

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Kensington Park Elementary School (2661)

Feeder Pattern - Miami Senior

Regional Center IV

District 13 - Miami-Dade

Principal - Genaro Navarro

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Kensington Park Elementary School established in 1951, is located in the northwest area of Miami-Dade County. It is an urban school in Regional Center IV within the Miami Senior High feeder pattern. Some of our current Miami-Dade community partners includes the University of Miami School of Education, Papa Johns, and Publix. The school consists of approximately 1,300 students: 95.8 percent Hispanic, 2.5 percent White, 1.1 percent Black, and 0.6 percent Other. The school serves a very diverse learning community, with approximately 524 English Language Learners (ELL) students and approximately 288 Special Education (SPED) students. English Language Learners (ELL) program services students in Kindergarten through fifth grade: 124 students in ELL Level 1, 78 students in ELL Level 2, 116 students in ELL Level 3, and 206 students in ELL Level 4. The Special Education (SPED) program services students in pre-k through fifth grade: 19 students in pre-kindergarten half day speech class, 78 students in pre-k through grade 5 in self-contained classes, 153 students in K-5 inclusion and/or resource classes, and 57 students in the gifted program. The school also provides an enrichment program for its students through the Academic Excellence Program (AEP) such as journalism and hands-on science. Kensington Park Elementary student teacher ratio is 18:1. Our school's attendance record for the 2006-2007 school year indicate that an average of 96 percent of students attend school on a daily basis and the mobility rate was twenty-five percent.

Kensington Park Elementary School is a Title I School utilizing allocated funds to reduce class size for differentiated programs to address the specific needs of students. Currently the class size is an average of 18 students in kindergarten through third grade, and an average of 22 students in fourth through fifth grade. Kensington Park Elementary provides basic educational services in traditional classroom settings which are enhanced through computer-based activities in grades one through five.

The school is equipped with a diverse and highly qualified instructional staff of 180 that are committed and devoted to serving the students and community of Kensington Park Elementary School. Current staff demographics are as follows: 28 percent White, 11 percent Black, and 67 percent Hispanic; 88 percent of the teachers are female and 12 percent are male; 37 percent have a Master's Degree; and 8 percent have a Specialist or Doctorate degree.

As reflected in the Spring 2006-2007 Organizational Performance Improvement Snapshot (OPIS) survey 78 percent of the staff completed the survey. Responses were favorable with 86 percent of responses in agreement (4.0 and above). Pertinent data, such as School Demographics, Academic Profile, Stanford Achievement Reports, FCAT results, school report cards, and the School Climate Survey were analyzed to develop goals for the 2007-2008 School Improvement Plan (SIP). The School Advisory Council (SAC), along with staff members identified academic objectives for the 2007- 2008 school year.

Although the results of the Organization Performance Improvement Snapshot Survey yielded high averages in every category, the two categories with the lowest scores respectively were Strategic Planning and Process Management. Based on the items contained in these two categories, the organization can improve in the following areas: soliciting the ideas of all personnel, particularly non-instructional personnel, when planning the organization's vision and goals for the future; providing feedback specific to the job function of all personnel and how it impacts the overall performance of the organization.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by sixty-two percent of students meeting high standards on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Students With Disabilities (SWD) will improve their reading skills as evidenced by fifty-eight percent of students meeting high standards in reading on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, English Language Learners (ELL) will improve their reading skills as evidenced by fifty-eight percent of students meeting high standards in reading on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students will improve their reading skills as evidenced by fifty-eight percent of students meeting high standards in reading on the 2008 FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by sixty-two percent scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics Test

Given instruction based on the Sunshine State Standards, Students With Disabilities (SWD) in grades three through five will improve their mathematics skills as evidenced by sixty-two percent scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, English Language Learners (ELL) in grades three through five will improve their mathematics skills as evidenced by sixty-two percent scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics Test

Given instruction based on the Sunshine State Standards, Hispanic Students in grades three through five will improve their mathematics skills as evidenced by sixty-two percent scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged Students (ED) in grades three through five will improve their mathematics skills as evidenced by sixty-two percent scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by an increase of one percent of the students scoring at or above Achievement Level 3.5 on the 2008 FCAT Writing+ Test.

Given instruction using the Sunshine State Standards, students in grade five will increase their science skills as evidenced by an increase in the percentage of students scoring 3 and above in the FCAT from nineteen percent in 2007 to fifty-two percent in 2008 Science FCAT test.

Given a school-wide focus on parental involvement, parent participation in school activities and student learning will increase by 2% of parents attending school-related events during the 2007-2008 school year, as documented by event attendance logs when compared to the 2006-2007 school year.

Given a school-wide focus on safety, the number of student injuries during the 2007-2008 school year will be reduced by 1% compared to the number of student injuries during the 2006-2007 school year as evidenced by the number of injury reports recorded in the Accident System.

Utilizing the National Educational Technology Standards as a framework for planning and facilitating instruction across all grade levels, students will be able to utilize various technologies to facilitate academic achievement and increase usage throughout the 2007-2008 school year as evident by the monitoring of the computer lab schedules.

Given instruction using the Sunshine State Standards for Health and Physical Education, students in grades four and five will improve their performance by 1 percentage point on the 2008 administration of the FITNESSGRAM.

Given instruction using the Sunshine State Standards for Music and Art, the number of students in grades two through five participating in art contests and music events will increase 1% during the 2007-2008 school year as compared to the number of students who participated during the 2006-2007 school year.

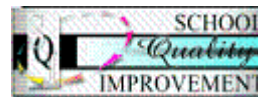
Kensington Park Elementary School will improve its ranking on the State of Florida ROI index publication from the 30th percentile in 2004-2005 to the 31th percentile on the next publication of the index.

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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.

2661 - KENSINGTON PARK ELEMENTARY SCHOOL

VISION

All students at Kensington Park Elementary will meet or exceed grade level expectations as set by State Standards.

MISSION

The staff, students, parents, and community of Kensington Park Elementary School are dedicated to maximizing the potential of its learners. Achievement will be enhanced through high expectations, critical thinking skills, and cooperative learning strategies as we emphasize literacy throughout the curriculum. Kensington Park Elementary School will continue to uphold standards of educational excellence in a collegial learning environment.

