



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Kensington Park Elementary School

711 NW 30TH AVE

Miami, FL 33125

305-649-2811

<http://kpe.dadeschools.net>

School Demographics

School Type
Elementary School

Title I
Yes

Free and Reduced Lunch Rate
91%

Alternative/ESE Center
No

Charter School
No

Minority Rate
99%

School Grades History

2013-14
D

2012-13
C

2011-12
C

2010-11
B

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	20
Goals Summary	24
Goals Detail	24
Action Plan for Improvement	31
Part III: Coordination and Integration	70
Appendix 1: Professional Development Plan to Support Goals	72
Appendix 2: Budget to Support Goals	76

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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	5	Gayle Sitter

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Kensington Park Elem. School

Principal

Genaro Navarro

School Advisory Council chair

Dania Roche

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Genaro Navarro	Principal
Susana Suarez	Assistant Principal
Deetra Anderson	Assistant Principal
Irilis Pesi	Reading Coach
Natalie Hollifield	Math Coach
Sylvia Shields	Counselor
Laura Arana	Counselor

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Principal -1, UTD steward – 1, teachers – 5, parents – 5, educational support-1, student – 1, BCR – 3

Involvement of the SAC in the development of the SIP

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

Activities of the SAC for the upcoming school year

The School Advisory Council meets monthly to discuss and address school curriculum data and School Improvement Plan implementation.

Projected use of school improvement funds, including the amount allocated to each project

Purchase Brain Pop \$2,095 and books for Media Center, \$3,703.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Genaro Navarro

Principal

Years as Administrator: 16

Years at Current School: 11

Credentials

ELEM ED, SCHOOL PRINCIPAL

Bachelors in Elementary Education, St. Thomas University/

Masters in Educational Leadership, Nova University

Performance Record

2013 – School Grade

Rdg. Proficiency, 44%

Math Proficiency, 47%

Rdg. Lrg. Gains, 68 points

Math Lrg. Gains, 69points

Rdg. Imp. of Lowest 25% -

69 points

Math Imp. of Lowest 25% -

65 points

Rdg. AMO N

Math AMO N

“13 ’12 ’11 ’10 ’09

School Grade _

_C C B A C

High Standards Rdg.

44 44 72 68 62

High Standards Math

47 44 64 65 57

Lrng Gains-Rdg.

68 63 64 73 67

Lrng Gains-Math

69 62 62 72 63

Gains-Rdg-25%

69 68 57 66 67

Gains-Math-25%

65 67 70 75 65

Susana suarez

Asst Principal

Years as Administrator: 10

Years at Current School: 10

Credentials

ELEM ED, ESOL, PRIMARY ED, ED LEADERSHIP
 Bachelors in Elementary Education and ESOL Endorsement,
 Nova Southeastern University; Masters of Science in Educational
 Leadership; Nova Southeastern University

Performance Record

2013 – School Grade
 Rdg. Proficiency, 44%
 Math Proficiency, 47%
 Rdg. Lrg. Gains, 68 points
 Math Lrg. Gains, 69points
 Rdg. Imp. of Lowest 25% -
 69 points
 Math Imp. of Lowest 25% -
 65 points
 Rdg. AMO –N
 Math AMO–N
 “13 ’12 ’11 ’10 ’09
 School Grade _
 _C C B A C
 High Standards Rdg.
 44 44 72 68 62
 High Standards Math
 47 44 64 65 57
 Lrng Gains-Rdg.
 68 63 64 73 67
 Lrng Gains-Math
 69 62 62 72 63
 Gains-Rdg-25%
 69 68 57 66 67
 Gains-Math-25%
 65 67 70 75 65

Deetra Anderson

Asst Principal

Years as Administrator: 7

Years at Current School: 7

Credentials

ELEM ED, ESOL, GUIDANCE COUNSELOR, LEADERSHIP
 Bachelors in Elementary Education, University of South Florida;
 Masters of Science School Guidance Counseling, St. Thomas
 University; Certification in Educational Leadership; State of
 Florida

Performance Record

2013 – School Grade
 Rdg. Proficiency, 44%
 Math Proficiency, 47%
 Rdg. Lrg. Gains, 68 points
 Math Lrg. Gains, 69points
 Rdg. Imp. of Lowest 25% -
 69 points
 Math Imp. of Lowest 25% -
 65 points
 Rdg. AMO –N
 Math AMO–N
 “13 ’12 ’11 ’10 ’09
 School Grade _
 _C C B A C
 High Standards Rdg.
 44 44 72 68 62
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 47 44 64 65 57
 Lrng Gains-Rdg.
 68 63 64 73 67
 Lrng Gains-Math
 69 62 62 72 63
 Gains-Rdg-25%
 69 68 57 66 67
 Gains-Math-25%
 65 67 70 75 65

Asst Principal

Years as Administrator:

Years at Current School:

Credentials**Performance Record****Instructional Coaches****# of instructional coaches**

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Irilis Pesi		
Full-time / School-based	Years as Coach: 7	Years at Current School: 7
Areas	Reading/Literacy	
Credentials	ELEM ED, ESOL, Reading Endorsement Bachelors in Elementary Education, 1-6, Florida International University/ Masters in TESOL K-12, University of Miami	
Performance Record	2013 – School Grade Rdg. Proficiency, 44% Math Proficiency, 47% Rdg. Lrg. Gains, 68 points Math Lrg. Gains, 69points Rdg. Imp. of Lowest 25% - 69 points Math Imp. of Lowest 25% - 65 points Rdg. AMO –N Math AMO–N “13 ’12 ’11 ’10 ’09 School Grade _ _C C B A C High Standards Rdg. 44 44 72 68 62 High Standards Math 47 44 64 65 57 Lrng Gains-Rdg. 68 63 64 73 67 Lrng Gains-Math 69 62 62 72 63 Gains-Rdg-25% 69 68 57 66 67 Gains-Math-25% 65 67 70 75 65	

Natalie Hollifield

Full-time / School-based

Years as Coach: 6

Years at Current School: 9

Areas

Mathematics, Science

Credentials

ELEM ED

Bachelors in Elementary Education k-6 and ESOL Endorsement,
Masters in Guidance Counselor,
University of Miami/ Florida International University**Performance Record**

2013 – School Grade
 Rdg. Proficiency, 44%
 Math Proficiency, 47%
 Rdg. Lrg. Gains, 68 points
 Math Lrg. Gains, 69points
 Rdg. Imp. of Lowest 25% -
 69 points
 Math Imp. of Lowest 25% -
 65 points
 Rdg. AMO N
 Math AMO N
 “13 ’12 ’11 ’10 ’09
 School Grade _
 _C C B A C
 High Standards Rdg.
 44 44 72 68 62
 High Standards Math
 47 44 64 65 57
 Lrng Gains-Rdg.
 68 63 64 73 67
 Lrng Gains-Math
 69 62 62 72 63
 Gains-Rdg-25%
 69 68 57 66 67
 Gains-Math-25%
 65 67 70 75 65

Classroom Teachers**# of classroom teachers**

100

receiving effective rating or higher

100, 100%

Highly Qualified Teachers

75%

certified in-field

100, 100%

ESOL endorsed

75, 75%

reading endorsed

13, 13%

with advanced degrees

44, 44%

National Board Certified

7, 7%

first-year teachers

1, 1%

with 1-5 years of experience

12, 12%

with 6-14 years of experience

58, 58%

with 15 or more years of experience

29, 29%

Education Paraprofessionals**# of paraprofessionals**

11

Highly Qualified

11, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

5

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

1. Partner with local universities and implement an intern and field experience personnel recruitment program.
2. Offer opportunities to observe model classrooms within and outside the grade level taught.
3. Demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

1. Pair veteran National Board Certified teacher, Ms. Ramirez with a beginning teacher, Ms. Franco through MINT program. Plan Bi-Weekly coaching- Ongoing

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

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Kensington Park Elementary has a school-based Multi-Tiered System of Support/Response to Intervention Team, which is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention. Kensington Park Elementary has a school-based Multi-Tiered System of Support/Response to Intervention Team, which is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention. MTSS/RtI leadership is vital; therefore, in building our team we have considered the following: Team Members who will build staff support, internal capacity, and sustainability over time.

- Administrators who will ensure commitment and allocate resources.

1. Principal G. Navarro

2. Assistant Principals S. Suarez, D. Anderson

- Teachers and Coaches who share a common goal of improving instruction for all students.

