

Miami-Dade County Public Schools

Kendale Lakes Elementary School



2017-18 Schoolwide Improvement Plan

Kendale Lakes Elementary School

8000 SW 142ND AVE, Miami, FL 33183

<http://kle.dadeschools.net>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2016-17 Title I School</p> <p>Yes</p>	<p>2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>82%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>98%</p>

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	B	A*	A

**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 Kendale Lakes 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.

Kendale Lakes Elementary School's mission is to provide a productive, secure, learning environment whereby students will acquire a sense of accomplishment that encourages constant growth, pride, and the desire to reach full potential.

b. Provide the school's vision statement.

Kendale Lakes Elementary School's vision is to provide organizational strategies that reflect quality leadership, commitment to excellence, and self-actualization for all stakeholders.

2. School Environment

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

Kendale Lakes Elementary takes tremendous pride in providing an excellent education in a loving, caring, family atmosphere where students' cultural differences are embraced and encouraged thereby creating an environment of mutual cooperation and respect. Through a partnership with our students, staff, parents, and community members, Kendale Lakes Elementary School strives for excellence in all that we do. Within the various programs we provide, we also address the cultural needs within our community. Through the special family and community events held at our school, Kendale Lakes builds and fosters a community relationship between teachers, students, and their families. A vital component needed for providing a quality education is close cooperation between home and school. In order to accomplish this, we encourage parents to be a partner in their child's education. Kendale Lakes strives to work collaboratively with all of our stakeholders to prepare our students and provide them with an excellent educational foundation needed to excel in our society and beyond. As part of a collaborative effort, the staff, faculty, team members, and community work together in conjunction with the school's vision, mission, and core values to address all members of the learning community.

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

Kendale Lakes Elementary School is committed to maintaining an environment where students feel safe and respected before, during, and after school. The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff. School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment, sharing these expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve operational areas as needed. Results of improvement efforts are evaluated and evidenced by records, survey results, maintenance schedules, drills, safety committees, academic committees, state and local inspection records, and equipment records. In addition, through the "Do the Right Thing" program, Miami-Dade School District's Values Matter Miami program, and student code of conduct assemblies, clear precise rules for conduct are communicated to students in order to create a respectful and loving school atmosphere where all students feel respected by both their peers and teachers. Lastly, a team of administrators, staff, and security personnel are placed at key points within the school compound to provide for a secure and safe school before, during, and after school hours.

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.

In an effort to provide quality instructional time where students are actively engaged during instructional time, Kendale Lakes Elementary School has established clear protocols for disciplinary incidents, defined behavior expectations, and trained school personnel to ensure that our instructional time is fiercely protected from unwanted distractions stemming from behavior incidents. The administrative team provides policies and practices which clearly and directly support the school purpose, direction, and effective operation of the school. Miami Dade School Board policies and practices are shared with staff, parents, and students at various school functions. Additionally, Early Warning System goals, identified on the School Improvement Plan, are communicated to staff, parent, and students. Communication of these goals and policies takes place at the opening of schools staff meetings, Meet and Greet Night, Title I Orientation, Open House Night, student code of conduct assemblies, and parent conferences. Mechanisms are in place to review and measure that all students are aware of established rules and policies for discipline. Evidence of these policies can be found in staff and student handbooks, Kendale Lakes Elementary School website, Kendale Lakes Elementary School App, communication to parents, and parent conference notes and minutes. In addition, the administrative team documents and records student disciplinary actions using SCM reports. Students that are deemed as developing a pattern of non-compliance are referred to the MTSS/RtI team. A reward system is also in place, through "Do the Right Thing", Values Matter Miami, and "Student of the Month", whereby students that exemplify good citizenship are recognized on the school morning announcements, bulletin boards, and through assemblies.

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.

Kendale Lakes Elementary School strives to provide support services to meet the physical, social, and emotional needs of the student population being served. School personnel implement a clearly defined process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of all students. Valid and reliable measures of program effectiveness are in place, and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the social-emotional needs of all students which include counseling, mentoring, and other pupil services. Using the school counselor and other behavior and emotional school support team members, students are assessed to determine their levels of needed support through teacher, student, and parent observations and surveys. Upon identification of support levels, various support services are put into place. These include: family services, parent classes, bullying and character education. Additionally, Kendale Lakes Elementary School serves as a district SPED center school and receives students for our Emotional and Behavioral Disabilities Program from designated schools within the surrounding area.

