

Miami-Dade County Public Schools

Kenwood K 8 Center



2017-18 Schoolwide Improvement Plan

Kenwood K 8 Center

9300 SW 79TH AVE, Miami, FL 33156

<http://kenwood.dadeschools.net/>

School Demographics

| | | |
|---|-------------------------------|---|
| School Type and Grades Served (per MSID File) | 2016-17 Title I School | 2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
| Combination School PK-8 | No | 63% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 92% |

School Grades History

| Year | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|-------|---------|---------|---------|---------|
| Grade | B | B | A* | A |

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

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

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

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

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

DA Turnaround Status

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

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

2017-18 DA Category and Statuses for Kenwood K 8 Center

| DA Region and RED | DA Category and Turnaround Status |
|--|-----------------------------------|
| Southeast - LaShawn Russ-Porterfield | - N/A |

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Kenwood's mission is to foster each student's academic, social and emotional potential in the pursuit of life long learning and effective citizenship. Growth and excellence in reading, writing, and math competencies are emphasized across the curriculum.

b. Provide the school's vision statement.

Kenwood K-8 Center enriches the community by fostering each student's academic, social, and emotional potential. Students are encouraged to become lifelong learners and effective citizens through developmentally appropriate educational experiences.

2. School Environment

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

As a part of opening of school activities, particularly at the elementary grade levels, students are engaged in writing activities intended to share their unique cultural backgrounds with their classmates. Student services personnel are available for individual, group and classroom-level presentations on core values. Activities at all grade levels incorporate interpersonal communication and interaction skill development, and an emphasis is placed on multicultural awareness and sensitivity.

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

Structured, uniformly-implemented behavioral expectations are communicated to all students and parents during the first week of school. Students are consistently reminded, through direct and indirect examples, of appropriate conduct that reflects respectful behaviors. Incidents of harassment and bullying can be reported anonymously by students, ensuring that student services staff and administration are able to respond and provide necessary interventions.

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.

The M-DCPS Code of Student Conduct is provided to all students in their opening of school materials. Additionally, a progressive discipline plan is in place at all grade levels, emphasizing positive behaviors and constructive responses to potential incidents. Faculty and staff take a proactive stance in ensuring that students are consistently reminded of behavioral expectations, consequences for misbehavior, and the benefits that accrue as a result of adherence to the stated policies, including the preservation of instructional time.

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

Student services personnel are available on an ongoing basis to meet the social-emotional needs of students. Parents are also able to schedule appointments with counselors when they are in need of

additional guidance. Faculty and staff can refer students for counseling and mentoring support on an "as needed" basis. Additionally, student services personnel facilitate classroom lessons school wide on such topics as: bullying, core values, drug awareness, gender identity, and gang prevention.

3. Early Warning Systems

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

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

The identification of students who demonstrate one or more of the early warning indicators is critical to the provision of interventions intended to address need areas. On a quarterly basis, the Leadership Team will review student reports to identify students in need of additional interventions based on the following indicators:

- Excessive absences or tardiness;
- Disciplinary actions, including suspensions;
- Failing grades in one or more content areas;
- Level 1 or 2 performance on prior year standardized assessments (in grades 3 through 8); and
- Teacher observations of student performances indicating the student is struggling.

Information collected by the Leadership Team will be shared with Grade Level and Department Chairpersons for dissemination through PLCs, development of intervention implementation plans, and ongoing progress monitoring purposes.

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

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

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|---------------------------------|-------------|---|---|----|----|----|----|----|----|---|----|----|-------|-----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA or Math | 3 | 4 | 4 | 6 | 6 | 8 | 13 | 8 | 0 | 0 | 0 | 0 | 0 | 52 |
| Level 1 on statewide assessment | 1 | 5 | 9 | 14 | 22 | 39 | 24 | 37 | 32 | 0 | 0 | 0 | 0 | 183 |

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 | 3 | 3 | 8 | 11 | 22 | 36 | 33 | 48 | 41 | 0 | 0 | 0 | 0 | 205 |

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

- Identify and implement incentive and/or reward programs to encourage improved student attendance, particularly during the latter half of the school year. Additionally, more frequent and targeted communication to parents whose children begin to demonstrate a pattern of absenteeism (five or more absences).
- Monthly meetings of students in grades 4-8 with excessive absences with administration
- Students in danger of potential retention, as identified through academic performances, will be afforded guidance counseling and academic advisement, as appropriate. Additionally, parents will be provided with information regarding how to effectively assist their child in dealing with academic

challenges.

