Kensington Park Elementary School

2014-15 School Improvement Plan

Kensington Park Elementary School

711 NW 30TH AVE, Miami, FL 33125

http://kpe.dadeschools.net

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	91%

Alternative/ESE Center	Charter School	Minority
No	No	99%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	C	C	B

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

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
Focus	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

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 collegial 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

School Environment

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

As part of the morning announcements, the media specialist and her team of students present a variety of multicultural videos, music, literature and other relevant information to the school community. In an effort to build relationships between teachers and students, administration spear heads a program called, "Adopt-a-Cub" and "Little Brothers and Sisters, Striving for Success". These programs are a model similar to Big Brother, Big Sister which targets, individual students in need of academic and socio-emotional support. Throughout the year, students and their sponsor collaborate to participate in the Annual Theodore Gibson project. Students are able to participate in a district-wide oratorical contest and learn about the African-American culture.

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

In an effort to create an environment where students feel safe and respected before, during and after school, Kensington Park Elementary has multiple models in place. Before school adult supervision is available for students that need to be dropped off early. Safety patrol monitors and our Physical Education teachers are on hand to ensure that students are able to eat breakfast inside of the cafeteria and return to the designated area where they wait for their teachers to pick them up. This prevents individuals, especially non-school personnel from roaming in the hallways without supervision. During school our administrators, faculty, staff and security monitors practice with the student body a variety of safety procedures such as fire and tornado drills and lock-downs. We also have in place a school-wide model for cafeteria behavior to assist in minimizing hazards. For safety during dismissal the staff adheres to a dismissal procedure. During this procedure, the staff monitors

students taking the bus, parent pick-up and afterschool care. This is a monthly rotation to ensure that all stake holders participate in the safety of our students.

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

At Kensington Park Elementary, it is our belief that every student is valuable and can make worthy contributions to society. In order to grow and thrive, our teachers, faculty and staff provide nourishing and caring environments so that students may become responsible and accountable for their choices and decisions. These goals have been established and will be monitored, by the entire school community. Our main focus is to promote model behaviors in students through positive reinforcement while providing a behavioral support to our teachers, administrators and staff.

The school has established four different models that support the most critical behavior areas that are needed for our school's population. These areas include: school-wide behavior, model behaviors of individual students, individual students who need a support system and Referral Guide for Educators dealing with students who display repetitive disruptive behaviors. Within those models, core values from the school's vision statement have also been included to aid students' understanding of what is expected from them.

All teachers and staff have received an electronic copy of the District's Student Code of Conduct Handbook and understand that it aims to promote a violence-free learning environment. The students are informed of the rules and expectations for their behaviors. Teachers and students alike have been trained through faculty meetings, department meetings, assemblies and via morning announcements as to what types of behaviors are expected. For example, videos depicting exemplary behaviors modeled by students have been shown. These behaviors will facilitate learning as a lifelong process that is essential to a productive and enriched life. As a learning community it is our expectation that overall these models will aid in minimizing distractions to keep students engaged during instructional time

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

Kensington Park Elementary has created multiple programs such as "Adopt-a-Cub" and "Little Brothers and Sisters Striving for Success" which provides mentoring for identified at-risk students. Students benefit from positive events, conversations and academic goal setting that provide concrete action steps to redirect and foster social and emotional growth. These programs are supported with consistent counseling to address the needs of all children but particularly the needs of low-achieving students and those at risk of not meeting academic achievement.

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

Kensington Park Elementary early warning system consists of data analysis of:
•Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
•One or more suspensions, whether in school or out of school
•Course failure in English Language Arts or mathematics
•A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

Consistent and systematic data analysis identifies at-risk students as early as possible leading towards early intervention and supportive measures.

