
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 6331 - Kinloch Park Middle School

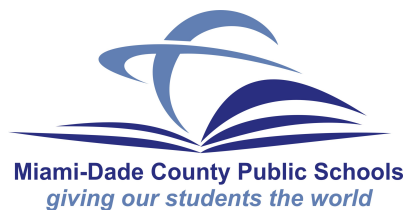
FeederPattern: Coral Gables Senior

Region: Regional Center IV

District: 13 - Miami-Dade

Principal: Vivian Santiesteban-Pardo

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Kinloch Park Middle School

Kinloch Park Middle School (KPMS) is committed to providing students with a comprehensive educational foundation that promotes the development of lifelong learners and productive citizens who will make positive contributions to society. KPMS is nestled in a quiet neighborhood in the city of Miami, and sits across the street from the little sister elementary school Kinloch Park Elementary. Kinloch Park Middle is the happy home of a very energetic and multi-talented faculty and staff. In an effort to gain the most momentum from the faculty and staff, the leadership team, pays meticulous attention to the scheduling and daily operations of the school when matching individuals to their roles as educators. Placing all stakeholders in their area of specialty, allows them to take accountability and ownership for the school's vision, mission, and core values resulting in a high and positive school morale.

Kinloch Park Middle School encourages professional collaboration among teachers, administrators, and support staff as a means of advancing professional growth and collegial relationships. Kinloch Park Middle School radiates a strong family-oriented atmosphere among the faculty and staff, which then overflows to the students. Every stakeholder knows the role they play and the importance of their role, thus creating a well-oiled machine. Every school function and daily operation reflects the notion that students are our top priority and all decisions are made with the students' social and academic best interest at heart.

As a Miami-Dade County secondary public school, Kinloch Park Middle School houses 1,215 sixth, seventh, and eighth grade students who range from eleven to sixteen years of age. The school offers a myriad of learning opportunities for students to increase their academic achievement and social development. These opportunities are provided by various departments such as English for Speakers of Other Languages (ESOL), Exceptional Student Education (ESE), Advanced Academics, and Gifted. The core curriculum and elective departments at Kinloch Park Middle School are also comprised of excellent teachers who present a plethora of strategies for students to acquire success.

Kinloch Park Middle School acknowledges challenges which may present concerns for the continued internal operations and external forces which affect the school. One area of concern which needs to be addressed is that of the school's budget. According to the Organizational Performance Assessment Survey, the faculty and staff feel that they are not fully aware of the financial responsibilities and expectations associated to running a middle school site successfully. Professional development on budget needs to be available for the faculty and staff to truly understand and internalize the methods and procedures associated with school budget.

Given instruction using the Sunshine State Standards, students in grades six through eight will improve their reading skills as evidenced by a fifteen percentage point increase to attain the No Child Left Behind (NCLB) requirements of forty-four percent of students scoring at FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT.

Given instruction using the Sunshine State Standards, Hispanic students in grades six through eight will improve their reading skills as evidenced by a fifteen percentage point increase to attain the NCLB

requirements of forty-four percent of students scoring at FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT.

Given instruction using the Sunshine State Standards, Economically Disadvantaged Students in grades six through eight will improve their reading skills as evidenced by a sixteen percentage point increase to attain the NCLB requirements of forty-four percent of students scoring at FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT.

Given instruction using the Sunshine State Standards, Limited English Proficiency (LEP) students in grades six through eight will increase their reading skills as evidenced by a thirty-four percentage point increase to attain the NCLB requirements of forty-four percent of students scoring at FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT.

Given instruction using the Sunshine State Standards, Students with Disabilities (SWD) in grades six through eight will improve their reading skills as evidenced by a thirty-eight percentage point increase to attain the NCLB requirements of forty-four percent of students scoring at FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT.

Given instruction using the Sunshine State Standards, students in grades six through eight will improve their mathematical performance as evidenced by a thirteen percentage point increase to attain the No Child Left Behind (NCLB) requirements of fifty percent of students scoring at FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT.

Given instruction using the Sunshine State Standards, Hispanic students in grades six through eight will improve their mathematical performance as evidenced by a thirteen percentage point increase to attain the NCLB requirements of fifty percent of students scoring at FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT.

Given instruction using the Sunshine State Standards, Economically Disadvantaged Students in grades six through eight will improve their mathematical performance as evidenced by a fourteen percentage point increase to attain the NCLB requirements of fifty percent of students scoring at FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT.

Given instruction using the Sunshine State Standards, Limited English Proficiency (LEP) students in grades six through eight will increase their mathematical performance as evidenced by a twenty-eight percentage point increase to attain the NCLB requirements of fifty percent of students scoring at FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT.

Given instruction using the Sunshine State Standards, Students with Disabilities (SWD) in grades six through eight will improve their mathematical performance as evidenced by a forty-two percentage point increase to attain the NCLB requirements of fifty percent of students scoring at FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT.

Given instruction using the Sunshine State Standards, students in eighth grade will increase their writing skills as evidenced by one percentage point in the percent of students scoring at the state mastery level Florida Comprehensive Assessment Test (FCAT) Achievement Level 3.5 or higher on the 2006 administration of the FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards, students in eighth grade will improve their science process skills as evidenced by scoring at or above the District mean scale score on the 2006 administration of the FCAT Science Test.

Given the need for increased parent involvement, parental roles in assisting student learning will be promoted and supported school wide as evidenced by a two percentage point increase in the number of parents attending school sponsored events during the 2005 – 2006 school year documented in attendance logs of related activities as compared to the 2004 – 2005 school year.

Given the implementation of school-wide Student Contracts, students in grades six through eight will adhere to the school uniform policy, as evidenced by a ten percentage point decrease in the numbers of students receiving Student Case Management Forms due to uniform violations in the 2005–2006 school year as compared to the 2004–2005 school year.

Given adequate training in the Excelsior Gradebook 2 Program, the number of teachers utilizing the electronic gradebook will increase by one percent as evidenced by the number of teachers using the gradebook on a daily basis when compared to the 2004-2005 school year.

Given instruction using the Sunshine State Standards in Physical Fitness, students in grades six through eight will be able to pass the Presidential Physical Fitness Test (FITNESSGRAM), as evidenced by a two percentage point increase in the numbers of students achieving this goal in the 2005–2006 school year as compared to the 2004–2005 school year.

