

Miami-Dade County Public Schools

Kinloch Park Middle School



2016-17 Schoolwide Improvement Plan

Kinloch Park Middle School

4340 NW 3RD ST, Miami, FL 33126

<http://kpms.dade.k12.fl.us/>

School Demographics

| | | |
|---|-------------------------------|---|
| School Type and Grades Served (per MSID File) | 2015-16 Title I School | 2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
| Middle School 6-8 | Yes | 95% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 99% |

School Grades History

| Year | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|-------|---------|---------|---------|---------|
| Grade | C | D* | C | C |

**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.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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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 three 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 – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- 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.

2016-17 DA Category and Statuses for Kinloch Park Middle School

| DA Region and RED | DA Category and Turnaround Status |
|--|-----------------------------------|
| Southeast - LaShawn Russ-Porterfield | 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.

Kinloch Park Middle School provides each student a diverse education in a safe, supportive environment that promotes self-discipline, motivation, and strong academic skills.

b. Provide the school's vision statement.

Kinloch Park Middle School will provide the highest quality of education for every child through collaboration and communication among all stakeholders.

2. School Environment

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

Kinloch Park Middle School (KPMS) builds relationships among teachers and students through various school events such as PTSA meetings, Open House, All Star parent meetings, evening events and through the collaboration of our community with our Student Services Department and Community Involvement Specialist. Team parent conferences are held every Monday and Tuesday and are attended by grade level counselor and administrator to maintain open lines of communication with parents. KPMS also hosts an orientation by grade level where grade level teachers and students set the expectations for learning and behavior. Having a predominantly Hispanic faculty also helps build a rapport with students who are new arrivals to the country. Students and teachers can both relate to each other's experiences and provide a support system for not only acclimating to the school culture, but also to a new country. In addition, a STAR Mentoring Program is in place where faculty mentors a student throughout the year and engages with them in various activities hosted by the Student Services Department.

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

A safe school environment is a priority at KPMS. Our comprehensive approach encompasses Personal/Social awareness, curriculum and community awareness, health and wellness curriculum, individual planning, responsive services, and system support. Throughout the day, staff and security are strategically placed throughout the school to provide vigilance and safety to our students and visitors. The Student Services department, including our TRUST counselor, is readily available to see students and faculty and deal with any issues that arise. They help students understand and develop healthy behaviors through activities, and services such as the STAR Mentoring Program and DFYIT, Drug Free Youth In Town. They also provide assemblies throughout the year on important topics such as bullying and drugs that educate our students on making the right choices and respecting themselves as well as others. Students participate in various clubs after school that promote collaboration, respect, and safety such as Future Educators of America and Student Government. KPMS participates in the Values Matter initiative which highlights a monthly value and is implemented through the electives department. Students demonstrating these values are recognized through the Do The Right Thing program.

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.

To set behavioral expectations, the first week of school an orientation per grade level is conducted and school policies, procedures, and academic/behavioral expectations, as well as consequences and incentives, are shared with the students. In addition, a "progressive discipline plan" is shared with all teachers. This plan provides disciplinary action steps teachers should provide prior to a referral being written for a student. Once the student has reached the point where a referral is necessary, the plan is attached to the referral. Every student that is referred to an administrator is also referred to their grade level counselor for services. Our SPED program specialist is also available throughout the day to support teachers and students should a behavior issue occur. An "Alternative to Suspension Program" is in place and overseen by our Student Services Department Chairperson. Through this program, the counselor meets with parents and students who have had issues prior to a suspension and provides alternative strategies to assist the parents and students. When necessary, our Center for Specialized Instruction teacher is available daily to provide assistance to students in Indoor Suspension.

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.

The KPMS Student Services Team provides classroom guidance, instructional activities and counseling services to students individually or in group sessions. The team assists students in their academic, personal, social and career development. The Guidance curriculum consists of structured development experiences such as Middle Moves, Transition Curriculum, HIV/AIDS Education Program, Sexting, and Homeless Education Curriculum. Individual student planning consists of coordinating activities that assist students, with the help of their parents/guardians, to maximize their achievement, develop positive attitudes and problem solving skills. Responsive services consist of coordinating activities to meet the needs and concerns of students through consultation, personal counseling, crisis counseling, and referral. Other services conducted by the Student Services Team members include academic advisement, anger management, bullying/harassment prevention, credit recovery, career planning, communication skills, conflict management, decision making, healthy living advisement, learning styles, school transitions, social skills development, stress reduction, study skills, and test interpretation.

