
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 2781 - Kinloch Park Elementary School

FeederPattern: Coral Gables Senior

Region: Regional Center IV

District: 13 - Miami-Dade

Principal: Ana Casas

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Kinloch Park Elementary School

Kinloch Park Elementary School is an 80-year old school located in the city of Miami. The school provides a general education curriculum to 829 pre-kindergarten to fifth grade students from predominately low socio-economic backgrounds. The population at Kinloch Park Elementary School is comprised of ninety-eight percent Hispanic and two percent White. The number of students that qualify for free or reduced lunch averages at approximately ninety percent each year. Thirty-five percent of the students at Kinloch Park Elementary School are classified as Limited English Proficient (LEP), and five percent of the students qualify for Exceptional Student Education services.

Kinloch Park Elementary School has employed several different programs to assist in the attainment of its goals. There is a school-wide Title I program that enables the school to utilize allocated funds to purchase resources that can help increase student achievement. Additionally, Kinloch Park Elementary provides several different student services in order to meet the needs of the students. These programs include an Exceptional Student Education Program, English for Speakers of Other Languages program, Extended Foreign Language Program, Teaching Enrichment Activities to Minorities, and a gifted mathematics and science program.

In order to maintain high achievement and continuing to foster a love of learning, Kinloch Park Elementary School will institute an instructional program that focuses on literacy, critical thinking, and problem-solving skills. With an increase focus in these areas, the students of Kinloch Park Elementary School will demonstrate learning gains in all areas of academics. The faculty at Kinloch Park Elementary School will work cooperatively in order to comprise a curriculum that meets all the standards set forth by regional, state, and federal guidelines. A strong emphasis will be placed on continuous monitoring and assessment in order to ensure that the students are acquiring the skills that are needed to become successful.

Given instruction using the Sunshine State Standards, students in grades three through five will increase reading proficiency as evidenced by a five percentage point increase in the amount of students scoring FCAT Achievement Level 3 or above on the 2006 administration of the FCAT Reading Test, and maintaining a minimum of forty-four percent of students scoring FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, Students with Disabilities in grades three through five will increase reading proficiency, as evidenced by a forty-four percent scoring at FCAT Achievement Level 3 or above on the 2006 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades three through five will increase mathematical application skills as evidenced by a three percentage point increase in the percentage of students scoring FCAT Achievement Level 3 or higher, while maintaining a minimum of fifty percent of students scoring FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Students with Disabilities in grades three through five will increase mathematical application skills as evidenced by a twenty percentage point increase in the amount of students scoring FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade four will maintain or increase by one percent the number of students who score state mastery level on the 2006 administration of the FCAT Writing Test.

Given instruction using the Sunshine State Standards, students in grade five will meet or exceed the District's mean scale score on the 2006 administration of the FCAT Science Test.

Given a school-wide focus on parental involvement, parenting skills will be promoted and supported, as evidenced by an increase of five percentage points in the number of parents attending related school-sponsored activities during the 2005-2006 school year, and documented in attendance logs of parenting activities.

Given an increase of emphasis on creating and maintaining a safe and orderly environment, student behavior will improve as evidenced by a five percent decrease in the number of outdoor suspensions during the 2005-2006 school year as compared to the 2004-2005 school year.

Given emphasis on the integration of technology to enhance instruction, teachers and students will increase the use of computers as evidenced by a ten percentage point increase in the amount of students and teachers utilizing technology.

Given instruction based on the Fitness Gram standards, students will improve their fitness as evidenced by a five percentage point increase in the amount of students passing the 2005-2006 Fitness Gram Test.

Given emphasis on the benefits of participating in the arts programs, the number of students participating in art related activities will increase by five percentage points during the 2005-2006 school year as compared to the 2004-2005 school year.

Kinloch Park Elementary School will improve its ranking on the state of Florida Return on Investment Index from forty-one percent to forty-two percent on the next publication of the index.

