

Miami-Dade County Public Schools

Kinloch Park Elementary School



2017-18 Schoolwide Improvement Plan

Kinloch Park Elementary School

4275 NW 1ST ST, Miami, FL 33126

<http://newkpe.dadeschools.net>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	91%
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	2016-17	2015-16	2014-15	2013-14
Grade	B	B	C*	B

**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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Kinloch Park Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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.

b. 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 the "Values Matter Miami" moral core 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 2017-2018 Faculty and Staff Handbook.

WKPE Morning News and Do The Right Thing Program

During Morning announcements, students who serve on the news team highlight each of the "Values Matter Miami Initiative" character traits.

Do the Right Thing

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.

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.

School wide policies and procedures regarding classroom management and alternatives to suspension are detailed in the KPE 2017-2018 Faculty and Staff handbook. On Thursday, August 17, 2017, the instructional staff received a copy of the School wide Discipline Plan and Code of Student Conduct for review. All instructional personnel were instructed to review the Code of Student Conduct with their homeroom class, as well as, their individual classroom discipline plan. 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 22, 2017, 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

The school counselor and teachers will utilize the link and supporting materials found in the "Values Matter Miami Initiative", for monthly presentations of the nine core values. The presentation will provide students with strategies and key characteristics of becoming a model student and citizen. Bullying prevention strategies are also presented during these presentations.

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.

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.

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, Student Support Team (SST) referrals, Functional Assessment of Behavior (FAB) & Behavior Intervention Plans (BIP), detention notices, Attendance Review Committee (ARC) 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.

Papa John's Pizza

Papa John's Pizza, a Dade 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.

Big Brothers and Big Sisters

The program offers the following services: tutoring, help with homework, music classes, computer classes, access to our bit fitness center, and access to computers and internet.

Big Brothers/Big Sisters School-Based Mentoring Program

The program offers a mentoring program for selected at-risk students. Mentors meet on school grounds during the individual student's non-core instructional block one hour bi-weekly/monthly. Mentors and mentees discuss academic solutions to instructional deficiencies, resolution of social conflicts and other age appropriate topics warranted by the mentee.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

During the 2017-2018 school year, the Early Warning System (EWS) goal is to increase academic achievement by supporting students' needs through school wide and community resources.

Maintain the number of students who miss 10% or more of available instructional time to 0%.

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 with two or more early warning indicators by 10%.

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	1	7	6	10	5	15	0	0	0	0	0	0	0	44
Level 1 on statewide assessment	1	8	9	14	23	39	0	0	0	0	0	0	0	94

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	1	7	10	5	21	40	0	0	0	0	0	0	0	84

c. 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. Weekly: Using positive reinforcement provide Scottie Bucks to eligible students. Students who have perfect attendance and no tardy days will receive Scottie Bucks to purchase items from the School Store. Quarterly: Students who have perfect attendance will receive a certificate and a coupon for a free pizza from Papa Johns to celebrate their efforts. Every Semester: Recognize students with perfect attendance and no days tardy, "Perfect Punctuality", at the end of each semester. 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 beyond the instructional blocks. Provide personalized interventions to Tier 3 students outside of the core instructional block to ensure learner's progress is evident by one year of individual growth.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

Kinloch Park Elementary will host Parent Academy Workshops through out the year to increase parental involvement. Information discussed during the sessions will empower parents to become proactive and knowledgeable when making decisions to increase their child's academic success.

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.

During the Educational Excellence School Advisory Council (EESAC) meetings, administration will utilize recommendations from all members to increase the amount activities that require the participation of all stakeholders. Kinloch Park Elementary will institute reciprocal venues of constructive dialogue amongst all stakeholders to build instructional efficacy school wide, which will in turn strengthen school culture. The members of the EESAC is comprised of Kinloch Park Elementary staff and community members. The EESAC will collaborate with the Literacy Leadership Team (LLT) and Multi-Tiered System of Supports/Response to Instruction Leadership Team (MTSS/RtI) to generate multiple resources and strategies to increase student achievement. The MTSS/RtI Leadership Team meets quarterly to ensure the goals, barriers and action steps explained in the School Improvement Plan are effectively addressed. During 2017-2018 school year, the MTSS/RtI Leadership Team provides the EESAC with current data on academic areas of strengths and weaknesses.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Guzman, Techie	Principal
Capote, Isabel	Assistant Principal
Cooper, Himilse	Instructional Coach
Perez-Rios, Violi	Teacher, K-12
Zabala, Jose	Teacher, K-12
Liccioni, Xaimile	SAC Member
Rivero-Setien, Suzanne	Instructional Coach
Lopez, Caroline	School Counselor
Ramos, Lissette	

b. Duties

1. 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/Rtl 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/Rtl problem solving process:

Curriculum Coaches- Himilse Cooper (Reading) and Suzanne Rivero-Setien (Mathematics), Jose Zabala-Science Lead Teacher, Clara Dieguez SPED Chairperson, ESOL Chairperson-Violi Perez-Rios, Guidance Counselor-Caroline Lopez, EESAC Chair-Xaimile Liccioni and Professional Development Liaison-Lisette Ramos members will meet monthly with administration to review the implementation and efficacy MTSS/Rtl.

