

Miami-Dade County Public Schools

Kinloch Park Elementary School



2015-16 School Improvement Plan

Kinloch Park Elementary School

4275 NW 1ST ST, Miami, FL 33126

<http://newkpe.dadeschools.net>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	93%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	100%

School Grades History

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

Build a community of literate readers. Develop lifelong effective writers. Produce real world problem solvers. Encourage learners in scientific inquiry. Expand students' knowledge base of history, culture, geography and government. Incorporate the fine arts to promote cultural appreciation. Utilize technology to facilitate knowledge acquisition.

Provide the school's vision statement

Kinloch Park Elementary School strives to build committed relationships in which all stakeholders collaborate to ensure that each student receives an educational program that facilitates growth and development that is appropriate to their future as contributing members of a global society.

School Environment

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

Kinloch Park Elementary School hosts multiple events throughout the school year to provide information and address the needs of all stakeholders. Multi-Cultural celebrations, parent meetings, curriculum-specific events and school wide initiatives promote citizenship and increase academic achievement.

WKPE Morning News Team gives students an opportunity and responsibility of creating, producing and relaying daily current events to the entire campus. Selected students, who are not members of the news team, are also celebrated due to cultural, academic, or behavioral accomplishments.

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

Kinloch Park Elementary School strives to provide an environment that is safe and conducive to increasing student achievement. The policy of Kinloch Park Elementary(KPE) is to require a uniform atmosphere of moral values (citizenship, cooperation, fairness, honesty, integrity, kindness, respect, responsibility and the pursuit of excellence). KPE implements Miami-Dade County Public Schools Code of Student Conduct with fidelity.

School wide policies and procedures regarding classroom management and alternatives to suspension are detailed in the KPE 2015-2016 Faculty and Staff handbook.

WKPE Morning News and Do The Right Thing

During Morning announcements, students who serve on the news team highlight each of the "Values Matter" character traits. During the week of August 24, 2015 and September 4, 2015, immediately following morning announcements teachers will display the Values Matter vignettes and complete the "Activity of the Day" with students.

KPE participates in the City of Miami "Do the Right Thing" program. Students' good deeds are recognized monthly. Each month up to 10 students are nominated by faculty or administration. Students who are nominated are recognized during the morning announcements. Nominees also receive prizes and certificates. Their pictures are displayed in the "Do the Right Thing" bookcase located in the hallway of Building 11. Additionally, this year "Do the Right Thing" nominees will be highlighted on the school's website.

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

School wide policies and procedures regarding classroom management and alternatives to suspension are detailed in the KPE 2015-2016 Faculty and Staff handbook. On Thursday, August 20, 2015, the instructional staff received a copy of the Values Matter Implementation Guide and Code of Student Conduct for review. The faculty navigated the District websites to become familiar with resources that were available to incorporate the nine core values during the instructional block. All instructional personnel was instructed to review the Code of Student Conduct with their homeroom class as well as their individual classroom discipline. During the first week of school the Acknowledgment of Receipt and Review of the Code of Student Conduct page will be collected by the homeroom teachers. On Tuesday, August 25, 2015, all instructional personnel were required to submit their individual classroom discipline plans to administration. The discipline plans outlined strategies of progressive discipline once a Level 1 violation has occurred. Administration reviewed, revised and approved the discipline plans.

Prevention Before Intervention

Values Matters Student Presentations

Third through fifth grade students engage in an interactive presentation facilitated by the principal on the core values outlined in the District's Initiative titled, "Values Matter." The presentation provides students with strategies and key characteristics of becoming a model student. Bullying prevention strategies are also presented during these presentations by the school counselor and will go over how to access the Code of Student Conduct with the students.

Counseling Intervention Strategies

After meeting with administration, students who commit a code of student conduct offense are referred to the counselor. Students who exhibit a pattern of problem behaviors are placed on a behavioral plan with the counselor. Progress monitoring of the behavioral plans are assessed by the teacher, counselor and administration.

MTSS/RtI - Problem Solving Teacher Conferences

Administration, SPED Teachers, counselor and general education teachers meet monthly to brainstorm and implement individual behavioral management systems to address students who consistently exhibit negative behaviors. Monitoring of the behavioral management system is conducted through weekly conduct reports and classroom visitations by administration. Strategies are modified based on student's response to the personalized behavioral management system.

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

Multi-Tiered System of Supports/Response to Intervention (MTSS/RtI)

Due to the implementation of the MTSS/RtI process, selected students will receive tiered interventions which address problem behaviors. The following data sources will be monitored to identify prospective candidates: Student Case Management Forms, SST referrals, Functional Assessment of Behavior (FAB) & Behavior Intervention Plans (BIP), detention notices, Attendance Review Committee Meetings, counselor logs, teachers' parent contact logs.

Parental/Community Resources-

During regular school hours, parents are welcome to utilize KPE Parent Resource Center. There parents may obtain information on improving parenting skills and/or their child's academic career. Topics discussed in Parent Academy trainings can be explored further in the KPE Parent Resource Center. School Social worker and counselor collaborate hand in hand with recruiting parent volunteers and locating community services that will assist parents with various needs.

To include all parents in KPE activities, notifications of events, meetings and conferences are sent home in both English and Spanish. Parents are notified of various meetings through articulation activities, newsletters, Connect-Ed telephone messages and District Advisory Committee Meetings.

KPE "Tuesday Communicator" serves as another vehicle to deliver pertinent information to parents on a weekly basis.

