

Kinloch Park Middle School



2014-15 School Improvement Plan

Kinloch Park Middle School

4340 NW 3RD ST, Miami, FL 33126

<http://kpms.dade.k12.fl.us/>

School Demographics

School Type

Middle

Title I

Yes

Free/Reduced Price Lunch

95%

Alternative/ESE Center

No

Charter School

No

Minority

98%

School Grades History

| Year | 2013-14 | 2012-13 | 2011-12 | 2010-11 |
|-------|---------|---------|---------|---------|
| Grade | C | C | C | B |

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

| DA Category | Region | RED |
|-------------|-------------------|------------------------------|
| Not In DA | 5 | Gayle Sitter |
| Former F | Turnaround Status | |
| No | | |

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Kinloch Park Middle School provides each student a diverse education in a safe, supportive environment that promotes self-discipline, motivation, and strong academic skills.

Provide the school's vision statement

Kinloch Park Middle School will provide the highest quality of education for every child through collaboration and communication among all stakeholders.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Kinloch Park Middle School (KPMS) builds relationships among teachers and students through various school events such as PTSA meetings, Open House, All Star parent meetings, evening events and through the collaboration of our community with our Student Services Department and Community Involvement Specialist. Team parent conferences are held every Monday and Tuesday and are attended by grade level counselor and administrator to maintain open lines of communication with parents. KPMS also hosts an orientation by grade level where grade level teachers and students set the expectations for learning and behavior. Having a predominantly Hispanic faculty also helps build a rapport with students who are new arrivals to the country. Students and teachers can both relate to each other's experiences and provide a support system for not only acclimating to the school culture, but also to a new country. In addition, a STAR Mentoring Program is in place where faculty mentors a student throughout the year and engages with them in various activities hosted by the Student Services Department. To celebrate our predominantly Hispanic population, Hispanic Heritage activities are planned for students, teachers, and parents.

Describe how the school creates an environment where students feel safe and respected before, during and after school

A safe school environment is a priority at KPMS. Our comprehensive approach encompasses Personal/Social awareness, curriculum and community awareness, health and wellness, curriculum, individual planning, responsive services, and system support. Throughout the day, staff and security are strategically placed throughout the school to provide vigilance and safety to our students and visitors. The Student Services department is readily available to see students and faculty and deal with any issues that arise. They help students understand and develop healthy behaviors through activities, and services such as the STAR Mentoring Program and DFYIT, Drug Free Youth In Town. They also provide assemblies throughout the year on important topics such as bullying and drugs that educate our students on making the right choices and respecting themselves as well as others. Students participate in various clubs after school that promote collaboration, respect, and safety such as Youth Crime Watch, Future Educators of America, and Student Government.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

To set behavioral expectations, the first week of school an orientation per grade level is conducted and school policies, procedures, and academic/behavioral expectations, as well as consequences and incentives, are shared with the students. In addition, a "progressive discipline checklist" is shared with all teachers. This checklist provides disciplinary action steps teachers should provide prior to a referral being written for a student. Once the student has reached the point where a referral is necessary, the checklist is attached to the referral. Every student that is referred to an administrator is also referred to their grade level counselor for services. Our SPED program specialist is also available throughout the day to support teachers and students should a behavior issue occur. An "Alternative to Suspension Program" is in place and overseen by our Student Services Department Chairperson. Through this program, the counselor meets with parents and students who have had issues prior to a suspension and provides alternative strategies to assist the parents and students. When necessary, our Center for Specialized Instruction teacher is available daily to provide assistance to students in Indoor Suspension.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The KPMS Student Services Team provides classroom guidance, instructional activities and counseling services to students individually or in group sessions. The team assists students in their academic, personal, social and career development. The Guidance curriculum consists of structured development experiences such as Middle Moves, Transition Curriculum, HIV/AIDS Education Program, Sexting, and Homeless Education Curriculum. Individual student planning consists of coordinating activities that assist students, with the help of their parents/guardians, to maximize their achievement, develop positive attitudes and problem solving skills. Responsive services consist of coordinating activities to meet the needs and concerns of students through consultation, personal counseling, crisis counseling, and referral. Other services conducted by the Student Services Team members include academic advisement, anger management, bullying/harassment prevention, credit recovery, career planning, communication skills, conflict management, decision making, healthy living advisement, learning styles, school transitions, social skills development, stress reduction, study skills, and test interpretation.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The MTSS/Rtl Leadership Team members monitor early warning indicators from attendance, suspensions, course failures, and test performance. Instructional coaches provide support to teachers in meeting their aimlines and to students through pull-out interventions. SPED Chairperson and ELL Chairperson, School Psychologist, Student Services Department and Social Worker relay their expertise and input with individual needs a student may present. The Student Services Department conducts parent meetings every quarter with parents of students that are failing a course. They also conduct regular meetings to evaluate intervention efforts for students by subject, grade, exceptionality, or other specified need. Rtl meetings evaluate the progress of students in intensive reading and math courses.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