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.

The MTSS/RtI Team and Administration consistently monitor data for the Early Warning Systems indicators in the following areas: attendance below 90 percent, one or more suspensions, course failure in English Language Arts or Mathematics, behavior referrals, and Level 1 scores on statewide, standardized assessments in English Language Arts or Mathematics. Data from attendance reports, the Student Case Management System, district interims, report cards, and i-Ready are consistently

monitored. Students who are identified in the risk factor groups are referred to the Multi-Tiered System of Supports (MTSS)/Response to Intervention (Rtl) Team for increased levels of support to students and families.

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	6	1	3	3	8	13	0	0	0	0	0	0	0	34
Level 1 on statewide assessment	4	3	7	14	23	38	0	0	0	0	0	0	0	89

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	5	3	6	2	18	40	0	0	0	0	0	0	0	74

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

In order to consistently provide a productive, secure, learning environment whereby students will acquire a sense of accomplishment that encourages constant growth, pride, and the desire to reach full potential, several intervention strategies are implemented to improve the academic performance of students identified by the early warning system. The Multi-Tiered System Support (MTSS)/Response to Intervention (Rtl) Team, along with school administrators, implement a clearly defined process to determine the academic, physical, social, and emotional needs of each student in the school. The Multi-Tiered System Support (MTSS)/Response Team provides and coordinates programs to meet the needs of key students. Valid and reliable measures of program effectiveness are in place, and school personnel use the data from these measures to regularly evaluate all early warning system indicators. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of key students. In order to assist students identified as having risk factors in the areas of attendance, behavior referrals, and Level 1 on state assessments, parent involvement will be a priority this year as part of Kendale Lakes Elementary School's School Improvement Plan.

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

The KLE Family consistently prioritizes home school engagement and communicates utilizing varying methods to keep everyone connected, including, but not limited to: the school website, Connect-Ed, the school App, flyers, a monthly calendar, the marquee, surveys, family nights, etc. Additionally, extensive opportunities for family participation are offered throughout the year, including: the annual Title I Orientation meeting, Open House, cultural performances, weekly technology support for parents and students, conference opportunities, special participation in intervention and enrichment programs, and volunteer events stakeholders may sign up for. EESAC, DAC/PAC and PTO meetings are also an asset in keeping everyone informed and aligned for the School Improvement Plan, goals, and budgetary priorities.

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.

Kendale Lakes Elementary School uses the Miami Dade County Schools “Dade Partners Program” to build and sustain partnerships with local community businesses and organizations in order to bring resources together to support educational success in our schools. The Dade Partners Program mobilizes and channels resources into our school using targeted strategic goals as identified on the School Improvement Plan. The Dade Partners Program provides role models for students and fosters a positive relationship between our school and the community surrounding Kendale Lakes Elementary School.

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
Jaureguizar, Martha	Principal
Cabrera, Nancy	Assistant Principal
Sanchez, Kristine	Instructional Coach
Ceballos, Ivett	School Counselor
Algaze, Fortuna	Attendance/Social Work
Castelblanco, Ingrid	Psychologist
Whalen, Ingrid	Teacher, ESE

b. Duties

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

The MTSS Leadership/Rtl team is vital to the implementation of strategies outlined in the School Improvement Plan. Each defined team member will have a function and a responsibility to provide identification, input, and implementation of core instruction, resources allocation, teacher support systems, and small group and individual student needs.

Administrator(s): Martha T. Jaureguizar and Nancy Cabrera-Nuñez will ensure commitment and allocate resources.

Teacher(s) and Coaches: Kristine Sanchez and classroom teachers who share the common goal of

improving instruction for all students.

The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, and who will work to build staff support, internal capacity, and sustainability over time.

School Reading Coach: Kristine Sanchez

Clinician: Dr. Luz Berrio

Special education personnel : Ingrid Whalen

School guidance counselor: Ivett Ceballos

School psychologist: Ingrid Castelblanco

School social worker: Fortuna Algaze

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 Leadership/Rtl team is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving issues and concerns that arise through an 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. The MTSS Leadership/Rtl team is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. Rtl uses increasingly more intense instruction and interventions. The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum. The second level of support consists of supplemental instruction and interventions that are 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. The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction, supplemental instruction, and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally. There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data.