For the 2005-2006 school year, all electives and/or special area classes will perform a fall and spring exhibition showcasing a student's individual achievement, successes, and growth.

Kinloch Park Middle School will improve its ranking on the State of Florida ROI index publication from the 68th percentile in 2003-2004 to the 69th percentile on the next publication of the index.

In following with the 8-Step Continuous Improvement Model, the faculty and staff at KPMS completed the Organizational Performance Self-Assessment Survey to determine our greatest accomplishments and areas for improvement. The results of the survey indicated great success in the categories of Leadership and Measurement, Analysis and Knowledge Management. Although satisfaction is evident in the above categories, according to the results listed in Category 7, Business Results, a percentage of the faculty and staff felt unsure of how well the organization was doing financially. Professional development on school finances will ensure a clear understanding of all the responsibilities associated with running a middle school site. In Category 3, Customer and Market Focus, results indicate a small percentage of Kinloch's faculty and staff does not solicit customer feedback on a regular basis. The results of the survey and each category will be addressed at EESAC and faculty meetings. These issues of concerns will be discussed and the actions on how to address these will be provided.

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 Middle School

VISION

Kinloch Park Middle School will provide the highest quality of education for every child through collaboration and communication among all stakeholders.

MISSION

To ensure the highest possible achievement for every one of our students by giving the very best we have to offer on a daily basis, leading with pride and heart, knowing that with our collective efforts the possibilities are endless.

CORE VALUES

Excellence

Kinloch Park Middle School is committed to the pursuit of excellence by promoting pride in the endeavors of each of its stakeholders. We are committed to delivering a challenging curriculum and providing all students with an enriched academic program that flexibly responds to each student's social and emotional needs.

Integrity

Our values are based upon integrity among professionals, promoting respect for individuality, and accepting accountability.

Equity

We foster an environment that provides learning opportunities for all students at all times.

Citizenship

We embrace our responsibility to work with parents in a joint effort to educate their children both academically and socially. We consider the effective communication of these core values among the members of the school community to be of the utmost importance.

School Demographics

Kinloch Park Middle School, an outstanding neighborhood school, currently serves approximately 1,215 students in grades six through eight. The school established in 1935 and stationed on a nine-acre tract in the City of Miami, has consistently provided a quality education for all its students. The school serves a population of 97 percent Hispanic, 2 percent White, 1 percent African American, and less than one percent is classified as Other. Thirty-two percent of the students are Limited English Proficient (LEP), and approximately 14 percent of the students receive services provided by the Exceptional Student Education (ESE) program. Kinloch Park Middle School's 130 member dedicated faculty and staff serve as role models who energize and promote academic excellence. This outstanding team of professionals is proud of its noteworthy efforts and outstanding programs such as the Advanced Academics program, the Gifted program, the Foreign Language and the Fine Arts programs that include Spanish, French and Music. The school also provides an After School Enrichment program which provides tutoring and services for both students and parents.

School Foundation

Leadership:

Kinloch Park Middle School's Leadership team consists of a Principal, three Assistant Principals, one Administrative Assistant, two Reading Coaches, ten Department Chairpersons, six Team Leaders, an EESAC Committee, and the Parent-Teacher Student Association (PTSA). The Leadership Team at Kinloch Park Middle School involves all stakeholders and meets the needs of all those involved when reaching the primary goal of increasing student achievement. There is a very clear understanding of who our stakeholders are and the importance of providing high standards and expectations for these individuals. The Leadership Team consistently provides the necessary resources to ensure these expectations are successfully met.

District Strategic Planning Alignment:

Kinloch Park Middle School continues to meet the professional needs of the faculty and staff to reach the primary goal of increasing student achievement. Results of the survey show that all stakeholders of Kinloch Park Middle School understand the importance of creating and maintaining short term and long term goals. Kinloch Park Middle School is committed to providing students with a comprehensive educational foundation that promotes the development of lifelong learners and promotes the idea that all students can learn. The school provides fundamental educational services based on the Sunshine State Standards to all students.

Stakeholder Engagement:

Kinloch Park Middle School is committed to working collaboratively with the community it serves. PTSA meetings are held on a monthly basis as part of a communication network that conveys pertinent information and services to the community. The EESAC committee meets on a monthly basis and provides information pertinent to the needs of the school. Members of the business community are invited to attend and contribute ideas and suggestions to help the school meet its needs. Receiving input from all stakeholders helps the school's vision and mission become a true priority. Results from the Organizational Performance Assessment survey indicate that all of Kinloch Park Middle School's stakeholders know they are an integral part in the school's ultimate success.

Faculty & Staff:

Kinloch Park Middle School employs a total of 130 full-time and part time staff members. These staff members include 1 Principal, 3 Assistant Principals, 1 Administrative Assistant, 2 Reading Coaches, 3 Guidance Counselors, 1 TRUST Counselor, 1 Career Specialist, 1 Media Specialist, 1 Technology Coordinator, 1 Computer Specialist, 71 Classroom Teachers, 6 Paraprofessionals, 7 Clerical Employees, 9 Custodial Service Workers, and 14 Cafeteria Workers. Other support staff members include 5 full time Security Monitors, 1 Community Involvement Specialist and 2 Pool Temporary Instructors. Of the teaching staff, 11% are new to the school, 43% have advanced degrees, and the average length of their teaching time in Florida is 11 years. This diverse staff is comprised of 58% females and 42% males, of which 56% are Hispanic, 23% are White, 20% are African-American, and 1% is Asian Pacific.

Kinloch Park Middle School's Teaching Mentoring Program adheres to the policies and procedures set forth by the District's Professional Assessment and Comprehensive Evaluation System (PACES) manual. At the onset of the school year, beginning teachers are identified and scheduled to participate in a four-day district orientation regarding Miami-Dade County Public Schools' policies and procedures. The mentoring program also includes onsite-

sponsored orientation in order to familiarize Kinloch Park Middle School's beginning teachers with the school's guidelines and procedures. Additionally, annual contract teachers are assigned to a Professional Growth Team (PGT) comprised of members who are mutually agreed upon by the teacher and the site administration. The Professional Growth Team members assist with procedural guidelines and best instructional practices in the areas of lesson planning, curriculum, and the disaggregation of data. Beginning teachers are also assigned a mentor teacher within their subject area to help assist with daily procedures or practices. The beginning teachers, their PGT members, and the administrative team meet on a monthly basis to discuss any concerns and communicate any new information and/or policies, which have been established.

