

Kendale Lakes Elementary School

8000 SW 142ND AVE, Miami, FL 33183

<http://kle.dadeschools.net>

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
79%

Alternative/ESE Center
No

Charter School
No

Minority
95%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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 Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	23
Goals Summary	23
Goals Detail	23
Action Plan for Improvement	27
Appendix 1: Implementation Timeline	34
Appendix 2: Professional Development and Technical Assistance Outlines	35
Professional Development Opportunities	36
Technical Assistance Items	37
Appendix 3: Budget to Support Goals	38

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

School Environment

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

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

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

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

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

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

Early Warning Systems

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

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

The MTSS/Rtl Team and Administration consistently monitor data for the Early Warning Systems indicators in the following areas: attendance below 90 percent, course failure in English Language Arts or Mathematics, behavior referrals, and Level 1 score on statewide, standardized assessments in English Language Arts or Mathematics. Data from attendance reports, Student Case Management System, district interims, report cards, and FAIR-FS are consistently monitored. Students who are

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

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	16	12	10	7	6	8	59
One or more suspensions	0	0	0	0	0	1	1
Course failure in ELA or Math	6	1	2	18	10	24	61
Level 1 on statewide assessment	0	0	0	23	33	35	91

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	6	1	2	7	6	8	30

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

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

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/49070>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

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

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Jaureguizar, Martha	Principal
Cabrera, Nancy	Assistant Principal
Sanchez, Kristine	Instructional Coach
Alvarez, Elena	Teacher, ESE
Ceballos, Ivett	Guidance Counselor
Algaze, Fortuna	Attendance/Social Work
Castelblanco, Ingrid	Psychologist

Duties

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

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

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

Teacher(s) and Coaches: Kristine Sanchez and classroom teachers who share the common goal of improving instruction for all students.

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

School Reading, Math, and Science: Kristine Sanchez

Clinician: Dr. Luz Berrio

Special education personnel : Elena Alvarez

School guidance counselor: Ivett Ceballos

School psychologist: Ingrid Castelblanco

School social worker: Fortuna Algaze

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

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

Title I, Part A

Services are provided at Kendale Lakes Elementary to ensure students requiring additional remediation are assisted through extended learning opportunities such as before-school and/or after-school programs, and during-school tutoring programs. Summer school is provided for specific second and third grade students that meet eligibility criteria. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Curriculum Coaches develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk" and assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program where parents are provided numerous opportunities to participate in school-based parent workshops and Parent Academy workshops; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

The District uses supplemental funds for improving basic education as follows:

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

Title III

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

- tutorial programs (K-12)
- parent outreach activities (K-12)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers (K-12)
- reading and supplementary instructional materials K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science selected schools to be used by ELL students (K-12, RFP Process)

Title VI, Part B

N/A

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

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

Nutrition Programs

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

Housing Program

N/A

Head Start

N/A

Adult Education

Several learning opportunities were coordinated through The Parent Academy. As a result, various classes throughout the year are provided to Kendale Lakes Elementary parents and included sessions for both parents and their children. Hands-on experiences with valuable technology

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

Career and Technical Education

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

Job Training

N/A

Other

Kendale Lakes Elementary involves parents in the planning and implementation of the Title I Program and extends an open invitation to our school's parent resource center or parent area in order to inform parents of available programs, their rights under No Child Left Behind and other referral services. Kendale Lakes Elementary increases parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements. We also conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules. This impacts our goal to empower parents and build their capacity for involvement. Kendale Lakes Elementary also completes the Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Adam Livingstone	Teacher
Aster Mohamed	Business/Community
Claudia Marquez	Parent
Debra Ramsay	Teacher
Ivett Ceballos	Teacher
Julie Pena	Parent
Karen Krugliak	Business/Community
Kristi Atkison	Teacher
Kristine Sanchez	Teacher
Lorena Diaz	Business/Community
Martha Jaureguizar	Principal
Omar Pena	Parent
Patricia Duquesne	Education Support Employee
Wendy Coen	Parent
Zenaida Ulloa	Teacher
Zvi Krugliak	Business/Community
Jake Botero	Student

Duties

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

Evaluation of last year's school improvement plan

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

Development of this school improvement plan

The School Advisory Council (SAC) plays a vital role in the development of the School Improvement Plan. Input from the council members determines the path the School Improvement Plan will take and

whether current strategies that are in place are working to increase student achievement based on data results from the district and state. Additionally, the SAC provides guidance and support to school team members and stakeholders via faculty meetings, workshops, and incentive programs.

