

Name of school: KENSINGTON PARK ELEMENTARY		Implementation Period	Start Date: 11/14/13	End Date: 12/20/13
IMPLEMENTATION PLAN (IP) ELA				
Strategy taken from or added to School Improvement Plan: Utilize effective reading comprehension and writing strategies.			Please check here if this is a NEW strategy that needs to be added to the SIP: <input type="checkbox"/>	
Action Step that will be implemented to address identified strategy (What/How)	Person/group responsible for task/activity (Who)	Expected completion date (When)	The strategy will be implemented when/what will be observed (Evidence)	
1. Disaggregate Reading Fall Interim Assessment results for grades 3 through 5 specifically targeting the lowest 25%-35% of students to determine instructional implications and future support needs.	Administrative Team Lily Pesi, Reading Coach Dawn Pearce, District Reading CSS Teachers	11/29/13 - ongoing	<ul style="list-style-type: none"> Fall Interim Assessment results Appropriate data charts 	
2. With the assistance of district support personnel, utilize FAIR data to group students and target deficient skills.	Administrative Team Lily Pesi, Reading Coach Dawn Pearce, District Reading CSS Teachers	12/20/13	<ul style="list-style-type: none"> FAIR data Evidence of student groupings based on FAIR data Teacher-led center activities that target deficient skills 	
3. Include all fourth-grade teachers in district writing professional development.	Administrative Team Dawn Pearce, District CSS	12/11/13	<ul style="list-style-type: none"> Professional development log Evidence of the writing process in student writing journals 	
4. Plan with teachers in grade 2 to ensure the proper pacing and inclusion of all components of the new reading series.	Dawn Pearce, District CSS Lily Pesi, Reading Coach Robin Cos, I Heat CSS Cheryl Pickney, I Heat CSS Teachers	12/20/13	<ul style="list-style-type: none"> Lesson plans, and time frames for instructional routines are followed 	
5. Model instructional routines in grade 2 classrooms.	Dawn Pearce, District Reading CSS Lily Pesi, Reading Coach Robin Cos, I Heat CSS Cheryl Pickney, I Heat CSS	12/20/13	<ul style="list-style-type: none"> Collaborative plans for modeled lessons. 	

6. Provide professional development and plan with teachers to strengthen analytical writing in grades 3-5.	Dawn Pearce, District CSS Lily Pesi, Reading Coach Teachers	12/20/13	<ul style="list-style-type: none"> • Professional development log • Evidence of the analytical writing in student writing journals
7. Conduct walkthrough using <i>The 5 Dimensions of Teaching and Learning 4.0</i> to monitor instructional routines that follow the gradual release model and incorporate both whole group and small group instruction in grades 3-5	Mr. Navarro, Principal Ms. Suarez, AP Lily Pesi, Reading Coach	12/17/13 - ongoing	<ul style="list-style-type: none"> • Observable classroom practices following the gradual release model aligned to instructional routines in McGraw-Hill <i>Wonders</i> curriculum • Observable classroom instructional routines that incorporate differentiated instruction. • Student work products that show evidence of differentiated instruction and <i>Wonders</i> routines

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IMPLEMENTATION PLAN (IP) ELA/ELL

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Action Step that will be implemented to address identified strategy (What/How)	Person/group responsible for task/activity (Who)	Expected completion date (When)	The strategy will be implemented when/what will be observed (Evidence)
1. Provide support and plan with selected teachers of ELLs in grades K-5 to ensure proper inclusion of all components of the McGraw-Hill Reading Wonders program.	Lily Pesi, Reading Coach Martha Valdes, District CSS Cheryl Pinckney, I HEAT CSS ELL Teachers	12/20/13	<ul style="list-style-type: none"> Observable classroom practices incorporating instructional routines aligned to the district pacing guides for ELLs Observable classroom routines that incorporate effective reading strategies Evidence of lessons (plan) and instructional delivery that incorporate ESOL strategies
2. Analyze District/State Assessment data (Interim, FAIR, CELLA) to deliver instruction that incorporates the instructional routines with effective strategies in both whole-group and small-group settings to target deficient skills. Review/update intervention plan for the lowest 35% based on the IA data.	Lily Pesi, Reading Coach Martha Valdes, District CSS Cheryl Pinckney, I HEAT CSS ELL Teachers	12/20/13	<ul style="list-style-type: none"> Data reports from District/State Assessment Data debriefing
3. Provide support and plan with selected teachers of ELLs in grades K-5 to ensure proper inclusion of all components of the writing process.	Lily Pesi, Reading Coach Martha Valdes, District CSS Cheryl Pinckney, I HEAT ELL Teachers	12/20/13	<ul style="list-style-type: none"> Observable classroom practices incorporating instructional routines aligned to the district writing pacing guides for ELLs Observable classroom routines that incorporate effective writing process strategies Evidence of lessons (plan) and instructional delivery that incorporate ESOL strategies
4. Conduct a review of ELL classrooms and evaluate the implementation plan (IP), debrief findings, provide feedback and determine next steps.	Administrative Team District ELL Team I HEAT CSS	12/17/13	<ul style="list-style-type: none"> Observable classroom practices following the gradual release model (I do, we do, you do) aligned to instructional routines of the <i>Reading Wonders</i> curriculum