CORE VALUES



School Improvement Plan

2007-2008



The staff, students and community of Kensington Park Elementary School have a commitment to the following values:

- **COLLABORATION:** working together towards a common goal
 - **COOPERATION:** assisting each other to reach a goal
 - **TRUST:** building confidence through honest, ethical, and equitable actions
- **PROFESSIONALISM:** adhering to the highest of work standards through respectful and responsible actions
 - **PRIDE:** developing positive attitudes about ourselves and our school's achievements
- **COMMUNICATION:** sharing needs, ideas, and beliefs about our mission

School Demographics

Kensington Park Elementary School is located in the northwest area of Miami-Dade County. It is an urban school in Regional Center IV. The school consists of approximately 1,300 students: 95.8 percent Hispanic, 2.5 percent White, 1.1 percent Black, and 0.6 percent Other. The school serves a very diverse learning community, with approximately 524 English Language Learners (ELL) students and approximately 288 Special Education (SPED) students. English Language Learners (ELL) program services students in Kindergarten through fifth grade: 124 students in ELL Level 1, 78 students in ELL Level 2, 116 students in ELL Level 3, and 206 students in ELL Level 4. The Special Education (SPED) program services students in pre-k through fifth grade: 19 students in pre-kindergarten half day speech class, 78 students in pre-k through grade 5 in self-contained classes, 153 students in K-5 inclusion and/or resource classes, and 57 students in the gifted program. The school also provides an enrichment program for its students through the Academic Excellence Program (AEP) such as journalism and hands-on science. Kensington Park Elementary student teacher ratio is 20:1. Our school's attendance record for the 2006-2007 school year indicate that an average of 96 percent of students attend school on a daily basis and the mobility rate was twenty-five percent.

Kensington Park Elementary School is a Title I School utilizing allocated funds to reduce class size for differentiated programs to address the specific needs of students. Kensington Park Elementary provides basic educational services in traditional classroom settings which are enhanced through computer-based activities in grades one through five.

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School Foundation

Leadership:

The Spring 2007 Organizational Performance Improvement Snapshot Survey reflects that our strongest item at 4.4 in the area of Leadership was the knowledge of the organization's mission, item 1a, whereas, the weakest at 4.0 in that section was the staff's opinion of the organization, item 1g. Based on aforementioned results, it is evident that the administration and the Educational Excellence School Advisory Council (EESAC) at Kensington Park Elementary School fosters an environment of professional collaboration among all stakeholders to create a learning environment that supports the school's vision and mission. The council accomplishes this by collaborating with site leadership and EESAC members through the form of monthly meetings on the third Wednesday of every month. The principal and the elective members of the EESAC use consensus management to improve student achievement.

District Strategic Planning Alignment:

The Spring 2007 Organizational Performance Improvement Snapshot Survey reflects that our strongest items at 4.2 are in the area of Strategic Planning was knowing the organization's plans, item 2b and analyzing progress, item 2c,; whereas, the weakest at 3.9 in that section was the lack of staff input and ideas of the organization's future, item 2a. The administration, staff, and elected members of EESAC plan and act in accordance with district and state guidelines when developing the School Improvement Plan and setting goals and objectives that are aligned with the Sunshine State Standards in order to enhance and promote student achievement.

Stakeholder Engagement:

The Spring 2007 Organizational Performance Improvement Snapshot Survey reflects that our strongest item at 4.6 in the area of Stakeholder Engagement/Customer and Market Focus was knowledge and mission of the stakeholders, item 3a,; whereas the weakest at 4.2 in that section was the customer's input in work satisfaction, item 3d. The stakeholders at Kensington Park Elementary School are provided opportunities to voice their concerns and suggestions in an effort to better the organization and ultimately improve services to staff, students, and parents. Maintaining a high level of customer satisfaction is one of Kensington Park's highest priorities.

Faculty & Staff:

The Spring 2007 Organizational Performance Improvement Snapshot Survey reflects that our strongest items at 4.3 in the area of Faculty and Staff/Human Resources were feeling safe in the workplace, item 5e, Cooperation and team work, item 5b,; Staff felt important, item 5f; and the staff's ability to make changes that will improve their work, item 5a,; whereas the weakest in that section was work recognition, item 5d was at 4.1. Kensington Park Elementary School's Teacher Mentoring Program adheres to the policies and procedures set forth in the District's PACES Manual. At the beginning of the school year, new teachers are identified and scheduled to participate in both district and school-sponsored orientations to familiarize them with Miami-Dade County's policies and procedures and facilitate their success in their new positions. All new staff members are provided with a school tour and assigned a colleague teacher for the purposes of mentoring. Additional assistance is given by administration during informal and formal classroom visitations. In addition, the Reading Coach also provides assistance by modeling lessons for new teachers, offers training opportunities for specific reading strategies, and familiarizes new teachers with resources available on site and through the District.

Data/Information/Knowledge Management:

The Spring 2007 Organizational Performance Improvement Snapshot Survey reflects that our strongest items were at 4.6 in the area of Data/Information/Knowledge Management/Process Management were the staff's knowledge in analyzing quality of work to make changes, item 4b, and the staff's knowledge in measuring the quality of work, item 4a,; whereas the weakest at 4.3 in that section was staff members being informed of how the organization is doing, item 4f; and staff members receiving important information, item 4e. At Kensington Park Elementary School the staff is monitored through PACES observations, Professional Development Plans (PDP), Certification guidelines, informal observations, and results from student achievement.

Education Design:



School Improvement Plan

2007-2008



The Spring 2007 Organizational Performance Improvement Snapshot Survey reflects that our strongest items at 4.3 in the area of Education Design were the staff's knowledge in data collection, item 6b; and the staff member's ability to control work process, item 6d; whereas the weakest are at 4.2 in that section were staff members having good work process, item 6c; and resource availability, item 6a; As a result of sound practices and processes that have been established and are continually reviewed and revised as needed, Kensington Park Elementary School has been able to provide quality education to all students and a high level of customer service to all stakeholders.

Performance Results:

The Spring 2007 Organizational Performance Improvement Snapshot Survey reflects that our strongest items at 4.5 in the area of Performance/Business Results were stakeholder's satisfaction with staff members work, item 7a; The staff member's ability to meet all requirements with high degree of excellence, item 7b,; and job satisfaction, item 7i; whereas the weakest at 3.8 in that section was knowing the organization's finances, item 7c.

