

Miami-Dade County Public Schools

Kensington Park Elementary School



2017-18 School Improvement Plan

Kensington Park Elementary School

711 NW 30TH AVE, Miami, FL 33125

<http://kpe.dadeschools.net>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School PK-5	Yes	92%
Primary Service Type (per MSID File)	Charter School	2016-17 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

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

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	9
Effective Leadership	9
Public and Collaborative Teaching	15
Ambitious Instruction and Learning	16
8-Step Planning and Problem Solving Implementation	20
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	22
Appendix 1: Implementation Timeline	26
Appendix 2: Professional Development and Technical Assistance Outlines	27
Professional Development Opportunities	27
Technical Assistance Items	28
Appendix 3: Budget to Support Goals	28

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Kensington Park Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - Gayle Sitter	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

The students, staff, parents and community of Kensington Park Elementary School is 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.

b. 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

2. School Environment

a. 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 sponsors collaborate to participate in the Annual Theodore Gibson Project. Also, community visitors provide presentations to students in a variety of topics. Last, students participate in school-wide activities such as The Fairchild Challenge which teaches environmental awareness.

b. 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. In an effort to maximize our morning security, we have placed members of our LLT in targeted areas to monitor arrival and dismissal car /foot traffic. During this procedure, the staff monitors students taking the bus, parent pick-up and afterschool care. The latter is done through a monthly rotation to ensure that all stake holders participate in the safety of our students.

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

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.

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

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.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Kensington Park Elementary's 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

- Excessive tardies
 - One or more suspensions, whether in school or out of school
 - Course failure in English Language Arts or Mathematics
 - ELL, six semesters or more
 - SAT Stanine (1,2,3,4) or lower than 50th Percentile on the Reading or Math Subtest of the Stanford Achievement Test.
 - 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.
- Promotion to Grade 4 based on Good Cause

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	3	16	12	28	13	18	0	0	0	0	0	0	0	90
Level 1 on statewide assessment	1	13	24	50	52	53	0	0	0	0	0	0	0	193
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	1	18	21	17	54	62	0	0	0	0	0	0	0	173

c. 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 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, special character visits 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.

Training of RTI/SST procedures is provided for faculty to facilitate school-wide plan and ease implementation. Once the at-risk students are identified, intervention and strategies are implemented to address the concerns. Representatives from the MTSS and Rtl team meet with departments in the school in order to organize the process. The departments work in collaboration to problem solve and

increase the level of interventions needed. Diagnostic assessments are administered and evaluated on an ongoing basis.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

The schools works at building positive relationships with families by holding parent night events such as Fall Festival, Parent workshops, and PTA meetings. Weekly connect ed calls are made to parents to inform them of school events. School website and school media apps are regularly updated with the latest school information.

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

Parent and community involvement is key to the success of Kensington Park Elementary. The school works closely with the community school on several projects during the year. Some of these activities include the EESAC and Dade partners, collaboration with student teacher mentoring in collaboration with F.I.U and Miami Dade college. The Parent Teacher Association (PTA) works closely with administration and teachers to provide students with a quality education. The school is a firm believer that parental involvement is a key factor in student's academic success and positive school wide behavior.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Suarez, Susana	Principal
Anderson, Deetra	Assistant Principal
Mauri, Johnny	Assistant Principal
Pesi, Irlis	Instructional Coach
Colunga, Amarilys	Instructional Coach
Roche-chavarria, Dania	SAC Member

b. Duties

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

1. Principal - Susana Suarez
2. Assistant Principal - De Etra Anderson
3. Assistant Principal - Johnny Mauri

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. Pesì

Reading Coach 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 iReady Reading diagnostic, growth monitoring and the implementation of Wonder works intervention as well as other reading assessments as needed.

2. Math Coach – A. Colunga

Mathematics coach will assist with overseeing the proper implementation of mathematics strategies and interventions at the school site, assist teachers in analyzing and interpreting data to guide instruction, attend mathematics professional development sessions, stay abreast of the latest mathematics initiatives and disseminate information to appropriate staff, provide teachers with necessary materials, monitor the administration of iReady Math diagnostic, growth monitoring for RTI and other math assessments as needed. .