Parental support is vital when addressing problem behaviors. During Open House, initial parent - teacher conferences detail curriculum and behavioral expectations. Individual student behavior plans are developed in conjunction with teachers based on student's needs. Parents may schedule conferences with teachers during their contracted hours.

Outside Agency Referrals- Kinloch Park Elementary adheres to the procedures and guidelines detailed in School Board policies 1213.01 and 3213.01 regarding Outside Providers. A minimum of three referrals are made by the school's counselor when deemed necessary.

Learning for Life

Students who achieve perfect attendance for each month are rewarded with certificates. This organization also provided newsletters and instructional resources regarding character education, which teachers use to implement during the Social Science instructional block. Students who exhibit core values detailed in the program receive a certificate. Fifth grade students will participate in an annual Team Building field trip which focuses on strengthening character education.

Youth Crime Watch (YCW)

The program is facilitated by our school counselor and our Miami-Dade County Public School Resource Officer. YCW encourages positive peer pressure among students to take pride in their school through a series of youth crime prevention training programs and action projects. Students will also engage in activities and discussions which build self-esteem.

Amigos for Kids

An organization created to prevent child abuse by education families through parenting sessions and community events. Amigo for Kids also provides toys and school supplies for underprivileged families. Families will voluntarily register and receive services throughout the current school year.

Papa John's Pizza

Papa John's Pizza a Date Partner, will collaborate with the school site to offer incentives for perfect attendance. The local food franchise will also participate in Career Day and assist with presentations that reinforce skills taught during science instruction.

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

During the 2015-2016 school year, the Early Warning System (EWS) goal is to increase academic achievement by supporting students' needs through school wide and community resources.

Increase the number of students who are present and punctual. Decrease the number of students who miss 10% or more of available instructional time from 10% to 9%.

Continue to maintain 0% percent of Out-of-School and In-School Suspensions.

Utilize MTSS/RtI Team to implement tiered instruction with fidelity to decrease the number of students in jeopardy of retention from 26 students to 16 students.

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	24	26	23	18	15	9	115
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	7	8	9	9	10	5	48
Level 1 on statewide assessment	5	19	39	0	14	51	128

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	9	22	39	9	23	52	154

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

Attendance

Implement a tiered attendance program to motivate students who achieve perfect attendance. Daily: Recognize homerooms that attain perfect attendance on the school's Public Announcement (PA) system. Quarterly: Students who were present and prompt everyday during a grading period will attend a school wide event (i.e., movie, dance, luncheon) to celebrate their efforts. Annually: Students who were present and prompt everyday during the school year will be publicly acknowledged during the grade level awards ceremony. Monitor attendance daily. Review responses from parents during ARC meetings. Review District reports pertaining to attendance.

Outdoor and Indoor Suspension

Increase opportunities to recognize positive student behavior through school wide initiatives. Quarterly: Students who demonstrate good deeds will be recognized on the PA system and with the county with "Do the Right Thing" nominations. Annually: Students who exhibit positive behavior throughout the entire school year will be publicly acknowledged during the grade level awards ceremony. Kinloch Park Elementary will implement the strategies and resources outlined in the Alternative to Suspension Plan to maintain the number of out-door suspensions to zero. MTSS/RtI Team will continuously monitor behavior referrals to target students who repeatedly exhibit inappropriate behavior.

Retention

Utilize MTSS/RtI Team to implement tiered instruction and decrease the number of students in jeopardy of retention by strengthening implementation of differentiated instruction in reading and mathematics to address students' individual needs. Implement intervention programs with fidelity during and beyond the instructional blocks. Through the analysis of current student data, instructional focus will be adjusted to address students' needs.

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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/52047>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

Members of the Educational Excellence School Advisory Council (EESAC) is comprised of Kinloch Park Elementary personnel and community members. The EESAC will collaborate with the Literacy Leadership Team (LLT) and Multi-Tiered System of Supports/Response to Instruction/Intervention Team (MTSS/RtI) to generate multiple resources and strategies to increase student achievement. The MTSS/RtI Leadership Team meets quarterly to ensure the goals and objectives explained in the School Improvement Plan are effectively implemented with student success. Additionally, the MTSS/RtI Leadership Team has representatives who attend EESAC meetings in order to assist with identifying anticipated barriers, as well as, the development of the School Improvement Plan's goals and strategies. During 2015-2016 school year, the MTSS/RtI Leadership Team provides the EESAC with current data on academic areas of strengths and weaknesses and budgeting hurdles which effects student performance. Members of both teams present solutions to address areas of need.

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
Humphrey, Kisa	Principal
Capote, Isabel	Assistant Principal
Cooper, Himilse	Instructional Coach
Rivero-Setien, Suzanne	Instructional Coach
Perez-Rios, Violi	Teacher, K-12
Zabala, Jose	Teacher, K-12
Liccioni, Xaimile	SAC Member

Duties

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

Tier 1(Leadership Team)

Principal-Kisa Humphrey and Assistant Principal-Isabel S. Capote will schedule and facilitate regular MTSS/RtI meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources;

In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS/RtI problem solving process:

Curriculum Coaches- Himilse Cooper (Reading) and Suzanne Rivero-Setien (Mathematics), Jose Zabala-Science Lead Teacher, SPED Chairperson- Clara Dieguez, ESOL Chairperson-Violi Perez-Rios, Guidance Counselor-Caroline Lopez, EESAC Chair-Xaimile Liccioni and Professional

Development Liaison-Lisette Ramos

In addition to Tier 1 problem solving, the Leadership Team members will meet monthly to review consensus, infrastructure, and implementation of building level MTSS/RtI.