Title I, Part A

Services are provided at Kendale Lakes Elementary to ensure students requiring additional remediation are assisted through extended learning opportunities such as before-school and/or after-school programs, and during-school tutoring programs. Summer school is provided for specific second and third grade students that meet eligibility criteria. The district coordinates with Title II and Title III in ensuring staff development needs are provided. 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 needs 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" and 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 where parents are provided numerous opportunities to participate in school-based parent workshops and Parent Academy workshops; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

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, and 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

Title III funds are used to supplement and enhance the programs for English Language Learners (ELL) by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12)
- 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)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science selected schools to be used by ELL students (K-12, RFP Process)

Title VI, Part B

N/A

Title X- Homeless

The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless. Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless and are provided with all entitlements. Project Upstart 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 community organization. Project Upstart provides tutoring and counseling to twelve homeless shelters in the community. The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth. Kendale Lakes has identified the counselor as the school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

Kendale Lakes Elementary participates in the Safe and Drug-Free Schools Program which addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and TRUST Specialists. Kendale Lakes Elementary implements the TRUST curriculum which focuses on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises. Other programs offered school wide are: Anti Bully Plan, Conflict Resolution, Happy/Sad Feelings Comment Box, Character Education, Values Matter Miami, and Student of the Month as well as Do the Right Thing.

Nutrition Programs

Kendale Lakes Elementary adheres to and implements the nutrition requirements stated in the District

Wellness Policy. In addition, nutrition education, as per state statute, is taught through physical education. Kendale Lakes Elementary's Food Service Program, school breakfast, school lunch, and after care snacks, follow the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Program

N/A

Head Start

N/A

Adult Education

Several learning opportunities were coordinated through The Parent Academy. As a result, various classes throughout the year are provided to Kendale Lakes Elementary parents and included sessions for both parents and their children. Hands-on experiences with valuable technology resources provided by the District as well as purchased by the school were communicated and shared with stakeholders to optimize their use through extended learning opportunities. Additional sessions were offered on Parenting a Child with ADD/ADHD, Internet Safety, and instructional strategies for ELL/SPED parents to utilize with their children. A majority of classes were led by Kendale Lakes Elementary employees and others were made possible through presenters from The Parent Academy and MDCPS district. It is our desire to continue providing these learning opportunities to reach out to our existing and new families so that cooperatively we may provide valuable learning resources to students.

Career and Technical Education

Kendale Lakes Elementary promotes an annual Career Fair in order to help students gain a better understanding and appreciation of career opportunities. Parents and community members help students gain an understanding of business and industry workforce requirements. Kendale Lakes Elementary involves the students in an annual Truck Day event as an additional method of facilitating a better understanding, for students, of how to acquire the skills necessary to take advantage of post-secondary opportunities.

Job Training

N/A

Other

Kendale Lakes Elementary involves parents in the planning and implementation of the Title I Program and extends an open invitation to our school's parent resource center or parent area in order to inform parents of available programs. Kendale Lakes Elementary increases parental engagement/ involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements. We also conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, bilingual meetings, language dominance testing, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules. This impacts our goal to empower parents and build their capacity for involvement. Kendale Lakes Elementary also completes the Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Aster Mohamed	Business/Community
Debra Ramsay	Teacher
Ivett Ceballos	Teacher
Julie Pena	Parent
Karen Krugliak	Business/Community
Kristi Atkison	Teacher
Kristine Sanchez	Teacher
Martha Jaureguizar	Principal
Omar Pena	Parent
Patricia Duquesne	Education Support Employee
Wendy Coen	Business/Community
Zenaida Ulloa	Teacher
Zvi Krugliak	Business/Community
Adam Livingstone	Teacher
Michelle Rivera	Parent
Niurke Penate	Parent
Kathleen Hernandez	Student