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 mentioned above, other instructional staff members 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.

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.

The MTSS/Rtl 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 2017-2018 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.

2. School Advisory Council (SAC)

a. Membership

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

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

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

During the 2016-2017 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. Additionally, the School Improvement Plan Staff End of Year Survey outcomes were reviewed and discussed.

b. Development of this school improvement plan

Based on the results of the 2016-2017 End of Year SIP staff survey and disaggregated student data, goals and barriers were identified. During District professional development, action plans were developed and recorded in the Final Blueprint for Kinloch Park Elementary to address the school wide goals and barriers. The 2017-2018 School Improvement Plan was created based on the information delineated in the Final Blueprint.

During the 2017-2018 school year, members of the EESAC will continue to collaborate monthly with the LLT and MTSS/RtI Leadership Teams to monitor the correlation of the SIP's action steps and student achievement.

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

ESSAC members and Leadership Teams will examine the instructional requirements of new Florida Standards and current summative student data to seek the need for additional resources.

Technology: Projected funds will be used to strengthen the use of on-line instruction based on the complexity of the Florida Standards to increase academic achievement.

2. 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.

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
Guzman, Techie	Principal
Capote, Isabel	Assistant Principal
Cooper, Himilse	Instructional Coach
Perez-Rios, Violi	Teacher, K-12
Dieguez, Clara	Teacher, ESE
Lopez, Caroline	School Counselor
Ramos, Lisette	Other

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

During the 2017-2018 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 literary strategies with their perspective curriculum. This initiative will increase time allotted for Language Arts/Reading instruction.
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. Based on individual student results, administration and instructional staff will modify interventions/enrichment to address specific deficiencies.
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, Go Math Series Digital Component, etc. will provide opportunities for students to become acclimated with completing instructional tasks on the computer.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. 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 weekly to analyze classroom instruction, student samples and formative assessment data. Instructional practices and student work samples are shared during common planning sessions to drive future classroom instruction that is rigorous, relevant and purposeful.

2. 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 among all grade levels to discuss implementation/modification of school wide strategies

3. 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

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.

Kinloch Park Elementary School will use multiple data points to monitor the implementation of core instruction. Following school-wide instructional review visits, the Leadership Team will meet with EESAC 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 Assessments, Monthly Writing Samples, I-Ready Data, Florida Kindergarten Readiness Screener (FLKRS) Star Early Literacy for Kindergarten, 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 strengthen the school - wide program.

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 utilize District Pacing Guides to ensure students master assessed skills before the Spring 2018 of the Florida Standards Administration.

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.

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 monthly 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 Florida 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. Monthly to 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.

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: 4,200

English Language Learners (ELL) Academy is an before and after school tutorial program held every Tuesday and Thursday during the months of November through April. Before School tutorials occur from 7:00 am to 8:00 AM. After School tutorials occur from 3:30 PM to 4:30 PM.

Strategy Rationale

Students in grades second through fifth who have been identified as ESOL Levels 1-4/ on Post Program Review will participate in the program. Students receive skill based lessons in the area of reading, mathematics and science. Participants are students who have been identified as needing Tier 2 interventions.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Humphrey, Kisa, kdhump@dadeschools.net

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 through formative assessments, District Assessments and I-Ready Reading and Mathematics Diagnostic Assessments.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. 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: Word knowledge and skills, comprehension strategies and construction meaning and Numbers and Operations. 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. The new FLKRS Star Early Literacy screening is a computer based adaptive screening assessment that is 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.

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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" 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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. If core instruction is increased in all content areas, then student achievement will improve.

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.

G1. If core instruction is increased in all content areas, then student achievement will improve. **1a**

 G096715

Targets Supported **1b**

Indicator	Annual Target
FSA Mathematics Achievement	64.0
Math Gains	62.0
Math Lowest 25% Gains	53.0
FSA ELA Achievement	67.0
ELA/Reading Gains	62.0
ELA/Reading Lowest 25% Gains	64.0
FCAT 2.0 Science Proficiency	67.0
AMO Math - All Students	
AMO Math - Hispanic	
AMO Math - ED	
AMO Math - ELL	
AMO Math - SWD	
AMO Reading - All Students	
AMO Reading - Hispanic	
AMO Reading - ED	
AMO Reading - ELL	
AMO Reading - SWD	

Targeted Barriers to Achieving the Goal **3**

- Tier 3 students receive remediation outside of the core instructional blocks (extended learning opportunities, Wonder Works, instructional coach tutoring).

