Kensington Park Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Kensington Park Elementary School

711 NW 30TH AVE, Miami, FL 33125

http://kpe.dadeschools.net

School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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. The Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

All students at Kensington Park Elementary will meet, or exceed grade level expectations as set by State Standards. The staff, students and community of KPE have a commitment to the following values: COLLABORATION: working together towards a common goal COOPERATION: assisting each other to reach a goal TRUST: building confidence through honest, ethical and equitable actions PROFESSIONALISM: adhering to the highest of work standards through respectful and responsible actions. PRIDE: developing positive attitudes about ourselves and our school's achievements COMMUNICATION: sharing needs, ideas and beliefs about our mission. All students at Kensington Park Elementary will meet, or exceed grade level expectations as set by State Standards. The staff, students and community of KPE have a commitment to the following values: COLLABORATION: working together towards a common goal COOPERATION: assisting each other to reach a goal TRUST: building confidence through honest, ethical and equitable actions PROFESSIONALISM: adhering to the highest of work standards through respectful and responsible actions. PRIDE: developing positive attitudes about ourselves and our school's achievements COMMUNICATION: sharing needs, ideas and beliefs about our mission.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
	Assistant Principal	Develops, leads, and evaluates our school data, supports MTSS through team collaboration while leading teachers to a common goal of student achievement. Conducts focused classroom walk-throughs, determines areas of support, provides feedback and opportunities to enhance instructional practices.
Anderson, Deetra	Assistant Principal	Assist principal with upholding the school's vision and mission, as well as the execution of tasks to ensure day to day operations run smoothly. Support principal with data-based decision making and ensure systems, such as the implementation of the MTSS model and scheduling of students in intervention. Assist principal with additional duties assigned, as appropriate, including school operations and curriculum.
Aspillaga, Karina	School Counselor	Implements the Values Matters Initiative, along with other programs designed to prevent abuse, bullying, drug use, and social/emotional well-being. Provides quality services and expertise on intervention with at-risk students. Links child serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success. Participates in collection, interpretation, and analysis of data. Facilitates development of intervention plans and provides support for documentation. Provides counseling for struggling students.
Pesi, Irilis	Instructional Coach	The Reading Coach works collaborative with the leadership team and all teachers to ensure that the Reading Program is being implemented with fidelity. The Reading Coach spearheads professional development initiatives and provide in-class assistance on an individual basis. The Reading Coach leads collaborative planning sessions to ensure that ELA lessons are standards-based and aligned to District Pacing Guides. In addition, the Reading Coach oversees intervention programs and assists with collecting and disaggregating progress monitoring data to ensure that intervention programs are effective.
Roche-chavarria, Dania	ELL Compliance Specialist	Assists in developing language acquisition support plans (ELL plans) for all ELL students and work with classroom teachers to implement plans. Participates in Instructional Leaderships Team Meetings and contributes productively to the school as a whole. Oversee Wida 2.o Testing for all ELL students.
Colunga, Amarilys	Instructional Coach	The Math Coach works with teachers/students on standard-based aligned curriculum. She works with teachers to maximize differentiated instruction, and provides training when necessary to ensure quality instruction. She also plans, develops, and manages intervention schedules and implementation. She pulls data reports, to conduct data chats, from multiple sources such as iReady

Name	Position Title	Job Duties and Responsibilities
		and Performance Matters to analyze data and plan for instruction to meet students needs
Fernandez, Michelle	Principal	Provides overall administrative and instructional leadership for all faculty and staff; provides common vision and instructional leadership for data-based decision making. Creates and implements a shared school vision. Nurtures and maintains a school culture that promotes a rigorous instructional program that is conducive to learning and staff development. Ensures that the daily management of daily staff operations produce and result in a safe and effective learning environment that aligns with the school's grade goals and vision.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The School Improvement Plan development process involves the active participation and input of various stakeholders, including the school leadership team, teachers and school staff, parents, students, and business or community leaders. Monthly EESAC meetings are held, and all stakeholders are invited to participate in the SIP
development process. These monthly meetings are posted at the beginning of the school year, and it's posted on our school's website, Class Dojo and monthly calendar. The integrated stakeholder input is reviewed by the school leadership team, and adjustments are made to ensure that the final plan reflects the collective aspirations and recommendations of stakeholders. Once the SIP is finalized, it is shared with all stakeholders to ensure transparency and accountability. Stakeholders are informed about the content of the plan, the strategies being implemented, and the expected outcomes. This step promotes a shared understanding and ownership of the SIP.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Throughout the implementation of the SIP, regular communication is maintained through monthly ESSAC meetings throughout the school year where all stakeholders can provide feedback. Data is collected, analyzed, and evaluated after each assessment window to track progress, identify emerging needs, and make further adjustments to the plan. This cyclical monitoring and revision process ensures that the SIP remains responsive to the evolving needs of students and continues to drive improvements in student achievement. By regularly conducting classroom walkthroughs, monitor student progress through data chats to insure SIP's implementation, evaluating its impact, and making necessary revisions, the administration can ensure that the school is effectively address the achievement gap and work towards meeting the State's academic standards. The iterative nature of this process allows for

