

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Kendale Lakes Elementary School (2651)

Feeder Pattern - Miami Sunset Senior

Regional Center VI

District 13 - Miami-Dade

Principal - Margaret Ferrarone

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Kendale Lakes Elementary School is located in a suburban middle class, multiethnic community in the southwest section of Miami-Dade County, Florida. The school serves 913 students from pre-kindergarten to fifth grade and house an Special Education Center. After analyzing and evaluating pertinent data such as the School Demographic and Academic Profiles, the Florida Comprehensive Assessment Test, Sunshine State Standards, Norm Referenced Test results, the Stanford Achievement Test-10, Florida Comprehensive Assessment Test Writing results, the 2006-2007 School Improvement Plan results, the School Climate Survey, and the Miami-Dade County Public Schools Statistical Highlights 2006-2007, Kendale Lakes Elementary School's staff, in conjunction with the Educational Excellence School Advisory Council (EESAC), has identified the following objectives as schoolwide priorities for the 2007-2008 school year. Utilizing pertinent data and the Continuous Improvement Model, differentiated instructional strategies will be developed to assist students in their areas of deficiencies.

Given instruction using the Sunshine State Standards, 85 percent of the students in grades 3-5 will achieve Level 3 or higher on the 2008 administration of the FCAT Reading test.

Given instruction using the Sunshine State Standards, 87 percent of the students in grades 3-5 will achieve Level 3 or higher on the 2008 administration of the FCAT Mathematics test.

Given instruction using the Sunshine State Standards, 94 percent of the students in grade 4 will achieve Level 3.5 or higher on the 2008 administration of the FCAT Writing Plus test.

Given instruction using the Sunshine State Standards, 52 percent of the students in grade 5 will achieve Level 3 or higher on the 2008 administration of the FCAT Science test.

Given the need to establish a link with the home and community to support the efforts of improving the academic achievement of students, parental attendance at school meetings and events will increase from 39 percent to 41 percent as determined by the 2007-2008 volunteer and attendance rosters.

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

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

Given the need to increase student physical fitness, 65 percent of students enrolled in physical education classes will achieve Gold or a Silver award as documented by the 2007-2008 FITNESSGRAM report.

Given the need to increase opportunities for participation in exhibitions and in-house contests, a minimum of 15 percent of students in grades K-5 will participate in scheduled school events related to the arts that showcase various talents this school year.

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

Following an analysis of the Office of Performance Improvement Survey (OPIS) which was completed by more than 90% of the school staff, the two areas in need of improvement are: Item 2a (As it plans for the future, my work location asks for my ideas) and item 7C (I know how well my work location is doing financially). When possible, resources will be provided when needed to enhance curriculum instruction. Additionally, in the future, the administration will share financial information which impacts the learning environment and any other financial information pertaining to our school site relating to school improvement. Through our continuous school improvement initiative, and the collaboration of parents, staff and community, we will strive to prepare students to become productive, responsible and problem solving citizens who are ready to meet the challenges of our technological and multicultural society.



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.

2651 - KENDALE LAKES ELEMENTARY SCHOOL

VISION

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

MISSION

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

CORE VALUES



School Improvement Plan 2007-2008



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.

School Demographics

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

The school serves 913 students from neighboring communities. This population includes 70 percent of the students in the general education curriculum, 29 percent in the Special Education program and 1 percent considered At Risk. Of the 913 students, 23% are identified English Language Learners (ELL) and 58% are economically disadvantaged. The ethnic/racial make-up of the student population is 12.2% non-Hispanic, 81.5 % Hispanic, 3.2% black, and 3.1% multi-racial. The school's mobility rate is 24%. Kendale Lakes Elementary School employs 106 full time staff members and 30 part time staff members. The staff consists of two administrators: one Principal and one Assistant Principal. There are 58 classroom teachers at Kendale Lakes Elementary School; 38 basic education teachers and 20 special education teachers. One full time counselor provides effective strategies for the social and emotional well being of the students. The ethnic/racial makeup of the staff is 66% Hispanic, 27% non-Hispanic, 8% black and 1% multi-racial. The entire instructional staff is degreed personnel; one percent holds Doctorate Degrees, nine percent hold Specialist Degrees, 44% hold Masters' Degrees and 47% hold Bachelors' Degrees. Additionally, 2% is National Board Certified. The average years of teaching experience of the staff are 11 years with an average salary of \$39,745. There are approximately 115 identified Special Education (SPED) students at Kendale Lakes Elementary School. Numerous modifications are made to accommodate the needs of these students. We offer several class configurations including self-contained, resource, mainstream and inclusion classes. Reduced class sizes are offered to maintain behaviors that are appropriate and conducive to learning. One of the greatest challenges being faced at this time at Kendale Lakes Elementary is the enrollment decline over the last three years due to the growth of charter schools competing for our students and boundary changes.