Data/Information/Knowledge Management:

Faculty and staff members are viewed as instructional leaders within the school and are involved in grade level, departmental and management groups that work collaboratively to build consensus through effective communication. Results of the Organizational Performance Assessment Survey indicate that faculty and staff members strongly agree that pertinent information and student data are organized, disseminated, and utilized within the school in an expeditious manner. Information and data are shared with faculty members through several venues, such as faculty meetings, team meetings, department meetings, designated early release days and during professional development opportunities. Faculty members are strongly encouraged to utilize this information in lesson planning for differentiated instruction and small group settings. Students are grouped according to content cluster analysis acquired from Student Performance Indicators (SPI).

Education Design:

Kinloch Park Middle School provides after school and Saturday Academy tutorial enrichment programs for students needing additional assistance in reading, writing, mathematics, and science. Tutoring services are also provided for Limited English Proficient (LEP) students in the areas of Mathematics, Science, and Social Studies utilizing paraprofessionals in the Home-Language Assistance Program (H-LAP). The students who participate in these tutorials are provided with instructional materials designed to meet their individual needs. These materials help emphasize a student's area of strength, while offering opportunities for improvement in the areas not meeting grade level standards.

Kinloch Park Middle School will be implementing the 8-Step Continuous Improvement Model (CIM), a data driven, result-oriented improvement model successfully implemented by the Brazensport School District in Texas. Based on this model, students' FCAT scores and additional data from quarterly assessments are used to identify instructional groups and focus on the students' individual needs. This best practices model provides for continuous monitoring of performance, addresses the achievement gap between all sub groups, and supports data-driven decision making and individualized instruction.

Kinloch Park Middle School offers a variety of gifted and advanced academic classes for the 2005 – 2006 school year; these classes are in the areas of language arts, mathematics, and social studies. There is no significant disparity among ethnic groups in terms of student achievement as evidenced by students earning a grade "B" or above in advanced academics. The school offers many support programs to assist in the academic and social development of students in the advanced academics program. This assistance includes; after school tutoring, peer tutoring, parent conferencing, and counseling and support services provided by the ESE Department Chairperson and the Student Services Department.

Kinloch Park Middle School coordinates essential meetings for parents and students from near by elementary schools and provides information as to how successful the program works.

These meetings also offer information as to the high expectations Kinloch Park Middle School promotes and expects from all of its students. All students who are identified as potentially benefiting from a challenging curriculum are

recruited for this program. The Gifted and Advanced Academic Program allows teachers to individualize instruction and set individual goals through their educational plans.

Performance Results:

In following with the 8-Step Continuous Improvement Model, the faculty and staff at KPMS completed the Organizational Performance Self-Assessment Survey to determine our greatest accomplishments and areas for improvement. The results of the survey indicated great success in the categories of Leadership and Measurement, Analysis and Knowledge Management. Although satisfaction is evident in the above categories, a percentage of the faculty and staff felt unsure of how well the organization was doing financially. Professional development on school finances will ensure a clear understanding of all the responsibilities associated with running a middle school site. The survey also shows a small percentage of Kinloch's faculty and staff does not solicit customer feedback on a regular basis.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

Kinloch Park Middle School understands the importance of having every child succeed. To accomplish this goal, the school attracts and retains the highest quality of teachers by maintaining a high school morale and providing personal opportunities for professional growth.

We maintain high morale by allowing the instructors to analyze a situation and create a teaching style that best fits the needs of the individuals involved. Instructors do so by providing activities and strategies which encompass the auditory, visual, and kinesthetic learner.

We also provide teachers with various professional development activities and opportunities to share best practices. This ensures the ultimate goal of promoting student achievement for all involved stakeholders. These developments and gatherings allow individuals the time to process information and internalize what is ultimately best for each individual student.

• Highly Qualified, Certified Administrators:

Mrs. Vivian Santiesteban-Pardo, the principal, has eight years of experience as a classroom teacher and eight years as a school administrator. She holds a Master of Science degree in Educational Leadership and is also a certified Language Arts teacher. Mrs. Pardo is an outstanding and accomplished leader who, in her first assignment as principal, increased learning and FCAT scores at a "D" school to move within nine points of a "C". By providing various incentives and motivating the students and staff she was able to move the school within 11 points of a "B" in the 2004-2005 school year. Highlights of her career include being named "Rookie Principal of the Year" and earning "Distinguished" annual evaluations continuously. Mrs. Pardo has also served on several district committees including, Professional and Administrative Staffing, Facilities Management, Fraternal Order of Police Collective Bargaining Administrative Team, Teacher of the Year, and Attendance Boundary. Additionally, Ms. Pardo has served as a District Level trainer in Ethics, and is currently the chairperson of the Middle School Principal's Committee.

Mr. Morris Salty, an assistant principal in his fourth year, has a Master of Science degree in Educational Leadership and was a classroom teacher for four years. Mr. Salty ensures that students learn in a safe, nurturing and supportive environment. As a teacher of emotionally handicapped students for five years at Ruben Dario Middle School, Mr. Salty improved the achievement of his students by an average of six percentage points in reading and mathematics, with each student showing significant learning gains. At Kinloch Park Middle School, Mr. Salty works collaboratively with the English for Speakers of Other Languages department to improve student achievement, attendance, and parental involvement.

Ms. Helen Brown, an assistant principal in her third year, has nine years experience as a mathematics teacher and Department Chairperson. Under Ms. Brown's leadership as Department Chairperson and mathematics teacher, students at Miami Senior High School increased their FCAT Mathematics scores by an average of three percentage points each year. In the final year of her assignment at Miami Senior High, the high school improved from a "D" grade to a "C". Ms. Brown attained her Specialist degree in Educational Leadership and since joining the administrative crew at Kinloch Park Middle School has effectively promoted student achievement by increasing incentives while advocating and expanding the school's use of technology. Ms. Brown has improved the achievement of students at Kinloch Park Middle by providing tutorial enrichment programs for all core subjects.

