

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Kendale Elementary School (2641)

Feeder Pattern - Miami Killian Senior

Regional Center V

District 13 - Miami-Dade

Principal - Kristine Dittmar

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Kendale Elementary School (KES) is a public, non-profit organization in the Miami-Dade County Public Schools (M-DCPS) System in Miami-Dade County, Florida. Founded in 1969, the school is situated on eight acres in a middle class, predominantly Hispanic community in the Southeastern United States. The school currently serves Pre-Kindergarten through fifth grade students with an enrollment of 538. There are 91 full and part-time KES faculty and staff members providing services to our students and stakeholders in various instructional and extracurricular programs. Together, key stakeholders work cooperatively to develop and deliver the following academic, intervention, and extracurricular programs to increase student achievement, self-confidence, and provide services to our customers: Sunshine State Standards, Special Education (SPED), English Language Learners (ELL), Curriculum Content in the Home Language (CCHL), Media Center, S.T.A.R., Accelerated Reader, Art, Art Citizen Club, Music, Chorus, Bells, Spanish for Speakers and as a Second Language, Physical Education (PE), Computer Lab, H.O.T.T. Student News Broadcasts, Academic Excellence Program (AEP), Small Group Academic Intervention, and Before and After School Care. During the 2007-08 school year Kendale was designated a full-time self-contained center for Gifted students serving the Killian, Palmetto and Ferguson Feeder Patterns. Since 2000, KES has been involved with the Florida Sterling Council to focus on organizational strengths and opportunities for improvement that optimize operational and instructional processes aimed at excellence. As the first Governor's Sterling Award recipient from the M-DCPS System in 2003, KES and its staff members have served as a district role model and mentor school assisting numerous locations in the implementation of Sterling Principles/Criteria. In Fall 2007, Kendale was an honored recipient of the State of Florida Department of Education's Five Star School Award for parent and community involvement.

Given instruction based on Sunshine State Standards, the number of students meeting high standards in grades three through five will increase by five percentage points on the 2008 administration of the FCAT Reading Test as compared to the 2007 administration of the FCAT Reading Test.

Given instruction based on Sunshine State Standards the number of students scoring Level 1 and Level 2 on the 2008 administration of the FCAT Reading Test will decrease when compared to the 2007 administration of the FCAT Reading Test.

Given instruction based on Sunshine State Standards, the number of students meeting high standards in grades three through five will increase by 5 percentage points on the 2008 administration of the FCAT Mathematics Test as compared to the 2007 administration of the FCAT Mathematics Test.

Given instruction based on Sunshine State Standards the number of students scoring Level 1 and Level 2 on the 2008 administration of the FCAT Mathematics Test will decrease when compared to the 2007 administration of the FCAT Mathematics Test.

Given instruction based on Sunshine State Standards, students in grade four will improve their writing skills as evidenced by a 5 percent point increase in the percent of students achieving high standards on the 2008 administration of the FCAT Writing+.

Given instruction based on Sunshine State Standards, the number of students meeting high standards in grade five will increase by 10 percentage points on the 2008 administration of the FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

Given the schoolwide emphasis on parental and community involvement, the school will demonstrate an increase of 5 percentage points in the number of parental and community contacts as evidenced by comparing the hourly logs for the 2006-2007 to the 2007-2008 school years.

Given an emphasis on a safe and orderly environment, fire drills conducted for the 2007-2008 school year will incorporate an emergency scenario, and demonstrate at least 65 percent of all building areas evacuated within a maximum time of 2 minutes and 30 seconds as documented by data reported on the Emergency Drill Reporting System.

Given an emphasis on the use of technology in education, 100 percent of instructional personnel servicing students in Kindergarten through fifth grade will infuse SMART Board technology for the purpose of providing hands-on strategies that will supplement instruction and enhance student academic performance.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades four through five, will improve their running skills as evidenced by 50 percent of the students meeting high standards in running the one mile test on the 2007-2008 administration of the FITNESSGRAM Test.

Given emphasis on the benefits of learning a second language, the number of students in second through fifth grade will show gains when comparing results on the 2007-2008 administration of the District Spanish Pre-Test with the 2007-2008 administration of the District Post-Test.

Kendale Elementary School Return On Investment (ROI) percentile ranking will increase by at least 1 percentage point.



School Improvement Plan

2007-2008



Ninety-seven percent of Kendale's staff members indicated the following results on the Organizational Performance Improvement Snapshot Survey on a 5-point Likert scale rating. Based upon school data generated, two focus areas will be targeted for improvement in the categories of Leadership and Business Results. The items selected are pertinent to the overall success of the organization and their alignment to Human Resources and stakeholder knowledge of relevant financial needs. Leadership was ranked as the highest performance category with a total score of 4.5 on 7 items. This represents an improvement from 4.3 the previous year with a .4 growth. Item 1g continues to rank lowest in this category (average score of 4.1): Input from the staff will be solicited. School leaders will continue to involve employees in the organization's future strategic plans and organizational decision-making as applicable. Increased input from employees will be collected during quarterly reviews and grade level meetings to focus on human resources and staff options. School surveys and subsequent data will continue to be collected, analyzed, and communicated to share feedback results. Additional data indicates that Strategic Planning was the seventh ranked performance category with a total overall score of 4.1 on 3 items. This represents decrease.3 of from the previous year. To address Item 7c, our lowest item overall, (average score of 3.8): "I know how well my organization is doing financially", administrators will continue to work with school staff members and teams to streamline and/or eliminate things that get in the way of progress whenever possible. The principal will continue to share with the EESAC and staff members information on school finances. A majority of items, 95 percent, are above 4.0, and only two items 7e (3.9) and 7c (3.8) are below the 4.0 or better performance target which is equal to 5 percent. Kendale Elementary's staff members and school stakeholders take tremendous pride in striving to exceed required standards. An emphasis on performance excellence and utilizing the Continuous Improvement Model: Plan-Do-Study-Act to identify operational strengths as well as opportunities for improvement has been and will remain a priority.



School Improvement Plan 2007-2008



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.

2641 - KENDALE ELEMENTARY SCHOOL

VISION

Respect for oneself, respect for others, and respect for the power of knowledge and learning.

MISSION

We are devoted to producing successful, well-rounded citizens who will excel in a diverse, global society, equipped to meet the challenges of tomorrow.