continuous improvement and ensures that the SIP remains a dynamic and responsive tool for driving positive change in student outcomes.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	99%
2022-23 Economically Disadvantaged (FRL) Rate	92%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	22	19	25	29	26	21	0	0	0	142
One or more suspensions	0	0	0	2	1	1	0	0	0	4
Course failure in English Language Arts (ELA)	0	15	15	37	11	5	0	0	0	83
Course failure in Math	0	16	18	18	11	25	0	0	0	88
Level 1 on statewide ELA assessment	0	0	0	87	76	62	0	0	0	225
Level 1 on statewide Math assessment	0	0	0	53	67	40	0	0	0	160
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	65	74	73	106	102	78	0	0	0	498

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	12	13	73	63	44	0	0	0	205

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	0	0	28	0	0	0	0	0	29
Students retained two or more times	0	0	0	0	2	0	0	0	0	2

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	24	25	36	22	14	0	0	0	121
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	11	36	17	6	0	0	0	72
Course failure in Math	0	4	4	22	7	4	0	0	0	41
Level 1 on statewide ELA assessment	0	0	0	27	32	33	0	0	0	92
Level 1 on statewide Math assessment	0	0	0	22	32	36	0	0	0	90
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	5	22	86	55	43	0	0	0	211

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	6	6	40	30	32	0	0	0	114

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	7	4	22	0	1	0	0	34
Students retained two or more times	0	0	0	4	2	0	0	0	0	6

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	24	25	36	22	14	0	0	0	121
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	11	36	17	6	0	0	0	72
Course failure in Math	0	4	4	22	7	4	0	0	0	41
Level 1 on statewide ELA assessment	0	0	0	27	32	33	0	0	0	92
Level 1 on statewide Math assessment	0	0	0	22	32	36	0	0	0	90
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	5	22	86	55	43	0	0	0	211

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	6	6	40	30	32	0	0	0	114

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	7	4	22	0	1	0	0	34
Students retained two or more times	0	0	0	4	2	0	0	0	0	6

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	35	60	53	46	62	56	41		
ELA Learning Gains				61			50		
ELA Lowest 25th Percentile				45			51		
Math Achievement*	46	66	59	48	58	50	39		
Math Learning Gains				65			31		
Math Lowest 25th Percentile				66			26		
Science Achievement*	56	58	54	28	64	59	29		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	63	63	59	67			50		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	233
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	53

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	426
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	25	Yes	2	1
ELL	47			
AMI				
ASN				
BLK				
HSP	47			
MUL				
PAC				
WHT				
FRL	46			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	38	Yes	1	
ELL	52			
AMI				
ASN				
BLK				
HSP	53			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT				
FRL	53			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	35			46			56					63
SWD	13			26			26				5	43
ELL	33			47			59				5	63
AMI												
ASN												
BLK												
HSP	35			46			56				5	63
MUL												
PAC												
WHT												
FRL	36			44			53				5	62

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	46	61	45	48	65	66	28					67
SWD	23	33	28	35	56	59	9					59
ELL	44	58	41	46	67	72	24					67
AMI												
ASN												

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
BLK												
HSP	46	61	44	48	65	66	27					67
MUL												
PAC												
WHT												
FRL	45	60	47	48	65	67	26					68

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	41	50	51	39	31	26	29					50
SWD	25	44	48	27	24	19	19					48
ELL	37	48	52	38	33	26	21					50
AMI												
ASN												
BLK												
HSP	41	50	51	40	31	26	29					50
MUL												
PAC												
WHT												
FRL	40	50	52	39	31	27	27					50