Mrs. Maida Court, the newest member of the administrative team, has a Master of Science degree in Educational Leadership. Ms.

Court comes to Kinloch Park Middle School from Ponce De Leon Middle School, where she taught Language Arts for four years and served as an administrative assistant for two years. Ms. Court has been instrumental in developing and maintaining Curriculum Maps and Instructional Focus Calendars. Ms. Court ensures that students are exposed to curriculum innovations and emphasizes the concept that all students are able to learn. Her emphasis on professional development allows teachers and students the opportunity to gather information on current strategies and programs, which help improve student achievement. Ms. Court also works collaboratively with the Language Arts and Reading department.

• Teacher Mentoring:

Kinloch Park Middle School's Teacher Mentoring Program adheres to the policies and procedures set forth by the District's Professional Assessment and Comprehensive Evaluation System (PACES) manual. At the onset of the school year, beginning teachers are identified and scheduled to participate in a four-day district orientation regarding Miami-Dade County Public Schools' policies and procedures. The mentoring program also includes onsite-sponsored orientation in order to familiarize Kinloch Park Middle School's beginning teachers with the school's guidelines and procedures.

Additionally, annual contract teachers are assigned to a Professional Growth Team (PGT) comprised of members who are mutually agreed upon by the teacher and the site administration. These Professional Growth Team members assist with procedural guidelines and best instructional practices in the areas of lesson planning, curriculum, and the disaggregation of data. Beginning teachers are also assigned a mentor teacher within their subject area to help assist with daily procedures or practices. The beginning teachers, their PGT members, and the administrative team meet on a monthly basis to discuss any concerns and communicate any new information and/or policies which have been established.

• School Advisory Council:

The Educational Excellence School Advisory Council at Kinloch Park Middle School fosters an environment of professional collaboration among all stakeholders to help create a learning environment that supports the school's vision, mission, and core values. The EESAC is involved in developing the School Improvement Plan (SIP) and recommends the financial resources that should be expended to ensure the successful implementation of the SIP. This includes recommending student services, Saturday academy, after-school tutorials, professional development, funding for technology, and student incentives. Specifically, the EESAC accepts grant applications and then makes appropriations based on funds that will be used to directly impact school improvement. The council plans to meet on the following dates during the 2005-2006 school year: September 7, 2005, October 5, 2005, November 16, 2005, January 11, 2006, February 15, 2006, April 19, 2006, and May 17, 2006.

• Extended Learning Opportunities

Kinloch Park Middle School provides after school and Saturday Academy tutorial enrichment programs for students needing additional assistance in reading, writing, mathematics, and science. Tutoring services are also provided for Limited English Proficient (LEP) students in the areas of Mathematics, Science, and Social Studies utilizing paraprofessionals in the Home-Language Assistance Program (H-LAP). The students who participate in these tutorials are provided with instructional materials designed to meet their individual needs. These materials help emphasize a student's area of strength, while offering opportunities for improvement in the areas not meeting grade level standards.

• School Wide Improvement Model

Kinloch Park Middle School will be implementing the 8-Step Continuous Improvement Model (CIM), a data driven, result-oriented improvement model successfully implemented by the Brazensport School District in Texas. Based on this model,

students' FCAT scores and additional data from quarterly assessments are used to identify instructional groups and focus on the students' individual needs. This best practices model provides for continuous monitoring of performance, addresses the achievement gap between all sub groups, and supports data-driven decision making and individualized instruction.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

Students will improve their reading skills on the 2006 Administration of the FCAT Reading Test.

Needs Assessment

Results of the 2005 FCAT Reading Test indicate that eighty percent of the lowest 25% made learning gains in Reading. Results also indicate that students in grade eight need intensive instruction in the areas of Vocabulary/Words and Phrases, Comparisons, and Main Idea. While the scores of the students in seventh grade remained the same in the area of Vocabulary/Words and Phrases, the scores decreased in the Main Idea and Comparison content clusters. Sixth grade scores showed vast improvement in the areas of Reference and Research and Words and Phrases; however, the Main Idea and Comparisons content clusters decreased from 2004 to 2005. The 2005 Adequate Yearly Progress (AYP) Report indicates that students in four identified subgroups, Hispanic, Limited English Proficient students, Economically Disadvantaged students and Students with Disabilities did not make adequate yearly progress according to the No Child Left Behind (NCLB) requirements. Results indicate there is a need for on-going assessments to identify the students' ability to master the Sunshine State Standards (SSS). Research also shows that a Creating Independence through Student-owned Strategies (CRISS) trained staff that will increase reading comprehension across the curriculum.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 six through eight will improve their reading skills as evidenced by a fifteen percentage point increase to attain the No Child Left Behind (NCLB) requirements of forty-four percent of students scoring at FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT.

Given instruction using the Sunshine State Standards, Hispanic students in grades six through eight will improve their reading skills as evidenced by a fifteen percentage point increase to attain the NCLB requirements of forty-four percent of students scoring at FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT.

Given instruction using the Sunshine State Standards, Economically Disadvantaged Students in grades six through eight will improve their reading skills as evidenced by a sixteen percentage point increase to attain the NCLB requirements of forty-four percent of students scoring at FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT.

Given instruction using the Sunshine State Standards, Limited English Proficiency (LEP) students in grades six through eight will increase their reading skills as evidenced by a thirty-four percentage point increase to attain the NCLB requirements of forty-four percent of students scoring at FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT.