- Identify available times throughout the instructional day when non-proficient readers can be provided access to computer laboratory resources and programs designed to assist with improving reading proficiency (e.g., I-Ready, Imagine Learning). The McGraw/Hill Wonder Works Reading Intervention program will continue to be implemented in the elementary grades. Lastly, students not demonstrating proficiency in Reading in the primary grades should be given priority for involvement in Tier 2 and Tier 3 interventions through the MTSS process.
- Student schedules should be reviewed for flexibility during the instructional day that would permit the inclusion of a regular supplemental block for the delivery of interventions. Additionally, the use of peer tutors to provide “academic triage” to students in danger of failure should be examined and implemented, as appropriate.
- Increase the number of classroom-based presentations by student services staff regarding disciplinary expectations, responsibilities and accountability. Additionally, ensure that all initial behavior referrals include a referral to student services for intervention, as well as a parent conference component to ensure parental involvement and understanding.

B. Family and Community Engagement

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

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

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

No

1. PFEP Link

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

2. Description

Parental involvement has been maintained in school wide activities with an overall increase throughout the school year. The wide variety of available activities (e.g., PTSO meetings, Open House, Dade Partners Fair, Resource Fair, Science Fair, Parent Orientation, Volunteer Orientation, awards assemblies, Fall Harvest and Winter Festivals, Winter and Spring Shows, Science Fair and STEAM night as well as Elementary and Middle School musical performances have led to increasing numbers of parents attending and participating in these events. Workshops and presentations focusing on instructional topics are provided to parents throughout the school year, and parents receive frequent communication regarding school events and activities. Parents are also afforded opportunities to access web-based resources for informational and instructional purposes through the school's website. Additionally, Kenwood K-8 Center is using Social Media to showcase student achievements as well as inform both the parents and community of upcoming events. Furthermore, Kenwood K-8 is increasing our community partnerships via the Dade Partners program. Although there is a high level of parental involvement at our school, we would like to maintain or increase the number of opportunities parents, especially those of academically under-performing students, have (including workshops and in-services on instructional topics including reading, Florida Standards Assessments, effective parenting, and recognition programs). Parents at Kenwood K-8 Center will be offered a minimum of eighteen opportunities to become involved in school functions and activities during the 2017-2018 school year. As a result of this increase it is expected that parent volunteer service hours provided to the school will again surpass 3,000 during the 2017-2018 school year.

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.

Our Dade Partners program continues to expand. Our Dade Partner Liaison solicits interest from local businesses and then follows up with these companies. Potential Dade Partners are invited to come to the school for more information concerning the Dade Partners program and then a meeting is arranged with the Dade Partner Liaison and the Principal. All Dade Partners are linked on the school's website and are included on our social media websites. Furthermore, they are promoted on our monthly calendar and parent informational bulletin board. They are made to feel welcomed at the school and our liaison works closely with each individual partner to assist them in marketing their business with our school.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

| Name | Title |
|--------------------|---------------------|
| Rodriguez, Rodolfo | Principal |
| Acosta, Sandra | Teacher, K-12 |
| Castellanos, Ana | Teacher, ESE |
| Gutierrez, Ariana | School Counselor |
| Martinez, Ilene | Teacher, K-12 |
| Noble, Linda | SAC Member |
| Quintero, Gabriel | Assistant Principal |
| | Assistant Principal |
| Rahimi, Aylen | School Counselor |
| Samuel, Yolanda | Assistant Principal |

b. Duties

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

Rudy Rodriguez, Principal: Provides common vision and instructional leadership for data-based decision-making; ensures the implementation of the MTSS/Rtl model; assesses the MTSS/Rtl processes effectiveness.