1. Primary and Intermediate Reading Teachers

2. Primary and Intermediate Writing Teachers

3. Primary and Intermediate ELL Teachers

4. Primary and Intermediate Math Teachers

- The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:

1. Social Worker A. Valdes

2. Guidance Counselor S. Shields, L. Arana

3. SPED Program Specialist A. Navarro

4. Psychologist G. Santana

Kensington Park uses the MTSS/RtI as a general education initiative where levels of support (resources) are allocated in direct proportion to student needs. There are three levels of support which include Core Instructional, Supplemental Instructional, and/or behavioral interventions in order to increase individual students' rate of progress.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

1. Principal - Genaro Navarro

2. Assistant Principal - Susana Suarez

3. Assistant Principal - Deetra Anderson

Administrators will analyze, interpret, and communicate data in order to identify the focus of instruction, oversees the proper implementation of intervention strategies, provides opportunities for professional development, and communicates data and appropriate interventions with parents and stakeholders.

1. Reading Coach – I. Pesi

Reading Coach will assist with overseeing the proper implementation of reading strategies and

interventions at the school site, assists teachers in analyzing and interpreting data to guide instruction, attend reading professional development sessions, stay abreast of the latest reading initiatives and disseminate information to appropriate staff, provides teachers with necessary materials, monitor the administration of the FAIR, Language Placement, ASRA, and other reading assessments as needed

1. Math Coach – N. Hollifield

2. SPED Program Specialist – A. Navarro

3. Guidance Counselors- S. Shields and L. Arana

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

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP is as follows:

The Tier 1 and Tier 2 worksheets document aimlines and supports for any academic or behavioral goal listed on the SIP plan. They also document the specific plan to monitor fidelity of MTSS implementation. These documents are the centerpiece of any discussion related to these areas in any school meeting that plans, reviews, or revises efforts at increasing academic or behavioral proficiency. The 4 step problem solving process then becomes a structure for these meetings, and fidelity data is reviewed each time a group meets. Data gathered through the MTSS process informs the discussion at MTSS leadership, grade level, attendance review, Tier 2, and Tier 3 SST meetings.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

For students in grades 3rd–5th, the 2013 Spring FCAT Assessment data will be used to identify students in need of MTSS/RtI implementation. For students in K-2nd grade, the 2013 Spring Stanford Achievement Test data will be used to identify MTSS/RtI implementation needs.

The following technology programs will be used to address student academic needs:

Pre K Waterford (ALL STUDENTS)

K-2nd grade: Waterford, Riverdeep, (ALL STUDENTS)

1st -5th grade: Accelerated Reader (ALL STUDENTS)

3rd -5th grade: Success Maker Math & Reading (ALL STUDENTS)

3rd-5th grade: FCAT Explorer (ALL STUDENTS)

2nd-5th grade: Reading Plus (ALL STUDENTS)

3rd-5th grade : FASTT Math (ALL STUDENTS)

Data will be used to guide instructional decisions and systems procedures for all students to :

- adjust the delivery of curriculum and instruction to meet the specific needs of students
- adjust the delivery of behavior management system
- adjust the allocation of school-based resources
- drive decisions regarding targeted professional development
- create student growth trajectories in order to identify and develop interventions

Managed data will include but no be limited to:

Academic

- FAIR Assessments
- Interim Assessments
- Reading Plus Status and Progress Reports
- State/Local Math, Reading and Science Assessments
- FCAT
- Student Grades
- School-site specific assessments

Behavior

- Student Case Management System
- Detentions
- Suspensions/Expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day, per month
- Team climate surveys
- Attendance
- Referrals to special education programs

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The implementation of MTSS involves the use of existing and new skill sets and practices. The implementation and support of MTSS will be facilitated by a strong system of professional development and support (technical assistance and coaching). Sufficient resources will be allocated to maximize accurate and sustained implementation:

Administrators will ensure the existence of adequate resources for implementation and cost-effectiveness of the intervention(s). This level of implementation requires resource distribution to empower the MTSS/RtI team to organize, coordinate, and sustain efforts. Our school-based action plans redirect our resources to support the following:

- Sufficient personnel for coordination and implementation
- Time for teams to meet and plan (minimum once a month)
- Professional development to increase knowledge
- Facilitation and coaching responsibilities
- Continuous meaningful evaluation
- Materials and resources for implementation activities

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program**Minutes added to school year:** 5,760

Kensington Park Elementary (KPE) provides services to ensure students requiring additional remediation are assisted through extended learning opportunities. KPE will provide before/after-school programs. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to students. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered “at risk;” assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHES, Lego Robotics, Scratch. There will be an additional 5,760 minutes of extended learning opportunity.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Student's will be assessed using the diagnostic test for Targeted Reading Intervention. Teachers will collect and analyze data. Dynamic lessons targeting key reading skills will be implemented and daily test prep for ongoing assessment will be provided.

Who is responsible for monitoring implementation of this strategy?

The LLT team will be responsible for monitoring this strategy.

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Genaro Navarro	Principal
Susana Suarez	Assistant Principal
Deetra Anderson	Assistant Principal
Irilis Pesi	Reading Coach
Natalie Hollifield	Math Coach
Alina Navarro	SPED Program Specialist
Sylvia Shields	Guidance Counselor
Laura Arana	Guidance Counselor

How the school-based LLT functions

The primary purpose of the Literacy Leadership Team is to create capacity of reading knowledge within the school building and focuses on areas of literacy concern across the school. The members who serve on this team which will meet monthly to review and analyze data to guide instruction, ensure that interventions are implemented with fidelity, determine student needs, and address accordingly. The LLT communicates the results of benchmarks, interims, and other assessments to appropriate staff members in order to strategize and plan instructional focus. Additionally, the LLT ensures that all necessary reading instructional material is available to teachers and coordinates professional development opportunities for staff to stay abreast of the most current reading initiatives and best practices.

Major initiatives of the LLT

The LLT team will analyze the 2013 FCAT Reading test scores and set a course of action in order to address areas of concern. A primary focus will be those students not making adequate gains and the lowest 25% in Reading. The LLT will spearhead the organization of intervention/remediation and tutorial services for those students not meeting reading proficiency skills as well as identify students for enrichment programs. The LLT will continue providing professional development and support to teachers, ensuring availability of instructional materials, coordinating assessments to evaluate student progress, and monitoring intervention strategies in the classrooms throughout the school year. The team will also promote the use of smart boards during core instruction.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

At Kensington Park Elementary School, all incoming Kindergarten students are assessed upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Specifically, the Bracken Basic Concept Scale-Revised (BBCS-R) will be used to assess basic academic skill development and academic school readiness of incoming students. The Clinical Evaluation of Language Fundamentals-Preschool (CELF-P) assessment will be used to ascertain oral language skills of incoming students. The Developmental Skills Checklist (DSC) will be used to determine students' print/letter knowledge and level of phonological awareness/processing. In addition to academic/school readiness assessments, all incoming Kindergarten students will be assessed in the area of social/emotional development. Specifically, the Ages and Stages Questionnaire will be completed by the parent/guardian of all incoming Kindergarten students. Questionnaire results will provide valuable information regarding student development and need for instruction/intervention regarding pro-social behavior, self-regulation, self-concept, and self-efficacy. Screening data will be collected and aggregated prior to September 10th, 2013. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. Social skills instruction will occur daily for 20 minutes using the Skills Streaming Curriculum and will be reinforced throughout the day through the use of a common language, re-teaching, and positive reinforcement of pro-social behavior. Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains and the need for changes to the instructional/intervention programs. Establish or expand the "Welcome to Kindergarten" program to build partnership with local early education programs, including the in-school pre-kindergarten program. Through this joint venture, parents and children will gain familiarity with kindergarten as well as receive information relative to the matriculation of students at the school. The principal will also meet with the center directors of neighborhood centers. Local VPK providers are

members of the Kensington Park EESAC and provide input in developing the school improvement plan. Additionally, Kensington Park Elementary holds a yearly Kindergarten orientation at the end the school year to inform parents about the expectations and academic standards associated with Kindergarten. This provides parents with a clear picture of what their children will be exposed to and expected to learn. Utilize the services of the Family Learning Advocates to develop a school-based Ready Children, Ready School Partnership. The partnership will identify school-specific strategies from the "Transition Toolkit" (developed by PK/Elementary and community partners) to meet the needs of the local community. Build a working relationship and a culture of exchange and mutual respect by instituting the Early Educator Exchange (Triple E). Neighborhood and school site PK teachers will come together with kindergarten teachers in the Fall and Summer for a facilitated discussion focusing on student performance, effective instructional methods, and developmental expectations. Direct the office staff to distribute "Smooth Sailing" kindergarten preparation brochures and other documents to interested parents throughout the year.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	57%	44%	No	61%
American Indian				
Asian				
Black/African American				
Hispanic	57%	44%	No	61%
White	61%	0%	No	65%
English language learners	49%	29%	No	54%
Students with disabilities	35%	32%	No	42%
Economically disadvantaged	55%	42%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	129	22%	36%
Students scoring at or above Achievement Level 4	113	19%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		14%
Students scoring at or above Level 7	19	58%	58%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		68%	71%
Students in lowest 25% making learning gains (FCAT 2.0)		69%	72%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	284	46%	51%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	142	24%	32%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	169	27%	34%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	81	42%	48%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		76%