Given instruction using the Sunshine State Standards, Students with Disabilities (SWD) in grades six through eight will improve their reading skills as evidenced by a thirty-eight percentage point increase to attain the NCLB requirements of forty-four percent of students scoring at FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Identify students who scored at FCAT Level 1 and 2, and schedule them into an Intensive Reading or Intensive Reading Plus class to provide remediation and intervention in reading skills, in addition to their required Language Arts class.	Principal Assistant Principal for Curriculum, Reading Coaches	8/8/2005	5/26/2006
Implement Scholastic Read 180 Program in all Intensive Reading and Intensive Reading Plus classes.	Principal Assistant Principal for Curriculum, Reading Coaches	8/8/2005	5/26/2006
Monitor implemented curriculum maps and Instructional Focus Calendars to align content clusters across the curriculum to ensure all Sunshine State Standards (SSS) and Benchmarks are met.	Principal Assistant Principal for Curriculum, Reading Coaches	8/8/05	5/26/06
Continue to implement and monitor Reciprocal Teaching and CRISS strategies in all curriculum	Principal, Assistant Principals	8/8/2005	5/26/2006

classes.			
Provide individualized tutorial services and/or Supplemental Education Services (SES) for all students not meeting the NCLB federal standards.	Principal, Assistant Principals	8/8/05	5/26/06
Develop an Academic Improvement Plan (AIP) for each student not meeting state-developed criteria on the 2005 FCAT which will include strategies such as: guided reading, differentiated instruction, independent reading, and the use of classroom libraries.	Principal, Assistant Principal for Curriculum, Reading Coaches	8/8/05	5/26/06

Research-Based Programs

Scholastic Read 180

Scholastic Read XL

Professional Development

1. Provide CRISS training to new teachers and untrained content-area teachers. Also, allow teachers to participate in classroom observations and provide opportunities to share best practices and techniques.
2. Provide training in Reciprocal Teaching techniques.
3. Provide training in the 8-Step Continuous Improvement Model
4. Provide training in Guided Reading and Differentiated Instruction.
5. Provide teacher training on the use of the Student Performance Indicators (SPI) database.

Evaluation

This objective will be evaluated by analyzing results of the 2006 FCAT Reading test. Results of the Oral Reading Fluency (ORF), and a school developed Progress Test will also be used to monitor the student's achievement towards the objective.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

Students will improve their mathematical performance on the 2006 administration of the FCAT Mathematics Test.

Needs Assessment

Results of the 2005 FCAT Mathematics Test indicate that sixty-eight percent of students made learning gains in Math. Results also indicate that students in grades seven and eight need intensive instruction in the area of Geometry. While the scores of the students in seventh and eighth grade showed improvement in Data Analysis, the sixth grade scores decreased by twelve percent. The 2005 Adequate Yearly Progress (AYP) Report indicates that students in four identified subgroups, Hispanic, Limited English Proficient students, Economically Disadvantaged students and Students with Disabilities did not make adequate yearly progress according to the No Child Left Behind (NCLB) requirements. Results indicate there is a need for on-going assessments to identify the students' ability to master the Sunshine State Standards (SSS). Research also shows that a Creating Independence through Student-owned Strategies (CRISS) trained staff that will increase mathematical concepts across the curriculum.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 six through eight will improve their mathematical performance as evidenced by a thirteen percentage point increase to attain the No Child Left Behind (NCLB) requirements of fifty percent of students scoring at FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT.

Given instruction using the Sunshine State Standards, Hispanic students in grades six through eight will improve their mathematical performance as evidenced by a thirteen percentage point increase to attain the NCLB requirements of fifty percent of students scoring at FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT.

Given instruction using the Sunshine State Standards, Economically Disadvantaged Students in grades six through eight will improve their mathematical performance as evidenced by a fourteen percentage point increase to attain the NCLB requirements of fifty percent of students scoring at FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT.

Given instruction using the Sunshine State Standards, Limited English Proficiency (LEP) students in grades six through eight will increase their mathematical performance as evidenced by a twenty-eight percentage point increase to attain the NCLB requirements of fifty percent of students scoring at FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT.

Given instruction using the Sunshine State Standards, Students with Disabilities (SWD) in grades six through eight will improve their mathematical performance as evidenced by a forty-two percentage point increase to attain the NCLB requirements of fifty percent of students scoring at FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Identify and target students who scored at FCAT Level 1 and 2, and schedule them in groups within their mathematics class using a bottom-up approach to build on preliminary knowledge and basic skills, while helping them master concepts involving algebraic thinking, geometry, and data analysis.	Principal, Assistant Principal for Curriculum, Mathematics Department Chairperson	8/8/05	5/26/06
Accelerate and compact the mathematics curriculum in order to challenge students to reach their full mathematical ability, by offering Algebra, Gifted, and the Advanced Academics Program.	Principal, Assistant Principal for Curriculum, Mathematics Department Chairperson	8/8/05	5/26/06
Continue utilization of District and school wide curriculum maps, in conjunction with the Science Department, refining them as the school year progresses so as to contribute to the effective	PrincipalAssistant Principal for Curriculum, Mathematics Department Chairperson	8/8/05	5/26/06

alignment of our instructional delivery and meet the needs of all of our students' strengths and opportunities for improvement.			
Provide individualized tutorial services and/or Supplemental Educational Services (SES) for all students not meeting the No Child Left Behind (NCLB) federal guidelines.	PrincipalAssistant Principals	8/8/05	5/26/06
Conduct FCAT presentations providing students with an analysis of their content clusters and FCAT Scores. Students will also set individual long term and short term academic goals.	Principal, Assistant Principal for Curriculum, Student Services	8/8/05	5/26/06
Develop an Academic Improvement Plan (AIP) for each student not meeting state-developed criteria on the 2005 FCAT which will include strategies such as: differentiated instruction, the use of manipulatives, and FCAT Explorer.	Principal, Assistant Principal for Curriculum	8/8/05	5/26/06

Research-Based Programs

Middle School Math: Holt, Rinehart, and Winston Textbook Series

Professional Development

1. Provide CRISS training to new teachers and untrained content-area teachers.
2. Provide training in Reciprocal Teaching techniques.
3. Provide training in the 8-Step Continuous Improvement Model
4. Provide training in Differentiated Instruction.
5. Provide teachers with opportunities to share best practices and participate in classroom observations.
6. Provide teacher training on the use of the Student Performance Indicators (SPI) database.

Evaluation

This objective will be evaluated by analyzing results of the 2006 FCAT Mathematics test. Results of the District created Progress Test will also be used to monitor the student's achievement towards the objective.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

Students will increase their writing skills on the 2006 administration of the FCAT Writing Plus Test.