Based on the results of the Miami-Dade County Public Schools Organizational Performance Improvement Snapshot Survey, two areas of concern have been flagged. The two areas of priority that will be addressed are business results and process management. These two categories yielded the lowest results across the seven categories being assessed. Improvement in these two categories will be addressed in a variety of ways. To improve business results, administration will put in place a variety of communication methods in order to keep faculty and staff members informed of the school's management processes, and in order to keep administration informed of obstacles that impede progress towards the school's goals. Process management will require faculty and staff, as well as administration, to develop a systematic way of collecting and disseminating data in order to assess the quality of work that is being conducted within the school. Administration will need to provide resources that allow all staff members to frequently assess the quality of work.

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.

Kinloch Park Elementary School

VISION

The purpose of Kinloch Park Elementary School is to maximize the potential of each student and create a desire for life-long learning. Teachers, parents, and students will work together to foster an environment in which students are excited about learning and working at the peak of their abilities. We will challenge and inspire our children to become creative, critical thinkers. We will motivate our students to be problem solvers who can work independently and collaboratively. At Kinloch Park Elementary School, we expect our students to take responsibility for their actions, respect one another, and make right choices.

MISSION

Kinloch Park Elementary School will ensure that each student participates in an educational program that facilitates academic and developmental growth. By providing activities that increase reading proficiency, application of mathematical concepts, science processing skills, writing proficiency, and technology skills, Kinloch Park Elementary School will empower its students with important life skills, which in turn, will allow students to become productive, contributing members of an increasingly diverse community.

CORE VALUES

Kinloch Park Elementary School understands the importance of instilling core values in all of its' students. Kinloch Park Elementary will inspire all of its' students to be responsible, respectful, kind citizens in an increasingly diverse society.

School Demographics

Kinloch Park Elementary School is a 80-year-old school located in the city of Miami. The school serves a pre-kindergarten through fifth grade student population from predominately low socio-economic backgrounds. Presently, the diverse population of 883 students is comprised of ninety-eight percent Hispanic and two percent White. The number of students qualifying for free or reduced lunch averages about ninety percent each year. Additionally, thirty percent of the students at Kinloch Park Elementary School are Limited English Proficient (LEP), while five percent of the students qualify for Exceptional Student Educational Program. The average daily attendance rate for Kinloch Park Elementary School is 94.9 percent, and the mobility index is twenty-four.

Kinloch Park Elementary School has a Title I school wide program which utilizes allocated funding to purchase programs and resources that are implemented to increase student achievement. Additionally, Kinloch Park Elementary School provides an Exceptional Student Education Program with the inclusion model being implemented in grades three through five. Other programs being implemented at Kinloch Park Elementary School include the Limited English Proficiency (LEP) Program which provides instruction in English for Speakers of Other Languages (ESOL), Teaching Enrichment Activities to Minorities (TEAM) program that provides enrichment and critical thinking activities to students, and a gifted program in mathematics and science.

Two administrators, a principal and an assistant principal, provide instructional and professional leadership at the school. There are forty-one classroom certified classroom teachers, three ESE teachers, and one elementary guidance counselor. Additionally, Kinloch Park Elementary School has one speech therapist, a social worker, one media specialist, and eleven special area teachers. There is one reading coach at the school, two full-time paraprofessionals and one Community Involvement Specialist (CIS).

The Florida Department of Education has graded Kinloch Park Elementary School as being an A school. This was made possible due to the increase that students demonstrated in Reading, Writing, and Mathematics.

School Foundation

Leadership:

Kinloch Park Elementary School's leaders have ensured that all who work at the school site know and understand the schools mission and what the ultimate goals of the school are. Instilling a core set of values, administrators at Kinloch Park Elementary School share with all faculty and staff members the status of the organizing. Being informed allows all faculty and staff members to brainstorm and come up with creative ways to problem solve. With the knowledge of information and the open lines of communication, the leadership at Kinloch Park Elementary School creates an environment that supports faculty members to work to their fullest capabilities.

District Strategic Planning Alignment:

As Kinloch Park Elementary School plans for the future, faculty and staff members know and understand the different goals that the school must achieve. All faculty and staff members are included in the process of writing and adopting school goals, as well as the means to achieve these goals. Additionally, faculty and staff members are constantly being informed of progress towards the achievement of these goals.