| Indicator | Grade Level | | | Total |
|---------------------------------|-------------|-----|-----|-------|
| | 6 | 7 | 8 | |
| Attendance below 90 percent | 45 | 60 | 81 | 186 |
| One or more suspensions | 0 | 0 | 0 | |
| Course failure in ELA or Math | 14 | 7 | 13 | 34 |
| Level 1 on statewide assessment | 287 | 273 | 282 | 842 |

The number of students identified by the system as exhibiting two or more early warning indicators:

| Indicator | Grade Level | Total |
|--|-------------|-------|
| Students exhibiting two or more indicators | | |

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

- Student Services works with grade levels and attendance review committee to improve attendance by contacting parents and conducting parent conferences.
- Alternative to Suspension program aids "at-risk" students prior to suspension.
- Community Involvement Specialist assists parents with parent portal, accessing and monitoring student grades, home visits, and referral to community agency for services as needed.
- School events such as Open House and Testing Night provide parents information and assistance on ways to help their child's academic performance.
- Intensive Reading and Math courses are provided for Level 1 and 2 students.
- Reading and Math Coaches conduct pull-out intervention
- Student Services helps students with course recovery

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school builds and sustain partnerships with the local community through Dade Partners, community organizations that partner with the school to provide goods or services such as honor roll rewards and incentives. The Student Services department partners with local agencies to provide students and parents resources as needed to help students meet social/behavioral needs and in turn improve student achievement. Through a grant, our Student Services Department provides tutoring to our English Language Learners in order to support their language acquisition and academic growth. The school's

Parent Teacher Student Association contributes to quarterly incentives for students that meet academic and behavioral expectations. The Educational Excellence School Advisory Council (EESAC), comprised of teachers, parents, students, and community representatives are responsible for decision making at the school related to the implementation of the components of the School Improvement Plan. The EESAC's function is to bring together all stakeholders and involve them in an authentic role in decisions which affect instruction and the delivery of programs. Our Community Involvement Specialist (CIS) engages parents in understanding the educational process and helping their children achieve success through Parent Portal Training, parent workshops, and working with community agencies to meet their individual and family needs.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

| Name | Title |
|-------------------|---------------------|
| Weiner, Scott | Principal |
| Hewitt, Desiree | Assistant Principal |
| Salty, Morris | Assistant Principal |
| Delgado, Karen | Teacher, K-12 |
| Molina, Janisse | Instructional Coach |
| Loe, Jessica | Instructional Coach |
| Roine, Maritza | Teacher, ESE |
| Vergara, Rolando | Teacher, K-12 |
| Sabillon, Eduardo | Guidance Counselor |

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The MTSS/Rtl Leadership Team consists of the Principal (Scott A. Weiner) and two Assistant Principals (Morris Salty, Desiree Hewitt) whom ensure attendance of team members and follow up on action steps, as well as allocate resources. Teacher (Karen Delgado), Reading Coach (Janisse Molina), and Math Coach (Jessica Loe) provide data and provide support to teachers in meeting their aimlines. SPED Chairperson (Maritza Roine) and ELL Chairperson (Rolando Vergara), School Psychologist (Ms. Viera), Student Services Department (Eduardo Sabillon, Maria Zaragoza, Carlos Zaragoza) and Social Worker (Jody Schenk) relay their expertise and input with individual needs a student may present. They also conduct regular meetings to evaluate intervention efforts for students by subject, grade, exceptionality, or other specified need.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The MTSS/Rtl Leadership team functions in a variety of ways which include the following:

- The MTSS/Rtl collaborates to problem solve, share effective practices, evaluate implementation of core instruction, provide interventions as needed, and make student academic and behavioral decisions. (Tier 1)
- Instructional coaches collaborate with teachers to monitor and evaluate academic progress and social and behavior needs of students through ongoing meetings and review of OPM data, as well as the monitoring of parent conferences, student referrals, and Alternative to Suspension program. (Tier 1&2)
- Gather and analyze data to determine professional development for faculty as indicated by student intervention of achievement needs.
- Hold regular team meetings (MTSS/SAC/Rtl) to monitor progress and fidelity of programs/interventions.
- Maintain communication with staff for input and feedback, as required by the MTSS/Rtl.
- Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery. (Tier 1&2)
- Use Ongoing Progress Monitoring (OPM) to assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress. (Tier 2)
- Tier 2 Support of interventions where there is not an overall positive group response
- Tier 3 Refer and make instructional/social decisions based on the needs of the individual student.