Preparation of the school's annual budget and plan

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

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

The School Advisory Council (SAC) will continue the technology improvements planned throughout the school. The SAC funds will be used to support the objectives and strategies outlined in the School Improvement Plan. This year, funds will be used to support the purchase of school technology, supplies, and incentive programs.

The amount allocated for each project is estimated as follows:

Technology: \$2,126.00

Supplies: \$500.00

Student recognition and incentives: \$700.00

Total project SAC budget is \$3,326.00

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Jaureguizar, Martha	Principal
Cabrera, Nancy	Assistant Principal
Sanchez, Kristine	Instructional Coach
Noy, Julia	Teacher, K-12
Raton, Gilda	Teacher, K-12
Ceballos, Ivett	Guidance Counselor
Atkison, Kristi	Teacher, K-12
Livingstone, Adam	Teacher, ESE
Borges, Dayami	Teacher, K-12
Alvarez, Elena	Teacher, ESE
Pendas, Maurilio	Teacher, K-12
Zarranz-Perez, Evelyn	Teacher, K-12
Voigt, Ivette	Teacher, K-12
Ocariz, Cynthia	Teacher, K-12
Murphy, Teresa	Teacher, K-12
Arocha, Aida	Teacher, K-12
Colmenarez, Elizabeth	Teacher, K-12
Hammond, Nishmi	Teacher, K-12
Sandino, Giovanna	Teacher, K-12
Sanchez, Ingrid	Teacher, PreK

Duties

Describe how the LLT promotes literacy within the school

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

Literacy Leadership Team (LLT)

Ms. Martha T. Jaureguizar, Principal

Ms. Nancy Cabrera Nuñez, Assistant Principal

Ms. Kristine Sanchez, Reading Coach

Ms. Julia Noy, Mathematics Coach

Ms. Gilda Raton, Writing Coach

Ms. Giovanni Sandino, Science Coach

Ms. Ivett Ceballos, Counselor

Ms. Kristi Atkison/EESAC Chairperson

Ms. Adam Livingstone, UTD Steward

Ms. Dayami Borges, Media Specialist/ Technology School Leader

Ms. Elena Alvarez, Behavioral Management Therapist/Special Education School Leader

Mr. Maurilio Pendas, ESOL Teacher/ELL Instructional Representative

Ms. Ingrid Sanchez, Pre-K Department Chairperson

Ms. Evelyn Zarranz-Perez, Kindergarten Department Chairperson
Ms. Ivette Voigt, First Grade Department Chairperson
Ms. Cynthia Ocariz, Second Grade Department Chairperson
Ms. Teresa Murphy, Thrd Grade Department Chairperson
Ms. Aida Arocha, Fourth Grade Department Chairperson/REACH Department Chairperson
Ms. Mayra Tordera, EFL Program Representative
Ms. Nishmi Hammond, STEAM Representative/ Fifth Grade Department Chairperson

Public and Collaborative Teaching

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

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

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

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

Kendale Lakes Elementary School implements several strategies aimed at recruiting and retaining highly qualified, certified-in-field, effective teachers. Professional development will be used to support and promote best practices for staff and faculty members. The designated person for the implementation of this strategy will be the Reading, Math, PD Liaison, and Science Coach. Additionally, professional support for Reading instruction will be used as a strategy. The designated person for the implementation of this strategy will be the Reading Coach and Grade Level Department Chairs.

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

Kendale Lakes implements a teacher mentoring program. Elena M. Alvarez will be the mentor designee as she exemplifies an outstanding knowledge of content, materials, and methods that support high standards in the curriculum areas as well as a great understanding of the implementation of SPED services. The mentee assigned is Claudia Carbia. Mentoring activities will include, but are not limited to, modeling, observation, and planning. Additionally, Pam McLeod will also serve as a mentor. The designated mentee will be Antonio Sanders.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Beginning with the 2014-2015 school year, Kendale Lakes Elementary School, along with all of Florida's schools, will implement the Florida Standards in grades K-12. These standards will cover both Reading and Mathematics. The Florida Standards were adopted to prepare students for success

in college and their careers. The Florida Standards details the expectations of what every child should know and be able to do at each grade level. They focus on critical and analytical thinking skills and establish clear and consistent guidelines for instruction. The Florida Standards also provide a more rigorous content and application of knowledge to help prepare students for success with the knowledge and skills necessary for college and careers. The year's new assessment, The Florida Standards Assessments (FSA), will be aligned to the new Florida Standards for Language Arts Standards (LAFS) and Florida Standards for Mathematics (MAFS).