Stakeholder Engagement:

Faculty and staff at Kinloch Park Elementary understand the most important customer is the student. As a community of learners, Kinloch Park Elementary School is constantly looking for new ways to keep in touch with its customers in order to understand their needs and wants.

Faculty & Staff:

The faculty and staff at Kinloch Park Elementary School realize the importance of working together and creating a cohesive unit to guide the school towards meeting its goals. Many of the faculty and staff members feel that they can consistently grow and become better at their occupation. Also, many staff and faculty members feel that the leadership at the school site encourages staff members to further develop career skills and become involved in a variety of activities in order to advance the careers of those who take advantage.

Data/Information/Knowledge Management:

Faculty and staff members at Kinloch Park Elementary School know and understand the importance of managing data and information. Faculty and staff members are continuously monitoring and assessing the quality of their work. All stakeholders are constantly being informed of new strategies and resources to implement in order to improve one's work. By analyzing one's own work, faculty and staff members understand their role in the continuous improvement of the school.

Education Design:

There are a variety of processes that drive the functioning of the school Kinloch Park Elementary provides students with a variety of extended learning opportunities such as before and after school tutoring in reading and mathematics. These programs provide extra academic assistance for selected subgroups that have demonstrated a need of further assistance. Furthermore, Kinloch Park Elementary School has, in conjunction with Miami-Dade

College implemented a Family Literacy Program in which students whose parents are attending can receive tutoring. Scheduling also plays a significant role in providing extended learning opportunities.

As with implementing any program, continuous monitoring and assessment must be conducted in order to ensure programs are helping to achieve the goals of the school. Kinloch Park Elementary School implements the 8-step Continuous Improvement Model, in which all stakeholders Plan, Do, Study, and Act. This involves the continuous assessment of students for intervention.

Performance Results:

At Kinloch Park Elementary School, faculty and staff members feel that all stakeholders are satisfied with the work being completed at the school. Many of the faculty and staff members feel that high quality and excellence are vital in accomplishing the school's goals. Additionally, the faculty and staff members of Kinloch Park Elementary feel that time and talents are allocated adequately.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

Kinloch Park Elementary will increase students' reading skills.

Needs Assessment

Results from the 2005 FCAT Reading Test indicate that sixty-three percent of students in grades three through five scored at or above FCAT Achievement Level 3 on the 2005 administration. Moreover, seventy percent of students in grades three through five demonstrated learning gains. Students with Disabilities also demonstrated a twenty-seven percentage point increase in the amount of students scoring at or above FCAT Achievement Level 3. On the other hand, thirty-nine percent of students in grades three through five are not meeting high standards in reading. Furthermore, results indicate that the lowest scores were shown in the areas of Words and phrases, as well as Research and Reference. In contrast, results indicated that Main Idea and Comparisons were the two areas in which students scored the highest. Scores of the 2005 FCAT Reading Test also indicate that the NCLB subgroup Students with Disabilities did not meet Annual Yearly Progress, but did demonstrate a twenty-seven percentage point increase in the amount of students scoring FCAT Achievement Level 3 or above.

