
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 2651 - Kendale Lakes Elementary School

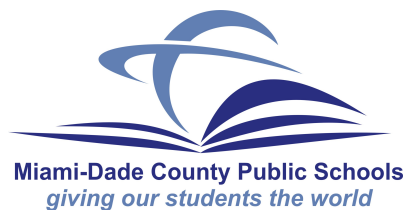
FeederPattern: Miami Sunset Senior

Region: Regional Center VI

District: 13 - Miami-Dade

Principal: Anne-Marie DuBoulay

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Kendale Lakes Elementary School

Kendale Lakes Elementary School is located in a suburban middle class, multiethnic community in the southwest section of Miami-Dade County, Florida. The school serves 937 students from pre-kindergarten to fifth grade and houses an Exceptional Student Education Center. After analyzing and evaluating pertinent data such as the School Demographic and Academic Profiles, the Florida Comprehensive Assessment Test, Sunshine State Standards, Norm Referenced Test results, the Stanford Achievement Test-10, Florida Comprehensive Assessment Test Writes results, the 2005-2006 School Improvement Plan results, the School Climate Survey, and the Miami-Dade County Public Schools Statistical Highlights 2005-2006, Kendale Lakes Elementary School's staff, in conjunction with the Educational Excellence School Advisory Council (EESAC), has identified the following objectives as schoolwide priorities for the 2006-2007, school year: utilizing pertinent data and the Continuous Improvement Model, differentiated instructional strategies will be developed to assist students in their areas of deficiencies.

Given instruction using the Sunshine State Standards, 87% of the students in grades 3-5 will achieve Level 3 or higher on the 2007 administration of the FCAT Reading test.

Given instruction using the Sunshine State Standards, 81% of the students in grades 3-5 will achieve Level 3 or higher on the 2007 administration of the FCAT Mathematics test.

Given instruction using the Sunshine State Standards, 91% of the students in grade 4 will achieve Level 3.5 or higher in the narrative writing prompt on the 2007 administration of the FCAT Writing test.

Given instruction using the Sunshine State Standards, 50% of the students in grade 5 will achieve Level 3 or higher on the 2007 administration of the FCAT Science test.

Given the need to establish a link with the home and community to support the efforts of improving the academic achievement of students, parental attendance at school meetings and events will increase from 18% to 30% as determined by the 2006-2007 volunteer and attendance rosters.

Given the need to increase the overall perception of safety for the school, Kendale Lakes Elementary School will increase parental satisfaction from 83% to 86% on the school climate survey .

Given the need to increase student achievement with web based learning, 50% of all students in grades 3-5, will utilize web-based programs via technology labs.

Given the need to increase student physical fitness, 76% of students enrolled in physical education classes will achieve a Gold or a Silver award as documented by the 2006-2007 FITNESSGRAM report.

Given the need to increase student enrollment in the Academic Excellence Program, the additional component of Drama will increase student enrollment by 50%.

Kendale Lakes Elementary School will rank at or above the 65% percentile in the State of Florida as measured by the Return on Investment scale.

Following an analysis of the Office of Performance Improvement Survey (OPIS) which was completed by more than 75% of the school staff, the two areas in need of improvement are: Item 6a (I can get all the resources I need to do my job) and item 7C (I know how well my work location is doing financially). When possible, resources will be provided when needed to enhance curriculum instruction. Additionally, in the future, the administration will share financial information which impacts the learning environment and any other financial information pertaining to our school site relating to school improvement. Through our continuous school improvement initiative, and the collaboration of parents, staff and community, we will strive to prepare students to become productive, responsible and problem solving citizens who are ready to meet the challenges of our technological and multicultural society.

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

Kendale Lakes Elementary School

VISION

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

MISSION

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

CORE VALUES

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We pursue the highest standards in academic achievement and organizational performance.

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We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

School Demographics

Kendale Lakes Elementary School is a neighborhood elementary school which serves students from pre-kindergarten through 5th grade. It is located on 8.69 acres in an area of southwestern Miami-Dade County. The school was built in 1974 and has serviced a vast number of residents that live within the community. There are 52 classrooms and 11 portables on the school site. The 32 year old school has been wired to provide Internet and Intranet access to 100% of the classrooms. The Media Center houses a state of the art closed circuit television system and Internet access to 30 computer stations. There is a primary computer lab with 13 computers. In 2005, one prefabricated building was added to create 13 new classrooms.