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	50%	47%	No	55%
American Indian				
Asian				
Black/African American				
Hispanic	50%	47%	No	55%
White	56%	0%	No	60%
English language learners	44%	35%	No	50%
Students with disabilities	35%	40%	Yes	42%
Economically disadvantaged	48%	44%	No	53%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	132	23%	31%
Students scoring at or above Achievement Level 4	124	21%	24%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	10	30%	32%
Students scoring at or above Level 7	14	42%	43%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		69%	72%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		65%	69%

Area 4: Science**Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	52	27%	31%
Students scoring at or above Achievement Level 4	26	13%	15%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		41%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		41%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	5		6
Participation in STEM-related experiences provided for students	450	40%	42%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	121	9%	8%
Students retained, pursuant to s. 1008.25, F.S.	73	6%	5%
Students who are not proficient in reading by third grade	132	68%	61%
Students who receive two or more behavior referrals	55	5%	4%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	4	0%	0%

Goals Summary

- G1.** According to the 2013 FCAT2.0 and FAA results, student performance demonstrated 44% proficiency in Reading. Our goal for the 2013-2014 school year is to increase satisfactory performance in Reading by 17 percentage points from 44 to 61%.
- G2.** Students' performance data from the 2013 FCAT Writing indicates that 42% of students scored a 3.5 or above, and 73% scored a 4 or above on FAA. Our goal is to increase the amount of students scoring proficient to 48% on FCAT 2.0 and 76% on FAA.
- G3.** According to the results of the 2013 FCAT 2.0 and FAA, students scored 47 % proficient on the FCAT 2.0 and FAA mathematics tests. Our goal this school year is to increase satisfactory performance in Mathematics by 8 percentage points to 55%.
- G4.** Our goal for the 2013-2014 school year is to increase satisfactory performance in Science. Students scoring a Level 3 on FCAT 2.0 will increase 4 percentage point from 27 % to 31 %. Students scoring a level 4 or above will increase 2 percentage points
- G5.** In order to engage students in the problem solving process, the number of STEM related experiences provided both during and outside of the school day, as well as student participation in STEM related activities, will be increased by 50%.
- G6.** In monitoring the Early Warning Systems, our school will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time and by decreasing the number of behavioral referrals and suspensions.

Goals Detail

G1. According to the 2013 FCAT2.0 and FAA results, student performance demonstrated 44% proficiency in Reading. Our goal for the 2013-2014 school year is to increase satisfactory performance in Reading by 17 percentage points from 44 to 61%.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)

Resources Available to Support the Goal

- Accelerated Reader, Reading Plus, McGraw-Hill Wonders Reading Series.

Targeted Barriers to Achieving the Goal

- Students in the Hispanic, ELL, SWD and Economically Disadvantaged subgroups' 2013 FCAT performance data indicates that they did not meet the AMO Target. There is a deficiency in Reporting Category 4, Informational Text/Research Process [LA.3-5.6.1.1];
- Students' performance data from the 2013 FCAT indicates that 22% percent of students scored Achievement Level 3. Deficiency in Reporting Category 2 Reading Application [LA.3-5.1.7.3] contributes to lower performance; Students experience difficulties determining the main idea or essential message in grade level text.
- Students' performance data from the 2013 FCAT indicates that 19% of students scored at or Above Achievement Level 4. Deficiency in Reporting Category 4, Informational Text/Research Process [LA.3-5.6.1.1] is a factor in lack of proficiency. Students experience difficulties reading and organizing informational text and text features to perform a task.
- Students' performance data from the 2013 Florida Alternate Assessment indicate that 12 % of students scored a level 4, 5 or 6. Students have multiple needs based on their IEP goals.
- According to 2013 CELLA, 46% of students scored satisfactory performance in Listening/ Speaking.
- According to 2013 CELLA, 24% of students scored satisfactory performance in Reading.
- According to 2013 CELLA, 34% of students scored satisfactory performance in Writing.
- Students' performance data from the 2013 Florida Alternate Assessment indicate that 58 % of students scored a level 7 or above. Students have multiple needs based on their IEP goals
- Students' performance data from the 2013 FCAT indicates that there is an increase of 5 percentage points in the students making learning gains. Reporting Category 2 Reading Application [LA.3-5.1.7.3] continues to be a source of weakness. Students experience difficulties determining the main idea or essential message in grade level text.
- Students' performance data from the 2013 FCAT indicates that there is an increase of 2 percentage points in the students in the lowest 25% making learning gains. Reporting Category 1, Vocabulary [LA.3-5.1.6.3, & 9] are areas that need continued instruction.

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, the LLT along with the MTSS/RtI team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

LLT, MTSS/RtI

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Formative: District Interim Assessments, content specific mini-assessments targeting deficiency, Monthly Reading Plus "Class Skills Assignment Report"; Summative: The results from the 2014 FCAT2.0, 2014 FAA, and 2014 CELLA will be used to determine the effectiveness of the strategies.

G2. Students' performance data from the 2013 FCAT Writing indicates that 42% of students scored a 3.5 or above, and 73% scored a 4 or above on FAA. Our goal is to increase the amount of students scoring proficient to 48% on FCAT 2.0 and 76% on FAA.

Targets Supported

- Writing

Resources Available to Support the Goal

- McGraw-Hill Wonders, District Writing Prompts

Targeted Barriers to Achieving the Goal

- Students' performance data from the 2013 FCAT Writing indicates that students require additional support with fluency in narrative essay writing. Students experienced difficulty in writing narrative accounts with an engaging plot and a range of appropriate and specific narrative actions.

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, monthly narrative writing prompts will be scored by teachers and reviewed by the LLT and the MTSS/ RtI teams in order to monitor students' progress in the identified areas of need and to regroup for instruction.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments: Monthly writing prompts, District Baseline/Midyear Narrative Writing Assessment
Summative Assessment: 2014 FCAT 2.0

G3. According to the results of the 2013 FCAT 2.0 and FAA, students scored 47 % proficient on the FCAT 2.0 and FAA mathematics tests. Our goal this school year is to increase satisfactory performance in Mathematics by 8 percentage points to 55%.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- HM Go Math! Common Core Edition, FCAT Explorer, GIZMOS, Think Central Online Intervention, Successmaker, Math Coach, Smartboards, Riverdeep

Targeted Barriers to Achieving the Goal

- The ELL and Hispanic and Economically Disadvantaged subgroup did not make their 2012-2013 AMO. 50% of students in the ELL subgroup will score a level 3 or above on the 2014 Math FCAT 2.0. Hispanic students were 47 percent proficient and need to increase 8 percentage points to 55%.
- The results of the 2013 FCAT 2.0 indicated that 23 percent of student scored a level 3 on FCAT 2.0 mathematics assessment. Our goal for the 2013-2014 school year is to increase the level of students scoring an FCAT level 3 to 31%. According to the results of the 2013 FCAT 2.0, students in grades 3, 4 and 5 experienced difficulty in reporting category Number: Base Ten and Fractions.
- According to the results of the 2013 FCAT 2.0, 21 percent of students scored a level 4 or above on FCAT 2.0. Students experienced difficulty in reporting category Number: Base Ten and Fractions.
- According to the results of the 2013 Florida Alternate Assessment, 30% of students scored a level 4, 5 or 6. Students have multiple needs based on their IEP goals.
- According to the results of the 2013 Florida Alternate Assessment, 42 % of students scored a level 7 or above. Students have multiple needs based on their IEP goals.
- According to the results of the 2013 FCAT 2.0 Mathematics test, 69 % of students made learning gains in grades 4 &5.
- According to the results of the 2013 FCAT 2.0, 65% of students in the lowest 25% made learning gains. Students in the lowest 25% experience difficulty with fluency of basic math skills and the ability to utilize mental math/quick recall.

