

Miami-Dade County Public Schools

Kenwood K 8 Center



2021-22 Schoolwide Improvement Plan

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Kenwood K 8 Center

9300 SW 79TH AVE, Miami, FL 33156

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

Demographics

Principal: Rodolfo Rodriguez

Start Date for this Principal: 7/1/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	65%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (65%) 2017-18: A (66%) 2016-17: B (61%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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.

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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-8	No	60%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	93%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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<https://www.floridacims.org>.

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Part I: School Information

School Mission and Vision

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.

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.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Rodriguez, Rodolfo	Principal	Provides overall administrative and instructional leadership for all faculty and staff; provides common vision and instructional leadership for data-based decision-making.
Quintero, Gabriel	Assistant Principal	Assists the Principal with providing common vision and instructional leadership for data-based decision-making; ensuring the implementation of the MTSS model; and assessing the MTSS processes effectiveness. Assigned primary responsibility for monitoring, documenting, and reporting of SIP Implementation and Action Steps, as well as all other aspects of the School Improvement Process.
Castellanos, Ana	Teacher, ESE	Plans and delivers instruction to students with disabilities; provides information about core instruction to SWD; serves as liaison to instructional teams
Kemp, Vonda	Teacher, K-12	Plans and delivers ELA instruction to middle school students; serves as ELA Chairperson
Noble, Linda	Teacher, PreK	Plans and delivers instruction to Pre-Kindergarten/Kindergarten students; UTD Steward, EESAC Chairperson
Lordeus, Derrick	Teacher, K-12	Plans and delivers Adaptive Physical Education/Physical Education instruction to elementary students.
Acosta, Sandra	Teacher, K-12	Plans and delivers Science instruction to middle school students. Lead Teacher/School Center for Special Instruction (SCSI) Instructor; facilitates data collection, disaggregation, and review activities including conducting data chats.

Demographic Information

Principal start date

Wednesday 7/1/2015, Rodolfo Rodriguez

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

32

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

30

Total number of teacher positions allocated to the school

70

Total number of students enrolled at the school

885

Identify the number of instructional staff who left the school during the 2020-21 school year.

3

Identify the number of instructional staff who joined the school during the 2021-22 school year.

0

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	54	71	87	95	95	96	97	126	124	0	0	0	0	845
Attendance below 90 percent	20	12	6	10	4	10	11	13	18	0	0	0	0	104
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	4	8	4	2	3	2	8	0	0	0	0	32
Course failure in Math	0	0	3	6	8	5	9	7	2	0	0	0	0	40
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	6	9	25	23	0	0	0	0	63
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	50	11	22	17	0	0	0	100
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	10	2	4	6	2	7	13	19	18	0	0	0	0	81

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	2	3	6	0	0	2	0	1	0	0	0	0	18
Students retained two or more times	0	0	0	0	0	1	1	0	2	0	0	0	0	4

Date this data was collected or last updated

Monday 7/19/2021

2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - Updated

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	
Number of students enrolled	70	87	100	101	101	104	140	133	153	0	0	0	0	989
Attendance below 90 percent	12	5	10	5	9	10	15	20	21	0	0	0	0	107
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	5	9	2	1	4	8	2	0	0	0	0	34
Course failure in Math	0	1	3	13	5	7	8	3	4	0	0	0	0	44
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	6	8	24	24	18	0	0	0	0	80
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	5	11	22	18	11	0	0	0	0	67

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators		1	3	3	7	7	10	21	19	15	0	0	0	86

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	4	1	3	6	0	0	2	0	1	0	0	0	0	17
Students retained two or more times	0	0	0	0	1	1	0	2	0	0	0	0	0	4