Title I, Part A

A variety of services are provided to students who require additional remediation via extended learning

opportunities. Kinloch Park Middle School's extended learning opportunities include All-Star afterschool program, Credit Recovery, tutoring for English Language Learners, interventions, and Summer School. KPMS reading and math coaches examine student data to help teachers assess student needs and provide the proper research-based intervention strategies. Coaches also help coordinate school-wide academic screening programs, assist in the design and implementation of progress monitoring programs, and design and deliver professional development on research-based interventions. Other facets of the school-wide program include a Parental Resource Center and support services to all special needs populations.

Title I, Part C- Migrant

Kinloch Park Middle School provides services and support to migrant students and parents. The District

Migrant liaison coordinates with Title I and other programs and conducts comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

Students are also provided

extended learning opportunities (before-school and/or after-school, and summer school) by Title I, Part C,

Migrant Education Program.

Title I, Part D

Kinloch Park Middle School receives funds to support the Educational Outreach Program. Services are

coordinated with district Drop-Out Prevention programs.

Title III

Title III funds are used to supplement and enhance the programs for English Language Learners (ELLs) and

immigrant students by providing funds to implement and/or provide tutorial programs (HLAP), professional

development on best practices for ESOL and content area teachers, reading and supplementary instructional

materials, and hardware and software for the development of language and literacy skills. The above services

will be provided should funds become available for the 2014-2015 school year and should the FLDOE

approve
the applications.

Title X- Homeless

The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and community. Project Upstart, Homeless Children & Youth Program assists Kinloch Park Middle School with identification, enrollment, attendance, and transportation of homeless students. The Homeless Liaison provides training for the KPMS registrar on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless and are provided with all entitlements. The Liaison will continue to participate in community organization meetings and task forces as it relates to homeless children and youth. Project Upstart provides homeless sensitivity and awareness campaign to all the schools, including Kinloch Park Middle School. The project will provide each school with a video and curriculum manual. Kinloch Park Middle School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

Kinloch Park Middle School follows the Safe and Drug-Free Schools program. This program specifically

addresses violence and drug prevention/intervention through the curriculum delivered by the classroom

teachers and the school TRUST specialist. The TRUST specialist's main goal is to counsel students on how to solve problems related to drugs/alcohol, stress, suicide, isolation, family violence, and other crises. Kinloch

Park Middle School also makes use of Peer Mediation for violence prevention.

Nutrition Programs

1. Kinloch Park Middle School adheres to and implements the nutrition requirements stated in the District

Wellness Policy.

2. Nutrition education, as per state statute, is taught through physical education.

3. The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the

Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Career and Technical Education

CTE

Articulation agreements allow KPMS students to earn college and postsecondary technical credits in high

school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees.

Readiness for postsecondary opportunities will strengthen with the integration of academics and career and

technical education components and a coherent sequence of courses.

Other

Parental

Kinloch Park Middle School will involve parents in the planning and implementation of the Title I Program and

extend an open invitation to our school's parent resource center or parent area in order to inform parents

regarding available programs, their rights under No Child Left Behind, and other referral services.

Kinloch Park Middle School will increase parental engagement/involvement through developing (with ongoing

parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply

with dissemination and reporting requirements.

Kinloch Park Middle School will conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents.

This positively impacts our goal of empowering parents and building their capacity for involvement. Kinloch Park Middle School will complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, The M-DCPS Title I Parent/Family Survey, distributed to the schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

| Name | Stakeholder Group |
|----------------------|----------------------------|
| Scott A. Weiner | Principal |
| Dionisio De La Torre | Teacher |
| Robert Gardner | Teacher |
| Maria Garcia | Teacher |
| Bernice Valdez | Teacher |
| Eduardo Sabillon | Teacher |
| Pedro Benitez | Teacher |
| Dany Nemorin | Teacher |
| Angela Rowe | Education Support Employee |
| Margarita Bretos | Education Support Employee |
| Dina Limonte | Parent |
| Julia Vieyra | Parent |
| Mindy Saavedra | Parent |
| Nubia Artigas | Parent |
| Julieta Ortiz | Parent |
| Oel Cruz | Parent |
| Tanya Urbina | Parent |
| Giuseppe Montaruli | Student |
| Clarisel Tabio | Student |
| Christophe Limonte | Student |
| John Abreu | Business/Community |

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Through problem-solving and data analysis, departments monitor progress of goals and student mastery and goals are adjusted as needed. Last year, each department was working toward their own goals. This year, the school is working towards an overarching, school-wide goal of Gradual Release. New state standards require students to grapple with text at various complexity levels and participate in more accountable talk. Therefore, teachers are facing a paradigm shift in the way they approach classroom learning. These issues are taken into consideration when planning for instruction, interventions, and programs. The Educational Excellence School Advisory is comprised of various stakeholders whose input is vital to the development and monitoring of the School Improvement Plan and the goals set forth therein.