Schools Graded 'C' or Below

Professional Development:

We will provide opening-of-school training on the Core Reading Program, Houghton Mifflin, as well as Edusoft, and Teach Me Writing in order to support the Continuous Improvement Model (CIM). The Houghton Mifflin Reading Program provides the basis for instruction and connects meaningfully to supplemental materials. This core reading program correlates to all Reading and Language Arts Sunshine State Standards and addresses the five areas of Reading: phonological awareness, phonics, fluency, vocabulary and comprehension. The core reading program provides a coherent design that includes explicit instructional strategies, coordinated instructional sequences, and ample practice opportunities. Utilizing the core reading program is a portion of the allocated, protected, uninterrupted 90 minute block of time for literacy instruction. Accommodations in both pace and level may be required to meet the instructional need of advanced, gifted or struggling readers. A review of Edusoft program will provide teachers with time-saving data collection techniques. This will in turn facilitate usage of the data-driven instruction model. Teach Me Writing training will offer teachers the support needed to implement this new writing program effectively in order to provide students the with the necessary strategies to achieve higher levels of communication through writing. In addition to review trainings, the reading coach will provide in-house training on differentiating instruction during the 90 minute block, additional effective writing strategies as well as support district critical mass trainings, e.g. (Project Right beginnings, Project B.E.A.R., Project O.W.L, Project D.R.A.W.) New teachers will also be trained in the intervention programs, e.g. Early Success, Soar to Success and Voyager.

Instruction for all Level 1 and Level 2 students, ELL students, SWD students, as well as Economically Disadvantaged students will be differentiated as necessary. Research shows that all children benefit from initial instruction found in Comprehensive Core Reading Program (CCRP) that is systematic and explicit. Teachers will utilize the Houghton Mifflin Reading Series to teach reading across the grade levels while implementing CCRP. An initial lesson from the CCRP can consist of 30-40 minutes per day of the required 90 minute uninterrupted reading block. For the remainder of the block, small group instruction will take place. Teachers will differentiate instruction focusing on individual student need using text at the student's instructional level from the CCRP or Supplemental Reading Program (SRP) and/or providing skills-based lessons. In addition to the 90 minutes, the classroom teacher, special education teacher, or reading resource teacher will provide immediate intensive intervention (iii) to children as determined by assessments.

Disaggregated Data :

In August, the school faculty participates in a school-wide data desegregation activity (DART) as they review and analyze the 2007 FCAT demographic data results. As part of our school improvement model, the Florida Continuous Improvement Model process (FCIM), subject/grade level teams discuss weekly the data results from benchmark mini assessments to determine student needs and instructional strategies.

During the months of October, January, and May grade level teams will meet to discuss data results from the district intrim FCAT practice assessment to make necessary changes to their instruction to meet individual student needs.

The 2007 FCAT data will be analyzed to identify the lowest performing students to provide individualized supplemental assistance. Students' strengths and weaknesses will be determined to guide teachers in the development of long-range instructional planning. In addition to reviewing FCAT results, DIBELS data will be used to drive data analysis meetings. During these meetings, data will be distributed and analyzed by individual teachers to regroup students and implement differentiated instruction. Results from interventions will be reviewed to identify students in need of Diagnostic Assessment of Reading (DAR).

Informal and Formal Assessments:

The formal assessments that will be used during the year include, DIBELS, District Writing Pre/Post Test, District Intrim Assessments covering the areas of Reading, Math and Science. The informal assessments include but are not limited to monthly writing prompts, Houghton Mifflin Reading integrated theme tests, and assessments created through Edusoft in order to monitor individual student progress in all subject areas.

Alternative Instructional Delivery Methods :

Students that need remediation will be provided with additional instructional time, through tutoring programs using research-based materials. Additional enrichment strategies will be implemented for those students who have shown mastery of skills. This will be accomplished through one-on-one teacher instruction, small group instruction, peer tutoring, cooperative learning groups, as well as hands-on instructional activities.



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

Miami-Dade County Public Schools

District Strategic Plan

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

Reading Statement

Improve reading skills among all students.

Needs Assessment

Results of the 2007 FCAT Reading Test indicate that sixty percent of students in grades three through five are meeting high standards in reading. Sixty-six percent of students have made annual learning gains and sixty-four percent of students scoring at the lowest twenty-five percent of the school population have made annual learning gains. Specifically, forty-six percent of the third grade students, fifty-two percent of fourth grade students and fifty-five percent of fifth grade students scored at achievement levels three and above. The results of the 2007 FCAT Reading Test indicate that third grade students demonstrated strength in the Comparison Content Cluster with fifty percent and weakness in the Reference/Research Content Cluster with fifty percent. Fourth grade students demonstrated strength in the Words/Phrases Content Cluster with sixty percent and weakness in the Reference/Research Content Cluster with fifty percent. Fifth grade students demonstrated strength in the Words/Phrases and Comparison Content Cluster with eighty- three percent and weakness in the Reference/Research Content Cluster with sixty-seven percent. The 2007 Adequate Yearly Progress (AYP) Report indicates that the subgroups of English Language Learners (ELL) scored at thirty-nine percent proficiency, Economically Disadvantaged students scored at fifty percent proficiency and Students with Disabilities (SWD) scored at twenty-seven percent proficiency, thus not making the required fifty-one percent for Adequate Yearly Progress (AYP). Therefore, the percent of proficiency did not increase.