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will increase reading proficiency as evidenced by a five percentage point increase in the amount of students scoring FCAT Achievement Level 3 or above on the 2006 administration of the FCAT Reading Test, and maintaining a minimum of forty-four percent of students scoring FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, Students with Disabilities in grades three through five will increase reading proficiency, as evidenced by a forty-four percent scoring at FCAT Achievement Level 3 or above on the 2006 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Analyze assessment data to identify student strengths' and deficiencies to guide intervention programs and instructional strategies.	Assistant Principal Reading Coach Reading Teachers	8/8/2005	5/24/2006
Provide tutorial program for identified students and subgroups in grades 2 through 5 in reading to increase comprehension skills.	Assistant Principal Reading Coach Reading Teachers	8/8/2005	5/24/2006
Implement the use of research-based intervention tools, such as Voyager Passport, Soar to Success, CARS and Stars, to help increase fluency and comprehension.	Assistant Principal Reading Coach Classroom Teachers Paraprofessionals	8/8/2005	5/24/2006
Utilize interim assessments to guide, monitor, and implement differentiated instruction in order to meet individual student needs in reading.	Assistant Principal Reading Coach Classroom Teachers	10/19/2005	5/24/2006
Implement the use of computerized programs, such as FCAT Explorer, Accelerated Reader, Riverdeep, Waterford Early Reading Program, and Learning Today, to increase and monitor reading progress.	Assistant Principal Classroom Teachers Media Specialist Microsystems Technician	8/8/2005	5/24/2006
Implement the inclusion model in all grade levels, providing ESE services to qualifying students within a regular classroom setting.	Principal Classroom Teachers ESE Teachers	8/8/05	5/24/06
Comprise and maintain a curriculum map and focus calendar that addresses standards and timelines.	Assistant Principal Classroom Teachers	8/8/05	5/24/06
Utilize the America Reads program in grade one to provide individualized reading tutorials.	Assistant Principal Reading Coach Classroom Teachers	8/8/05	5/24/06

Research-Based Programs

Kinloch Park Elementary is currently implementing the Houghton Mifflin Reading Program as the core reading program. In addition to the Houghton Mifflin, Kinloch Park Elementary implements the Voyager Passport and Soar to Success as reading interventions. In kindergarten, Kinloch Park Elementary also utilizes the Waterford Early Reading Program to assist students in reading, writing, and technology instruction. Another research-based programs utilized at Kinloch Park Elementary include Riverdeep.

Professional Development

Kinloch Park Elementary will be providing various in-services and trainings in order to further develop teachers' skills. The Reading Leader will provide monthly in-services for teachers in the area of Reading to further help and advance teachers' skills. Additionally, all classroom teachers will attend trainings in the Houghton Mifflin Reading series to better facilitate reading instruction. Training in using the Learning Today Software program is currently scheduled.

Evaluation

Scores of the 2006 FCAT Reading Test will evaluate this objective. Additionally, interim assessments will be given and analyzed using EduSoft in order to monitor student progress towards this objective.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

Kinloch Park Elementary will improve students' mathematics application skills.

Needs Assessment

Results from the 2005 FCAT Mathematics Test indicate that fifty-eight percent of students in grades three through five scored at or above FCAT Achievement Level 3. Furthermore, sixty-five percent of students in grades three through five demonstrated learning gains on the 2005 FCAT Mathematics Test. On the other hand, forty-two percent of students in grades three through five are not meeting high standards in mathematics. Benchmark analyses of the 2005 FCAT Mathematics Test indicate weaknesses in number sense, algebraic thinking, and data analysis. On the other hand, students showed strength in the measurement and geometry test items.

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will increase mathematical application skills as evidenced by a three percentage point increase in the percentage of students scoring FCAT Achievement Level 3 or higher, while maintaining a minimum of fifty percent of students scoring FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Students with Disabilities in grades three through five will increase mathematical application skills as evidenced by a twenty percentage point increase in the amount of students scoring FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize the scope and sequence provided by the department of math and science to guide instruction.	Assistant Principal Classroom Teachers	8/8/2005	5/24/2006
Analyze assessment data to identify student strengths' and deficiencies to guide intervention programs and instructional strategies.	Assistant Principal Classroom Teachers	8/8/2005	5/24/2006
Utilize interim assessments to guide, monitor, and implement differentiated instruction in order to meet individual student needs in reading.	Assistant Principal Classroom Teachers	8/8/2005	5/24/2006
Participate in various mathematics competitions district wide, including the Math Bowl and SECME competition.	Assistant Principal Classroom Teachers	8/8/2005	5/24/2006
Utilize manipulatives and hands-on activities throughout the curriculum to ensure concrete understanding of mathematical concepts.	Assistant Principal Classroom Teachers	8/8/2005	5/24/2006
Implement the use of computerized mathematical programs, including FCAT Explorer, Learning Today, Riverdeep, and Accelerated Math to supplement mathematical instruction.	Assistant Principal Classroom Teachers Microsystems Technician	8/8/2005	5/24/2006
7. Implement the use of Comprehensive Assessment of Mathematical Strategies (CAMS) and Strategies to Achieve Mathematics Success (STAMS) that is aligned to the core mathematical program in order to enhance and supplement mathematical instruction.	Assistant Principal Classroom Teachers	8/8/2005	5/24/2006
Implement the inclusion model at all grade levels, providing ESE services to qualifying students within the regular classroom.	Principal Classroom Teachers ESE Teachers	8/8/2005	5/24/2006