School Foundation

Leadership:

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

District Strategic Planning Alignment:

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

Stakeholder Engagement:

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

Faculty & Staff:

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

Data/Information/Knowledge Management:

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

Education Design:

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

Performance Results:

Results of this category were also a 4.2, which indicate a general satisfaction with the school efforts to improve performance. The school has maintained a school grade of "A," for seven consecutive years. In addition, the school continues to focus on improving the English Language Learners students and Special Education student scores through programs such as Smart Tutor and Leap Track.

Schools Graded 'C' or Below

Professional Development:

N/A

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

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

Needs Assessment

Results of the 2007 FCAT Reading Test indicate that 82 percent of students scored Level 3 or higher in Reading. As per the No Child Left Behind Act (NCLB) adequate yearly progress report, students in the English Language Learner (ELL) and Students with Disabilities (SWD) subgroups met the desired 51percent proficiency Level of 3 or above on the 2007 FCAT Reading Test. Level 5 students made up 8 percent of the 3rd grade class, 9 percent of the 4th grade and 6 percent of the 5th grade class. After an in depth analysis of the 2007 FCAT Reading content cluster, students in grade 3 will benefit from intensified instruction in Words and Phrases, Main Idea/Purpose and Reference and Research. Students in grade five will benefit from intensified instruction in Words and Phrases. Additionally, assessment of AYP data reveals that emphasis needs to be placed on ELL students and SWD scoring at proficiency. Our focus is to move students from Level 1 and Level 2 to proficiency level by utilizing specific reading strategies and instructional materials in the classroom.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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 using the Sunshine State Standards, 85 percent of the students in grades 3-5 will achieve Level 3 or higher on the 2008 administration of the FCAT Reading test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Disaggregate and analyze data from the 2007 FCAT Reading Test to identify strengths and weaknesses. To implement the district suggested focus calendar for reading in the areas of Words and Phrases, Main Idea/Purpose, and Reference and Research utilizing the Continuous Improvement Model to modify instruction as needed.	Principal, Classroom Teachers	08/14/2007	5/16/2008	Continuous Improvement Model	0
Provide remediation during school hours, Level 1 and 2 students, ELL, and SWD students in grades K-5 based on assessment data. Research based programs such as: Reading Plus, LeapTrack, Assessment and Instructional System, and Voyager Passport will be used during small group instruction.	Principal, Assistant Principal/Reading Coaches/Teachers	08/08/2007	05/16/2008	District-wide Literacy Plan	0
Implement a self-contained setting for Tier 2 students to receive research-based targeted Reading instruction.	Principal, Assistant Principal/Reading Coaches/Teachers	9/5/2007	5/16/2008	District-wide Literacy Plan	0
Use the data from the DIBELS assessment to identify students scoring in the lowest 25 percentile and utilize differentiated reading instruction to target deficient areas in order to increase DIBELS scores.	Principal, Reading Coaches/Classroom teachers	10/3/2007	5/30/2008	District-wide Literacy Plan	0
Implement the Reading First Grant Program K-12 which includes 2 Reading Coaches who will facilitate staff on how to implement the Comprehensive Research Reading Plan (CRRP) and ensure adherence to program guidelines.	Principal, Classroom Teachers Assistant Principal/Reading Coaches	8/14/2007	5/16/2008	District-wide Literacy Plan	175000
Implement researched based reading intervention programs such as Voyager and Reading Plus to target students scoring in the lowest 25 percentile in a small group setting on a daily basis in grades k-5.	Principal, Assistant Principal/Reading Coaches/Teachers	8/21/2007	5/16/2008	District-wide Literacy Plan	0
Implement the Smart Tutor Program with K-5 Students With Disabilities (SWD) for one hour daily during school hours to address Comparison, Words and Phrases, and Main Idea/Purpose.	Principal, Assistant Principal/Program Specialist/SPED Teachers	09/06/07	5/16/08	Inclusion of SWD	0
Provide additional professional development on the use of Smart Tutor, Reading Plus, Voyager, and computer-assisted research based programs to classroom teachers and paraprofessionals.	Principal, Assistant Principal/Reading Coaches/Classroom teachers	9/5/2007	5/16/2008	District-wide Literacy Plan	
Promote participation in Reading Family Night that will showcase student achievement and provide strategies for parents to support the use of reading strategies at home through Tuesday Newsday and Connect-Ed.	Principal, Assistant Principal/Reading Coaches/Classroom teachers	9/5/2007	05/16/2008	District-wide Literacy Plan	
Utilize monthly assessments to ensure student progress for maintaining proficiency levels in reading through the use of Edusoft, FCAT Testmaker, and Examviewer.	Principal, Assistant Principal, Reading Coaches, Teachers	10/03/07	05/16/08	Continuous Improvement Model	5000