NCLB Subgroup Target

| TOTAL | WHITE | BLACK | HISPANIC | ASIAN | NATIVE AMERICAN | F/R LUNCH | LEP | SWD |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by sixty-two percent of students meeting high standards on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Students With Disabilities (SWD) will improve their reading skills as evidenced by fifty-eight percent of students meeting high standards in reading on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, English Language Learners (ELL) will improve their reading skills as evidenced by fifty-eight percent of students meeting high standards in reading on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students will improve their reading skills as evidenced by fifty-eight percent of students meeting high standards in reading on the 2008 FCAT Reading Test.

| STRATEGIES | PERSONS RESPONSIBLE | START DATE | END DATE | ALIGNMENT | BUDGET |
|---|---|------------|-----------|-----------------------------------|--------|
| Utilize the Reading Curriculum Pacing Guide to ensure that all SSS Benchmarks are covered during the appropriate nine-week period throughout the 2007-2008 school year. | Principal, Assistant Principal, Reading Coaches, Teachers | 8/20/2007 | 6/5/2008 | Continuous Improvement Model | 0 |
| Provide an inservice training on the 2007-2008 Comprehensive Research-Based Reading Program to K-5 classroom teachers. | Principal, Reading Coaches, and Assistant Principal | 8/20/2007 | 9/4/2007 | Continuous Improvement Model | 0 |
| Collaborate with teachers on an ongoing basis to review student assessments and adjust classroom instruction and the instructional focus calendars as needed. | Principal, Assistant Principal, Reading Coaches, Teachers | 8/20/2007 | 6/5/2008 | Continuous Improvement Model | 0 |
| Survey staff and provide professional development that will directly impact reading achievement among K-5 students. | Principal, Assistant Principal, Reading Coach, Professional Development Committee | 8/20/2007 | 5/30/2008 | Continuous Improvement Model | 0 |
| Utilize an instructional focus calendar to address identified weaknesses among students in grades 3 - 5. | Principal, Reading Coach, teachers | 8/20/2007 | 2/28/2008 | Continuous Improvement Model | 0 |
| Utilize EduTest, FastForWord and Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to target specific benchmarks and monitor student progress in all grades as applicable. | Principal, Assistant Principal, Reading Coach, teachers | 10/1/2007 | 5/18/2008 | Continuous Improvement Model | 0 |
| Utilize District Interim assessments to monitor student progress and guide instruction. | Principal, Assistant Principal, Reading Coach, teachers | 9/14/2007 | 5/30/2008 | District-wide Literacy Plan | 0 |
| Utilize a co-teaching model in order to target low performance students and give support to Students with Disabilities and English Language Learners. | Principal, Teachers and Co-teachers | 8/14/2007 | 5/30/2008 | Continuous Improvement Model | 11000 |
| Utilize Accelerated Reader (AR), STAR, Fast ForWord, Riverdeep, FCAT Explorer and READ 180 to monitor students' independent reading progress. | Principal, Assistant Principal, Teachers and Reading Coaches | 8/20/2007 | 6/5/2008 | District-wide Literacy Plan | 0 |
| Provide after-school tutorial programs (SES) for identified struggling readers, specifically SWD, ELL, and Economically Disadvantage Students. | Principal, Assistant Principal, teachers | 10/1/2007 | 2/29/2008 | Academic Enrichment Opportunities | 0 |
| Offer Saturday School to selected students, including SWD, ELL, Economically Disadvantage Students in grades 3-5 to target specific reading deficiencies. | Principal, Assistant Principal, teachers | 1/14/2008 | 2/23/2008 | Academic Enrichment Opportunities | 11000 |
| Utilize various research based programs such as Fast ForWord, Read 180, Voyager Passport, Soar to Success, and Early Success to address reading deficiencies among selected students, specifically SWD, ELL, and Economically Disadvantaged Students. | Principal, Assistant Principal, Teachers, Reading Coach | 8/20/2007 | 5/30/2008 | Alternative Education | 0 |
| Model reading lessons that provide teachers with strategies Creating Independence through Student owned Strategies (CRISS), and scientifically based resources that will improve the delivery of reading instruction. | Reading coaches | 10/01/07 | 05/01/08 | Continuous Improvement Model | |
| Identify the students in all subgroups as delineated in AYP results scoring at Achievement Levels 1 and 2 in the FCAT Reading Test and implement small group intervention programs such as Early Success, Soar to Success, and Voyager through pull-out tutoring conducted by the highly qualified hourly personnel. Student groups will be monitored and restructured by administrators according to DIBELS data, Interim Assessment Data. | Principal, Assistant Principal, Reading Coaches | 08/20/07 | 04/07/08 | Continuous Improvement Model | |

Research-Based Programs

Kensington Park Elementary uses the Houghton Mifflin Reading Series Intervention Programs: Early Success, Soar to Success, Voyager, FastForWord, and Read 180.

Professional Development



School Improvement Plan 2007-2008



Teachers will be trained in the following programs and strategies: Houghton Mifflin Reading Series (CCRP), Project CRISS, 8-Step Continuous Improvement Model, Differentiated Instruction, Guided Reading, Skills Based Lessons, Literacy Centers, Comprehensive Research-Based Reading Plan (K-12 Plan). This will ensure proper implementation of all available resources.

Evaluation

These objectives will be evaluated using the scores from the 2008 FCAT Reading Test, District Intrim assessments, Houghton Mifflin Assessments and in-house assessments.

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 |
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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. |
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Mathematics Statement

Improve math skills among all students

Needs Assessment

Results from the 2007 FCAT Mathematics Test indicate that fifty-nine percent of the students in grades three through five are meeting high standards in math. Sixty-two percent of the students have made annual learning gains and seventy-one percent of students scoring within the lowest twenty-five percent of the school population have made annual learning gains. Specifically, sixty-five percent of third grade students, sixty-four percent of fourth grade students, and fifty percent of fifth grade students scored at achievement level three and above. The results of the 2007 FCAT Mathematics Test indicate that third grade students demonstrated strength in the Measurement Content Cluster and weakness in the Data-Analysis Content Cluster. Fourth grade students demonstrated strength in the Geometry and Algebraic Thinking Content Cluster and weakness in the Data Analysis Content Clusters. Fifth grade students demonstrated strength in the Geometry Content Cluster and weakness in the Algebraic Thinking Content Cluster.

The 2007 Adequate Yearly Progress (AYP) Report indicates that the total population scored at fifty percent, the subgroup of English Language Learners (ELL) scored at forty-six percent, Hispanic students at fifty percent, Students With Disabilities (SWD) at sixteen percent and the Economically Disadvantaged students scored at forty-seven percent, thus not making the required fifty-six percent for Adequate Yearly Progress. Therefore, the percent of proficiency did not increase.