CORE VALUES

Respect, Responsibility, Kindness, Cooperation, and Support

School Demographics

Founded in 1969, Kendale Elementary School is situated on eight acres in a middle class, predominantly Hispanic Kendall community in the Southeastern United States. Total school enrollment is 538 students with Pre-Kindergarten through fifth grade classes and a variety of instructional and extracurricular programs being provided. Average class size for the 2006-07 school years was 17.89 in grades Kindergarten through third and 20.50 in grades four and five. Kendale is a part of the Killian High School Feeder Pattern. School demographics are comprised of 67% Hispanic, 20% White Non-Hispanic, 3% African American Non-Hispanic, and 4% Asian/Native American/Multiethnic. Presently 12% of the students are identified as Limited English Proficient, 19% are in the Special Education (SPED) Program, with an inclusion rate of 48%. Additionally, 34% qualify for the free and reduced meal program. A total of 162 students attend Kendale Elementary School on out-of-area transfers which are equivalent to 30%. There are 58 full-time employees comprised of 2 administrators, 45 instructional, 5 clerical, 6 custodial and 33 part-time non-instructional employees. The majority of staff members, 49%, have worked at the school at least 4 years to well over 10 years with an average of 12 years teaching experience. Instructional personnel diversity is represented as follows: 50% Hispanic, 29% White, 14% African American, and 7% Other. As professionals in their respective field, 41% have earned Bachelor's Degrees, 49% have earned a Master's Degree, 8% have earned a Specialist's Degree and 2% have earned a Doctoral Degree. Two teachers have earned National Board Certification. Kendale Elementary utilizes a cascading leadership system where communication occurs both vertically and horizontally with staff. A strong Leadership Team of seven individuals works closely with the administration. As a high performing school, Kendale Elementary has been the recipient of numerous awards founded on organizational excellence with an emphasis on the Continuous Improvement Model. Most recently, this includes the following honors: 2007 Five Star School Award from Florida's Department of Education for parent and community involvement; 2005 and 2006 Models Schools Recognition through the Successful Practices Network; 2004 Lighthouse School Recognition by the Blue Ribbon Schools of Excellence; 2004 Intel/Scholastic's Schools of Distinction Teamwork Achievement Award; and 2003 Florida Governor's Sterling Award for Organizational Performance Excellence. We have been recognized as a top-ten location in student attendance percentages for over 200 District elementary schools, reaching sixth place overall for the 2004-2005 school year - our best ranking ever. Together, key stakeholders join hands to provide outstanding academic and extracurricular programs focusing on the school's mission, vision, values, and goals. At Kendale, all students learn to develop their minds to master the skills needed to become lifelong learners, and to remain one step ahead. Schoolwide strengths include an emphasis on data, measurement, analysis and knowledge management; leadership; and customer and market focus. Opportunities for improvement include refining strategic planning/curriculum mapping and focusing on school processes. Additional strengths and opportunities for improvement on the Organizational Performance Improvement Snapshot Survey have been summarized in the School Foundation section with suggested strategies to implement. In order for Kendale to remain a high performing school, the following challenges must be addressed: maintaining a motivated, innovative, and professional faculty and staff that prides itself on exceeding excellent work standards in view of the increasing demands that are placed upon schools; dealing with the frustrations of school construction and maintenance of numerous repairs required to facilitate optimal learning environments; expanding the library collection with limited school funds; expanding technology with limited school funds.

School Foundation

Leadership:

Ninety-seven percent of Kendale's staff members indicated the following results on the Organizational Performance Improvement Snapshot Survey for School Leadership on a 5-point Likert scale rating: Leadership was ranked as the highest performance category with a total score of 4.5 on 7 items.

Strengths include:

Item 1a (average score of 4.7): I know my organization's mission.

Item 1b (average score of 4.6): My supervisor uses our organization's values to guide us.

Item 1c (average score of 4.6): My supervisor creates a work environment that helps me do my job.

Opportunities for Improvement include:

Item 1g (average score of 4.1): My organization asks me what I think. Input from the staff will continue to be solicited. School leaders will continue to involve employees in the organization's future strategic plans and organizational decision-making as applicable. Increased input from employees will be collected during quarterly reviews and grade level meetings to focus on human resources and staff opinions. School surveys and subsequent data will continue to be collected, analyzed, and communicated to share feedback results.

District Strategic Planning Alignment:

Ninety-seven percent of Kendale's staff members indicated the following results on the Organizational Performance Improvement Snapshot Survey for Strategic Planning on a 5-point Likert scale rating: Strategic Planning was ranked as the seventh performance category with a total overall score of 4.1 on three items.

Strengths include:

Item 2c (average score of 4.2): I know how to tell if we are making progress on my work group's part of the plan.

Item 2b (average score of 4.2): I know the parts of my organization's plans that will affect me and my work.

Opportunities for Improvement include:

Item 2a (average score of 4.1): As it plans for the future, my organization asks for my ideas. School leaders will continue to involve employees in the organization's future strategic plans and organizational decision-making as applicable. Increased input from employees will be collected during quarterly reviews and grade level meetings to focus on human resources and staff opinions. School surveys and subsequent data will continue to be collected, analyzed, and communicated to share feedback results. Leaders will share with staff the organizational plan that directly affects the employee.

Stakeholder Engagement:

Ninety-seven percent of Kendale's staff members indicated the following results on the Organizational Performance Improvement Snapshot Survey for Customer and Market Focus on a 5-point Likert scale rating: Customer and Market Focus was ranked as the fifth highest performance category with a total score of 4.3 on 5 items.

Strengths include:

Item 3a (average score of 4.6): I know who my most important customers are.

Item 3b (average score of 4.5): I keep in touch with my customers.

Opportunities for Improvement include:

Item 3d (average score of 4.1): I ask my customers if they are satisfied or dissatisfied with my work. School surveys as well as the District's School Climate Survey will continue to be utilized. All results and subsequent data will continue to be collected, analyzed, and communicated to share feedback results.

Item 3e (average score of 4.2): I am allowed to make decisions to solve problems for my customers. School leaders will continue to empower staff members to make decisions to solve problems for students, parents, and colleagues whenever possible. Administrative support will also continue to be provided at all times.

Faculty & Staff:

Ninety-seven percent of Kendale's staff members indicated the following results on the Organizational Performance Improvement Snapshot Survey for Human Resource Focus on a 5-point Likert scale rating: Human Resource Focus was ranked as the fourth highest performance category with a total score of 4.3 on 6 items.

Strengths include:

Item 5e (average score of 4.5): I have a safe workplace.