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

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

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 4,320

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Cabrera, Nancy, ncabreran@dadeschools.net

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

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

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

Strategy: Extended School Day

Minutes added to school year: 2,500

Technology night is offered two to three times a week in the evening. This program is available to both low performing students in both Reading and Mathematics, as well as any students needing computer or Internet access.

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Cabrera, Nancy, ncabreran@dadeschools.net

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

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

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

Student Transition and Readiness

PreK-12 Transition

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

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

At Kendale Lakes Elementary School, all incoming Kindergarten students are assessed before entering Kindergarten with a Kindergarten Readiness Instrument. Additionally, the level of English proficiency is also established in order to ascertain individual and group needs to assist in the development of robust instructional/intervention/enrichment programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Specifically, the Florida Kindergarten Readiness Screener (FLKRS), will be used to assess basic academic skill development and academic school readiness of incoming students. In addition, the STAR Assessment and iReady Diagnostic Tool will be used to ascertain Print/Letter Knowledge, Phonological Awareness/Processing, and Oral Reading

Comprehension. The results will provide valuable information regarding student development and the need for instruction and intervention regarding Reading instruction, and consideration for enrichment programs. Transition to Kindergarten meetings are conducted for students with disabilities to ensure the special needs of students are communicated and designated services are delineated for the next grade level. A Pre-Kindergarten Transition to Kindergarten meeting is held prior to summer vacation for all parents with incoming Kindergarten students. An orientation for incoming Pre-Kindergarten families is also conducted at the beginning of the school year in order to facilitate transition from home to school.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

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

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** To increase student achievement by improving core instruction in all content areas.
- G2.** To improve student learning by identifying, addressing, and monitoring the needs of at-risk students using the Early Warning Systems (EWS).
- G3.** To increase Science, Technology, Engineering, and Mathematics(STEM) student experiences to enhance awareness and interest in Science, Technology, Engineering, and Mathematics.

Strategic Goals Detail

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

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

G047382

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	79.0
AMO Reading - Hispanic	79.0
AMO Reading - White	81.0
AMO Reading - SWD	57.0
AMO Reading - ED	78.0
AMO Math - All Students	78.0
AMO Math - Hispanic	77.0
AMO Math - ELL	77.0
AMO Math - SWD	55.0
AMO Math - ED	76.0
FCAT 2.0 Science Proficiency	69.0
CELLA Writing Proficiency	43.0

Resources Available to Support the Goal 2

- McGraw-Hill Wonders, Reading Plus, exemplar text, visuals, professional development, Imagine Learning, Accelerated Reader, Pacing Guides, Reading Coach, media center specialist, computer lab, Reflex Math, Spelling City, Ten Marks, Think Central, Go Math, Gizmos, STEAM Lab, Discovery Education, Science Liaison, Mathematics Liaison, and iReady.

Targeted Barriers to Achieving the Goal 3

- Limited evidence of gradual release during instruction.

Plan to Monitor Progress Toward G1. 8

Conduct classroom observation and provide additional support in the effective implementation of the GRRM to teachers in need via coaching cycles and grade level meetings.

Person Responsible

Martha Jaureguizar

Schedule

Biweekly, from 10/1/2014 to 6/4/2015

Evidence of Completion

Lesson Plans, Observation Logs.

G2. To improve student learning by identifying, addressing, and monitoring the needs of at-risk students using the Early Warning Systems (EWS). 1a

G047565

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	8.0
One or More Suspensions	0.0
Level 1 - All Grades	4.0

Resources Available to Support the Goal 2

- Code of student conduct, Administrators, Multi-Tiered System of Supports (MTSS)/Response to Intervention (RtI) Team, School Guidance Counselor, Behavior Specialist, School Social Worker, School Psychologist, Reading Coach, Instructional Staff, Do the Right Thing Program, Student of the Month, and Code of Student Conduct Assemblies.

Targeted Barriers to Achieving the Goal 3

- Parent Involvement.

Plan to Monitor Progress Toward G2. 8

Monitor student involvement activities and provide additional support in the effective implementation of the parent involvement strategy for Early Warning System (EWS) risk factors.