The school serves 937 students from neighboring communities. This population includes 49 percent of the students in the basic education curriculum, 41 percent in the Exceptional Education program and 7 percent considered at risk. Of the 937 students, 20% are identified Limited English Proficient (LEP) and 51% are economically disadvantaged. The ethnic/racial make-up of the student population is 20% non-Hispanic, 72 % Hispanic, 4% black, and 4% multi-racial. The school's mobility rate is 24%. Kendale Lakes Elementary School employs 103 full time staff members and 37 part time staff members. The staff consists of two administrators: one Principal and one Assistant Principal. There are 76 classroom teachers at Kendale Lakes Elementary School; 48 basic education teachers and 28 exceptional education teachers. One full time counselor provides effective strategies for the social and emotional well being of the students. The ethnic/racial makeup of the staff is 70% Hispanic, 15% non-Hispanic, 10% black and 5% multi-racial. The entire instructional staff is degreed personnel; one percent holds Doctorate Degrees, ten percent hold Specialist Degrees, 48% hold Masters' Degrees and 50% hold Bachelors' Degrees. Additionally, 1% is National Board Certified. The average years of teaching experience of the staff is 12 years with an average salary of \$38,500.

There are approximately 278 identified Special Education (SPED) students at Kendale Lakes Elementary School. Numerous modifications are made to accommodate the needs of these students. We offer numerous class configurations including self-contained, resource, mainstream and inclusion classes. Reduced class sizes are offered to maintain behaviors that are appropriate and conducive to learning. One of the greatest challenges being faced at this time at Kendale Lakes Elementary is that of competitors from neighboring charter and private schools. Enrollment has been steadily declining over the last three years due to the growth of charter schools competing for our students. For the opening of the 2006-2007 school year, we saw many of our gifted and TEAM students transferring to a new K-8 charter school which opened in the neighborhood.

School Foundation

Leadership:

According to the Office of Performance Improvement Survey (OPIS), faculty and staff scored leadership as one of the highest areas of satisfaction. The average score of 4.4 indicates that the leadership clearly sets the direction of the work location addressing the needs of all stakeholders. This is evident in the opening of the school agenda and meetings. The school leadership sets a tone in conjunction with the District's and Regional Center VI initiatives.

District Strategic Planning Alignment:

Strategic planning had a mean score of 4.2. As a result, the school will continue to include staff ideas when planning for the future through the school's Leadership Team. The Leadership Team includes a representative from each grade level, special area, reading coaches, bilingual education and United Teachers of Dade.

Stakeholder Engagement:

Stakeholder Engagement results indicated an average score of 4.3, which indicates that the work location almost always satisfies its present and future customers. The school conducts meetings in which parents are informed of the grade level expectations as well as school policies on attendance, discipline and home learning. A weekly newsletter informs parents of school events. Parents are also informed via the school website. Additionally, monthly P.A.T. meetings and parent workshops are utilized in order to provide inservices to parents and to inform parents of District and school site initiatives.

Faculty & Staff:

A mean score of 4.3 shows that a majority of the faculty, staff and administration agree that they have a safe place to work and that they are allowed to make changes that will improve their work. An area needing improvement is providing additional resources to enhance and support academic achievement.

Data/Information/Knowledge Management:

The mean score of 4.5 shows that a majority of the faculty, staff and administration realize how to measure the quality of their work and that all important information is reviewed and analyzed to determine if changes are needed.

Education Design:

An average score of 4.1 in this category indicates that the work location provides some opportunities for sharing positive and negative experiences among all stakeholders in order to better achieve performance. In addition, the EESAC meets on a monthly basis to review the school budget to determine how the services are being delivered and in order to support day to day operations among other items.