Tier 2

Principal-Kisa Humphrey, Assistant Principal-Isabel S. Capote, Curriculum Coaches- Himilse Cooper (Reading) and Suzanne Rivero-Setien (Mathematics), Jose Zabala- Science Lead Teacher, SPED Chairperson- Clara Dieguez, ESOL Chairperson- Violi Perez-Rios, Guidance Counselor-Caroline Lopez, EESAC Chair-Xaimile Liccioni and Professional Development Liaison-Lisette Ramos will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization. In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST

Principal-Kisa Humphrey, Assistant Principal-Isabel S. Capote, SPED Chairperson- Clara Dieguez, ESOL Chairperson- Violi Perez-Rios, Guidance Counselor-Caroline Lopez, School Psychologist- Iris Viera, School Social Worker Jody Schenk, general education teacher and parent/guardian make up the Tier 3 SST Problem Solving Team.

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/RtI Leadership Team will focus meetings around the Florida Continuous Improvement Model (FCIM), which involves data disaggregation, directing the instructional focus, assessing to ensure goals are being met, and implementing interventions and/or enrichment programs to further student academic development. The team will meet minimally on a quarterly basis to discuss current data results from formative and summative assessments.

As a result the following will occur:

Tier I

1. Determine if students have made expected levels of progress towards proficiency
2. Align instructional needs, modifications will be made to content and grade specific Instructional Focus Calendars (IFC)
3. Respond when grades, subject areas, classes, or individual students have not shown a positive response
4. Respond when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
5. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.

Tier 2

1. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention.
2. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
3. Increase/Modify interventions where there is not an overall positive group response

Tier 3

1. Select students who will be identified as candidates for the Problem Solving Team (PST)/Student Support Team (SST) Process.
 2. After SST's, implement Tier 3 academic or behavioral interventions and monitor progress daily
- The 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 implement the SIP strategies are closely examined, planned, and monitored through MTSS/RtI administrative-teacher conferences. During the MTSS/RtI conferences, effectiveness of school wide initiatives are reviewed

and modified. Individual students who exhibit deficiencies are targeted. Individualize plans to address weaknesses are initiated and monitored through grades, attendance, and assessments.

The MTSS/RtI, LLT and EESAC teams collaborate to evaluate 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 impact grades for support focus or prevention/early intervention efforts. While the SIP plan does not focus on the primary (untested) grades, the MTSS/RtI leadership team extends the intent of the SIP to Kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

Title I, Part A

Services are provided to ensure Kinloch Park Elementary School students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based personnel serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The Leadership Team schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English and Spanish will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

Kinloch Park Elementary School provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a 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 the Title I, Part C, Migrant Education Program.

Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

Kinloch Park Elementary School will review the services provided with Title III funds and select from the items listed below for inclusion in the response. Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children

and Youth by providing funds to implement and/or provide: tutorial programs (K-12); parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy); professional development on best practices for ESOL and content area teachers; coaching and mentoring for ESOL and content area teachers(K-12); reading and supplementary instructional materials(K-12); cultural supplementary instructional materials (K-12); purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used ELL students. The above services will be provided should funds become available for the 2015-2016 school year and should the FLDOE approve the application(s).

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
- Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
- Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
- The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers and the elementary counselor.
- Training and technical assistance for elementary teachers, administrators and counselors is also a component of this program.
- Kinloch Park Elementary School counselor focuses on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

District Policy Against Bullying and Harassment

- Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
- This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
- Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
- All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.

- Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 5th grade.
- Nutrition Programs
- Kinloch Park Elementary School adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- Nutrition education, as per state statute, is taught through physical education.
- Kinloch Park Elementary 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.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Kisa Humphrey	Principal
Patricia Nunez	Teacher
Xamile Liccioni	Teacher
Adriana Granda	Teacher
David Vazquez	Teacher
Fatima Perez	Parent
Luis Zabala	Business/Community
Jose Zabala	Teacher
Tia Ellis	Teacher
Vandell Jefferson	Education Support Employee
Caroline Lopez	Education Support Employee
Daniel Valderon	Business/Community
Marilyn Hernandez	Parent

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 2014-2015 school year, members of the EESAC, Leadership Team and Department Chairpersons met monthly to monitor student results from District and school-based formative assessment. The SIP's goals and strategies were reviewed to ensure alignment with action steps implemented. Revisions to the SIP's Action Steps guided instruction and aligned use of resources to address deficiencies found when analyzing student data.

Development of this school improvement plan

During the 2015-2016 school year, members of the EESAC will continue to collaborate monthly with the Leadership Team and Department Chairs to ensure the goals and objectives detailed in the SIP are implemented with fidelity which will result in increase in student achievement. Current student data will be presented and disaggregated to identify grade level/department strengths and weaknesses. Solutions will be provided to address areas of need.

Preparation of the school's annual budget and plan

ESSAC, Leadership Team and Department Chairs will examine the instructional requirements of new Florida Standards with existing resources to generate strategies to enhance students individual academic abilities which will address Kinloch Park Elementary School areas of need.

Projected funds will be used to incorporate the use of on-line instruction with higher order thinking skills which will increase academic achievement.

Resources: Time for Kids Subscription - 1,713.00

Technology: Rally Education Online Assessments - 800.00

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

Projected funds will be used to update technology and provide resources to enhance students individual academic abilities which will address Kinloch Park Elementary School areas of need.