Development of this school improvement plan

In Miami-Dade County Public Schools, the SAC is referred to as the Educational Excellence School Advisory Council, EESAC. The EESAC develops and implements the SIP by gathering academic and behavioral information from teachers, data sources, and departments and discussing it with members, as well as sharing updates with the staff. The EESAC monitors and adjusts the school's academic and behavioral goals through data gathering and data analysis. They also monitor the fidelity of the delivery of instruction, interventions, and programs delineated by the plan.

Preparation of the school's annual budget and plan

The Educational Excellence School Advisory Council (EESAC) will do everything it can to help improve student achievement through the monitoring of the implementation of the School Improvement Plan. The council will sponsor numerous incentive programs throughout the year for both student and teacher achievement. These incentives will be based around achievement on a wide variety of assessments and/or the completion of academically based programs. The Council will also continue to advise school leadership on ways that they may help increase student achievement.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

- Testing Parent Workshop \$200
- Safe Internet Usage Workshop \$100
- Curriculum Fair \$200
- High School Articulation \$200
- Student Incentives for Academic Achievement and Attendance \$4500.00

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

| Name | Title |
|-----------------------|---------------------|
| Weiner, Scott | Principal |
| Salty, Morris | Assistant Principal |
| Hewitt, Desiree | Assistant Principal |
| Delgado, Karen | Teacher, K-12 |
| Molina, Janisse | Instructional Coach |
| Loe, Jessica | Instructional Coach |
| Roine, Maritza | Teacher, ESE |
| Vergara, Rolando | Teacher, K-12 |
| richter, lourdes | Teacher, K-12 |
| De La Torre, Dionisio | Teacher, K-12 |
| Gardner, Robert | Teacher, K-12 |
| Boza, Francisco | Teacher, K-12 |
| Sabillon, Eduardo | Guidance Counselor |
| Suarez, Maria | Teacher, K-12 |

Duties

Describe how the LLT promotes literacy within the school

-School-wide focus on Florida Standards, utilizing various reading strategies such as CRISS strategies and school-wide Word Walls based on "Word Generation Program" cross-curricular vocabulary.

-Departmental focus on targeted computer programs (based on student academic level) and Ongoing Progress Monitoring of such, combined with department data analysis. A computer lab and scheduled time has been assigned for each core department.

-"Word Generation Program", a program that is research-based, cross-curricular, and specifically designed for ELL students, will be utilized school-wide in order to support reading and writing through the development of vocabulary, promoting informational text, persuasive and analytical writing, analysis, reading comprehension and remediation of all subject areas.

-Gradual Release of Responsibility Model will be implemented school-wide. Professional Development will be provided and lessons modeled on Gradual Release.

-Strategies to promote Student "accountable talk" will be incorporated throughout all departments

-The LLT will also collaborate with the MTSS/RtI team and be involved with the disaggregation of data and using the data to drive instructional decisions, especially as it relates to our large ELL population and language acquisition.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Collaboration is promoted at Kinloch Park Middle School (KPMS) through bi-weekly department meetings where departments partake in data analysis, problem-solving, lesson planning, and/or sharing of new strategies. In addition, common planning time has been embedded in the Master Schedule in order to allow teachers to common plan and discuss strategies to meet student needs and school-wide goals and objectives. Building positive working relationships are also fostered through bi-weekly grade level team meetings. Team meetings are comprised of core and elective teachers that work with the

same grade level students and therefore provide a venue for teacher/student support and discussion/implementation of particular grade level needs/interventions/programs. Professional Learning Communities (PLC's) are another way in which KPMS encourages collaboration among teachers and across departments. Cross-curricular PLC's are held to promote strategies pertaining to school-wide goals such as writing, Gradual Release of Responsibility Model, and other curriculum strategies as needed.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

- Networking with other schools to recruit teachers (Administration)
- Development of Professional Learning (Administration, Department Chairpersons, Instructional Coaches) Communities to help retain teachers
- Partnering new teachers with a veteran teacher (Administration, Department Chairpersons) in a Mentoring/Buddy Program.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

New To the Building paired with Department Chairs

-Mr. Bell - Mr. De La Torre (Social Studies Department Chairperson)

- Monthly morning meetings
- Classroom visitations to review lessons and assist with curriculum implementation. Collaboration among novice and veteran teachers.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