Research-Based Programs

Kinloch Park Elementary currently utilizes the Harcourt Math 2004 edition as the core mathematics program. Additionally, Kinloch Park Elementary has implemented the computerized program Learning Today, a program that targets specific benchmarks in mathematics. In addition to Learning Today, the primary grades are utilizing Riverdeep, a web-based program that allows students to practice math skills.

Professional Development

Kinloch Park will be providing teachers with various in-services and trainings in order to support teachers and help develop sound teaching strategies. Trainings in new technology, such as Learning Today and Math Renaissance are already scheduled for teachers. Additionally, teachers were trained in the use of the Student Performance Indicators database, so they are able to log on and see how their students are growing academically. Future workshops, such as Title II and SMILE that are held by the Division of Math and Science will be attended by our teachers.

Evaluation

This objective will be evaluated by scores of the 2006 FCAT Mathematics Test. Additionally, interim assessments will be given and reported in order to monitor student progress towards the objective.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

Kinloch Park Elementary will improve students writing skills.

Needs Assessment

Scores from the 2005 FCAT Writing test indicate that ninety-one percent of students in grade four met high standards in writing. Seventy-seven percent of the students tested in expository writing scored 3.5 or above while eighty-one percent of the students tested in narrative writing scored 3.5 or above.

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 maintain or increase by one percent the number of students who score state mastery level on the 2006 administration of the FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Analyze district writing assessment results in order to guide differentiated instruction in grade four.	Assistant Principal Reading Coach Classroom Teachers	8/8/2005	5/24/2006
Implement the use of quarterly writing prompts at the school site to monitor student progress and guide instruction.	Assistant Principal Reading Coach Classroom Teachers	8/8/2005	5/24/2006
Provide tutorial program for identified students in grade four in writing to increase writing proficiency.	Principal Reading Coach Classroom Teachers	8/8/2005	5/24/2006
Implement the use of writing strategies, such as magnified moments, expanding sentences, and show not tell, in order to improve the quality of student writing.	Assistant Principal Classroom Teachers	8/8/2005	5/24/2006
Participate in various regional and district-wide competitions, and the County Youth Fair, to encourage student writing.	Assistant Principal Classroom Teachers	8/8/2005	5/24/2006
Encourage students to publish writing samples and share throughout the school's closed circuit television.	Principal Classroom Teachers Media Specialist	8/8/2005	5/24/2006

Research-Based Programs

Kinloch Park Elementary utilizes the Houghton Mifflin writing workshop. This reading series has incorporated writing instruction and strategies within the curriculum.

Professional Development

Kinloch Park will provide teachers professional development through the lesson modeling, grade group trainings, and continuous monitoring. Different curriculum specialists will be invited to the school to help and support teachers in writing instruction. Additionally, teachers will be given opportunities to attend district workshops.

Evaluation

This objective will be evaluated by the scores of the 2006 FCAT Writing Test. Additionally, interim assessments will be administered and reported to monitor student progress towards the objective.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

Kinloch Park Elementary will improve students' science process skills.