Dr. Yolanda Samuel/Dr. Gabriel Quintero, Assistant Principals: Assist the Principal with providing common vision and instructional leadership for data-based decision-making; ensuring the implementation of the MTSS/Rtl model; and assessing the MTSS/Rtl processes effectiveness.

Ilene Martinez: Cambridge Coordinator, Volunteer and Dade Partner Liaison and Community Involvement Facilitator coordinates the partnership with the community and the school. Supports the Cambridge program. Enlists community involvement via the Dade Partners program. Manages school master calendar.

Dr. Sandra Acosta, Test Chairperson: Coordinates the school-wide implementation of assessment activities.

Linda Noble, EESAC Chairperson: Provides leadership to the school's Educational Excellence School Advisory Council.

Ana Hillman, Special Education Chairperson: Provides information about core instruction to SWD;

serves as liaison to instructional teams

Ariana Gutierrez, Student Services Personnel: Guidance Counselor who participates in the Student Support Team process; provides information as to services and interventions for students (academic and behavioral)

Alyen Rahimi, Student Service Personnel: Guidance Counselor who participates in the Student Support Team process; provides information as to services and interventions for students (academic and behavioral)

Selected teachers/grade-level and department chairpersons are invited as appropriate.

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.

Primarily, I-Ready Diagnostic, FSA ELA and Mathematics, Statewide Science Assessment, EOC and SAT 10 data will be used to make initial program and instructional decisions for students in first through eighth grades. Other assessment data (e.g., FLKRS) will be used for students in Kindergarten as these data become available. Additional assessment data, using the District's PowerBI interface, will be used to generate additional formative reports. This data will be disaggregated at the classroom and individual student levels, providing teachers with clear indications as to areas in need of re-teaching (as well as areas of mastery where enrichment and acceleration can be implemented). Baseline assessments in Science, and Mid Year Assessments in Science and Civics will be administered in the Fall and Winter of 2017 additionally End of Year Assessments during Spring 2017-18.

Title III - As a means of meeting the instructional support and intervention needs of English Language Learners (ELL) and Hispanic students in the school, funds are secured annually through the Title III grant to provide an ELL Tutoring Academy in Reading and Mathematics for these AMO subgroups. Funding in the amount of \$7,000 was allocated during the 2016-2017 school year and was applied toward the hourly rates of three full-time bilingual and appropriately certified teachers who served as tutors. The Title III tutorial funding allocation is expected to be \$7,400.

2. School Advisory Council (SAC)

a. Membership

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

| Name | Stakeholder Group |
|--------------------------|----------------------------|
| Diane Albert | Teacher |
| Ingrid Ortega | Teacher |
| Martha Gonzalez | Teacher |
| Edwin Rivera | Business/Community |
| Clara Cejas | Education Support Employee |
| Leida Figuera | Education Support Employee |
| Dayadnny Alvarez-Borroto | Parent |
| Elizabeth Fong | Teacher |
| Eduardo Lacayo | Teacher |
| Liz Alvarez | Parent |
| Ilene Martinez | Teacher |
| Mercy Manning | Parent |
| Linda Noble | Teacher |
| Ozzy Delgado | Business/Community |
| Michelle Escobar | Parent |
| Sara Cleveland | Parent |
| Tanya Masi | Parent |
| Yizenia Garcia | Parent |
| Samantha Montero | Student |
| Brian Shirley | Student |
| Rudy Rodriguez | Principal |

b. Duties

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

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

a. Evaluation of last year's school improvement plan

The EESAC was provided with an overview of student performances in Reading, Mathematics, Science and Civics in May 2017. Overall, a review of the data indicates that the strategies included in the School Improvement Plan were effective in meeting established goals. Adjustments to planned strategies will be necessary due to the availability of new technological resources and interventions, the scheduling of iReady Reading and Mathematics, as well as baseline assessments in Science for the 2017-2018 school year, and the availability of sufficient instructional materials to meet students' learning needs.

b. Development of this school improvement plan

The EESAC, as a primary function, monitors the development and implementation of the School Improvement Plan. Progress reports, including presentations and analyses of available student performance data, are provided to the EESAC at every meeting, as are opportunities for Members to ask questions, offer input, and remain actively involved in the continuous improvement process.