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

As outlined by Florida Statutes 1001.452(2), The Kendale Lakes SAC is required to participate in the evaluation of last year's School Improvement Plan. As designated in the Florida Statutes, Kendale Lakes SAC met on a regular basis to review, maintain, and provide input and direction from stakeholders regarding the School Improvement Plan. As part of the data gathering analysis, the SAC received input from stakeholders on the current condition of School Improvement Plan initiatives and goals as well as data and resource availability. At the mid-year and end-of-year junction, SAC board members were required to participate in evaluation of progress met towards goals. Mid-year data on progress towards goals was presented to board members and input and suggestions for adjustments noted in the minutes and submitted to the State of Florida in the form of the mid-year narrative for the School Improvement Plan. At the end of the school year, both lateral and horizontal teams of faculty members met to discuss and review progress met toward goals and initiatives outlined in the School Improvement Plan. Input and suggestions were noted on the "End-of-the-Year" district created planning tool for the various goal areas. The described progress towards goals and School Improvement Plan suggestions for next year were presented at the SAC meeting and reviewed by committee members. A verification of end-of-year School Improvement Plan processes signature page was submitted to the district that all School Improvement Plan activities had taken place and that all stakeholders had reviewed and provided input. Evidence of all the before mentioned activities were documented in the SAC meeting minutes. Lastly, as part of the end-of-year School Improvement Plan activities, a professional development school-site blueprint was created during the 2017 Synergy Summer Institute to provide a goal, vision, and directions for the coming school year.

b. Development of this school improvement plan

The School Advisory Council (SAC) plays a vital role in the development of the School Improvement Plan. Input from the council members determines the path the School Improvement Plan will take and whether current strategies that are in place are working to increase student achievement based on data results from the district and state. Additionally, the SAC provides guidance and support to school team members and stakeholders via faculty meetings, workshops, and incentive programs.

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

As described in Florida Statute 1001.452(2), the SAC, with technical assistance from the Department of Education, shall assist in the preparation of the school's annual budget and plan as required by s. 1008.385(1). A portion of funds provided in the annual General Appropriations Act for use by school advisory councils must be used for implementing the School Improvement Plan. The Kendale Lakes SAC meets regularly to discuss the current condition of progress met towards goals as outlined in the School Improvement Plan. As part of the fact and data gathering process, progress towards goals on the School Improvement Plan may be hindered because of financial unavailability of school resources. The SAC will, as part of its duties and responsibilities, vote to approve measures to provide funding for the purchase of resources to reduce barriers for measurable student improvement as outlined on the School Improvement Plan. All discussions of budget input, suggestions, budget formulation, and votes are documented in the SAC meeting minutes.

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

The SAC funds from last year were used to support the objectives and strategies outlined in the School Improvement Plan. The SAC allocated funds from last year were used to support the purchase of school technology, supplies, and incentive programs.

The amount allocated for each project is described below:

Music Department (Wireless Microphones)-\$910.00

Library Books- \$998.00

Student Awards and Recognition Incentives- \$1,932.00

Total Budget: \$3,840.00

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
Jaureguizar, Martha	Principal
Cabrera, Nancy	Assistant Principal
Sanchez, Kristine	Instructional Coach
Chickillo, Gilda	Teacher, K-12
Ceballos, Ivett	School Counselor
Atkison, Kristi	Teacher, K-12
Borges, Dayami	Teacher, K-12
Hammond, Nishmi	Teacher, K-12
Sanchez, Ingrid	Teacher, PreK
Ulloa, Zenaida	Teacher, K-12
Cary, Jennifer	Teacher, K-12
Botero, Janet	Teacher, K-12
Whalen, Ingrid	Teacher, ESE
Diego, Marisol	Teacher, K-12
Voigt, Ivette	Teacher, K-12
Lafalaise, Laurent	Instructional Coach
Irastorza, Jennifer	Teacher, K-12
Zarranz-Perez, Evelyn	Teacher, K-12
Arocha, Aida	Instructional Coach

b. Duties

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

The Leadership Team sets standards and expectations for leadership and instruction. LLT provides research-based effective instruction and intervention in support of state and district standards. The team will meet monthly throughout the school year to review available data and discuss formative, interim, and summative assessment results to establish curriculum benchmarks and effective strategies to maximize student achievement. The input from the team will also be central to the identification of resources to be purchased for optimal instructional delivery and teacher preparedness.

