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# *SCHOOL IMPROVEMENT PLAN*

## *2006-2007*

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*School Name:* 6331 - Kinloch Park Middle School

*FeederPattern:* Coral Gables Senior

*Region:* Regional Center IV

*District:* 13 - Miami-Dade

*Principal:* Scott Weiner

*Superintendent:* Rudolph F. Crew, Ed.D.



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

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### *Kinloch Park Middle School*

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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 1155 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, thus implementing a new 4 X 4 or 8 period schedule. These opportunities are provided by various departments such as English for Speakers of Other Languages (ESOL), Special Education (SPED), 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 fifty-one percent of students scoring at FCAT Achievement Level 3 or higher on the 2007 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 fifty-one percent of students scoring at FCAT Achievement Level 3 or higher on the 2007 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 fifty-one percent of students scoring at FCAT Achievement Level 3 or higher on the 2007 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 an eighteen percentage point increase to attain the No Child Left Behind (NCLB) requirements of fifty-six percent of students scoring at FCAT Achievement Level 3 or higher on the 2007 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 an eighteen percentage point increase to attain the No Child Left Behind (NCLB) requirements of fifty-six percent of students scoring at FCAT Achievement Level 3 or higher on the 2007 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 an eighteen percentage point increase to attain the No Child Left Behind (NCLB) requirements of fifty-six percent of students scoring at FCAT Achievement Level 3 or higher on the 2007 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 thirty-four percentage point increase to attain the NCLB requirements of fifty-six percent of students scoring at FCAT Achievement Level 3 or higher on the 2007 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-six percentage point increase to attain the NCLB requirements of fifty-six percent of students scoring at FCAT Achievement Level 3 or higher on the 2007 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 4.0 or higher on the 2007 FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards, students in eighth grade will improve their science performance as evidenced by students scoring at FCAT achievement level 3 or higher on the 2007 administration of the FCAT.

Given the need for increased parental involvement, the number of parents attending school sponsored events during the 2006-2007 school year will increase by fifty parents when compared to the 2005-2006 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 referral for uniform violations in the 2006 – 2007 school year as compared to the 2005 – 2006 school year.

Given adequate training in the Excelsior Gradebook 2 Program, the number of teachers who help parents utilize the parent viewer will increase by two percent within the 2006-2007 school year.

Given adequate training in the Excelsior Gradebook 2 Program and other technology related programs (Microsoft Excel), teachers will be able to create and add conduct information to the school's printed progress report.

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 three percentage point increase in the numbers of students achieving this goal in the 2006 – 2007 school year as compared to the 2005 – 2006 school year.

For the 2006-2007 school year, all dance 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 70th percentile in 2004-2005 to the 71st percentile on the next publication of the index.

In following with the 8-Step Continuous Improvement Model (CIM), 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 Human Resources and Customer's and Market Focus. 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*

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Kinloch Park Middle School, an outstanding neighborhood school, currently serves approximately 1,155 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 students, 2 percent White Students, 1 percent African American students, and less than one percent is classified as Other. Twenty-nine percent of the students are Limited English Proficient (LEP), and approximately thirteen 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 Fine Arts programs that include Creative Writing, Journalism, Spanish, French and Music. The school's newest endeavor is that of the four by four or eight period day. This model helps promote the initiatives set forth by the Middle School Reform Act. The school also provides an After School Enrichment program which provides tutoring and services for both students and parents.

# *School Foundation*

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## ***Leadership:***

Kinloch Park Middle School's Leadership team consists of a Principal, three Assistant Principals, one Administrative Assistant, two Reading Coaches, ten Department Chairpersons, seven 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.

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.

## ***Faculty & Staff:***

Kinloch Park Middle School employs a total of 130 full-time and 5 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, 1/2 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, 17% are new to the school, 43% have advanced degrees, two staff members are nationally board certified, and the average length of an educator's teaching time in Florida is 11 years. This diverse staff is comprised of 58% females and 42% males, of which 57% are Hispanic, 23% are White, and 20% are African-American.



