Kensington Park Elementary School

2016-17 Schoolwide Improvement Plan

Kensington Park Elementary School

711 NW 30TH AVE, Miami, FL 33125

http://kpe.dadeschools.net

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	92%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	C*	D	C

*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 a monitoring status of "Former F" (see page 4). 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.

Table of Contents

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Kensington Park Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

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

The staff, students and community of KPE have a commitment to the following values:

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

2. School Environment

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

As part of the morning announcements, the media specialist and her team of students present a variety of multicultural videos, music, literature and other relevant information to the school community. In an effort to build relationships between teachers and students, administration spear heads a program called "Adopt-a-Cub" and "Little Brothers and Sisters, Striving for Success". These programs are a model similar to Big Brother, Big Sister which targets, individual students in need of academic and socio-emotional support. Throughout the year, students and their sponsors collaborate to participate in the Annual Theodore Gibson Project. Also, community visitors provide presentations to students in a variety of topics. Last, students participate in school-wide activities such as The Fairchild Challenge which teaches environmental awareness.

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

In an effort to create an environment where students feel safe and respected before, during and after school, Kensington Park Elementary has multiple models in place. Before school adult supervision is available for students that need to be dropped off early. Safety patrol monitors and our Physical Education teachers are on hand to ensure that students are able to eat breakfast inside of the cafeteria and return to the designated area where they wait for their teachers to pick them up. This prevents individuals, especially non-school personnel from roaming in the hallways without supervision. During school, our administrators, faculty, staff and security monitors practice with the student body a variety of safety procedures such as fire and tornado drills and lock-downs. We also

have in place a school-wide model for cafeteria behavior to assist in minimizing hazards. For safety during dismissal the staff adheres to a dismissal procedure. In an effort to maximize our morning security, we have placed members of our LLT in targeted areas to monitor arrival and dismissal car /foot traffic. During this procedure, the staff monitors students taking the bus, parent pick-up and afterschool care. The latter is done through a monthly rotation to ensure that all stake holders participate in the safety of our students.

c. 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.

At Kensington Park Elementary, it is our belief that every student is valuable and can make worthy contributions to society. In order to grow and thrive, our teachers, faculty and staff provide nourishing and caring environments so that students may become responsible and accountable for their choices and decisions. These goals have been established and will be monitored, by the entire school community. Our main focus is to promote model behaviors in students through positive reinforcement while providing a behavioral support to our teachers, administrators and staff.

The school has established four different models that support the most critical behavior areas that are needed for our school's population. These areas include: school-wide behavior, model behaviors of individual students, individual students who need a support system and Referral Guide for Educators dealing with students who display repetitive disruptive behaviors. Within those models, core values from the school's vision statement have also been included to aid students' understanding of what is expected from them.

All teachers and staff have received an electronic copy of the District's Student Code of Conduct Handbook and understand that it aims to promote a violence-free learning environment. The students are informed of the rules and expectations for their behaviors. Teachers and students alike have been trained through faculty meetings, department meetings, assemblies and via morning announcements as to what types of behaviors are expected. For example, videos depicting exemplary behaviors modeled by students have been shown. These behaviors will facilitate learning as a lifelong process that is essential to a productive and enriched life. As a learning community, it is our expectation that overall these models will aid in minimizing distractions to keep students engaged during instructional time.

d. 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.

Kensington Park Elementary has created multiple programs such as "Adopt-a-Cub" and "Little Brothers and Sisters Striving for Success" which provides mentoring for identified at-risk students. Students benefit from positive events, conversations and academic goal setting that provide concrete action steps to redirect and foster social and emotional growth. These programs are supported with consistent counseling to address the needs of all children, but particularly the needs of low-achieving students and those at risk of not meeting academic achievement.

3. 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).