- District purchased instructional materials are aligned to Florida Standards.
- Through Team and Department meetings supplementary materials and interventions are discussed and alignment to standards is ensured.
- Continuously monitoring data to guide instructional decision-making in all content areas.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

- A school-wide District Action Plan is implemented based on school data and needs.
- HLAP paraprofessional conducts intervention pull-out. She is also available to assist ELL students as needed.
- Afterschool ELL tutoring will be provided for additional support in meeting proficiency on state assessments.
- Departments progress monitor data on an ongoing basis through their department meetings and differentiated instruction is in place based on identified needs.
- Intensive Reading and Math classes for students that scored a Level 1 and 2 on the FCAT provide remediation and focused instruction.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 2,880

After school tutoring for English Language Learners

Strategy Rationale

Due to Language Barrier, there is a need for additional instructional time in core academic subjects.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Sabillon, Eduardo, esabillon@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

• Interim data and CELLA results are analyzed and used to make instructional decisions. Pre-tests and post-tests are given for each core subject. Computer programs integrated into curriculum are also monitored on an ongoing basis.

Strategy: Extended School Day

Minutes added to school year: 32,400

FIU All Stars After-school program provides an academic and project-based enrichment component.

Strategy Rationale

Enrichment and project-based activities are offered through the After-school Program, which supports students academic growth.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Monje, Jorge, jmonje@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Projects are collected, displayed, and shared with students, parents, and staff and are a key component of the enrichment aspect of the program.

Strategy: Extended School Day

Minutes added to school year: 600

Professional Learning Communities take place bi-weekly in the mornings where departments meet to receive professional development in areas of identified needs to support student achievement.

Strategy Rationale

Due to our high ELL population, Professional Learning Communities provide a venue where teachers can continuously gain new strategies and methodologies to help our students meet their academic goals.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Hewitt, Desiree, dhewitt@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Department data based on student scores from different sources (Interims, computer programs, informal and formal assessments) guides discussion and development of each PLC.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

- The Student Services Department conducts articulation assemblies in May for incoming 6th graders from Feeder Pattern elementary schools.
- Kinloch Park Middle School conducts a 6th grade orientation for incoming students and provides all academic, behavioral, and procedural information in order to ensure a successful transition.
- Eighth graders also attend an articulation to feeder pattern high schools.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

The Student Services Department provide academic counseling, host an annual Magnet Fair, and articulate students to prospective high schools keeping in mind their needs and talents. Student Services also hosts a Career Day where community organizations and family guests participate in promoting career awareness to our students.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Teachers in all subject areas provide opportunities for real-world problem solving that bridge academic objectives with relevant life experiences.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Students at Kinloch Park Middle participate in End-of-Course examinations in Algebra and Civics, courses that are offered at the high school level. Students also have the opportunity to take additional classes via Virtual School, as well as make up classes through Credit Recovery. All students are exposed to STEM activities and real-world, cross-curricular problem solving strategies.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To increase student achievement by improving core instruction in all content areas.
- G2.** To decrease the number of student absences across all grade levels through Student Services attendance plan of action.
- G3.** During the 2014-2015 school year students in all grade levels will increase their participation in STEM activities, technology, and inquiry-based learning.
- G4.** See Title I PIP

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. To increase student achievement by improving core instruction in all content areas. 1a

 G048291

Targets Supported 1b

| Indicator | Annual Target |
|--|---------------|
| Middle School Participation in EOC and Industry Certifications | 91.0 |
| AMO Math - All Students | 62.0 |
| AMO Math - American Indian | |
| AMO Math - Asian | |
| AMO Math - African American | |
| AMO Math - ED | 62.0 |
| AMO Math - ELL | 51.0 |
| AMO Math - Hispanic | 62.0 |
| AMO Math - SWD | 49.0 |
| AMO Math - White | 61.0 |
| FAA Mathematics Proficiency | 0.0 |
| FSA - Mathematics - Proficiency Rate | 21.0 |
| Algebra I EOC Pass Rate | 91.0 |
| Geometry EOC Pass Rate | 0.0 |
| Math Gains | 67.0 |
| Math Lowest 25% Gains | 70.0 |
| AMO Reading - All Students | 61.0 |
| AMO Reading - American Indian | |
| AMO Reading - Asian | |
| AMO Reading - African American | |
| AMO Reading - ED | 60.0 |
| AMO Reading - ELL | 47.0 |
| AMO Reading - Hispanic | 60.0 |
| AMO Reading - SWD | 47.0 |
| AMO Reading - White | 68.0 |
| CELLA Listening/Speaking Proficiency | 46.0 |
| CELLA Reading Proficiency | 29.0 |
| FAA Reading Proficiency | 0.0 |
| FSA - English Language Arts - Proficiency Rate | 24.0 |
| ELA/Reading Gains | 69.0 |
| ELA/Reading Lowest 25% Gains | 67.0 |
| Bio I EOC Pass | 0.0 |
| FAA Science Proficiency | 0.0 |
| FCAT 2.0 Science Proficiency | 42.0 |
| CELLA Writing Proficiency | 37.0 |
| FAA Writing Proficiency | 0.0 |
| One or More Suspensions | 165.0 |
| Attendance Below 90% Grade 06 | 12.0 |
| Attendance Below 90% Grade 07 | 15.0 |
| Attendance Below 90% Grade 08 | 18.0 |
| Level 1 - Grade 06 | 35.0 |
| Level 1 - Grade 07 | 37.0 |