Opportunities for Improvement include:

Item 5d (average score of 4.2): I am recognized for my work. School leaders will ensure common teacher collaboration time is made available to facilitate teamwork as grade levels, departments, and Quality Improvement Teams. School leaders and colleagues will be encouraged to highlight and share their best practices during team meetings and staff meetings. Articulation between grades levels and programs will continue through schoolwide Quality Improvement Teams, vertical and horizontal staff meetings, and common teacher collaboration time. Additional feedback on their performance will be given through post-observation conferences, informal observations, school recognition awards such as the Positive People Program, Perfect Attendance Certificates, and specialized survey data. Personal thank yous and employee

appreciation will also be prioritized for administrators with support from our Parent Teacher Association.

Data/Information/Knowledge Management:

Ninety-seven percent of Kendale's staff members indicated the following results on the Organizational Performance Improvement Snapshot Survey for Measurement, Analysis, and Knowledge Management on a 5-point Likert scale rating: Measurement, Analysis, and Knowledge Management was the second highest ranked performance category with a total score of 4.4 on 6 items.

Strengths include:

Item 4a (average score of 4.5): I know how to measure the quality of my work.

Item 4b (average score of 4.5): I know how to analyze (review) the quality of my work to see if changes are needed.

Opportunities for Improvement include:

Item 4e (average score of 4.3): I get all of the important information I need to do my work. We will continue to forward information to appropriate staff members regarding requirements and procedures that must be implemented as soon as it is received. Further emphasis on future timelines and/or due dates will continue to be highlighted utilizing the Weekly Bulletin. Proactively communicating requirements will also be shared through meetings or e-mail.

Education Design:

Ninety-seven percent of Kendale's staff members indicated the following results on the Organizational Performance Improvement Snapshot Survey for Process Management on a 5-point Likert scale rating: Process Management was the sixth ranked performance category with a total score of 4.2 on 4 items.

Strengths include:

Item 6a (average score of 4.2): I can get all of the resources I need to do my job.

Item 6b (average score of 4.2): I collect information (data) about the quality of my work.

Item 6c (average score of 4.2): We have good processes for doing our work.

Opportunities for Improvement include:

Item 6d (average score of 4.1): I have control over my work processes.

Although we focus a considerable amount of time and strategic planning effort in managing educational design processes within our control and their implementation, we will continue to strive towards greater efficiency and effectiveness. School staff will continue to highlight and map out school processes and use specialized forms to clarify/document required procedures. Processes that drive the function of the school's Continuous Improvement Model will be prioritized.

Performance Results:

Ninety-seven percent of Kendale's staff members indicated the following results on the Organizational Performance Improvement Snapshot Survey for Business Results on a 5-point Likert scale rating: Business Results was the third ranked performance category with a total score of 4.3 on 9 items.

Strengths include:

Item 7f (average score of 4.7): My organization obeys laws and regulations.

Item 7g (average score of 4.6): My work location has high standards and ethics.

Opportunities for Improvement include:

Item 7c (average score of 3.8): I know how well my organization is doing financially.

Item 7e (average score of 3.9): My organization removes things that get in the way of progress. Administrators will continue to work with school staff members and teams to streamline and/or eliminate things that get in the way of progress whenever possible. The principal will continue to share with the EESAC and staff members information on school finances.

Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :



School Improvement Plan
2007-2008



Schools Offering Primarily Grades 6 through 12

Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :

Reading Goal

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

Florida Education Priorities

| | | | | | |
|---|-------------------------------------|--------------------------------------|-------------------------------------|-------------------------------------|---|
| 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"/> |

Reading Statement

The percentage of students in grades three through five achieving Level 3 or above on the 2008 FCAT Sunshine State Standards Reading component will be maintained to meet requirements of No Child Left Behind.

Needs Assessment

Results of the 2007 FCAT Reading Test indicate 91 percent of students have achieved Level 3 and higher, 74 percent have made annual learning gains and 67 percent of the students in the lowest 25 percent have made adequate progress. Although all subgroups met AYP, the need is to target AYP subgroups with the lowest scores and focus on the areas of main idea/purpose and comparisons.

NCLB Subgroup Target

| TOTAL | WHITE | BLACK | HISPANIC | ASIAN | NATIVE AMERICAN | F/R LUNCH | LEP | SWD |
|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <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"/> |

Measurable Objective

Given instruction based on Sunshine State Standards, the number of students meeting high standards in grades three through five will increase by five percentage points on the 2008 administration of the FCAT Reading Test as compared to the 2007 administration of the FCAT Reading Test.

Given instruction based on Sunshine State Standards the number of students scoring Level 1 and Level 2 on the 2008 administration of the FCAT Reading Test will decrease when compared to the 2007 administration of the FCAT Reading Test.

| STRATEGIES | PERSONS RESPONSIBLE | START DATE | END DATE | ALIGNMENT | BUDGET |
|---|--|------------|-----------|------------------------------|--------|
| Utilize district pacing guides to implement the Sunshine State Standards, Competency-Based Curriculum, and Grade Level Expectations. | Teachers | 8/14/2006 | 5/30/2007 | Other/ Not Applicable | 0 |
| Participate in schoolwide vertical and horizontal articulation meetings to facilitate Quality Improvement Team Action Plans and Grade Level/Department timelines to implement the Continuous Improvement Model. | Teachers and Administrators | 8/20/2007 | 6/4/2008 | Education Innovation | 0 |
| Allow ongoing inservice training opportunities related to Inclusive Practices in Reading for staff members to facilitate the Houghton Mifflin Core Reading Program | Administrators and Teachers | 8/20/2007 | 6/4/2008 | Inclusion of SWD | 0 |
| Provide instructional personnel access to SPI and PMRN databases so they may individualize instruction and meet the needs of Level 1 and Level 2 students. | Principal and Teachers | 8/20/2007 | 6/4/2008 | Continuous Improvement Model | 0 |
| Utilize Data Debriefing Protocols to determine individual student performance and identify specific learning strengths, weaknesses and target content cluster benchmarks. | Teachers and Administrators | 8/20/2007 | 6/4/2008 | Continuous Improvement Model | 0 |
| Implement FIU/ENLACE/Fit Kids tutoring program after school utilizing READ 180 computer software program. | Assistant Principal, Teachers, and Paraprofessionals | 8/20/2007 | 6/4/2008 | Continuous Improvement Model | 0 |
| Utilize Reading data charts, DIBELS and the STAR Program in order to track individual student performance data to ensure monitoring of student achievement to maintain Level 3 or higher. | Teachers and Administrators | 8/20/2007 | 6/4/2008 | Continuous Improvement Model | 0 |
| Provide a tutorial program and small group instruction for identified Level 1 students and subgroups in grades two through five in Reading to increase student proficiency levels in the areas of main idea/purpose and comparisons through the Voyager, Early Success and Soar to Success Intervention Programs. | Assistant Principal, Teachers, and Paraprofessionals | 8/20/2007 | 6/4/2008 | District-wide Literacy Plan | 2571 |

Research-Based Programs

Houghton Mifflin Core Reading Program; additional resources such as Early Success, Soar to Success, STAR, Voyager, Riverdeep and Read 180.