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

Kensington Park Elementary's early warning system consists of data analysis of:
•Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school

suspension
•Excessive tardies
•One or more suspensions, whether in school or out of school
•Course failure in English Language Arts or Mathematics
•ELL, six semesters or more
•SAT Stanine (1,2,3,4) or lower than 50th Percentile on the Reading or Math Subtest of the Stanford Achievement Test.
•A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
Consistent and systematic data analysis identifies at-risk students as early as possible leading towards early intervention and supportive measures.
•Promotion to Grade 4 based on Good Cause

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	3	13	8	3	13	5	0	0	0	0	0	0	0	45
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	11	19	19	21	6	20	0	0	0	0	0	0	0	96
Level 1 on statewide assessment	11	28	58	21	89	110	0	0	0	0	0	0	0	317
	0	0	0	0	0	0	0	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	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	10	23	33	18	42	76	0	0	0	0	0	0	0	202

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

Kensington Park Elementary has the following early warning system in place:
*Attendance - Students who miss more than 10% of instructional time.
* Behavior - Students who have referrals that lead to suspension.
*Performance Students who score at FSA Level 1 in either ELA or Math, who are not proficient in reading by Grade 3, and who are retained.
*Attendance is monitored daily and perfect attendance homerooms are recognized monthly through the morning announcements, special character visits and students are recognized individually on a quarterly basis. Counseling for students and parents is provided for students with behavioral issues. On-going progress monitoring is done through academic grades, content area portfolios, and quarterly assessments.

Training of RTI/SST procedures is provided for faculty to facilitate school-wide plan and ease implementation. Once the at-risk students are identified, intervention and strategies are implemented to address the concerns. Representatives from the MTSS and RtI team meet with departments in the school in order to organize the process. The departments work in collaboration to problem solve and

increase the level of interventions needed. Diagnostic assessments are administered and evaluated on an ongoing basis.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. Description

Title I PIP

2. 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.

See PIP

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Suarez, Susana	Principal
Anderson, Deetra	Assistant Principal
Mauri, Johnny	Assistant Principal
Pesi, Irilis	Instructional Coach
Colunga, Amarilys	Instructional Coach
Roche-chavarria, Dania	SAC Member

b. Duties

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

1. Principal - Susana Suarez
2. Assistant Principal - De Etra Anderson
3. Assistant Principal - Johnny Mauri

Administrators will analyze, interpret, and communicate data in order to identify the focus of instruction, oversee the proper implementation of intervention strategies, provide opportunities for

professional development, and communicate data and appropriate interventions with parents and stakeholders.

1. Reading Coach – I. Pesi

Reading Coach will assist with overseeing the proper implementation of reading strategies and interventions at the school site, assist teachers in analyzing and interpreting data to guide instruction, attend reading professional development sessions, stay abreast of the latest reading initiatives and disseminate information to appropriate staff, provide teachers with necessary materials, monitor the administration of the iReady Reading diagnostic, growth monitoring and the implementation of Wonder works intervention as well as other reading assessments as needed.

2. Math Coach – A. Colunga

Mathematics coach will assist with overseeing the proper implementation of mathematics strategies and interventions at the school site, assist teachers in analyzing and interpreting data to guide instruction, attend mathematics professional development sessions, stay abreast of the latest mathematics initiatives and disseminate information to appropriate staff, provide teachers with necessary materials, monitor the administration of iReady Math diagnostic, growth monitoring for RTI and other math assessments as needed. .

3. SPED Program Specialist – A. Navarro
Program Specialist will oversee the SPED program, meet with SPED teachers regularly, participate in IEP/Staffings, initiate and conduct FAB/BIP and provide assistance as needed.

4. Guidance Counselors- S. Shields and L. Arana
Counselors will meet with teachers to address student behavior/academis concerns, participate in RTI/SST meetings, visit classrooms and provide anti-bullying and core value presentations.

5. ESOL Chairperson-D. Roche-Chavarria
ESOL Chairperson will monitor ELL student's progress, run LEP committee meetings, assist teachers, students and parents with ESOL strategies, monitor Imagine Learning Program participation and provide assistance as needed.