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	24	27	13	26	13	19	122
One or more suspensions	2	0	0	2	3	3	10
Course failure in ELA or Math	27	29	25	65	43	20	209
Level 1 on statewide assessment	0	0	0	119	130	108	357

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	23	25	10	60	40	25	183

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

Kensington Park Elementary has the following early warning system in place:
*Attendance - Students who miss more than 10% of instructional time.
* Behavior - Students who have referrals that lead to suspension.
*Performance Students who score at FCAT (FSA) Level 1 in either ELA or Math, who are not proficient in reading by Grade 3, and who are retained.
*Attendance is monitored daily and perfect attendance homerooms are recognized monthly through the morning announcements and students are recognized individually on a quarterly basis.
Counseling for students and parents is provided for students with behavioral issues. On-going progress monitoring is done through academic grades, content area portfolios, and quarterly assessments.
Once the at-risk students are identified, intervention and strategies will be implemented to address the concerns. Representatives from the MTSS and RtI team will meet with departments in the school in order to organize the process. The departments will work in collaboration to problem solve and increase the level of interventions needed. Diagnostic assessment will be administered and evaluated on an ongoing basis.

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 available at the school site.

Description

Title I PIP

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

See PIP

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
Barnes, Rethalia	Instructional Coach
Delrio, Vivian	Instructional Coach
Fleites, Angeles	Principal
Pesi, Irilis	Instructional Coach
Anderson, Deetra	Assistant Principal

Duties

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

1. Principal - Angeles Fleites
2. Assistant Principal - Susana Suarez
3. Assistant Principal - Deetra Anderson
Administrators will analyze, interpret, and communicate data in order to identify the focus of instruction, oversee the proper implementation of intervention strategies, provide opportunities for professional development, and communicate data and appropriate interventions with parents and stakeholders.
1.Reading Coach – I. Pesi, and V.Delrio
Reading Coaches will assist with overseeing the proper implementation of reading strategies and interventions at the school site, assist teachers in analyzing and interpreting data to guide instruction, attend reading professional development sessions, stay abreast of the latest reading initiatives and disseminate information to appropriate staff, provide teachers with necessary materials, monitor the administration of the FAIR-FS, Language Placement, Interim Assessment, STAR, McGraw Hill Wonder Works and other reading assessments as needed.
1. Math Coach – N. Hollifield
2. SPED Program Specialist – A. Navarro
3. Guidance Counselors- S. Shields and L. Arana
Grade Level/Department Chairs: Serve as liaisons between Literacy Leadership Team and teachers in each grade level, analyze and interpret data to develop instructional strategies aimed at raising student achievement.

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

Kensington Park Elementary has a school-based Multi-Tiered System of Support/Response to Intervention Team, which is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention.

MTSS/RtI leadership is vital; therefore, in building our team we have considered the following:
Team Members who will build staff support, internal capacity, and sustainability over time.
• Administrators who will ensure commitment and allocate resources.
1. Principal A. Fleites
2. Assistant Principals S. Suarez, D. Anderson
• Teachers and Coaches who share a common goal of improving instruction for all students.
1. Primary and Intermediate Reading Teachers
2. Primary and Intermediate Writing Teachers
3. Primary and Intermediate ELL Teachers
4. Primary and Intermediate Math Teachers
• The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:
1. Social Worker A. Valdes
2. Guidance Counselor S. Shields, L. Arana
3. SPED Program Specialist A. Navarro
4. Psychologist G. Santana

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

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

Title I, Part C- Migrant
Not Applicable
Title I, Part D
Not Applicable
Title II
Kensington Park Elementary uses supplemental funds for improving basic education as follows:
• training to certify qualified mentors for the New Teacher (MINT) Program
• training for add-on endorsement programs, such as Reading, Gifted, ELL
• training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson

Study Group implementation and protocols.
Title III
Kensington Park Elementary receives funds from Title III and utilizes said funds to supplement and enhance the programs for English Language Learners (ELL) and Immigrant Students. The funds are used to implement tutorial programs in 2nd – 5th grade.
Title VI, Part B - NA
Title X- Homeless
Supplemental Academic Instruction (SAI)
Not Applicable
Violence Prevention Programs
Not Applicable
Nutrition Programs
1. Kensington Park Elementary adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2. Nutrition education, as per state statute, is taught through physical education.
3. The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.
Housing Programs –
Not Applicable
Head Start
Not Applicable
Adult Education
Not Applicable
Career and Technical Education
Kensington Park Elementary infuses career awareness throughout the curriculum. Students participate in Junior Achievement Day activities where they learn about career options. Volunteers, community members and parents join forces to expose students to their careers in a variety of activities such as "Take Your Child to Work" day.