3. Early Warning Systems

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

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

The MTSS/Rtl Leadership Team members monitor early warning indicators from attendance, suspensions, course failures, and test performance. Instructional coaches provide support to teachers in meeting their aimlines and to students through push-in interventions. SPED Chairperson and ELL Chairperson, School Psychologist, Student Services Department and Social Worker relay their expertise and input with individual needs a student may present. The Student Services Department conducts parent meetings every quarter with parents of students that are failing a course. They also conduct regular meetings to evaluate intervention efforts for students by subject, grade, exceptionality, or other specified need. Rtl meetings evaluate the progress of students in intensive reading courses.

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 | 51 | 95 | 83 | 0 | 0 | 0 | 0 | 229 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 3 | 2 | 0 | 0 | 0 | 0 | 6 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 32 | 12 | 10 | 0 | 0 | 0 | 0 | 54 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 210 | 279 | 0 | 0 | 0 | 0 | 492 |

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 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 134 | 205 | 0 | 0 | 0 | 0 | 342 |

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

- Student Services works with grade levels and attendance review committee to improve attendance by contacting parents and conducting parent conferences.
- Alternative to Suspension program aids "at-risk" students prior to suspension.
- Community Involvement Specialist assists parents with parent portal, accessing and monitoring student grades, home visits, and referral to community agency for services as needed.
- School events such as Open House and Testing Night provide parents information and assistance on ways to help their child's academic performance.
- Intensive Reading courses are provided for Level 1 and 2 students.
- Reading and Math Coaches conduct push-in intervention
- Student Services helps students with course recovery

B. Family and Community Engagement

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

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.

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

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/319936>.

2. Description

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

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.

The school builds and sustains partnerships with the local community through Dade Partners, community organizations that partner with the school to provide goods or services such as honor roll

rewards and incentives. The Student Services department partners with local agencies to provide students and parents resources as needed to help students meet social/behavioral needs and in turn improve student achievement. Through a grant, our Student Services Department provides tutoring to our English Language Learners in order to support their language acquisition and academic growth. The school's Parent Teacher Student Association contributes to quarterly incentives for students that meet academic and behavioral expectations. The Educational Excellence School Advisory Council (EESAC), comprised of teachers, parents, students, and community representatives are responsible for decision making at the school related to the implementation of the components of the School Improvement Plan. The EESAC's function is to bring together all stakeholders and involve them in an authentic role in decisions which affect instruction and the delivery of programs. Our Community Involvement Specialist (CIS) engages parents in understanding the educational process and helping their children achieve success through Parent Portal Training, parent workshops, and working with community agencies to meet their individual and family needs.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

| Name | Title |
|-----------------------|---------------------|
| COTO-GONZALEZ, SYLVIA | Principal |
| Hewitt, Desiree | Assistant Principal |
| Salty, Morris | Assistant Principal |
| Delgado, Karen | Teacher, K-12 |
| Loe, Jessica | Instructional Coach |
| Roine, Maritza | Teacher, ESE |
| Vergara, Rolando | Teacher, K-12 |
| Sabillon, Eduardo | School Counselor |
| Bonce, Carmen | Instructional Coach |

b. Duties

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

The MTSS/Rtl Leadership Team consists of the Principal (Scott A. Weiner) and two Assistant Principals (Morris Salty, Desiree Hewitt) whom ensure attendance of team members and follow up on action steps, as well as allocate resources. Teacher (Karen Delgado), Reading Coach (Carmen Bonce), and Math Coach (Jessica Loe) provide data and provide support to teachers in meeting their aimlines. SPED Chairperson (Maritza Roine) and ELL Chairperson (Rolando Vergara), School Psychologist (Ms. Viera), Student Services Department (Eduardo Sabillon, Maria Zaragoza, Carlos Zaragoza) and Social Worker (Ms. Lopez) relay their expertise and input with individual needs a student may present. They also conduct regular meetings to evaluate intervention efforts for students by subject, grade, exceptionality, or other specified need.

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.

