

Miami-Dade County Public Schools

Kendale Elementary School



2015-16 School Improvement Plan

Kendale Elementary School

10693 SW 93RD ST, Miami, FL 33176

<http://kendale.dadeschools.net/>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	55%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	89%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 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

Kendale Elementary's mission is: We are devoted to producing successful, well-rounded citizens who will excel in a diverse, global society, equipped to meet the challenges of tomorrow. We will prepare our students to succeed in middle school and beyond, by equipping them with a rigorous academic foundation, while instilling the core values of respect, responsibility, kindness, cooperation and support. The vision of Kendale Elementary is to instill in our students a respect for oneself, respect for others and respect for the power of knowledge and learning while providing them the tools necessary for success in our ever-changing world.

Provide the school's vision statement

Kendale Elementary's long range operational goal is to exceed standards set forth by the state, district and community through serving as a role model for continuous improvement and sustained high achievement in providing exceptional service to our stakeholders. Together, key stakeholders work cooperatively to develop and deliver academic intervention, and extracurricular programs to increase student achievement, self-confidence, and provide services to our customers. Kendale offers Cambridge Curriculum K - 5th grade, Exceptional Student Education (K - 5th grade Resource) "Horizons", Gifted (Full-Time K - 5th grade) "Quest", Extended Foreign Language program (EFL) at K - 4th grade level and iReady Intervention (Tutoring) for K - 5th grade. Various extra-curricular activities and clubs are also available at Kendale such as: Art Citizen Club, Violin Club, Chorus, Gardening Club, Green Team Recycling Club, Jump Rope Team, Safety Patrols, Student Council, FEA, H.O.T.T. Student News Broadcasts, Chess Club, Before/After School Care, and Mini-Care. Kendale is also partnered with FIU and FIT Kids to offer the ENLACE program which targets reading and promotes fitness for students after school.

School Environment

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

Kendale Elementary is a Cambridge school where the entire faculty shares a clear vision of excellent instruction, and where school leaders focus on helping all teachers and students reach their full potential in the classroom. We instill in our students a respect for oneself, a respect for others and a respect for the power of knowledge and learning while providing them the tools necessary success in our ever-changing world.

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

At Kendale Elementary a Cambridge School "Where Dreams Come Alive", this means all forms of safety and security are operable while the students are at school — medical attention when necessary, counseling and other family services as required and most of all, caring adults who create an atmosphere of sincere support for the students' well-being and academic success.

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

A School-Based alternate to suspension plan has been provided to teachers to effectively and efficiently manage behaviors in order to minimize disruptions to the learning environment and keep students fully engaged during instructional time. This involves teachers establishing clear behavioral expectations through the teaching and practicing of classroom procedures rules, rewards and consequence holding students accountable for violations with appropriate and effective consequences, reinforcing positive behaviors with meaningful rewards and recognition such as Mighty Tiger of The Week Award, monthly district Values Matter initiative, and determining the efficacy of the established plan as well as ensuring fairness and consistency in its application through consultations with student services and the administration. The classroom rules are established by the teacher with input from students in order to have buy-in from all stakeholders which facilitate a smooth implementation of the classroom rules. Individual student accountability is upheld through lunch time detentions, work detail , or taking away fun activities from those students who fail to comply with established classroom rules and procedures.

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

On-site we have a full-time counselor and social worker twice a week who meets with students in groups, individually, conducts classroom lessons, meets with parents and informs parents of outside agencies that may be able to assist them with their particular need(s).

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 school administration utilizes computer based data reports, such as Attendance Review Committee, to identify students who have attendance, behavioral or academic concerns. The administration ensures that teachers are aware of the Student Progression Plan and Student Code of Conduct to effectively make decision and follow procedures for notifying parents after students are identified as meeting one of the early warning system. The Progress Monitoring Plan (PMP) identifies the weaknesses of the student in order to provide assistance with the barriers that may be hindering their success in the identified subject area(s).

