an incentive to come to school. Daily winners receive prizes through a lottery system.	Principal	8/8/2005	5/24/2006
Provide Detentions Grades K-8 to provide an alternative to suspension and to reinforce proper behavior.	Activity Sponsor	8/17/2005	5/24/2006
Provide SCSI and Saturday School to provide an alternative to suspension and to enforce proper behavior.	SCSI Coordinator	8/8/2005	5/19/2006
Conduct Parent/Teacher Conferences to address excessive absences and behavior issues.	Teachers and Parents	8/8/2005	5/24/2006
Enforce the Truancy Intervention Program. Proper enforcement will ensure attendance requirements are followed by parents.	Attendance Clerk	8/8/2005	5/24/2006

Research-Based Programs

N/A

Professional Development

In-House Workshops

Evaluation

This objective will be evaluated by the final student attendance report for 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 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 7 STATEMENT:

Teachers will learn ways to integrate technology in the classroom that will prepare them for the 21st century.

Needs Assessment

As the result of numerous technological advances, the faculty requires the knowledge and tools to effectively integrate technology in the classroom.

Measurable Objective

Given an emphasis on emerging technology, all teachers will be provided with three or more workshops to learn ways to integrate technology in the classroom as documented by sign in rosters.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize Excelsior Gradebook Program which allows teachers to record attendance and grades and allows parents access to pertinent information.	Teachers	1/9/2006	5/24/2006
Utilize school wide email to enhance communication between the stakeholders of the school.	Faculty and Staff	8/8/2005	5/24/2006
Utilize READ 180 to promote student achievement in reading by providing workshops on the implementation of READ 180.	Reading Teacher	8/8/2005	5/24/2006
Utilize STAR and AR to enhance reading fluency and comprehension. Provide teachers with professional developemnt to ensure appropriate implemetation of the Accelerated Reader Program.	Language Arts Teachers	8/8/2005	5/24/2006
Ensure usage of the portable computer labs by providing professional development to teachers on the proper use of the technology.	Teachers	8/8/2005	5/24/2006

Research-Based Programs

Continuous Improvement Model; STaR School Profile Report.

Professional Development

Three in-house workshops during faculty meetings or Professional Development day.

Evaluation

Sign in workshop sheets.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 8 STATEMENT:

Fourth through sixth grade students at Kenwood K-8 Center will acquire the strategies, knowledge, and skills to obtain a passing score on the FITNESSGRAM.

Needs Assessment

An analysis of the 2004 FITNESSGRAM report indicates 21 percent of fourth through sixth grade students tested met the minimum health-related standards. The physical education program needs to be monitored to ensure that the teachers select activities specifically related to assessment component items (FITNESSGRAM).

Measurable Objective

Given instruction using the Sunshine State Standards for Physical Education, 24 percent of fourth through sixth grade students tested will pass the 2006 FITNESSGRAM.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide students with home learning activities to promote physical fitness	Physical Education teachers	8/8/2005	5/24/2006
Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items	Administration	8/8/2005	5/24/2006
Develop an action plan for their individual school to ensure input from the P.E. Department to meet the goals and objectives as stated	Physical Education teachers	8/8/2005	5/24/2006
Place students in cooperative groups during fitness to promote physical and developmental growth	Physical Education teachers	8/8/2005	5/24/2006
Insure that an appropriate amount of instruction time is dedicated to fitness related activities on a daily basis	Physical Education teachers	8/8/2005	5/24/2006

Research-Based Programs

FITNESSGRAM; Walksafe Pedestrian; Whales Tales; Physical Fitness for All; Movement Education.

Professional Development

Walksafe Pedestrian; Whales Tales; Physical Fitness for All; Movement Education.

Evaluation

This objective will be evaluated by analyzing the percent of students passing the FITNESSGRAM.

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.)

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

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

GOAL 9 STATEMENT:

Students in grade 5 will increase knowledge and their awareness of culture and historical preservation through art appreciation.

Needs Assessment

Fifth grade students require sufficient knowledge and skills in the area of art in order to successfully access art programs/electives as they prepare to enter secondary school.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will increase their artistic knowledge/skills as evidenced by a 10 percent increase in the students' average score from a site-authored 2005 Fall pre-test to a site-authored 2006 Spring post-test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize Speakers that will contribute their knowledge, skills, and artistic craft to the students.	Art Teacher	8/8/2005	5/19/2006
Compete in Collage Contests/Shows that involve students in local, state and/or national competitions. This participation will incorporate skills taught in the classroom.	Art Teacher	8/8/2005	5/19/2006
Compete in Drawing Contests/Shows that involve students in local, state and/or national competitions. This participation will incorporate skills taught in the classroom.	Art Teacher	8/8/2005	5/19/2006
Provide field trips that provide artistic exposure to sites throughout Miami.	Art Teacher	8/8/2005	5/19/2006
Utilize Art Videos that incorporate and reinforce skills taught throughout the curriculum.	Art Teacher	8/8/2005	5/19/2006
Provide Art Deco Exhibits by incorporating skills obtained through field trips, videos, and speakers.	Art Teacher	8/8/2005	5/19/2006

Research-Based Programs

Scholastic Art; Art in Motion.

Professional Development

Annual Florida Art Educators Conference; Wolfsonian Art Workshop; Book Making workshop.

Evaluation

The objective will be evaluated by a 10 percent increase in the students' average score on a site-authored Spring post-test.

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.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 10 STATEMENT:

Kenwood K-8 Center will rank at or above the 62nd percentile statewide in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2003, Kenwood K-8 Center ranked at the 60th percentile on the State of Florida ROI index.

Measurable Objective

Kenwood K-8 Center will improve its ranking on the State of Florida ROI index publication from the 60th percentile in 2003 to the 62nd 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	5/19/2006
Collaborate with the district on resource allocation.	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.	Career Specialist	8/8/2005	5/19/2006
Consider shared use of facilities, partnering with community agencies.	Principal and Career Specialist	8/8/2005	5/19/2006

Research-Based Programs

N/A

Professional Development

N/A

Evaluation

On the next State of Florida ROI index publication, Kenwood K-8 Center will show progress toward reaching the 62nd percentile.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i>

Budget:

The EESAC reached consensus on the distribution of the Florida Recognition Enhancement Funds. Input will be sought by all members to reach consensus on the expenditure of EESAC monies.

Training:

The EESAC recommends staff development in the areas of brain development and the integration of technology in the classroom.

Instructional Materials:

The EESAC recommends updating computers and instructional software. The EESAC also recommends enhancing the media collection of Accelerated Reader books.

Technology:

The EESAC recommends that technology continue to play an integral part of all areas of instruction. The EESAC recommends the continuation of the implementation of programs such as FCAT Explorer, Riverdeep and Lexia. The EESAC recommends a parent workshop on the web sites available to assist their children at home.

Staffing:

The EESAC recommends the staffing of teachers for the before and after school tutorial program.

Student Support Services:

The EESAC recommends the continuation of character education for all students in areas such as bullying, harassment, and divorce.

Other Matters of Resource Allocation:

The EESAC recommends increasing the participation of our DADE partners by increasing their active roles in school-wide activities.

Benchmarking:

The EESAC recommends the implementation of the Continuous Improvement model in order to effectively meet the needs of all students.

School Safety & Discipline:

The EESAC recommends the implementation of Saturday School as a means to reduce the amount of outdoor suspensions.

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