Professional Development

Professional development activities that include inservice training as it relates to the Continuous Improvement Model, Comprehensive Research-Based Reading Program components, Inclusive Practices, and technology will be provided by the District. Quality Improvement Teams (QITs) are utilized at the school site to provide collaborative and reflective practices among stakeholders.

Evaluation

This objective will be evaluated by scores of the 2008 FCAT Reading Test. Results from Reading Tests (DIBELS, STAR, Interim Assessments, and others as applicable) and utilizing assessment components of Voyager, Early Success and Soar to Success intervention programs will provide formative assessments which will be used to monitor progress towards the objective.

Mathematics Goal

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

Florida Education Priorities

| | | | | | |
|---|-------------------------------------|--------------------------------------|-------------------------------------|-------------------------------------|---|
| 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"/> |

Mathematics Statement

The percentage of students in grades three through five achieving Level 3 or higher on the 2008 FCAT Sunshine State Standards Mathematics component will be maintained to meet requirements of No Child Left Behind.

Needs Assessment

Results of the 2007 FCAT Mathematics Test indicate that 82 percent of students have achieved Level 3 and higher, 64 percent have made annual learning gains and 68 percent of the students in the lowest 25 percent have made adequate progress. Although all subgroups met AYP, the need is to target AYP subgroups with the lowest scores and focus on the content cluster benchmarks.

NCLB Subgroup Target

| TOTAL | WHITE | BLACK | HISPANIC | ASIAN | NATIVE AMERICAN | F/R LUNCH | LEP | SWD |
|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <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"/> |

Measurable Objective

Given instruction based on Sunshine State Standards, the number of students meeting high standards in grades three through five will increase by 5 percentage points on the 2008 administration of the FCAT Mathematics Test as compared to the 2007 administration of the FCAT Mathematics Test.

Given instruction based on Sunshine State Standards the number of students scoring Level 1 and Level 2 on the 2008 administration of the FCAT Mathematics Test will decrease when compared to the 2007 administration of the FCAT Mathematics Test.

| STRATEGIES | PERSONS RESPONSIBLE | START DATE | END DATE | ALIGNMENT | BUDGET |
|---|---|------------|----------|------------------------------|--------|
| Utilize District pacing guides to implement the Sunshine State Standards in grades K-5. | Administration and Teachers | 8/20/2007 | 6/4/2008 | Continuous Improvement Model | 0 |
| Utilize Mathematics Student Performance Indicators (SPI) charts to determine individual student performance, identify specific learning strengths, weaknesses, and provide individualized instruction that meets the needs of Level 1 and Level 2 students. | Teachers and Administrators | 8/20/2007 | 6/4/2008 | Continuous Improvement Model | 0 |
| Allow ongoing inservice training opportunities for Inclusive Practices related to Mathematics for staff members to facilitate the Houghton Mifflin Core Mathematics Program. | Administrators and Teachers | 8/20/2007 | 6/4/2008 | Continuous Improvement Model | 0 |
| Participate in schoolwide vertical and horizontal articulation meetings to facilitate Quality Improvement Team Action Plans and Grade Level/Department timelines to implement the Continuous Improvement Model. | Teachers and Administrators | 8/20/2007 | 6/4/2008 | Education Innovation | 0 |
| Utilize Data Debriefing Protocols to determine individual student performance and identify specific learning strengths, weaknesses and target content cluster benchmarks. | Teachers and Administrators | 8/20/2007 | 6/4/2008 | Continuous Improvement Model | 0 |
| Provide a tutorial program and small group instruction for identified Level 1 students and subgroups in grades two through five in Mathematics to increase student proficiency in the content cluster benchmarks. | Assistant Principal and Paraprofessionals | 8/20/2007 | 6/4/2008 | Continuous Improvement Model | 2571 |

Research-Based Programs

Houghton Mifflin Mathematics Program, Riverdeep.

Professional Development

Professional development activities that include inservice training as it relates to the Continuous Improvement Model, Comprehensive Math and Science Plan-Mathematics and Science Literacy: Bridges to Careers Program components, Inclusive Practices, and technology will be provided by the District. Quality Improvement Teams (QITs) are utilized at the school site to provide collaborative and reflective practices among stakeholders.

Evaluation

This objective will be evaluated by scores of the 2008 FCAT Mathematics Test. Results from District Interim Assessments and/or site-selected Mathematics Tests, and Riverdeep intervention component (and others as applicable) will provide formative assessments and monitor progress in the areas of data analysis, algebraic thinking and geometry.

Writing Goal

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

Florida Education Priorities

| | | | | | |
|---|-------------------------------------|--------------------------------------|-------------------------------------|-------------------------------------|---|
| 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"/> |

Writing Statement

Students in grades three through five will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed for effectively communicating in writing to meet requirements of No Child Left Behind.

Needs Assessment

Results of the 2007 FCAT Writing Test indicate that 87 percent of the students in grade four met the 2007 state required mastery level of 3.5 or above. The combined writing score on the 2007 FCAT Writing Test was 4.0, expository score was 3.9 and narrative score was 4.1. We have utilized this data to target increased writing proficiency by focusing on expository writing.