Performance Results:

Results of this category were also a 4.3, which indicate a general satisfaction with the school efforts to improve

performance. The school has maintained a school grade of "A," for six consecutive years. In addition, the school continues to focus on improving the Limited English Proficient students and Students with Disabilities scores through programs such as Smart Tutor and LeapTrack.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

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

Needs Assessment

Results of the 2006 FCAT Reading test indicate that 86 percent of students scored Level 3 or higher in Reading. As per the No Child Left Behind Act (NCLB) adequate yearly progress report, students in the Limited English Proficient (LEP) and Students with Disabilities (SWD) subgroups met the desired 44 percent proficiency Level of 3 or above on the 2006 FCAT Reading Test. Level 5 students made up 5 percent of the 3rd grade class, 8 percent of the 4th grade and 10 percent of the 5th grade class. After an in depth analysis of the 2006 FCAT Reading content cluster, students in grade 3 will benefit from increased focus on Comparisons, Words and Phrases and Main Idea/ Purpose. Students in grade 4, will benefit from intensified instruction in Reference and Research and Main Idea/Purpose. Students in grade five will benefit from intensified instruction in Words and Phrases and Main Idea/Purpose. Additionally, assessment of AYP data reveals that emphasis needs to be placed on LEP students and SWD scoring at proficiency. Our focus is to move students from Level 1 and Level 2 to proficiency level by utilizing specific reading strategies and instructional materials in the classroom.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N 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, 87% of the students in grades 3-5 will achieve Level 3 or higher on the 2007 administration of the FCAT Reading test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Promote participation in a Reading Family Night that will showcase student achievement and provide strategies for parents to support the use of reading strategies at home.	Assistant Principal Reading Coaches Teachers	10/3/2006	5/16/2007	Community Partnerships	\$0.00
Utilize monthly assessments to ensure student progress for maintaining proficiency levels in reading through the use of Edusoft Examviewer.	Classroom Teachers	08/14/2006	5/16/2007	Continuous Improvement Model	\$0.00
Disaggregate and analyze data from the 2006 FCAT Reading Test to identify strengths and weaknesses and to develop an instructional focus calendar for reading in the areas of Comparison, Words and Phrases and Main Idea/Purpose utilizing the Continuous Improvement Model to modify instruction as needed.	Assistant Principal Reading Coaches Teachers	08/08/2006	5/16/2007	Continuous Improvement Model	\$0.00
Implement the Smart Tutor program with identified Students with Disabilities for one hour daily during school hours to address Comparison, Words and Phrases, Main Idea/Purpose.	Assistant Principal Program Specialist Teachers	9/19/2006	5/16/2007	District-wide literacy plan	\$0.00
Implement the LeapTrack Assessment and Reading Instruction program to address word attack skills and vocabulary skills in identified inclusion classrooms on a daily basis in third-fifth grade.	Assistant Principal Program Specialist Teachers	9/5/2006	5/16/2007	Inclusion	\$0.00
Use the data from the DIBELS assessment to identify students scoring in the lowest 25 percentile. Then, utilize differentiated reading instruction to target deficient areas in order to	Classroom teachers	10/3/2006	5/30/2007	Continuous Improvement Model	\$0.00

increase DIBELS scores.					
Provide additional professional development on the the use of Smart Tutor, Reading Plus and computer-assisted reasearch based programs.	Teachers	8/28/2006	5/16/2006	District Strategic Plan	\$6000.00
Remediate during school hours, Level 1 and Level 2 students, LEP students and SWD students in grades 3-5 based on assessment data. Research based progrms such as: Early Success, Reading Plus, LeapTrack Assessment and Instructional System, Soar to Success and Voyager Passport will be used during small group instruction.	Classroom Teachers	8/14/2006	5/16/2007	Small Learning Communities	\$9980.00
Implement the Reading First Grant Program K-12 which includes 2 Reading Coaches who facilitate staff on how to implement the Comprehensive Research Reading Plan (CrRP)and ensure adherence to program guidelines.	Classroom Teachers Assistant Principal Reading Coaches	8/14/2006	5/16/2007	District-wide literacy plan	\$175000.00
Implement researched based reading intervention programs such as Early Success, Soar to Success and Voyager to target students scoring in the lowest 25% in a small group setting on a daily basis in grades k-5.	Assistant Principal Teachers	8/21/2006	5/16/2007	District-wide literacy plan	\$0.00

Research-Based Programs

Houghton Mifflin Reading Program

Smart Tutor

Reading Plus

Early Success and Soar to Success

Voyager

Riverdeep

FCAT Explorer

Professional Development

Comprehensive Reading Plan
Innovative Teaching Strategies
Criss Strategies
FCAT Explorer
LeapTrack
RiverDeep
Reading Plus
Model Lessons
Data Analysis
Data Driven Decision Making
Edusoft
Differentiated Instruction
Smart Tutor

Evaluation

Monthly assesments
Edusoft Profiles
2007 FCAT Reading Results
Reading Plus Profiles
Smart Tutor Profiles
Pre/post Test (Tutorial Program)

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

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

GOAL 2 STATEMENT:

All students will demonstrate proficiency in mathematics.