The MTSS/Rtl Leadership team functions in a variety of ways which include the following:

- The MTSS/Rtl collaborates to problem solve, share effective practices, evaluate implementation of core instruction, provide interventions as needed, and make student academic and behavioral decisions. (Tier 1)
- Instructional coaches collaborate with teachers to monitor and evaluate academic progress and social and behavior needs of students through ongoing meetings and review of OPM data, as well as the monitoring of parent conferences, student referrals, and Alternative to Suspension program. (Tier 1&2)
- Gather and analyze data to determine professional development for faculty as indicated by student intervention of achievement needs.
- Hold regular team meetings (MTSS/SAC/Rtl) to monitor progress and fidelity of programs/interventions.
- Maintain communication with staff for input and feedback, as required by the MTSS/Rtl.
- Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery. (Tier 1&2)
- Use Ongoing Progress Monitoring (OPM) to assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress. (Tier 2)
- Tier 2 Support of interventions where there is not an overall positive group response
- Tier 3 Refer and make instructional/social decisions based on the needs of the individual student.

Title I, Part A

A variety of services are provided to students who require additional remediation via extended learning

opportunities. Kinloch Park Middle School's extended learning opportunities include All-Star afterschool program, Credit Recovery, tutoring for English Language Learners, interventions, and Summer School. KPMS reading and math coaches examine student data to help teachers assess student needs and provide the proper research-based intervention strategies. Coaches also help coordinate school-wide academic screening programs, assist in the design and implementation of progress monitoring programs, and design and deliver professional development on research-based interventions. Other facets of the school-wide program include a Parental Resource Center and support services to all special needs populations.

Title I, Part C- Migrant

Kinloch Park Middle School provides services and support to migrant students and parents. The District

Migrant liaison coordinates with Title I and other programs and conducts 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 Title I, Part C,

Migrant Education Program.

Title I, Part D

Kinloch Park Middle School receives funds to support the Educational Outreach Program. Services are

coordinated with district Drop-Out Prevention programs.

Title III

Title III funds are used to supplement and enhance the programs for English Language Learners (ELLs) and immigrant students by providing funds to implement and/or provide tutorial programs (HLAP), professional development on best practices for ESOL and content area teachers, reading and supplementary instructional materials, and hardware and software for the development of language and literacy skills. The above services will be provided should funds become available for the 2015-2016 school year and should the FLDOE approve the applications.

Title X- Homeless

The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and community. Project Upstart, Homeless Children & Youth Program assists Kinloch Park Middle School with identification, enrollment, attendance, and transportation of homeless students. The Homeless Liaison provides training for the KPMS registrar on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless and are provided with all entitlements. The Liaison will continue to participate in community organization meetings and task forces as it relates to homeless children and youth. Project Upstart provides homeless sensitivity and awareness campaign to all the schools, including Kinloch Park Middle School. The project will provide each school with a video and curriculum manual. Kinloch Park Middle School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

Kinloch Park Middle School follows the Safe and Drug-Free Schools program. This program specifically addresses violence and drug prevention/intervention through the curriculum delivered by the classroom teachers and the school TRUST specialist. The TRUST specialist's main goal is to counsel students on how to solve problems related to drugs/alcohol, stress, suicide, isolation, family violence, and other crises. Kinloch Park Middle School also makes use of Peer Mediation for violence prevention.

Nutrition Programs

1. Kinloch Park Middle School 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.

Career and Technical Education

CTE

Articulation agreements allow KPMS students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees. Readiness for postsecondary opportunities will strengthen with the integration of academics and career and

technical education components and a coherent sequence of courses.

Other

Parental

Kinloch Park Middle School will involve parents in the planning and implementation of the Title I Program and

extend an open invitation to our school's parent resource center or parent area in order to inform parents

regarding available programs, their rights under No Child Left Behind, and other referral services.

Kinloch Park Middle School will increase parental engagement/involvement through developing (with ongoing

parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply

with dissemination and reporting requirements.

Kinloch Park Middle School will conduct informal parent surveys to determine specific needs of our parents,

and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents.

This positively impacts our goal of empowering parents and building their capacity for involvement.

Kinloch Park Middle School will complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and

submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, The M-DCPS Title I Parent/Family Survey, distributed to the schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used

to assist with revising our Title I parental documents for the approaching school year.