School Advisory Council (SAC)

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

Name	Stakeholder Group
A. Fleites	Principal
Segundo Pla	Business/Community
D. Roche	Teacher
G. Vounzi	Teacher
L. Muniz	Teacher
L. Alvarinas	Teacher
E. Arza	Teacher
J. Lopez	Teacher
D. Carballosa	Teacher
A. Garmendia	Teacher
C. Andrade	Teacher
Jennifer Urbina	Student
Igor Caicedo	Parent
Stephany Bonilla	Student
Zoraida Caicedo	Parent
Adriana Zapata	Parent

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

The SAC was notified ten days prior to the scheduled meeting, via email as it relates to the review of the 2013-2014 School Improvement Plan (SIP). An administrator debriefed the Council members on the different components of the SIP while SAC members were able to review the contents entirety. All members were present, a quorum was reached and Kensington Park's SIP was submitted for implementation of the 2013-2014 school year.

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

The School Advisory Council members meet to discuss school-wide needs and determine how to allocate funds. Principal shares annual budget and plan is created.

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

Purchase incentives for disciplinary plan $3,000, Brain Pop $2,095 and books for Media Center, $1,000

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
Delrio, Vivian	Instructional Coach
Fleites, Angeles	Principal
Barnes, Rethalia	Instructional Coach
Pesi, Irilis	Instructional Coach
Anderson, Deetra	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The LLT team will analyze the 2014 FCAT Reading test scores, FAIR-FS, STAR, and Interim Assessments to set a course of action in order to address areas of concern. A primary focus will be those students not making adequate gains and the lowest 25% in Reading. The LLT will spearhead the organization of intervention/remediation and tutorial services for those students not meeting reading proficiency skills as well as identify students for enrichment programs. The LLT will continue providing professional development and support to teachers, ensuring availability of instructional materials, coordinating assessments to evaluate student progress, and monitoring intervention strategies in the classrooms throughout the school year. The team will also promote the use of interactive white boards during core instruction. Weekly common planning amongst grade levels will take place in collaboration with Reading Leaders and ETO Curriculum Support Specialists.

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

The school's strategies to encourage positive working relations between teachers include structures established by the leadership team to support teacher teams by departmentalization of all grade levels. For example, weekly common planning with coaches, curriculum support specialist and administration.

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

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

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

New teachers will be paired with National Board Certified teachers as well as other veteran teachers for ongoing support and consultation. The mentoring activities will be planned as needed in conjunction with the mentor and mentee.

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

The school ensures its core instructional programs and materials are aligned to Florida's standards by the implementation of the District Pacing Guides and the use of aligned materials. In addition, the LLT monitors appropriate use of materials during walkthroughs and classroom visits.

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 LLT reviews student assessment data with teachers to identify areas of strength and weakness for teachers to create and implement an action plan to address areas of need.
Kensington Park Elementary establishes high expectations for academically demanding instruction. The master schedule includes additional opportunities for supplemental and intensive instruction outside of the core content area classes.
In most classes, an additional 30 minutes has been added for reading intervention and mathematics differentiated instruction. Teachers are implementing the gradual release model in addition to the use of research-based instructional delivery models. Delivery of instruction is focused on grade level and subject area standards using effective large and small group instructional strategies.

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

Strategy: After School Program

Minutes added to school year: 5,760

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

Strategy Rationale

The school implements a variety of before and afterschool activities in order to provide extended learning opportunities.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Fleites, Angeles, pr2661@dadeschools.net

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

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

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 Kensington Park Elementary School, all incoming Kindergarten students are assessed upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Specifically, the Bracken Basic Concept Scale-Revised (BBCS-R) will be used to assess basic academic skill development and academic school readiness of incoming students. The Clinical Evaluation of Language Fundamentals-Preschool (CELF-P) assessment will be used to ascertain oral language skills of incoming students. The Developmental Skills Checklist

