

Miami-Dade County Public Schools

KENSINGTON PARK ELEM. SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

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

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State’s accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Michelle Fernandez

Position Title

Principal

Job Duties and Responsibilities

Provides overall administrative and instructional leadership for all faculty and staff; provides common vision and instructional leadership for data-based decision making. Creates and implements a shared school vision. Nurtures and maintains a school culture that promotes a rigorous instructional program that is conducive to learning and staff development. Ensures that the daily management of daily staff

operations produce and result in a safe and effective learning environment that aligns with the school's grade goals and vision.

Leadership Team Member #2

Employee's Name

Johnny Mauri

Position Title

Assistant Principal

Job Duties and Responsibilities

Develops, leads, and evaluates our school data, supports MTSS through team collaboration while leading teachers to a common goal of student achievement. Conducts focused classroom walk-throughs, determines areas of support, provides feedback and opportunities to enhance instructional practices.

Leadership Team Member #3

Employee's Name

De Etra Anderson

Position Title

Assistant Principal

Job Duties and Responsibilities

Assist principal with upholding the school's vision and mission, as well as the execution of tasks to ensure day to day operations run smoothly. Support principal with data-based decision making and ensure systems, such as the implementation of the MTSS model and scheduling of students in intervention. Assist principal with additional duties assigned, as appropriate, including school operations and curriculum.

Leadership Team Member #4

Employee's Name

Irilis Pesi

Position Title

Instructional Coach

Job Duties and Responsibilities

The Reading Coach works collaborative with the leadership team and all teachers to ensure that the Reading Program is being implemented with fidelity. The Reading Coach spearheads professional development initiatives and provide in-class assistance on an individual basis. The Reading Coach

leads collaborative planning sessions to ensure that ELA lessons are standards-based and aligned to District Pacing Guides. In addition, the Reading Coach oversees intervention programs and assists with collecting and disaggregating progress monitoring data to ensure that intervention programs are effective.

Leadership Team Member #5

Employee's Name

Amarilys Colunga

Position Title

Instructional Coach

Job Duties and Responsibilities

The Math Coach works with teachers/students on standard-based aligned curriculum. She works with teachers to maximize differentiated instruction and provides training when necessary to ensure quality instruction. She also plans, develops, and manages intervention schedules and implementation. She pulls data reports, to conduct data chats, from multiple sources such as iReady and Performance Matters to analyze data and plan for instruction to meet students' needs.

Leadership Team Member #6

Employee's Name

Karina Aspillaga

Position Title

School Counselor

Job Duties and Responsibilities

Implements the Values Matters Initiative, along with other programs designed to prevent abuse, bullying, drug use, and social/emotional wellbeing. Provides quality services and expertise on intervention with at-risk students. Links child serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success. Participates in collection, interpretation, and analysis of data. Facilitates development of intervention plans and provides support for documentation. Provides counseling for struggling students.

Leadership Team Member #7

Employee's Name

Dania Roche-Chavarria

Position Title

ELL Compliance Specialist

Job Duties and Responsibilities

Assists in developing language acquisition support plans (ELL plans) for all ELL students and work with classroom teachers to implement plans. Participates in Instructional Leaderships Team Meetings and contributes productively to the school as a whole. Oversee Wida 2.0 Testing for all ELL students.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

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

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

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

SIP Monitoring

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

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

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	98.7%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	93.9%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL) HISPANIC STUDENTS (HSP) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: C 2022-23: C* 2021-22: C 2020-21: 2019-20: C

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	15	12	14	10	11	14				76
One or more suspensions	1	1	1	2	2	5				12
Course failure in English Language Arts (ELA)		13	17	28	4	10				72
Course failure in Math		7	16	20	5	30				78
Level 1 on statewide ELA assessment				67	41	50				158
Level 1 on statewide Math assessment				29	34	36				99
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	47	55	61	90						253
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	21	19	27	10						77

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	28	29	59	49	58				223

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	2	1	0	21	0	0				24
Students retained two or more times	0	0	0	1	1	3				5

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	22	19	25	29	26	21				142
One or more suspensions				2	1	1				4
Course failure in ELA		15	15	37	11	5				83
Course failure in Math		16	18	18	11	25				88
Level 1 on statewide ELA assessment				87	76	62				225
Level 1 on statewide Math assessment				53	67	40				160
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	65	74	73	106						498

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		12	13	73	63	44				205

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1			28						29
Students retained two or more times					2					2