2. School Advisory Council (SAC)

a. Membership

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

| Name | Stakeholder Group |
|------------------|----------------------------|
| Scott A. Weiner | Principal |
| Robert Gardner | Teacher |
| Eduardo Sabillon | Teacher |
| Angela Rowe | Education Support Employee |
| Margarita Bretos | Education Support Employee |
| Dina Limonte | Parent |
| Oel Cruz | Parent |
| John Abreu | Business/Community |
| Sonia T. Acuna | Parent |
| Maria Flores | Teacher |
| Augustin Bell | Teacher |
| Zonia Roundtree | Teacher |
| Lourdes Richter | Teacher |
| Melanny Cruz | Student |
| Dayanara Acuna | Student |
| | Student |

b. Duties

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

a. Evaluation of last year's school improvement plan

Through problem-solving and data analysis, departments monitor progress of goals and student mastery and goals are adjusted as needed. Last year, we focused school-wide on improving content area curriculum and utilization of the Gradual Release Model. By incorporating school-wide strategies and strategic support, our school improved a letter grade, moving from a "D" to a "C" and made considerable learning gains. This year, the school is working towards an overarching, school-wide goal of utilizing the RACE (Restate, Answer, Cite, Explain) strategy across subject area departments. New state standards require students to grapple with text at various complexity levels and respond by citing and explaining their reasoning at deeper levels of knowledge. Therefore, teachers are facing a paradigm shift in the way they approach classroom learning. These issues are taken into consideration when planning for instruction, interventions, and programs. The Educational Excellence School Advisory is comprised of various stakeholders whose input is vital to the development and monitoring of the School Improvement Plan and the goals set forth therein.

b. Development of this school improvement plan

In Miami-Dade County Public Schools, the SAC is referred to as the Educational Excellence School Advisory Council, EESAC. The EESAC develops and implements the SIP by gathering academic and behavioral information from teachers, data sources, and departments and discussing it with members, as well as sharing updates with the staff. The EESAC monitors and adjusts the school's academic and behavioral goals through data gathering and data analysis. They also monitor the fidelity of the delivery of instruction, interventions, and programs delineated by the plan.

c. Preparation of the school's annual budget and plan

The Educational Excellence School Advisory Council (EESAC) will do everything it can to help improve student achievement through the monitoring of the implementation of the School Improvement Plan. The council will sponsor numerous incentive programs throughout the year for both student and teacher achievement. These incentives will be based around achievement on a wide variety of assessments and/or the completion of academically based programs. The Council will also continue to advise school leadership on ways that they may help increase student achievement.

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

Last year EESAC funds were utilized for student and staff incentives and to purchase Math and Language Arts Coach Supplementary books used for tutoring and differentiated instruction.

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 |
|-----------------------|---------------------|
| COTO-GONZALEZ, SYLVIA | Principal |
| Salty, Morris | Assistant Principal |
| Hewitt, Desiree | Assistant Principal |
| Delgado, Karen | Teacher, K-12 |
| Loe, Jessica | Instructional Coach |
| Roine, Maritza | Teacher, ESE |
| Vergara, Rolando | Teacher, K-12 |
| richter, lourdes | Teacher, K-12 |
| Gardner, Robert | Teacher, K-12 |
| Boza, Francisco | Teacher, K-12 |
| Sabillon, Eduardo | School Counselor |
| Suarez, Maria | Teacher, K-12 |
| Bonice, Carmen | Instructional Coach |

b. Duties

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

-School-wide focus on Florida Standards, utilizing various strategies such as RACE (Restate, Answer, Cite, Explain) for text-based responses, academic vocabulary support, and Gradual Release of Responsibility Model.

-Departmental focus on targeted computer programs (based on student academic level) and Ongoing Progress Monitoring of such, combined with department data analysis. A computer lab and scheduled

time has been assigned for each core department.

-Instructional focus calendars will also be implemented to pace and monitor instruction.

-The LLT will also collaborate with the MTSS/RtI team and be involved with the disaggregation of data and using the data to drive instructional decisions, especially as it relates to our large ELL population and language acquisition.