Plan to Monitor Progress Toward the Goal

The LLT along with the MTSS/RtI team will monitor the implementation identified strategies through the FCIM process and make adjustments to instruction as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative: Data from the District Interim reports will be used to monitor student progress Summative: The results from the 2014 FCAT 2.0/FAA will be used to determine the effectiveness of the strategies.

G4. Our goal for the 2013-2014 school year is to increase satisfactory performance in Science. Students scoring a Level 3 on FCAT 2.0 will increase 4 percentage point from 27 % to 31 %. Students scoring a level 4 or above will increase 2 percentage points

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Scott Forseman, Discovery Learning, Brain POP, Essential Laboratories, District Power Point Presentations/resources, Science Coach, FL Achieves!, FCAT Explorer

Targeted Barriers to Achieving the Goal

- As noted on the 2013 Science FCAT 2.0, grade 5 students scoring a level 3 had the most difficulty with physical science.
- As noted on the 2013 Science FCAT 2.0, grade 5 students scoring a level 4 or above had the most difficulty with physical science.
- The results of the 2013 FAA indicate that 40% of students scored a level 4-6. Students have different needs based on their Individualized Education Plans.
- The results of the 2013 FAA indicate that 40% of students scored a level 7-9. Students have different needs based on their Individualized Education Plans.

Plan to Monitor Progress Toward the Goal

The results from the 2014 FCAT 2.0 and FAA will be used to determine the effectiveness of the strategies.

Person or Persons Responsible

MTSS/Rtl Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative: District Interim Assessments Summative: FCAT 2.0/FAA

G5. In order to engage students in the problem solving process, the number of STEM related experiences provided both during and outside of the school day, as well as student participation in STEM related activities, will be increased by 50%.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- District Science Fair, Fairchild Challenge, Everglades Shark Valley Field Trip, Biscayne Nature Center, KPE recycling Club, After School LEGO Programming Club, Science Coach

Targeted Barriers to Achieving the Goal

- Student participation in STEM related activities during school last year was approximately 380 students (33%) in at least one activity
- In the 2012-2013, students had the opportunity to participate in 1 STEM activity outside of the school day.

Plan to Monitor Progress Toward the Goal

Administrators and curriculum coach will look for increased participation in STEM competitions and will monitor district interim assessment data.

Person or Persons Responsible

Administrators, Science Coach

Target Dates or Schedule:

Annually

Evidence of Completion:

Increased student participation and recognition in District Science Competition, Fairchild Challenge and STEM activities

G6. In monitoring the Early Warning Systems, our school will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time and by decreasing the number of behavioral referrals and suspensions.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Do the Right Thing, PTA-sponsored rewards, Certificates, School Counselor, Community Based Organization Referrals

Targeted Barriers to Achieving the Goal

- Nine percent of students missed 10% or more of instructional time due poor attendance.
- In the 2012-2013 school year, 55 students (5%) received behavior referrals.

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, daily attendance reports, TCST logs will reviewed by the MTSS/ Rtl teams in order to monitor students who are exhibiting some of the early warning systems

Person or Persons Responsible

MTSS/Rtl Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Attendance Reports TCST Logs and Attendance Rosters

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. According to the 2013 FCAT2.0 and FAA results, student performance demonstrated 44% proficiency in Reading. Our goal for the 2013-2014 school year is to increase satisfactory performance in Reading by 17 percentage points from 44 to 61%.

G1.B1 Students in the Hispanic, ELL, SWD and Economically Disadvantaged subgroups' 2013 FCAT performance data indicates that they did not meet the AMO Target. There is a deficiency in Reporting Category 4, Informational Text/Research Process [LA.3-5.6.1.1];

G1.B1.S1 Students will receive instruction in the teacher led center to address the identified deficiency using the text feature chart and text feature analysis. ?

Action Step 1

Students will utilize real-world documents such as; how-to articles, brochures, fliers, and websites that use text features to locate, interpret, and organize information. Students should make connections between the text of a story, drama or information presented, identifying where each version reflects specific descriptions, directions, or contributes to an understanding of the text in which it appears elements of story structure within and across texts and to use text features to locate, interpret and organize information.

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walk-throughs, student work

Facilitator:

Reading Coach

Participants:

Classroom Teacher

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

Utilizing the FCIM, the LLT along with the MTSS/Rtl team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative Assessments: District Interim Assessments, content specific mini-assessments targeting deficiency, Reading Plus "Class Skills Report", Summative Assessment: 2014 FCAT 2.0, FAA & CELLA.

Plan to Monitor Effectiveness of G1.B1.S1

Utilizing the FCIM, the LLT along with the MTSS/Rtl team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

LLT, MTSS/Rtl

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: District Interim Assessments, content specific mini-assessments targeting deficiency, Reading Plus "Class Skills Report" Summative Assessment: 2014 FCAT 2.0, FAA & CELLA

G1.B2 Students' performance data from the 2013 FCAT indicates that 22% percent of students scored Achievement Level 3. Deficiency in Reporting Category 2 Reading Application [LA.3-5.1.7.3] contributes to lower performance; Students experience difficulties determining the main idea or essential message in grade level text.

G1.B2.S1 Students will be provided with multiple opportunities in the teacher led center to address the identified reading application deficiency.

Action Step 1

Students will read and comprehend literature and informational text at the high end of the text complexity band independently and proficiently; ask and answer questions referring explicitly to the text as the basis for the answers using main idea table, gist, summary pyramid, time line, sequence chain, power notes, informational text structure chart, and one sentence summarizers.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, classroom walkthroughs

Facilitator:

Reading coach

Participants:

Classroom teachers

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Utilizing the FCIM, the LLT along with the MTSS/RtI team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: District Interim Assessments, content specific mini-assessments targeting deficiency, Monthly Reading Plus "Class Skills Assignment Report", Summative: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B2.S1

Utilizing the FCIM, the LLT along with the MTSS/Rtl team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: District Interim Assessments, content specific mini-assessments targeting deficiency, Monthly Reading Plus "Class Skills Assignment Report", Summative: 2014 FCAT 2.0

G1.B3 Students' performance data from the 2013 FCAT indicates that 19% of students scored at or Above Achievement Level 4. Deficiency in Reporting Category 4, Informational Text/Research Process [LA.3-5.6.1.1] is a factor in lack of proficiency. Students experience difficulties reading and organizing informational text and text features to perform a task.

G1.B3.S1 Students will be provided the opportunity to receive more exposure to non-fiction text through exposure to biographies, diary entries, identifying and interpreting elements of story structure within and across texts.

Action Step 1

Instruction will include the use of biographies, diary entries, identify and interpret elements of story structure within and across texts.

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walk-throughs , student work

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Utilizing the FCIM, the LLT along with the MTSS/Rtl team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: District Interim Assessments, content specific mini-assessments targeting deficiency, Monthly Reading Plus "Class Skills Assignment Report", Summative: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B3.S1

Utilizing the FCIM, the LLT along with the MTSS/Rtl team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quartely

Evidence of Completion

Formative Assessments: District Interim Assessments, content specific mini-assessments targeting deficiency, Monthly Reading Plus "Class Skills Report"

G1.B4 Students' performance data from the 2013 Florida Alternate Assessment indicate that 12 % of students scored a level 4, 5 or 6. Students have multiple needs based on their IEP goals.

G1.B4.S1 Students will be provided the opportunity to produce common sounds associated with all letters of the alphabet.

Action Step 1

Phonological Awareness can be utilized in order to engage students in multiple readings of text before responding to comprehension questions.

Person or Persons Responsible

ESE Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, Classroom walk-throughs

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

Review formative assessment data reports to ensure progress is being made and adjust instructions as needed. Conduct classroom observation to monitor access points for implementation.

Person or Persons Responsible

Administration, SPED Program Specialists

Target Dates or Schedule

Monthly

Evidence of Completion

FAA Practice test data

Plan to Monitor Effectiveness of G1.B4.S1

Data from the FAA practice tests will be used to monitor student progress. Administrators will conduct data chats with teachers following each assessment to ensure that adequate progress is being made, and to help teachers adjust instructions as needed.

Person or Persons Responsible

Administrators, SPED Program Specialist

Target Dates or Schedule

Quarterly

Evidence of Completion

FAA Practice test data

G1.B5 According to 2013 CELLA, 46% of students scored satisfactory performance in Listening/Speaking.

G1.B5.S1 Students will be provided with additional opportunities inside and outside of the classroom to speak in English

Action Step 1

During Instruction, teacher will use substitution, expansion, paraphrase, and repetition when appropriate.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Teacher informal observation log and rubrics utilized during instruction.
Summative Assessment: Results of the 2014 CELLA

Plan to Monitor Fidelity of Implementation of G1.B5.S1

The LLT along with the MTSS/Rtl team will monitor the implementation identified strategies through the FCIM process and make adjustment to instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Teacher informal observation log and rubrics utilized during instruction.