Research-Based Programs

Houghton Mifflin Reading Program
 Smart Tutor
 Reading Plus
 Riverdeep
 FCAT Explorer

Professional Development



School Improvement Plan 2007-2008



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

Evaluation

Monthly assesments
Edusoft Profiles
2008 FCAT Reading Results
Reading Plus Profiles
Smart Tutor Profiles
Pre/post Test (Tutorial Program)

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

All students will demonstrate proficiency in mathematics.

Needs Assessment

Results of the 2007 FCAT Mathematics test indicate that 85 percent of all students scored Level 3 or higher in Mathematics. As per the No Child Left Behind Act (NCLB) adequate yearly progress report, students in the ELL and Students with Disabilities (SWD) subgroups met the desired 56 percent of Level 3 or higher on the 2007 FCAT Mathematics. Level 5 students made up 17 percent of the 3rd grade class, 5 percent of the 4th grade and 5 percent of the 5th grade class. After an in-depth analysis of the FCAT Mathematics content clusters, students in 3rd grade will benefit from intensified instruction in Algebraic Thinking, and Measurement. Students in grade 4 will benefit from intensified instruction in Geometry, Algebraic Thinking and Data Analysis. Students in grade 5 will benefit from intensified instruction in Number Sense and Measurement. Our focus is to move all students from Level 1 and Level 2 to proficiency level utilizing specific mathematics strategies and instructional materials in the classroom.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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 using the Sunshine State Standards, 87 percent of the students in grades 3-5 will achieve Level 3 or higher on the 2008 administration of the FCAT Mathematics test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Encourage participation in a Mathematics Family Night that will showcase student achievement and provide strategies for parents to support the use of mathematics strategies at home through Connect-Ed, school's website, and Tuesday Newsday.	Principal, Assistant PrincipalTeachers	10/6/2007	5/16/2008	Parental Choice Options	0
Disaggregate and analyze data from the 2007 FCAT Mathematics test to identify strengths and weaknesses and utilize the districts instructional focus calendar/benchmarks for Mathematics in grades kindergarten-fifth grade to focus instruction.	Principal, Assistant PrincipalGrade Level ChairpersonsTeachers	8/6/2007	5/16/2008	Continuous Improvement Model	0
Incorporate enrichment activities in Advanced Academic courses using a cross curricular approach to maintain Level 3 and higher successes.	Principal, Gifted Classroom Teacher	10/6/2007	5/16/2008	Academic Enrichment Opportunities	0
Promote the use of computer-assisted programs such as FCAT Explorer, Riverdeep, Accelerated Math and Edusoft Examviewer and FCAT Test maker item bank assessments to enhance mathematics learning.	Principal, Teachers	10/3/2007	5/16/2008	Other/ Not Applicable	0
Utilize monthly assessments to monitor student progress in math through the use of Edusoft Examviewer.	Principal, Classroom Teachers	09/14/2007	5/16/2008	Continuous Improvement Model	0
Implement a pullout school mathematics tutorial program for identified Level 1 and 2 students, and the lowest 35 percent mathematics students, in order to address Geometry, Algebraic Thinking, Data Analysis and Number Sense. Utilize FCAT Explorer, Smart Tutor and Riverdeep and Math Coach to address specific deficiencies.	Principal, Assistant PrincipalGrade Level ChairpersonsTeachers	10/6/2007	5/16/2008	Continuous Improvement Model	1500
Implement Differentiated Instruction in order to focus on individualized student needs in each classroom.	Principal, Classroom Teachers	08/14/07	06/05/08	Continuous Improvement Model	

Research-Based Programs

Harcourt Brace Mathematics Program
RiverDeep
FCAT Explorer
EduSoft
Accelerated Math – Renlearn.com

Professional Development

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



School Improvement Plan 2007-2008



Evaluation

2008 Florida Comprehensive Assessment Test for Mathematics
Edusoft Profiles
Smart Tutor Profiles

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

All students will be proficient in writing.