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

- Mathematics Resources: GO Math Curriculum, Reflex Math, Think Central, I-Ready, Mathematics Coach, Model Classrooms, Interactive Whiteboards, Mobile Lab, Common Planning
- Reading Resources: McGraw Hill Reading series, Wonder Works Interventions, Creating Independence through Student Owned Strategies (CRISS), Graphic Organizers, I-Ready, Imagine Learning, Reading Coach, ESOL Chairperson, Functional Classroom Libraries
- Science Resources: Gizmos, Discovery Education, You Tube (Education), Scientific-related field trips, Presenters, Household Products, Essential Labs, Common Planning, Science Lead Teacher
- Writing Resources: McGraw Hill Wonders series, Florida Standards Rubrics

Plan to Monitor Progress Toward G1. 8

Follow FCIM through use of student results from formative and summative assessments.

Person Responsible

Techie Guzman

Schedule

Quarterly, from 9/18/2017 to 6/7/2018

Evidence of Completion

Formative: iReady Diagnostics Assessments & Topic Assessments Summative: 2018 Florida Standards Assessments, Florida Science Standards Assessment & Stanford Achievement Test (10th edition)

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. If core instruction is increased in all content areas, then student achievement will improve. **1**

 G096715

G1.B1 Tier 3 students receive remediation outside of the core instructional blocks (extended learning opportunities, Wonder Works, instructional coach tutoring). **2**

 B260143

G1.B1.S1 Provide personalized interventions to Tier1-Tier 3 students (remediation and enrichment) outside of the core instructional block to ensure learner progress is evident by one year of individual growth. **4**

 S275589

Strategy Rationale

Schedule reading and mathematics interventions/enrichment during non-core instructional blocks and Extended Learning Opportunities (Before and After School Tutoring) which services selected Tier 1-3 students who are in jeopardy of regressing based on the student's previous years summative assessment data.

Action Step 1 **5**

During classroom instruction, strengthen the implementation of differentiated instruction (DI) in Reading and Mathematics. Monitor alignment of: individual student data, DI activities, evaluation of DI activities implemented and future DI skill based lessons.

Person Responsible

Kisa Humphrey

Schedule

On 6/7/2018

Evidence of Completion

Lesson Plans, Classroom Observations, Formative Assessment Data, Qualitative Data, Student Results from iReady Diagnostic Assessments in Reading and Mathematics, individual teacher conferences with administration

Action Step 2 5

Interventions will concentrate on standards that consistently demonstrate weak student performance based on disaggregated student data from the 2017 administration of state assessments and AP1 iReady Diagnostic.

Person Responsible

Techie Guzman

Schedule

Weekly, from 11/2/2017 to 6/7/2018

Evidence of Completion

Lesson Plans, Formative Assessment Data, Qualitative Data, Student Results from iReady Diagnostic Assessments in Reading and Mathematics

Action Step 3 5

Enrichment will concentrate on standards that consistently demonstrate weak student performance based on disaggregated student data from the 2017 administration of state assessments and AP1 iReady Diagnostic.

Person Responsible

Isabel Capote

Schedule

Weekly, from 11/2/2017 to 6/7/2018

Evidence of Completion

Lesson Plans, Formative Assessment Data, Qualitative Data, Student Results from iReady Diagnostic Assessments in Reading and Mathematics

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

Conduct daily classroom walk-throughs to observe the implementation of best practices regarding DI in reading and mathematics. Review lesson plans, student DI folders, evidence of teacher feedback and current data to ensure alignment and effectiveness of differentiated instruction efforts.

Person Responsible

Isabel Capote

Schedule

Daily, from 9/11/2017 to 6/7/2018

Evidence of Completion

Lesson Plans, Student Formative and Summative Assessments, Student Artifacts and Differentiated Instruction Folders, IPEGS Observation Forms

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

During extended learning opportunities, conduct walk-throughs to observe instruction to ensure rigor and relevancy to academic deficiencies identified through teacher data chats. Monitor students closely from iReady assessment period 1 to assessment period 2 to determine effectiveness of tutorials.

Person Responsible

Techie Guzman

Schedule

Biweekly, from 11/14/2017 to 4/12/2018

Evidence of Completion

Tutorial Attendance Sheets, Tutorial Instructional Activities, Student tutorial samples, Individual teacher conferences with administration, iReady Diagnostic Assessments, District Topic Assessments

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

Follow FCIM through use of student results from formative and summative assessments.