D. Public and Collaborative Teaching

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

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

Collaboration is promoted at Kinloch Park Middle School (KPMS) through bi-weekly department meetings where departments partake in data analysis, problem-solving, lesson planning, and/or sharing of new strategies. In addition, common planning time has been embedded in the Master Schedule in order to allow teachers to common plan and discuss strategies to meet student needs and school-wide goals and objectives. Building positive working relationships are also fostered through bi-weekly grade level team meetings. Team meetings are comprised of core and elective teachers that work with the same grade level students and therefore provide a venue for teacher/student support and discussion/implementation of particular grade level needs/interventions/programs. Professional Learning Communities (PLC's) are another way in which KPMS encourages collaboration among teachers and across departments. Cross-curricular PLC's are held to promote strategies pertaining to school-wide goals such as writing, Gradual Release of Responsibility Model, academic vocabulary, and other curriculum strategies as needed.

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

- Networking with other schools to recruit teachers (Administration)
- Development of Professional Learning (Administration, Department Chairpersons, Instructional Coaches) Communities to help retain teachers
- Partnering new teachers with a veteran teacher (Administration, Department Chairpersons) in a Mentoring/Buddy Program.

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

New To the Building paired with Department Chairs

-Mr. Donnarumma (paired with Mr. Fazio)

-Ms. Jimenez (paired with Ms. Suarez)

- Monthly morning meetings
- Classroom visitations to review lessons and assist with curriculum implementation. Collaboration among novice and veteran teachers.

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.

- District purchased instructional materials are aligned to Florida Standards.
- Through Team and Department meetings supplementary materials and interventions are discussed and alignment to standards is ensured.
- Continuously monitoring data to guide instructional decision-making in all content areas.

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.

- A school-wide District Action Plan is implemented based on school data and needs.
- Instructional coaches provide push-in tutoring to targeted students.
- Afterschool ELL tutoring will be provided for additional support in meeting proficiency on state assessments.
- Departments progress monitor data on an ongoing basis through their department meetings and differentiated instruction is in place based on identified needs.
- Intensive Reading classes for students that scored a Level 1 and 2 on the FCAT provide remediation and focused instruction.

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: 2,880

After school tutoring for English Language Learners

Strategy Rationale

Due to Language Barrier, there is a need for additional instructional time in core academic subjects.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Sabillon, Eduardo, esabillon@dadeschools.net

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

-iReady data is collected 3 times a year through diagnostic testing and analyzed and used to make instructional decisions. Pre-tests, post-tests, and topic assessments are given for each core subject. Computer programs integrated into curriculum are also monitored on an ongoing basis.

Strategy: Extended School Day

Minutes added to school year: 32,400

FIU All Stars After-school program provides an academic and project-based enrichment component.

Strategy Rationale

Enrichment and project-based activities are offered through the After-school Program, which supports students academic growth.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Monje, Jorge, jmonje@dadeschools.net

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

Projects are collected, displayed, and shared with students, parents, and staff and are a key component of the enrichment aspect of the program.

Strategy: Extended School Day

Minutes added to school year: 600

Professional Learning Communities take place bi-weekly in the mornings where departments meet to receive professional development in areas of identified needs to support student achievement.

Strategy Rationale

Due to our high ELL population, Professional Learning Communities provide a venue where teachers can continuously gain new strategies and methodologies to help our students meet their academic goals.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Hewitt, Desiree, dhewitt@dadeschools.net

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

Department data based on student scores from different sources (Interims, computer programs, informal and formal assessments) guides discussion and development of each PLC.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

- The Student Services Department conducts articulation assemblies in May for incoming 6th graders from Feeder Pattern elementary schools.
- Kinloch Park Middle School conducts a 6th grade orientation for incoming students and provides all academic, behavioral, and procedural information in order to ensure a successful transition.
- Eighth graders also attend an articulation to feeder pattern high schools.

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.

The Student Services Department provides academic counseling, hosts an annual Magnet Fair, and articulates students to prospective high schools keeping in mind their needs and talents. Student Services also hosts a Career Day where community organizations and family guests participate in promoting career awareness to our students.

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

Teachers in all subject areas provide opportunities for real-world problem solving that bridge academic objectives with relevant life experiences.

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

Students at Kinloch Park Middle participate in End-of-Course examinations in Algebra, Civics, and Geometry, courses that are offered at the high school level. Students also have the opportunity to take additional classes via Virtual School, as well as make up classes through Credit Recovery. All students are exposed to STEM activities and real-world, cross-curricular problem solving strategies.