Literacy Leadership Team (LLT)

Ms. Martha T. Jaureguizar, Principal

Ms. Nancy Cabrera Nuñez, Assistant Principal

Ms. Kristine Sanchez, Reading Coach

Mr. Laurent Lafalaise, Mathematics Coach Liaison

Ms. Gilda Chickillo, Social Studies Contact

Ms. Aida Arocha, Science Coach Liaison

Ms. Ivett Ceballos, Counselor

Ms. Kristi Atkison/EESAC Chairperson

Ms. Zenaida Ulloa, UTD Steward

Ms. Dayami Borges, Media Specialist/ Technology School Leader

Ms. Marisol Diego, ESOL Teacher/ESOL Chairperson

Ms. Ingrid Sanchez, Pre-K Department Chairperson

Ms. Evelyn Zarranz-Perez, Kindergarten Department Chairperson

Ms. Ivette Voigt, First Grade Department Chairperson

Ms. Jennifer Cary, Second Grade Department Chairperson
Ms. Janet Botero, Third Grade Department Chairperson
Ms. Irastorza, Fourth Grade Department Chairperson/EFL Department Chairperson
Ms. Nismi Hammond, Fifth Grade Department Chairperson
Ms. Ingrid Whalen, Behavior Management Therapist/Special Education School Leader/SPED & Gifted Chairperson

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.

As part of Kendale Lakes Elementary School's commitment to provide quality education for all students, teachers actively engaged in collaborative planning and instruction. All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.

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

Kendale Lakes Elementary School implements several strategies aimed at recruiting and retaining highly qualified, certified-in-field, effective teachers. Professional development will be used to support and promote best practices among staff and faculty members. The Professional development liaison along with the administrative team shall coordinate professional development activities which promote development, sharing, and enhancement of best practices across all curriculum content areas among faculty and staff. Additionally, the reading coach, mathematics coach, and science coach will assist teachers in the delivery of rigorous teaching standards aligned with the Florida State standards and Next Generation Sunshine Standards via coaching/modeling cycles to provide teachers with the highest levels of support and understanding of effective instructional delivery. Collaborative planning sessions shall support both horizontal and vertical team planning in order to increase student performance.

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

Kendale Lakes implements a teacher mentoring program. Ingrid Whalen will be the mentor designee as she exemplifies an outstanding knowledge of content, materials, and methods that support high standards in the curriculum areas, as well as a great understanding of the implementation of SPED services. Mentoring activities will include, but are not limited to: modeling, observation, coaching, and planning and will be provided as applicable. When new personnel join the faculty, a mentor teacher will be identified to provide valuable support to new and incoming personnel.

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.

Beginning with the 2014-2015 school year, Kendale Lakes Elementary School, along with all of Florida's schools, has implemented the Florida Standards in grades K-12. These standards cover both Reading and Mathematics. The Florida Standards were adopted to prepare students for success in college and their careers. The Florida Standards details the expectations of what every child should know and be able to do at each grade level. They focus on critical and analytical thinking skills and establish clear and consistent guidelines for instruction. The Florida Standards also provide a more rigorous content and application of knowledge to help prepare students for success with the knowledge and skills necessary for college and careers. The Florida Standards Assessments (FSA), is aligned to the new Florida Standards for Language Arts Standards (LAFS) and Florida Standards for Mathematics (MAFS).

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 Florida Standards describe ten anchor standards that cover grades K-12. The Standards specify the skills and understandings that all students require in order to be college and career ready. Some students will require a specific system of scaffolding and support to meet the rigor of the Florida Standards. School leaders require the use of a documented, systematic continuous improvement process for improving student learning. All stakeholder groups work collaboratively and consistently in authentic and meaningful ways that build and sustain ownership of the school's purpose and direction. School personnel systemically maintain, use, and communicate a profile with current and comprehensive data on student and school performance. The profile contains thorough analyses of a broad range of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. All improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, articles, resources, and timelines for achieving all improvement goals. School personnel hold one another accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated regularly utilizing a systematic improvement process. Documentation that the process is implemented with fidelity and yields improved student achievement and instruction is available and communicated to stakeholders. Examples of this process in action are evidenced by the use of modeling and guided practice techniques, small group instruction, and scaffolded support in all classrooms at Kendale Lakes Elementary School. Ongoing data analysis with instructional personnel is also essential for positively impacting overall student achievement.