Grade Level/Department Chairs: Serve as liaisons between Literacy Leadership Team and teachers in each grade level, analyze and interpret data to develop instructional strategies aimed at raising student achievement.

The Leadership Team members participate in instructional planning with teams of teachers. Administration is aware of what is going on in the classroom. Administration, Leadership Team members and teachers work collaboratively carefully tracking student progress. Teachers are expected to share
what they have learned in professional development with other teachers and to implement what they have learned in their classrooms. The Leadership Team makes it clear to the staff the expectations for meeting instructional goals. In addition, The School Leadership Team maintains a connection to the school's Response to Intervention process by using the RtI problem solving approach to ensure that a multi-tiered system of reading/math support is evident and effective.

2. 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.

Kensington Park Elementary Administrators and teachers work together in a broad range of decisions regarding school policies and practices (e.g., personnel, instructional, curricular). Staff works
collaboratively to set standards for student behavior. Teachers are always included in the sharing of best practices and establishing curriculum, instructional programs, and developing and participating in professional development opportunities. KPE has a school-based Multi-Tiered System of Support/ Response to Intervention Team, which is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention.

MTSS/RtI leadership is vital; therefore, in building our team we have considered the following:
Team Members who will build staff support, internal capacity, and sustainability over time.
• Administrators who will ensure commitment and allocate resources.
1. Principal: S.Suarez
2. Assistant Principals: D. Anderson, J.Mauri
• Teachers and Coaches who share a common goal of improving instruction for all students.
1. Primary and Intermediate Reading Teachers
2. Primary and Intermediate Writing Teachers
3. Primary and Intermediate ELL Teachers
4. Primary and Intermediate Math Teachers
• The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:
1. Social Worker: A. Valdes
2. Guidance Counselors: S. Shields, L. Arana
3. SPED Program Specialist: A. Navarro
4. Psychologist: G. Santana

Kensington Park uses the MTSS/RtI as a general education initiative where levels of support (resources) are allocated in direct proportion to student needs. There are three levels of support which include Core Instructional, Supplemental Instructional, and/or behavioral interventions in order to increase individual students' rate of progress. Regular team meetings take place where problem solving is the sole focus to ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2
intervention. Ongoing Progress Monitoring (OPM) is gathered for all interventions. The data is analyzed using the Tier 2 problem solving process after each OPM. Tier 3 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.

Title I Part A: Kensington Park Elementary (KPE) provides services to ensure students requiring additional remediation are assisted through extended learning opportunities. KPE will provide after-school programs and/or Saturday Academy. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to students. 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 CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, 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; Title I CHESS and Supplemental Educational Services.

Title I, Part C- Migrant

The 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 I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs

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, ELL

•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

Kensington Park Elementary receives funds from Title III and utilizes said funds to supplement and enhance the programs for English Language Learners (ELL) and Immigrant Students. The funds are used to implement tutorial programs in 2nd – 5th grade.

Title VI, Part B - NA

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 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)

Not Applicable

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, elementary counselors, and/or TRUST Specialists.Training and technical assistance for elementary, middle, and senior high school teachers,

administrators, counselors, and/or TRUST Specialists is also a component of this program.

• TRUST Specialists focus 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 12.

Nutrition Programs

1. Kensington Park Elementary adheres to and implements the nutrition requirements stated in the District Wellness Policy.