(DSC) will be used to determine students' print/letter knowledge and level of phonological awareness/processing. In addition to academic/school readiness assessments, all incoming Kindergarten students will be assessed in the area of social/emotional development. Specifically, the Ages and Stages Questionnaire will be completed by the parent/guardian of all incoming Kindergarten students. Questionnaire results will provide valuable information regarding student development and need for instruction/intervention regarding pro-social behavior, self-regulation, self-concept, and self-efficacy. Screening data will be collected and aggregated prior to September 10th, 2014. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. Social skills instruction will occur daily for 20 minutes using the Skills Streaming Curriculum and will be reinforced throughout the day through the use of a common language, re-teaching, and positive reinforcement of pro-social behavior. Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains and the need for changes to the instructional/intervention programs. Establish or expand the "Welcome to Kindergarten" program to build partnership with local early education programs, including the in-school pre-kindergarten program. Through this joint venture, parents and children will gain familiarity with kindergarten as well as receive information relative to the matriculation of students at the school. The principal will also meet with the center directors of neighborhood centers. Local VPK providers are members of the Kensington Park EESAC and provide input in developing the school improvement plan. Additionally, Kensington Park Elementary holds a yearly Kindergarten orientation at the end the school year to inform parents about the expectations and academic standards associated with Kindergarten. This provides parents with a clear picture of what their children will be exposed to and expected to learn. Utilize the services of the Family Learning Advocates to develop a school-based Ready Children, Ready School Partnership. The partnership will identify school-specific strategies from the "Transition Toolkit" (developed by PK/Elementary and community partners) to meet the needs of the local community. Build a working relationship and a culture of exchange and mutual respect by instituting the Early Educator Exchange (Triple E). Neighborhood and school site PK teachers will come together with kindergarten teachers in the Fall and Summer for a facilitated discussion focusing on student performance, effective instructional methods, and developmental expectations. Direct the office staff to distribute "Smooth Sailing" kindergarten preparation brochures and other documents to interested parents throughout the year.

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 monitor the Early Warning Systems, Kensington Park Elementary will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time and by decreasing the number of behavioral referrals and suspensions.

G3.   To increase participation and number of experiences in STEM- related project based learning activities.

G4.   See Title I PIP

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

🔍 G054181

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	65.0
AMO Reading - Hispanic	65.0
AMO Reading - White	69.0
AMO Reading - ELL	59.0
AMO Reading - SWD	48.0
AMO Reading - ED	64.0
AMO Math - All Students	60.0
AMO Math - Hispanic	60.0
AMO Math - White	65.0
AMO Math - ELL	55.0
AMO Math - SWD	48.0
AMO Math - ED	58.0
FCAT 2.0 Science Proficiency	40.0

Resources Available to Support the Goal 2

- McGraw Hill Wonders, Wonder Works, planning cards, pacing guides, IReady, Imagine Learning (ELL), Unique Learning (SPED).

- Teachers, Math Coach, CSS, Computer lab, Go Math series (books, online, manipulatives), iReady, Reflex Math, interactive white boards.

- Pacing Guides, FCAT Item Specifications, Year-at-a-Glance, Scope and Sequence, Essential Labs, AIMS Activity Books, Discover Education Videos, CER Tasks, Gizmos,

Targeted Barriers to Achieving the Goal 3

- There is limited evidence of effective planning and instructional delivery aligned to the Florida Standards.

- Limited evidence of Standards Based Instruction.

- Inconsistent use of the NGSSS to ensure standards based instruction aligned to the cognitive complexity of the standards.

Plan to Monitor Progress Toward G1. 8

Use data to set goals, determine sound instructional practices based on research, and differentiate instruction to meet the various needs of students (FAIR-FS, Interim Assessments, STAR, McGraw-Hill Wonder Works Assessments, and IReady).

Person Responsible
Vivian Delrio

Schedule
Monthly, from 9/30/2014 to 11/26/2014

Evidence of Completion
Ongoing Student Data.

G2. To monitor the Early Warning Systems, Kensington Park Elementary will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time and by decreasing the number of behavioral referrals and suspensions. `1a`

🔍 G054182

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

- Do The Right Thing, PTA sponsored rewards, certificates, school counselors, community based organizational referrals, attendance bulletin, SCAM forms.