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

			ELA			
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	38%	56%	-18%	54%	-16%
04	2023 - Spring	26%	58%	-32%	58%	-32%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	27%	52%	-25%	50%	-23%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	44%	63%	-19%	59%	-15%
04	2023 - Spring	35%	64%	-29%	61%	-26%
05	2023 - Spring	51%	58%	-7%	55%	-4%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	42%	50%	-8%	51%	-9%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component that showed the lowest performance was the ELA statewide assessment. The data indicates 3rd - 5th grade students scored 30% proficiency on the statewide ELA PM3 assessment. A contributing factor include the large number of level 1 and level 2 ESOL students.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component that showed the greatest decline was the ELA state assessment. The data indicates 3rd- 5th grade students scored 30% proficiency on the statewide science assessment, which is a 17% point decline from the 2022 assessment. The contributing factors include the large number of level 1 and level 2 ESOL students and student readiness levels.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data point that had the greatest gap when compared to the state average is 4th grade ELA. In comparison to the state average there is a 32% difference. On PM3 the state had 58% proficient students and Kensington Park had 26% of 4th grade students scoring proficient in 2022-2023 results for the Florida Assessment of Student Thinking (FAST). Factors that contributed to the GAP: an increase of

students entering 3rd grade were reading
significantly below grade level.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component which showed the most improvement was 5th Grade Science proficiency. Students in Grades 5 demonstrated an increase of 14% in proficiency from the previous year. The new actions which
contributed to this great improvement include targeted interventions, rigorous teaching and learning, data-driven decision making, and differentiated instruction. We also offered additional learning opportunities before and after school, during winter and spring breaks utilizing strategic action plans for instruction.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

An area of concern for our school is attendance. We showed an increase in the overall attendance this school year. However, attendance is still a concern for the 2022-2023 school year, we have 25% of our students with 16 or more absences.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

The highest priorities are
1) Increase SWD proficiency on state assessment
2) Decreasing the number of students who are considered to have a "substantial"
reading deficiency.
3) Improve on Student Attendance
4) Enhance Instructional Coaching/Professional Learning
5) Boost Differentiation Instruction

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Instructional Coaching/Professional Learning

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 FAST PM3 data, 30% of 3rd – 5th grade students were proficient in ELA as compared to the District average of 55%. Based on the data and the identified contributing factors of ESOL Level 1 and ESE students. Student readiness levels limit the ability to master grade level tasks and language acquisition. We will implement the Targeted Element of Instructional Coaching/Professional Learning.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the Instructional Coaching/Professional Development within 3rd-5th ELA, proficiency will increase 10 percentage points as evidenced by the 2024 State Assessments.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The Leadership Team will conduct quarterly data chats following progress monitoring, unit assessments, skills checks, iReady, FAST, and other data point. Weekly walkthroughs and coaching cycles will be conducted to ensure fidelity. Professional Development will be provided to teachers based on needs and by the Leadership Team and teacher leaders bi-monthly to share best practices.

Person responsible for monitoring outcome:

Michelle Fernandez (mfernandez5@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Instructional Coaching is when teachers work together to set a measurable goal to improve instructional outcomes. Coaching Cycles focus on the identified goal and increases the achievement and engagement of every student by bringing out the best performance of every teacher. Coaches use both student-centered and teacher-centered methods to help teachers improve the decisions they make about their instruction.
Professional Development refers to teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning. It is primarily school or classroom based and is integrated into the workday, consisting of teachers assessing and finding solutions for authentic and immediate problems of practice as part of a cycle of continuous improvement.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The implementation of Instructional Coaching/Professional Development will provide explicit guidance for teachers in need of lesson delivery and instructional grouping to effectively support student learning. Students will demonstrate evidence of mastery of objectives through work samples and assessments.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Professional Development will be provided to target best practices aligned to relevant student data. As a result, teachers will identify resources that are appropriate to student success.

Person Responsible: Irilis Pesi (lilypesi@dadeschools.net)

By When: August 15, 2023 - September 29, 2023

All new teachers will be partnered with a Mentor to provide guidance with lesson delivery, strategies, and best practices. As a result, it will allow the beginning teacher(s) to deepen their understanding of teaching theories and approaches, classroom management, and program policies through dialogue and reflection with their mentor.