Needs Assessment

Results of the 2005 FCAT Writing Administration indicate that seventy six percent of students in grade eight scored FCAT Achievement Level 3.5 or better. Results also indicate that all students in eighth grade need intensive instruction with skills in the area of persuasive writing. Limited English Proficient Students and Students with Disabilities require additional instruction in applying the concepts related to expository and persuasive prompts. After analyzing the data it is clear that there is a need for on-going assessments to identify the students' ability to master the Sunshine State Standard (SSS) and a CRISS trained staff that will increase writing skills across the curriculum. In addition, it has been determined that language arts teachers need professional development in the Six Writing Traits which will assist them in teaching the concepts of writing.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 eighth grade will increase their writing skills as evidenced by one percentage point in the percent of students scoring at the state mastery level Florida Comprehensive Assessment Test (FCAT) Achievement Level 3.5 or higher on the 2006 administration of the FCAT Writing Plus Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Identify and target students who scored at FCAT Level 3 or lower and schedule them in groups within Language Arts classes using a bottom-up approach to build on preliminary knowledge and basic skills, while helping them master the concepts of pre-writing, FIRES, and the components of writing to convince.	Principal, Assistant Principal for Curriculum, Language Arts Department Chairperson	8/8/05	5/26/06
Continue to implement and monitor CRISS strategies in all curriculum classes.	Principal, Reading Coaches, Language Arts Department Chairperson	8/8/05	5/26/06
Administer FCAT Writing pre and post-tests to all students to determine student needs and modify instruction on an as needed basis. All subject midterm and final exam questions will mirror the FCAT writing format to provide students more opportunity to participate in FCAT writing simulations.	Principal, Assistant Principal for Curriculum, Language Arts Department Chairperson	8/8/05	5/26/06
Maintain writing portfolios for each student focusing on persuasive and expository prompts.	Principal, Assistant Principal for Curriculum, Language Arts Department Chairperson	8/8/05	5/26/06
Develop an AIP for each student not meeting state-developed criteria on the 2005 FCAT.	Principal, Assistant Principal for Curriculum	8/8/05	5/26/06
Develop classroom instruction that reflects strategies designed to improve writing performance including adding details, word choice, figurative language, voice, sentence fluency and variation, transitions, and introducing and concluding arguments.	Principal, Language Arts Department Chairperson	8/8/05	5/26/06

Research-Based Programs

Six Traits Model for Writing Prentice Hall Textbook Series CRISS Strategies

Professional Development

1. Provide CRISS training to new teachers and untrained content-area teachers.
2. Provide training in Reciprocal Teaching techniques.
3. Provide training in the 8-Step Continuous Improvement Model
4. Provide training in Differentiated Instruction.
5. Provide teachers with opportunities to share best practices and participate in classroom observations.
6. Provide training using the Six Traits Model.
7. Provide teacher training on the use of the Student Performance Indicators (SPI) database.

Evaluation

This objective will be evaluated by analyzing results of the 2006 FCAT Writing Plus Test as well as scores obtained from a school developed pre and progress writing test. The data provided will be used to monitor progress towards the objective and modify instruction accordingly.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

Students will improve their science process skills on the 2006 administration of the FCAT Science Test.

Needs Assessment

Results of the 2005 FCAT Science Test indicate that students achieved below the District average (272), and the State average (291) with a mean scale score of (249). After analyzing the data it is clear that there is a need for on-going assessments to identify the students' ability to master the Sunshine State Standards (SSS) and a CRISS trained staff that will increase science concepts. In addition, it has been determined that science teachers need professional development in implementing various strategies which directly relate to the elements being presented in the FCAT Science Administration.

Measurable Objective

Given instruction using the Sunshine State Standards, students in eighth grade will improve their science process skills as evidenced by scoring at or above the District mean scale score on the 2006 administration of the FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Adopt, incorporate and implement the Scope and Sequence for Comprehensive Science 1, 2, and 3 as suggested by the Department of Science.	Principal, Assistant Principal for Curriculum, Science Department Chairperson	8/8/05	5/26/06
Coordinate with the mathematics department to establish stronger correlations between Curriculum Maps and Instructional Focus Calendars to include emphasis on the interpretation of graphs and application of formulas in science problem solving.	Principal, Assistant Principal for Curriculum, Science Department Chairperson	8/8/05	5/26/06
Create an Academic Improvement Plan (AIP) for all 8th grade students scoring below a 70 percent on the science quarterly assessments administered during the first nine weeks that will record FCAT strategies (use of graphic organizers, hands-on activities, open-ended questions, etc.) implemented in the classroom.	Principal, Assistant Principal for Curriculum	8/8/05	5/26/06
Conduct at least three mandatory laboratory hands-on activities that address Physical and Chemical Science, Scientific Thinking, and Scientific Techniques and methods each nine weeks.	Principal, Science Department Chairperson	8/8/05	5/26/06
Conduct Science Family Nights. These family gatherings will be used to provide strategies for parents to use at home to help students with science projects, home learning, and to show-case students' class work and projects.	Principal, Science Department Chairperson	8/8/05	5/26/06
Conduct weekly timed science readings that strengthen science vocabulary in order to increase student comprehension of written material.	Principal, Science Department Chairperson	8/8/05	5/26/06
Identify students participating in the Earth / Space Science class and schedule them into groups using a bottom-up approach to build on preliminary knowledge and basic skills, while helping them master scientific techniques.	Principal, Science Department Chairperson	8/8/05	5/26/06

Research-Based Programs

Science Engineering Communication Mathematics Enhancement Program (SECME)

CRISS Strategies

Glencoe: Science Voyages Textbook Series

Professional Development

1. Provide CRISS and Reciprocal Teaching training to new teachers and untrained content-area teachers.
2. Provide training in the 8-Step Continuous Improvement Model.
3. Provide training in Differentiated Instruction.
4. Provide teachers with opportunities to share best practices and participate in classroom observations.
5. Provide teacher training on the use of the Student Performance Indicators (SPI) database.
6. Provide SciTEC training.
7. Provide mathematics and science teachers with opportunities to discuss, correlate, integrate, and implement mathematical and science concepts in professional learning communities.

Evaluation

This objective will be evaluated by analyzing results of the 2006 FCAT Science Test, as well as scores obtained from Pre and Progress tests, which will be used as evaluative tools and will provide formative assessments to monitor progress towards the objective and modify instruction accordingly.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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 checked="" type="checkbox"/>

GOAL 5 STATEMENT:

Increase parent participation in school sponsored events.