3. SPED Program Specialist – A. Navarro

Program Specialist will oversee the SPED program, meet with SPED teachers regularly, participate in IEP/Staffings, initiate and conduct FAB/BIP and provide assistance as needed.

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

Counselors will meet with teachers to address student behavior/academic concerns, participate in RTI/SST meetings, visit classrooms and provide anti-bullying and core value presentations.

5. ESOL Chairperson-D. Roche-Chavarria

ESOL Chairperson will monitor ELL student's progress, run LEP committee meetings, assist teachers, students and parents with ESOL strategies, monitor Imagine Learning Program participation and provide assistance as needed.

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.

The Leadership Team members participate in instructional planning with teams of teachers. Administration is aware of what is going on in the classroom. Administration, Leadership Team members and teachers work collaboratively carefully tracking student progress. Teachers are expected to share

what they have learned in professional development with other teachers and to implement what they have learned in their classrooms. The Leadership Team makes it clear to the staff the expectations for meeting instructional goals. In addition, The School Leadership Team maintains a

connection to the school's Response to Intervention process by using the RtI problem solving approach to ensure that a multi-tiered system of reading/math support is evident and effective.

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

Kensington Park Elementary Administrators and teachers work together in a broad range of decisions regarding school policies and practices (e.g., personnel, instructional, curricular). Staff works

collaboratively to set standards for student behavior. Teachers are always included in the sharing of best practices and establishing curriculum, instructional programs, and developing and participating in professional development opportunities. KPE 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: S.Suarez

2. Assistant Principals: D. Anderson, J.Mauri

- 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 Counselors: 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. Regular team meetings take place where problem solving is the sole focus to ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2

intervention. Ongoing Progress Monitoring (OPM) is gathered for all interventions. The data is analyzed using the Tier 2 problem solving process after each OPM. Tier 3 level of support consists of supplemental instruction and interventions 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.

Title I 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. Parents participate in the design of their school’s Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHEADS and Supplemental Educational Services.

Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs

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, 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

- Miami-Dade County Public Schools’ School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento

Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.

- Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
- The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students

Supplemental Academic Instruction (SAI)

Not Applicable

Violence Prevention Programs

The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists. Training and technical assistance for elementary, middle, and senior high school teachers,

administrators, counselors, and/or TRUST Specialists is also a component of this program.

- TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

District Policy Against Bullying and Harassment

• Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.

- This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
- Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
- All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.

Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Susana Suarez	Principal
Segundo Pla	Business/Community
Dania Roche-Chavarria	Teacher
Lisette Muniz	Teacher
Luis Alvarinas	Education Support Employee
Mosezell Aguilera	Education Support Employee
Maria Lezcano	Teacher
Daivis Carballosa	Teacher
Leidy Vargas-Cancio	Teacher
Igor Caicedo	Parent
Guillermo Perez	Student
Zoraida Caicedo	Parent
Adriana Zapata	Parent
Adonis Tapia	Student
Arlyn Gonzalez	Parent
Milgros Rodriguez	Parent
Isleisy Martinez	Parent
Gerardo Mederos	Business/Community
Robert Lara	Business/Community
Joshua Lopez	Teacher

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The School Advisory Committee (SAC) is notified ten days prior to the scheduled meeting, via email as it relates to the review of the 2016-2017 School Improvement Plan (SIP). An administrator debriefs the Council members on the different components of the SIP while SAC members review the contents entirety. With all members present, a quorum is reached and Kensington Park's SIP is submitted for implementation of the 2016-2017 school year. The council schedules meetings monthly, notifies its members, and creates agendas in accordance with district and state guidelines.

b. 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.

c. 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.

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

During the 2016-2017 school year EESAC funds were unitized to purchase Science enrichment materials for \$2623.39 and printers for \$320.97.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Suarez, Susana	Principal
Anderson, Deetra	Assistant Principal
Mauri, Johnny	Assistant Principal
Pesi, Irlis	Instructional Coach
Colunga, Amarilys	Instructional Coach

b. Duties

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

The LLT team will monitor the fidelity and rigor of the implementation of the English/Language Arts, Writing, Mathematics and Science Curriculum to set a course of action in order to address areas of concern. A primary focus will be those students not making adequate gains, students in the Intensive Accelerated (IA) classes and previously retained students. 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 Curriculum Support Specialists.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

1. 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.