Person Responsible: Deetra Anderson (danderson@dadeschools.net)

By When: August 15, 2023 - September 29, 2023

Teachers will participate in peer observations for professional development purposes. As a result, teachers will gain knowledge on routines, lesson transitions, flexible grouping, classroom management, and other necessary skills to effective teaching.

Person Responsible: Michelle Fernandez (mfernandez5@dadeschools.net)

By When: August 15, 2023 - September 29, 2023

#2. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the data review, our school will focus on instructional practices, specifically relating to differentiation. This was selected due to the fact that ELA proficiency rates stayed the same between 2021 and 2022, with both years reflecting a 74% rate of proficiency. Utilizing differentiated instruction will provide students with instruction that relates directly to building mastery in the individual standards. We must improve in this area if we are to raise our proficiency rates. Using differentiated instruction will naturally allow for scaffolding, re-teach, and mastery, in order for all students to acquire the knowledge necessary to meet proficiency and move beyond as well. We will provide the scaffolding necessary for the lowest 25% subgroup to access grade-level content in order to make learning gains and move towards proficiency. Additionally, we will provide extended learning opportunities and inclusion settings throughout all grade levels.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If we successfully implement Differentiation, then our lowest 25% students will increase proficiency by a minimum of 10 percentage points as evidenced From PM1 to PM3.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The Leadership Team will conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure quality instruction is taking place. Administrators will review lesson plans for indication of differentiation for lowest 25% students, in particular. Data Analysis of formative assessments of lowest 25% students will be reviewed monthly to observe progress. Teachers and coaches will review data to plan accordingly. Students will own their data by using data binders on a bi-weekly basis for goal oriented learning . Extended learning opportunities will be provided to those students who are not showing growth in any of the core classes.

Person responsible for monitoring outcome:

Michelle Fernandez (mfernandez5@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. Research demonstrates this method benefits a wide range of students. Within the Targeted Element of Differentiation, our school will focus on using the evidence-based strategy of: Data-Driven Instruction in order to facilitate the process of differentiation. Data-Driven instruction will assist in accelerating the learning gains of our lowest 25% as it is a systematic approach of data disaggregation that allows us to meet the students' needs. Differentiation will be monitored through the use of data binders for teachers and students to drive instructional planning and data driven conversations.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Data-Driven Instruction for the purpose of differentiation will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Facilitate grade level data chats after the completion of each iREADY diagnostic creating opportunities to analyze data, improve instruction, identify next steps and implement instructional decisions to impact student learning. As a result, teachers will be able to identify resources to meet their students' individual needs.

Person Responsible: Irilis Pesi (lilypesi@dadeschools.net)

By When: August 15, 2023 - September 29, 2023

Conduct quarterly reviews of progress monitoring and MTSS/RtI data to asses the fidelity of implementation of interventions, documentation, and compliance with expectation of 100% compliance, as well as to determine potential opportunities for improvement in the area of focus, as appropriate. As a result, teachers will be able to decipher their students data and plan for their students individual needs.

Person Responsible: Deetra Anderson (danderson@dadeschools.net)

By When: August 15, 2023 - September 29, 2023

Conduct walkthroughs to monitor implementation and delivery of identified strategies, interventions, and supports, based on the content of data chats, on a monthly basis. As a result, teachers will make adjustments and strengthen DI instruction.

Person Responsible: Michelle Fernandez (mfernandez5@dadeschools.net)

By When: August 15, 2023 - September 29, 2023

#3. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 Student Attendance-District Tiered/Comparison Report, 21% of students were absent 11-15 days as compared to the District average of 16%. Based on the data and the identified review, we will implement the Strategic Attendance Initiative which involve close monitoring and reporting of student absences.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the Strategic Attendance Initiative, attendance in the targeted areas will increase 10 percentage points by June 7, 2024.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The Leadership team will analyze bi-weekly reports to identify Early Warning Indicators of student absences to communicate concern with parents. Monthly truancy meetings will be conducted, and daily attendance incentives will be used to promote attendance. Students with perfect attendance will be recognized quarterly during Honor Roll Ceremonies. Based on the data, the Leadership team will ensure that the area of focus is supported to promote student attendance to positively affect the learning environment.