NCLB Subgroup Target

| TOTAL | WHITE | BLACK | HISPANIC | ASIAN | NATIVE AMERICAN | F/R LUNCH | LEP | SWD |
|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <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"/> |

Measurable Objective

Given instruction based on Sunshine State Standards, students in grade four will improve their writing skills as evidenced by a 5 percent point increase in the percent of students achieving high standards on the 2008 administration of the FCAT Writing+.

| STRATEGIES | PERSONS RESPONSIBLE | START DATE | END DATE | ALIGNMENT | BUDGET |
|---|-----------------------------|------------|----------|------------------------------|--------|
| Administer a schoolwide Pre- and Post-Test Writing prompts in grade levels two through five, and monthly writing prompts in Kindergarten and grade one to monitor student progress. | Teachers | 8/20/2007 | 6/4/2008 | Continuous Improvement Model | 0 |
| Participate in schoolwide vertical and horizontal articulation meetings to facilitate Quality Improvement Team Action Plans and Grade Level/Department timelines to implement the Continuous Improvement Model. | Teachers and Administrators | 8/20/2007 | 6/4/2008 | Education Innovation | 0 |
| Highlight published student work and/or projects through classroom displays. | Teachers and Administrators | 8/20/2007 | 6/4/2008 | District-wide Literacy Plan | 0 |
| Implement the use of computer Writing programs in the classrooms and/or computer lab to facilitate the Writing process. | Teachers and Administrators | 8/20/2007 | 6/4/2008 | District-wide Literacy Plan | 0 |
| Incorporate strategies from the Comprehensive Research-Based Reading Program to address vocabulary, grammar and sentence structure in the Writing process. | Teachers and Administrators | 8/20/2007 | 6/4/2008 | District-wide Literacy Plan | 0 |
| Provide instructional personnel resources such as Write Traits materials to allow for individualization of instruction and meet the needs of low-performing students utilizing the Houghton Mifflin Core Reading and Language Arts Program. | Principal and Teachers | 8/20/2007 | 6/4/2008 | Continuous Improvement Model | 0 |
| Utilize Writing SIP charts in order to track individual student performance data to insure monitoring of student achievement. | Teachers and Administrators | 8/20/2007 | 6/4/2008 | Continuous Improvement Model | 0 |

Research-Based Programs

Houghton Mifflin Core Reading and Language Arts Program and Write Traits.

Professional Development

Professional development activities that include inservice training as it relates to the Continuous Improvement Model, Comprehensive Research-Based Reading Program's writing components, Inclusive Practices, as well as Write Traits, and technology will be provided by the District. Quality Improvement Teams (QITs) are utilized at the school site to provide collaborative and reflective practices among stakeholders.

Evaluation

This objective will be evaluated by the 2008 FCAT Writing+ Test. Results of monthly, Pre- and Post-Test, or quarterly Writing samples will be utilized to provide formative assessment results which will be used to monitor progress toward the objective.

Science Goal

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

Florida Education Priorities

| | | | | | |
|---|-------------------------------------|--------------------------------------|-------------------------------------|-------------------------------------|---|
| 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"/> |

Science Statement

Sixty-four percent of students in grade five will make annual learning gains sufficient to acquire knowledge, skills, and competencies necessary to achieve Level 3 or higher on the 2008 FCAT Sunshine State Standards Science component to meet requirements of No Child Left Behind.

Needs Assessment

A total of 44 percent of fifth grade students met high standards by scoring Level 3 or above on the Science Subtest. Science Content Cluster comparative data results on the 2007 FCAT fifth grade Science Subtest indicate, the need to improve instruction in physical and chemical science, as well as scientific thinking skills so that there will be a 10 percentage point increase in the number of fifth grade students meeting high standards.

Measurable Objective

Given instruction based on Sunshine State Standards, the number of students meeting high standards in grade five will increase by 10 percentage points on the 2008 administration of the FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

| STRATEGIES | PERSONS RESPONSIBLE | START DATE | END DATE | ALIGNMENT | BUDGET |
|---|--|------------|----------|------------------------------|--------|
| Participate in schoolwide vertical and horizontal articulation meetings to facilitate Quality Improvement Team Action Plans and Grade Level/Department timelines to implement the Continuous Improvement Model. | Teachers and Administrators | 8/20/2007 | 6/4/2008 | Education Innovation | 0 |
| Provide inservice training opportunities related to the Scott Foresman Core Science Program. | Administrators and Teachers | 8/20/2007 | 6/4/2008 | Continuous Improvement Model | 0 |
| Utilize Data Debriefing Protocols to determine individual student performance and identify specific learning strengths, weaknesses and target content cluster benchmarks. | Teachers and Administrators | 8/20/2007 | 6/4/2008 | Continuous Improvement Model | 0 |
| Provide opportunities to highlight student and/or group achievements in Science, through classroom displays, on H.O.T.T. (in-house TV station) and through a Science Showcase. | Teachers and Math and Science Quality Improvement Team | 8/20/2007 | 6/4/2008 | Education Innovation | 0 |
| Utilize Scott Foresman Core Science Program materials in Kindergarten through fifth grade classes for hands-on science experiments that focus on the scientific process and scientific thinking skills. | Administrators and Teachers | 8/20/2007 | 6/4/2008 | Continuous Improvement Model | 0 |
| Utilize district pacing guides to implement the Sunshine State Standards in grades K - 5. | Teachers | 8/20/2007 | 6/4/2008 | Continuous Improvement Model | 0 |
| Implement the Hands-on-Science component for the Academic Excellence Program (AEP) for qualifying students in grades four and five. | Administrators and AEP Teachers | 9/10/2007 | 5/8/2008 | Advanced Academics | 2500 |

Research-Based Programs

Scott Foresman Core Science Program

Professional Development

Professional development activities that include inservice training as it relates to the Continuous Improvement Model, Scott Foresman Core Science Program, Comprehensive Math and Science Plan-Mathematics and Science Literacy: Bridges to Careers Program components, Inclusive Practices, and technology will be provided by the District. Professional development in Science may occur during grade level meetings where Science Lab experiments will also be discussed. Quality Improvement Teams (QITs) are utilized at the school site to provide collaborative and reflective practices among stakeholders.

Evaluation

This objective will be evaluated by the 2008 FCAT Science Test, as well as monitoring progress on the site authored/site selected, Pre- and Post-Tests and Interim Assessments in Science with attention given to physical and chemical sciences, as well as scientific thinking skills.

Parental Involvement Goal

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

Florida Education Priorities

| | | | | | |
|---|-------------------------------------|--------------------------------------|-------------------------------------|-------------------------------------|---|
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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

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"/> |

Parental Involvement Statement

School stakeholders will provide a minimum of twice as many hours as our student enrollment, to exceed cumulative volunteer service hours required of the District to reach Golden School Award status.

Needs Assessment

Results of district and parent surveys in grades Kindergarten through five indicate a positive attitude towards the increased participation of parents, guardians, family members, and community representatives. The need is to emphasize the importance of volunteerism as documented by the 2006-2007 volunteer logs showing 4,200 hours as a means to monitor parental involvement.