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				68%	63%	61%	65%	62%	60%
ELA Learning Gains				61%	61%	59%	62%	61%	57%
ELA Lowest 25th Percentile				51%	57%	54%	59%	57%	52%
Math Achievement				73%	67%	62%	68%	65%	61%
Math Learning Gains				67%	63%	59%	63%	61%	58%
Math Lowest 25th Percentile				53%	56%	52%	51%	55%	52%
Science Achievement				56%	56%	56%	58%	57%	57%
Social Studies Achievement				80%	80%	78%	80%	79%	77%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	64%	60%	4%	58%	6%
Cohort Comparison						
04	2021					
	2019	59%	64%	-5%	58%	1%
Cohort Comparison		-64%				
05	2021					
	2019	60%	60%	0%	56%	4%
Cohort Comparison		-59%				
06	2021					
	2019	64%	58%	6%	54%	10%
Cohort Comparison		-60%				
07	2021					
	2019	65%	56%	9%	52%	13%
Cohort Comparison		-64%				
08	2021					
	2019	66%	60%	6%	56%	10%
Cohort Comparison		-65%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	62%	67%	-5%	62%	0%
Cohort Comparison						
04	2021					
	2019	60%	69%	-9%	64%	-4%
Cohort Comparison		-62%				
05	2021					
	2019	68%	65%	3%	60%	8%
Cohort Comparison		-60%				
06	2021					
	2019	73%	58%	15%	55%	18%
Cohort Comparison		-68%				
07	2021					
	2019	73%	53%	20%	54%	19%
Cohort Comparison		-73%				
08	2021					
	2019	51%	40%	11%	46%	5%
Cohort Comparison		-73%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	56%	53%	3%	53%	3%
Cohort Comparison						
08	2021					
	2019	47%	43%	4%	48%	-1%
Cohort Comparison		-56%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	68%	32%	67%	33%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	76%	73%	3%	71%	5%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	92%	63%	29%	61%	31%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	54%	46%	57%	43%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Kindergarten through Second Grade: I-Ready Diagnostic Assessments in Reading and Math, Stanford Achievement Test

Third through Eighth Grades: I-Ready Diagnostic Assessments in Reading and Math

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	42	58	64
	Economically Disadvantaged	38	47	61
	Students With Disabilities	38	31	29
	English Language Learners	13	25	25
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	47	48	60
	Economically Disadvantaged	47	42	56
	Students With Disabilities	50	31	38
	English Language Learners	13	25	25

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	35	56	60
	Economically Disadvantaged	27	52	55
	Students With Disabilities	25	30	30
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	24	46	57
	Economically Disadvantaged	24	40	55
	Students With Disabilities	25	20	15
	English Language Learners			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	46.3	55.8	69.5
	Economically Disadvantaged	39.1	48.4	67.2
	Students With Disabilities	26.9	34.6	46.2
	English Language Learners			30
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	12.6	39	51.6
	Economically Disadvantaged	12.5	39.1	45.3
	Students With Disabilities			
	English Language Learners			

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	43.5	48.9	44.4
	Economically Disadvantaged	38.5	40.4	40.4
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	20.7	34.8	53.3
	Economically Disadvantaged	19.2	25	51.9
	Students With Disabilities			35
	English Language Learners			

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	44.4	54.4	54.4
	Economically Disadvantaged	34.6	47.3	43.6
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	35.6	50	67.8
	Economically Disadvantaged	27.3	36.4	60
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students		21.7	
	Economically Disadvantaged		10.9	
	Students With Disabilities		0	
	English Language Learners		0	

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	38.7	49.2	44.4
	Economically Disadvantaged	31.4	44.3	45.7
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	41.9	44.4	50.8
	Economically Disadvantaged	38.6	38.6	45.7
	Students With Disabilities			
	English Language Learners			

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	48.7	59.7	48.7
	Economically Disadvantaged	42.5	57.5	43.8
	Students With Disabilities		33.3	33.3
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	40.3	45.4	56.3
	Economically Disadvantaged	37.5	43.8	53.8
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students		78.3	
	Economically Disadvantaged		75	
	Students With Disabilities		50	
	English Language Learners		60	

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	47.1	52.2	51.5
	Economically Disadvantaged	39.2	48.1	44.3
	Students With Disabilities		31.6	
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	50	53.7	47.1
	Economically Disadvantaged	44.3	50.6	44.3
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students		22.9	
	Economically Disadvantaged		27.8	
	Students With Disabilities		22.9	
	English Language Learners			