Needs Assessment

Scores from the 2005 FCAT Science Test indicate that only forty-seven percent of grade five students met or exceeded the District's mean scale score of 286. Furthermore, analysis of test results show that students encountered difficulties in the area of Earth and Space, demonstrating forty-six percent accuracy.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will meet or exceed the District's mean scale score on the 2006 administration of the FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the use of interim assessments to monitor student progress and guide instruction.	Assistant Principal Classroom Teachers	8/8/2005	5/24/2006
Participate in various regional and district wide competitions, including SECME and the Science Fair, in order to increase students processing skills.	Assistant Principal Classroom Teachers	8/8/2005	5/24/2006
Expose students to different experiments/observations related to daily life and infuse different manipulatives to develop science processing skills.	Assistant Principal Classroom Teachers	8/8/2005	5/24/2006
Implement the use of a scope and sequence to guide instruction and relevance of all benchmarks in science.	Assistant Principal Classroom Teachers	8/8/2005	5/24/2006
Implement the use of technology to enhance instruction and scientific investigation.	Assistant Principal Classroom Teachers	8/8/2005	5/24/2006

Research-Based Programs

Kinloch Park Elementary utilizes the Harcourt Brace Science Program. Additionally, FOSS Kits are utilized to provide hands-on instruction in science and mathematics.

Professional Development

Kinloch Park will be providing teachers with the opportunities to attend district sponsored workshops. Additionally, support personnel from the Division of Math and Science have been invited to come and model lessons that integrate best practices in science.

Evaluation

This objective will be evaluated by the scores of the 2006 FCAT Science Test. Additionally, interim assessments will be given to monitor student progress towards the objective.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 5 STATEMENT:

Kinloch Park Elementary School will increase parental involvement within the school.

Needs Assessment

The 2004-2005 Annual Survey of Title I Parent Involvement indicated a decrease of fifteen percent in the level of parental participation in school-related activities. Specifically, there was an eleven percent decrease in the amount of parents attending the annual Title I Parent Meeting Orientation.

Measurable Objective

Given a school-wide focus on parental involvement, parenting skills will be promoted and supported, as evidenced by an increase of five percentage points in the number of parents attending related school-sponsored activities during the 2005-2006 school year, and documented in attendance logs of parenting activities.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Assist parents by providing reading, writing, science, and mathematics workshops that focuses on improving student achievement, attendance, and literacy in their home language.	Assistant Principal Reading Coach	8/8/2005	5/24/2006
Utilize the Community Involvement Specialist to serve as a liaison between the school and community and disseminate to parents information regarding available programs.	Assistant Principal Community Involvement Specialist	8/8/2005	5/24/2006
Utilize the marquee to post school wide activities and meetings to maintain communication with the community.	Principal Assistant Principal	8/8/2005	5/24/2006
Provide parents the opportunity to check out from the school literature and instructional materials to be utilized at home with their children.	Principal Community Involvement Specialist	8/8/2005	5/24/2006
In conjunction with Miami-Dade College, offer a Family Literacy Program in the evenings that provides parents with ESOL and citizenship classes, as well as tutoring classes for their children.	Assistant Principal	8/8/2005	5/24/2006
Distribute a school wide monthly newsletter to keep parents informed on school sponsored activities.	Assistant Principal	11/4/2005	5/24/2006

Research-Based Programs

National Standards for Parents and Family Involvement of the PTSA

Professional Development

Not Applicable

Evaluation

This objective will be evaluated by the parent attendance logs for the 2005-2006 schools, as compared to the parent attendance logs for the 2004-2005 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 6 STATEMENT:

Kinloch Park Elementary will create and maintain a safe and orderly environment.

Needs Assessment

Analysis of data indicates that one of the greatest needs is to improve student behavior. This is evident through the Executive Summary Report of student Case Management. This 2004-2005 report shows that eighty-five students were referred for general disruptive conduct, sixty-eight were referred for defiance of school personnel or authority, and twenty-three students were referred for rude and discourteous behavior.