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

The EESAC will reach consensus on the distribution of the Florida Recognition Enhancement Funds, in the event such funds become available. Input will be sought by all members to reach consensus on the expenditure of EESAC monies. Training: The EESAC will recommend staff development in the areas of technology integration with classroom instruction, as well as in high-impact strategies for meeting the needs of student subgroups, with an emphasis on the lowest 25 percent. As in previous years, it is anticipated that the EESAC will allocate its funds to the provision of after school tutorial programs in Reading and Mathematics for students in third through eighth grades. The funds will be used to pay hourly rates to certified teachers who will serve as tutors.

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

The EESAC Committee was allocated an initial budget of \$5494 for the 2016-2017 school year. Out of those funds, \$2094 were spent as follows:

- \$999 for a 3-D printer
- \$1100 new computer tables

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 |
|--------------------|---------------------|
| Rodriguez, Rodolfo | Principal |
| Martinez, Ilene | Teacher, K-12 |
| Quintero, Gabriel | Assistant Principal |
| Castellanos, Ana | Teacher, ESE |
| Acosta, Sandra | Teacher, K-12 |
| | Assistant Principal |
| Kemp, Vonda | Teacher, K-12 |
| Samuel, Yolanda | Assistant Principal |

b. Duties

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

Among the LLT's major initiatives during the 2017-2018 school year will be:

- Participating in the collection, disaggregation and analysis of Reading assessment data for the purpose of instructional decision-making;
- Assessing the utilization and effectiveness of Reading intervention programs, including technologically-based applications;
- Work closely with the MTSS/RtI Leadership Team to ensure fidelity of implementation and program consistency;
- Monitoring the implementation of literacy development strategies in all classes, including special

areas, electives and content courses; and

- Facilitating the sharing of best practices in Reading instruction through professional learning community conversations.

D. Public and Collaborative Teaching

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

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

All elementary and middle school teachers are involved in Professional Learning Communities and engage in collaborative planning activities on a weekly basis. Professional development activities, including the sharing of best practices on professional development days, support greater vertical and horizontal articulation.

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

Teachers and aspiring leaders are engaged in shared leadership and decision-making models that encourage the development of key instructional staff. Teachers and other staff are provided with leadership opportunities on a regular basis, and grade-level/departmental professional development sessions provide a venue for the dissemination of information and support.

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

Teachers new to the school are provided with orientation and support beginning with their arrival. The Leadership Team ensures that new teachers are made familiar with all policies, procedures and resources available, and identify a grade-level/departmental colleague to serve as a school-based mentor. Newly-hired teachers are also enrolled in the district's Mentoring and Induction Program for New Teachers (MINT).

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.

All teachers are provided with applicable Florida State Standards for their assigned grade levels and subjects. Additionally, resources provided through the district's Curriculum and Instruction website include instructional pacing guides and curriculum frameworks pertaining to the Florida State Standards.

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.

Progress monitoring data on all students are collected and disaggregated for instructional planning purposes by grade-level PLCs and departments. Data chats are conducted through PLCs and

facilitated by members of the Leadership Team. Instruction is differentiated based on fluid groups. ELL and ESE students are provided accommodations based on their specific instructional plans.

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: 1,680

Eligible students at Kenwood K-8 Center have the opportunity to be participate in Title III funded tutoring in Reading and Mathematics. These students engage in tutorial activities for 60 minutes twice a week beginning November 16, 2017 and ending March 20, 2018.

Strategy Rationale

Whether through hands-on materials or computer-based programs, students benefit from consistent, extended learning opportunities to engage in interventions addressing need areas. The provision of research-based interventions through the Title III funded tutorial program.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Quintero, Gabriel, gquintero@dadeschools.net

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

Students participating in the Title III funded tutorial program are administered diagnostic assessments in September, and a post-diagnostic assessment is administered in April. Reviews of iReady Assessment and other data are conducted to determine rates of student progress, and to inform additional efforts to provide instructional supports and interventions.