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	28	52	45	24	40	37	32	65			
ELL	51	61	55	41	39	27	35	67	64		
BLK	53	55		52	25		25				
HSP	64	62	54	55	49	34	57	81	66		
WHT	68	41		67	50		53		70		
FRL	58	59	47	48	42	33	42	77	53		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	28	35	29	29	40	38	23	53			
ELL	48	54	49	64	63	56	37	57	68		
BLK	53	58	45	53	64						
HSP	66	60	50	72	66	51	53	78	81		

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
WHT	83	76		86	78		78		70		
FRL	58	59	50	65	66	55	47	78	85		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	30	53	56	30	44	47	26	50			
ELL	46	64	59	55	57	53	31	60			
ASN	90	70		100	100						
BLK	41	50	50	59	65	45	30				
HSP	65	62	60	67	62	51	56	78	90		
WHT	75	61		79	73		75	100			
FRL	58	61	59	63	61	50	50	71	88		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	55
Total Points Earned for the Federal Index	570
Total Components for the Federal Index	10
Percent Tested	95%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners

Federal Index - English Language Learners	50
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	58
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	58
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

SWD performed below the ESSA threshold in Reading, with 36% of students demonstrating Mastery in Reading in 2021. Middle school students' Spring 2021 ELA Diagnostic Assessment results reflect an average 5.5 percentage point decrease when compared to 2021 ELA Mid-Year Diagnostic results. Performances in Science indicate 21.7% and 22.9% of Fifth and Eighth Grade students demonstrated Mastery on the Mid-Year Science Assessment (no Fifth Grade Students with Disabilities demonstrated Mastery).

Based on 2021 state assessment data:

- 64% of students demonstrated Mastery in ELA ; a 4 percentage point decrease compared to 2019 ELA Mastery data.(68%)
- 60% of students made Learning Gains in ELA; a 1 percentage point decrease compared to 2019 ELA Learning Gains data (61%)
- 51% of L25 students made Learning Gains in ELA; this performance matched 2019 L25 ELA Learning Gains data (51%)
- 56% of students demonstrated Mastery in Math; a 17 percentage point decrease compared to 2019 Math Mastery data.(73%)
- 48% of students made Learning Gains in Math; a 19 percentage point decrease compared to 2019 Math Learning Gains data (67%)
- 33% of L25 students made Learning Gains in Math; a 20 percentage point decrease compared to 2019 L25 Math Learning Gains data (53%)
- 55% of Fifth and Eighth Grade students demonstrated Mastery in Science; a 1 percentage point decrease compared to 2019 Science Mastery data (56%)
- 81% of Seventh Grade students demonstrated Mastery on the Civics Assessment, a 1 percentage point increase over 2019 Civics Assessment data (80%)

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on a review of ESSA, I-Ready Diagnostic Assessment, and Progress Monitoring data, the area and population demonstrating the greatest need for additional supports and improvement is Students with Disabilities. In addition, the significant decrease in Math Achievement, as well as the general decreases in other metrics, will be areas for improvement.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factors to the need for improvement include additional stressors and obstacles arising from COVID-19 closures and lower levels of instructional engagement. The absence of departmentalization in the intermediate grades contributed to performance losses in ELA and particularly Math due to their impact on the delivery of instruction. The performances of SWD were negatively impacted as a result of unavoidable structural changes to the SWD program resulting from staff and program changes, as well as lower student engagement through virtual instruction. Scheduling changes including reinstating departmentalization, as well as adjustments and enhancements to the SWD support mechanisms, are needed.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

With the exception of Eighth Grade students (due to participation in Algebra), student performances on all three 2020-2021 I-Ready Math Diagnostic Assessments reflect significant increases in the percentage of students demonstrating Mastery in Math. A review of I-Ready Math Diagnostic data reveals that 61% of students scored at or above Mastery on the 2021 Third Diagnostic Assessment.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Greater emphasis was placed on the targeted use of I-Ready Math Instruction. The implementation of block scheduling in the middle school grades allowed for greater continuity of instruction and provision of instructional differentiation. The implementation of targeted I-Ready Incentives led to increases in Time on Task, Lesson Completion, and Lesson Pass Rates at all grade levels.