| Indicator | Annual Target |
|-----------------------------|---------------|
| Level 1 - Grade 08 | 32.0 |
| Course Failures ELA | 17.0 |
| Course Failures Mathematics | 17.0 |

Resources Available to Support the Goal 2

- Promethean Boards, 6 fully functioning computer labs, released reading and math coaches, Afterschool All Stars, ELL tutoring services, HLAP interventionist, pull out intervention for reading, bi-weekly PLC, early morning computer access for students.
- Promethean Boards, 6 fully functioning computer labs, released reading and math coaches, Afterschool All Stars, ELL tutoring services, HLAP interventionist, pull out intervention for reading, bi-weekly PLC, early morning computer access for students.

Targeted Barriers to Achieving the Goal 3

- Limited evidence of the Gradual Release of Responsibility Model

Plan to Monitor Progress Toward G1. 8

Monitor the consistent implementation of the GRRM into daily instructional routines.

Person Responsible

Desiree Hewitt

Schedule

Biweekly, from 10/31/2014 to 5/29/2015

Evidence of Completion

Classroom walk-throughs with evidence of student engagement and accountable talk, evidence of GRRM in lesson plans

G2. To decrease the number of student absences across all grade levels through Student Services attendance plan of action. 1a

G048294

Targets Supported 1b

| Indicator | Annual Target |
|-------------------------------|---------------|
| Attendance Below 90% Grade 06 | 12.0 |
| Attendance Below 90% Grade 07 | 15.0 |
| Attendance Below 90% Grade 08 | 81.0 |

Resources Available to Support the Goal 2

- Grade level counselors, TRUST counselor, Attendance Committee, Community Involvement Specialist

Targeted Barriers to Achieving the Goal 3

- Limited English Proficiency and cultural barriers place our students at an at-risk category for Early Warning Signs, particularly that of consistent school attendance.

Plan to Monitor Progress Toward G2. 8

Attendance reports will be run by grade levels to monitor absences/tardies.

Person Responsible

Karen Delgado

Schedule

Biweekly, from 9/8/2014 to 6/4/2015

Evidence of Completion

Attendance reports, daily attendance bulletin

G3. During the 2014-2015 school year students in all grade levels will increase their participation in STEM activities, technology, and inquiry-based learning. 1a

G048497

Targets Supported 1b

| Indicator | Annual Target |
|-----------|---------------|
|-----------|---------------|

Resources Available to Support the Goal 2

- science lab, computer lab, Gizmos

Targeted Barriers to Achieving the Goal 3

- Limited exposure to STEM activities.

Plan to Monitor Progress Toward G3. 8

Completion and submission of science projects

Person Responsible

Morris Salty

Schedule

Quarterly, from 10/6/2014 to 6/4/2015

Evidence of Completion

Science projects and project timeline packet

G4. See Title I PIP 1a

G050838

Targets Supported 1b

| Indicator | Annual Target |
|-----------|---------------|
|-----------|---------------|

Resources Available to Support the Goal 2

Targeted Barriers to Achieving the Goal 3

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. To increase student achievement by improving core instruction in all content areas. **1**

 G048291

G1.B1 Limited evidence of the Gradual Release of Responsibility Model **2**

 B120376

G1.B1.S1 Implement the Gradual Release of Responsibility model as an instructional framework to support students in content, skills, and strategy acquisition by gradually releasing responsibility for learning outcomes from teacher to student. **4**

 S132258

Strategy Rationale

Due to large population of ELL students, there is limited evidence of accountability talk and collaborative structures and limited technology requires scaffolding techniques built into instruction therefore leading up to Gradual Release of Responsibility and more student accountability for their learning.

Action Step 1 **5**

Provide in-depth professional development on the Gradual Release of Responsibility Model for all content areas.

Person Responsible

Karen Delgado

Schedule

On 10/9/2014

Evidence of Completion

Agenda, sign-in sheets, deliverables, lesson plans

Action Step 2 5

Conduct coaching cycles with instructional staff, based on needs, to support and ensure that the implementation of the Gradual Release of Responsibility Model is performed with fidelity.