Resources: Time for Kids Subscription - 1,713.00

Technology: Brain-Pop Subscription - 1,495.00

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
Humphrey, Kisa	Principal
Capote, Isabel	Assistant Principal
Cooper, Himilse	Instructional Coach
Rivero-Setien, Suzanne	Instructional Coach
Zabala, Jose	Teacher, K-12
Perez-Rios, Violi	Teacher, K-12
Dieguez, Clara	Teacher, ESE
Lopez, Caroline	Guidance Counselor

Duties

Describe how the LLT promotes literacy within the school

During the 2015-2016 school year, Kinloch Park Elementary School LLT will focus on the following initiatives:

1. Kinloch Park Elementary will strengthen and streamline the implementation of Reading and Writing Across the Curriculum. Special Area classes will incorporate literacy strategies with their perspective curriculum. This initiative will increase time allotted for Language Arts/Reading instruction as well as stimulate multiple intelligences our diverse population possess.
2. Strengthen the implementation of differentiated instruction. Teachers will use various forms of data to align instruction with skill based lessons and assessments. During small group instruction, teachers will tailor lessons to be deployed through various activities (Phonemic Awareness/Orthographic Development, Fluency, Working with Words/Vocabulary, and Comprehension). Students who continue to experience difficulties with literacy will be serviced through the MTSS/RtI model. These students will be specifically targeted during the literacy block, through interventions and extended

learning opportunities. Kinloch Park Elementary School Comprehensive Data Report will be used to closely monitor individual progress to adjust interventions/enrichment to address specific needs.

3. In preparation for Florida Standards and the Florida Standards Assessments, the implementation of Computer-Assisted Instruction will increase substantially. District web-based programs, such as My On Reader, I-Ready, Reading Plus and Imagine Learning will provide opportunities for students to become acclimated with completing instructional tasks on the computer. Students will also receive lessons which are based on their individual instructional level.

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

Kinloch Park Elementary School master schedule provides weekly opportunities for grade levels/departments to collaborate horizontally and vertically. Administration and instructional coaches sit with departments bi-weekly to analyze student data to ascertain strengths and weaknesses. Collaborative planning includes creating a path for instruction that is based on the Florida Standards, so students will master content and skills through rigorous, purposeful and real-world instructional activities.

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

Administrators will conduct the following actions to recruit and retain highly qualified, certified-in-field, effective teachers:

1. Interview college students who complete their educational internship within the school
2. Partner annual contract teachers with effective veteran teachers
3. Facilitate professional development/support to address areas of need for instructional staff
4. Facilitate monthly vertical/horizontal articulation meetings amongst all grade levels to discuss implementation/modification of school wide strategies

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

Kinloch Park Elementary School provides supportive and reflective pedagogical guidance to novice and veteran teachers. Teachers in need of assistance are identified through administrative observations (informal and formal), student data and acts of professionalism. Mentors and mentees are paired based on individual needs.

Planned mentoring activities may include but are not limited to:

- Provide consistent support regarding implementation of District's initiatives
- Collaboratively plan using varied teaching strategies
- Review lesson plans and provide appropriate feedback
- Conduct classroom visitations for both mentor and mentee to strengthen best practices
- Assist the mentee in accommodating students with special needs
- Guide mentee with incorporating equipment and materials with instruction
- Provide assistance with the physical learning environment and culture

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

Kinloch Park Elementary School will use multiple data points to monitor the implementation of core instruction. Following the school-wide instructional review visits, the Leadership Team will meet with ESSAC and Department Chairs to review implementation procedures for core instruction programs. Multiple data points used to monitor the implementation of Reading, Mathematics, Writing and Science instruction include: McGraw Hill Assessments, Go Math Chapter Tests, District Interim Assessments, Monthly Writing Assessments, I-Ready, PMRN-WSS for Kindergarten, Focus Achieves, Supplemental Program reports, School's Action Plans, on-going communication with teachers. Additionally, the District in conjunction with Kinloch Park Elementary School personnel will engage in professional development trainings that dissect the Florida Standards. Administration will conduct daily classroom visits. During these classroom visits, administration will observe the teacher using District-prescribed materials and will assess the needs of the teacher to determine what other resources or professional development is needed to implement the program with fidelity. School-site lesson planning guidance provided by administration and curriculum coaches will focus on instructional routines that are text-based and provide students opportunities to interact with complex content area information. Teachers will follow District Pacing Guides to ensure students master assessed skills before the Spring 2016 of the Florida Standards Administration.

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

Kinloch Park Elementary School implements the Florida Continuous Improvement Model (FCIM), to disaggregate data, direct the instructional focus, monitor to assess effectiveness of action plan and implement interventions and/or enrichment programs to further student academic development. The Leadership Team meets bi-weekly to discuss individual student data results from formative assessments. Kinloch Park Elementary School utilizes a school wide data tables which tracks demographic information, EWS indicators, reading and mathematics interventions and results from summative and formative assessments. Students who do not exhibit sufficient progress are identified. Services for students identified are reviewed. Frequency of services are either increased or altered. In conjunction with the review of individual student data, Kinloch Park Elementary will ensure:

1. Alignment of FS standards, core and supplemental curriculum and best practices across grade levels and departments.
2. Curriculum coaches will support instructional personnel and institute problem-solving efforts. Coaches will also monitor problem-solving process through planning, implementation and effectiveness of instruction.
3. Maintain positive, collaborative and productive partnerships with all stakeholders who provide educational resources or services to students in order to increase achievement.
4. Quarterly parent workshops to inform parents of the school and board of education current efforts.

As

well as, brainstorm problem solving solutions to resolve academic barriers.