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) and the results obtained from school based assessments.

### ***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 2006 – 2007 school year; these classes are in the areas of Language Arts, Mathematics, Algebra, Earth Space Science 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 Human Resources and Customers and Market Focus. 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

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## **• 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. Kinloch Park Middle School also has its teachers complete HOUSSE, which reflects a highly qualified population.

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:**

Mr. Scott Weiner, the principal, and the newest member of our administrative team has a Masters of Science in Health Education and a certificate in Educational Leadership and for 13 years has been in the education field. Mr. Weiner comes to Kinloch Park Middle School from Miami Coral Park Senior High, where he was the Assistant Principal for two years. As the assistant principal at North Miami Middle, Mr. Weiner was a key component in having the school go from a letter grade of "D" to "C". He was also able to move Norland Senior from an "F" to that of a "D". He is an outstanding and accomplished leader, who will help maintain the school's status of a "B" and / or move the school's letter grade to that of an "A" for the 2006-2007 school year at Kinloch Park Middle School. Highlights of his career include being named Regional Center III's Coral Park Senior High School Feeder Pattern Assistant Principal of the Year 2004-05. Mr. Weiner has also been a member of the Assistant Principal Steering Committee, and the MDCPS Leadership Development Institute for Teachers.

Mr. Morris Salty, an assistant principal in his fifth 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 Special Education department to improve student achievement, attendance, and parental involvement.

Ms. Helen Brown, an assistant principal in her fourth 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. Nora Bueno, an assistant principal in her seventh year, has nine years experience as a Social Studies teacher. Mrs. Bueno has been instrumental in developing and maintaining Curriculum Maps, Pacing Guides, and Instructional Focus Calendars. Mrs. Bueno 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 2006-2007 school year: September 13, 2006 October 4, 2006 November 15, 2006 January 10, 2007 February 21, 2007 April 18, 2007 May 16, 2007.

### **• 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. Students are also eligible to participate in Supplemental Education Services (SES). These students will receive instruction and strategies from private companies / industries which will help them strengthen their successes and provide improvement in their areas of deficiencies.

### **• 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. Meetings emphasizing this model will take place during the school's department chairperson meetings, team meetings, and literacy team meetings. Department Chairpersons will meet on Friday's every two weeks. Each department meets during Wednesday morning on a weekly basis. Team Leaders meet collaboratively every other Friday and meet with their respective teams on the alternating Friday. The Literacy team meets once a month to discuss current strategies and innovative programs which help students acheive their set expectations.

## 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 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 2007 Administration of the FCAT Reading Test.

### ***Needs Assessment***

Results of the 2006 FCAT Reading Test indicate that fifty-one percent of students achieved an FCAT level 3 and above. Results also showed that seventy-six percent of the lowest 25% made learning gains in Reading. Results indicate that sixth grade students showed a vast improvement in the comparisons and main idea / purpose content cluster, while improvement is needed in the words / phrases and reference and research content cluster. Results indicate that seventh grade students showed a vast improvement in the words / phrases, main idea / purpose, comparisons, and reference / research content cluster. Seventh grade students did not decline in any of the content clusters. Results indicate that eighth grade students showed a vast improvement in main idea / purpose, comparisons, and reference / research content cluster, while improvement is needed in the words / phrases content cluster. The 2006 Adequate Yearly Progress (AYP) Report indicates that students in two identified subgroups, Limited English Proficient students, and Students with Disabilities did not make adequate yearly progress according to the No Child Left Behind (NCLB) requirements. However the Hispanic and Economically Disadvantaged subgroups showed a 10% improvement in Reading and therefore made the safe harbor requirement. 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	GRADUATIO N RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 fifty-one percent of students scoring at FCAT Achievement Level 3 or higher on the 2007 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 fifty-one percent of students scoring at FCAT Achievement Level 3 or higher on the 2007 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 fifty-one percent of students scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Continue to implement and monitor Reciprocal Teaching and CRISS strategies in all curriculum classes.	Principal, Assistant Principals	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement Scholastic Read 180 Program in all Intensive Reading and Intensive Reading Plus classes.	Principal Assistant Principal for Curriculum, Reading Coaches	8/14/2006	5/30/2007	District Strategic Plan	\$5000.00
Monitor implemented curriculum maps, pacing guides, 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	8/14/2006	05/30/2007	District Strategic Plan	\$1000.00
Student Folders will be developed for each student not meeting state-developed criteria on the 2006 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	8/14/2006	5/30/2007	District Strategic Plan	\$500.00
Provide individualized tutorial services and/or Supplemental Education Services (SES) for all students not meeting the NCLB Federal standards.	Principal, Assistant Principals	09/18/2006	2/22/2007	District Strategic Plan	\$10000.00
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	Principal, Assistant Principal for Curriculum, Reading Coaches	8/14/2006	5/30/2007	District Strategic Plan	\$38000.00