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	39	63	57	35	60	53	46	62	56
ELA Grade 3 Achievement **	39	63	58	33	60	53			
ELA Learning Gains	60	64	60				61		
ELA Learning Gains Lowest 25%	74	62	57				45		
Math Achievement *	53	69	62	46	66	59	48	58	50
Math Learning Gains	60	65	62				65		
Math Learning Gains Lowest 25%	58	58	52				66		
Science Achievement *	34	61	57	56	58	54	28	64	59
Social Studies Achievement *								71	64
Graduation Rate								53	50
Middle School Acceleration								63	52
College and Career Readiness									80
ELP Progress	61	64	61	47	63	59	67		

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

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	53%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	478
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
53%	47%	53%	40%		52%	58%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	38%	Yes	3	
English Language Learners	50%	No		
Hispanic Students	53%	No		
Economically Disadvantaged Students	53%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	25%	Yes	2	1
English Language Learners	47%	No		
Hispanic Students	47%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
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Economically Disadvantaged Students

46%

No

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
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Students With Disabilities

38%

Yes

1

English Language Learners

52%

No

Native American Students

Asian Students

Black/African American Students

Hispanic Students

53%

No

Multiracial Students

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	53%	No		

D. Accountability Components by Subgroup

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

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	39%	39%	60%	74%	53%	60%	58%	34%					61%
Students With Disabilities	11%	15%	46%	75%	30%	45%	50%	15%					53%
English Language Learners	34%	33%	58%	70%	51%	60%	56%	28%					61%
Hispanic Students	39%	38%	61%	74%	54%	60%	57%	34%					61%
Economically Disadvantaged Students	36%	40%	62%	81%	53%	60%	56%	28%					62%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	35%	33%			46%			56%					47%
Students With Disabilities	13%	16%			26%			26%					43%
English Language Learners	33%	33%			47%			59%					63%
Hispanic Students	35%	33%			46%			56%					63%
Economically Disadvantaged Students	36%	35%			44%			53%					62%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	46%		61%	45%	48%	65%	66%	28%					67%
Students With Disabilities	23%		33%	28%	35%	56%	59%	9%					59%
English Language Learners	44%		58%	41%	46%	67%	72%	24%					67%
Native American Students													
Asian Students													
Black/African American Students													
Hispanic Students	46%		61%	44%	48%	65%	66%	27%					67%
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students	45%		60%	47%	48%	65%	67%	26%					68%

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

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

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

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	31%	56%	-25%	55%	-24%
Ela	4	27%	55%	-28%	53%	-26%
Ela	5	34%	56%	-22%	55%	-21%
Math	3	59%	65%	-6%	60%	-1%
Math	4	37%	62%	-25%	58%	-21%
Math	5	44%	59%	-15%	56%	-12%
Science	5	26%	53%	-27%	53%	-27%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

The area showing the most improvement was the Math statewide assessment proficiency. Students' proficiency increased by 7% from the previous year, which is a significant achievement reflecting the impact of various educational strategies and initiatives implemented over the past year. This notable progress can be attributed to several key initiatives, including targeted interventions, push-in support, rigorous Tier 1 instruction, data-driven decision-making, and differentiated instruction. Additionally, we provided extra learning opportunities before and after school, as well as during winter and spring breaks, through strategic action plans for instruction. Overall, the 7% increase in math proficiency is a testament to the effectiveness of these initiatives. It highlights the importance of a comprehensive, multi-faceted approach to education that includes strong classroom instruction, targeted support, and extended learning opportunities. This progress not only reflects the hard work of educators but also sets a positive trajectory for continued academic growth in the future.

Lowest Performance

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

Although science proficiency is currently at 34%, which is lower than the ELA proficiency rate of 39%, we consider ELA to be our most pressing concern. The reasoning behind this is that ELA proficiency is foundational to all areas of learning, including science. A student's ability to perform well in science assessments, which often require reading and comprehending complex texts, interpreting data, and