Targeted Barriers to Achieving the Goal `3`

- Attendance below 90%, Course failure in ELA or Math.

Plan to Monitor Progress Toward G2. `8`

Attendance Reports will be reviewed regularly to monitor school wide progress.

Person Responsible

Deetra Anderson

Schedule

Monthly, from 9/30/2014 to 12/19/2014

Evidence of Completion

Attendance bulletin will be used to monitor attendance and parent conferences will be held as needed.

G3. To increase participation and number of experiences in STEM- related project based learning activities. 1a

G054183

Targets Supported 1b

Indicator	Annual Target

Resources Available to Support the Goal 2

- Science lab, Discovery Education, Fairchild Challenge, Everglades Shark Valley field trip, Biscayne Nature Center, KPE Recycling Club, After-school LEGO Robotics and Coding, participation in the Hour of Code and STEM Day.

Targeted Barriers to Achieving the Goal 3

- Insufficient student participation in STEM Related activities.

Plan to Monitor Progress Toward G3. 8

Maintain copies of score reports issued throughout the year by Fairchild Challenge team.

Person Responsible

Angeles Fleites

Schedule

Every 2 Months, from 9/22/2014 to 6/4/2015

Evidence of Completion

Score report, photographs and display of Fairchild Challenge awards.

G4. See Title I PIP 1a

G054184

Targets Supported 1b

Indicator	Annual Target

Resources Available to Support the Goal 2

-

Targeted Barriers to Achieving the Goal 3

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

🔑 G054181

G1.B1 There is limited evidence of effective planning and instructional delivery aligned to the Florida Standards. 2

🔑 B136673

G1.B1.S1 Provide professional development on the implementation of the Language Arts Florida Standards. 4

🔑 S148686

Strategy Rationale

Plan for and deliver instruction that is based on standards and/or specific course benchmarks.

Action Step 1 5

Provide professional development on the implementation of the Language Arts Florida Standards.

Person Responsible

Irilis Pesi

Schedule

Weekly, from 9/30/2014 to 10/7/2014

Evidence of Completion

Sign-in Sheets, implementation in the classroom, student assessment data,walkthroughs and lesson plans.

Action Step 2 `5`

Provide professional development on comprehensive lesson planning, purpose-driven standard instruction, including higher order questions aligned to the standards that scaffold to the highest level of Depth of Knowledge (DOK).

Person Responsible

Vivian Delrio

Schedule

Weekly, from 9/30/2014 to 10/31/2014

Evidence of Completion

Professional development sign-in sheets, implementation in the classroom, student assessment data,walkthroughs and lesson plans.

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

Conduct instructional walkthroughs to monitor the implementation of the developed lesson plans.

Person Responsible

Deetra Anderson

Schedule

Weekly, from 9/30/2014 to 10/21/2014

Evidence of Completion

Lesson plans, reading response journals, instructional rounds

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

Follow-up on the implementation of the LAFS and comprehensive lesson planning provided during the professional development.

Person Responsible

Irilis Pesi

Schedule

Weekly, from 9/30/2014 to 6/5/2015

Evidence of Completion

Common Planning, implementation in the classroom, walkthroughs and lesson plans.

G1.B2 Limited evidence of Standards Based Instruction. `2`

🔑 B136674

G1.B2.S1 Unwrap the standards during common planning to ensure instruction is aligned to the Mathematics. `4`

🔑 S148687

Strategy Rationale

Limited student work aligned to standards.

Action Step 1 `5`

Identify questions that align to the depth of the standards.

Person Responsible

Rethalia Barnes

Schedule

Weekly, from 9/30/2014 to 11/26/2014

Evidence of Completion

Lesson plans, walkthroughs

Action Step 2 `5`

Include opportunities for the students to write if the standard includes natural language in the response mechanism.

Person Responsible

Rethalia Barnes

Schedule

Weekly, from 9/30/2014 to 11/26/2014

Evidence of Completion

Journals, student work folders, walkthroughs

Plan to Monitor Fidelity of Implementation of G1.B2.S1 [6]

Monitor the effectiveness and fidelity of the collaborative practice sessions in all content areas.