## **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 2007 FCAT Reading test. Results of the Maze, District Reading Interim Assessments, and a school developed Progress Test will also be used to monitor the students' 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 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 2007 administration of the FCAT Mathematics Test.

### ***Needs Assessment***

Results of the 2006 FCAT Mathematics Test indicate that forty-six percent of students achieved an FCAT level 3 and above. Results also show that sixty-nine percent of students made learning gains in Math. Results indicate that sixth grade students maintained their learning gains in the content cluster of Measurement, while improvement is needed in the areas of Number Sense, Geometry, Algebraic Thinking, and Data Analysis. Results show that seventh grade students showed vast improvement in the content cluster of Number Sense. They were able to maintain their learning gains in Measurement, Geometry, and Algebraic Thinking. Seventh grade students need improvement in the content cluster of Data Analysis. Results show that eighth grade students were able to maintain their learning gains in the content clusters of Geometry, Algebraic Thinking, and Data Analysis. Eighth grade students need improvement in the content cluster of Number Sense.

The 2006 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	GRADUATIO N 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 an eighteen percentage point increase to attain the No Child Left Behind (NCLB) requirements of fifty-six percent of students scoring at FCAT Achievement Level 3 or higher on the 2007 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 an eighteen percentage point increase to attain the No Child Left Behind (NCLB) requirements of fifty-six percent of students scoring at FCAT Achievement Level 3 or higher on the 2007 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 an eighteen percentage point increase to attain the No Child Left Behind (NCLB) requirements of fifty-six percent of students scoring at FCAT Achievement Level 3 or higher on the 2007 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 thirty-four percentage point increase to attain the NCLB requirements of fifty-six percent of students scoring at FCAT Achievement Level 3 or higher on the 2007 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-six percentage point increase to attain the NCLB requirements of fifty-six percent of students scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Identify and target students who scored at FCAT Level 1 and 2, and schedule them into a Remedial / Developmental Mathematics class to provide remediation in math skills in addition to their required Mathematics class.	Principal, Assistant Principal for Curriculum, Mathematics Department Chairperson	8/14/2006	5/30/2007	District Strategic Plan	\$30000.00
Student Folders will be developed for each student not meeting state-developed criteria on the 2006 FCAT which will include strategies such as: differentiated instruction, the use of manipulatives, and FCAT Explorer.	Principal, Assistant Principal for Curriculum	8/14/2006	5/30/2007	District Strategic Plan	\$500.00
Accelerate and compact the mathematics curriculum in order to challenge all students to reach their full mathematical ability, by	Principal, Assistant Principal for Curriculum, Mathematics Department Chairperson	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