Needs Assessment

An analysis of parental involvement in school-sponsored activities such as Open House, Honor Roll Assemblies, and Parent Conferences indicates that the number of parents attending these activities decrease significantly as students move into higher grades. Parent attendance at PTSA and EESAC meetings during the 2004 – 2005 school year also reveals that less than two percent of parents attend monthly meetings.

Measurable Objective

Given the need for increased parent involvement, parental roles in assisting student learning will be promoted and supported school wide as evidenced by a two percentage point increase in the number of parents attending school sponsored events during the 2005 – 2006 school year documented in attendance logs of related activities as compared to the 2004 – 2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Upgrade the in-school resource center for parents where they have access to computers and relevant school information.	Principal, Community Involvement Specialist	8/8/05	5/26/06
Conduct quarterly individual conferences with parents of students who are not meeting standards in one or more classes.	Principal, Student Services Department Chairperson	8/8/05	5/26/06
Conduct a Parent Night and a Resource Fair to increase awareness of the curriculum, to showcase student achievement, and to inform parents on policies and procedures.	Principal, Assistant Principals	8/8/05	5/26/06
Hold team parent conferences with parents where students' strengths and weakness are discussed and goals for each child are collaboratively set.	Principal, Grade Level Chairpersons	8/8/05	5/26/06
Continue to provide a monthly calendar of school events and a quarterly informational newsletter to parents.	Principal, Community Involvement Specialist	8/8/05	5/26/06
Conduct monthly Family Nights. These family gatherings will be used to deliver a variety of topics for parents to assist at home with their children.	Principal, Community Involvement Specialist	8/8/05	5/26/06

Research-Based Programs

National Standards for Parents and Family Involvement Programs by the National PTSA.

Professional Development

1. Provide monthly parenting workshops coordinated by the Student Services Department before and after school to accommodate working parents.
2. Provide monthly workshops coordinated by the Title 1 Community Involvement Specialist.
3. Provide parents with academic strategies for all curriculum areas.
4. Provide a parent workshop on the expectations and policies on FCAT.
5. Provide staff development in effective communication techniques and parent conferencing.
6. Provide informational flyers, pamphlets, and brochures on middle school standards at parent workshops.

Evaluation

The progress of this objective will be monitored and assessed by analyzing data obtained from attendance records, PTSA rosters, EESAC rosters, communication logs, and surveys.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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 6 STATEMENT:

Increase the number of students who adhere to the school uniform policy.

Needs Assessment

It has been found that students dressed in uniform contribute to a better school atmosphere including safety, awareness, and behavior.

Measurable Objective

Given the implementation of school-wide Student Contracts, students in grades six through eight will adhere to the school uniform policy, as evidenced by a ten percentage point decrease in the numbers of students receiving Student Case Management Forms due to uniform violations in the 2005–2006 school year as compared to the 2004–2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct grade level orientations during the first week of school, in which students receive detailed information regarding school uniform policies.	Principal, Assistant Principals, Grade Level Chairpersons	8/8/05	5/26/06
Provide uniform vouchers for those students qualifying for free or reduced lunch.	Principal, Assistant Principals	8/8/05	5/26/06
Designate a uniform committee and implement a plan of action for uniform violation procedures including set consequences and incentives.	Principal, Assistant Principals	8/8/05	5/26/06
Obtain signed contracts from all students and parents within first two weeks of school outlining uniform expectations linked to consequences and incentives.	Principal, Grade Level Chairpersons	8/8/05	5/26/06
Provide an extra set of uniform shirts and pants in a variety of sizes for emergency situations or first time uniform violators.	Principal, Assistant Principals	8/8/05	5/26/06
Provide incentives for students who adhere to uniform policies and expectations.	Principal, Assistant Principals, Grade Level Chairpersons	8/8/05	5/26/06

Research-Based Programs

Not Applicable

Professional Development

1. Provide monthly parenting workshops coordinated by the Student Services Department.
2. Provide monthly workshops coordinated by the Title 1 Community Involvement Specialist.
3. Provide a workshop on the expectations and policies on uniforms.
4. Provide informational flyers, pamphlets, and brochures on middle school standards at parent workshops.

Evaluation

The progress of this objective will be monitored and assessed by analyzing data obtained from the number of students receiving Student Case Management Forms due to uniform violations.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 7 STATEMENT:

Increase the number of faculty and staff using the Electronic Gradebook.

Needs Assessment

In our ever changing world of technology, students and parents are becoming more technologically advanced. The Excelsior Gradebook 2 Program offers several user-friendly options for teachers, parents and students in relation to academic progress, daily attendance and conduct. Kinloch Park Middle School needs additional teacher training in the Excelsior Gradebook 2 Program so that 100% of the teachers can utilize the electronic gradebook to its fullest extent. Thus, allowing parents to view their child’s progress on-line at their convenience.

Measurable Objective

Given adequate training in the Excelsior Gradebook 2 Program, the number of teachers utilizing the electronic gradebook will increase by one percent as evidenced by the number of teachers using the gradebook on a daily basis when compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct Electronic Gradebook orientations on Technology during the first week of school, in which teachers receive detailed information.	Principal, Assistant Principals Computer Specialist	8/8/05	5/26/06
Provide weekly print out of grades utilizing differentiated instruction.	Principal, Assistant Principals	8/8/05	5/26/06
Provide quarterly informational sessions for parents to access their child's information.	Principal, Technology Department Chairperson, Community Involvement Specialist (CIS)	8/8/05	5/26/06
Provide opportunities and planning time for teachers to enter the designated information; such as assignments and grades.	Principal, Assistant Principals, Classroom Teachers	8/8/05	5/26/06
Provide a mentoring program where teachers can pair up with other teachers for assistance using the gradebook program.	Principal, Computer Specialist, Classroom Teachers	8/8/05	5/26/06
Provide quarterly professional developments for teachers to discuss concerns and ask pertinent questions.	Computer Specialist, Classroom Teachers, Assistant Principals	8/8/05	5/26/06

Research-Based Programs

Not Applicable

Professional Development

1. Provide quarterly workshops coordinated by the Technology Department Chairperson for teacher's questions and concerns.
2. Provide training for teachers to share concerns and ask questions related to the electronic gradebook.
3. Provide staff development on the use and maintenance of the electronic gradebook.