NCLB Subgroup Target



School Improvement Plan 2007-2008



| TOTAL | WHITE | BLACK | HISPANIC | ASIAN | NATIVE AMERICAN | F/R LUNCH | LEP | SWD |
|-------------------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
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Given instruction based on the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by sixty-two percent scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics Test

Given instruction based on the Sunshine State Standards, Students With Disabilities (SWD) in grades three through five will improve their mathematics skills as evidenced by sixty-two percent scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, English Language Learners (ELL) in grades three through five will improve their mathematics skills as evidenced by sixty-two percent scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics Test

Given instruction based on the Sunshine State Standards, Hispanic Students in grades three through five will improve their mathematics skills as evidenced by sixty-two percent scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged Students (ED) in grades three through five will improve their mathematics skills as evidenced by sixty-two percent scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

| STRATEGIES | PERSONS RESPONSIBLE | START DATE | END DATE | ALIGNMENT | BUDGET |
|---|--|------------|------------|-----------------------------------|--------|
| Utilize the Mathematics Curriculum Pacing Guide to ensure that all SSS Benchmarks are covered during the appropriate nine- week period throughout the 2007-2008 school year. | Principal, Assistant Principal, Teachers, Coaches | 8/20/2007 | 6/5/2008 | Continuous Improvement Model | 0 |
| Utilize EduTest to target specific benchmarks, monitor student progress, and guide instruction in grades 2-5. | Principal, Assistant Principal, Teachers | 10/1/2007 | 5/30/2008 | Continuous Improvement Model | 0 |
| Survey staff and provide professional development that will directly impact math instruction and student achievement. | Principal, Assistant Principal, Professional Development Committee | 8/20/2006 | 12/15/2007 | Continuous Improvement Model | 0 |
| Collaborate with teachers on an ongoing basis to review student assessments and adjust instructional focus as needed. | Principal, Assistant Principal, teachers | 8/20/2007 | 5/30/2008 | Continuous Improvement Model | 0 |
| Utilize District Interim assessments to monitor student progress and guide instruction. | Principal, Assistant Principal, Teachers | 10/1/2007 | 4/30/2008 | Continuous Improvement Model | 0 |
| Provide additional assistance through tutoring and pull-out sessions to select students, specifically Level 1 and Level 2 students in grades 3-5, ELL, SWD, Hispanic Students, and Economically Disadvantaged Students. | Principal, teachers | 1/8/2007 | 2/28/2007 | Academic Enrichment Opportunities | 11000 |
| Offer Saturday School to select students in grades 3-5 to target math deficiencies. | Principal, Assistant Principal, teachers | 1/13/2007 | 2/24/2008 | Academic Enrichment Opportunities | 11000 |
| Provide after-school tutoring program for Level 1 and Level 2 students that are economically disadvantaged. | Principal, Assistant Principal, Teachers | 10/1/2007 | 2/28/2008 | Academic Enrichment Opportunities | 11000 |
| Utilize Compass Learning Odyssey Math software to reinforce math skills among students in grades 3 - 5 for ELL, SWD, Hispanic Students, and Economically Disadvantaged Students.. | Principal, Assistant Principal, Teachers | 10/1/2007 | 5/30/2008 | Academic Enrichment Opportunities | 36000 |

Research-Based Programs

Kensington Park Elementary uses the Core Mathematics Program: Scott Foresman Mathematics Series.

Professional Development



School Improvement Plan 2007-2008



Teachers will be extensively trained in the following programs and strategies: Riverdeep, FCAT Explorer, 8-Step Continuous Improvement Model, Compass Learning Mathematics, and District workshops offered by the Division of Mathematics and Science. This will ensure proper implementation of all available resources.

Evaluation

This objective will be evaluated using the scores from the 2008 FCAT Mathematics Test, District Intrim assessment and in-house assessments.

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

Miami-Dade County Public Schools

District Strategic Plan

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

Writing Statement

Improve writing skills among all students.

Needs Assessment

Results of the 2007 FCAT Writing + Test indicate that sixty-nine percent of students in grade four are meeting high standards in writing. Fifty-seven percent of students in grade four met state standards of 3.5 or above in writing. The combined score for the 2007 FCAT Writing + Test was 3.4. The weakest Content Area was Support scoring at fifty percent. The following Content Areas scored as follows: Focus scored sixty percent, Organization scored sixty-three percent and Conventions scored sixty-seven percent.

The 2007 Adequate Yearly Progress (AYP) Report indicates that all subgroups improved performance in Writing by one percent except the subgroup of English Language Learners (ELL) with seventy percent proficiency.

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, students in grade four will improve their writing skills as evidenced by an increase of one percent of the students scoring at or above Achievement Level 3.5 on the 2008 FCAT Writing+ Test.

| STRATEGIES | PERSONS RESPONSIBLE | START DATE | END DATE | ALIGNMENT | BUDGET |
|---|---|------------|-----------|-----------------------------------|--------|
| Utilize the Houghton Mifflin Reading & Writing Workshop to enhance and focus on the writing process. Implement culminating activities to emphasize publishing. | Principal, Assistant Principal, Reading Coach, Teachers | 8/20/2007 | 5/30/2008 | Continuous Improvement Model | 0 |
| Implement a Vocabulary segment on the morning announcements coupled with daily activities to be conducted within the classroom. | Principal, Assistant Principal, Reading Coach, Media Specialist | 8/20/2007 | 5/30/2008 | Academic Enrichment Opportunities | 0 |
| Utilize pre, mid, and post test results to identify and address needs of low performing students and to plan differentiated instruction. | Principal, Assistant Principal, Reading Coach, Teachers | 9/5/2007 | 5/30/2008 | District-wide Literacy Plan | 0 |
| Provide after-school tutorial programs for ELL students and other select students in grade 4 to address specific writing needs. | Principal, Assistant Principal, Reading Coach, Teachers | 10/1/2007 | 2/28/2008 | Parental Choice Options | 11000 |
| Provide teachers with opportunities to attend professional development institutes and in-services for Writing+ requirements targeting specifically the area of support. | Principal, Assistant Principal, Reading Coaches, District | 8/20/2007 | 4/30/2008 | Continuous Improvement Model | 0 |
| Model writing lessons that provide teachers with strategies (CRISS), tips, and resources to be used in the writing process. | Principal, Reading Coaches | 8/20/2007 | 5/30/2008 | Continuous Improvement Model | 0 |
| Utilize specific grade level writing lessons from the Teach Me Writing Program in K-5 classrooms. | Principal, Teachers | 9/26/07 | 5/30/08 | Continuous Improvement Model | 19000 |

Research-Based Programs

Kensington Park Elementary uses the following supplemental resources: Houghton Mifflin Reading Series (Reading & Writing Workshop), Teach Me Writing, Write Time for Kids.