Needs Assessment

Results of the 2006 FCAT Mathematics test indicate that 83 percent of all students scored Level 3 or higher in Mathematics. As per the No Child Left Behind Act(NCLB) adequate yearly progress report, students in the Limited English Proficient (LEP) and Students with Disabilities (SWD) subgroups met the desired 50 percent of Level 3 or higher on the 2006 FCAT Mathematics. Level 5 students made up 14 percent of the 3rd grade class, 9 percent of the 4th grade and 11 percent of the 5th grade class. After an in-depth analysis of the FCAT Mathematics content clusters, students in 3rd grade will benefit from intensified instruction in Geometry and Data Analysis. Students in grade 4, will benefit from intensified instruction in Geometry, Algebraic Thinking and Data Analysis. Students in grade 5 will benefit from intensified instruction in Data Analysis and Number Sense. Our focus is to move all students from Level 1 and Level 2 to proficiency level utilizing specific mathematics strategies and instructional materials in the classroom.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL 1	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, 81% of the students in grades 3-5 will achieve Level 3 or higher on the 2007 administration of the FCAT Mathematics test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Encourage participation in a Mathematics/Science Family Night that will showcase student achievement and provide strategies for parents to support the use of mathematics strategies at home.	Assistant Principal Teachers	10/6/2006	5/16/2007	Community Partnerships	\$0.00
Disaggregate and analyze data from the 2006 FCAT Mathematics test to identify strengths and weaknesses and develop an instructional focus calendar for Mathematics in grades kindergarten-fifth grade utilizing the Continuous Improvement Model to modify instruction.	Assistant Principal Grade Level Chairpersons Teachers	8/6/2007	5/16/2007	Continuous Improvement Model	\$0.00
Incorporate enrichment activities in Advanced Academic courses using a cross curricular approach to maintain Level 3 and higher successes.	Classroom Teacher	10/6/2006	5/16/2007	District Strategic Plan	\$0.00
Promote the use of computer-assisted programs such as FCAT Explorer, Riverdeep and Edusoft Examviewer item bank assessments to enhance mathematics learning.	Teachers	10/3/2006	5/16/2007	District Strategic Plan	\$0.00
Utilize monthly assessments to ensure student progress in math through the use of Edusoft Examviewer.	Classroom Teachers	08/14/2006	5/16/2007	Continuous Improvement Model	\$0.00
Implement a pullout school mathematics tutorial program for identified Level 1 and 2 students, and the lowest 35% mathematics students, in order to address Geometry, Algebraic Thinking, Data Analysis and Number Sense. Utilize FCAT Explorer, Smart Tutor and Riverdeep and Math Coach to address specific deficiencies.	Assistant Principal Grade Level Chairpersons Teachers	10/6/2006	5/16/2007	Continuous Improvement Model	\$1500.00
Implement Differentiated Instruction in order	Classroom Teachers	08/14/06	5/16/2007	District Strategic	\$0.00

to focus on individualized student needs in each classroom.		Plan	
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Research-Based Programs

Harcourt Brace Mathematics Program
 RiverDeep
 FCAT Explorer
 EduSoft

Professional Development

Innovative Teaching Strategies
 FCAT Explorer
 Riverdeep
 Data Analysis
 Edusoft
 Data Driven Decision Making
 District/Regional Center Initiatives
 Utilizing Manipulatives
 Smart Tutor
 Essential Components of Mathematics
 Differentiated Instruction

Evaluation

2007 Florida Comprehensive Assessment Test for Mathematics
 Edusoft Profiles
 Smart Tutor Profiles

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

GOAL 3 STATEMENT:

All students will proficient in writing.

Needs Assessment

The results from the 2006 FCAT Writing test indicate that 90 percent of the students tested met the state standard of 3.5 or above in writing. The scores indicate that students performed better on the expository prompt with an average score of 4.2 than that of the narrative prompt in which the scores were an average of 3.9. There was an overall decrease in the percentage of students scoring below a 3.0. Additional instruction is needed in the narrative writing process.