Summative Assessment: Results of the 2014 CELLA

Plan to Monitor Effectiveness of G1.B5.S1

The LLT along with the MTSS/Rtl team will monitor the implementation identified strategies through the FCIM process and make adjustment to instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Teacher informal observation log and rubrics utilized during instruction.

Summative Assessment: Results of the 2014 CELLA

G1.B6 According to 2013 CELLA, 24% of students scored satisfactory performance in Reading.

G1.B6.S1 Students will be provided with opportunities of differentiated instruction to address individual student needs along with close analytical reading.

Action Step 1

Key vocabulary is emphasized and presented in various contexts to the students. When appropriate, teachers may take advantage of students' first language, only if the language shares cognates with English, thus ensuring that ELL's know the meaning of basic words and key vocabulary, along with providing sufficient review and reinforcement.

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Teacher informal observation log and rubrics utilized during instruction.
Summative Assessment: Results from the 2014 CELLA

Plan to Monitor Fidelity of Implementation of G1.B6.S1

Utilizing the FCIM, the LLT along with the MTSS/RtI team will monitor the implementation of identified strategies and make adjustments to instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Teacher informal observation log and rubrics utilized during instruction.
Summative Assessment: Results from the 2014 CELLA

Plan to Monitor Effectiveness of G1.B6.S1

Utilizing the FCIM, the LLT along with the MTSS/Rtl team will monitor the implementation of identified strategies and make adjustments to instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Teacher informal observation log and rubrics utilized during instruction.
Summative Assessment: Results from the 2014 CELLA

G1.B7 According to 2013 CELLA, 34% of students scored satisfactory performance in Writing.

G1.B7.S1 Students will be guided in developing and using graphic organizers and Reading Response Logs during instruction.

Action Step 1

Students will illustrate and label key concepts when involved in writing activities.

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Teacher informal observation log and rubrics utilized during instruction.
Summative Assessment: Results of the 2014 CELLA.

Plan to Monitor Fidelity of Implementation of G1.B7.S1

The LLT along with the MTSS/Rtl team will monitor the implementation of identified strategies through the FCIM process and make adjustments to instruction as necessary.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Teacher informal observation log and rubrics utilized during instruction.
Summative Assessment: Results of the 2014 CELLA.

Plan to Monitor Effectiveness of G1.B7.S1

The LLT along with the MTSS/Rtl team will monitor the implementation of identified strategies through the FCIM process and make adjustments to instruction as necessary.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Teacher informal observation log and rubrics utilized during instruction.
Summative Assessment: Results of the 2014 CELLA.

G1.B8 Students' performance data from the 2013 Florida Alternate Assessment indicate that 58 % of students scored a level 7 or above. Students have multiple needs based on their IEP goals

G1.B8.S1 Students will provided with visual choices as presented in the Florida Alternate Assessment.

Action Step 1

Close Reading strategies will utilized in order to engage students in shared reading activities.

Person or Persons Responsible

ESE Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Students work samples, Classroom Waltroughs

Plan to Monitor Fidelity of Implementation of G1.B8.S1

Review formative assessment data reports to ensure progress is being made and adjust instructions as needed. Conduct Classroom Observations to monitor access points implementation.

Person or Persons Responsible

Administrators, SPED Program Specialist

Target Dates or Schedule

Monthly

Evidence of Completion

FAA Practice test data

Plan to Monitor Effectiveness of G1.B8.S1

Data from the FAA practice test will be used to monitor student progress. Administrators will conduct data chats with teachers following each assessment to ensure that adequate progress is being made, and help teachers adjust instruction as needed.

Person or Persons Responsible

Administrators, SPED Program Specialist

Target Dates or Schedule

Quarterly

Evidence of Completion

FAA Practice test data

G1.B9 Students' performance data from the 2013 FCAT indicates that there is an increase of 5 percentage points in the students making learning gains. Reporting Category 2 Reading Application [LA.3-5.1.7.3] continues to be a source of weakness. Students experience difficulties determining the main idea or essential message in grade level text.

G1.B9.S1 Students will be provided with specific tasks on Reading Plus and Wonder Works and or BrainPop that focus on in determining the main idea (stated or implied).

Action Step 1

Acceleration of academic growth and skill building in all reading categories by utilizing research based technology programs through two different formats. 1 – Using individual monitored programs such as Reading Plus, Success Maker, Riverdeep, FCAT Explorer and Accelerated Reader. 2 – Providing whole group instruction through programs such as Brain-Pop, Brain Pop Jr. and Discovery Education.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Monthly Reading Plus Reports

Plan to Monitor Fidelity of Implementation of G1.B9.S1

Utilizing the FCIM, the LLT along with the MTSS/Rtl team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: District Interim Assessments, content specific mini-assessments targeting deficiency, Monthly Reading Plus "Class Skills Assignment Report" Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B9.S1

Utilizing the FCIM, the LLT along with the MTSS/Rtl team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: District Interim Assessments, content specific mini-assessments targeting deficiency, Monthly Reading Plus "Class Skills Assignment Report" Summative Assessment: 2014 FCAT 2.0

G1.B10 Students' performance data from the 2013 FCAT indicates that there is an increase of 2 percentage points in the students in the lowest 25% making learning gains. Reporting Category 1, Vocabulary [LA.3-5.1.6.3, & 9] are areas that need continued instruction.

G1.B10.S1 Instructional support using the DEA strategy will help build general knowledge of word meaning and relationships, as well as the use of context clues

Action Step 1

Instruction should include the use of concept maps to build general knowledge of word meanings and relationships, context clues in recognizing synonyms and antonyms, and to recognize examples and non-examples of word relationships.

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: District Interim Assessments, content specific mini-assessments targeting deficiency, Monthly Reading Plus reports Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Fidelity of Implementation of G1.B10.S1

Utilizing The FCIM, the LLT along with the MTSS/RtI team will schedule quarterly reviews of Interim Assessment Data along with monthly assessment data in order to monitor students' knowledge in the areas of Multiple Meanings in Context and to adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: District Interim Assessments, content specific mini-assessments targeting deficiency, Monthly Reading Plus reports Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B10.S1

Utilizing The FCIM, the LLT along with the MTSS/RtI team will schedule quarterly reviews of Interim Assessment Data along with monthly assessment data in order to monitor students' knowledge in the areas of Multiple Meanings in Context and to adjust instruction as needed

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: District Interim Assessments, content specific mini-assessments targeting deficiency, Monthly Reading Plus reports Summative Assessment: 2014 FCAT 2.0

G2. Students' performance data from the 2013 FCAT Writing indicates that 42% of students scored a 3.5 or above, and 73% scored a 4 or above on FAA. Our goal is to increase the amount of students scoring proficient to 48% on FCAT 2.0 and 76% on FAA.

G2.B1 Students' performance data from the 2013 FCAT Writing indicates that students require additional support with fluency in narrative essay writing. Students experienced difficulty in writing narrative accounts with an engaging plot and a range of appropriate and specific narrative actions.

G2.B1.S1 Students will participate in small group guided instruction along with peer editing and revision.

Action Step 1

During Writing instruction, students will develop a prewriting plan that includes: main idea, descriptive details, characters, a sequence of events and settings including the use of figurative and descriptive language and transitional words/phrases that are appropriate to produce fluency in writing as evidenced in monthly narrative writing prompts.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom walkthroughs, Student work samples

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

Utilizing the FCIM, monthly narrative writing prompts will be scored by teachers and reviewed by the LLT and the MTSS/ Rtl teams in order to monitor students' progress in the identified areas of need and to regroup for instruction.

Person or Persons Responsible

LLT, MTSS/Rtl

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Monthly writing prompts, District Baseline/Midyear Narrative Writing
Assessment Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G2.B1.S1

Utilizing the FCIM, monthly narrative writing prompts will be scored by teachers and reviewed by the LLT and the MTSS/ Rtl teams in order to monitor students' progress in the identified areas of need and to regroup for instruction.

Person or Persons Responsible

LLT, MTSS Rtl

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Monthly writing prompts, District Baseline/Midyear Narrative Writing
Assessment Summative Assessment: 2014 FCAT 2.0

G3. According to the results of the 2013 FCAT 2.0 and FAA, students scored 47 % proficient on the FCAT 2.0 and FAA mathematics tests. Our goal this school year is to increase satisfactory performance in Mathematics by 8 percentage points to 55%.