Measurable Objective

Given the schoolwide emphasis on parental and community involvement, the school will demonstrate an increase of 5 percentage points in the number of parental and community contacts as evidenced by comparing the hourly logs for the 2006-2007 to the 2007-2008 school years.

| STRATEGIES | PERSONS RESPONSIBLE | START DATE | END DATE | ALIGNMENT | BUDGET |
|--|--|------------|-----------|---------------------------------|--------|
| Inform parents of strategies that can be used at home to support academic achievement through print information handed out at the Resource Fair and/or Open House. | Administrators, Counselor, and Teachers | 9/4/2007 | 2/15/2008 | Exchange Meaningful Information | 0 |
| Provide Volunteer Orientations to communicate District Volunteer Program requirements, and facilitate completion of volunteer applications (PTA Standard IV). | Assistant Principal | 8/20/2007 | 6/4/2008 | Exchange Meaningful Information | 0 |
| Continue to implement Student Communication Folders and/or Agenda Planners in grades Kindergarten through grade five for the purpose of promoting student organizational skills, positive home and school communications, home learning assignments, and opportunities for parental involvement/feedback (PTA Standard I). | Administrators and Teachers | 8/20/2007 | 6/4/2008 | Education Innovation | 0 |
| Provide Parent Academy Workshops concerning academics, test-taking skills, parenting skills, and technology support (PTA Standard II and III). | Administrators, Counselor, and Teachers | 9/5/2007 | 6/4/2008 | Exchange Meaningful Information | 0 |
| Promote community attendance, communication, awareness, and support of school activities, and special events by posting information on the school's marquee, by advertising on the monthly calendar and utilizing the Connect-ED system (PTA Standard VI). | Administrators and Principal's Secretary | 8/20/2007 | 6/4/2008 | Improve Public Perception | 0 |
| Conduct parent surveys concerning parent/guardian interests related to volunteer activities/programs, and utilize information to ensure appropriate support. | Administrators and Volunteer Coordinator | 8/20/2007 | 6/4/2008 | Continuous Improvement Model | 0 |
| Inform school stakeholders about the District's initiative "The Parent Academy" through print information (PTA Standard V). | Counselor | 9/5/2007 | 6/4/2008 | Exchange Meaningful Information | 0 |

Research-Based Programs

National PTA Standards for Parent/Family Involvement.

Professional Development

The school will provide training as it relates to the District Volunteer Program in order to positively communicate program requirements and increase parental involvement. Quality Improvement Teams (QITs) are utilized at the school site to provide collaborative and reflective practices among stakeholders.

Evaluation

This objective will be evaluated by the documentation of school-site hours on the 2007-2008 volunteer logs to insure an increase from the 2006-2007 hours of 4,200.

Discipline & Safety Goal

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

Florida Education Priorities

| | | | | | |
|---|-------------------------------------|--------------------------------------|-------------------------------------|-------------------------------------|---|
| 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"/> |

Discipline & Safety Statement

Given a schoolwide emphasis on safety, all stakeholders will improve their fire drill evacuation procedures as well as prioritizing safety and supervision of the facility at all times.

Needs Assessment

Results of the 2006-2007 fire drill report demonstrated 55 percent of the fire drills conducted were evacuated within 2 minutes and 30 seconds. Based upon Critical Incident Response Team Training and due to the fact our school has a large campus with classes spread out, data indicates a continued need to improve fire drill evacuation times, and to provide emergency scenarios when conducting the evacuations. An emphasis on monitoring staff and students when provided an emergency drill scenario to reduce fire exit times will be prioritized so that all areas are evacuated within 2 minutes and 30 seconds.

Measurable Objective

Given an emphasis on a safe and orderly environment, fire drills conducted for the 2007-2008 school year will incorporate an emergency scenario, and demonstrate at least 65 percent of all building areas evacuated within a maximum time of 2 minutes and 30 seconds as documented by data reported on the Emergency Drill Reporting System.

| STRATEGIES | PERSONS RESPONSIBLE | START DATE | END DATE | ALIGNMENT | BUDGET |
|---|---|------------|-----------|----------------------------------|--------|
| Conduct a schoolwide assembly to review the mission, vision, and values, Positive People Program, discipline policy, and safety procedures for all homeroom classes. | Administrators and Teachers | 8/29/2007 | 6/4/2008 | Exchange Meaningful Information | 0 |
| Supervision of the school site by personnel and the security monitor will be conducted according to District Safety Requirements. | Administrators, Security Monitor, and All Staff Members | 8/20/2007 | 6/4/2008 | Safe and High-quality Facilities | 0 |
| Conduct monthly fire drills with emergency scenarios for all school staff, students, and visitors. | Administrators, Security Monitor, Teachers, and Zone Mechanic | 8/20/2007 | 6/4/2008 | Safe and High-quality Facilities | 0 |
| Conduct Code Red or Code Blue lockdown drills for staff, students, and visitors. | Administrators, Security Monitor, Teachers, and All Staff Members | 8/20/2007 | 6/4/2008 | Safe and High-quality Facilities | 0 |
| Implement the Walksafe Program for all students in Kindergarten through fifth grade with participation enabling students to cross the street safely and execute all safety drills in a timely manner. | Physical Education Teachers and Homeroom Teachers | 10/1/2007 | 10/5/2008 | Safe and High-quality Facilities | 0 |

Research-Based Programs

Walksafe Program

Professional Development

Staff members will participate in an informational meeting to review pertinent safety procedures such as Code Red, Code Blue and Fire Safety. As monthly fire drills are performed, the Plan-Do-Study-Act Improvement Cycle will be utilized to target opportunities for improvement. Quality Improvement Teams (QITs) are utilized at the school site to provide collaborative and reflective practices among stakeholders.

Evaluation

Based upon feedback from selected staff members monitoring progress and observing fire drill evacuation procedures with emergency scenarios, recommendations will be made to ensure optimal routes are utilized to ensure the safety and well-being of students, staff members, and any guests to our buildings. Additional input and feedback will be gathered from the school's Safety Quality Improvement Team, Critical Incident Response Team and stakeholder survey data, along with the 2007-2008 Emergency Drill Reporting System to monitor the progress of this objective.

Technology Goal

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

Florida Education Priorities

| | | | | | |
|---|-------------------------------------|--------------------------------------|-------------------------------------|-------------------------------------|---|
| 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"/> |

Technology Statement

Given the schoolwide acquisition of SMART Boards in all classrooms, instructional staff members will utilize technology to provide hands-on strategies that will supplement instruction and enhance student academic performance.

Needs Assessment

Utilizing technology resources available, 100 percent of the instructional staff has access to SMART Board technology for the purpose of providing hands-on strategies that will supplement instruction and enhance student academic performance. Training will be needed to ensure proper and frequent use of the new SMART Board technology.