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: Extended School Day

Minutes added to school year: 4,320

Kendale Lakes uses several research-based strategies to increase the amount and quality of learning time in order to provide an enriched and accelerated curriculum. Data from several different resources are used to identify areas of student learning needs. Based on these needs students are referred to several different types of programs. The after-school English Language Learner (ELL) tutoring is offered to ELL students needing additional help in both Reading and Mathematics. Embedded during school hours is the Wonder Works Intervention Program. This program is offered to students and is provided within the school day. The Wonder Works Intervention Program provides an additional thirty minutes of Reading intervention. Also embedded during the school day is Florida Standards Assessment crunch time tutoring. This intervention program is offered during the school day in order to elevate learning gains in Mathematics.

Strategy Rationale

In order to effectively reach all learners, specific and targeted intervention is necessary to eliminate barriers to student achievement. Using English Language Learner strategies and resources, the English Language Learner (ELL) tutoring programs provide measurable student improvement as evidenced on interim assessments, CELLA testing, and state assessment testing.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Cabrera, Nancy, ncabreran@dadeschools.net

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

Data is collected throughout the school year and analyzed to determine the effectiveness of the Extended Learning Opportunities. On-going progress monitoring data are analyzed by the school administration and the Reading Coach in order to provide further intervention strategies for struggling students or provide enrichment opportunities as warranted. Teachers will also analyze their data as well. Data chats and analysis is ongoing with instructional personnel and administration. At grade level meetings, faculty meetings, and coaching sessions, interim data are presented and action plans are formulated based on areas of concern. Additionally, STAR Assessment data is used to selectively progress monitor students attending Wonder Works tutoring as well as the On-going Progress monitoring tool available through i-Ready. The i-Ready growth and progress monitoring tool is used to delineate student rate of growth and progress. i-Ready reports, Imagine Learning reports, and pre-tests/post-tests are also used to measure and monitor the efficacy of all extended learning opportunities.

Strategy: Extended School Day

Minutes added to school year: 2,500

Technology night is offered two to three times a week in the evening. This program is available to both low performing students in both Reading and Mathematics, as well as any students needing computer or Internet access. Use of essential supplemental technology software programs is also valuable. Title I funds enable this to support extended learning opportunities.

Strategy Rationale

In order to reach students that may not have access to a computer or the Internet, Kendale Lakes Elementary will use Technology Enhanced Learning to improve student achievement in all core academic areas. This strategy will increase student engagement in all aspects of instruction from delivery to end product.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Cabrera, Nancy, ncabreran@dadeschools.net

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

Data is collected throughout the school year and analyzed to determine the effectiveness of the Extended Learning Opportunities. On-going progress monitoring data are analyzed by the school administration and the Reading Coach in order to provide further intervention strategies for struggling students or provide enrichment opportunities as warranted. Teachers will also analyze their data as well.

At grade level meetings, faculty meetings, and coaching sessions, interim data are presented and action plans are formulated based on areas of concern. Additionally, STAR Assessment data is used to selectively progress monitor students attending Wonder Works tutoring as well as the On-going Progress monitoring tool available through FAIR for grades three, four, and five. The checkpoints embedded in the Wonder Works Intervention Program are used to delineate student rate of growth and progress. i-Ready reports, STAR reports, Imagine Learning reports, and pre-tests/post-tests are also used to measure and monitor the efficacy of all extended learning opportunities.

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.

At Kendale Lakes Elementary School, all incoming Kindergarten students are assessed before entering Kindergarten with a Kindergarten Readiness Instrument. Additionally, the level of English proficiency is also established in order to ascertain individual and group needs to assist in the development of robust instructional/intervention/enrichment 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 Florida Kindergarten Readiness Screener (FLKRS), will be used to assess basic academic skill development and academic school readiness of

incoming students. In addition, the STAR Assessment and iReady Diagnostic Tool will be used to ascertain Print/Letter Knowledge, Phonological Awareness/Processing, and Oral Reading Comprehension. The results will provide valuable information regarding student development and the need for instruction and intervention regarding Reading instruction, and consideration for enrichment programs. Transition to Kindergarten meetings are conducted for students with disabilities to ensure the special needs of students are communicated and designated services are delineated for the next grade level. A Pre-Kindergarten Transition to Kindergarten meeting is held prior to summer vacation for all parents with incoming Kindergarten students. An orientation for incoming Pre-Kindergarten families is also conducted at the beginning of the school year in order to facilitate transition from home to school.