G3.B1 The ELL and Hispanic and Economically Disadvantaged subgroup did not make their 2012-2013 AMO. 50% of students in the ELL subgroup will score a level 3 or above on the 2014 Math FCAT 2.0. Hispanic students were 47 percent proficient and need to increase 8 percentage points to 55%.

G3.B1.S1 ELL students will be provided the opportunity to use mathematics vocabulary in real world situations and to apply their knowledge to solving world problems.

Action Step 1

Using Mathematical Practices of the Common Core State Standards, teachers will review mathematical vocabulary before every lesson and will use manipulatives to reinforce concepts.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walkthroughs, Student work samples, Teacher observations

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

Administrators and math coach will conduct weekly classroom walkthroughs

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom Walkthrough Checklist, Classroom Observation tools

Plan to Monitor Effectiveness of G3.B1.S1

Data from the District Interim reports will be used to monitor student progress. Administrators will conduct data chats with teachers following each district assessment to ensure that adequate progress is being made, and to help teachers adjust instructions as needed.

Person or Persons Responsible

MTSS//RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Data from the District Interim reports will be used to monitor student progress. Administrators will conduct data chats with teachers following each district assessment to ensure that adequate progress is being made, and to help teachers adjust instructions as needed Summative: The results from the 2014 FCAT 2.0 will be used to determine the effectiveness of the strategies.

G3.B2 The results of the 2013 FCAT 2.0 indicated that 23 percent of student scored a level 3 on FCAT 2.0 mathematics assessment. Our goal for the 2013-2014 school year is to increase the level of students scoring an FCAT level 3 to 31%. According to the results of the 2013 FCAT 2.0, students in grades 3, 4 and 5 experienced difficulty in reporting category Number: Base Ten and Fractions.

G3.B2.S1 Students will be provided the opportunity to develop an understanding of benchmark fractions.

Action Step 1

Teachers will use common planning time to develop a fraction related problem to provide problem solving opportunities for students to generate equivalent fractions or simplify fractions to lowest terms. Students will work in peer groups to as they make sense of problems and persevere in solving them. Teachers will then adjust instruction appropriately to meet student needs.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

weekly

Evidence of Completion

Lesson Plans, Grade level meetings, classroom walkthroughs

Facilitator:

Math Coach

Participants:

Classroom Teachers, LLT

Action Step 2

Teachers will review fraction-related concepts using FOCUS FI Achieves! to target secondary benchmarks.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

3-5 Times a week

Evidence of Completion

student work samples, classroom walkthroughs

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Administrators and Math coach will monitor common planning time and will conduct weekly classroom walkthroughs

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

weekly

Evidence of Completion

classroom walkthroughs, grade level meeting minutes, lesson plans

Plan to Monitor Effectiveness of G3.B2.S1

Data from the District Interim reports will be used to monitor student progress. Administrators will conduct data chats with teachers following each district assessment to ensure that adequate progress is being made, and to help teachers adjust instructions as needed

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Data from the District Interim reports will be used to monitor student progress. Administrators will conduct data chats with teachers following each district assessment to ensure that adequate progress is being made, and to help teachers adjust instructions as needed Summative: The results from the 2014 FCAT 2.0 will be used to determine the effectiveness of the strategies.

G3.B3 According to the results of the 2013 FCAT 2.0, 21 percent of students scored a level 4 or above on FCAT 2.0. Students experienced difficulty in reporting category Number: Base Ten and Fractions.

G3.B3.S1 Students will be provided the opportunity to estimate fractions, mixed numbers, and/or decimals in the same or different forms in real-world situations.

Action Step 1

Teachers will use common planning time to develop a fraction related problem to provide problem solving opportunities for students to generate equivalent fractions or simplify fractions to lowest terms. Students will work together in peer groups as they make sense of problems and persevere in solving them. Teachers will then adjust instruction appropriately to meet student needs.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom walkthroughs, student work samples, Classroom observations

Plan to Monitor Fidelity of Implementation of G3.B3.S1

Administrators and Math coach will monitor common planning time and will conduct weekly classroom walkthroughs

Person or Persons Responsible

MtSS/RtI Team

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom Walkthrough Checklist, Classroom Observation tools

Plan to Monitor Effectiveness of G3.B3.S1

Data from the District Interim reports will be used to monitor student progress. Administrators will conduct data chats with teachers following each district assessment to ensure that adequate progress is being made, and to help teachers adjust instructions as needed.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Quartly

Evidence of Completion

Formative: District Interim Results Summative: The results from the 2014 FCAT 2.0 will be used to determine the effectiveness of the strategies.

G3.B4 According to the results of the 2013 Florida Alternate Assessment, 30% of students scored a level 4, 5 or 6. Students have multiple needs based on their IEP goals.

G3.B4.S1 Students will be provided the opportunity to have continuous, individualized review/practice when learning math concepts.

Action Step 1

Provide students with opportunities to learn concepts using manipulatives, visuals, number lines and assistive technology

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Classroom walkthroughs, Student work samples

Plan to Monitor Fidelity of Implementation of G3.B4.S1

Review formative assessment data reports to ensure progress is being made and adjust instructions as needed. Conduct classroom observations to monitor access points for implementation.

Person or Persons Responsible

Administrators/Program Specialist

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom Observation Tools

Plan to Monitor Effectiveness of G3.B4.S1

Data from the FAA practice tests will be used to monitor student progress. Administrators will conduct data chats with teachers following each assessment to ensure that adequate progress is being made, and to help teachers adjust instructions as needed

Person or Persons Responsible

Administrators/Program Specialist

Target Dates or Schedule

Quarterly

Evidence of Completion

FAA Practice Test Data

G3.B5 According to the results of the 2013 Florida Alternate Assessment, 42 % of students scored a level 7 or above. Students have multiple needs based on their IEP goals.

G3.B5.S1 Students will be provided the opportunity to have individualized, continuous review/practice when learning math concepts.

Action Step 1

Use guided discussion to engage students in real life math problems

Person or Persons Responsible

ESE Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, Classroom walkthroughs

Plan to Monitor Fidelity of Implementation of G3.B5.S1

Review formative assessment data reports to ensure progress is being made and adjust instructions as needed. Conduct classroom observations to monitor access points for implementation.

Person or Persons Responsible

Administrators, SPED Program Specialist

Target Dates or Schedule

Monthly

Evidence of Completion

FAA Practice test data

Plan to Monitor Effectiveness of G3.B5.S1

Data from the FAA practice tests will be used to monitor student progress. Administrators will conduct data chats with teachers following each assessment to ensure that adequate progress is being made, and to help teachers adjust instructions as needed

Person or Persons Responsible

Administrators, SPED Program Specialist

Target Dates or Schedule

Quarterly

Evidence of Completion

FAA Practice Test Data

G3.B6 According to the results of the 2013 FCAT 2.0 Mathematics test, 69 % of students made learning gains in grades 4 &5.

G3.B6.S1 Students will be provided the opportunity to support mathematical fluency and problem solving skills in the areas of multi-digit division and addition and subtraction with fractions, mixed numbers and decimals by providing time to practice and apply learned concepts in real-life situations

Action Step 1

Students will use the Think Central Online intervention math software program to develop an understanding of and fluency with division of whole numbers; develop an understanding of and fluency with addition and subtraction of fractions and decimals; and describe real-world situations using positive and negative numbers.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walkthroughs, Student Work Samples

Plan to Monitor Fidelity of Implementation of G3.B6.S1

Using the FCIM process, teachers will assign assessments online through HM Go Math! and will review results. Students will complete computer-based reinforcement activities following these assessments for the benchmarks in which they are not proficient.

Person or Persons Responsible

Classroom Teachers, Math Coach, Administrators

Target Dates or Schedule

Monthly

Evidence of Completion

ThinkCentral Assessment reports

Plan to Monitor Effectiveness of G3.B6.S1

Data from the District Interim reports will be used to monitor student progress. Administrators will conduct data chats with teachers following each district assessment to ensure that adequate progress is being made, and to help teachers adjust instructions as needed

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Data from the District Interim reports will be used to monitor student progress Summative: The results from the 2014 FCAT 2.0 will be used to determine the effectiveness of the strategies.

G3.B7 According to the results of the 2013 FCAT 2.0, 65% of students in the lowest 25% made learning gains. Students in the lowest 25% experience difficulty with fluency of basic math skills and the ability to utilize mental math/quick recall.

G3.B7.S1 Students will be provided the opportunity to support mathematical fluency and problem solving skills in the areas of multi-digit multiplication and expressions and equations by providing time to practice and apply learned concepts in real-life situations.