Early Warning Indicators:

- Students who miss more than 10% of instructional time

After a student has had a minimum of five (5) unexcused absences within a calendar month or ten (10) absences within 90 calendar days, the student is referred to the school's Attendance Review Committee, which includes administrator, Social Worker, teacher, and parent, in which then parent is advised of the unsatisfactory absences and the school begins to provide services to process the truancy referral. After fifteen (15) unexcused absences within a ninety (90) calendar day period (three (3) consecutive months), administration gives written notice to the student's parent to request their attendance at a second "Attendance Review Committee" meeting to discuss the attendance problem and identify possible solutions. The teachers may write a SCAM for students that have not reached the criteria as described above, but have excessive tardies, early releases, and have excessive "excused absences". Ms. Vitier, School's Social Worker, visits the home or calls to reach out to the parent/guardian and make them aware of the concern. That visit or

telephone call is then noted in ISIS.

- Students who have referrals that lead to detention or other Board-approved in-school program Students who have behavioral concerns are referred to the school's counselor, Mrs. Jimenez or school's social worker, Ms. Vitier - they then determine the next steps for further assistance and develops a plan according to the concerns. The counselor or school's social worker may refer the student to a small group/outside community agencies or individual counseling. The counselor and the school's social worker contacts the family and develop a Functional Assessment of Behavior Plan (FAB) and a Behavior Intervention Plan (BIP). If the behavior concerns persist, the student may be placed on indoor-suspension and/or if on an out of area transfer the transfer will be revoked and students will be sent back to their home school.

- Students who score a FSA Level 1 or red or low yellow on iReady in either Reading or Math Students who scored a FSA Level 1, red or low yellow on iReady or received a D or F on a Chapter Assessment in either Reading or Math are targeted during Differentiated Instruction in class. In addition, the students are provided with intensive instruction matched to their needs on the basis of levels of performance on the iReady Intervention program during the school day.

- Students who are not proficient in reading by Grade 3
The students who are not proficient in reading by Grade 3 are targeted during Differentiated Instruction in class. In addition, the students are provided with intensive instruction matched to their needs on the basis of levels of performance on the iReady Intervention program during the school day. The iReady intervention program is provided on a daily basis for one hour during the school day.

- Students who are retained
The students who are retained are targeted during Differentiated Instruction in class. In addition, the students are provided with intensive instruction matched to their needs on the basis of levels of performance on the iReady intervention program during the school day. These services and interventions are provided in reading and math, in small-group settings in addition to instruction in the general curriculum.

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
	K	1	2	3	4	5	
Attendance below 90 percent	3	6	3	3	1	0	16
One or more suspensions	0	5	0	0	0	0	5
Course failure in ELA or Math	5	2	5	2	1	0	15
Level 1 on statewide assessment	0	0	0	7	6	6	19
	0	0	0	0	0	0	

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	4	7	18	28	17	17	91

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

Students who are at risk for not meeting grade level standards will receive iReady intervention services.

Students in need of extra support will be identified by classroom teachers and assessed, to ensure that they receive appropriate support. Assessment tools such as STAR, WonderWorks Reading Intervention, district issued interim assessments, iReady Growth Monitoring, as well as ongoing informal classroom assessments, will help us in identifying such students. State and school generated assessments will also be utilized to determine the need for our students in the upper grades. Careful documentation, including anecdotal/conference notes, parent contacts logs, grades, tests results and work samples, will be used as important tools in helping us to determine a plan of action for our students or start the the Response to Intervention (Rtl) process. Instructional staff, interventionist and the support services personnel who work with at-risk students must also keep documentation of their assistance with each student to show evidence of fidelity.

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?

No

PIP Link

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

Description

Raise the number of parents attending school activities for the 2015 - 2016 school year.

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

Kendale Elementary School works in partnership with the community stakeholders, parents and focuses on supporting student development, improving student outcomes, supporting families and developing a strong community. With the support of our families and the community working together, every component of this partnership can be strengthened and beneficial to all stakeholders. In addition, we commit to organizing resources around the holistic development of our youth in a student-centered environment (i.e., the school). Community resources are more effectively and more efficiently used. In addition we are partners with other schools and service providers such as FIU ENLACE, KPTA Afterschool Activities and Kendale's fee supported Before/Afterschool Care. These service providers help us in our mission of helping our students and families become more successful in turn, the whole community benefits from partnerships that support the development of all students.