offering Algebra, Gifted, and the Advanced Academics Program.					
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	9/11/2006	9/22/2006	District Strategic Plan	\$0.00
Continue to align the Mathematics and Science District / School Wide Curriculum Maps and Pacing guides to help facilitate instructional delivery and help meet the needs of our students.	Principal, Assistant Principal for Curriculum, Mathematics Department Chairperson	8/14/2006	5/30/2007	District Strategic Plan	\$1000.00
Provide individualized tutorial services and/or Supplemental Educational Services (SES) for all students not meeting the No Child Left Behind (NCLB) Federal guidelines.	Principal, Assistant Principals	9/18/2006	2/22/2007	District Strategic Plan	\$10000.00

## 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 2007 FCAT Mathematics test. Results of the District Mathematics Interim Assessments and a school-developed 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 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 2007 administration of the FCAT Writing Plus Test.

### **Needs Assessment**

Results of the 2006 FCAT Writing Plus Administration indicate that eighty-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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Measurable Objective

Given instruction using the Sunshine State Standards, students in eighth grade will increase their writing skills as evidenced by one percentage point in the percent of students scoring at 4.0 or higher on the 2007 FCAT Writing Plus Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Continue to implement and monitor CRISS strategies in all curriculum classes.	Principal, Reading Coaches, Language Arts Department Chairperson	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Administer FCAT Writing pre, progress, 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	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Maintain writing portfolios for each student focusing on persuasive and expository prompts.	Principal, Assistant Principal for Curriculum, Language Arts Department Chairperson	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
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	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
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, Facts, Incidents, Reasons, Examples, Statistics, (FIRES) and the components of writing to convince.	Principal, Assistant Principal for Curriculum, Language Arts Department Chairperson	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Student Folders will be developed for each student who did not meeting state-developed criteria on the 2006 FCAT Writing Plus Test.	Principal, Assistant Principal for Curriculum	8/14/2006	5/30/2007	District Strategic Plan	\$500.00
Provide individualized tutorial services and/or Supplemental Educational Services (SES) for all students not meeting the No Child Left Behind (NCLB) federal	Principal Assistant Principals	9/18/2006	2/22/2007	District Strategic Plan	\$10000.00

## **Research-Based Programs**

Prentice Hall 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 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 2007 FCAT Writing Plus Test as well as scores obtained from a school developed pre, progress, and post 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 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 type="checkbox"/>	<input checked="" type="checkbox"/>

### ***GOAL 4 STATEMENT:***

Students will improve their science process skills on the 2007 administration of the FCAT Science Test.

### ***Needs Assessment***

Results of the 2006 FCAT Science Test indicate that fifteen percent of eighth grade students achieved an FCAT level 3 and above. Results also indicate that eighth grade students showed vast improvement in the content cluster of Earth / Space and Life / Environmental, while improvement in Physical / Chemical and Scientific Thinking is needed.

## Measurable Objective

Given instruction using the Sunshine State Standards, students in eighth grade will improve their science performance as evidenced by students scoring at FCAT achievement level 3 or higher on the 2007 administration of the FCAT.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Coordinate with the mathematics department to establish stronger correlations between Curriculum Maps, Pacing Guides, 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	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
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	03/2007	03/2007	District Strategic Plan	\$0.00
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	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Adopt, incorporate and implement the Pacing Guides for Comprehensive Science 1, 2, and 3 as suggested by the Department of Science.	Principal, Assistant Principal for Curriculum, Science Department Chairperson	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Develop student folders for all students scoring below a 70 percent on the science quarterly assessments administered during the 2006-2007 school year.	Principal, Assistant Principal for Curriculum	8/14/2006	5/30/2007	District Strategic Plan	\$500.00
Conduct at least three mandatory laboratory hands-on activities for sixth, seventh, and eighth grade students that address Physical and Chemical Science, Scientific Thinking, and Scientific Techniques and methods each nine weeks.	Principal, Science Department Chairperson	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Conduct weekly timed science readings for sixth, seventh, and eighth grade students that strengthen science vocabulary in order to	Principal, Science Department Chairperson	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

increase student comprehension of written material.					
Provide individualized tutorial services for all students not meeting the No Child Left Behind (NCLB) federal guidelines.	Principal Assistant Principals	9/18/2006	2/22/2007	District Strategic Plan	\$10000.00