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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

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

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

 G087800

Targets Supported 1b

| Indicator | Annual Target |
|--------------------------------------|---------------|
| AMO Math - All Students | 72.0 |
| FSA Mathematics Achievement | |
| FSA Mathematics Achievement | 38.0 |
| Algebra I EOC Pass Rate | 85.0 |
| Math Gains | 52.0 |
| Math Lowest 25% Gains | 44.0 |
| FSA ELA Achievement | 39.0 |
| ELA/Reading Gains | 51.0 |
| ELA/Reading Lowest 25% Gains | 53.0 |
| AMO Math - American Indian | |
| AMO Math - Asian | |
| AMO Math - African American | |
| AMO Math - ED | |
| AMO Math - ELL | |
| AMO Math - Hispanic | |
| AMO Math - SWD | |
| AMO Math - White | |
| Geometry EOC Pass Rate | 0.0 |
| AMO Reading - All Students | |
| AMO Reading - American Indian | |
| AMO Reading - Asian | |
| AMO Reading - African American | |
| AMO Reading - ED | |
| AMO Reading - ELL | |
| AMO Reading - Hispanic | |
| AMO Reading - SWD | |
| AMO Reading - White | |
| CELLA Listening/Speaking Proficiency | 46.0 |
| CELLA Reading Proficiency | 29.0 |
| FSA ELA Achievement | 0.0 |
| Bio I EOC Pass | 0.0 |
| FSA Science Achievement | 0.0 |
| FCAT 2.0 Science Proficiency | 42.0 |
| CELLA Writing Proficiency | 37.0 |
| FAA Writing Proficiency | 0.0 |
| One or More Suspensions | 165.0 |
| Attendance Below 90% Grade 06 | 12.0 |
| Attendance Below 90% Grade 07 | 15.0 |
| Attendance Below 90% Grade 08 | 18.0 |
| Level 1 - Grade 06 | 35.0 |
| Level 1 - Grade 07 | 37.0 |
| Level 1 - Grade 08 | 32.0 |

| Indicator | Annual Target |
|-----------------------------|---------------|
| Course Failures ELA | 17.0 |
| Course Failures Mathematics | 17.0 |

Targeted Barriers to Achieving the Goal 3

- High level of ELL students

Resources Available to Help Reduce or Eliminate the Barriers 2

- CRISS Strategies, school-wide implementation of RACE strategy, i-Ready, Promethean Boards, 6 fully functioning computer labs, released reading and math coaches, Afterschool All Stars, ELL tutoring services, push-in intervention for reading, bi-weekly PLC's by department for data analysis, progress monitoring and action planning of next steps, computer access for students, Coach LA, Math, Science Supplementary books, Civics Gateway Supplementary books, Math topic assessments on computer to progress monitor through G2D, continued implementation of Gradual Release Model, school-wide common board configurations, use of Pacing Guides to pace instruction, and differentiated instruction to meet the needs of our diverse population.

Plan to Monitor Progress Toward G1. 8

Monitor the consistent implementation of Differentiated Instruction and RACE strategy across subject areas through departmental data sources (i-Ready, Topic Assessments, baselines, classroom assessments).

Person Responsible

Desiree Hewitt

Schedule

Weekly, from 9/26/2016 to 6/8/2017

Evidence of Completion

Classroom walk-throughs with evidence of student engagement and accountable talk, evidence of CRISS strategies in lesson plans

Action Plan for Improvement

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

Problem Solving Key

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

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

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

G087800

G1.B2 High level of ELL students 2

B233432

G1.B2.S1 Differentiated instruction will be incorporated in all lessons throughout all subject areas, to include flexible grouping based on data. 4

S246329

Strategy Rationale

Due to the high percentage of ELL students, a large percentage of students are functioning at FSA Levels 1 and 2. Since these students are not on grade level, they require incorporation of differentiated instruction to bridge the gap in achievement. Differentiated instruction will take place through flexible groups based on data, RACE strategy for written responses, gradual release, CRISS strategies, graphic organizers, bellringers, and other strategies to differentiate and make the core curriculum accessible to all of our students.

Action Step 1 5

Provide PD and model lessons to help teachers incorporate Differentiated Instruction (DI) and RACE Strategy in all subject areas.

Person Responsible

Carmen Bonce

Schedule

Monthly, from 9/26/2016 to 6/8/2017

Evidence of Completion

Action Step 2 5

Use data to create Differentiated Instruction (DI) flexible groups

Person Responsible

Desiree Hewitt

Schedule

Monthly, from 9/26/2016 to 6/8/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B.2.S1 6

PLC data chats, lesson plans, walk-throughs, Departmental meetings, Leadership meetings and OPM reports will be utilized to monitor the fidelity of implementation.