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:

Name	Title
Fox, Reginald	Principal
Christmas, Velda	Assistant Principal
Brody, Mayra	Teacher, K-12
Cartaya, Christina	Instructional Technology
Webster, Elizabeth	SAC Member
Melton, Tanjanika	Instructional Coach
Mijares, Greeidy	Teacher, ESE
Pineiro, Patricia	Instructional Coach
Torres-Pino, Juana	Teacher, K-12
Jennings, Pamela	Teacher, K-12
Streeter, Melissa	Teacher, K-12
Jones, Samantha	Teacher, K-12
Colzie, Shundra	Teacher, K-12
Culshaw, Pam	Teacher, K-12
Rodriguez, Susie	Teacher, K-12
Rodriguez, Lissette	Teacher, K-12

Duties

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

Reginald Fox, Principal; Velda Christmas, Assistant Principal; Jones-Hall, Intermediate Teacher; Elizabeth Webster, EESAC Chair; Greeidy Mijares, SPED Teacher; Shundra Colzie, Primary Teacher; Mayra Brody, Gifted, Lissette Rodriguez Primary Teacher, Melissa Streeter Intermediate Teacher, Tan Melton Reading Coach, Patricia Pineiro Math Liaison, Elizabeth Webster, Science Liaison, Juana Torres-Pino, Instructional Technology/Cambridge Coordinator, Pamela Jennings, Social Science Liaison, Pamela Culshaw, Wellness/Healthy Schools Liaison and Christina Cartaya, UTD Steward.

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 Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)

5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment activities.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessments.
7. Ensure that students in need of intervention(s) are actually receiving appropriate supplemental Tier 2 intervention(s). Gather WonderWorks and iReady reports and analyze that data using the Tier 2 problem solving process after each assessment.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

1. Review iReady Reports for intervention groups to evaluate group and individual student progress.
2. Support WonderWorks interventions where there is not overall progress
3. Select students (see SST guidelines) for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed to implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately every 6 weeks) that can reliably track progress on a scheduled bases on students' needs across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine the impacted grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends iReady interventions to the primary grades with the intent of assisting kindergarten, first, and second grade students as they contribute extensively to later grades performance.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Jacqueline Perez	Student
Reginald J. Fox	Principal
Christina Cartaya	Teacher
Elizabeth Webster	Teacher
Pamela Culshaw	Teacher
Denise Bischoff	Education Support Employee
Johanna Woolman-Kirby	Parent
Laura Boudon	Parent
Ana Zelaya	Parent
Sylvia Sanchez	Parent
Christian Lievano	Business/Community
Monica Irel	Business/Community
Shundra Colzie	Teacher
Vivian Wagner	Teacher
Melissa Streeter	Teacher
Gail Timmons	Teacher
Dale Popkin	Education Support Employee
Maria Saunders	Parent
Valerie Fairington	Business/Community
Greeidy Miyares	Teacher
Lauren Elbaum	Teacher
Eunice Rivero	Parent
Efrat Horwitz	Parent
AJ Shah	Parent
Brandon Falcon	Student

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

During the last EESAC meeting last school year, the EESAC was presented with the teacher recommendations for the SIP. Each goal was reviewed and the EESAC voted to follow the teachers' recommendations and keep the majority of the same strategies for the 2015 - 2016 school year.

Development of this school improvement plan

- The SAC assists in the development, review and monitoring of the implementation of the School Improvement Plan.
- The SAC assists in the decision making process and makes recommendations in the area of the budget and curriculum.
- The SAC also reviews the needs and develops the budget for SAC funds.

Preparation of the school's annual budget and plan

The School Advisory Council (SAC) Committee will meet on November 18th, 2015 at which time it will decide that the monies allocated by Full-time Enrollment (FTE) will be used for student resource materials. At this time, no decision has been made as to where the funds for the 2015 - 2016 school year will be allocated due to funds not being available.

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

Funds last year were used for K - 5th grade tutoring instructional resource materials \$852.00.