Person Responsible

Martha Jaureguizar

Schedule

Biweekly, from 8/15/2014 to 6/4/2015

Evidence of Completion

Daily attendance reports, Student Case Management System, MTSS/RtI Logs and Referral records.

G3. To increase Science, Technology, Engineering, and Mathematics(STEM) student experiences to enhance awareness and interest in Science, Technology, Engineering, and Mathematics. 1a

G047567

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	69.0

Resources Available to Support the Goal 2

- Scott Foresman Science, Science pacing guides, Science Liaison, STEAM Department Chair, Gizmos, Discovery Education.

Targeted Barriers to Achieving the Goal 3

- Lack of student STEM activities and experiences.

Plan to Monitor Progress Toward G3. 8

Conduct classroom observations and provide additional support to effectively implement Science, Technology, Engineering, and Mathematics(STEM) activities.

Person Responsible

Martha Jaureguizar

Schedule

Biweekly, from 10/27/2014 to 6/4/2015

Evidence of Completion

Lesson Plans, Classroom Walkthroughs, Classroom Observations logs, District Science Interim reports.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

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

 G047382

G1.B1 Limited evidence of gradual release during instruction. **2**

 B117980

G1.B1.S1 Across all content areas implement the gradual release of responsibility model as an instructional framework to support students in content, skills, and strategy acquisition by gradually releasing responsibility for learning outcomes from teacher to student. **4**

 S129748

Strategy Rationale

Limited evidence of gradual release of responsibility model throughout all content areas.

Action Step 1 **5**

All content area teacher's will receive professional development at the school site on the effective and strategic use of the gradual release of responsibility model.

Person Responsible

Kristine Sanchez

Schedule

On 10/1/2014

Evidence of Completion

Agenda, Sign-in sheets, Handouts.

Action Step 2 5

All content area teachers will implement the GRRM as an instructional framework to support students in skills/strategy acquisition by gradually releasing responsibility for learning outcomes from teacher to student.

Person Responsible

Martha Jaureguizar

Schedule

Daily, from 10/1/2014 to 6/4/2015

Evidence of Completion

Lesson Plans, Observation Logs.

Action Step 3 5

Provide additional support in the effective implementation of the GRRM to teachers in need via coaching cycles and grade level meetings.

Person Responsible

Kristine Sanchez

Schedule

Weekly, from 10/15/2014 to 6/4/2015

Evidence of Completion

Coach logs, handouts, grade level minutes.

Action Step 4 5

Attend professional development. Consistently monitor the delivery of lessons that include explicit instruction that include the GRRM to meet student needs. Identify personnel for further assistance as deemed necessary.

Person Responsible

Martha Jaureguizar

Schedule

Biweekly, from 10/1/2014 to 6/4/2015

Evidence of Completion

Sign-in sheet, walkthrough logs, debriefing with personnel.

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

Consistently monitor the delivery of lessons that include explicit instruction that include the GRRM to meet student needs. Identify personnel for further assistance as deemed necessary.

Person Responsible

Martha Jaureguizar

Schedule

Biweekly, from 10/1/2014 to 6/4/2015

Evidence of Completion

Walkthrough logs, debriefing with personnel.

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

Consistently monitor the delivery of lessons that include explicit instruction that include the GRRM to meet student needs. Identify personnel for further assistance as deemed necessary.

Person Responsible

Martha Jaureguizar

Schedule

Weekly, from 10/1/2014 to 6/4/2015

Evidence of Completion

Walkthrough logs, debriefing with personnel.

G2. To improve student learning by identifying, addressing, and monitoring the needs of at-risk students using the Early Warning Systems (EWS). 1

G047565

G2.B1 Parent Involvement. 2

B118566

G2.B1.S1 Parents will be provided multiple opportunities to attend informational sessions on potential risk factors for student failure. 4

S130339

Strategy Rationale

Limited evidence of parental knowledge of Early Warning System risk factors. The Early Warning System strategy is based on extensive research that has been conducted in identifying key risk factor indicators that are highly predictive of potential student failure.

Action Step 1 5

Meet and Greet Night for students and their families.

Person Responsible

Martha Jaureguizar

Schedule

On 8/15/2014

Evidence of Completion

Sign-in sheets, agendas, handouts.

Action Step 2 5

Open House Night for students and their families.

Person Responsible

Martha Jaureguizar

Schedule

On 9/15/2014

Evidence of Completion

Sign-in sheets, agendas, handouts.