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, 91% of the students in grade 4 will achieve Level 3.5 or higher in the narrative writing prompt on the 2007 administration of the FCAT Writing test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement an in house writing competition to maintain proficient writing skills.	Classroom Teachers	10/6/2006	5/16/2007	District Strategic Plan	\$0.00
Disaggregate and analyze data from the 2006 FCAT writing test to identify strengths and weaknesses and then develop an instructional focus calendar for writing in kindergarten-fifth grade utilizing the Continuous Improvement Model.	Assistant Principal Reading Coaches Teachers	8/6/2006	5/16/2007	District Strategic Plan	\$0.00
Implement a peer tutoring program for 5th grade students who scored on Levels 3 and above on the 2006 FCAT Writing Assessment to maintain their proficiency by tutoring students in the lower grades.	Classroom Teachers	10/6/2006	5/16/2007	District Strategic Plan	\$0.00
Utilize state approved writing prompts on a monthly basis for grades one through five to ensure that students learn effective narrative and expository writing techniques.	Assistant Principal Reading Coaches Teachers	8/14/2006	5/16/2007	District-wide literacy plan	\$0.00
Complete student writing activities across the curriculum using the Writing Process and via resource materials such as "Writing Coach."	Classroom Teachers Special Area Teachers	8/14/2006	5/16/2007	District Strategic Plan	\$1368.00
Identify and recognize students in grades k-5 as "writers of the month" via closed circuit television.	Assistant Principal Teachers	10/6/2006	5/16/2007	District-wide literacy plan	\$0.00
Provide professional development for teachers on the writing process and the rubric scoring system for FCAT Writes.	Assistant Principal Teachers	10/6/2006	5/16/2007	District Strategic Plan	\$0.00

Research-Based Programs

Houghton Mifflin Reading Program

Professional Development

Data Analysis

Rubrics

Scoring of student writing samples

Pre-writing skills

Vocabulary Development

Editing

Evaluation

2007 Florida Comprehensive Assessment Writing Test

Monthly Writing Prompts

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

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

GOAL 4 STATEMENT:

All students will be proficient in science.

Needs Assessment

Assessment data reveals that 47% of all fifth grade students scored at Level 3 or higher on the 2006 FCAT Science test.

An analysis of the 2006 FCAT Science Test indicate that the lowest performance was on the Earth Space content cluster(50%). Fifth grade students also need intensified instruction in Scientific Thinking (58%) and Physical/Chemical Science (58%).

Measurable Objective

Given instruction using the Sunshine State Standards, 50% of the students in grade 5 will achieve Level 3 or higher on the 2007 administration of the FCAT Science test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Encourage participation in the school-wide Science Fair.	Teachers	10/6/2006	5/19/2007	School-to-Career	\$0.00
Invite the MAST Academy Outreach Program to present their Hands-On Weather and Marine Science Stations to 4th and 5th grade students.	Teachers	10/6/2006	5/16/2007	District Strategic Plan	\$0.00
Encourage participation in a Mathematics/Science Family Night to showcase student achievement and provide strategies for parents to support the use of scientific inquiry at home and in real life situations.	Assistant Principal Classroom Teachers	10/6/2006	5/16/2007	School-to-Career	\$0.00
Facilitate professional development and collaborative planning for further development in the eight strands of science.	Science Teacher	10/6/2006	5/16/2007	District Strategic Plan	\$0.00
Disaggregate and analyze data from the 2006 FCAT Science Test to identify strengths and weaknesses and develop an instructional focus calendar for science in grades K-5 utilizing the Continuous Improvement Model.	Assistant Principal Grade Level Chairpersons Teachers	08/08/2006	5/16/2007	District Strategic Plan	\$0.00
Promote the use of computer-assisted research and investigation to enhance scientific learning through Edusoft Examviewer test bank item assessments emphasizing Earth Space, Scientific Thinking and Physical Chemical Science in grades K-5.	Teachers	9/19/2006	5/16/2007	District Strategic Plan	\$0.00
Implement a science lab with resources in which students in grades K-5 will participate in hands-on inquiry based investigations utilizing F.O.S.S. kits and "FCAT Science Coach," .	Teachers	8/21/2006	5/16/2007	School-to-Career	\$1673.00