Person Responsible

Kisa Humphrey








Schedule

Quarterly, from 9/18/2017 to 6/1/2018

Evidence of Completion

Formative: iReady Diagnostics Assessments & Topic Assessments Summative: 2018 Florida Standards Assessments, Florida Science Standards Assessment & Stanford Achievement Test (10th edition)

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S1.MA11  M398569	During extended learning opportunities, conduct walk-throughs to observe instruction to ensure...	Guzman, Techie	11/14/2017	Tutorial Attendance Sheets, Tutorial Instructional Activities, Student tutorial samples, Individual teacher conferences with administration, iReady Diagnostic Assessments, District Topic Assessments	4/12/2018 biweekly
G1.B1.S1.MA1  M398567	Follow FCIM through use of student results from formative and summative assessments.	Humphrey, Kisa	9/18/2017	Formative: iReady Diagnostics Assessments & Topic Assessments Summative: 2018 Florida Standards Assessments, Florida Science Standards Assessment & Stanford Achievement Test (10th edition)	6/1/2018 quarterly
G1.MA1  M398570	Follow FCIM through use of student results from formative and summative assessments.	Guzman, Techie	9/18/2017	Formative: iReady Diagnostics Assessments & Topic Assessments Summative: 2018 Florida Standards Assessments, Florida Science Standards Assessment & Stanford Achievement Test (10th edition)	6/7/2018 quarterly
G1.B1.S1.MA1  M398568	Conduct daily classroom walk-throughs to observe the implementation of best practices regarding DI...	Capote, Isabel	9/11/2017	Lesson Plans, Student Formative and Summative Assessments, Student Artifacts and Differentiated Instruction Folders, IPEGS Observation Forms	6/7/2018 daily
G1.B1.S1.A1  A370178	During classroom instruction, strengthen the implementation of differentiated instruction (DI) in...	Humphrey, Kisa	9/11/2017	Lesson Plans, Classroom Observations, Formative Assessment Data, Qualitative Data, Student Results from iReady Diagnostic Assessments in Reading and Mathematics, individual teacher conferences with administration	6/7/2018 one-time
G1.B1.S1.A2  A370179	Interventions will concentrate on standards that consistently demonstrate weak student performance...	Guzman, Techie	11/2/2017	Lesson Plans, Formative Assessment Data, Qualitative Data, Student Results from iReady Diagnostic Assessments in Reading and Mathematics	6/7/2018 weekly
G1.B1.S1.A3  A370180	Enrichment will concentrate on standards that consistently demonstrate weak student performance...	Capote, Isabel	11/2/2017	Lesson Plans, Formative Assessment Data, Qualitative Data, Student Results from iReady Diagnostic Assessments in Reading and Mathematics	6/7/2018 weekly

V. Professional Development Opportunities

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

G1. If core instruction is increased in all content areas, then student achievement will improve.

G1.B1 Tier 3 students receive remediation outside of the core instructional blocks (extended learning opportunities, Wonder Works, instructional coach tutoring).

G1.B1.S1 Provide personalized interventions to Tier1-Tier 3 students (remediation and enrichment) outside of the core instructional block to ensure learner progress is evident by one year of individual growth.

PD Opportunity 1

Interventions will concentrate on standards that consistently demonstrate weak student performance based on disaggregated student data from the 2017 administration of state assessments and AP1 iReady Diagnostic.

Facilitator

Pauline Ward (CRISS)

Participants

Teachers and Administration

Schedule

Weekly, from 11/2/2017 to 6/7/2018

PD Opportunity 2

Enrichment will concentrate on standards that consistently demonstrate weak student performance based on disaggregated student data from the 2017 administration of state assessments and AP1 iReady Diagnostic.

Facilitator

Pauline Ward (CRISS)

Participants

Teachers and Administration

Schedule

Weekly, from 11/2/2017 to 6/7/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	During classroom instruction, strengthen the implementation of differentiated instruction (DI) in Reading and Mathematics. Monitor alignment of: individual student data, DI activities, evaluation of DI activities implemented and future DI skill based lessons.				\$800.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3373	500-Materials and Supplies	2781 - Kinloch Park Elementary School	General Fund		\$800.00
			Notes: "Spelling City"- technological licenses Assist students with the acquisition of grammar skills.			
2	G1.B1.S1.A2	Interventions will concentrate on standards that consistently demonstrate weak student performance based on disaggregated student data from the 2017 administration of state assessments and AP1 iReady Diagnostic.				\$0.00
3	G1.B1.S1.A3	Enrichment will concentrate on standards that consistently demonstrate weak student performance based on disaggregated student data from the 2017 administration of state assessments and AP1 iReady Diagnostic.				\$0.00
					Total:	\$800.00