Person Responsible

Angeles Fleites

Schedule

Weekly, from 9/30/2014 to 11/26/2014

Evidence of Completion

Journals, student work folders, walkthroughs.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 [7]

Monitor the effectiveness and fidelity of the collaborative practice sessions in all content areas.

Person Responsible

Rethalia Barnes

Schedule

Biweekly, from 9/22/2014 to 11/26/2014

Evidence of Completion

Lesson plans, walkthroughs, problem solving pages

G1.B3 Inconsistent use of the NGSSS to ensure standards based instruction aligned to the cognitive complexity of the standards. 2

B136675

G1.B3.S1 Utilize the Science Next Generation Sunshine State Standards (NGSSS) when planning for and delivering instruction. 4

S148688

Strategy Rationale

Lack of common planning and lesson plans not being focused and aligned to standards

Action Step 1 5

Provide professional development on the utilization of the pacing guide, FCAT 2.0 Item Specifications, scope and sequence, along with a variety of research-based resources that will assist in the planning and delivery of targeted instruction.

Person Responsible

Deetra Anderson

Schedule

Quarterly, from 9/22/2014 to 10/3/2014

Evidence of Completion

Sign-in Sheets, implementation in the classroom, student assessment data, walkthroughs and lesson plans.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Monitor the effectiveness and fidelity of the collaborative practice sessions in all content areas.

Person Responsible

Deetra Anderson

Schedule

Biweekly, from 9/22/2014 to 11/26/2014

Evidence of Completion

Classroom walkthroughs and observations.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

Monitor the effectiveness and fidelity of the collaborative practice sessions in all content areas.

Person Responsible

Deetra Anderson

Schedule

Biweekly, from 9/22/2014 to 6/4/2015

Evidence of Completion

Classroom walkthroughs and observations.

G2. To monitor the Early Warning Systems, Kensington Park Elementary will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time and by decreasing the number of behavioral referrals and suspensions. `1`

🔍 G054182

G2.B1 Attendance below 90%, Course failure in ELA or Math. `2`

🔍 B136676

G2.B1.S3 Increase student progress in ELA/Math. `4`

🔍 S148691

Strategy Rationale

To increase academic achievement for students at risk of failing.

Action Step 1 `5`

Utilize consistent and systematic data analysis to identify at risk students as early as possible leading towards early intervention and supportive measures.

Person Responsible

Deetra Anderson

Schedule

Quarterly, from 9/15/2014 to 12/19/2014

Evidence of Completion

Data analysis charts, student grouping assessment results.

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Plan to Monitor Fidelity of Implementation of G2.B1.S3 `6`

On-going progress monitoring data charts, walk-throughs and review of intervention logs.

Person Responsible

Deetra Anderson

Schedule

Quarterly, from 9/15/2014 to 12/19/2014

Evidence of Completion

Intervention logs, Data chats documentation.

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 `7`

Monitor the effectiveness of intervention strategies through data analysis to determine levels of student progress.

Person Responsible

Irilis Pesi

Schedule

Quarterly, from 9/15/2014 to 12/19/2014

Evidence of Completion

Sign-in sheets, Thinkgate and other computerized reports.

G3. To increase participation and number of experiences in STEM- related project based learning activities. 1

G054183

G3.B1 Insufficient student participation in STEM Related activities. 2

B136677

G3.B1.S1 Develop a plan to increase a multidisciplinary STEM set of activities available for students in grades K-5. 4

S148692

Strategy Rationale

It compasses a multidisciplinary approach to incorporating STEM activities throughout the curriculum.

Action Step 1 5

Morning announcements and emails will be disseminated to staff and all grade levels to promote participation in the Fairchild Challenge and Hour of Code program.

Person Responsible

Angeles Fleites

Schedule

Quarterly, from 9/22/2014 to 12/19/2014

Evidence of Completion

Morning announcements, email notifications, Fairchild challenge score reports and Hour of Coding documentation.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

The morning announcements and email verification will be monitored in order to support implementation with fidelity.