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: Before School Program

Minutes added to school year: 2,280

English Language Learners (ELL) Academy is a before school tutorial program held every Tuesday and Thursday during the months of November through April. Before School tutorials occur from 7:00 a.m. to 8:00 a.m. Participants are third grade students who have been identified as English Speakers of Other Languages (ESOL) Levels 1-4. Students receive skill based lessons in the area of reading and mathematics. Instruction is derived from primary benchmarks targeted on grade level IFC's. After School tutorials occur from 3:30 to 4:30 p.m. Participants are fourth and fifth grade students who have been identified as ESOL Levels 1-4. Students receive skill based lessons in the area of reading and mathematics. Instruction is derived from primary benchmarks targeted on grade level IFC's.

Strategy Rationale

Participants are 3rd grade students who have been identified as needing Tier 2 interventions. Students receive skill based lessons in the area of reading and mathematics. Instruction is derived from primary benchmarks targeted on grade level IFC's.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

Students' academic progress will be monitored bi-weekly through web-based reports and core assessments. Consistent student participants of the ELL Academy will be monitored through comparison data from the Baseline, Fall, Winter and Post Interim Assessments.

Strategy: After School Program

Minutes added to school year: 2,280

English Language Learners (ELL) Academy is an after school tutorial program held every Tuesday and Thursday during the months of November through April. After School tutorials occur from 3:30 to 4:30 p.m. Participants are fourth and fifth grade students who have been identified as ESOL Levels 1-4. Students receive skill based lessons in the area of reading and mathematics. Instruction is derived from primary benchmarks targeted on grade level IFC's.

Strategy Rationale

Participants are 4th - 5th grade students who have been identified as needing Tier 2 interventions. Students receive skill based lessons in the area of reading and mathematics. Instruction is derived from primary benchmarks targeted on grade level IFC's.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

Students' academic progress will be monitored bi-weekly through web-based reports and core assessments. Consistent student participants of the ELL Academy will be monitored through comparison data from the Fall, Winter and Post Interim Assessments.

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

Kinloch Park Elementary administration and staff hosts "Welcome to Kindergarten" orientations. This meeting initiates a partnership with prospective Kindergarten parents and students. Flyers advertising orientations are distributed to local early education programs. Through this joint venture, parents and children gain familiarity with kindergarten curriculum, expectations, and procedures. Parents/Guardians of prospective students in the local community are also invited to Voluntary Pre-Kindergarten and Kindergarten productions to display culminating activities which exhibit learning outcomes and pedagogical skills of Kinloch Park Elementary School Kindergarten teachers. The Pre-K Early Growth Indicators are a series of brief assessments activities designed to measure selected set of preschool skills that are crucial for later school success. The assessed areas are divided into three main domains: Early Literacy, Language Development and Early Math. The print/letter knowledge and level of phonological awareness/processing is determined in the Early Literacy portion of assessment. All students are assessed prior to the commencement to kindergarten. The Florida Kindergarten Reading Screener (FLKRS) is the screening tool administered at the beginning of the Kindergarten school year to determine the readiness level of incoming Kindergarten students. FLKRS is composed of two parts: Work Sampling System (WSS) and Florida Assessment for Instruction in Reading (FAIR-FS). The results of the data are used to plan instruction and determine the need for interventions. The core academic and behavioral instruction plans will reflect the outcome of the data. This screening tool will be re-administered mid-year and at the end of the year.

The students are given the opportunity to interact through the use of learning centers; these activities provide an opportunity for social and emotional growth.

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

 = 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

G070621

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	
AMO Math - Hispanic	
AMO Math - ED	
AMO Math - ELL	
AMO Math - SWD	
FSA Mathematics - Achievement	45.0
Math Gains	63.0
Math Lowest 25% Gains	69.0
AMO Reading - All Students	
AMO Reading - Hispanic	
AMO Reading - ED	
AMO Reading - ELL	
AMO Reading - SWD	
FSA English Language Arts - Achievement	62.0
ELA/Reading Gains	87.0
ELA/Reading Lowest 25% Gains	90.0
FCAT 2.0 Science Proficiency	53.0

Resources Available to Support the Goal 2

- Mathematics Resources: GO Math Curriculum, Think Central, Soar to Success, Manipulatives, Relevant & Real World Experiences, Imagine Learning, Mathematics Coach, Curriculum Support Specialist, Model Classrooms, Interactive Whiteboards, Mobile Lab, Common Planning
- Reading Resources: McGraw Hill Reading series, Wonder Works Interventions, Saddlier Vocabulary Books, Graphic Organizers, Reading Plus, Imagine Learning, Time For Kids Magazine Subscriptions, Reading Coach, Functional Libraries,
- Science Resources: Gizmos, Discovery Education, You Tube(Education), Khan Academy, Scientific-related field trips, Presenters, Household Products, Essential Labs, Common Planning, Science Coach
- Writing Resources: McGraw Hill Wonders series, Sadliers Vocabulary Books, Time for Kids Subscription, Florida Standards Rubrics

Targeted Barriers to Achieving the Goal 3

- Inconsistent evidence of teachers planning collaboratively to ensure materials and strategies address the needs of diverse learners, which affects students' inability to incorporate Higher Order Thinking (HOT) Skills in their daily learning.