Person responsible for monitoring outcome:

Michelle Fernandez (mfernandez5@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Strategic Attendance Initiatives involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The implementation of Strategic Attendance Initiative will support the learning environment to contribute to the overall improvement of student achievement as well as provide them with the necessary tools for student engagement.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Generate and analyze bi-weekly attendance report to identify targeted students. Communication with parents will be made in reference to attendance concerns. As a result, families will receive help monitoring days missed and stay on target for attendance goals.

Person Responsible: Karina Aspillaga (kaspillaga1@dadeschools.net)

By When: August 15, 2023 - September 29, 2023

Monthly truancy meetings will be held as an intervention for attendance concerns. As a result, parents will have the opportunity to receive services if needed.

Person Responsible: Deetra Anderson (danderson@dadeschools.net)

By When: August 15, 2023 - September 29, 2023

Daily attendance incentives will be provided through the program "Glad You are Here" where students will be acknowledged at random for being present at school. Students with perfect attendance will also be honored during the Honor Roll Ceremony. As a result, attendance will improve by meeting or exceeding attendance standards.

Person Responsible: Karina Aspillaga (kaspillaga1@dadeschools.net)

By When: August 15, 2023 - September 29, 2023

#4. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The 2022 - 2023 state assessment scores show that only 38% of the SWD student population demonstrated proficiency as compared to other peer demographic groups. A focus will be placed on differentiated instruction to address this critical need. Based on the data we will focus on differentiated instruction to address the
needs of students.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

For the 2022-2023 school year, the school's goal is to successfully implement data driven instruction with fidelity, then ELA scores for students in grades K-5 will demonstrate measurable increases on the 2023-2024 assessments. If we successfully implement differentiation, it is expected that ELA data for SWD students surpass 38% proficiency on the 2024 FAST PM3 Reading assessment.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The area of focus will be monitored by:
Bi-weekly collaborative planning sessions
Analyzing student data with teachers
Identifying students in need, lowest 25%, and targeting for T2, T3 Intervention
Tier 1, Tier 2 Data Trackers (monitored by Reading Coach)
Faculty participation in District training on reading Horizons (Module support)
Reading Horizons Discovery & Elevate Reports
Monitoring implementation of of ELA Intervention Calendar, lessons and progress monitoring assessments.
Monitor students' progress in intervention through RH Discover/Elevate Reports

Person responsible for monitoring outcome:

Michelle Fernandez (mfernandez5@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the Targeted Element of ELA, our school will focus on the evidence-based strategy of Data-Driven Instruction. Data-Driven Instruction will assist in accelerating the percent proficiency in third to fifth grades as it is a systematic approach to instruction that uses assessment, analysis, and actions to meet students' needs. Data-Driven Instruction will be monitored through the use of data trackers to drive instructional planning and data-driven conversations to include OPMs. Data-Driven Instruction is an educational approach that relies on the teacher's use of student performance data to inform instructional planning and delivery. This systematic approach of instruction uses assessment, analysis, and actions to meet students needs. Data-Driven Instruction may include developing Instructional Focus Calendars (IFC) to inform teachers on specific standards to target during instruction throughout the year, based on data outcomes.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Data driven instruction provides the framework for teachers to:
1. assess student mastery of the state standards
2. ensure student progress is monitored at pre-designated points

3. gather multiple data points and modify instruction to address specific deficiencies
This will prove to be most be necessary and beneficial this 2023-2024 school year with the introduction of Reading horizons and all of the new data points available.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will be asked to identify their SWDs group by reviewing state assessment scores and utilize on going progress monitoring data to monitor student progression and proficiency and modify instruction to meet student needs. As a result, teachers will develop targeted focused lessons to meet the needs of their SWD learners.

Person Responsible: Michelle Fernandez (mfernandez5@dadeschools.net)

By When: August 15, 2023 - September 29, 2023

Bi-weekly meeting with chairpersons to review progress on implementation of strategies identified through data chats, particularly in the areas of ELA with an increased focus on SWDs. As a result, teachers will be able to identify and address misunderstandings.

Person Responsible: Irilis Pesi (lilypesi@dadeschools.net)

By When: August 15, 2023 - September 29, 2023.

The SLT will examine both aggregated data and overall student performance data for all SWD students in order to set yearly learning goals and make decisions on effective curriculum resources that will target remediation and provide enhancement. As a result, teachers will be able to determine student understanding and provide immediate feedback.