What strategies will need to be implemented in order to accelerate learning?

Data-driven Instruction, Differentiated Instruction, Extended Learning Opportunities (e.g., Before and After School Tutorials and Computer Lab Sessions), Standards-Based Collaborative Planning, Schoolwide MTSS Implementation, expanded Leadership Team communication and structures will be needed in order to accelerate learning. The re-implementation of fully inclusive instruction in elementary grades, as well as the implementation of professional development content and strategies to support differentiated instruction and effective inclusion (e.g., Universal Design for Learning) will be undertaken. Additionally, a proactive stance in the development of instructional support schedules for SWD is necessary and has been undertaken and implemented for the 2021-2022 school year. This approach includes optimization of staff expertise in specific content areas through departmentalization of general education classes and SWD supports.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The Leadership Team and PLST will identify and develop whole and small group sessions addressing mitigating learning loss, accelerating student learning, high impact strategies to support inclusive teaching and learning, the use of data to drive instructional decision-making, and differentiated instruction during August and September 2021. Professional development focusing on Social-Emotional Learning and Developing Resilience, as well as content focused on instructional differentiation and inclusion, will be provided through PLC and Faculty Meetings beginning in September 2021. Additional strategies for the disaggregation and analysis of student performance and progress monitoring data will be provided during Professional Development Day sessions, Faculty Meetings, PLC Meetings, and individually as needed beginning in October 2021. Ongoing individual support pertaining to data-based instructional decision-making, differentiated instruction, and strategies to meet the needs of all learners (with increased emphasis on SWD) will be provided by the Leadership Team.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Extended Learning Opportunities will continue to be offered, including Spring Break Science Academy, Reading and Math Tutorial Support for English Language Learners, and reinstatement of our ELA Saturday Academy. Collaborative Planning Sessions will continue to be implemented, and additional online resources will be incorporated in order to streamline practices. Emphasis will be placed on the inclusion of SWD in all extended learning opportunities, as appropriate and available.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale: Students' academic performances in ELA and Math reflect decreases. Student attendance rates reflect a 3 -percentage point decrease in the percentage of students with 6 or fewer absences (from 84% in 2019-2020 to 82% in 2020-2021). These decreases contributed in part to 4 and 17 percentage point decreases in students' 2021 FSA Reading and Math performances, respectively. With a return to Physical Instruction, learning loss mitigation and acceleration of learning are necessary to address deficits which developed over the past school year.

Measurable Outcome: As a result of robust attendance and academic monitoring and interventions, the percentage of students with 6 or fewer absences will be increased to at least 80% during the 2021-2022 school year.

Monitoring: 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 reflective activities. The effectiveness of strategies will be determined through a review of student performances in Reading and Math as measured on I-Ready, standardized and classroom-based assessments.

Person responsible for monitoring outcome: Gabriel Quintero (gquintero@dadeschools.net)

Evidence-based Strategy: Ongoing Progress Monitoring (OPM) is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. OPM will be expanded to include the vigorous tracking and reporting of attendance, including the implementation of interventions which will include the Truancy Intervention Process. OPM will be implemented with individual students or entire classes, as needed.

Rationale for Evidence-based Strategy: Engagement in meaningful instructional activities based on frequent and consistent progress monitoring is tied to improving student attendance. By minimizing student absenteeism through monitoring and the active use of the school's Attendance Review Process student learning progress, including efforts to mitigate learning loss and to provide consistent interventions, are more effectively supported.

Action Steps to Implement

Review area of focus and evidence-based strategy with all faculty and staff during opening of school and monthly PLC and faculty meetings from 8/18/2021 through 10/11/2021.

Person Responsible Gabriel Quintero (gquintero@dadeschools.net)

Coordinate the development and implementation of the School Attendance Action Plan from 8/18/2021 through 10/11/2021.