Plan to Monitor Progress Toward G1. 8

Follow FCIM through use of student results from the District Interim Assessments and 2016 Florida Standards Assessments

Person Responsible

Kisa Humphrey

Schedule

On 6/3/2016

Evidence of Completion

Formative: District Fall, Winter, Spring Assessments Summative 2016 FSA Student Results

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

 = Problem Solving Step  S123456 = Quick Key

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

 G070621

G1.B1 Inconsistent evidence of teachers planning collaboratively to ensure materials and strategies address the needs of diverse learners, which affects students' inability to incorporate Higher Order Thinking (HOT) Skills in their daily learning. **2**

 B184017

G1.B1.S1 Utilize effective planning protocols including the use of the MAFS Item Specifications to develop effective instructional strategies to maximize the use of the mathematics instructional block by selectively choosing real-world application problems and tasks aligned to the expectations of the content standard's cognitive complexity level. **4**

 S195598

Strategy Rationale

According to the student performance data of the Mathematics 2014 FCAT 2.0 administration, 3rd through 5th grade students scoring at a Level 3 or higher increased by 1 percentage point when compared to the 2013 FCAT 2.0 administration. When comparing the overall Mathematics learning gains of the 2013 FCAT 2.0 to 2014 FCAT 2.0 administration, there was a decrease of 4 percentage points. When comparing the Lowest 25% Mathematics learning gains, there was an increase of 1 percentage point. Third grade students demonstrated the greatest deficiency in Reporting Category 2: Fractions. Fourth grade students demonstrated the greatest deficiency in Reporting Category 3: Geometry and Measurement. Fifth grade students demonstrated the greatest deficiency in Reporting Category 2: Expressions, Equations & Statistics.

Action Step 1 **5**

Mathematics Coach and Curriculum Support Specialist will provide professional development to K-5 Mathematics teachers.

Person Responsible

Suzanne Rivero-Setien

Schedule

Monthly, from 9/18/2015 to 6/3/2016

Evidence of Completion

Sign-In Sheets, Agenda

Action Step 2 **5**

Teachers will implement collaboratively developed lessons that are reflective of the effective best practices components. Components will include but are not limited to student collaboration, H.O.T strategies, differentiated instruction, use of manipulatives and student and teacher use of technology.

Person Responsible

Suzanne Rivero-Setien

Schedule

Daily, from 9/18/2015 to 6/3/2016

Evidence of Completion

Lesson Plans, Student Assessments, Student Artifacts

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

Implement the coaching cycles based on teacher needs. Follow-up and support during common planning.

Person Responsible

Suzanne Rivero-Setien

Schedule

Biweekly, from 9/18/2015 to 6/3/2016

Evidence of Completion

Sign-In Sheets, Agenda, samples of HOT activities, Coaching Logs

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

Conduct classroom walk-throughs to observe the implementation of best practices.

Person Responsible

Isabel Capote

Schedule

Daily, from 9/18/2015 to 6/3/2016

Evidence of Completion

Lesson Plans, Student Assessments, Student Artifacts, IPEGS Observation Forms

G1.B1.S2 Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths. 4

 S195599

Strategy Rationale

According to the student performance data of the Reading 2014 FCAT 2.0 administration, 3rd through 5th grade students scoring at a Level 3 or higher increased by 11 percentage points when compared to the 2013 FCAT 2.0 administration. When comparing the overall Reading learning gains of the 2013 FCAT 2.0 to 2014 FCAT 2.0 administration, there was an increase of 16 percentage points. When comparing the Lowest 25% Reading learning gains, there was an increase of 13 percentage points. Third grade students demonstrated the greatest deficiency in Reporting Category 1: Vocabulary. Fourth grade students demonstrated the greatest deficiency in Reporting Categories 2 & 3: Reading Application and Literary Analysis. Fifth grade students demonstrated the greatest deficiency in Reporting Categories 2 & 4: Reading Application and Informational Text/Research Process.

Action Step 1 5

Reading Coach will provide professional development to K-5 Reading and Language Arts teachers.

Person Responsible

Himilse Cooper

Schedule

Weekly, from 9/18/2015 to 6/3/2016

Evidence of Completion

Sign-In Sheets, Agenda

Action Step 2 5

Teachers will implement effective collaboratively developed lessons that are reflective of the effective best practices components. Components will include but are not limited to student collaboration, H.O.T strategies, differentiated instruction, use of a variety of texts and student and teacher use of technology.

Person Responsible

Himilse Cooper

Schedule

Daily, from 9/18/2015 to 6/3/2016

Evidence of Completion

Lesson Plans, Student Assessments, Student Artifacts

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Implement the coaching cycles based on teacher needs. Follow-up and support during common planning.

Person Responsible

Himilse Cooper

Schedule

Biweekly, from 9/18/2015 to 6/3/2016

Evidence of Completion

Sign-In Sheets, Agenda, Student Artifacts

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Conduct classroom walk-throughs to observe the implementation of best practices across the curriculum.

Person Responsible

Isabel Capote

Schedule

Daily, from 9/18/2015 to 6/3/2016

Evidence of Completion

Lesson Plans, Student Assessments, Student Artifacts, IPEGS Observation Forms

G1.B1.S3 Implement collaborative structures to routinely plan through horizontal (same content) and vertical teams in order to address the course objectives described in the pacing guides and the FLDOE course descriptions. 4

 S195600

Strategy Rationale

According to the student performance data of the Science 2014 FCAT 2.0 administration, 5th grade students scoring at a Level 3 or higher increased by 5 percentage points when compared to the 2013 FCAT 2.0 administration. Fifth grade students demonstrated the greatest deficiency in Reporting Category 4: Life Science.

Action Step 1 5

Science lead teacher will facilitate effective collaborative planning sessions with K-5 Science teachers.

Person Responsible

Jose Zabala

Schedule

Monthly, from 9/18/2015 to 6/3/2016

Evidence of Completion

Sign-In Sheets, Agenda

Action Step 2 5

Teachers will implement collaboratively developed lessons that are reflective of the effective best practices components. Components will include but are not limited to student collaboration, H.O.T strategies, hands-on inquiry activities, science labs and student and teacher use of technology.