## Research-Based Programs

Science Engineering Communication Mathematics Enhancement Program (SECME)

Glencoe / Mc Graw Hill: Science Textbook Series

Earth / Space Science: Holt 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 2007 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*

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<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. For the 2005-2006 school year, an average of one hundred parents attended honor roll assemblies, parent conferences and articulation meetings.

Parent attendance at PTSA and EESAC meetings during the 2005 – 2006 school year also reveals that less than two percent of parents attend monthly meetings.

## Measurable Objective

Given the need for increased parental involvement, the number of parents attending school sponsored events during the 2006-2007 school year will increase by fifty parents when compared to the 2005-2006 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Continue to utilize the in-school resource center for parents where they have access to computers and relevant school information.	Principal, Community Involvement Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
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	9/7/2006	9/7/2006	District Strategic Plan	\$0.00
Conduct quarterly individual conferences with parents of students who are not meeting standards in one or more classes.	Principal, Student Services Department Chairperson	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
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	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Continue to provide a monthly calendar of school events and a quarterly informational newsletter to parents.	Principal, Community Involvement Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$1500.00
Hold team parent conferences with parents where students' strengths and weaknesses are discussed and goals for each child are collaboratively set.	Principal, Grade Level Chairpersons	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

### 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.
7. Provide monthly workshops in collaboration with the Parent Academy.

## **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 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 type="checkbox"/>	<input 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. Data obtained from SCMS for the 2005-2006 school year show that sixty-three students received a referral due to a uniform violation.

## 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 referral for uniform violations in the 2006 – 2007 school year as compared to the 2005 – 2006 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide uniform vouchers for those students qualifying for free or reduced lunch.	Principal, Assistant Principals	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Designate a uniform committee and implement a plan of action for uniform violation procedures including set consequences and incentives.	Principal, Assistant Principals	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
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	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide incentives for students who adhere to uniform policies and expectations.	Principal, Assistant Principals, Grade Level Chairpersons	8/14/2006	5/30/2007	District Strategic Plan	\$500.00
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	08/21/2006	8/21/2006	District Strategic Plan	\$0.00
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	8/23/2006	08/25/2006	District Strategic Plan	\$0.00

## 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 referrals 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*

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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:***

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

### ***Needs Assessment***

The Excelsior Gradebook 2 Program offers several user-friendly options for teachers, parents and students in relation to academic progress, daily attendance and conduct. Results of an in-house survey shows that additional training in the parental viewer component of the gradebook is needed. Results also show that teachers want and need a column for conduct grades in printed (hardcopy) progress reports.

## Measurable Objective

Given adequate training in the Excelsior Gradebook 2 Program, the number of teachers who help parents utilize the parent viewer will increase by two percent within the 2006-2007 school year.

Given adequate training in the Excelsior Gradebook 2 Program and other technology related programs (Microsoft Excel), teachers will be able to create and add conduct information to the school's printed progress report.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide opportunities and planning time for teachers to enter the designated information; such as assignments and grades.	Principal, Assistant Principals, Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide a mentoring program where teachers can pair up with other teachers for assistance using the gradebook program.	Principal, Computer Specialist, Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide quarterly professional developments for teachers to discuss concerns and ask pertinent questions.	Computer Specialist, Classroom Teachers, Assistant Principals	8/14/2006	5/30/2007	District Strategic Plan	\$1000.00
Provide weekly print out of grades utilizing differentiated instruction.	Principal, Assistant Principals, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide monthly informational sessions for parents to access their child's information.	Principal, Technology Department Chairperson, Community Involvement Specialist (CIS)	8/14/2006	5/30/2007	District Strategic Plan	\$1000.00
Conduct Electronic Gradebook orientations on Technology during the first week of school, in which teachers receive detailed information.	Principal, Assistant Principals Computer Specialist	08/10/2006	08/10/2006	District Strategic Plan	\$0.00