Measurable Objective

Given an increase of emphasis on creating and maintaining a safe and orderly environment, student behavior will improve as evidenced by a five percent decrease in the number of outdoor suspensions during the 2005-2006 school year as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement a behavior modification program in the cafeteria to promote good behavior.	Principal Teachers Cafeteria Monitors	10/12/2005	5/24/2006
Train school monitors in promoting and supervising student behavior throughout the school.	Principal Security Chairperson	8/8/2005	5/24/2006
Review the Student Code of Conduct with students and establish behavior contracts with parents and students.	Assistant Principal Counselor Classroom Teachers	8/8/2005	5/24/2006
Utilize badges to identify school visitors and volunteers.	Principal	9/19/2005	5/24/2006
Implement a School Safety Plan.	Principal Assistant Principal	8/8/2005	5/24/2006
Provide character education as part of the Social Studies curriculum in all grades.	Principal Counselor Classroom Teachers	8/8/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

This objective will be evaluated by comparing the Executive Summary Report of Student Case Management for the 2005-2006 school year with the summary report for the 2004-2005 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 7 STATEMENT:

Kinloch Park Elementary will increase the use of technology by all stakeholders

Needs Assessment

During the 2004-2005 school year, there was an average of four computers per classroom. Due to the need for further training of stakeholders, computers were not being utilized to the fullest capabilities.

Measurable Objective

Given emphasis on the integration of technology to enhance instruction, teachers and students will increase the use of computers as evidenced by a ten percentage point increase in the amount of students and teachers utilizing technology.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement and disseminate digital information to stakeholders through the use of intra/inter net.	Principal Classroom Teachers	8/8/2005	5/24/2006
Keep all stakeholders abreast of current information regarding the use of technology.	Principal Microsystems Technician Classroom Teachers	8/8/2005	5/24/2006
Provide mentors for teachers who require extra support in the implementation of technology within the classroom.	Principal Classroom Teachers	8/8/2005	5/24/2006
Utilize web-based programs to enhance students' reading, mathematical, and technology skills.	Assistant Principal Classroom Teachers	8/8/2005	5/24/2006
Integrate authentic tasks that provide students with increased opportunities for independent learning through the use of technology.	Assistant Principal Classroom Teachers	8/8/2005	5/24/2006
Utilize monies to purchase more technology software and components that will enhance teaching and learning within the school.	Principal EESAC Microsystems Technician	10/26/2005	5/24/2006

Research-Based Programs

Kinloch Park Elementary utilizes several different software and web-based programs to enhance instruction. These programs include Learning Today, and Riverdeep.

Professional Development

Kinloch Park Elementary will provide various trainings for teachers that are implementing the different web-based programs and software. Furthermore, teachers will be trained in utilizing the electronic grade book and other digital media to monitor student achievement.

Evaluation

This objective will be evaluated through automated reports with the different computerized programs being implemented at the school.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

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 type="checkbox"/>

GOAL 8 STATEMENT:

Kinloch Park Elementary will improve students' health and physical fitness.

Needs Assessment

Analysis of data indicates that thirty-seven percent of students in grades two through five did not meet the requirements set forth in the Fitness Gram pre-test.

Measurable Objective

Given instruction based on the Fitness Gram standards, students will improve their fitness as evidenced by a five percentage point increase in the amount of students passing the 2005-2006 Fitness Gram Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Administer a pre-test to determine baseline measures.	Assistant Principal Physical Education Teachers	8/8/2005	5/24/2006
Provide practice in the different Fitness Gram areas by setting up stations throughout the field and guiding students through requirements.	Assistant Principal Physical Education Teachers	8/8/2005	5/24/2006
Provide students with incentives to meet or exceed the requirements set forth in the Fitness Gram.	Principal Physical Education Teachers	8/8/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

Kinloch Park Elementary School will send teachers to the Fitness Gram workshop and other workshops that deal with Physical Fitness and Physical Fitness assessments and evaluations.

Evaluation

This objective will be evaluated by comparing pre-test and post-test percentages.

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

GOAL 9 STATEMENT:

Kinloch Park Elementary will increase participation in art-related activities.

Needs Assessment

Research indicates that students who participate in special area activities, such as art and music, tend to score above students who do not participate in these special areas. Students at Kinloch Park Elementary are lacking knowledge in a variety of art related areas, from the art history movements, to the variety of media and techniques.