			<ul style="list-style-type: none">• Student work products that reflect instructional routines in reading and writing (reading response journals and writing process journals)
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Name of school: KENSINGTON PARK ELEMENTARY		Implementation Period	Start Date: 11/14/2013	End Date: 12/20/2013
IMPLEMENTATION PLAN (IP) Mathematics				
Strategy taken from or added to School Improvement Plan: Provide Differentiated Instruction (DI) to students in the lowest 35% to address their specific academic needs.			Please check here if this is a NEW strategy that needs to be added to the SIP: <input type="checkbox"/>	
Action Step that will be implemented to address identified strategy (What/How)	Person/group responsible for task/activity (Who)	Expected completion date (When)	The strategy will be implemented when/what will be observed (Evidence)	
8. Assist Math Coach in disaggregating data from the District Fall Interim Assessment to identify in each class the lowest 35%.	Maria Campitelli, CSS Natalie Hollifield, Math Coach	11/19/13	<ul style="list-style-type: none"> Data reports from Fall Interim Assessment 	
9. Discuss assessment results with teachers in order to identify groups for DI and provide remediation of the weakest benchmarks.	Maria Campitelli, CSS Cheryl Pinckney, iHeat Natalie Hollifield, Math Coach Math Teachers	11/27/13	<ul style="list-style-type: none"> Lowest 35% list by teacher with weakest benchmarks identified Data debriefing agendas, sign-in sheets 	
10. Monitor the effective use of the instructional block with a focus on the implementation of the DI groups.	Susana Suarez, AP Deetra Anderson, AP Natalie Hollifield, Math Coach	12/02/2013 - ongoing	<ul style="list-style-type: none"> Classroom walkthrough checklists (administration) Lesson Plans to include weakest benchmarks for DI groups Students work samples in DI folder 	
11. Identify activities during common planning time that provide opportunities for students to solve real-world application problems in cooperative learning groups.	Natalie Hollifield, Math Coach Math Teachers	12/04/2013 - ongoing	<ul style="list-style-type: none"> Grade level meeting minutes Lesson Plans to include real-world problem activities Student work samples in DI folder 	
12. Meet with administration and Math Coach to evaluate the progress of the implementation plan and develop future action steps, if necessary.	Susana Suarez, AP Deetra Anderson, AP Maria Campitelli, CSS Natalie Hollifield, Math Coach	12/17/2013	<ul style="list-style-type: none"> District CSS online report New implementation plan 	

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IMPLEMENTATION PLAN (IP) ESE

<u>Strategy taken from or added to School Improvement Plan:</u> Use data to determine student placement and drive instruction.	Please check here if this is a NEW strategy that needs to be added to the SIP: <input checked="" type="checkbox"/>
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Action Step that will be implemented to address identified strategy (What/How)	Person/group responsible for task/activity (Who)	Expected completion date (When)	The strategy will be implemented when/what will be observed (Evidence)
1. Review Florida Alternate Assessment data to determine students with disabilities who would benefit from instruction in the required core curriculum provided in the general education setting. (FAA Data Training).	Administrative Team Liliana Salazar (ESE) Jill Brookner (ESE) Cristina Cruz (ESE)	11/20/2013	<ul style="list-style-type: none"> • FAA Data Reports/Sign-In Sheet • Increase in the December's monthly inclusion rate report.
2. Provide continuous support for students with Autism Spectrum Disorder (ASD) (self-contained, resource, inclusion) in academia and behavior modification Unique Learning Systems Training and FAB/BIP Training.	Administrative Team Cristina Cruz, ASD Support Teacher (ESE)	11/20/2013	<ul style="list-style-type: none"> • Lesson Plans/Activities/Reports – Unique Learning Systems • Functional Assessment of Behavior (Data) • Behavior Implementation Plans • Follow up Data