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:

Name	Title
Fox, Reginald	Principal
Christmas, Velda	Assistant Principal
Brody, Mayra	Teacher, K-12
Mijares, Greeidy	Teacher, ESE
Cartaya, Christina	Instructional Technology
Pineiro, Patricia	Instructional Coach
Melton, Tanjanika	Instructional Coach
Webster, Elizabeth	Instructional Coach
Torres-Pino, Juana	Teacher, K-12
Jennings, Pamela	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiative of the LLT will be to strengthen and promote reading knowledge and skills within the school using our new Florida Standards and Cambridge Curriculum to focus on areas of literacy concerns across all subject areas. The LLT will: 1) Ensure implementation of CRRP with fidelity, utilizing McGraw-Hill, the Core Reading program. 2) Enhance school wide reading performance through the use of site and web-based programs such as: myON, iReady in grades K - 5, STAR/ AR in grades 1 - 5) Implement the iReady Intervention programs for struggling readers in grades K - 5. 4). Provide enrichment through the use of Cambridge Curriculum, Extended Foreign Language (EFL) and Accelerated Reader (AR).

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

When teachers and administrators work together, the level of commitment, energy and motivation is likely to be higher and change efforts are more easily implemented. The following are the strategies that we are implementing this school year to ensure that we foster a positive working environment:

1. More complex problem-solving and extensive sharing of best practices during Faculty meetings, Leadership Team meetings, Literacy Leadership meetings, Professional Development (PD)/Professional Growth (PG) Wednesdays and PLCs
2. Building stronger professional networks within the school community and with surrounding school sites to share information/best practices
3. Collaboration during Professional Learning Communities (PLCs)
4. Professional Development focused towards needs of teachers from Professional Development (PD) Needs Assessment Survey
5. Collaboration and Planning through Grade-Level meetings
6. Assistance from District and Region Curriculum Support Personnel

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

Assign veteran teachers as "Mentors" for new teachers, Schedule regular meetings with new teachers with Administration, Grade-Level, Grade-Level Chair, Reading Coach, Math Liaison, Science Liaison, Social Science Liaison, and UTD Steward.

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

The beginning teacher would be sent to a District New Teacher Orientation, assigned to a mentor teacher in their assigned grade level and attend a new teacher training facilitated by administration at the school site.

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

Our school creates ongoing professional learning opportunities for teachers to understand the new Florida Standards and to plan and discuss reading and writing curriculum that aligns to the new standards. This supports a deeper level of comprehension when provided by administration, Reading Coach, Math Liaison, Science Liaison and District and Region Curriculum Support Personnel. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the new Florida Standards.

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

Teachers use the following data to differentiate our instruction:

- STAR Reading Assessment
- WonderWorks Intervention
- Item Specifications

- Pacing Guides
- iReady Utilization and Progress Reports
- Interim Assessments
- State/Local Math and Science Assessments
- Florida Standards Assessment
- Student grades
- School site specific assessments

This data drives the students' instruction. The information helps the teachers plan next steps for struggling learners and the class as a whole. Our school uses differentiated instruction and Gradual Release Responsibility Model to ensure all students learn. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS) and the Mathematics Florida Standards (MAFS). The teachers utilize common planning to plan for and model the gradual release instructional framework focusing on the Common Core Standards, student collaborative strategies, higher order thinking

questions and close reading strategies.

The teachers apply a balanced instructional approach that includes whole group, small group, and one-on-one instruction based on students' needs. The school provides resources to support instruction

such as extensive classroom libraries, texts to support units of study, and leveled books for small group instruction. Students self-select texts based on their Independent Reading Levels. Students receive pull out services for SPED/ELL.

Teachers must utilize differentiated instruction in both, reading and math. The Reading Coach and Math Liaison assist the teachers with materials and information in order for the classroom teacher to be able to conduct DI based on disaggregate reading data (iReady, STAR, interims, etc.), group students, and

identify materials to ensure instruction is targeted to meet student individual needs and target identified deficiencies. During the DI, teachers modify their instruction to meet students' varies readiness levels, learning preferences, and interests.

During whole group and small group instruction, teachers provide explicit mini-lessons addressing the objectives and provide opportunities for collaborative conversations and critical thinking. All students are given access to the same core content. However, the teachers modify the activities, to provide some students with more complexity and others with more scaffolding.

In addition, the teachers develop lessons promoting a gradual release of responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new information in the areas of expressions and equations. Our school uses hands-on experiences to facilitate the conceptual learning and understanding of concepts.

Furthermore, we implement numerous ESOL strategies and SPED Accommodations. We model, think aloud, use task cards, use graphic organizers, use manipulatives, use illustrations and diagrams, vary the complexity of assignment, smartboard lessons, use audiobooks, role play, and use visuals aides.