understanding scientific concepts, is heavily reliant on their reading skills. When students struggle with reading, it directly affects their ability to succeed in science and other academic subjects. Our concern is amplified by the fact that we have a widespread issue of students reading well below grade level. Specifically, 203 students in grades 3-5 scored a level 1 on the previous ELA statewide assessment, indicating that these students are significantly behind in their reading skills. This low level of literacy not only impacts their performance in ELA but also hinders their ability to fully engage with and succeed in other subjects that require strong reading comprehension. Furthermore, our student population presents additional challenges that contribute to the difficulties in achieving higher ELA proficiency. For instance, 45% of our students are actively enrolled in the ESOL (English for Speakers of Other Languages) program, at levels 1-4. These students face the dual challenge of mastering English while also trying to keep up with grade-level academic content. Their limited English proficiency makes it particularly difficult for them to excel in ELA, where language skills are critical. In addition, we have a large population of students with disabilities (SWD), comprising 25% of our student body. These students often have individualized learning needs that require specialized instruction and support, particularly in reading and language arts. Their diverse learning challenges can make it more difficult for them to achieve proficiency in ELA, further contributing to our overall lower performance in this area. Given these factors, it's clear that improving ELA proficiency is essential. Addressing the needs of our ESOL students, SWD, and those who are already struggling with reading is crucial to raising overall academic achievement. Improving reading proficiency is a key step toward closing achievement gaps and ensuring that every student has the opportunity to reach their full academic potential.

Greatest Decline

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

The data component with the most notable decline was the 5th grade science state assessment. In the most recent statewide science assessment, 5th grade students achieved a proficiency rate of 34%, marking a 22 percentage point drop compared to the 2023 results. This sharp decline is alarming and warrants further investigation into the underlying causes. One of the primary factors contributing to this significant drop in science proficiency is the widespread issue of students reading well below grade level. Science assessments often require students to read and comprehend complex texts, interpret data, and understand scientific concepts that are heavily reliant on strong reading skills. When students struggle with reading, they are less likely to fully grasp the questions or the scientific material presented to them, leading to lower performance on assessments. The decline in 5th grade science scores highlights the need for targeted interventions focused on improving reading skills at the elementary level. Addressing reading deficiencies early on is crucial, as literacy is foundational to learning across all subject areas. Without significant improvements in reading proficiency, students may continue to struggle in science and other subjects, which could have long-

term consequences for their academic success and overall educational outcomes.

Greatest Gap

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

The data point with the largest gap compared to the state average is the 5th grade science statewide assessment. Our 5th graders achieved an average proficiency score of 34%, while the state average was 57%, resulting in a notable difference of 23 percentage points. A key factor is the increase in the number of students entering 5th grade who are reading significantly below grade level. This reading deficiency affects their ability to comprehend scientific texts and understand complex concepts presented in the assessment. Addressing these issues will require a comprehensive approach, including targeted reading interventions, improved instructional practices, and enhanced support systems to better prepare students for science assessments and reduce the performance gap relative to the state average.

EWS Areas of Concern

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

An area of concern for our school is attendance. This past school year, we experienced a slight decrease in overall attendance compared to the previous year. Despite efforts to address this issue, attendance remains a significant concern for the 2024-2025 school year. Currently, 45% of our students have accumulated 11 or more absences, which indicates a troubling trend that could impact their academic performance and overall engagement.

The decrease in attendance could be due to several factors, including but not limited to, health-related issues, transportation problems, or disengagement with school activities. Addressing these concerns requires a multifaceted approach, such as enhancing support services for students and families, improving communication regarding the importance of regular attendance, and implementing targeted interventions to address the underlying causes of absenteeism. By focusing on these areas, we aim to improve overall attendance rates and ensure that all students have the opportunity to succeed academically.

Highest Priorities

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

The highest priorities are

1. Increase SWD proficiency on state assessment
2. Decreasing the number of students who are considered to have a “substantial” reading deficiency.
3. Improve on Science Statewide Assessment
4. Improve on Student Attendance
5. Enhance Instructional Coaching/Professional Learning

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The 2023-2024 state assessment scores reveal that only 38% of the SWD student population achieved proficiency, a significantly lower rate compared to other peer demographic groups. This highlights a critical need for targeted support. To address this, we will prioritize differentiated instruction, tailoring our teaching strategies to meet the diverse learning needs of these students. By focusing on differentiation, we aim to improve outcomes and close the proficiency gap for our SWD students.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

For the 2024-2025 school year, the school aims to effectively implement data-driven instruction with fidelity, leading to measurable increases in ELA scores for students in grades K-5 on the 2024-2025 assessments. Additionally, by successfully implementing differentiated instruction, we anticipate that ELA proficiency for SWD students will exceed 38% on the 2025 FAST PM3 Reading assessment.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The area of focus will be monitored by:

Bi-weekly collaborative planning sessions

Analyzing student data with teachers

Identifying students in need, lowest 25%, and targeting for T2, T3 Intervention

Tier 1, Tier 2 Data Trackers (monitored by Reading Coach)

Faculty participation in District training on reading Horizons (Module support)

Reading Horizons Discovery & Elevate Reports

Monitoring implementation of ELA Intervention Calendar, lessons and progress monitoring assessments.