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

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. 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

G096834

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	48.0
ELA/Reading Gains	60.0
Math Lowest 25% Gains	49.0
Math Gains	68.0
Statewide Science Assessment Achievement	65.0
School Grade - Percentage of Points Earned	62.0
FSA ELA Achievement	68.0
FSA Mathematics Achievement	73.0

Targeted Barriers to Achieving the Goal 3

- Limited evidence of STEAM concepts and strategies applied across curriculum content areas.

Resources Available to Help Reduce or Eliminate the Barriers 2

- McGraw-Hill Reading Wonders, Go Math, Scott Foresman Science Textbook, McGraw-Hill Florida Social Studies, exemplar text, visuals, professional development, Imagine learning, Accelerated reader, district-created pacing guides, Reading coach, Media Specialist, computer lab, Reflex math, Ten marks, Think central, STEAM lab, Discovery Education, NBC Learn, Science Liaison, Mathematics Liaison, i-Ready, MCPS STEAM designation rubric, Science Coach, professional development liaison, Fairchild Challenge, Robotics competitions, STEAM project based learning labs, STEAM based field trips, Math bowl, and STEAM art related projects and competitions.

Plan to Monitor Progress Toward G1. 8

Monitor the progress towards meeting the goal of increasing core instruction in content areas.

Person Responsible

Martha Jaureguizar

Schedule

Monthly, from 10/3/2017 to 6/7/2018

Evidence of Completion

Lesson plans, classroom visitation logs, technology reports, and district assessments.

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

G096834

G1.B4 Limited evidence of STEAM concepts and strategies applied across curriculum content areas. 2

B260481

G1.B4.S1 In order to increase core instruction in all content areas, teachers will increase their knowledge, integration, and application of STEAM concepts and strategies across curriculum content areas. 4

S275887

Strategy Rationale

There is limited evidence of teacher knowledge, integration, and application of STEAM concepts and strategies across curriculum content areas.

Action Step 1 5

All content area teachers will receive professional development at the school site on the use of STEAM based concepts and strategies and their applications across curriculum content areas.

Person Responsible

Kristine Sanchez

Schedule

On 10/2/2017

Evidence of Completion

Agenda, sign-in sheets, and handouts.

Action Step 2 5

Teachers will integrate and apply STEAM concepts and strategies across curriculum content areas.

Person Responsible

Martha Jaureguizar

Schedule

Daily, from 10/3/2017 to 10/20/2017

Evidence of Completion

Lesson plans, classroom visitations and observations, student portfolio, lesson plans.

Action Step 3 5

Model classrooms will be identified and used for support in the application and integration of STEAM concepts and strategies across curriculum content areas. Additional support will be provided to teachers in need of assistance via coaching cycles and grade level meetings.

Person Responsible

Kristine Sanchez

Schedule

Daily, from 10/23/2017 to 10/26/2017

Evidence of Completion

Coaching logs, handouts, grade level minutes, classroom observations.

Action Step 4 5

Attend professional development to verify understanding and enhance the use of STEAM concepts and strategies and their application and integration across curriculum content areas. Identify personnel for further assistance as deemed necessary and provided support.

Person Responsible

Kristine Sanchez

Schedule

On 10/27/2017

Evidence of Completion

Sign-in sheet, agenda, handouts, coach logs.

Action Step 5 5

Monitor the integration and application of STEAM based lessons and activities across curriculum content areas.

Person Responsible

Martha Jaureguizar

Schedule

Weekly, from 10/30/2017 to 6/7/2018

Evidence of Completion

Classroom visitations and walkthroughs, lesson plans, field trip applications, STEAM activity monthly logs.

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

Consistently monitor the delivery of lessons and activities which integrate STEAM based concepts and strategies across curriculum content areas.

Person Responsible

Martha Jaureguizar

Schedule

Weekly, from 10/3/2017 to 6/7/2018

Evidence of Completion

STEAM monthly participation logs, lessons plans, STEAM professional development logs, classroom observations and walkthroughs.