Research-Based Programs

Harcourt Brace Science Program
FCAT Science Coach
F.O.S.S. Kits

Professional Development

Eight Strands of Science
Cooperative Groups
Demonstrations by Science Teacher
Edusoft Training
Data Analysis
Data-Driven Decision Making

Evaluation

2007 FCAT Science Results
Monthly Edusoft profiles

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 5 STATEMENT:

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

Needs Assessment

Results of the School Climate Survey indicate that 90 percent of parents believe that teachers include them in matters directly affecting their child's progress in school, 94 percent of parents believe that the staff in the principal's office treat them with respect when they contact the school, 86 percent of the parents believe that the school staff responds to needs and concerns in a reasonable period of time, 93 percent of parents believe that the overall climate or atmosphere at the school is positive and helps their child learn. Additionally, 95 percent of the parents responded on the School Climate Survey indicated that they felt their child was getting a good education at Kendale Lakes Elementary School. Membership at PAT meetings during the 2004-2005 school year was 18%. 75% of parents attended the 2005 Open House activities. 30% attended the Math/ Science Night. 30% attended the Reading and Writing Fair Night. 70% attended the Spring/Winter Musicales. The percentages of attendees represent a small percent. In order to positively increase parental involvement in school events, additional emphasis will be placed on increasing parental attendance.

Measurable Objective

Given the need to establish a link with the home and community to support the efforts of improving the academic achievement of students, parental attendance at school meetings and events will increase from 18% to 30% as determined by the 2006-2007 volunteer and attendance rosters.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Encourage parents to share their career on Career Day	School Counselor	10/6/2006	5/16/2007	Academic Teams	\$0.00
Combine efforts of the administration, faculty, parent representatives and community based organizations in surveying parent's needs, prioritizing the areas of greatest concerns and planning activities to address the lack of parental attendance in school events.	Principal Assistant Principal	9/19/2006	5/16/2007	District Strategic Plan	\$0.00
Plan and facilitate special "Family Night" activities such as Mathematics/Science Family Night and Reading/Writing Night and volunteer breakfast to encourage additional opportunities for parental involvement.	Assistant Principal Teacher	9/12/2006	5/16/2007	District Strategic Plan	\$0.00
Involve the P.A.T. in the decision making process.	Principal	10/16/2006	5/16/2007	District Strategic Plan	\$0.00
Provide workshops to assist students with home learning and test preparation and provide information about the Parent Academy.	Assistant Principal Teachers	9/12/2006	5/16/2007	District Strategic Plan	\$0.00
Recruit parents as volunteers to provide assistance in instruction and/or mentoring for students. Recognize volunteers by celebrating their work at Volunteer Breakfasts.	P.A.T. Assistant Principal	8/16/2006	5/16/2007	Community Partnerships	\$0.00
Promote school events in the morning announcements, weekly newsletter and school marquee. Reward classrooms with high parental attendance.	Assistant Principal	8/14/2006	5/16/2007	Community Partnerships	\$0.00
Maintain on-going line of communication (in student's home language) between the home and the school through the use of student progress reports, report cards, letters, flyers, school newsletters	Principal Assistant Principal Teachers	8/14/2006	5/16/2007	District Strategic Plan	\$0.00

parent/teacher conferences, home visits, school web-site and a parent resource center in the foyer.	
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Research-Based Programs

N/A

Professional Development

Career Day

Technology Conference

Educational Excellence School Advisory Council (EESAC) Workshop

Parental Involvement Workshops

Evaluation

Attendance Rosters

Volunteer Logs

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:

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

Needs Assessment

Based on the 2005-2006 School Climate Survey covering safety, 83% of the parents and 93% of the students indicated that they felt safe at school. However, there is also a need to improve the behavior of students while they are in the cafeteria. There is also a need to closely monitor the various assessable entry doors to the school in order to establish, maintain and ensure a safe learning environment.

Measurable Objective

Given the need to increase the overall perception of safety for the school, Kendale Lakes Elementary School will increase parental satisfaction from 83% to 86% on the school climate survey .