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

3. The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs –

Not Applicable

Head Start

Not Applicable

Adult Education

Not Applicable

Career and Technical Education

Kensington Park Elementary infuses career awareness throughout the curriculum. Students participate in Junior Achievement Day activities where they learn about career options. Volunteers, community members and parents join forces to expose students to their careers in a variety of activities such as "Take Your Child to Work" day.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Susana Suarez	Principal
Segundo Pla	Business/Community
Dania Roche-Chavarria	Teacher
Gladys Homidas-Vounzi	Teacher
Lisette Muniz	Teacher
Luis Alvarinas	Education Support Employee
Mosezell Aguilera	Education Support Employee
Maria Lezcano	Teacher
Daivis Carballosa	Teacher
Leidy Vargas-Cancio	Teacher
Igor Caicedo	Parent
Guillermo Perez	Student
Zoraida Caicedo	Parent
Adriana Zapata	Parent
Adonis Tapia	Student
Arlyn Gonzalez	Parent
Milgros Rodriguez	Parent
Isleisy Martinez	Parent
Gerardo Mederos	Business/Community
Robert Lara	Business/Community

b. Duties

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

a. Evaluation of last year's school improvement plan

The School Advisory Committee (SAC) is notified ten days prior to the scheduled meeting, via email as it relates to the review of the 2016-2017 School Improvement Plan (SIP). An administrator debriefs the Council members on the different components of the SIP while SAC members review the contents entirety. With all members present, a quorum is reached and Kensington Park's SIP is submitted for implementation of the 2016-2017 school year. The council schedules meetings monthly, notifies its members, and creates agendas in
accordance with district and state guidelines.

b. Development of this school improvement plan

The School Advisory Council members meet with teachers in their grade level to review, analyze data and provide input for the development of the school improvement plan. The SAC shares the information with the School Improvement Plan writing team and the SAC meets to finalize and approve the SIP.

c. Preparation of the school's annual budget and plan

The School Advisory Council members meet to discuss school-wide needs and determine how to allocate funds. Principal shares annual budget and plan is created.

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

Purchase incentives for disciplinary plan $3,000, Tutoring for selected students $2,000 and books for Media Center, $1,000

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Suarez, Susana	Principal
Anderson, Deetra	Assistant Principal
Mauri, Johnny	Assistant Principal
Pesi, Irilis	Instructional Coach
Colunga, Amarilys	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT team will monitor the fidelity and rigor of the implementation of the English/Language Arts, Writing, Mathematics and Science Curriculum to set a course of action in order to address areas of concern. A primary focus will be those students not making adequate gains, students in the Intensive Accelerated (IA) classes and previously retained students. The LLT will spearhead the organization of intervention/remediation and tutorial services for those students not meeting reading proficiency skills as well as identify students for enrichment programs. The LLT will continue providing professional development and support to teachers, ensuring availability of instructional materials, coordinating assessments to evaluate student progress, and monitoring intervention strategies in the classrooms throughout the school year. The team will also promote the use of interactive white boards during core instruction. Weekly common planning amongst grade levels will take place in collaboration with Reading Leaders and Curriculum Support Specialists.

D. 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).

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

The school's strategies to encourage positive working relations between teachers include structures established by the leadership team to support teacher teams by departmentalization of all grade levels. For example, weekly common planning with coaches, curriculum support specialist and administration.

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

1. Partner with local universities and implement an intern and field experience personnel recruitment program.

2.Offer opportunities to observe model classrooms within and outside the grade level taught.

3. Demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader.

4. Attend job fairs to recruit highly qualified, certified teachers.

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

New teachers will be paired with National Board Certified teachers as well as other veteran teachers for ongoing support and consultation. The mentoring activities will be planned as needed in conjunction with the mentor and mentee.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The school ensures its core instructional programs and materials are aligned to Florida's standards by the implementation of the District Pacing Guides and the use of aligned materials. In addition, the LLT monitors appropriate use of materials during walkthroughs and classroom visits.

b. Instructional Strategies

1. 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.

The LLT reviews student assessment data with teachers to identify areas of strength and weakness for teachers to create and implement an action plan to address areas of need.

Kensington Park Elementary establishes high expectations for academically demanding instruction. The master schedule includes additional opportunities for supplemental and intensive instruction outside of the core content area classes.