Person Responsible

Jose Zabala

Schedule

Daily, from 9/18/2015 to 6/3/2016

Evidence of Completion

Lesson Plans, Student Assessments, Students Artifacts

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Implement the coaching cycles based on teacher needs. Follow-up and support during common planning.

Person Responsible

Jose Zabala

Schedule

Biweekly, from 9/18/2015 to 6/3/2016

Evidence of Completion

Sign-in Sheets, Agenda, Samples of Real World Activities

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Conduct classroom walk-throughs to observe the implementation of best practices.

Person Responsible

Isabel Capote

Schedule

Daily, from 9/18/2015 to 6/3/2016

Evidence of Completion

Lesson Plans, Student Assessments, Student Learning Journals (Labs), IPEGS Observation Forms

G1.B1.S4 Implement academic writing as a part of an instructional framework to support students in the production of coherent writing about text through the use of the writing process, by explicitly teaching various modalities and genres of writing. Students will be able to analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate problem solving into writing. 4

 S195601

Strategy Rationale

According to the student performance data of the Writing 2014 FCAT 2.0 administration, 4th grade students scoring at a Level 3.5 or higher decreased by 23 percentage points when compared to the 2013 FCAT 2.0 administration. Fourth grade students demonstrated the greatest deficiency with regards to the modality of Expository Writing.

Action Step 1 5

Reading Coach will provide professional development to K-5 Reading & Language Art teachers.

Person Responsible

Himilse Cooper

Schedule

Monthly, from 9/18/2015 to 6/3/2016

Evidence of Completion

Sign-In Sheets, Agenda

Action Step 2 5

Teachers will implement collaboratively developed lessons that are reflective of the effective best practices components. Components will include but are not limited to student collaboration, H.O.T strategies, differentiated instruction, use of a variety of texts and student and teacher use of technology.

Person Responsible

Himilse Cooper

Schedule

Daily, from 9/18/2015 to 6/3/2016

Evidence of Completion

Lesson Plans, Student Assessments, Student Artifacts

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Implement the coaching cycles based on teacher needs. Follow-up and support during common planning.

Person Responsible

Himilse Cooper

Schedule

Biweekly, from 9/18/2015 to 6/3/2016

Evidence of Completion

Sign-In Sheets, Agenda, Student Artifacts

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Conduct classroom walk-throughs to observe the implementation of best practices across the curriculum.

Person Responsible

Kisa Humphrey

Schedule

Daily, from 9/18/2015 to 6/3/2016

Evidence of Completion

Lesson Plans, Student Assessments, Student Artifacts, IPEGS Observation Forms

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	Mathematics Coach and Curriculum Support Specialist will provide professional development to K-5 Mathematics teachers.	Rivero-Setien, Suzanne	9/18/2015	Sign-In Sheets, Agenda	6/3/2016 monthly
G1.B1.S2.A1	Reading Coach will provide professional development to K-5 Reading and Language Arts teachers.	Cooper, Himilse	9/18/2015	Sign-In Sheets, Agenda	6/3/2016 weekly
G1.B1.S3.A1	Science lead teacher will facilitate effective collaborative planning sessions with K-5 Science teachers.	Zabala, Jose	9/18/2015	Sign-In Sheets, Agenda	6/3/2016 monthly
G1.B1.S4.A1	Reading Coach will provide professional development to K-5 Reading & Language Art teachers.	Cooper, Himilse	9/18/2015	Sign-In Sheets, Agenda	6/3/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A2	Teachers will implement collaboratively developed lessons that are reflective of the effective best practices components. Components will include but are not limited to student collaboration, H.O.T strategies, differentiated instruction, use of manipulatives and student and teacher use of technology.	Rivero-Setien, Suzanne	9/18/2015	Lesson Plans, Student Assessments, Student Artifacts	6/3/2016 daily
G1.B1.S2.A2	Teachers will implement effective collaboratively developed lessons that are reflective of the effective best practices components. Components will include but are not limited to student collaboration, H.O.T strategies, differentiated instruction, use of a variety of texts and student and teacher use of technology.	Cooper, Himilse	9/18/2015	Lesson Plans, Student Assessments, Student Artifacts	6/3/2016 daily
G1.B1.S3.A2	Teachers will implement collaboratively developed lessons that are reflective of the effective best practices components. Components will include but are not limited to student collaboration, H.O.T strategies, hands-on inquiry activities, science labs and student and teacher use of technology.	Zabala, Jose	9/18/2015	Lesson Plans, Student Assessments, Students Artifacts	6/3/2016 daily
G1.B1.S4.A2	Teachers will implement collaboratively developed lessons that are reflective of the effective best practices components. Components will include but are not limited to student collaboration, H.O.T strategies, differentiated instruction, use of a variety of texts and student and teacher use of technology.	Cooper, Himilse	9/18/2015	Lesson Plans, Student Assessments, Student Artifacts	6/3/2016 daily
G1.MA1	Follow FCIM through use of student results from the District Interim Assessments and 2016 Florida Standards Assessments	Humphrey, Kisa	9/18/2015	Formative: District Fall, Winter, Spring Assessments Summative 2016 FSA Student Results	6/3/2016 one-time
G1.B1.S1.MA1	Conduct classroom walk-throughs to observe the implementation of best practices.	Capote, Isabel	9/18/2015	Lesson Plans, Student Assessments, Student Artifacts, IPEGS Observation Forms	6/3/2016 daily
G1.B1.S1.MA1	Implement the coaching cycles based on teacher needs. Follow-up and support during common planning.	Rivero-Setien, Suzanne	9/18/2015	Sign-In Sheets, Agenda, samples of HOT activities, Coaching Logs	6/3/2016 biweekly
G1.B1.S2.MA1	Conduct classroom walk-throughs to observe the implementation of best practices across the curriculum.	Capote, Isabel	9/18/2015	Lesson Plans, Student Assessments, Student Artifacts, IPEGS Observation Forms	6/3/2016 daily
G1.B1.S2.MA1	Implement the coaching cycles based on teacher needs. Follow-up and support during common planning.	Cooper, Himilse	9/18/2015	Sign-In Sheets, Agenda, Student Artifacts	6/3/2016 biweekly
G1.B1.S3.MA1	Conduct classroom walk-throughs to observe the implementation of best practices.	Capote, Isabel	9/18/2015	Lesson Plans, Student Assessments, Student Learning Journals (Labs), IPEGS Observation Forms	6/3/2016 daily
G1.B1.S3.MA1	Implement the coaching cycles based on teacher needs. Follow-up and support during common planning.	Zabala, Jose	9/18/2015	Sign-in Sheets, Agenda, Samples of Real World Activities	6/3/2016 biweekly
G1.B1.S4.MA1	Conduct classroom walk-throughs to observe the implementation of best practices across the curriculum.	Humphrey, Kisa	9/18/2015	Lesson Plans, Student Assessments, Student Artifacts, IPEGS Observation Forms	6/3/2016 daily
G1.B1.S4.MA1	Implement the coaching cycles based on teacher needs. Follow-up and support during common planning.	Cooper, Himilse	9/18/2015	Sign-In Sheets, Agenda, Student Artifacts	6/3/2016 biweekly