Strategy: Before School Program

Minutes added to school year: 1,000

National Junior Honor Society members receive service points by tutoring 3rd, 4th and 5th grade students in a free of charge, before school tutoring.

Strategy Rationale

To improve elementary students' academic Reading and Mathematics readiness and performance

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

Student attendance. Quizzes

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Pre-school students, whether in the school's special education (Hearing Impaired) setting or in the Voluntary Pre-Kindergarten (Fee-Supported) Program, are provided with a rigorous and engaging educational program. Beginning with parent orientation sessions held in July 2017, and culminating with the Pre-Kindergarten Parent Session in August 2017. Parents are provided with information and strategies intended to assist with their child's transition to school. Additionally, parent workshops and meetings are scheduled throughout the school year to ensure their active involvement. Weekly newsletters are also produced and distributed to parents, providing updated information, activities and materials for parents to use at home in support of their child's learning.

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.

NA

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

NA

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

NA

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.

NA

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. If core instruction is increased in all content areas, then student achievement will improve.

Strategic Goals Detail

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

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

G096760

Targets Supported 1b

| Indicator | Annual Target |
|-----------------------------------|---------------|
| FSA ELA Achievement | |
| Writing Gains District Assessment | 83.0 |
| FCAT 2.0 Science Proficiency | 60.0 |
| AMO Reading - SWD | 64.0 |
| AMO Math - African American | 76.0 |
| AMO Math - Hispanic | 82.0 |
| AMO Math - SWD | 65.0 |

Targeted Barriers to Achieving the Goal 3

- There exists a need for greater data analysis to drive instruction and target students achieving the lowest 25% in all core subject areas.

Resources Available to Help Reduce or Eliminate the Barriers 2

- School-based and external personnel available to provide training and support; existing professional learning communities across grade-levels and departments. Availability of District held Professional Development activities.

Plan to Monitor Progress Toward G1. 8

Classroom walkthroughs, classroom-based assessments, data disaggregation from iReady assessments, Florida Standards Assessments and/or End-of-Course examinations.

Person Responsible

Gabriel Quintero

Schedule

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

Evidence of Completion

Student performance reports, iReady Assessments and other assessment data, classroom walkthrough notes and logs

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. If core instruction is increased in all content areas, then student achievement will improve. 1

G096760

G1.B1 There exists a need for greater data analysis to drive instruction and target students achieving the lowest 25% in all core subject areas. 2

B260269

G1.B1.S1 Data analysis, Effective Planning and Instructional Delivery 4

S275702

Strategy Rationale

The need for data analysis to drive instruction in order to target students in the lowest 25% of achievement in all core subject areas.

Action Step 1 5

Administrators to meet with teachers for data chats

Person Responsible

Rodolfo Rodriguez

Schedule

Quarterly, from 9/15/2017 to 5/31/2018

Evidence of Completion

Sign in sheets, agenda, minutes and results of data reports.

Action Step 2 5

Conduct Professional Development on using data.

Person Responsible

Sandra Acosta

Schedule

Monthly, from 10/2/2017 to 6/7/2018

Evidence of Completion

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

Action Step 3 5

Assess the effectiveness of differentiated instructional groups.

Person Responsible

Gabriel Quintero

Schedule

Monthly, from 8/21/2017 to 6/7/2018

Evidence of Completion

PowerBi and iReady reports, reviews of debrief conversations following walk-throughs and instructional rounds.

Action Step 4 5

Progress monitoring of lowest 25% of students in the core subject areas in regards to growth and learning gains.

Person Responsible

Gabriel Quintero

Schedule

Monthly, from 9/29/2017 to 5/31/2018

Evidence of Completion

Data analysis of PowerBi and iReady reports, Tutorial and support session attendance records

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

The fidelity of implementation will be assessed and insured through the implementation of regular classroom walkthroughs conducted by the Leadership Team. A review of PLC/Department meeting minutes will also reflect the implementation of collaborative and differentiated activities.

Person Responsible

Gabriel Quintero

Schedule

Monthly, from 8/17/2017 to 6/7/2018

Evidence of Completion

Classroom walkthrough logs; teacher reflection notes, data chats, reviews of debrief conversations following walkthrough and instructional rounds.