In most classes, an additional 30 minutes has been added for reading intervention and in selected classes mathematics differentiated instruction. Teachers are implementing the gradual release model. Delivery of instruction is focused on grade level and subject area standards using effective large and small group instructional strategies.

2. 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: 5,760

Kensington Park Elementary (KPE) provides services to ensure students requiring additional remediation are assisted through extended learning opportunities. KPE will provide before/after-school programs. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to students. 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. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS, Science Club, Lego Robotics, Coding. There will be an additional 5,760 minutes of extended learning opportunity.

Strategy Rationale

The school implements a variety of before and afterschool activities in order to provide extended learning opportunities.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Fernandez, Michelle, pr2661@dadeschools.net

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

Student's will be assessed using the diagnostic test, iReady Diagnostic and Growth Monitoring Progress.. Teachers will collect and analyze data. Dynamic lessons targeting key reading skills will be implemented and daily test prep for ongoing assessment will be provided.

2. Student Transition and Readiness

a. 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).

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

At Kensington Park Elementary School, all incoming Kindergarten students are assessed upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Specifically, the Bracken Basic Concept Scale-Revised (BBCS-R) will be used to assess basic academic skill development and academic school readiness of incoming students. The Clinical Evaluation of Language Fundamentals-Preschool (CELF-P) assessment will be used to ascertain oral language skills of incoming students. The Developmental Skills Checklist

(DSC) will be used to determine students' print/letter knowledge and level of phonological awareness/ processing. In addition to academic/school readiness assessments, all incoming Kindergarten students will be assessed in the area of social/emotional development. Specifically, the Ages and Stages Questionnaire will be completed by the parent/guardian of all incoming Kindergarten students. Questionnaire results will provide valuable information regarding student development and need for instruction/intervention regarding pro-social behavior, self-regulation, self-concept, and self-efficacy. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. Social skills instruction will occur daily for 20 minutes using the Skills Streaming Curriculum and will be reinforced throughout the day through the use of a common language, re-teaching, and positive reinforcement of pro-social behavior. Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains and the need for changes to the instructional/intervention programs. Establish or expand the "Welcome to Kindergarten" program to build partnership with local early education programs, including the in-school pre-kindergarten program. Through this joint venture, parents and children will gain familiarity with kindergarten as well as receive information relative to the matriculation of students at the school. The principal will also meet with the center directors of neighborhood centers. Local VPK providers are members of the Kensington Park EESAC and provide input in developing the school improvement plan. Additionally, Kensington Park Elementary holds a yearly Kindergarten orientation at the end of the school year to inform parents about the expectations and academic standards associated with Kindergarten. This provides parents with a clear picture of what their children will be exposed to and expected to learn. Utilize the services of the Family Learning Advocates to develop a school-based Ready Children, Ready School Partnership. The partnership will identify school-specific strategies from the "Transition Toolkit" (developed by PK/Elementary and community partners) to meet the needs of the local community. Build a working relationship and a culture of exchange and mutual respect by instituting the Early Educator Exchange (Triple E). Neighborhood and school site PK teachers will come together with kindergarten teachers in the Fall and Summer for a facilitated discussion focusing on student performance, effective instructional methods, and developmental expectations. Direct the office staff to distribute "Smooth Sailing" kindergarten preparation brochures and other documents to interested parents throughout the year.

b. College and Career Readiness

1. 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

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

N/A

3. 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

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

[1] = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

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

G2.   To monitor the Early Warning Systems, Kensington Park Elementary will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time and by decreasing the number of behavioral referrals and suspensions.

G3.   To increase participation and number of experiences in STEM- related project based learning activities.