Finally, enrichment opportunities are provided through the use of novels and research based projects to enhance critical thinking. Students' data is continuously reviewed and instruction is adjusted accordingly by using the FCIM.

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:

Kendale offers the FIU ENLACE Program after school which provides quality learning time with a focus on reading. The program is intended to offer support to ELL students, retained 2nd - 5th grade students, the lowest 25% or students in need of extra reading intervention in grades 3rd - 5th.

Strategy Rationale

ENLACE activities contribute to a well-rounded education which include academics, fitness and a healthy snack.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Fox, Reginald, pr2641@dadeschools.net

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

Data is collected frequently after each Baseline and Interim Assessment given. Students in the Enlace program are monitored for their progress. The data is then broken down and analyzed to identify which benchmarks are making satisfactory progress and which benchmarks need to be reinforced. Once the benchmarks have been identified the administration holds data chats with each grade level to pass on the information and make a plan of action to focus on the areas that need improvement.

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

In order to assist with the transition process, Kendale will visit daycares, pre-schools and VPK centers in the area to pass out brochures/fliers that promotes Kendale Elementary School. School tours are also available to prospective students every first Tuesday of each month. Parents are encouraged to attend school functions and they are also given a list of grade level expectations for kindergarten students.

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

N/A

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

N/A

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

N/A

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

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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.

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**

 G070467

Targets Supported **1b**

Indicator	Annual Target
FCAT 2.0 Science Proficiency	70.0

Resources Available to Support the Goal **2**

- Administration, Teachers, Manipulatives, Science Word Walls, Science Interim Assessments, Bill Nye Videos, Science Journals, Weekly Science Labs, Data Chats, Gizmos Online Simulator, Brain Pop, Scott Foresman Science Series, Scott Foresman Science kits and Computer Lab.

Targeted Barriers to Achieving the Goal **3**

- Lack of rigor using hands on experiences during classroom instruction.

Plan to Monitor Progress Toward G1. **8**

iReady reports will be reviewed

Person Responsible

Velda Christmas

Schedule

Quarterly, from 10/26/2015 to 6/9/2016

Evidence of Completion

Results from the 2016 FCAT 2.0 Science Assessment and iReady reports

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**

 G070467

G1.B4 Lack of rigor using hands on experiences during classroom instruction. **2**

 B183573

G1.B4.S1 Increase rigor through hands on experiences across all content areas by teaching thematically. **4**

 S195238

Strategy Rationale

By teaching thematically and by using hands on real-life problem solving, students will increase their ability to answer higher order thinking skills

Action Step 1 **5**

Provide a professional development across all content areas on rigor through hands on activities

Person Responsible

Velda Christmas

Schedule

On 10/30/2015

Evidence of Completion

Sign in sheets, agenda, hand outs

Action Step 2 5

Teachers across all content areas will implement rigor through all content areas

Person Responsible

Velda Christmas

Schedule

On 6/9/2016

Evidence of Completion

agendas, sign in sheets, hand outs

Action Step 3 5

Identify model classrooms as support for rigor through all content areas and allow them to show best practices

Person Responsible

Velda Christmas

Schedule

On 6/9/2016

Evidence of Completion

agendas, sign in sheets, hand outs

Action Step 4 5

Provide additional support across all content areas on the effective implementation of Rigor across all content areas during professional learning communities.

Person Responsible

Velda Christmas

Schedule

On 6/9/2016

Evidence of Completion

agendas, sign in sheets, hand outs

Action Step 5 5

Provide professional development across all content areas on the effective implementation of rigor during faculty meeting

Person Responsible

Velda Christmas

Schedule

On 6/9/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Teachers across all content areas will implement rigor across all content areas with feedback from administration and liaisons to make sure all needs are being met.

Person Responsible

Velda Christmas

Schedule

On 6/9/2016

Evidence of Completion

classroom visitation logs, lesson plans, pacing guides, long range plans

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Effective implementation will be monitored through daily walk throughs during classroom instruction by administration.