Person Responsible

Vivian Veiga

Schedule

Quarterly, from 9/22/2014 to 12/19/2014

Evidence of Completion

Morning announcements, email verifications, score report, photographs and display of Fairchild Challenge awards and Hour of Code program participation documentation.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Implementation of the plan for morning announcements and emails promoting the Hour of Code and Fairchild Challenge program will be monitored by morning announcements and email verification.

Person Responsible

Vivian Veiga

Schedule

Quarterly, from 9/22/2014 to 12/19/2014

Evidence of Completion

Score report, photographs and display of Fairchild Challenge awards and Hour of Code documentation.

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	Provide professional development on the implementation of the Language Arts Florida Standards.	Pesi, Irilis	9/30/2014	Sign-in Sheets, implementation in the classroom, student assessment data,walkthroughs and lesson plans.	10/7/2014 weekly
G1.B2.S1.A1	Identify questions that align to the depth of the standards.	Barnes, Rethalia	9/30/2014	Lesson plans, walkthroughs	11/26/2014 weekly
G1.B3.S1.A1	Provide professional development on the utilization of the pacing guide, FCAT 2.0 Item Specifications, scope and sequence, along with a variety of research-based resources that will assist in the planning and delivery of targeted instruction.	Anderson, Deetra	9/22/2014	Sign-in Sheets, implementation in the classroom, student assessment data, walkthroughs and lesson plans.	10/3/2014 quarterly
G2.B1.S3.A1	Utilize consistent and systematic data analysis to identify at risk students as early as possible leading towards early intervention and supportive measures.	Anderson, Deetra	9/15/2014	Data analysis charts, student grouping assessment results.	12/19/2014 quarterly
G3.B1.S1.A1	Morning announcements and emails will be disseminated to staff and all grade levels to promote participation in the Fairchild Challenge and Hour of Code program.	Fleites, Angeles	9/22/2014	Morning announcements, email notifications, Fairchild challenge score reports and Hour of Coding documentation.	12/19/2014 quarterly
G1.B1.S1.A2	Provide professional development on comprehensive lesson planning, purpose-driven standard instruction, including higher order questions aligned to the standards that scaffold to the highest level of Depth of Knowledge (DOK).	Delrio, Vivian	9/30/2014	Professional development sign-in sheets, implementation in the classroom, student assessment data,walkthroughs and lesson plans.	10/31/2014 weekly
G1.B2.S1.A2	Include opportunities for the students to write if the standard includes natural language in the response mechanism.	Barnes, Rethalia	9/30/2014	Journals, student work folders, walkthroughs	11/26/2014 weekly
G1.MA1	Use data to set goals, determine sound instructional practices based on research, and differentiate instruction	Delrio, Vivian	9/30/2014	Ongoing Student Data.	11/26/2014 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	to meet the various needs of students (FAIR-FS, Interim Assessments, STAR, McGraw-Hill Wonder Works Assessments, and IReady).				
G1.B1.S1.MA1	Follow-up on the implementation of the LAFS and comprehensive lesson planning provided during the professional development.	Pesi, Irilis	9/30/2014	Common Planning, implementation in the classroom, walkthroughs and lesson plans.	6/5/2015 weekly
G1.B1.S1.MA1	Conduct instructional walkthroughs to monitor the implementation of the developed lesson plans.	Anderson, Deetra	9/30/2014	Lesson plans, reading response journals, instructional rounds	10/21/2014 weekly
G1.B2.S1.MA1	Monitor the effectiveness and fidelity of the collaborative practice sessions in all content areas.	Barnes, Rethalia	9/22/2014	Lesson plans, walkthroughs, problem solving pages	11/26/2014 biweekly
G1.B2.S1.MA1	Monitor the effectiveness and fidelity of the collaborative practice sessions in all content areas.	Fleites, Angeles	9/30/2014	Journals, student work folders, walkthroughs.	11/26/2014 weekly
G1.B3.S1.MA1	Monitor the effectiveness and fidelity of the collaborative practice sessions in all content areas.	Anderson, Deetra	9/22/2014	Classroom walkthroughs and observations.	6/4/2015 biweekly
G1.B3.S1.MA1	Monitor the effectiveness and fidelity of the collaborative practice sessions in all content areas.	Anderson, Deetra	9/22/2014	Classroom walkthroughs and observations.	11/26/2014 biweekly
G2.MA1	Attendance Reports will be reviewed regularly to monitor school wide progress.	Anderson, Deetra	9/30/2014	Attendance bulletin will be used to monitor attendance and parent conferences will be held as needed.	12/19/2014 monthly
G2.B1.S3.MA1	Monitor the effectiveness of intervention strategies through data analysis to determine levels of student progress.	Pesi, Irilis	9/15/2014	Sign-in sheets, Thinkgate and other computerized reports.	12/19/2014 quarterly
G2.B1.S3.MA1	On-going progress monitoring data charts, walk-throughs and review of intervention logs.	Anderson, Deetra	9/15/2014	Intervention logs, Data chats documentation.	12/19/2014 quarterly
G3.MA1	Maintain copies of score reports issued throughout the year by Fairchild Challenge team.	Fleites, Angeles	9/22/2014	Score report, photographs and display of Fairchild Challenge awards.	6/4/2015 every-2-months
G3.B1.S1.MA1	Implementation of the plan for morning announcements and emails promoting the Hour of Code and Fairchild Challenge program will be monitored by morning announcements and email verification.	Veiga, Vivian	9/22/2014	Score report, photographs and display of Fairchild Challenge awards and Hour of Code documentation.	12/19/2014 quarterly
G3.B1.S1.MA1	The morning announcements and email verification will be monitored in order to support implementation with fidelity.	Veiga, Vivian	9/22/2014	Morning announcements, email verifications, score report, photographs and display of Fairchild Challenge awards and Hour of Code program participation documentation.	12/19/2014 quarterly