Professional Development

Teachers will be extensively trained in the following programs and strategies: Houghton Mifflin Reading & Writing Workshop, CRISS, Writing Across the Curriculum, and Teach Me Writing Program.

Evaluation

This objective will be evaluated using the scores from the 2008 FCAT Writing + Test, Pre and Post District Writing Assessments, and 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 type="checkbox"/> | <input checked="" type="checkbox"/> |

Miami-Dade County Public Schools

District Strategic Plan

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

Science Statement

Improve student performance in Science

Needs Assessment

Results of the 2007 FCAT Science Test indicate that twenty-four percent of students in grade five are meeting high standards in science. Fifth grade students demonstrated strength in the Physical and Chemical Content Area with fifty percent mean points earned and weakness on the Earth and Space Content Area with forty percent mean points earned.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will increase their science skills as evidenced by an increase in the percentage of students scoring 3 and above in the FCAT from nineteen percent in 2007 to fifty-two percent in 2008 Science FCAT test.

| STRATEGIES | PERSONS RESPONSIBLE | START DATE | END DATE | ALIGNMENT | BUDGET |
|---|--|------------|-----------|-----------------------------------|--------|
| Utilize the Science Curriculum Pacing Guide to ensure that all SSS Benchmarks are covered during the appropriate nine week period throughout the 2007-2008 school year. | Principal, Assistant Principal, Teachers | 8/20/2007 | 5/30/2008 | Continuous Improvement Model | 0 |
| Emphasize the use of the scientific method throughout instruction to enhance problem solving and critical thinking skills. | Principal, Assistant Principal, Teachers | 8/20/2007 | 5/30/2008 | Academic Enrichment Opportunities | 0 |
| Conduct a school-wide Science Fair to reinforce the integration of the scientific method throughout the curriculum. | Principal, Assistant Principal, Science Fair Committee | 4/1/2008 | 4/30/2008 | Continuous Improvement Model | 0 |
| Ensure that adequate time for science instruction, as required by the Student Progression Plan, is scheduled for every teacher. | Principal, Assistant Principal | 8/20/2007 | 9/8/2007 | Other/ Not Applicable | 0 |
| Expose students in grades three through five to environmental studies and issues through their participation in field trips highlighting environmental concerns. | Principal, Assistant Principal, Teachers | 8/20/2007 | 5/30/2008 | Academic Enrichment Opportunities | 0 |
| Utilize data from teacher assessments and EduTest to assess student needs and plan instruction. | Principal, Assistant Principal, Teachers | 8/20/2007 | 5/30/2008 | Continuous Improvement Model | 0 |
| Implement the 8-Step Continuous Improvement Model (CIM) to impact student achievement as evidenced by grade level meeting agendas. | Principal, Assistant Principal, Coaches, Teachers | 08/20/07 | 06/5/2008 | Continuous Improvement Model | |

Research-Based Programs

Kensington Park Elementary uses the Core Program: Scott Foresman Science Series.

Professional Development

Teachers will be extensively trained in the following programs and strategies:
Best Practices in Mathematics and Science, FCAT Science Specifications, and Florida Curriculum Framework for Science.

Evaluation

This objective will be evaluated using the scores of the 2007-2008 FCAT Science Test and results from Test Ready pre and post tests, Lab, hands-on Science.

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

Miami-Dade County Public Schools

District Strategic Plan

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

Parental Involvement Statement

Increase parental involvement.

Needs Assessment

Results from the Title I Administration Parental Involvement Monthly School Report from the 2006-2007 school year indicate that the number of school related activities for parents remain the same with thirty seven activities. The yearly attendance increased from 4,544 parents to 4,962 parents. Yearly usage of the Family Literacy Center declined, during the 2006-2007 school year with 140 parents visiting per month where the previous year the average visits were 256 per month.

Measurable Objective

Given a school-wide focus on parental involvement, parent participation in school activities and student learning will increase by 2% of parents attending school-related events during the 2007-2008 school year, as documented by event attendance logs when compared to the 2006-2007 school year.

| STRATEGIES | PERSONS RESPONSIBLE | START DATE | END DATE | ALIGNMENT | BUDGET |
|---|---|------------|-----------|-----------------------------------|--------|
| Establish and maintain positive parent communications regarding school programs, children's progress, and additional resources available for their use. | Principal, Teachers | 8/20/2007 | 5/30/2008 | Exchange Meaningful Information | 0 |
| Conduct parent meetings that will be useful and informative in best assisting their child with academic requirements. | Principal, CIS, and Reading Coach | 8/20/2007 | 5/30/2008 | Exchange Meaningful Information | 0 |
| Ensure that the Family Literacy Center is accessible to all parents and students to provide additional assistance and resources to promote student achievement and parental assistance. | Principal, Assistant Principal, FLC staff | 8/20/2007 | 5/30/2008 | Academic Enrichment Opportunities | 36000 |
| Utilize the Community Involvement Specialist to survey the needs of parents and be a liason between teachers and parents. | Principal, Assistant Principal, Teachers, CIS | 8/20/2007 | 5/30/2008 | Exchange Meaningful Information | 20000 |
| Advertise the Family Literacy Center via Connect-Ed and other school mailings. | Principal, Assistant Principal | 08/20/07 | 06/05/08 | Exchange Meaningful Information | |
| Kensington Park Elementary will distribute flyers advertising the various Supplemental Education Services (SES) providers available. | C.I.S. Facilitator | 08/20/07 | 06/05/08 | Exchange Meaningful Information | |

Research-Based Programs

National Parent Teacher Association (PTA) Standards for Parent/Family Involvement.

Professional Development

Professional Development on how teachers can effectively communicate with parents.

Evaluation

Parental Involvement will be documented through attendance logs at each 2007-2008 activity and compared to the 2006-2007 school year using data from the Title I Administration Parental Involvement Monthly School Report.