Measurable Objective

Given an emphasis on the use of technology in education, 100 percent of instructional personnel servicing students in Kindergarten through fifth grade will infuse SMART Board technology for the purpose of providing hands-on strategies that will supplement instruction and enhance student academic performance.

| STRATEGIES | PERSONS RESPONSIBLE | START DATE | END DATE | ALIGNMENT | BUDGET |
|--|--------------------------------|------------|----------|------------------------------|--------|
| Provide all instructional personnel with SMART Board access for instructional purposes. | Administrators | 8/16/2007 | 6/4/2008 | Continuous Improvement Model | 0 |
| SMART Board training at the school site will be provided to instructional personnel and stakeholders. | Administrators, Selected Staff | 8/16/2007 | 6/4/2008 | Continuous Improvement Model | 0 |
| Assign mentoring teachers to assist personnel with SMART Board utilization as needed. | Administrators, Selected Staff | 8/16/2007 | 6/4/2008 | Education Innovation | 0 |
| Provide SMART Board training for community stakeholders and parents to expose them to technology being utilized in the classrooms. | Administrators, Selected Staff | 8/16/2007 | 6/4/2008 | Education Innovation | 0 |
| Provide opportunities at grade level and staff meetings to share best practices and lessons created for use with the SMART Board technology. | Administrators and Teachers | 8/16/2007 | 6/4/2008 | Education Innovation | 0 |

Research-Based Programs

SMART Board technology will be utilized to infuse research-based programs across all subject areas.

Professional Development

All instructional personnel will be provided with professional development training to successfully implement SMART Board technology as documented through the District Professional Development system.

Evaluation

This objective will be evaluated by monitoring progress of the successful completion of Professional Development components of instructional personnel.

Health & Physical Fitness Goal

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

Florida Education Priorities

| | | | | | |
|---|-------------------------------------|--------------------------------------|-------------------------------------|-------------------------------------|---|
| 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"/> |

Health & Physical Fitness Statement

Physical education provides students with the opportunity to attain their optimal level of fitness while participating in a continuous carefully planned program of developmentally age-appropriate physical activities. It is the unique role of quality physical education programs to develop the health-related fitness, physical competence, and cognitive understanding about physical activity for all students so that they can adopt healthy and physically active lifestyles. Through participation, students develop interest and skills that promote and encourage lifetime fitness for daily living and overall wellness.

Needs Assessment

FITNESSGRAM assessment data indicates that students must meet minimum health-related standards. The need is to provide students with the opportunity to attain their optimal level of physical fitness through participation in a well-rounded Physical Education program. Physical fitness achievement award statistics indicate a continued need for a schoolwide focus to improve physical fitness training for all students.

Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades four through five, will improve their running skills as evidenced by 50 percent of the students meeting high standards in running the one mile test on the 2007-2008 administration of the FITNESSGRAM Test.

| STRATEGIES | PERSONS RESPONSIBLE | START DATE | END DATE | ALIGNMENT | BUDGET |
|---|--|------------|----------|------------------------------|--------|
| Utilize the FITNESSGRAM program and administer a Pre-Test to determine baseline measures. Compare Pre- and Post-Test data to identify measures of student/school improvement. | Physical Education Teachers | 8/20/2007 | 6/4/2008 | Student Wellness | 0 |
| Develop an action plan to ensure instructional timelines provide sufficient practice opportunities to meet the goals and objectives as stated in the Presidential Physical Fitness Program. | Physical Education Teachers | 8/20/2007 | 6/4/2008 | Student Wellness | 0 |
| Recognize students that have demonstrated award level performances based upon criteria from the Presidential Physical Fitness Program. | Physical Education Teachers | 8/20/2007 | 6/4/2008 | Student Wellness | 0 |
| Monitor the progress of the physical education program to ensure activities are related to assessment component items, which would enhance specificity of training. | Administrators | 8/20/2007 | 6/4/2008 | Continuous Improvement Model | 0 |
| Monitor the appropriate amount of instructional time dedicated to fitness related activities to insure the improvement in the area of cardiovascular endurance. | Administrators, Physical Education Teachers, and Homeroom Teachers | 8/20/2007 | 6/4/2008 | Student Wellness | 0 |
| Allow ongoing inservice training opportunities related to components of physical fitness and other health/safety related areas. | Physical Education Teacher | 8/20/2007 | 6/4/2008 | Student Wellness | 0 |

Research-Based Programs

FITNESSGRAM

Professional Development

Physical Education Department team members will implement the required program according to previous District training guidelines, and incorporate additional professional development suggestions as they are communicated.

Evaluation

The FITNESSGRAM, health-related fitness test will be utilized. A checklist will be maintained by the physical education teacher to ensure student participation and progress is monitored. Additionally, results from the FITNESSGRAM program will be generated and awards provided for designated students.

Electives & Special Areas Goal

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

Florida Education Priorities

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

Electives & Special Areas Statement

Spanish students in second through fifth grade will demonstrate annual learning gains sufficient to document an acquisition of knowledge, skills, and competencies needed to master the appropriate Spanish curriculum.

Needs Assessment

Student achievement scores on grade level District Spanish Pre-Tests indicate a need to build upon the skills and competencies of vocabulary development, reading comprehension, context clues and reading fluency, so that 65 percent of students will score 70 percent or higher on the Post-Test required by the District's Spanish Instructional Program.

Measurable Objective

Given emphasis on the benefits of learning a second language, the number of students in second through fifth grade will show gains when comparing results on the 2007-2008 administration of the District Spanish Pre-Test with the 2007-2008 administration of the District Post-Test.

| STRATEGIES | PERSONS RESPONSIBLE | START DATE | END DATE | ALIGNMENT | BUDGET |
|---|--|------------|----------|------------------------------|--------|
| Plan and work as a department utilizing common teacher collaboration time. | Spanish Department Teachers | 8/20/2007 | 6/4/2008 | Continuous Improvement Model | 0 |
| Recognize students that have demonstrated award level performances based upon academic criteria from the Bilingual Department's diverse programs. | Spanish, ESOL, and CCHL Teachers | 8/20/2007 | 6/4/2008 | Continuous Improvement Model | 0 |
| Participation in the Spanish Program according to a block schedule will be implemented to optimize classroom instruction, student practice, and completion of home learning assignments. | Administrators and Teachers | 8/20/2007 | 6/4/2008 | Continuous Improvement Model | 0 |
| Utilize the computer lab to enhance the Spanish S and SL instructional program and optimize student learning with valuable technology resources to reinforce vocabulary development and instructional skills. | Spanish Teachers and Computer Lab Coordinator | 8/20/2007 | 6/4/2008 | Education Innovation | 0 |
| Utilize the District's Spanish Pre-Test and Post-Test assessments to document and monitor overall student Spanish performance in vocabulary development, reading comprehension, context clues and reading fluency. | Spanish Teachers | 8/20/2007 | 6/4/2008 | Continuous Improvement Model | 0 |
| Provide a small group instruction utilizing the Scott Foresman Spanish Program for identified students in grades two through five in Spanish to increase student proficiency in the area of vocabulary development, reading comprehension, context clues and reading fluency. | Administrators, Spanish Teachers, and Paraprofessional | 8/20/2007 | 6/4/2008 | Continuous Improvement Model | 0 |