Needs Assessment

The results from the 2007 FCAT Writing test indicate that 93 percent of the students tested met the state standard of 3.5 or above in writing. The scores indicate that students performed better on the narrative prompt with an average score of 4.1 than that of the expository prompt in which the scores were an average of 4.0. There was an overall decrease in the percentage of students scoring below a 3.5. Additional instruction is needed in the expository writing process. 16 students scored Level 1 – 3.5 on the narrative and 21 students scored Level 1 – 3.5 on the expository. On the multiple choice categories for the Writing+ Assessment indicated that students scored the lowest on the Focus category answering 60 percent of the questions correctly. On the category of Organization and Support students scored 63 percent correctly and on the portion of Conventions students scored 72 percent.

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 using the Sunshine State Standards, 94 percent of the students in grade 4 will achieve Level 3.5 or higher on the 2008 administration of the FCAT Writing Plus test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Disaggregate and analyze data from the 2007 FCAT writing test to identify strengths and weaknesses and then develop an instructional focus calendar for writing in kindergarten through fifth grade utilizing the Continuous Improvement Model to modify instruction when needed.	Assistant Principal Reading Coaches Teachers	9/5/2007	5/16/2008	Continuous Improvement Model	0
Implement a peer tutoring program to prepare fourth grade student for the FCAT writing assessment. Fifth grade students who scored on Levels 3 and above on the 2007 FCAT Writing Assessment will serve as tutors and mentors.	Classroom Teachers	10/6/2007	5/16/2008	Academic Enrichment Opportunities	0
Utilize state approved writing prompts on a monthly basis for grades one through five to ensure that students are exposed to effective narrative and expository writing techniques.	Assistant Principal Reading Coaches Teachers	8/14/2007	5/16/2008	District-wide Literacy Plan	0
Conduct student writing activities across the curriculum using the Writing Process and provide special area teachers with resource materials such as "Writing Coach."	Classroom Teachers Special Area Teachers	8/14/2007	5/16/2008	District-wide Literacy Plan	0
Identify and recognize students in grades K-5 as "writers of the month" via closed circuit television.	Assistant Principal Teachers	10/6/2007	5/16/2008	District-wide Literacy Plan	0
Conduct a needs assessment and provide professional development for teachers on the writing process and the rubric scoring system for FCAT Writes.	Assistant Principal Teachers	10/6/2007	5/16/2008	District-wide Literacy Plan	0
Provide professional development to teachers on implementation of writing strategies that will demonstrate measurable progress in the development of the Focus component of an Expository and Narrative prompt.	Assistant Principal, Teachers	9-17-07	5-23-08	District-wide Literacy Plan	0

Research-Based Programs

Houghton Mifflin Reading Program - Writing Component

Professional Development

- Editing Data Analysis
- Rubrics
- Scoring of student writing samples
- Pre-writing skills
- Vocabulary Development
- Editing

Evaluation

- 2008 Florida Comprehensive Assessment Writing Test
- Monthly Writing Prompts

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

All students will be proficient in Science.

Needs Assessment

Assessment data reveals that 49% of all fifth grade students scored at Level 3 or higher on the 2007 FCAT Science test. An analysis of the 2007 FCAT Science Test indicates that the lowest performance was on the Earth Space content cluster (53%). Fifth grade students also need intensified instruction in Scientific Thinking (58%) and Physical/Chemical Science (58%).