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

Monitor the effectiveness of delivery of lessons and activities which integrate STEAM based concepts and strategies across curriculum content areas and identify personnel which may need extra support.

Person Responsible

Martha Jaureguizar









Schedule

Weekly, from 10/3/2017 to 6/7/2018

Evidence of Completion

District Math and Science topic assessment reports, Science interim reports, i-Ready reports, classroom observations and walkthroughs, and lesson plans.

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.B4.S1.A1  A370940	All content area teachers will receive professional development at the school site on the use of...	Sanchez, Kristine	10/2/2017	Agenda, sign-in sheets, and handouts.	10/2/2017 one-time
G1.B4.S1.A2  A370941	Teachers will integrate and apply STEAM concepts and strategies across curriculum content areas.	Jaureguizar, Martha	10/3/2017	Lesson plans, classroom visitations and observations, student portfolio, lesson plans.	10/20/2017 daily
G1.B4.S1.A3  A370942	Model classrooms will be identified and used for support in the application and integration of...	Sanchez, Kristine	10/23/2017	Coaching logs, handouts, grade level minutes, classroom observations.	10/26/2017 daily
G1.B4.S1.A4  A370943	Attend professional development to verify understanding and enhance the use of STEAM concepts and...	Sanchez, Kristine	10/27/2017	Sign-in sheet, agenda, handouts, coach logs.	10/27/2017 one-time
G1.MA1  M399259	Monitor the progress towards meeting the goal of increasing core instruction in content areas.	Jaureguizar, Martha	10/3/2017	Lesson plans, classroom visitation logs, technology reports, and district assessments.	6/7/2018 monthly
G1.B4.S1.MA1  M399257	Monitor the effectiveness of delivery of lessons and activities which integrate STEAM based...	Jaureguizar, Martha	10/3/2017	District Math and Science topic assessment reports, Science interim reports, i-Ready reports, classroom observations and walkthroughs, and lesson plans.	6/7/2018 weekly
G1.B4.S1.MA1  M399258	Consistently monitor the delivery of lessons and activities which integrate STEAM based concepts...	Jaureguizar, Martha	10/3/2017	STEAM monthly participation logs, lessons plans, STEAM professional development logs, classroom observations and walkthroughs.	6/7/2018 weekly
G1.B4.S1.A5  A370944	Monitor the integration and application of STEAM based lessons and activities across curriculum...	Jaureguizar, Martha	10/30/2017	Classroom visitations and walkthroughs, lesson plans, field trip applications, STEAM activity monthly logs.	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.B4 Limited evidence of STEAM concepts and strategies applied across curriculum content areas.

G1.B4.S1 In order to increase core instruction in all content areas, teachers will increase their knowledge, integration, and application of STEAM concepts and strategies across curriculum content areas.

PD Opportunity 1

All content area teachers will receive professional development at the school site on the use of STEAM based concepts and strategies and their applications across curriculum content areas.

Facilitator

Kristine Sanchez-Professional Development Liaison

Participants

Teachers

Schedule

On 10/2/2017

PD Opportunity 2

Attend professional development to verify understanding and enhance the use of STEAM concepts and strategies and their application and integration across curriculum content areas. Identify personnel for further assistance as deemed necessary and provided support.

Facilitator

Kristine Sanchez- Professional Development Liaison

Participants

Teachers

Schedule

On 10/27/2017

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	All content area teachers will receive professional development at the school site on the use of STEAM based concepts and strategies and their applications across curriculum content areas.	\$0.00
2	G1.B4.S1.A2	Teachers will integrate and apply STEAM concepts and strategies across curriculum content areas.	\$0.00
3	G1.B4.S1.A3	Model classrooms will be identified and used for support in the application and integration of STEAM concepts and strategies across curriculum content areas. Additional support will be provided to teachers in need of assistance via coaching cycles and grade level meetings.	\$0.00
4	G1.B4.S1.A4	Attend professional development to verify understanding and enhance the use of STEAM concepts and strategies and their application and integration across curriculum content areas. Identify personnel for further assistance as deemed necessary and provided support.	\$0.00
5	G1.B4.S1.A5	Monitor the integration and application of STEAM based lessons and activities across curriculum content areas.	\$0.00
Total:			\$0.00