G4.   See Title I PIP

Strategic Goals Detail

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

Dade - 2661 - Kensington Park Elem. School - 2016-17 SIP

Kensington Park Elementary School

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

🔑 G087534

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	74.0
AMO Reading - Hispanic	74.0
AMO Reading - White	77.0
AMO Reading - ELL	70.0
AMO Reading - SWD	61.0
AMO Reading - ED	73.0
AMO Math - All Students	70.0
AMO Math - Hispanic	70.0
AMO Math - White	74.0
AMO Math - ELL	67.0
AMO Math - SWD	61.0
AMO Math - ED	69.0
FCAT 2.0 Science Proficiency	40.0

Targeted Barriers to Achieving the Goal 3

- There is partial focus on using data driven instruction when common planning for whole group.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Language Arts Florida Standards (LAFS) Item Specifications; McGraw Hill Wonders, Wonder Works, planning cards, pacing guides, iReady, Imagine Learning (ELL), Unique Learning (SPED), iReady (Class Profile), District Data Tracker

- Mathematics Florida Standards (MAFS) Item Specifications, pacing guides, Houghton Mifflin Harcourt Go Math assessments, iReady (Class Profile), District data tracker

- Next Generation Sunshine State Standards, Science District pacing guide (NGSSS), baseline assessment, Quarterly assessment, topic assessment.

Plan to Monitor Progress Toward G1. 8

Use data to set goals, determine sound instructional practices based on research, and differentiate instruction to meet the various needs of students (Baseline Science Assessments, McGraw-Hill Wonder Works Assessments, and i-Ready).

Person Responsible
Johnny Mauri

Schedule
Monthly, from 9/5/2016 to 6/5/2017

Evidence of Completion
Ongoing Student Data.

G2. To monitor the Early Warning Systems, Kensington Park Elementary will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time and by decreasing the number of behavioral referrals and suspensions. `1a`

🔑 G087535

Targets Supported `1b`

Indicator	Annual Target
Instructional Minutes	

Targeted Barriers to Achieving the Goal `3`

- Attendance below 90% for individual students, Course failure in ELA , Science or Math.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Do The Right Thing, PTA sponsored rewards, certificates, school counselors, community based organizational referrals, attendance bulletin, SCAM forms.

Plan to Monitor Progress Toward G2. `8`

Attendance Reports will be reviewed regularly to monitor school wide progress.

Person Responsible

Deetra Anderson

Schedule

Weekly, from 9/5/2016 to 6/8/2017

Evidence of Completion

Attendance bulletin, Early Warning System Findings, Control D Reports, RTI/SST Meeting Logs, Report Cards will be used and parent conferences will be held as needed.

G3. To increase participation and number of experiences in STEM- related project based learning activities. `1a`

🔍 G087536

Targets Supported `1b`

Indicator	Annual Target
Science Achievement District Assessment	

Targeted Barriers to Achieving the Goal `3`

- Insufficient student participation in STEM Related activities.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Science Liaison, Science and Math Pacing Guides, Year-at-a-Glance, Essential Science Labs, Discovery Education, J&J Bootcamp,Discovery Videos, Fairchild Challenge, Everglades Shark Valley field trip, Biscayne Nature Center, and KPE Recycling Club.

Plan to Monitor Progress Toward G3. `8`

Maintain copies of score reports issued throughout the year by Fairchild Challenge team.

Person Responsible

Johnny Mauri

Schedule

Every 2 Months, from 9/24/2016 to 6/1/2017

Evidence of Completion

Score report, photographs and display of Fairchild Challenge awards.

G4. See Title I PIP `1a`

🔍 G087537

Targets Supported `1b`

Indicator	Annual Target

Targeted Barriers to Achieving the Goal `3`

Resources Available to Help Reduce or Eliminate the Barriers `2`

-

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`
🔑 G087534

G1.B4 There is partial focus on using data driven instruction when common planning for whole group. `2`
🔑 B232703

G1.B4.S1 Use the GRRM as an instructional framework to support students during reading and writing instruction in order to foster student ownership of learning. `4`
🔑 S245629

Strategy Rationale

Insuficient evidence in daily lessons of student engagement activities; little evidence of collaborative conversations included in lesson plans.