Person Responsible

Desiree Hewitt

Schedule

Weekly, from 10/20/2014 to 11/26/2014

Evidence of Completion

Note-taking/ note-making sheet, lesson plans, student collaboration

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Monitor the consistent implementation of the Gradual Release of Responsibility Model into daily routines.

Person Responsible

Scott Weiner

Schedule

On 5/29/2015

Evidence of Completion

Lesson plans, student work, student engagement, walk-through notes.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Classroom walk-throughs and evidence in lesson plans

Person Responsible

Scott Weiner

Schedule

Biweekly, from 10/31/2014 to 5/29/2015

Evidence of Completion

Lesson plans, walk-through notes, student engagement

G2. To decrease the number of student absences across all grade levels through Student Services attendance plan of action. 1

G048294

G2.B1 Limited English Proficiency and cultural barriers place our students at an at-risk category for Early Warning Signs, particularly that of consistent school attendance. 2

B120391

G2.B1.S1 Student Services Department will work with grade level teams and attendance review committee to conduct parent conferences and provide early intervention to students that are habitually absent. 4

S132279

Strategy Rationale

Contacting parents and acclimating them to the school culture of the importance of daily attendance and its effect on academic achievement, and providing support to do so through our Community Involvement Specialist.

Action Step 1 5

Improving attendance through quarterly incentives.

Person Responsible

Eduardo Sabillon

Schedule

Daily, from 9/8/2014 to 6/4/2015

Evidence of Completion

Daily Attendance Bulletin

Action Step 2 5

Monitoring attendance through consistent and continuous parent contact and conferences.

Person Responsible

Eduardo Sabillon

Schedule

Daily, from 8/14/0009 to 8/14/0009

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Attendance Clerk, Counselors will monitor attendance daily

Person Responsible

Karen Delgado

Schedule

Daily, from 9/8/2014 to 6/4/2015

Evidence of Completion

Daily attendance bulletin, decrease in truancy files

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Grade level counselors and administrator will monitor daily attendance and conduct parent conferences as needed.

Person Responsible

Karen Delgado

Schedule

Weekly, from 9/8/2014 to 6/4/2015

Evidence of Completion

Attendance Bulletin, Attendance Reports

G3. During the 2014-2015 school year students in all grade levels will increase their participation in STEM activities, technology, and inquiry-based learning. 1

G048497

G3.B1 Limited exposure to STEM activities. 2

B120970

G3.B1.S1 Provide opportunities for inquiry-based STEM activities. 4

S132896

Strategy Rationale

Will incorporate Differentiated Instruction, technology, and STEM opportunities in order to increase inquiry based learning, as well as Math and Science skills.

Action Step 1 5

Will incorporate STEM activities, Differentiated Instruction, technology, and inquiry based learning to increase Math and Science skills.

Person Responsible

Robert Gardner

Schedule

Quarterly, from 10/6/2014 to 6/4/2015

Evidence of Completion

Action Step 2 5

Will increase number of students participating in Science Fair.

Person Responsible

Robert Gardner

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Monitor the fidelity of implementation through lesson plans, student work samples, Interim results, classroom walk-throughs, science fair projects

Person Responsible

Morris Salty

Schedule

Quarterly, from 10/6/2014 to 6/4/2015

Evidence of Completion

Sign-in sheets for activities outside of school, lesson plans, classroom walk-throughs, student work samples, science fair projects

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Implementation of more STEM activities, technology, inquiry based learning

Person Responsible

Morris Salty

Schedule

Quarterly, from 10/6/2014 to 6/4/2015

Evidence of Completion

Evidence through classroom walk-throughs, Science Lab reports, Student Work Samples, OPM reports, FCAT 2.0 Science Assessment