Action Step 1

Students will use the GIZMOS Reflex math software program to reinforce practice of basic skills and to build fluency.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

GIZMOS Reflex Math Reports, Student work samples, Classroom Walkthroughs

Plan to Monitor Fidelity of Implementation of G3.B7.S1

Teachers will pull student usage reports weekly to monitor student progress. Administrators review usage reports on a monthly basis to acknowledge student usage and improvement.

Person or Persons Responsible

Administrators, Math coach

Target Dates or Schedule

MTSS/RtI team

Evidence of Completion

GIZMOS Reflex math usage reports

Plan to Monitor Effectiveness of G3.B7.S1

Data from the District Interim reports will be used to monitor student progress. Administrators will conduct data chats with teachers following each district assessment to ensure that adequate progress is being made, and to help teachers adjust instructions as needed.

Person or Persons Responsible

Administrators, Classroom Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Data from the District Interim reports will be used to monitor student progress. Summative: The results from the 2014 FCAT 2.0 will be used to determine the effectiveness of the strategies.

G4. Our goal for the 2013-2014 school year is to increase satisfactory performance in Science. Students scoring a Level 3 on FCAT 2.0 will increase 4 percentage point from 27 % to 31 %. Students scoring a level 4 or above will increase 2 percentage points

G4.B1 As noted on the 2013 Science FCAT 2.0, grade 5 students scoring a level 3 had the most difficulty with physical science.

G4.B1.S1 Teachers and science coach will implement a routine of inquiry based, hands-on activities relevant to the objectives of the physical science and will implement all essential laboratories developed by MDCPS.

Action Step 1

Science coach will model essential labs weekly for teachers and students.

Person or Persons Responsible

Science Coach, Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student Work Samples, Interactive Notebooks, Lab reports

Facilitator:

Science Coach

Participants:

Science Teachers

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Utilizing the FCIM, the LLT along with the MTSS/RtI team will review students' monthly assessment and lab reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Student Work Samples, District Interim Assessment Summative: FCAT 2.0

Plan to Monitor Effectiveness of G4.B1.S1

Data from the District Interim reports will be used to monitor student progress. Administrators will conduct data chats with teachers following each district assessment to ensure that adequate progress is being made, and to help teachers adjust instructions as needed.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: District Interim Assessments Summative: FCAT 2.0

G4.B2 As noted on the 2013 Science FCAT 2.0, grade 5 students scoring a level 4 or above had the most difficulty with physical science.

G4.B2.S1 Teachers will promote the use instructional technology to enhance and re mediate student conceptual understanding of topics being addressed.

Action Step 1

Teachers will assign student to FCAT Explorer for science as well as GIZMOS to enhance enrichment opportunities.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

FCAT Explorer/GIZMOS usage reports, Classroom Walkthroughs

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Utilizing the FCIM, the LLT along with the MTSS/Rtl team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed..

Person or Persons Responsible

LLT, MTSS/Rtl team

Target Dates or Schedule

Quarterly

Evidence of Completion

GIZMOS usage reports, FCAT Explorer reports

Plan to Monitor Effectiveness of G4.B2.S1

Data from the District Interim reports will be used to monitor student progress. Administrators will conduct data chats with teachers following each district assessment to ensure that adequate progress is being made, and to help teachers adjust instructions as needed.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: District Interim Assessments Summative: FCAT 2.0/FAA

G4.B3 The results of the 2013 FAA indicate that 40% of students scored a level 4-6. Students have different needs based on their Individualized Education Plans.

G4.B3.S1 Students need increased access to objects/pictures for exploration and identification of key scientific concepts.

Action Step 1

Instruction must be hand on so students can manipulate and explore actions and outcomes.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walkthroughs, Student work samples

Plan to Monitor Fidelity of Implementation of G4.B3.S1

Data from the FAA practice tests will be used to monitor student progress. Administrators will conduct data chats with teachers following each assessment to ensure that adequate progress is being made, and to help teachers adjust instructions as needed

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

FAA Practice test data

Plan to Monitor Effectiveness of G4.B3.S1

The results from the 2014 Florida Alternate Assessment will be used to determine the effectiveness of the strategies.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

FAA

G4.B4 The results of the 2013 FAA indicate that 40% of students scored a level 7-9. Students have different needs based on their Individualized Education Plans.

G4.B4.S1 Teacher may incorporate more demonstrations into daily activities and work with students to increase manipulation and exploration to facilitate understanding of key scientific concepts.

Action Step 1

Instruction must be hand on so students can manipulate and explore actions and outcomes.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

classroom walkthroughs, student work samples

Plan to Monitor Fidelity of Implementation of G4.B4.S1

Data from the FAA practice tests will be used to monitor student progress. Administrators will conduct data chats with teachers following each assessment to ensure that adequate progress is being made, and to help teachers adjust instructions as needed.

Person or Persons Responsible

Classroom Teachers, LLT

Target Dates or Schedule

monthly

Evidence of Completion

FAA Practice test Data

Plan to Monitor Effectiveness of G4.B4.S1

The results from the 2014 Florida Alternate Assessment will be used to determine the effectiveness of the strategies.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

FAA

G5. In order to engage students in the problem solving process, the number of STEM related experiences provided both during and outside of the school day, as well as student participation in STEM related activities, will be increased by 50%.

G5.B1 Student participation in STEM related activities during school last year was approximately 380 students (33%) in at least one activity

G5.B1.S1 Students will continue to participate in our school-wide science fair and projects will be selected for The Miami Dade STEM Expo. Student will participate in field studies by attending Everglades Shark Valley and Biscayne Nature Center Field trips. Students will also participate in the Fairchild Challenge and will be involved in an after school computer programming club.

Action Step 1

Teachers will follow the plan and timeline delineated in the MDCP-S science pacing guide for science fair projects. All grade four teachers will attend Shark Valley professional development. Grade 5 teachers will register for Biscayne Nature Center Field trip.

Person or Persons Responsible

LLT, Classroom Teachers, Science Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Science Fair Submissions, Field Trip participation

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Administrators will monitor science and mathematics teachers as well as student participation. Administrators and curriculum coach will help to promote scheduling of STEM field trips and activities.

Person or Persons Responsible

Administrators, Science Coach

Target Dates or Schedule

quarterly

Evidence of Completion

Increased STEM participation

Plan to Monitor Effectiveness of G5.B1.S1

Administrators and curriculum coach will monitor increased participation in STEM competitions and will monitor district interim assessment data.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

Increased STEM participation Interim Assessment Data

G5.B2 In the 2012-2013, students had the opportunity to participate in 1 STEM activity outside of the school day.

G5.B2.S1 Students will be provided opportunities to participate in STEM related events after school and on teacher work days.

Action Step 1

Students will participate in after school robotics programming club and will attend a S.W.A.T. (Science With a Twist) events with their families on teacher work days.

Person or Persons Responsible

Science Coach, Classroom Teachers

Target Dates or Schedule

After school, Teacher Work days

Evidence of Completion

Student Sign in Sheets

Plan to Monitor Fidelity of Implementation of G5.B2.S1

Administrators will monitor science and mathematics teachers as well as student participation. Administrators and curriculum coach will help to promote scheduling of STEM field trips and activities.

Person or Persons Responsible

Administrators, Science Coach

Target Dates or Schedule

Quarterly

Evidence of Completion

Increased Stem Participation

Plan to Monitor Effectiveness of G5.B2.S1

Administrators and curriculum coach will monitor increased participation in STEM competitions and will monitor district interim assessment data.

Person or Persons Responsible

Administrators, Science Coach

Target Dates or Schedule

Quarterly

Evidence of Completion

Increased STEM participation District Interim Assessment Data

G6. In monitoring the Early Warning Systems, our school will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time and by decreasing the number of behavioral referrals and suspensions.

G6.B1 Nine percent of students missed 10% or more of instructional time due poor attendance.

G6.B1.S1 Students who are deemed a developing a pattern of non-attendance will be referred to the MTSS/RtI team.

Action Step 1

A reward system will be established to recognize students for perfect attendance and outstanding citizenship through "Do the Right Thing project. Before and after school tutorial programs will be established to address students' areas of need. Participation in these programs will be targeted towards those students identified by the early warning systems.

Person or Persons Responsible

Classroom Teachers, MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance records, awards ceremonies," Do the Right Thing Certificates"

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Utilizing the FCIM, daily attendance reports, TCST logs will reviewed by the MTSS/ Rtl teams in order to monitor students who are exhibiting some of the early warning systems.