Research-Based Programs

Scott Foresman Spanish Program

Professional Development

Spanish Department team members will implement the required curriculum according to previous District training guidelines, and incorporate additional professional development suggestions as they are communicated.

Evaluation

This objective will be evaluated by a comparison of Pre-Test and Post-Test results on a District Spanish Assessment. Results from site-developed and program component assessments (others as applicable) will provide data to monitor progress in the areas of vocabulary development, reading comprehension, context clues and reading fluency.

Return On Investment Goal

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

Florida Education Priorities

| | | | | | |
|---|-------------------------------------|--------------------------------------|-------------------------------------|-------------------------------------|---|
| 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"/> |

Return On Investment Statement

Kendale Elementary School will continue to focus on improvements to the ROI index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FDOE indicate that in 2004-05, Kendale Elementary School ranked at the 65th percentile as reported on the State of Florida's ROI index.

Measurable Objective

Kendale Elementary School Return On Investment (ROI) percentile ranking will increase by at least 1 percentage point.

| STRATEGIES | PERSONS RESPONSIBLE | START DATE | END DATE | ALIGNMENT | BUDGET |
|--|--|------------|----------|------------------------------|--------|
| Become more informed about the use of financial resources in relation to school programs. | Principal | 8/16/2006 | 6/4/2008 | Continuous Improvement Model | 0 |
| Consider shared use of facilities and partnering with community agencies. | Principal, Assistant Principal, PTA, and Dade Partners | 8/16/2007 | 6/4/2008 | Continuous Improvement Model | 0 |
| Collaborate with the District on resource allocation. | Administrators | 8/16/2007 | 6/4/2008 | Continuous Improvement Model | 0 |
| Consider reconfiguration of existing resources by taking advantage of a broader resource base, e.g. private foundations, volunteer networks. | Administrators | 8/16/2007 | 6/4/2008 | Continuous Improvement Model | 0 |

Research-Based Programs

State of Florida ROI Index

Professional Development

Disseminate information to all stakeholders

Evaluation

On the next State of Florida ROI index publication, Kendale Elementary will show progress by maintaining or improving its 2004-05 score in the 65th percentile.

EESAC Compliance

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

Budget:

School budgetary information was presented by the principal to ensure the EESAC is aware of Kendale's operating budget. Decisions on EESAC funds are made based upon the schoolwide needs assessment. The EESAC supports the use of student enhancement funds if provided, for hourly paraprofessionals and hourly funds for teachers to support academic intervention programs.

Training:

A schoolwide Professional Development Needs Assessment survey was conducted in September 2007, to gather input from staff members related to areas of interest for future training opportunities.

Instructional Materials:

Staff members have embraced the new Scott Foresman Science instructional materials to support the focus on Science. The EESAC is aware of these new instructional materials and looks forward to supporting the new Science textbook series implementation as needed.

Technology:

The EESAC supports a continued emphasis on the school's Technology Action Plan which prioritizes school needs. Software, printers, and student workstations continue to be updated as funds are available. Professional development related to new technologies and the use of SMART Boards is recommended.

Staffing:

The EESAC strongly supports the PTA and school's recommendation to hire part-time paraprofessionals and hourly teachers to address academic intervention programs and coordinate hands-on science activities. Additionally, use of a part time paraprofessional in coordinating and facilitating computer lab academic programs with educational personnel has been strongly supported to ensure the optimal use of remediation, enrichment, and a myriad of other technology related resources available to augment instruction and assessment of student progress in all academic areas.

Student Support Services:

The EESAC strongly supports the administration's efforts and part-time school nurse to obtain specialized student support services for seven students with severe health implications. Additionally, the EESAC strongly advocates for a variety of student support services provided at the school, including but not limited to: counseling, Student Support Teams (SST), monitoring of quarterly academic achievement, and academic interventions.

Other Matters of Resource Allocation:



School Improvement Plan 2007-2008



The EESAC has been a strong supporter of all budget/resource allocations presently targeted at our school. EESAC funds have been designated to support hourly paraprofessionals during the school day for academic intervention programs. Additional assistance is pursued through support from the District, Regional Center, PTA, volunteers, and Kendale Benefactors or Dade Partners.

Benchmarking:

The EESAC strongly supports Kendale Elementary's pursuit of organizational performance excellence through benchmarking with high performing local/district, state, national, and/or best in class organizations. The school's involvement with business processes aligned to the Florida Sterling Council criteria has enabled the school to recognize strengths and opportunities for improvement based upon the Plan-Do-Study Act Improvement Cycle. Through multiple years of incorporating the Continuous Improvement Model, Kendale has participated as a member of the Successful Practices Network sponsored by the International Center for Leadership in Education. As a member of this network, Kendale participated in a national learning community to exchange best instructional practices, successful methodologies, and peer support with other member schools.

School Safety & Discipline:

The EESAC and the entire school community prioritizes safety and has recommended the continued use of a schoolwide discipline plan to promote the school's Mission, Vision, and Values. Kendale students participate in the following programs: Safety Patrols, DARE, Walksafe, and the Positive People Program. The Positive People Program is in its seventh year of implementation and has yielded excellent school performance results. A Safety Quality Improvement Team is in place to monitor all aspects of safety and security at the school.

Budget Summary

| BY GOAL | TOTAL BUDGET |
|---------------------------|---------------------|
| Reading | 2571 |
| Mathematics | 2571 |
| Writing | 0 |
| Science | 2500 |
| Parental Involvement | 0 |
| Discipline & Safety | 0 |
| Technology | 0 |
| Health & Physical Fitness | 0 |
| Electives & Special Areas | 0 |
| Return On Investment | 0 |
| Total | 7642 |



School Improvement Plan 2007-2008



Date of Review: _____

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

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