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|-------------|---|-------------------|-------------------------------|---|--------------------|
| G1.B1.S1.A1 | Provide in-depth professional development on the Gradual Release of Responsibility Model for all content areas. | Delgado, Karen | 10/9/2014 | Agenda, sign-in sheets, deliverables, lesson plans | 10/9/2014 one-time |
| G2.B1.S1.A1 | Improving attendance through quarterly incentives. | Sabillon, Eduardo | 9/8/2014 | Daily Attendance Bulletin | 6/4/2015 daily |
| G3.B1.S1.A1 | Will incorporate STEM activities, Differentiated Instruction, technology, and inquiry based learning to increase Math and Science skills. | Gardner, Robert | 10/6/2014 | | 6/4/2015 quarterly |
| G1.B1.S1.A2 | Conduct coaching cycles with instructional staff, based on needs, to support and ensure that the | Hewitt, Desiree | 10/20/2014 | Note-taking/ note-making sheet, lesson plans, student collaboration | 11/26/2014 weekly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|--------------|--|-------------------|-------------------------------|---|--------------------|
| | implementation of the Gradual Release of Responsibility Model is performed with fidelity. | | | | |
| G2.B1.S1.A2 | Monitoring attendance through consistent and continuous parent contact and conferences. | Sabillon, Eduardo | 8/14/0009 | | 8/14/0009 daily |
| G3.B1.S1.A2 | Will increase number of students participating in Science Fair. | Gardner, Robert | 6/14/0010 | | one-time |
| G1.MA1 | Monitor the consistent implementation of the GRRM into daily instructional routines. | Hewitt, Desiree | 10/31/2014 | Classroom walk-throughs with evidence of student engagement and accountable talk, evidence of GRRM in lesson plans | 5/29/2015 biweekly |
| G1.B1.S1.MA1 | Classroom walk-throughs and evidence in lesson plans | Weiner, Scott | 10/31/2014 | Lesson plans, walk-through notes, student engagement | 5/29/2015 biweekly |
| G1.B1.S1.MA1 | Monitor the consistent implementation of the Gradual Release of Responsibility Model into daily routines. | Weiner, Scott | 10/31/2014 | Lesson plans, student work, student engagement, walk-through notes. | 5/29/2015 one-time |
| G2.MA1 | Attendance reports will be run by grade levels to monitor absences/tardies. | Delgado, Karen | 9/8/2014 | Attendance reports, daily attendance bulletin | 6/4/2015 biweekly |
| G2.B1.S1.MA1 | Grade level counselors and administrator will monitor daily attendance and conduct parent conferences as needed. | Delgado, Karen | 9/8/2014 | Attendance Bulletin, Attendance Reports | 6/4/2015 weekly |
| G2.B1.S1.MA1 | Attendance Clerk, Counselors will monitor attendance daily | Delgado, Karen | 9/8/2014 | Daily attendance bulletin, decrease in truancy files | 6/4/2015 daily |
| G3.MA1 | Completion and submission of science projects | Salty, Morris | 10/6/2014 | Science projects and project timeline packet | 6/4/2015 quarterly |
| G3.B1.S1.MA1 | Implementation of more STEM activities, technology, inquiry based learning | Salty, Morris | 10/6/2014 | Evidence through classroom walk-throughs, Science Lab reports, Student Work Samples, OPM reports, FCAT 2.0 Science Assessment | 6/4/2015 quarterly |
| G3.B1.S1.MA1 | Monitor the fidelity of implementation through lesson plans, student work samples, Interim results, classroom walk-throughs, science fair projects | Salty, Morris | 10/6/2014 | Sign-in sheets for activities outside of school, lesson plans, classroom walk-throughs, student work samples, science fair projects | 6/4/2015 quarterly |

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. To increase student achievement by improving core instruction in all content areas.

G1.B1 Limited evidence of the Gradual Release of Responsibility Model

G1.B1.S1 Implement the Gradual Release of Responsibility model as an instructional framework to support students in content, skills, and strategy acquisition by gradually releasing responsibility for learning outcomes from teacher to student.

PD Opportunity 1

Provide in-depth professional development on the Gradual Release of Responsibility Model for all content areas.

Facilitator

Leslie Rivera- District Curriculum Support Specialist

Participants

All faculty

Schedule

On 10/9/2014

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

| Description | Total |
|---|----------------|
| Goal 1: To increase student achievement by improving core instruction in all content areas. | 158,134 |
| Goal 2: To decrease the number of student absences across all grade levels through Student Services attendance plan of action. | 2,000 |
| Grand Total | 160,134 |

Goal 1: To increase student achievement by improving core instruction in all content areas.

| Description | Source | Total |
|--|----------------|----------------|
| B1.S1.A1 - Reading Coach | Title I Part A | 51,255 |
| B1.S1.A1 - Teacher | Title I Part A | 51,255 |
| B1.S1.A1 - 2 Paraprofessionals | Title I Part A | 29,209 |
| B1.S1.A1 - Community Involvement Specialist | Title I Part A | 26,415 |
| B1.S1.A2 - Reading Coach | Title I Part A | 0 |
| Total Goal 1 | | 158,134 |

Goal 2: To decrease the number of student absences across all grade levels through Student Services attendance plan of action.

| Description | Source | Total |
|--|--------|--------------|
| B1.S1.A1 - EESAC Quarterly Incentives | Other | 1,500 |
| B1.S1.A1 - EESAC Testing Parent Night | Other | 500 |
| Total Goal 2 | | 2,000 |