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Develop a schedule for security monitors to check designated areas within the building to ensure stairwell doors and back doors are secure and unidentified visitors are sent to the office.	Assistant Principal Security Monitors	8/10/2006	5/10/2007	District Strategic Plan	\$0.00
Implement procedures to identify visitors and volunteers entering the building.	Principal Assistant Principal	8/10/2006	5/16/2007	District Strategic Plan	\$0.00
Develop a safety committee which includes staff members, students and parents in order to discuss and address safety concerns.	Principal Assistant Principal	8/14/2006	05/16/2007	Community Partnerships	\$0.00
Implement the D.A.R.E. program to fifth grade students during the 2006-2007 school year.	Administrators Classroom teachers Metro-Dade Police	10/06/2006	5/16/2007	Community Partnerships	\$0.00
Provide students with knowledge of traffic safety, anti-drug and alcohol abuse prevention programs in addition to health and safety programs in order for them to access a safe and drug free learning environment.	Classroom Teachers	10/6/2006	5/16/2007	District Strategic Plan	\$0.00
Provide safety awareness presentations to appropriate grades during the 2006-2007 school year to address cafeteria behavior and safety drill lockdown procedrues.	Administrators Classroom teachers	10/6/2006	5/16/2007	Community Partnerships	\$0.00

Research-Based Programs

AIDS curriculum

Professional Development

Crisis Team Training

Anti-bully Training

Conflict Resolution Training

Evaluation

2006- 2007 School Climate Survey

Safety Committee

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"/>

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

GOAL 7 STATEMENT:

The school will integrate technology in all curricular areas.

Needs Assessment

Kendale Lakes Elementary School is wired to provide Internet access to 100% of the classrooms. This allows teachers and students to engage in web based educational programs to enhance teaching and learning. After evaluating technology lab attendance logs for 2005-2006, it was evident that only 40% of all students were using the technology labs.

Measurable Objective

Given the need to increase student achievement with web based learning, 50% of all students in grades 3-5, will utilize web-based programs via technology labs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Instruct students on how to access and participate in Riverdeep, FCAT Explorer, Accelerated Reader, and Reading Plus programs at school and where applicable, at home.	Cassroom Teachers Media Specialist	10/5/2006	5/16/2007	District Strategic Plan	\$0.00
Assign teachers to a weekly rotation schedule in the technology lab in order to provide students with opportunities to enhance their learning via web based programs.	Assistant Principal Teachers	10/8/2006	5/16/2007	District Strategic Plan	\$0.00
Provide training for teachers on how to use Reading Plus, Edusoft and Smart Tutor, in order to improve Reading, Mathematics and Science test scores.	Assistant Principal Program Specialist	8/11/2006	5/16/2007	District Strategic Plan	\$450.00
Provide training for teachers on the use of the "Teacher Web Site," in order for them to use teacher created web sites as an instructional/informative tool to communicate with parents.	Media Specialist Teachers	10/6/2006	5/16/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

Riverdeep
FCAT Explorer
Accelerated Reader
Reading Plus
Edusoft
Smart Tutor

Professional Development

EduSoft Training
Riverdeep
FCAT Explorer
Accelerated Reader
Reading Plus

Evaluation

Technology Lab Attendance Logs
Reading Plus Profiles
Accelerated Reader Reports
Edusoft Profiles

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

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

GOAL 8 STATEMENT:

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

Needs Assessment

Based on the District Physical Fitness Test Summary Report for the 2005-2006 school year, 341 students in 4th and 5th grade were administered the FITNESSGRAM. 52% of the students tested were awarded the Gold award and 22% of the students were awarded the Silver award. To properly assess both student fitness performance and programmatic success, a pre and post test will be administered to determine student baseline measures. The data indicates that there is a need to encourage participation in physical fitness activities.

Measurable Objective

Given the need to increase student physical fitness, 76% of students enrolled in physical education classes will achieve a Gold or a Silver award as documented by the 2006-2007 FITNESSGRAM report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Develop an action plan to insure input from the physical education department to meet the goals and objectives as stated.	Teachers Special Area Chairperson	10/6/2006	5/16/2007	Academic Teams	\$0.00
Administer a FITNESSGRAM pre and post test in order to properly assess both student achievement and programmatic success in meeting the goals and objectives of physical education for student in grades 2-5.	Teachers	10/6/2006	5/16/2007	District Strategic Plan	\$0.00
Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items, which would enhance specificity of instruction.	Principal Assistant Principal	8/14/2006	5/16/2007	District Strategic Plan	\$0.00
Ensure that an appropriate amount of instructional time is dedicated to fitness related activities on a daily basis. Activities and equipment used for recess, should emphasize improvement in cardiovascular, flexibility, and muscular strength and endurance.	Teachers	8/14/2006	5/16/2007	District Strategic Plan	\$3900.00