Person Responsible

Desiree Hewitt

Schedule

Monthly, from 9/26/2016 to 6/8/2017

Evidence of Completion

Lesson plans including DI, DI rosters, data reports, walk-throughs observation logs, meeting agendas

Plan to Monitor Effectiveness of Implementation of G1.B.2.S1 7

Implementation of Differentiated Instruction, RACE strategy, DI flexible groups

Person Responsible

SYLVIA COTO-GONZALEZ

Schedule

Monthly, from 9/26/2016 to 6/8/2017

Evidence of Completion

walk-through observation logs, DI evident in lesson plans, DI rosters/groups, RACE strategy end products, student work samples, OPM data 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 |
|-------------------------|---|-----------------------|-------------------------------|---|--------------------|
| 2017 | | | | | |
| G1.MA1 M332801 | Monitor the consistent implementation of Differentiated Instruction and RACE strategy across... | Hewitt, Desiree | 9/26/2016 | Classroom walk-throughs with evidence of student engagement and accountable talk, evidence of CRISS strategies in lesson plans | 6/8/2017 weekly |
| G1.B2.S1.MA1 M332799 | Implementation of Differentiated Instruction, RACE strategy, DI flexible groups | COTO-GONZALEZ, SYLVIA | 9/26/2016 | walk-through observation logs, DI evident in lesson plans, DI rosters/ groups, RACE strategy end products, student work samples, OPM data reports | 6/8/2017 monthly |
| G1.B2.S1.MA1 M332800 | PLC data chats, lesson plans, walk-throughs, Departmental meetings, Leadership meetings and OPM... | Hewitt, Desiree | 9/26/2016 | Lesson plans including DI, DI rosters, data reports, walk-throughs observation logs, meeting agendas | 6/8/2017 monthly |
| G1.B2.S1.A1 A319492 | Provide PD and model lessons to help teachers incorporate Differentiated Instruction (DI) and RACE... | Bonce, Carmen | 9/26/2016 | | 6/8/2017 monthly |
| G1.B2.S1.A2 A319493 | Use data to create Differentiated Instruction (DI) flexible groups | Hewitt, Desiree | 9/26/2016 | | 6/8/2017 monthly |

V. Professional Development Opportunities

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

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

G1.B2 High level of ELL students

G1.B2.S1 Differentiated instruction will be incorporated in all lessons throughout all subject areas, to include flexible grouping based on data.

PD Opportunity 1

Provide PD and model lessons to help teachers incorporate Differentiated Instruction (DI) and RACE Strategy in all subject areas.

Facilitator

Desiree Hewitt

Participants

All Teachers

Schedule

Monthly, from 9/26/2016 to 6/8/2017

PD Opportunity 2

Use data to create Differentiated Instruction (DI) flexible groups

Facilitator

Desiree Hewitt

Participants

All Teachers

Schedule

Monthly, from 9/26/2016 to 6/8/2017

VI. Technical Assistance Items

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

VII. Budget

| | | | | | | |
|----------|--------------------|--|--|-----------------|---------------|--------------------|
| 1 | G1.B2.S1.A1 | Provide PD and model lessons to help teachers incorporate Differentiated Instruction (DI) and RACE Strategy in all subject areas. | | | | \$13,500.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | 6331 - Kinloch Park Middle School | Title III | | \$9,500.00 |
| | | | <i>Notes: English Language Acquisition Grant Supplemental Tutoring Academy for English Language Learner (ELL) Students -</i> | | | |
| | | | 6331 - Kinloch Park Middle School | Title III | | \$4,000.00 |
| | | | <i>Notes: Cultural Academy for New Americans (CANAs) Grant</i> | | | |
| 2 | G1.B2.S1.A2 | Use data to create Differentiated Instruction (DI) flexible groups | | | | \$77,670.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | 6331 - Kinloch Park Middle School | Title I, Part A | | \$51,255.00 |
| | | | <i>Notes: Reading Coach</i> | | | |
| | | | 6331 - Kinloch Park Middle School | Title I, Part A | | \$26,415.00 |
| | | | <i>Notes: Community Involvement Specialist</i> | | | |
| | | | | | Total: | \$91,170.00 |