Measurable Objective

Given instruction using the Sunshine State Standards, 52 percent of the students in grade 5 will achieve Level 3 or higher on the 2008 administration of the FCAT Science test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Encourage participation in the school-wide Science Fair through Connect-Ed, school's website and Tuesday Newsday. Students in grades kindergarten through second grade will complete class projects and third through fifth grades will complete individual projects.	Principal, Teachers, Science Coach	10/6/2007	5/19/2008	Academic Enrichment Opportunities	0
Encourage participation in a Science Family Night to showcase student achievement and provide strategies for parents to support the use of scientific inquiry at home and in real life situations.	Assistant Principal, Classroom Teachers, Science Coach	10/5/2007	5/16/2008	Parental Choice Options	0
Facilitate professional development for teachers and collaborative planning for further development in the eight strands of Science.	Science Teacher, Science Coach	10/5/2007	5/16/2008	Continuous Improvement Model	0
Disaggregate and analyze data from the 2007 FCAT Science Test to identify strengths and weaknesses and develop an instructional focus calendar/benchmarks for science in grades K-5 utilizing the Continuous Improvement Model.	Assistant Principal, Grade Level Chairpersons, Teachers	09/10/2007	5/17/2008	Continuous Improvement Model	0
Promote the use of computer-assisted research and investigation to enhance scientific learning through Edusoft, Examviewer and FCAT Test maker test bank item assessments emphasizing Earth Space, Scientific Thinking and Physical Chemical Science in grades K-5.	Teachers, Science Coach	9/19/2007	5/16/2008	Continuous Improvement Model	0
Monitor the Science lab with resources in which students in grades K-5 will participate in hands-on inquiry based investigations utilizing F.O.S.S. kits and "FCAT Science Coach."	Teachers, Science Coach	8/21/2007	5/16/2008	Academic Enrichment Opportunities	1673

Research-Based Programs

Research based programs include:
 Harcourt Brace Science Program
 FCAT Science Coach
 F.O.S.S. Kits

Professional Development

Professional development activities include training in:
 Eight Strands of Science
 Cooperative Groups
 Demonstrations by Science Teacher
 Edusoft Training
 FCAT Test Maker Training
 Data Analysis
 Data-Driven Decision Making

Evaluation

2008 FCAT Science Results
 Monthly Edusoft profiles

Parental Involvement 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"/>

Parental Involvement Statement

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

Needs Assessment

Results of the School Climate Survey indicate that 90 percent of parents believe that teachers include them in matters directly affecting their child's progress in school, 94 percent of parents believe that the staff in the principal's office treat them with respect when they contact the school, 86 percent of the parents believe that the school staff responds to needs and concerns in a reasonable period of time, 93 percent of parents believe that the overall climate or atmosphere at the school is positive and helps their child learn. Additionally, 95 percent of the parents responded on the School Climate Survey indicated that they felt their child was getting a good education at Kendale Lakes Elementary School. Membership at Parent And Teacher Association (P.A.T.) meetings during the 2005-2006 school year was 39 percent. The events and/or workshops, which took place on Saturdays and during the late evening hours, were more successful than those offered during the school day. Parent attendance was greater for workshops targeting reading and writing, as compared to other school activities and/or workshops.

Measurable Objective

Given the need to establish a link with the home and community to support the efforts of improving the academic achievement of students, parental attendance at school meetings and events will increase from 39 percent to 41 percent as determined by the 2007-2008 volunteer and attendance rosters.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Encourage parents to share their career on Career Day and participate in educational activities that showcase various careers.	School Counselor	10/9/2007	5/16/2008	Academic Enrichment Opportunities	0
Coordinate the efforts of the administration, faculty, parent representatives and community based organizations in order to survey parent's needs, prioritizing the areas of greatest concerns and planning activities to address the lack of parental attendance in school events.	PrincipalAssistant Principal	9/19/2007	5/16/2008	Exchange Meaningful Information	0
Plan and facilitate special "Family Night" activities such as Mathematics/Science Family Night and Reading/Writing Night and volunteer breakfast to encourage additional opportunities for parental involvement.	Assistant PrincipalTeacher	9/12/2007	5/16/2008	Exchange Meaningful Information	0
Involve the P.A.T. in the decision making process through open forums during P.A.T. meetings.	Principal	10/16/2007	5/15/2008	Exchange Meaningful Information	0
Provide workshops for parents on a monthly basis to assist students with home learning and test preparation and provide information about the Parent Academy.	Assistant PrincipalTeachers	9/12/2007	5/16/2008	Parental Choice Options	0
Recruit parents as volunteers to provide assistance in instruction and/or mentoring for students. Recognize volunteers by celebrating their work at Volunteer Breakfasts.	P.A.T.Assistant Principal	8/16/2007	5/16/2008	Parental Choice Options	0
Promote school events via closed circuit TV in the morning announcements, weekly newsletter and school marquee. Reward classrooms with high parental attendance.	Assitant Principal	8/14/2007	5/16/2008	Exchange Meaningful Information	0
Maintain on-going line of communication (in student's home language) between the home and the school through the use of student progress reports, report cards, letters, flyers, school newsletters parent/teacher conferences, home visits, school web-site and a parent resource center in the foyer.	PrincipalAssistant PrincipalTeachers	8/21/2007	5/16/2008	Exchange Meaningful Information	0