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

Effectiveness of strategies will be determined through a review of student performances in core subjects as measured on standardized and classroom-based assessments.

Person Responsible

Gabriel Quintero








Schedule

Quarterly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Student performance reports, electronic gradebook reports, assessment data

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|--|--------------------|-------------------------------|--|---------------------|
| 2018 | | | | | |
| G1.B1.S1.A1  A370444 | Administrators to meet with teachers for data chats | Rodriguez, Rodolfo | 9/15/2017 | Sign in sheets, agenda, minutes and results of data reports. | 5/31/2018 quarterly |
| G1.B1.S1.A4  A370447 | Progress monitoring of lowest 25% of students in the core subject areas in regards to growth and... | Quintero, Gabriel | 9/29/2017 | Data analysis of PowerBi and iReady reports, Tutorial and support session attendance records | 5/31/2018 monthly |
| G1.B1.S1.MA1  M398824 | Effectiveness of strategies will be determined through a review of student performances in core... | Quintero, Gabriel | 8/21/2017 | Student performance reports, electronic gradebook reports, assessment data | 6/7/2018 quarterly |
| G1.B1.S1.MA1  M398825 | The fidelity of implementation will be assessed and insured through the implementation of regular... | Quintero, Gabriel | 8/17/2017 | Classroom walkthrough logs; teacher reflection notes, data chats, reviews of debrief conversations following walkthrough and instructional rounds. | 6/7/2018 monthly |
| G1.B1.S1.A2  A370445 | Conduct Professional Development on using data. | Acosta, Sandra | 10/2/2017 | Sign in sheets, agenda, minutes and results of staff development needs assessment | 6/7/2018 monthly |
| G1.B1.S1.A3  A370446 | Assess the effectiveness of differentiated instructional groups. | Quintero, Gabriel | 8/21/2017 | PowerBi and iReady reports, reviews of debrief conversations following walk-throughs and instructional rounds. | 6/7/2018 monthly |
| G1.MA1  M398826 | Classroom walkthroughs, classroom-based assessments, data disaggregation from iReady assessments,... | Quintero, Gabriel | 8/21/2017 | Student performance reports, iReady Assessments and other assessment data, classroom walkthrough notes and logs | 6/8/2018 quarterly |

V. Professional Development Opportunities

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

G1. If core instruction is increased in all content areas, then student achievement will improve.

G1.B1 There exists a need for greater data analysis to drive instruction and target students achieving the lowest 25% in all core subject areas.

G1.B1.S1 Data analysis, Effective Planning and Instructional Delivery

PD Opportunity 1

Administrators to meet with teachers for data chats

Facilitator

Administration

Participants

Assistant Principals, Department chairs, grade level chairs, classroom teachers.

Schedule

Quarterly, from 9/15/2017 to 5/31/2018

PD Opportunity 2

Conduct Professional Development on using data.

Facilitator

Sandra Acosta

Participants

Teachers

Schedule

Monthly, from 10/2/2017 to 6/7/2018

VI. Technical Assistance Items

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

VII. Budget

| | | | | | | |
|--|-------------|--|---------------------------|----------------|---------------|-------------------|
| 1 | G1.B1.S1.A1 | Administrators to meet with teachers for data chats | | | | \$0.00 |
| 2 | G1.B1.S1.A2 | Conduct Professional Development on using data. | | | | \$0.00 |
| 3 | G1.B1.S1.A3 | Assess the effectiveness of differentiated instructional groups. | | | | \$0.00 |
| 4 | G1.B1.S1.A4 | Progress monitoring of lowest 25% of students in the core subject areas in regards to growth and learning gains. | | | | \$8,950.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | | 2701 - Kenwood K 8 Center | Other | | \$1,550.00 |
| <i>Notes: EESAC Funds</i> | | | | | | |
| | | | 2701 - Kenwood K 8 Center | Title III | | \$7,400.00 |
| <i>Notes: Title III Tutorial Funding</i> | | | | | | |
| | | | | | Total: | \$8,950.00 |