2. 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.
4. Attend job fairs to recruit highly qualified, certified teachers.

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

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.

b. Instructional Strategies

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

The 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 in selected classes mathematics differentiated instruction. Teachers are implementing the gradual release model. Delivery of instruction is focused on grade level and subject area standards using effective large and small group instructional strategies.

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

Strategy: 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, Science Club, 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

Suarez, Susana, 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, iReady Diagnostic and Growth Monitoring Progress.. 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.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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

At 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. 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 of 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.

b. College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. If core instruction is improved in all content areas, then student achievement will increase.

Strategic Goals Detail

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

G1. If core instruction is improved in all content areas, then student achievement will increase. 1a

G093320

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	74.0
AMO Reading - Hispanic	74.0
AMO Reading - White	77.0
AMO Reading - ELL	70.0
AMO Reading - SWD	61.0
AMO Reading - ED	73.0
AMO Math - All Students	70.0
AMO Math - Hispanic	70.0
AMO Math - White	74.0
AMO Math - ELL	67.0
AMO Math - SWD	61.0
AMO Math - ED	69.0
FCAT 2.0 Science Proficiency	40.0

Targeted Barriers to Achieving the Goal 3

- Instructional staff lacks in-depth understanding of how to apply disaggregated data to planning and data driven classroom model.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Language Arts Florida Standards (LAFS) Item Specifications; McGraw Hill Wonders, Wonder Works, planning cards, pacing guides, iReady, Imagine Learning (ELL), Unique Learning (SPED), iReady (Class Profile), District Data Tracker
- Mathematics Florida Standards (MAFS) Item Specifications, pacing guides, Houghton Mifflin Harcourt Go Math assessments, iReady (Class Profile), District data tracker
- Next Generation Sunshine State Standards, Science District pacing guide (NGSSS), baseline assessment, Quarterly assessment, topic assessment.

Plan to Monitor Progress Toward G1. 8

Classroom walk-throughs, classroom based assessments, data disaggregation from iReady diagnostics, and topic assessments.

Person Responsible

Johnny Mauri

Schedule

Quarterly, from 8/22/2017 to 6/1/2018

Evidence of Completion

Students performance reports of iReady, Math and Science topic assessments, writing pre/post test, other assessment data and classroom walk-throughs.

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

 = Problem Solving Step  S123456 = Quick Key

G1. If core instruction is improved in all content areas, then student achievement will increase. 1

G093320

G1.B5 Instructional staff lacks in-depth understanding of how to apply disaggregated data to planning and data driven classroom model. 2

B250396

G1.B5.S1 Teachers will integrate skills learned in professional development to guarantee delivery of effective instruction for students using a variation of data points to accomplish student academic achievement. Teachers will use data to drive instruction to ensure that students skills are being met in all content areas. 4

S264060

Strategy Rationale

Plan for and deliver instruction that is constructed on standards and/or detailed course benchmarks. Students will practice and master course content and skills, because of rigorous, purposeful and engaging instructional activities. Stakeholders will use student data to determine strengths and weaknesses to identify clear and accessible future instructional paths.

Action Step 1 5

Implement the skills and strategies learned through professional development activities in their daily instruction.

Person Responsible

Johnny Mauri

Schedule

Weekly, from 10/2/2017 to 6/1/2018

Evidence of Completion

Administrative walk throughs, lesson plans, collaborative conversations

Action Step 2 5

Introduce the School Improvement Plan goals and barriers to the Leadership Team.

Person Responsible

Susana Suarez

Schedule

On 8/25/2017

Evidence of Completion

Sign in sheets, agenda, minutes and results of staff development needs assessment

Action Step 3 5

Classify and create common planning times with Coaches.

Person Responsible

Irilis Pesi

Schedule

Weekly, from 8/28/2017 to 6/1/2018

Evidence of Completion

Sign in sheets, agenda

Action Step 4 5

Measure the fidelity of implementation in subsequent plans by conducting classroom walkthroughs, and observations.