Research-Based Programs

N/A

Professional Development

Professional development activities training includes:
 Career Day
 Technology Conference
 Educational Excellence School Advisory Council (EESAC) Workshop
 Parental Involvement Workshops

Evaluation

Attendance Rosters
 Volunteer Logs

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

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"/>

Discipline & Safety Statement

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

Needs Assessment

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

Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Develop a schedule for security monitors to check designated areas within the building to ensure stairwell doors and back doors are secure and unidentified visitors are sent to the office.	Assistant Principal, Security Monitors	8/21/2007	5/27/2008	Safe and High-quality Facilities	0
Implement procedures to identify visitors and volunteers entering the building.	Principal, Assistant Principal	8/21/2007	5/27/2008	Safe and High-quality Facilities	0
Develop a safety committee which includes staff members, students and parents in order to discuss and address safety concerns.	Principal, Assistant Principal	8/21/2007	05/27/2008	Safe and High-quality Facilities	0
Implement the D.A.R.E. program to fifth grade students during the 2007-2008 school year.	Administrators, Classroom Teachers, Metro-Dade Police	10/05/2007	5/16/2008	Education Innovation	0
Provide students with knowledge of traffic safety, anti-drug and alcohol abuse prevention programs in addition to health and safety programs in order for them to access a safe and drug free learning environment.	Classroom Teachers	10/5/2007	5/27/2008	Safe and High-quality Facilities	0
Provide safety awareness presentations to appropriate grades during the 2007-2008 school year to address cafeteria behavior and safety drill lockdown procedrues.	Administrators, Classroom teachers	10/5/2007	5/27/2008	Safe and High-quality Facilities	0

Research-Based Programs

N/A

Professional Development

Crisis Team Training
Anti-bully Training
Conflict Resolution Training

Evaluation

2007- 2008 School Climate Survey
Safety Committee

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

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"/>

Technology Statement

The school will integrate technology in all curricular areas.

Needs Assessment

Kendale Lakes Elementary School is wired to provide Internet access to 100% of the classrooms. This allows teachers and students to engage in web based educational programs to enhance teaching and learning. After evaluating technology lab attendance logs for 2006-2007, it was evident that only 40% of all students were using the technology labs.

Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Instruct students on how to access and participate in Riverdeep, FCAT Explorer, Accelerated Reader, and Reading Plus programs at school and where applicable, at home.	Cassroom Teachers Media Specialist	10/5/2007	5/16/2008	Education Innovation	0
Assign teachers to a weekly rotation schedule in the technology lab in order to provide students with opportunities to enhance their learning via web based programs.	Assistant Principal Teachers	10/8/2007	5/16/2008	Education Innovation	0
Provide training for teachers on how to use Reading Plus, Edusoft and Smart Tutor, in order to improve Reading, Mathematics and Science test scores.	Assistant Principal Program Specialist	9/14/2007	5/16/2008	Exchange Meaningful Information	450
Provide training for teachers on the use of the Teacher Portal in the first nine weeks and provide refreshers throughout the year.	Media Specialist Teachers	10/5/2007	5/16/2008	Education Innovation	0

Research-Based Programs

Research based programs include:

- Riverdeep
- FCAT Explorer
- Accelerated Reader
- Reading Plus
- Edusoft
- Smart Tutor

Professional Development

Professional development activities include:

- EduSoft Training
- Riverdeep
- FCAT Explorer
- Accelerated Reader
- Reading Plus

Evaluation

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

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

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"/>

Health & Physical Fitness Statement

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

Needs Assessment

Based on the District Physical Fitness Test Summary Report for the 2006-2007 school year, 332 students in 4th and 5th grade were administered the FITNESSGRAM. Sixty-three percent of students tested were awarded the Gold or Silver award. To properly assess both, student fitness performance and programmatic success, a pre and post test will be administered to determine student baseline measures. The data indicates that there is a need to encourage participation in physical fitness activities.