Person Responsible

Velda Christmas

Schedule

On 6/9/2016

Evidence of Completion

classroom visitation logs, administration feedback

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.B4.S1.A1	Provide a professional development across all content areas on rigor through hands on activities	Christmas, Velda	10/30/2015	Sign in sheets, agenda, hand outs	10/30/2015 one-time
G1.B4.S1.A2	Teachers across all content areas will implement rigor through all content areas	Christmas, Velda	11/3/2015	agendas, sign in sheets, hand outs	6/9/2016 one-time
G1.B4.S1.A3	Identify model classrooms as support for rigor through all content areas and allow them to show best practices	Christmas, Velda	12/1/2015	agendas, sign in sheets, hand outs	6/9/2016 one-time
G1.B4.S1.A4	Provide additional support across all content areas on the effective implementation of Rigor across all content areas during professional learning communities.	Christmas, Velda	1/5/2016	agendas, sign in sheets, hand outs	6/9/2016 one-time
G1.B4.S1.A5	Provide professional development across all content areas on the effective implementation of rigor during faculty meeting	Christmas, Velda	2/2/2016		6/9/2016 one-time
G1.MA1	iReady reports will be reviewed	Christmas, Velda	10/26/2015	Results from the 2016 FCAT 2.0 Science Assessment and iReady reports	6/9/2016 quarterly
G1.B4.S1.MA1	Effective implementation will be monitored through daily walk throughs during classroom instruction by administration.	Christmas, Velda	12/1/2015	classroom visitation logs, administration feedback	6/9/2016 one-time
G1.B4.S1.MA1	Teachers across all content areas will implement rigor across all content areas with feedback from administration and liaisons to make sure all needs are being met.	Christmas, Velda	10/30/2015	classroom visitation logs, lesson plans, pacing guides, long range plans	6/9/2016 one-time

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.B4 Lack of rigor using hands on experiences during classroom instruction.

G1.B4.S1 Increase rigor through hands on experiences across all content areas by teaching thematically.

PD Opportunity 1

Provide a professional development across all content areas on rigor through hands on activities

Facilitator

Mayra Brody

Participants

Classroom Teachers and Administration

Schedule

On 10/30/2015

PD Opportunity 2

Teachers across all content areas will implement rigor through all content areas

Facilitator

Debra Fortner

Participants

Teachers and Administrators

Schedule

On 6/9/2016

PD Opportunity 3

Identify model classrooms as support for rigor through all content areas and allow them to show best practices

Facilitator

Velda Christmas

Participants

Teachers and Administration

Schedule

On 6/9/2016

PD Opportunity 4

Provide additional support across all content areas on the effective implementation of Rigor across all content areas during professional learning communities.

Facilitator

Velda Christmas

Participants

Teachers and Administration

Schedule

On 6/9/2016

PD Opportunity 5

Provide professional development across all content areas on the effective implementation of rigor during faculty meeting

Facilitator

Velda Christmas

Participants

Teachers and Administration

Schedule

On 6/9/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B4.S1.A1	Provide a professional development across all content areas on rigor through hands on activities				\$1,292.50
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5000	500-Materials and Supplies	2641 - Kendale Elementary School	Other		\$1,292.50
<i>Notes: Educational Supplemental resource materials will be purchased from EESAC Funds to assist with rigor for the 2015 - 2016 school year.</i>						
2	G1.B4.S1.A2	Teachers across all content areas will implement rigor through all content areas				\$1,292.50
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5000	500-Materials and Supplies	2641 - Kendale Elementary School			\$1,292.50
<i>Notes: Science experiment materials, supplies and supplemental resource material will be purchased out of EESAC Funds to increase rigor in Science for the 2015 - 2016 school year.</i>						
3	G1.B4.S1.A3	Identify model classrooms as support for rigor through all content areas and allow them to show best practices				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2641 - Kendale Elementary School			\$0.00
<i>Notes: No budget required.</i>						
4	G1.B4.S1.A4	Provide additional support across all content areas on the effective implementation of Rigor across all content areas during professional learning communities.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2641 - Kendale Elementary School			\$0.00
<i>Notes: No budget required.</i>						
5	G1.B4.S1.A5	Provide professional development across all content areas on the effective implementation of rigor during faculty meeting				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16

Budget Data						
			2641 - Kendale Elementary School			\$0.00
			<i>Notes: No budget required.</i>			
Total:						\$2,585.00