Research-Based Programs

FITNESSGRAM

Professional Development

FITNESSGRAM

Evaluation

2006 - 2007 FITNESSGRAM Report
Pre/Post Physical Fitness Assessments

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"/>

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

GOAL 9 STATEMENT:

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

Needs Assessment

After an evaluation of the Academic Excellence Program (AEP), students and parents expressed the need for an additional program component that would engage a larger number of students. In 2005-2006 the AEP program had a student enrollment of 44. The AEP proposal for this 2006-2007 will open enrollment for 64 students. There is a need to increase opportunities for students to showcase their special non-academic talents and the arts. Students will be provided opportunities to showcase their talents in writing, art, and music through participation in various programs, exhibitions, local and district competitions.

Measurable Objective

Given the need to increase student enrollment in the Academic Excellence Program, the additional component of Drama will increase student enrollment by 50%.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide opportunities for students to become familiar with a variety of computer programs.	Teachers	10/6/2006	5/16/2007	School-to-Career	\$0.00
Provide opportunities for student to showcase their talents during school activities such as: P.A.T. meetings, award ceremonies, morning announcements and school events.	Assistant Principal Teachers	9/6/2006	5/15/2007	Small Learning Communities	\$0.00
Provide opportunities for students to engage in district and in-house competitions.	Teachers Assistant Principal	10/9/2006	5/18/2007	Expanding arts opportunities	\$0.00
Increase student involvement through active participation in school events, student performances and presentations such as the winter musicale, spring musicale, art contests and exhibitions.	Assistant Principal	10/6/2006	5/16/2007	Community Partnerships	\$0.00

Research-Based Programs

N/A

Professional Development

Word Processing
Microsoft Publisher
Powerpoint Presentations

Evaluation

Student Attendance Rosters
Total number of performances, publishings, and competitions

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

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

GOAL 10 STATEMENT:

Kendale Lakes Elementary will rank at or above the 65% percentile statewide on the Return on Investment(ROI) index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the Florida Department of Education (FLDOE) indicated that in 2004-2005, Kendale Lakes Elementary School ranked at the 53rd percentile on the State of Florida Return on Investment (ROI) index.

Measurable Objective

Kendale Lakes Elementary School will rank at or above the 65% percentile in the State of Florida as measured by the Return on Investment scale.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Collaborate with the district on resource allocation.	Principal Assistant Principal	10/6/2006	5/16/2007	District Strategic Plan	\$0.00
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal Assistant Principal	10/6/2006	5/16/2007	District Strategic Plan	\$0.00
Inform the leadership team about the use of financial resources in relation to school programs.	Principal Assistant Principal	10/6/2006	5/16/2007	District Strategic Plan	\$0.00
Consider shared use of facilities and partnering with community agencies.	Principal Assistant Principal	10/6/2006	5/16/2007	Community Partnerships	\$0.00

Research-Based Programs

N/A

Professional Development

N/A

Evaluation

State of Florida Return on Investment index publication

EESAC Compliance

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

Budget:

The EESAC provided input relative to use of tax dollar expenditures for personnel, materials, and equipment.

Training:

The EESAC recommends training on the use of additional assessment tools that are computer driven to guide instruction. Specific examples include: Riverdeep, FCAT Explorer, Reading Plus and Smart Tutor. The EESAC also recommends in-house training for EduSoft.

Instructional Materials:

EESAC made recommendations for the purchase of the Reading Plus program and supplemental materials for grammar and science.

Technology:

The EESAC recommends the combination of an additional computer lab to support computer assistive learning.

Staffing:

The EESAC recommended the hiring of an hourly teacher to assist with technology instruction in the computer labs.

Student Support Services:

The EESAC recommended encouraging as many parents as possible to be approved volunteers in order to better support student achievement.

Other Matters of Resource Allocation:

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

Benchmarking:

The EESAC considered use of supplemental materials and the additional purchase of the Reading Plus program.

School Safety & Discipline:

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

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$190,980.00
Goal 2: Mathematics	\$1,500.00
Goal 3: Writing	\$1,368.00
Goal 4: Science	\$1,673.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$450.00
Goal 8: Health & Physical Fitness	\$3,900.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
Total:	\$199,871.00

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