Measurable Objective

Given the need to increase student physical fitness, 65 percent of students enrolled in physical education classes will achieve Gold or a Silver award as documented by the 2007-2008 FITNESSGRAM report.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Develop an action plan to insure input from the physical education department to meet the goals and objectives as stated.	Teachers, Special Area Chairperson	10/5/2007	5/16/2008	Healthcare & Healthy Choices	0
Administer a FITNESSGRAM pre and post test in order to properly assess both student achievement and programmatic success in meeting the goals and objectives of physical education for student in grades 2-5.	Teachers	10/5/2007	5/16/2008	Continuous Improvement Model	0
Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items, which would enhance specificity of instruction.	Principal, Assistant Principal	9/14/2007	5/16/2008	Continuous Improvement Model	0
Ensure that an appropriate amount of instructional time is dedicated to fitness related activities on a daily basis. Activities and equipment used for recess, should emphasize improvement in cardiovascular, flexibility, and muscular strength and endurance.	Teachers	9/14/2007	5/16/2008	Healthcare & Healthy Choices	3900

Research-Based Programs

Research based programs include:

"Moving into the Future: National Standards for Physical Education", through the National Association for Sports and Physical Education.

Professional Development

Professional development activities include training in:
FITNESSGRAM

Evaluation

2007 - 2008 FITNESSGRAM Report
Pre/Post Physical Fitness Assessments

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

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"/>

Electives & Special Areas Statement

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

Needs Assessment

There is a need to increase opportunities for students to showcase their talents in the area of the arts. Students will be provided opportunities to showcase their talents in writing, art, and music through participation in various programs, exhibitions, local and district competitions.

Measurable Objective

Given the need to increase opportunities for participation in exhibitions and in-house contests, a minimum of 15 percent of students in grades K-5 will participate in scheduled school events related to the arts that showcase various talents this school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide opportunities for students to become familiar with a variety of computer programs in their classrooms and in the computer lab.	Teachers	10/9/2007	5/16/2008	Academic Enrichment Opportunities	0
Provide opportunities for students to showcase their talents during school activities such as: P.A.T. meetings, award ceremonies, morning announcements and school events.	Assistant Principal Teachers	9/6/2007	5/15/2008	Academic Enrichment Opportunities	0
Provide opportunities for students to engage in district and in-house competitions.	Teachers Assistant Principal	10/9/2007	5/18/2008	Academic Enrichment Opportunities	0
Increase student involvement through active participation in school events, student performances and presentations such as the winter musicale, spring musicale, art contests and exhibitions.	Assistant Principal, Special Area Teachers	10/9/2007	5/16/2008	Academic Enrichment Opportunities	0

Research-Based Programs

N/A

Professional Development

Professional development activities include training in:
 Word Processing
 Microsoft Publisher
 Powerpoint Presentations

Evaluation

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

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

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"/>

Return On Investment Statement

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

Needs Assessment

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

Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Collaborate with the district on resource allocation.	PrincipalAssistant Principal	10/6/2007	5/16/2008	Business Process Redesign	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	PrincipalAssistant Principal	10/6/2007	5/16/2008	Business Process Redesign	0
Inform the leadership team about the use of financial resources in relation to school programs.	PrincipalAssistant Principal	10/6/2007	5/16/2008	Business Process Redesign	0
Consider shared use of facilities and partnering with community agencies.	PrincipalAssistant Principal	10/6/2007	5/16/2008	Business Process Redesign	0

Research-Based Programs

N/A

Professional Development

N/A

Evaluation

State of Florida Return on Investment index publication

EESAC Compliance

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

Budget:

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

Training:

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

Instructional Materials:

EESAC made recommendations for the purchase of the V-Math program and supplemental materials for grammar and science.

Technology:

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

Staffing:

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

Student Support Services:

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

Other Matters of Resource Allocation:

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

Benchmarking:

The EESAC considered use of supplemental materials and the additional purchase of the V-Math program.

School Safety & Discipline:



School Improvement Plan 2007-2008



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

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	180000
Mathematics	1500
Writing	0
Science	1673
Parental Involvement	0
Discipline & Safety	0
Technology	450
Health & Physical Fitness	3900
Electives & Special Areas	0
Return On Investment	0
Total	187523



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