Monitor students' progress in intervention through RH Discover/Elevate Reports

Push in support for DI

Person responsible for monitoring outcome

Irilis Pesi - Instructional Coach

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

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

Rationale:

Data driven instruction provides the framework for teachers to: 1. assess student mastery of the state standards 2. ensure student progress is monitored at pre-designated points 3. gather multiple data points and modify instruction to address specific deficiencies This will prove to be most be necessary and beneficial this 2024-2025 school year with the introduction of Reading horizons and all of the new data points available.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Targeted Instructional Planning and Progress Monitoring for SWD Students

Person Monitoring:

Michelle Fernandez - Principal

By When/Frequency:

September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will be asked to identify their SWDs group by reviewing state assessment scores and utilize on going progress monitoring data to monitor student progression and proficiency and modify

instruction to meet student needs. As a result, teachers will develop targeted focused lessons to meet the needs of their SWD learners.

Action Step #2

Bi-Weekly Strategy Review and ELA Focus for SWD Progress

Person Monitoring:

Irillis Pesi - Instructional Coach

By When/Frequency:

September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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

Action Step #3

SLT Data Analysis and Goal Setting for SWD Achievement

Person Monitoring:

Michelle Fernandez

By When/Frequency:

September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Instructional Coaching

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2023-2024 FAST PM3 data, only 39% of 3rd to 5th grade students in our school demonstrated proficiency in ELA, which is significantly lower than the District average of 63%. This data highlights a considerable gap in ELA achievement within our student population, and it underscores the need for focused intervention and support. The lower proficiency rate can be attributed to several contributing factors, particularly the challenges faced by our ESOL Level 1 students and ESE (Exceptional Student Education) students. Many of these students struggle with mastering grade-level tasks due to their limited readiness levels and ongoing language acquisition challenges. To address these challenges and improve ELA outcomes, we will implement the Targeted Element of Instructional Coaching and Professional Learning. This initiative will focus on providing teachers with the necessary tools, strategies, and ongoing support to effectively meet the diverse needs of their students. Instructional coaching will play a key role in enhancing teachers' instructional practices, helping them to differentiate instruction, and develop strategies that

specifically target the areas where students are struggling.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation of Instructional Coaching and Professional Development for 3rd to 5th grade ELA, we anticipate a significant improvement in student proficiency. Specifically, we project a 10 percentage point increase in proficiency, as evidenced by the 2024 State Assessments. This anticipated growth is based on a strategic approach to enhancing instructional practices and supporting teacher development. Instructional coaching will provide individualized support for teachers, focusing on refining their instructional strategies, incorporating best practices, and addressing the specific needs of their students. Coaches will work closely with educators to analyze student data, identify areas for improvement, and develop targeted instructional plans that align with the needs of their diverse learners, including ESOL and ESE students.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The targeted increase in proficiency by 10 percentage points will be closely monitored through ongoing assessments and data reviews. This will allow us to track progress, make necessary adjustments to our instructional approaches, and ensure that we are on track to meet our goal. The success of this initiative will be evidenced by a noticeable improvement in the percentage of students achieving proficiency in ELA, as reflected in the 2024 State Assessments.

Person responsible for monitoring outcome

Irilis Pesi - Instructional Coach

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

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

immediate problems of practice as part of a cycle of continuous improvement.

Rationale:

The implementation of Instructional Coaching/Professional Development will provide explicit guidance for teachers in need of lesson delivery and instructional grouping to effectively support student learning. Ultimately, the goal of Instructional Coaching and Professional Development is to create a sustainable impact on student learning outcomes. By equipping teachers with the skills and knowledge they need, we aim to foster an environment where students are better prepared to succeed in ELA and to achieve their full academic potential.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

New Teacher Mentorship Program for Enhanced Instructional Support

Person Monitoring:

DeTra Anderson - Assistant Principal

By When/Frequency:

September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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

Action Step #2

Peer Observation for Professional Growth and Skill Development

Person Monitoring:

Michelle Fernandez - Principal

By When/Frequency:

September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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

Action Step #3

Model Classroom Initiative for Targeted Instructional Practice

Person Monitoring:

DeTra Anderson - Assistant Principal

By When/Frequency:

September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The SLT will identify one model classroom in each grade level that highlights best practices correlated to the targeted instructional practices. As a result, visitation opportunities will be provided to other teachers who will gain a better understanding of how to implement the instructional practices

observed in their classrooms.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The 2024 FAST ELA PM3 data reveals that 39% of our students in grades 3-5 reached proficiency, with breakdowns of 31% for third graders, 27% for fourth graders, and 34% for fifth graders. In the lower grades, the 2024 STAR Literacy PM3 data shows that 32% of our Kindergarten through second-grade students were proficient, including 33% of kindergarteners, 31% of first graders, and 35% of second graders. While our school has seen a positive trend in these proficiency rates over the past three years, the progress has not been sufficient to fully address the challenges we face. A significant portion of our student body is comprised of ESOL and ESE students, which adds complexity to our efforts to boost reading proficiency. It is important to recognize that proficiency in reading is foundational to a student's overall academic success, influencing their performance not only in reading itself but also across all other subject areas. Therefore, improving reading proficiency remains a critical priority for our school.

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

Based on the 23-24 end of year (PM3) screening and progress monitoring data, the percentage of students in kindergarten through second grade, who are not on track to score at proficiency or above on the statewide, FAST STAR Assessments are as follows: Kindergarten- 67% Grade 1- 69% Grade 2- 65% This new achievement data, along with the complete integration to the B.E.S.T. Standards K-5 and supporting planning cards, confirms that KPE must focus on providing solid core Tier 1 instruction and improving that instruction in the 24-25 school year. Planning and instruction and assessment must be, rigorous, targeted and standards-based. Standards-Based Collaborative Planning refers to any period of time that is scheduled during the school day for multiple teachers, or teams of teachers, to work together. Its primary purpose is to bring teachers together to learn from one another and collaborate on projects that will lead to improvements in standards-aligned lesson quality, instructional effectiveness, and student achievement. Standards-Based lessons should include detailed objectives, activities and assessments that evaluate students on the aligned

standards-based content. Collaborative Planning improves collaboration among teachers and promotes learning, insights, and constructive feedback that occur during professional discussions among teachers. Standards-Based lessons, units, materials, and resources are improved when teachers work on them collaboratively.

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

Based on the 23-24 end of year (PM3) screening and progress monitoring data, the percentage of students in third through fifth grade, who are not on track to score at proficiency or above on the statewide, FAST ELA Assessments are as follows: Grade 3- 69% Grade 4- 73% Grade 5- 66% This new achievement data, along with the complete integration to the B.E.S.T. Standards K-5 and supporting planning cards, confirms that KPE must focus on providing solid core Tier 1 instruction and improving that instruction in the 24-25 school year. Planning and instruction and assessment must be, rigorous, targeted and standards based with a special focus on the Reporting Category 3 Reading Across Genres and Vocabulary which had the highest percentage of student below the standard. Academic Vocabulary Instruction plays a critical role in improving vocabulary skills for all learners. Academic Vocabulary should be incorporated through effective lessons in a myriad of ways including the use of interactive journals, interactive word walls, exposure to diverse texts, visual stimuli, incorporation into daily dialogue, etc., and associated with the content being taught.

Grades K-2: Measurable Outcome(s)

If we successfully implement standard based planning, Kensington Park Elementary will increase student proficiency in all grade levels by 5% proficiency as evidenced on the 2025 State Assessments.

Grades 3-5: Measurable Outcome(s)

If we successfully implement standard based planning, Kensington Park Elementary will increase student proficiency in all grade levels by 5% proficiency as evidenced on the 2025 State Assessments.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The leadership team will conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure that standards-based instruction with a special focus on vocabulary is aligned to current data. Administrators will review lesson plans bi-weekly for indications of explicit instruction targeting and aligned to vocabulary. The LLT will track and monitor FAST ELA PM1 and PM2 data, as well as Wonders Assessments and iReady Reading data. This will be analyzed during leadership team meetings to ensure students are demonstrating

sufficient growth. Extended learning opportunities will be provided to those students who are not showing growth based on the reviewed data

Person responsible for monitoring outcome

Michelle Fernandez - Assistant Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

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

Rationale:

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

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Implementing the Gradual Release of Responsibility Model in Collaborative Planning for Student Independence

Person Monitoring:

Michelle Fernandez - Principal

By When/Frequency:

September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

During collaborative planning teachers will utilize the gradual release of responsibility model in their lessons and instruction. As a result, students will develop the skills they need to become independent

learners.

Action Step #2

Administrative Involvement in Planning Sessions to Ensure Alignment with the Gradual Release of Responsibility Model

Person Monitoring:

Michelle Fernandez - Principal

By When/Frequency:

September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The administration will participate in planning sessions, to ensure collaboration, effective use of resources, and that planning aligns with the GRRM. As a result, teachers will be able to plan effective lessons that meet the needs of the students.