Person Responsible: Michelle Fernandez (mfernandez5@dadeschools.net)

By When: August 15, 2023 - September 29, 2023.

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The school's improvement funding allocations and resources are reviewed by the EESAC Committee on a monthly basis which is shared with a variety of stakeholders; parents, community members and staff members. The information is also shared on a monthly basis with the faculty and staff during our monthly faculty meetings.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- ◦ The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- ◦ The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- ◦ Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Based on the 22-23 end of year (PM3) screening and progress monitoring data, the percentage of students in kindergarten through second grade, who are not on track to score at proficiency or above on the statewide, FAST STAR Assessments are as follows:
Kindergarten- 71%
Grade 1- 69%
Grade 2- 73%
This new achievement data, along with the complete integration to the B.E.S.T. Standards K-5 and supporting planning cards, confirms that KPE must focus on providing solid core Tier 1 instruction and improving that instruction in the 23-24 school year. Planning and instruction and assessment must be, rigorous, targeted and standards-based. Standards-Based Collaborative Planning refers to any period of time that is scheduled during the school day for multiple teachers, or teams of teachers, to work together. Its primary purpose is to bring teachers together to learn from one another and collaborate on projects that will lead to improvements in standards-aligned lesson quality, instructional effectiveness, and student achievement. Standards-Based lessons should include detailed objectives, activities and assessments that evaluate students on the aligned standards-based content. Collaborative Planning improves collaboration among teachers and promotes learning, insights, and constructive feedback that occur during professional discussions among teachers. Standards-Based lessons, units, materials, and resources are improved when teachers work on them collaboratively.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Based on the 22-23 end of year (PM3) screening and progress monitoring data, the percentage of students in third through fifth grade, who are not on track to score at proficiency or above on the statewide, FAST ELA Assessments are as follows:
Grade 3- 73%
Grade 4- 74%
Grade 5- 62%
This new achievement data, along with the complete integration to the B.E.S.T. Standards K-5 and supporting planning cards, confirms that KPE must focus on providing solid core Tier 1 instruction and improving that instruction in the 23-24 school year. Planning and instruction and assessment must be, rigorous, targeted and standards based with a special focus on the Reporting Category 3 Reading Across Genres and Vocabulary which had the highest percentage of student below the standard. Academic Vocabulary Instruction plays a critical role in improving vocabulary skills for all learners. Academic Vocabulary should be incorporated through effective lessons in a myriad of ways including the

use of interactive journals, interactive word walls, exposure to diverse texts, visual stimuli, incorporation into daily dialogue, etc., and associated with the content being taught.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

If we successfully implement standard based planning, Kensington Park Elementary will increase student proficiency in all grade levels by 5% proficiency as evidenced on the 2024 State Assessments.

Grades 3-5 Measurable Outcomes

If we successfully implement academic vocabulary instruction, Kensington Park Elementary will increase student proficiency in all grade levels by 5% proficiency as evidenced on the 2024 State Assessments.

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

The leadership team will conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure that standards-based instruction with a special focus on vocabulary is aligned to current data. Administrators will review lesson plans bi-weekly for indications of explicit instruction targeting and aligned to vocabulary. The LLT will track and monitor FAST ELA PM1 and PM2 data, as well as Wonders Assessments and iReady Reading data. This will be analyzed during leadership team meetings to ensure students are demonstrating sufficient growth. Extended learning opportunities will be provided to those students who are not showing growth based on the reviewed data.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Fernandez, Michelle, mfernandez5@dadeschools.net

Evidence-based Practices/Programs

Description:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Within the targeted element of vocabulary, our school will focus on the evidence-based strategy of: Explicit
Vocabulary Instruction aligned with before, during and after reading strategies. Differentiation will assist in
accelerating student understanding of the use of context clues. Data-Driven instruction will be monitored through the use of bi-weekly assessments and data trackers to drive instructional planning and plan for next
steps. Academic Vocabulary Instruction plays a critical role in improving vocabulary skills for all learners. Academic Vocabulary should be incorporated through effective lessons in a myriad of ways including the use of interactive journals, interactive word walls, exposure to diverse texts, visual stimuli, incorporation into daily dialogue, etc., and associated with the content being taught.

Rationale:
Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

Academic Vocabulary Instruction aligned, along with differentiated instruction, will ensure that teachers are
using data to plan lessons that are customized to student needs. Teachers will continually make adjustments to instruction delivery as needed through the use of interactive journals, exposure to diverse text. This strategy will support students in learning how to use context clues when identifying vocabulary within a text.