Action Step 3 5

Parent Support Informational Session

Person Responsible

Martha Jaureguizar

Schedule

On 9/26/2014

Evidence of Completion

Sign in sheets, handouts.

Action Step 4 5

Parent Academy Training

Person Responsible

Martha Jaureguizar

Schedule

On 9/26/2014

Evidence of Completion

Sign in sheets, agenda, handouts.

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

Consistently monitor the delivery of information to parents

Person Responsible

Martha Jaureguizar

Schedule

Biweekly, from 8/15/2014 to 6/4/2015

Evidence of Completion

Attendance sheets, weekly bulletin, monthly calendar, parent letters, connect-ed, and handouts.

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

Consistently monitor the implementation of parental involvement activities to support the Early Warning Systems goal.

Person Responsible

Martha Jaureguizar

Schedule

Weekly, from 8/15/2014 to 6/4/2015

Evidence of Completion

Daily student attendance reports, Student Case Management System, Student Progress Reports, Gradebook.


G3. To increase Science, Technology, Engineering, and Mathematics(STEM) student experiences to enhance awareness and interest in Science, Technology, Engineering, and Mathematics. 1

 G047567

G3.B2 Lack of student STEM activities and experiences. 2

 B118812

G3.B2.S1 Implement activities that provide an enhanced awareness and interest in Science, Technology, Engineering, and Mathematics (STEM). 4

 S130607

Strategy Rationale

Limited evidence of Science, Technology, Engineering, and Mathematics activities. STEM activities prepare students for college and career readiness through STEM initiatives and programs.

Action Step 1 5

STEAM Lab Rotation Schedule

Person Responsible

Martha Jaureguizar

Schedule

On 6/4/2015

Evidence of Completion

STEAM Lab Rotation Schedule, Science Journals, Science Lab Reports, Lesson Plans, Classroom Walkthrough.

Action Step 2 5

Science Fair Project

Person Responsible

Martha Jaureguizar

Schedule

On 11/24/2014

Evidence of Completion

Science Fair projects, Science Fair project instruction packet, Lesson Plans, Classroom Walkthrough and Observation.

Action Step 3 5

Science Fair Project Night

Person Responsible

Martha Jaureguizar

Schedule

On 12/4/2014

Evidence of Completion

Parent Invitation Letter, Monthly Calendar, Connect-ED, Weekly Bulletin.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Consistently monitor the implementation of Science, Technology, Engineering, and Mathematics(STEM) activities.

Person Responsible

Martha Jaureguizar

Schedule

Biweekly, from 10/27/2014 to 6/4/2015

Evidence of Completion

Walkthrough logs, Classroom Observations, STEM Lab rotation schedule, Weekly Bulletin, Monthly Calendar.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Consistently monitor the delivery of STEM related activities and experiences.