Person or Persons Responsible

MTSS/Rtl Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Attendance Reports TCST Logs and Attendance Rosters

Plan to Monitor Effectiveness of G6.B1.S1

Utilizing the FCIM, daily attendance reports, TCST logs will reviewed by the MTSS/ Rtl teams in order to monitor students who are exhibiting some of the early warning systems

Person or Persons Responsible

MTSS/Rtl Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Attendance Reports TCST Logs and Attendance Rosters

G6.B2 In the 2012-2013 school year, 55 students (5%) received behavior referrals.

G6.B2.S1 Students who are at risk for behavior problems will be identified by teachers to participate in the school's "Adopt A-Cub" school mentorship program.

Action Step 1

Students will be paired with a faculty member who will serve as their on-site mentor.

Person or Persons Responsible

Faculty Members

Target Dates or Schedule

Ongoing

Evidence of Completion

Mentor sign-up sheets

Plan to Monitor Fidelity of Implementation of G6.B2.S1

Using the FCIM process, administrators and counselors will review program and behavior referral data.

Person or Persons Responsible

Administrators, Counselors

Target Dates or Schedule

Quarterly

Evidence of Completion

Decreased Referrals

Plan to Monitor Effectiveness of G6.B2.S1

Using the FCIM process, administrators and counselors will review program and behavior referral data.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

Decreased Behavior Referrals

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Titel 1 Part A: Kensington Park Elementary (KPE) provides services to ensure students requiring additional remediation are assisted through extended learning opportunities. KPE will provide after-school programs and/or Saturday Academy. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to students. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHES and Supplemental Educational Services.

Title I, Part C- Migrant

Not Applicable

Title I, Part D

Not Applicable

Title II

Kensington Park Elementary uses supplemental funds for improving basic education as follows:

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

Title III

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

Title VI, Part B - NA

Title X- Homeless

Supplemental Academic Instruction (SAI)

Not Applicable

Violence Prevention Programs

Not Applicable

Nutrition Programs

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

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

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

Housing Programs –

Not Applicable

Head Start

Not Applicable

Adult Education

Not Applicable

Career and Technical Education

Kensington Park Elementary infuses career awareness throughout the curriculum. Students participate in Career Day activities every year. Volunteers, community members and parents join forces to expose students to their careers in a variety of presentations.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. According to the 2013 FCAT2.0 and FAA results, student performance demonstrated 44% proficiency in Reading. Our goal for the 2013-2014 school year is to increase satisfactory performance in Reading by 17 percentage points from 44 to 61%.

G1.B1 Students in the Hispanic, ELL, SWD and Economically Disadvantaged subgroups' 2013 FCAT performance data indicates that they did not meet the AMO Target. There is a deficiency in Reporting Category 4, Informational Text/Research Process [LA.3-5.6.1.1];

G1.B1.S1 Students will receive instruction in the teacher led center to address the identified deficiency using the text feature chart and text feature analysis. ?

PD Opportunity 1

Students will utilize real-world documents such as; how-to articles, brochures, fliers, and websites that use text features to locate, interpret, and organize information. Students should make connections between the text of a story, drama or information presented, identifying where each version reflects specific descriptions, directions, or contributes to an understanding of the text in which it appears elements of story structure within and across texts and to use text features to locate, interpret and organize information.

Facilitator

Reading Coach

Participants

Classroom Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walk-throughs, student work

G1.B2 Students' performance data from the 2013 FCAT indicates that 22% percent of students scored Achievement Level 3. Deficiency in Reporting Category 2 Reading Application [LA.3-5.1.7.3] contributes to lower performance; Students experience difficulties determining the main idea or essential message in grade level text.

G1.B2.S1 Students will be provided with multiple opportunities in the teacher led center to address the identified reading application deficiency.

PD Opportunity 1

Students will read and comprehend literature and informational text at the high end of the text complexity band independently and proficiently; ask and answer questions referring explicitly to the text as the basis for the answers using main idea table, gist, summary pyramid, time line, sequence chain, power notes, informational text structure chart, and one sentence summarizers.

Facilitator

Reading coach

Participants

Classroom teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, classroom walkthroughs

G3. According to the results of the 2013 FCAT 2.0 and FAA, students scored 47 % proficient on the FCAT 2.0 and FAA mathematics tests. Our goal this school year is to increase satisfactory performance in Mathematics by 8 percentage points to 55%.

G3.B2 The results of the 2013 FCAT 2.0 indicated that 23 percent of student scored a level 3 on FCAT 2.0 mathematics assessment. Our goal for the 2013-2014 school year is to increase the level of students scoring an FCAT level 3 to 31%. According to the results of the 2013 FCAT 2.0, students in grades 3, 4 and 5 experienced difficulty in reporting category Number: Base Ten and Fractions.

G3.B2.S1 Students will be provided the opportunity to develop an understanding of benchmark fractions.

PD Opportunity 1

Teachers will use common planning time to develop a fraction related problem to provide problem solving opportunities for students to generate equivalent fractions or simplify fractions to lowest terms. Students will work in peer groups to as they make sense of problems and persevere in solving them. Teachers will then adjust instruction appropriately to meet student needs.

Facilitator

Math Coach

Participants

Classroom Teachers, LLT

Target Dates or Schedule

weekly

Evidence of Completion

Lesson Plans, Grade level meetings, classroom walkthroughs

G4. Our goal for the 2013-2014 school year is to increase satisfactory performance in Science. Students scoring a Level 3 on FCAT 2.0 will increase 4 percentage point from 27 % to 31 %. Students scoring a level 4 or above will increase 2 percentage points

G4.B1 As noted on the 2013 Science FCAT 2.0, grade 5 students scoring a level 3 had the most difficulty with physical science.

G4.B1.S1 Teachers and science coach will implement a routine of inquiry based, hands-on activities relevant to the objectives of the physical science and will implement all essential laboratories developed by MDCPS.

PD Opportunity 1

Science coach will model essential labs weekly for teachers and students.

Facilitator

Science Coach

Participants

Science Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student Work Samples, Interactive Notebooks, Lab reports

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	According to the 2013 FCAT2.0 and FAA results, student performance demonstrated 44% proficiency in Reading. Our goal for the 2013-2014 school year is to increase satisfactory performance in Reading by 17 percentage points from 44 to 61%.	\$3
G4.	Our goal for the 2013-2014 school year is to increase satisfactory performance in Science. Students scoring a Level 3 on FCAT 2.0 will increase 4 percentage point from 27 % to 31 %. Students scoring a level 4 or above will increase 2 percentage points	\$2
Total		\$5

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Technology	Total
ESSAC	\$3	\$0	\$3
ESAAC	\$0	\$2	\$2
Total	\$3	\$2	\$5

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. According to the 2013 FCAT2.0 and FAA results, student performance demonstrated 44% proficiency in Reading. Our goal for the 2013-2014 school year is to increase satisfactory performance in Reading by 17 percentage points from 44 to 61%.

G1.B1 Students in the Hispanic, ELL, SWD and Economically Disadvantaged subgroups' 2013 FCAT performance data indicates that they did not meet the AMO Target. There is a deficiency in Reporting Category 4, Informational Text/Research Process [LA.3-5.6.1.1];

G1.B1.S1 Students will receive instruction in the teacher led center to address the identified deficiency using the text feature chart and text feature analysis. ?

Action Step 1

Students will utilize real-world documents such as; how-to articles, brochures, fliers, and websites that use text features to locate, interpret, and organize information. Students should make connections between the text of a story, drama or information presented, identifying where each version reflects specific descriptions, directions, or contributes to an understanding of the text in which it appears elements of story structure within and across texts and to use text features to locate, interpret and organize information.

Resource Type

Evidence-Based Program

Resource

Non-fiction books for the Media Center

Funding Source

ESSAC

Amount Needed

\$3

G4. Our goal for the 2013-2014 school year is to increase satisfactory performance in Science. Students scoring a Level 3 on FCAT 2.0 will increase 4 percentage point from 27 % to 31 %. Students scoring a level 4 or above will increase 2 percentage points

G4.B1 As noted on the 2013 Science FCAT 2.0, grade 5 students scoring a level 3 had the most difficulty with physical science.

G4.B1.S1 Teachers and science coach will implement a routine of inquiry based, hands-on activities relevant to the objectives of the physical science and will implement all essential laboratories developed by MDCPS.

Action Step 1

Science coach will model essential labs weekly for teachers and students.

Resource Type

Technology

Resource

Brain POP

Funding Source

ESAAC

Amount Needed

\$2