Action Steps to Implement
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
Teachers will create visual aids and anchor charts to engage the learners. As a result, students will be encouraged to make associations, and be able to contribute to discussions using academic vocabulary.	Fernandez, Michelle, mfernandez5@dadeschools.net
During collaborative planning teachers will utilize the gradual release of responsibility model in their lessons and instruction. As a result, students will develop the skills they need to become independent learners.	Fernandez, Michelle, mfernandez5@dadeschools.net
4 Data chats with individual teachers will be conducted upon completion of the FAST PM1, as a result this will support small instruction.	Fernandez, Michelle, mfernandez5@dadeschools.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The School Improvement Plan (SIP) is distributed in physical copies to stakeholders during ESSAC meetings and upon request. These copies are available in the parent resource center located at the school. Additionally, an electronic version of the SIP is uploaded to the school's website after it receives approval from the Miami-Dade
County Public School Board.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The school offers several chances for parents to actively participate in their child's education during the academic year. Meetings are scheduled at different times of the day to accommodate a wide range of parents. Progress reports, along with report cards, are given out quarterly. Parents are advised to establish a parent portal account, allowing them to track their child's academic advancement at their convenience. Parent-teacher conferences are an option and can be scheduled at times suitable for both the teacher and the parent. The official PFEP (Parent-Family Engagement Plan) will be made available on the website www.avocadoelementary once it's approved.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

Enhancing the academic program, extending learning time, and offering an enriched and accelerated curriculum are part of a holistic approach. This approach includes enriching the curriculum, implementing advanced tracks, providing extended learning opportunities, integrating technology, fostering teacher development, employing student-centered strategies, forming partnerships, conducting assessments, and continuously striving for improvement.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

The school counselor utilizes the district-approved resource Cloud9 to aid students in employing fundamental problem-solving strategies, complemented by integrated character education. A developmentally appropriate curriculum is provided to primary and intermediate students. Furthermore, Kensington Park Elementary offers mental health support through both the School Counselor and the Mental Health Coordinator. Working alongside teachers and parents, the School Counselor and Mental Health Coordinator identify students requiring assistance and deliver targeted classroom lessons throughout the academic year, enhancing students' abilities beyond academics.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Kensington Park Elementary initiates early exposure to postsecondary programs, beginning as early as kindergarten. The school hosts an annual school-wide career day, orchestrated with support from community members and parents who dedicate their time to present. During this event, students in grades K-3 receive guided insights through classroom sessions about diverse career paths. Additionally, students can engage by participating in the School Safety Patrols club and KPE News Crew, both contingent on academic and behavioral achievements.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Kensington Park Elementary MTSS/RtI team employs a school-based Multi-Tiered Support System/ Response
to Intervention. The MTSS Team includes the Assistant Principal, Primary and Intermediate Teachers, SWD Teachers, the School Psychologist, the Speech Language Pathologist, and the School Counselor. The team occasionally involves the School Social Worker and other stakeholders as needed. Kensington Park Elementary employs MTSS/RtI as a general education approach, allocating resources proportionately to student needs across Core, Supplemental, and Intensive support levels, aiming to boost individual student progress. An ongoing evaluation method is established for each tier's services,

continually assessing effectiveness in achieving school goals and student growth through ongoing assessments. The four-step problem-solving model (problem identification, problem analysis, intervention implementation, and response evaluation) guides instructional planning, monitoring, and adjustments.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Throughout the academic year, educators, teaching assistants, and support staff engage in ongoing professional development to enhance instructional methods and analyze data from academic assessments. Additionally, teachers are encouraged to take part in subject-specific professional development to bolster their expertise, contributing to the retention and recruitment of talented educators.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

In the months of February and March, our school initiates the Kindergarten Enroll Campaign. This district-wide effort offers tactics to assist with the registration of new Kindergarten students and facilitates transition activities. The school arranges tours for incoming students, opportunities for classroom visits, a social media campaign, direct visits to nearby daycares, and a transition meeting designed for parents.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Instructional Practice: Instructional Coaching/Professional Learning	$0.00
2	III.B.	Area of Focus: Instructional Practice: Differentiation	$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Other	$0.00
4	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	$0.00
		Total:	$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No