Person Responsible

Martha Jaureguizar

Schedule

Weekly, from 10/27/2014 to 6/4/2015

Evidence of Completion

Lesson Plans, Observation Logs, Gradebook, Student Progress Reports, District Science Interims, District Science quarterly interims.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	All content area teacher's will receive professional development at the school site on the effective and strategic use of the gradual release of responsibility model.	Sanchez, Kristine	10/1/2014	Agenda, Sign-in sheets, Handouts.	10/1/2014 one-time
G2.B1.S1.A1	Meet and Greet Night for students and their families.	Jaureguizar, Martha	8/15/2014	Sign-in sheets, agendas, handouts.	8/15/2014 one-time
G3.B2.S1.A1	STEAM Lab Rotation Schedule	Jaureguizar, Martha	10/27/2014	STEAM Lab Rotation Schedule, Science Journals, Science Lab Reports, Lesson Plans, Classroom Walkthrough.	6/4/2015 one-time
G1.B1.S1.A2	All content area teachers will implement the GRRM as an instructional framework to support students in skills/ strategy acquisition by gradually releasing responsibility for learning outcomes from teacher to student.	Jaureguizar, Martha	10/1/2014	Lesson Plans, Observation Logs.	6/4/2015 daily
G2.B1.S1.A2	Open House Night for students and their families.	Jaureguizar, Martha	9/15/2014	Sign-in sheets, agendas, handouts.	9/15/2014 one-time
G3.B2.S1.A2	Science Fair Project	Jaureguizar, Martha	11/24/2014	Science Fair projects, Science Fair project instruction packet, Lesson Plans, Classroom Walkthrough and Observation.	11/24/2014 one-time
G1.B1.S1.A3	Provide additional support in the effective implementation of the GRRM to teachers in need via coaching cycles and grade level meetings.	Sanchez, Kristine	10/15/2014	Coach logs, handouts, grade level minutes.	6/4/2015 weekly
G2.B1.S1.A3	Parent Support Informational Session	Jaureguizar, Martha	9/26/2014	Sign in sheets, handouts.	9/26/2014 one-time
G3.B2.S1.A3	Science Fair Project Night	Jaureguizar, Martha	12/4/2014	Parent Invitation Letter, Monthly Calendar, Connect-ED, Weekly Bulletin.	12/4/2014 one-time
G1.B1.S1.A4	Attend professional development. Consistently monitor the delivery of lessons that include explicit instruction that include the GRRM to meet student needs. Identify personnel for further assistance as deemed necessary.	Jaureguizar, Martha	10/1/2014	Sign-in sheet, walkthrough logs, debriefing with personnel.	6/4/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A4	Parent Academy Training	Jaureguizar, Martha	9/26/2014	Sign in sheets, agenda, handouts.	9/26/2014 one-time
G1.MA1	Conduct classroom observation and provide additional support in the effective implementation of the GRRM to teachers in need via coaching cycles and grade level meetings.	Jaureguizar, Martha	10/1/2014	Lesson Plans, Observation Logs.	6/4/2015 biweekly
G1.B1.S1.MA1	Consistently monitor the delivery of lessons that include explicit instruction that include the GRRM to meet student needs. Identify personnel for further assistance as deemed necessary.	Jaureguizar, Martha	10/1/2014	Walkthrough logs, debriefing with personnel.	6/4/2015 weekly
G1.B1.S1.MA1	Consistently monitor the delivery of lessons that include explicit instruction that include the GRRM to meet student needs. Identify personnel for further assistance as deemed necessary.	Jaureguizar, Martha	10/1/2014	Walkthrough logs, debriefing with personnel.	6/4/2015 biweekly
G2.MA1	Monitor student involvement activities and provide additional support in the effective implementation of the parent involvement strategy for Early Warning System (EWS) risk factors.	Jaureguizar, Martha	8/15/2014	Daily attendance reports, Student Case Management System, MTSS/RtI Logs and Referral records.	6/4/2015 biweekly
G2.B1.S1.MA1	Consistently monitor the implementation of parental involvement activities to support the Early Warning Systems goal.	Jaureguizar, Martha	8/15/2014	Daily student attendance reports, Student Case Management System, Student Progress Reports, Gradebook.	6/4/2015 weekly
G2.B1.S1.MA1	Consistently monitor the delivery of information to parents	Jaureguizar, Martha	8/15/2014	Attendance sheets, weekly bulletin, monthly calendar, parent letters, connect-ed, and handouts.	6/4/2015 biweekly
G3.MA1	Conduct classroom observations and provide additional support to effectively implement Science, Technology, Engineering, and Mathematics(STEM) activities.	Jaureguizar, Martha	10/27/2014	Lesson Plans, Classroom Walkthroughs, Classroom Observations logs, District Science Interim reports.	6/4/2015 biweekly
G3.B2.S1.MA1	Consistently monitor the delivery of STEM related activities and experiences.	Jaureguizar, Martha	10/27/2014	Lesson Plans, Observation Logs, Gradebook, Student Progress Reports, District Science Interims, District Science quarterly interims.	6/4/2015 weekly
G3.B2.S1.MA1	Consistently monitor the implementation of Science, Technology, Engineering, and Mathematics(STEM) activities.	Jaureguizar, Martha	10/27/2014	Walkthrough logs, Classroom Observations, STEM Lab rotation schedule, Weekly Bulletin, Monthly Calendar.	6/4/2015 biweekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

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

G1.B1 Limited evidence of gradual release during instruction.

G1.B1.S1 Across all content areas implement the gradual release of responsibility model as an instructional framework to support students in content, skills, and strategy acquisition by gradually releasing responsibility for learning outcomes from teacher to student.

PD Opportunity 1

All content area teacher's will receive professional development at the school site on the effective and strategic use of the gradual release of responsibility model.

Facilitator

Kristine Sanchez-Reading Coach/PD Liason

Participants

All instruction staff.

Schedule

On 10/1/2014

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Grand Total	0