Measurable Objective

Given emphasis on the benefits of participating in the arts programs, the number of students participating in art related activities will increase by five percentage points during the 2005-2006 school year as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide an area where students can display work.	Principal Art Teacher	8/8/2005	5/24/2006
Implement school wide gallery participation where students are exposed to different media of art.	Assistant Principal Art Teacher	9/21/2005	5/24/2006
Participate in various regional contests in which students can enter and display their art.	Assistant Principal Art Teacher	8/8/2005	5/24/2006
Invite guests to come in and speak to students about different art media and types of art.	Principal Art Teacher	8/8/2005	5/24/2006
Provide students with the opportunities to visit art galleries in the community.	Assistant Principal Art Teacher	8/8/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

This objective will be evaluated by comparing the number of classes visiting the gallery for the 2005-2006 school year as compared to the 2004-2005 school year. Additionally, this objective will be evaluated by comparing the number of students participating in regional contests for the 2005-2006 school year as compared to the 2004-2005 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.)

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

GOAL 10 STATEMENT:

Kinloch Park Elementary School will increase its ranking statewide in the ROI index of value and cost effectiveness program.

Needs Assessment

The 2003 Return on Investment Index indicates that within the state of Florida, Kinloch Park Elementary School is in the middle third percentile of all elementary schools, ranking within the forty-first percentile on the State of Florida ROI index.

Measurable Objective

Kinloch Park Elementary School will improve its ranking on the state of Florida Return on Investment Index from forty-one percent to forty-two percent on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Communicate to faculty members the use of financial resources in relation to school program and resources.	Principal	8/8/2005	5/24/2006
Survey teachers to determine the effectiveness of programs and resources that have been implemented in the school.	Principal Assistant Principal	8/8/2005	5/24/2006
Consider shared use of facilities, partnering with community agencies.	Principal Assistant Principal	8/8/2005	5/24/2006
Analyze the effectiveness of existing resources in order to ensure their efficacy.	Principal Assistant Principal Classroom Teachers	8/8/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

This objective will be evaluated with the next publication of the Florida Return on Investment/School Efficiency Measures Index.

EESAC Compliance

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

Budget:

The EESAC Committee of Kinloch Park Elementary School has recommended to the principal to provide information regarding the school's budget. Additionally, EESAC funds will be utilized throughout the year as needed and where they will have the greatest impact on student performance.

Training:

The EESAC has reviewed and discussed staff trainings from the 2004-2005 school year. The EESAC has recommended that teachers attend various trainings dealing with all subject areas. Staff development this school year will focus on reading and technology, as well as expanding the knowledge of FCAT strategies in all subjects and special areas.

Instructional Materials:

The EESAC has recommended and provided input in the selection of additional materials and resources needed to enhance daily instruction and support the goals stated in the School Improvement Plan.

Technology:

The EESAC has recommended to teachers different ways to infuse technology in daily instruction and classroom routines. Many teachers are beginning to utilize computers for planning, and keeping grades organized. Furthermore, during the 2005-2006 school year, the school will be implementing the electronic gradebook. Additionally, many teachers are utilizing web-based programs and software to support student learning.

Staffing:

The EESAC has reviewed and made recommendations in regards to the school's staffing needs. The EESAC has discussed various strategies with administration in the acquisition of new teachers.

Student Support Services:

The EESAC has reviewed existing support services and recommended new services that will assist in the implementation and attainment of goals specified in the School Improvement Plan.

Other Matters of Resource Allocation:

The EESAC has determined that further knowledge and communication is needed in regards to other resource allocations. Teachers need to take advantage of the different grants that have been made available through various community organizations and businesses.

Benchmarking:

The EESAC has reviewed and evaluated past and present strategies and resources in order to implement the ones that have made the greatest impact on student learning. Through constant evaluation and review, strategies and resources that are not working at the school site can be replaced with ones that will help Kinloch Park Elementary achieve the goals stated in the School Improvement Plan.

School Safety & Discipline:

The EESAC has reviewed and made recommendations on a variety of programs that can be implemented to improve student behavior, which will help assist in the implementation of the School Improvement Plan. Additional funding is being secured in order to implement some of the strategies delineated in the School Improvement Plan to help bring order and safety to the school environment.

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