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 Opportuntities

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 There is limited evidence of effective planning and instructional delivery aligned to the Florida Standards.

G1.B1.S1 Provide professional development on the implementation of the Language Arts Florida Standards.

PD Opportunity 1

Provide professional development on the implementation of the Language Arts Florida Standards.

Facilitator

Ms. Pesi (grades 3-5), Ms. DelRio (grades K-2)

Participants

All Reading/L.Arts Teachers

Schedule

Weekly, from 9/30/2014 to 10/7/2014

PD Opportunity 2

Provide professional development on comprehensive lesson planning, purpose-driven standard instruction, including higher order questions aligned to the standards that scaffold to the highest level of Depth of Knowledge (DOK).

Facilitator

Ms. Pesi (grades 3-5), Ms. DelRio (grades K-2)

Participants

All Reading/L.Arts Teachers

Schedule

Weekly, from 9/30/2014 to 10/31/2014

G1.B2 Limited evidence of Standards Based Instruction.

G1.B2.S1 Unwrap the standards during common planning to ensure instruction is aligned to the Mathematics.

PD Opportunity 1

Identify questions that align to the depth of the standards.

Facilitator

Ms. Hollifield

Participants

Teachers

Schedule

Weekly, from 9/30/2014 to 11/26/2014

G1.B3 Inconsistent use of the NGSSS to ensure standards based instruction aligned to the cognitive complexity of the standards.

G1.B3.S1 Utilize the Science Next Generation Sunshine State Standards (NGSSS) when planning for and delivering instruction.

PD Opportunity 1

Provide professional development on the utilization of the pacing guide, FCAT 2.0 Item Specifications, scope and sequence, along with a variety of research-based resources that will assist in the planning and delivery of targeted instruction.

Facilitator

Ms. Gardner

Participants

Science teachers

Schedule

Quarterly, from 9/22/2014 to 10/3/2014

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Goal 2: To monitor the Early Warning Systems, Kensington Park Elementary will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time and by decreasing the number of behavioral referrals and suspensions.	0
Grand Total	**0**

Goal 2: To monitor the Early Warning Systems, Kensington Park Elementary will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time and by decreasing the number of behavioral referrals and suspensions.		
Description	**Source**	**Total**
B1.S1.A1 - PTA provides snacks and refreshments.	Other	0
Total Goal 2		**0**