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

Miami-Dade County Public Schools

District Strategic Plan

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

Discipline & Safety Statement

Create and maintain a safe and disciplined learning environment for staff and students.

Needs Assessment

Results from the school climate survey and the data from the school's suspension report revealed that overall student discipline was good and did not warrant critical concern. Although the number of student injuries increased to 199 during the 2006-2007 school year from 171 during the 2005-2006 school year, student injuries remain a concern. Continuing to reduce student accidents is a priority, especially considering that many of the student accidents were unnecessary and could have been avoided if simple rules were followed.

Measurable Objective

Given a school-wide focus on safety, the number of student injuries during the 2007-2008 school year will be reduced by 1% compared to the number of student injuries during the 2006-2007 school year as evidenced by the number of injury reports recorded in the Accident System.

| STRATEGIES | PERSONS RESPONSIBLE | START DATE | END DATE | ALIGNMENT | BUDGET |
|--|---|------------|----------|----------------------------------|--------|
| Discuss the contents of the Code of Student Conduct with all students. | Principal, Assistant Principal, Teachers | 8/20/2007 | 6/5/2008 | Student Wellness | 0 |
| Communicate student rules and expectations to parents during Open House and throughout the year. | Principal, Assistant Principal, Teachers | 9/5/2007 | 9/6/2008 | Exchange Meaningful Information | 0 |
| Create clear and simple rules for students to follow within the classroom, cafeteria, and throughout the building. | Principal, Assistant Principal, Teachers | 8/20/2007 | 6/5/2008 | Safe and High-quality Facilities | 0 |
| Ensure that students are closely supervised while engaged in any physical activity. | Principal, Assistant Principal, Teachers | 8/20/2007 | 6/6/2008 | Student Wellness | 0 |
| Distribute the Discipline Plan to parents and students. | Principal, Assistant Principal, Teachers | 8/20/2007 | 9/7/2007 | Exchange Meaningful Information | 0 |
| Place student patrols and security monitors during morning line-up and dismissal to assist in monitoring various areas of the building. | Principal, Assistant Principal, Patrol Sponsor, Security Monitors | 8/20/2007 | 6/5/2008 | Safe and High-quality Facilities | 0 |
| Ensure that P.E. teachers clearly establish safety precautions as students are introduced to and engage in various conditioning and athletic skills. | Principal, Assistant Principal, Physical Education Teachers | 8/20/2007 | 6/5/2008 | Continuous Improvement Model | 0 |

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

This objective will be evaluated using the school's injury report for student accidents during the 2007-2008 school year.

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

Miami-Dade County Public Schools

District Strategic Plan

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

Technology Statement

Increase technology literacy among staff and students to enhance learning and communication.

Needs Assessment

Based on results from the Florida Innovates School Survey and teacher/parent feedback, many of our students have limited access to computers and various technologies outside of the school. Finding ways to encourage parents to take advantage of the resources available at the Family Literacy Center continues to be a goal. During the school day it is important to expose students to technology and have them engage in activities and projects that require the use of various technologies that will facilitate learning, critical thinking, and problem solving.

Measurable Objective

Utilizing the National Educational Technology Standards as a framework for planning and facilitating instruction across all grade levels, students will be able to utilize various technologies to facilitate academic achievement and increase usage throughout the 2007-2008 school year as evident by the monitoring of the computer lab schedules.

| STRATEGIES | PERSONS RESPONSIBLE | START DATE | END DATE | ALIGNMENT | BUDGET |
|---|---|------------|------------|-----------------------------------|--------|
| Develop a computer lab schedule for all classes in grades one through five. | Principal, Assistant Principal | 10/1/2007 | 5/30/2008 | Academic Enrichment Opportunities | 0 |
| Plan lessons and activities that incorporate the use of various multi media technologies. | Principal, Assistant Principal, Teachers | 8/20/2007 | 6/5/2008 | Academic Enrichment Opportunities | 0 |
| Encourage the use of the Family Literacy Center where computers are accessible to parents and students. | Principal, Assistant Principal, Teachers | 8/20/2007 | 6/5/2008 | Diversity & Educational Equity | 0 |
| Develop project(s) for intermediate grades that will require the use of various multi media technologies. | Principal, Assistant Principal, Intermediate Teachers | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | 0 |
| Equip all classrooms with at least three computers. | Principal, Assistant Principal, Computer Technician | 8/20/2007 | 10/31/2008 | Diversity & Educational Equity | 35000 |

Research-Based Programs

Read 180, Waterford, Fast ForWord, Edutest, FCAT Explorer, Riverdeep and Compass Learning.

Professional Development

Provide teachers ample opportunities to attend district workshops, as well as school-site professional development that will enable them to integrate technology into student activities and lessons. Provide technical support to teachers as needed.

Evaluation

This objective will be evaluated by monitoring lab usage through the implementation of schedules, and periodically reviewing reports. In addition increasing technology driven lesson plans and student projects utilizing technology.

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

Miami-Dade County Public Schools

District Strategic Plan

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

Health & Physical Fitness Statement

Enhance overall student health and fitness among students in grades two through five.

Needs Assessment

Results from the 2007 FITNESSGRAM indicate that overall awareness of good nutrition and physical fitness among fourth and fifth grade students remained the same from the previous year. Fifty-Seven percent of fourth and fifth grade students tested received an award. Parents and students are informed monthly through a newsletter about what constitutes good nutrition in order to promote a healthy diet among students.