Person Responsible

Johnny Mauri

Schedule

Weekly, from 9/6/2017 to 6/1/2018

Evidence of Completion

Classroom walkthrough logs, reviews of debrief conversations following walkthrough and instructional rounds

Action Step 5 5

Provide additional support based on classroom walkthrough and observation results.

Person Responsible

Johnny Mauri

Schedule

Weekly, from 9/6/2017 to 6/1/2018

Evidence of Completion

Classroom walkthrough logs; Teacher reflection notes

Action Step 6 5

Create and implement tutorial programs that support the facility of targeted reading and math instruction of ELL students.

Person Responsible

Irilis Pesi

Schedule

Weekly, from 1/23/2017 to 3/24/2018

Evidence of Completion

Tutorial and support session attendance records

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Fidelity of implementation will be monitored by walk throughs to consistently track the implementation of rigorous instruction during the daily instruction.

Person Responsible

Susana Suarez

Schedule

Weekly, from 9/4/2017 to 6/1/2018

Evidence of Completion

Instructional rounds, lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Effectiveness of strategies will be determined through an assessment of student performances in Reading as measured on classroom-based assessment, topic assessments, iReady diagnostics, and standardized exams.

Person Responsible

Susana Suarez










Schedule

Quarterly, from 8/21/2017 to 6/8/2018

Evidence of Completion

iReady Assessment Data, Electronic Gradebook Reports, PowerBI Reports

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B5.S1.A2  A349610	Introduce the School Improvement Plan goals and barriers to the Leadership Team.	Suarez, Susana	8/25/2017	Sign in sheets, agenda, minutes and results of staff development needs assessment	8/25/2017 one-time
G1.B5.S1.A6  A349627	Create and implement tutorial programs that support the facility of targeted reading and math...	Pesi, Irlis	1/23/2017	Tutorial and support session attendance records	3/24/2018 weekly
G1.B5.S1.MA1  M371758	Fidelity of implementation will be monitored by walk throughs to consistently track the...	Suarez, Susana	9/4/2017	Instructional rounds, lesson plans	6/1/2018 weekly
G1.B5.S1.A1  A349464	Implement the skills and strategies learned through professional development activities in their...	Mauri, Johnny	10/2/2017	Administrative walk throughs, lesson plans, collaborative conversations	6/1/2018 weekly
G1.MA1  M372262	Classroom walk-throughs, classroom based assessments, data disaggregation from iReady diagnostics,...	Mauri, Johnny	8/22/2017	Students performance reports of iReady, Math and Science topic assessments, writing pre/post test, other assessment data and classroom walk-throughs.	6/1/2018 quarterly
G1.B5.S1.A5  A349620	Provide additional support based on classroom walkthrough and observation results.	Mauri, Johnny	9/6/2017	Classroom walkthrough logs; Teacher reflection notes	6/1/2018 weekly
G1.B5.S1.A4  A349617	Measure the fidelity of implementation in subsequent plans by conducting classroom walkthroughs,...	Mauri, Johnny	9/6/2017	Classroom walkthrough logs, reviews of debrief conversations following walkthrough and instructional rounds	6/1/2018 weekly
G1.B5.S1.A3  A349613	Classify and create common planning times with Coaches.	Pesi, Irlis	8/28/2017	Sign in sheets, agenda	6/1/2018 weekly
G1.B5.S1.MA1  M371759	Effectiveness of strategies will be determined through an assessment of student performances in...	Suarez, Susana	8/21/2017	iReady Assessment Data, Electronic Gradebook Reports, PowerBI Reports	6/8/2018 quarterly

V. Professional Development Opportunities

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B5.S1.A1	Implement the skills and strategies learned through professional development activities in their daily instruction.	\$0.00
2	G1.B5.S1.A2	Introduce the School Improvement Plan goals and barriers to the Leadership Team.	\$0.00
3	G1.B5.S1.A3	Classify and create common planning times with Coaches.	\$0.00
4	G1.B5.S1.A4	Measure the fidelity of implementation in subsequent plans by conducting classroom walkthroughs, and observations.	\$0.00
5	G1.B5.S1.A5	Provide additional support based on classroom walkthrough and observation results.	\$0.00
6	G1.B5.S1.A6	Create and implement tutorial programs that support the facility of targeted reading and math instruction of ELL students.	\$0.00
Total:			\$0.00