Action Step #3

Enhanced Support for K-5 and ELL Students: Push-In Services, Differentiated Instruction, and Rigorous Tier 2/3 Interventions

Person Monitoring:

Michelle Fernandez - Principal

By When/Frequency:

September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The school will offer identified grades K through 5 students and ELL students Push In support from additional personnel, Differentiated Instruction during the ELA block and Tier 2/ Tier 3 interventions with fidelity and rigor.

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2023-2024 Student Attendance-District Tiered/Comparison Report, 45% of our students were absent for 11 or more days, which mirrors the district average. While this represents a slight improvement compared to last year, it underscores the ongoing challenges we face in improving student attendance.

Despite the progress made, we recognize that there is still significant work to be done to ensure that all students attend school consistently. Chronic absenteeism has far-reaching impacts on student learning, engagement, and overall success, and addressing this issue remains a top priority for us.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for

each relevant grade level. This should be a data-based, objective outcome.

With the Strategic Attendance Initiative, attendance in the targeted areas will increase 5 percentage points by June 7, 2025.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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

Person responsible for monitoring outcome

DeEtra Anderson - Assistant Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

In response to the data and the insights gathered from our review, we will be implementing the Strategic Attendance Initiative. Strategic our approach will be data-driven, focusing on targeted support for students with high absenteeism rates and fostering a school-wide culture that emphasizes the importance of consistent attendance. Attendance Initiatives involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.

Rationale:

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

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Weekly Attendance Monitoring and Parental Communication Initiative

Person Monitoring:

By When/Frequency:

DeEtra Anderson - Assistant Principal

September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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

Action Step #2

Weekly Truancy Intervention Meetings and Parental Support Services

Person Monitoring:

DeEtra Anderson - Assistant Principal

By When/Frequency:

September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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

Action Step #3

"Glad You Are Here" Daily Attendance Incentive Program

Person Monitoring:

Johnny Mauri - Assistant Principal

By When/Frequency:

September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Students will receive daily attendance incentives through the "Glad You Are Here" program, where they will be recognized during the morning announcements for their presence at school. As a result, students will be motivated to attend school regularly, fostering a positive school culture that values and celebrates consistent attendance.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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

List the school's webpage where the SIP is made publicly available.

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

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

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

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the

amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)ii))

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

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

N/A

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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

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

Preparing for Postsecondary Opportunities and the Workforce

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

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

Addressing Problem Behavior and Early Intervening Services

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

Kensington Park Elementary MTSS/RtI team employs a school-based Multi-Tiered Support System/Response to Intervention. The MTSS Team includes the Assistant Principal, Primary and Intermediate Teachers, SWD Teachers, the School Psychologist, the Speech Language Pathologist, and the School Counselor. The team occasionally involves the School Social Worker and other stakeholders as needed. Kensington Park Elementary employs MTSS/RtI as a general education

approach, allocating resources proportionately to student needs across Core, Supplemental, and Intensive support levels, aiming to boost individual student progress. An ongoing evaluation method is established for each tier's services, continually assessing effectiveness in achieving school goals and student growth through ongoing assessments. The four-step problem-solving model (problem identification, problem analysis, intervention implementation, and response evaluation) guides instructional planning, monitoring, and adjustments.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

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

Strategies to Assist Preschool Children

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

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

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

The School Leadership Team will convene with all stakeholders, including teachers, parents, support staff, and community members, to conduct a comprehensive review of the resources and strategies specifically aimed at supporting the Students with Disabilities (SWD) sub-group. During this meeting, we will analyze a wide range of data, including results from ELA Biweekly Assessments, Progress Monitoring Assessments (PMA), Observation Monitoring Plans (OMP), i-Ready diagnostics, and the FAST assessments. The goal is to thoroughly evaluate the effectiveness of current resources and identify the most impactful tools and strategies to better meet the academic needs of our SWD students. This collaborative approach ensures that all voices are heard and that we can tailor our interventions to maximize the educational outcomes for this critical group of students.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

The data shows that our Students with Disabilities achieved 38% proficiency in ELA, leading to the school's designation as an ATSI (Additional Targeted Support and Improvement) school. The academic resources are monitored with the following frequency:

- i-Ready: monitored monthly
- Horizons and Elevate: monitored weekly
- McGraw Hill PMAs: monitored bi-weekly
- Topic Assessment Data: monitored bi-weekly

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00