Evaluation

The progress of this objective will be monitored and assessed by analyzing data obtained from a printout indicating the number of teachers utilizing the gradebook.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 8 STATEMENT:

Improve the school's Physical Fitness Program.

Needs Assessment

Physical Fitness is imperative to both a child's health and the educational program offered at Kinloch Park Middle School. An analysis of the 2004–2005 Physical Fitness report shows that 64% percent of students meet the minimum health-related standards.

Measurable Objective

Given instruction using the Sunshine State Standards in Physical Fitness, students in grades six through eight will be able to pass the Presidential Physical Fitness Test (FITNESSGRAM), as evidenced by a two percentage point increase in the numbers of students achieving this goal in the 2005–2006 school year as compared to the 2004–2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct pre-test and post-test sessions. Results of these exams will show student areas of success and needs for improvement.	Principal, Physical Fitness Teachers	8/8/05	5/26/06
Conduct weekly practice sessions for each of the physical fitness components.	Principal, Physical Fitness Teachers	8/8/05	5/26/06
Conduct quarterly practice exams every nine weeks in physical education classes.	Principal, Physical Fitness Teachers	8/8/05	5/26/06
Conduct physical education department meetings where best practices are shared and individual goals are set for each class and individual child.	Principal, Physical Fitness Teachers	8/8/05	5/26/06
Provide opportunities for students to pair up with another student in order to increase motivation in physical education classes.	Principal, Physical Fitness Teachers	8/8/05	5/26/06
Provide quarterly incentives for students showing progress in physical education.	Principal, Physical Fitness Teachers	8/8/05	5/26/06

Research-Based Programs

Not Applicable

Professional Development

1. Provide opportunities for teachers to share best practices.
2. Provide staff development on effective communication.
3. Provide opportunities for teachers to develop action plan for their classes and individual students.

Evaluation

Given the need for Physical Fitness, the Physical Fitness Test (FITNESSGRAM) will be used to determine student success and need for improvements. Results from a school developed pre-test and post-test will be used to monitor progress towards the objective and modify instruction accordingly.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 9 STATEMENT:

For the 2005-2006 school year, all electives and/or special area classes will host two student exhibitions when compared to that of the annual performance conducted in the 2004-2005 school year.

Needs Assessment

Given the implementation of school-wide electives and/or special areas, students in grades six through eight will participate in two student exhibitions showcasing their success and achievement in their designated area.

Measurable Objective

For the 2005-2006 school year, all electives and/or special area classes will perform a fall and spring exhibition showcasing a student's individual achievement, successes, and growth.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct quarterly conferences with students emphasizing their successes and opportunities for improvement in elective classes.	Principal, Assistant Principals, Special Area Teachers	8/8/05	5/26/06
Provide student showcases and/or fairs in Music, Art, Dance, Computers, Foreign Languages, and Family and Consumer Sciences.	Principal, Elective Department Chairperson, Special Area Teachers	8/8/05	5/26/06
Provide opportunities for students to pair up with other students in the same elective area and/or topic.	Principal, Elective Department Chairperson, Special Area Teachers	8/8/05	5/26/06
Provide quarterly incentives for students showing progress in their elective classes.	Principal, Elective Department Chairperson, Special Area Teachers	8/8/05	5/26/06
Highlight student achievement in elective classes using the closed circuit television (KTV) during morning announcements.	Principal, Elective Department Chairperson, Media Specialist	8/8/05	5/26/06
Highlight student contributions and accomplishments through the monthly newsletter, The Scorpion Brief, with articles and photographs.	Principal, Elective Department Chairperson, Newsletter Sponsor	8/8/05	5/26/06

Research-Based Programs

Not Applicable

Professional Development

1. Provide opportunities for teachers of special areas to share best practices.
2. Provide staff development on effective communication skills for individual/group conferences.

Evaluation

The progress of this objective will be monitored and assessed by analyzing data obtained from Sign in Sheets, Student Projects and/or Performances, and Communication Logs within elective classes.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 10 STATEMENT:

Kinloch Park Middle School will improve its ranking 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 2003-2004, Kinloch Park Middle School ranked at the 68th percentile on the State of Florida ROI index.

Measurable Objective

Kinloch Park Middle School will improve its ranking on the State of Florida ROI index publication from the 68th percentile in 2003-2004 to the 69th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide opportunities for all stakeholders to acquire information about the use of financial resources in relation to school programs.	Principal, Assistant Principals	8/8/05	5/26/06
Collaborate with the district on resource allocations.	Principal, Assistant Principals	8/8/05	5/26/06
Consider reconfiguration of existing resources and/or utilizing other resources which include private foundation, volunteer networks.	Principal, Assistant Principals	8/8/05	5/26/06

Research-Based Programs

Not applicable

Professional Development

Not applicable

Evaluation

On the next State of Florida ROI index publication, Kinloch Park Middle School will show progress toward reaching the 69th 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 will address issues concerning budget and finances. These items are consistently discussed at the EESAC meetings. In addition, to the general concerns regarding budget, EESAC accepts grant applications and then makes appropriations based on funds that are used to directly impact school improvement and student achievement.

Training:

The EESAC receives and discusses results of the staff development surveys and the activities members participate in.

Instructional Materials:

The EESAC committee recommends various instructional materials which help promote and maintain high student learning.

Technology:

The EESAC committee recommends the use of the Student Performance Indicators and Academic Improvement Plans to help individualize student instruction.

Staffing:

The EESAC chairperson is advised of new positions in the school and has a say prior to the final decision being made.

Student Support Services:

The EESAC plays an integral role in providing parents with strategies and activities to assist their children with home learning.

Other Matters of Resource Allocation:

The EESAC recommends that student and teacher incentives should be a significant focus in the achievement of the SIP. In collaboration with the administrative team, the EESAC intends to promote and fund “Back to Basics,” a student incentive program that recognizes students who have made significant behavioral and/or academic improvement in school performance.

Benchmarking:

The EESAC recommends frequent reviews and evaluation of the school data to determine directional goals, trends, and progress. Department chairpersons and other stakeholders are encouraged to give frequent updates on specific objectives at bi-monthly meetings.

School Safety & Discipline:

The EESAC plays an integral role in assisting and maintaining the school’s uniform policy which help contribute to better school atmosphere/climate including safety, awareness, and behavior.

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