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 Inconsistent evidence of teachers planning collaboratively to ensure materials and strategies address the needs of diverse learners, which affects students' inability to incorporate Higher Order Thinking (HOT) Skills in their daily learning.

G1.B1.S1 Utilize effective planning protocols including the use of the MAFS Item Specifications to develop effective instructional strategies to maximize the use of the mathematics instructional block by selectively choosing real-world application problems and tasks aligned to the expectations of the content standard's cognitive complexity level.

PD Opportunity 1

Mathematics Coach and Curriculum Support Specialist will provide professional development to K-5 Mathematics teachers.

Facilitator

S. Rivero-Setien

Participants

K- 5 Mathematics Teachers

Schedule

Monthly, from 9/18/2015 to 6/3/2016

G1.B1.S2 Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

PD Opportunity 1

Reading Coach will provide professional development to K-5 Reading and Language Arts teachers.

Facilitator

H. Cooper

Participants

K-5 Reading and Language Arts Teachers

Schedule

Weekly, from 9/18/2015 to 6/3/2016

G1.B1.S3 Implement collaborative structures to routinely plan through horizontal (same content) and vertical teams in order to address the course objectives described in the pacing guides and the FLDOE course descriptions.

PD Opportunity 1

Science lead teacher will facilitate effective collaborative planning sessions with K-5 Science teachers.

Facilitator

J. Zabala

Participants

K-5 Science Teachers

Schedule

Monthly, from 9/18/2015 to 6/3/2016

G1.B1.S4 Implement academic writing as a part of an instructional framework to support students in the production of coherent writing about text through the use of the writing process, by explicitly teaching various modalities and genres of writing. Students will be able to analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate problem solving into writing.

PD Opportunity 1

Reading Coach will provide professional development to K-5 Reading & Language Art teachers.

Facilitator

H. Cooper

Participants

K-5 Reading and Language Arts Teachers

Schedule

Monthly, from 9/18/2015 to 6/3/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Mathematics Coach and Curriculum Support Specialist will provide professional development to K-5 Mathematics teachers.				\$0.00
2	G1.B1.S1.A2	Teachers will implement collaboratively developed lessons that are reflective of the effective best practices componenets. Components will include but are not limited to student collaboration, H.O.T strategies, differentiated instruction, use of manipulatives and student and teacher use of technology.				\$800.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	School Improvement Funds		\$800.00
Notes: Rally Education Online Assessments						
3	G1.B1.S2.A1	Reading Coach will provide professional development to K-5 Reading and Language Arts teachers.				\$0.00
4	G1.B1.S2.A2	Teachers will implement effective collaboratively developed lessons that are reflective of the effective best practices components. Components will include but are not limited to student collaboration, H.O.T strategies, differentiated instruction, use of a variety of texts and student and teacher use of technology.				\$1,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Other		\$1,000.00
Notes: Saddlier Vocabulary Books						
			District-Wide	School Improvement Funds		\$200.00
Notes: Time for Kids Subscription						
5	G1.B1.S3.A1	Science lead teacher will facilitate effective collaborative planning sessions with K-5 Science teachers.				\$0.00
6	G1.B1.S3.A2	Teachers will implement collaboratively developed lessons that are reflective of the effective best practices componenets. Components will include but are not limited to student collaboration, H.O.T strategies, hands-on inquiry activities, science labs and student and teacher use of technology.				\$0.00
7	G1.B1.S4.A1	Reading Coach will provide professional development to K-5 Reading & Language Art teachers.				\$0.00
8	G1.B1.S4.A2	Teachers will implement collaboratively developed lessons that are reflective of the effective best practices componenets. Components will include but are				\$0.00

Budget Data			
		not limited to student collaboration, H.O.T strategies, differentiated instruction, use of a variety of texts and student and teacher use of technology.	
Total:			\$2,000.00