Action Step 1 `5`

Introduce action plan to all stakeholders in joint Faculty Meeting.

Person Responsible

Johnny Mauri

Schedule

On 6/5/2017

Evidence of Completion

Meeting agenda and sign-in sheets.

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

Provide PD that will demonstrate to teachers effective implementation of the GRRM, NGSSS Science Standards and MAFS standards during faculty meeting break-out sessions and weekly common planning sessions.

Person Responsible

Johnny Mauri

Schedule

Monthly, from 9/12/2016 to 6/5/2017

Evidence of Completion

Meeting agendas and sign-in sheets.

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

Monitor for fidelity and effectiveness via instructional walkthroughs, administrative meetings with instructional coaches and CSS.

Person Responsible

Deetra Anderson

Schedule

Weekly, from 9/19/2016 to 6/5/2017

Evidence of Completion

Walkthroughs and coaching cycles logs.

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Kensington Park Elementary School

G2. To monitor the Early Warning Systems, Kensington Park Elementary will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time and by decreasing the number of behavioral referrals and suspensions. `1`

🔑 G087535

G2.B1 Attendance below 90% for individual students, Course failure in ELA , Science or Math. `2`

🔑 B232704

G2.B1.S1 Utilize daily attendance bulletin, teacher attendance referrals, course failure in core subjects. `4`

🔑 S245630

Strategy Rationale

Increase parental awareness as it relates to attendance.

Action Step 1 `5`

Lead Truancy Child Study Meetings and monitor Attendance Dashboard for attendance rating.

Person Responsible

Deetra Anderson

Schedule

Weekly, from 10/17/2016 to 6/8/2017

Evidence of Completion

Data from Truancy reports and reports from Attendance Dashboard.

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

Review attendance dashboard reports and Truancy reports and share with teachers.

Person Responsible

Deetra Anderson

Schedule

Weekly, from 10/10/2016 to 6/5/2017

Evidence of Completion

Sign-in sheets from Truancy meetings and attendance dashboard reports.

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

Meet with teachers to review dashboard and Truancy reports.

Person Responsible

Deetra Anderson

Schedule

On 5/30/2017

Evidence of Completion

Sign in sheets and attendance dashboard reports

G3. To increase participation and number of experiences in STEM- related project based learning activities. `1`
🔑 G087536

G3.B1 Insufficient student participation in STEM Related activities. `2`
🔑 B232705

G3.B1.S1 Develop a plan to increase a multidisciplinary STEM set of activities available for students in grades K-5. `4`
🔑 S245633

Strategy Rationale

It compasses a multidisciplinary approach to incorporating STEM activities throughout the curriculum.

Action Step 1 `5`

Emails will be disseminated to staff and all grade levels to promote participation in the Fairchild Challenge.

Person Responsible

Vivian Veiga

Schedule

Quarterly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Email notifications, Fairchild challenge score reports.

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

The morning announcements and email verification will be monitored in order to support implementation with fidelity.

Person Responsible

Susana Suarez

Schedule

Quarterly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Morning announcements, email verifications, score report, photographs and display of Fairchild Challenge awards.

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

Implementation of the plan for morning announcements and emails promoting Fairchild Challenge program will be monitored by morning announcements and email verification.