Measurable Objective

Given instruction using the Sunshine State Standards for Health and Physical Education, students in grades four and five will improve their performance by 1 percentage point on the 2008 administration of the FITNESSGRAM.

| STRATEGIES | PERSONS RESPONSIBLE | START DATE | END DATE | ALIGNMENT | BUDGET |
|--|---|------------|----------|---------------------------------|--------|
| Review physical education lesson plans to ensure they are aligned with the Sunshine State Standards. | Principal, Assistant Principal | 8/20/2007 | 6/5/2008 | Continuous Improvement Model | 0 |
| Ensure that students attending P.E. are exposed to various conditioning activities that will prepare them for the FITNESSGRAM. | Principal, Assistant Principal, Physical Education Teachers | 8/20/2007 | 6/5/2008 | Healthcare & Healthy Choices | 0 |
| Schedule thirty minutes of daily Physical Education (P.E.) for all grade two through five students. | Principal, Assistant Principal | 8/20/2007 | 6/5/2008 | Other/ Not Applicable | 0 |
| Ensure the P.E. Teachers have opportunities to attend physical education workshops provided by the District. | Principal, Assistant Principal | 8/20/2007 | 6/5/2008 | Continuous Improvement Model | 0 |
| Disseminate FITNESSGRAM information to fourth and fifth grade parents. | Principal, Physical Education Teachers | 8/20/2007 | 6/5/2008 | Exchange Meaningful Information | 0 |
| Ensure that P.E. teachers meet regularly to discuss overall program, student needs, and ensure there is continuity in instruction across all grade levels. | Principal, Assistant Principal, Physical Education Teachers | 8/20/2007 | 6/5/2008 | Continuous Improvement Model | 0 |

Research-Based Programs

Not Applicable

Professional Development

District Physical Education Workshops

Evaluation

This objective will be evaluated using the results from the 2007 FITNESSGRAM Test.

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

Electives & Special Areas Statement

Enhance overall student awareness in the arts.

Needs Assessment

After consulting with the Music and Art teachers, student participation in various art and music activities, competitions, and events throughout the 2006-2007 school year was good. All of our intermediate students, grades 3-5, participated in approximately four Art contests. Approximately, eighty percent of our student population participated in various school-wide and district music events and activities. Increasing the number of students who participate in art and music activities/competitions/events is a 2007-2008 school year goal for Kensington Park Elementary.

Measurable Objective

Given instruction using the Sunshine State Standards for Music and Art, the number of students in grades two through five participating in art contests and music events will increase 1% during the 2007-2008 school year as compared to the number of students who participated during the 2006-2007 school year.

| STRATEGIES | PERSONS RESPONSIBLE | START DATE | END DATE | ALIGNMENT | BUDGET |
|---|--|------------|-----------|-----------------------------------|--------|
| Provide field trips to theatrical performances (i.e. concerts, symphony). | Principal, Teachers | 8/20/2007 | 6/5/2008 | Academic Enrichment Opportunities | 0 |
| Provide field trips that expose students to various art forms (i.e. museums, exhibits). | Principal, Teachers | 8/20/2007 | 6/5/2008 | Academic Enrichment Opportunities | 0 |
| Provide opportunities for students to perform in school activities and performances. | Principal, Assistant Principal, Teachers | 8/20/2007 | 6/5/2008 | Diversity & Educational Equity | 0 |
| Increase student participation in the school chorus. | Principal, Assistant Principal, Music Teachers | 8/20/2007 | 6/35/2008 | Academic Enrichment Opportunities | 0 |
| Provide opportunities for students to enter art contests. | Principal, Assistant Principal, Art Teachers | 8/20/2007 | 6/5/2008 | Academic Enrichment Opportunities | 0 |

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

This objective will be evaluated by the increase of student participation in arts related field trips, activities, and performances held during the 2007-2008 school year.

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

Miami-Dade County Public Schools

District Strategic Plan

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

Return On Investment Statement

Kensington Park Elementary School will increase its ROI index to improve the value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the Florida Department of Education (FLDOE) indicate that in 2004-2005 Kensington Park Elementary School ranked at the thirty- seventh percentile on the State of Florida ROI index.

Measurable Objective

Kensington Park Elementary School will improve its ranking on the State of Florida ROI index publication from the 30th percentile in 2004-2005 to the 31th percentile on the next publication of the index.

| STRATEGIES | PERSONS RESPONSIBLE | START DATE | END DATE | ALIGNMENT | BUDGET |
|--|---------------------|------------|----------|----------------------|--------|
| Become more informed about the use of financial resources in relation to school programs. | Principal | 8/20/2007 | 6/5/2008 | Education Innovation | 0 |
| Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks. | Principal | 8/20/2007 | 6/5/2008 | Education Innovation | 0 |
| Consider shared use of facilities, partnering with community agencies. | Principal | 8/20/2007 | 6/5/2008 | Education Innovation | 0 |
| Collaborate with the District on resource allocation. | Principal | 8/20/2007 | 6/5/2008 | Education Innovation | 0 |

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

This objective will be evaluated using the results from the next State of Florida ROI 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:

After careful review of last year's expenditures, the EESAC made recommendations for spending during the 2007-2008 school year that are consistent with previous purchases that have supported and enhanced student achievement.

Training:

Based on the needs of the staff, the EESAC will assist in providing and recommending professional development for instructional and non-instructional staff.

Instructional Materials:

The EESAC has been, and will continue to be, very supportive in providing supplemental materials needed to enhance classroom instruction based on the needs of the school.

Technology:

The EESAC has been, and will continue to be, very supportive in providing supplemental technology materials needed to enhance classroom instruction based on the needs of the school.

Staffing:

Realizing the importance of our hourly teachers and tutoring, the EESAC agreed to assist in providing additional funds, if needed, to adequately staff these support services. Furthermore, the EESAC is willing to provide any additional support and assistance to staff as the year progresses.

Student Support Services:

The EESAC will give input regarding strategies that may be implemented throughout the school year in order to enhance services and support provided to students and parents. Counselors and outside assistance agencies will be key players in providing these services and support to identified students.

Other Matters of Resource Allocation:

The EESAC is willing to support the school in any capacity needed in order to facilitate the School Improvement Plan's objectives and provide the student body with incentives for attendance and academic achievement.

Benchmarking:

The EESAC will be instrumental in developing efficient and effective ways to best monitor student progress to ensure academic success throughout the 2007-2008 school year.



School Improvement Plan 2007-2008



School Safety & Discipline:

As safety and discipline are high priorities, the EESAC will support the school's efforts in maintaining a learning environment that is safe and secure for all stakeholders, as promoted in the Student Code of Conduct.

Budget Summary

| BY GOAL | TOTAL BUDGET |
|---------------------------|---------------------|
| Reading | 22000 |
| Mathematics | 69000 |
| Writing | 30000 |
| Science | 0 |
| Parental Involvement | 56000 |
| Discipline & Safety | 0 |
| Technology | 35000 |
| Health & Physical Fitness | 0 |
| Electives & Special Areas | 0 |
| Return On Investment | 0 |
| Total | 212000 |



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