## 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 surveys, sign in sheets, and printed gradebook sheets.

## GOAL 8: HEALTH & PHYSICAL FITNESS

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

#### *Florida Education Priorities*

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input 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 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 2005 – 2006 Physical Fitness report shows that 68% 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 three percentage point increase in the numbers of students achieving this goal in the 2006 – 2007 school year as compared to the 2005 – 2006 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		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	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Conduct weekly practice sessions for each of the physical fitness components.	Principal, Physical Fitness Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Conduct quarterly practice exams every nine weeks in physical education classes.	Principal, Physical Fitness Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
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	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide opportunities for students to pair up with another student in order to increase motivation in physical education classes.	Principal, Physical Fitness Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide quarterly incentives for students showing progress in physical education.	Principal, Physical Fitness Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$500.00

## Research-Based Programs

Not Applicable

## Professional Development

1. Provide opportunities for physical education teachers to share best practices.
2. Provide staff development on effective communication.
3. Provide opportunities for physical education 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 2006-2007 school year, the dance classes will host two student exhibitions when compared to that of the annual performance conducted in the 2005-2006 school year.

### ***Needs Assessment***

Given the implementation of school-wide a dance curriculum, students in grades six through eight will participate in two student exhibitions showcasing their success and achievement.



## Measurable Objective

For the 2006-2007 school year, all dance 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		ALIGNMENT	BUDGET
		START	END		
Highlight student contributions and accomplishments through the monthly newsletter, The Scorpion Brief, with articles and photographs.	Principal, Elective Department Chairperson, Newsletter Sponsor	8/14/2006	5/30/2007	District Strategic Plan	\$500.00
Conduct quarterly conferences with students emphasizing their successes and opportunities for improvement in dance.	Principal, Assistant Principals, Dance Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide opportunities for students to pair up with other students in the same dance topic.	Principal, Elective Department Chairperson, Dance Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide student showcases and/or fairs in Dance.	Principal, Elective Department Chairperson, Dance Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide quarterly incentives for students showing progress in their dance classes.	Principal, Elective Department Chairperson, Dance Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$500.00
Highlight student achievement in dance classes using the closed circuit television (KTV) during morning announcements.	Principal, Elective Department Chairperson, Media Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

### Research-Based Programs

Not Applicable

### Professional Development

1. Provide opportunities for dance teachers 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 the dance 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*

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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:***

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 2004-2005, Kinloch Park Middle School ranked at the 70th 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 70th percentile in 2004-2005 to the 71st percentile on the next publication of the index.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide opportunities for all stakeholders to acquire information about the use of financial resources in relation to school programs.	Principal, Assistant Principals	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Consider reconfiguration of existing resources and/or utilizing other resources which include private foundation, volunteer networks.	Principal, Assistant Principals	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Collaborate with the district on resource allocations.	Principal, Assistant Principals	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

### 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 71st 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 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.

## *Budget Summary*

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Goal 1: Reading	\$54,500.00
Goal 2: Mathematics	\$41,500.00
Goal 3: Writing	\$10,500.00
Goal 4: Science	\$10,500.00
Goal 5: Parental Involvement	\$1,500.00
Goal 6: Discipline & Safety	\$500.00
Goal 7: Technology	\$2,000.00
Goal 8: Health & Physical Fitness	\$500.00
Goal 9: Electives & Special Areas	\$1,000.00
Goal 10: Return On Investment	\$0.00
<hr/>	
<b>Total:</b>	<b>\$122,500.00</b>

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:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*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.

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*Region Superintendent*