Person Responsible

Vivian Veiga

Schedule

Quarterly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Score report, photographs and display of Fairchild Challenge awards.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G2.B1.S1.MA1 M331235	Meet with teachers to review dashboard and Truancy reports.	Anderson, Deetra	9/12/2016	Sign in sheets and attendance dashboard reports	5/30/2017 one-time
G3.MA1 M331244	Maintain copies of score reports issued throughout the year by Fairchild Challenge team.	Mauri, Johnny	9/24/2016	Score report, photographs and display of Fairchild Challenge awards.	6/1/2017 every-2-months
G1.MA1 M331234	Use data to set goals, determine sound instructional practices based on research, and differentiate...	Mauri, Johnny	9/5/2016	Ongoing Student Data.	6/5/2017 monthly
G1.B4.S1.MA1 M331232	Monitor for fidelity and effectiveness via instructional walkthroughs, administrative meetings with...	Anderson, Deetra	9/19/2016	Walkthroughs and coaching cycles logs.	6/5/2017 weekly
G1.B4.S1.MA1 M331233	Provide PD that will demonstrate to teachers effective implementation of the GRRM, NGSSS Science...	Mauri, Johnny	9/12/2016	Meeting agendas and sign-in sheets.	6/5/2017 monthly
G1.B4.S1.A1 A318053	Introduce action plan to all stakeholders in joint Faculty Meeting.	Mauri, Johnny	9/21/2016	Meeting agenda and sign-in sheets.	6/5/2017 one-time
G2.B1.S1.MA1 M331236	Review attendance dashboard reports and Truancy reports and share with teachers.	Anderson, Deetra	10/10/2016	Sign-in sheets from Truancy meetings and attendance dashboard reports.	6/5/2017 weekly
G2.MA1 M331241	Attendance Reports will be reviewed regularly to monitor school wide progress.	Anderson, Deetra	9/5/2016	Attendance bulletin, Early Warning System Findings, Control D Reports, RTI/SST Meeting Logs, Report Cards will be used and parent conferences will be held as needed.	6/8/2017 weekly
G2.B1.S1.A1 A318054	Lead Truancy Child Study Meetings and monitor Attendance Dashboard for attendance rating.	Anderson, Deetra	10/17/2016	Data from Truancy reports and reports from Attendance Dashboard.	6/8/2017 weekly
G3.B1.S1.MA1 M331242	Implementation of the plan for morning announcements and emails promoting Fairchild Challenge...	Veiga, Vivian	8/22/2016	Score report, photographs and display of Fairchild Challenge awards.	6/8/2017 quarterly
G3.B1.S1.MA1 M331243	The morning announcements and email verification will be monitored in order to support...	Suarez, Susana	8/22/2016	Morning announcements, email verifications, score report, photographs and display of Fairchild Challenge awards.	6/8/2017 quarterly
G3.B1.S1.A1 A318057	Emails will be disseminated to staff and all grade levels to promote participation in the Fairchild...	Veiga, Vivian	8/22/2016	Email notifications, Fairchild challenge score reports.	6/8/2017 quarterly

V. 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 There is partial focus on using data driven instruction when common planning for whole group.

G1.B4.S1 Use the GRRM as an instructional framework to support students during reading and writing instruction in order to foster student ownership of learning.

PD Opportunity 1

Introduce action plan to all stakeholders in joint Faculty Meeting.

Facilitator

Lily Pesi and Amarilys Colunga

Participants

All teachers

Schedule

On 6/5/2017

G3. To increase participation and number of experiences in STEM- related project based learning activities.

G3.B1 Insufficient student participation in STEM Related activities.

G3.B1.S1 Develop a plan to increase a multidisciplinary STEM set of activities available for students in grades K-5.

PD Opportunity 1

Emails will be disseminated to staff and all grade levels to promote participation in the Fairchild Challenge.

Facilitator

Fairchild Challenge PK-5

Participants

Selected Staff

Schedule

Quarterly, from 8/22/2016 to 6/8/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B4.S1.A1	Introduce action plan to all stakeholders in joint Faculty Meeting.				$0.00
2	G2.B1.S1.A1	**Lead Truancy Child Study Meetings and monitor Attendance Dashboard for attendance rating.**				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	Other		$0.00
			Notes: PTA provides snacks and refreshments.			
3	G3.B1.S1.A1	**Emails will be disseminated to staff and all grade levels to promote participation in the Fairchild Challenge.**				$0.00
					Total:	$0.00