Person Responsible Gabriel Quintero (gquintero@dadeschools.net)

Conduct daily and weekly reviews of attendance data as part of the Attendance Review Process from 8/23/2021 through 10/11/2021.

Person Responsible Gabriel Quintero (gquintero@dadeschools.net)

Facilitate Leadership Team meetings weekly to review implementation of Plan and Process, attendance data, stakeholder feedback, and identify necessary adjustments to improve process from 8/18/2021 through 10/11/2021.

Person Responsible Gabriel Quintero (gquintero@dadeschools.net)

Monitoring of existing attendance/absence reporting mechanisms will be increased, including the use of the 2701attendance@dadeschools.net mailbox, from 11/1/2021 through 12/21/2021

Person Responsible Gabriel Quintero (gquintero@dadeschools.net)

In order to enhance prompt reporting and interventions, a user-friendly application to enable staff reporting of students with 3+ consecutive absences has been developed and will be deployed for staff use from 11/1/2021 through 12/21/2021 and ongoing thereafter.

Person Responsible Gabriel Quintero (gquintero@dadeschools.net)

Increase the frequency of Truancy Child Study Teams and related student service interventions from January 31, 2022 through April 29, 2022.

Person Responsible Gabriel Quintero (gquintero@dadeschools.net)

Design and implement a Third Grading Period Attendance Incentive Competition to improve schoolwide attendance rates from 1/31/2022 through 4/29/2022.

Person Responsible Gabriel Quintero (gquintero@dadeschools.net)

#2. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: I-Ready Diagnostic Assessment data indicate that students in Fourth through Eighth grades failed to progress toward Mastery in ELA from the Mid-Year to the End-of-Year Diagnostic Assessments. With the exception of Fifth grade Math, students in Third through Eighth grades failed to attain higher than 52% Mastery on the I-Ready End-of-Year Math Diagnostic Assessment. 2021 FSA ELA and Math data reflect 4 and 17 percentage point decreases in Mastery Achievement when compared to 2019 FSA ELA and Math data, respectively.

Measurable Outcome: As a result of deliberate instructional planning and delivery, as well as effective instructional differentiation, 65% or higher of students in Third through Eighth grades will demonstrate Mastery of Reading and Math on the End-of-Year I-Ready Diagnostic Assessments and FSA in each subject.

Monitoring: 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 reflective activities. The effectiveness of strategies will be determined through a review of student performances in Reading and Math as measured on I-Ready, standardized and classroom-based assessments.

Person responsible for monitoring outcome: Gabriel Quintero (gquintero@dadeschools.net)

Evidence-based Strategy: Data-Driven Decision Making is a process embedded in the culture of the school where data is used at every level to make informed decisions on what is best for students. This includes goal setting, interventions, schedule development, course work, differentiating instruction etc.

Rationale for Evidence-based Strategy: Purposeful data collection and analysis will be critical to re-engaging students and mitigating learning losses. Additionally, data-driven planning is more responsive to individual student needs, allowing teachers to focus efforts strategically. This approach also allows for the enrichment and acceleration of learning for students approaching or at Mastery, while enhancing the impact of teaching and learning activities for all students (with increased emphasis on SWD and EL students).

Action Steps to Implement

Review area of focus and evidence-based strategy with all faculty and staff during opening of school and monthly faculty meetings from 8/18/2021 through 10/11/2021.

Person Responsible Gabriel Quintero (gquintero@dadeschools.net)

Presentation of data and information pertaining to student performances in ELA and Math, with emphasis on progress monitoring assessments and an increased focus on the instructional needs of SWD from 8/18/2021 through 10/11/2021.

Person Responsible Gabriel Quintero (gquintero@dadeschools.net)

Bi-weekly meeting with chairpersons to review progress on implementation of strategies identified through data chats, particularly in the areas of ELA and Math, with an increased focus on SWDs from 8/30/2021 through 10/11/2021.

Person Responsible Gabriel Quintero (gquintero@dadeschools.net)

Monitor implementation and delivery of identified strategies, interventions, and supports, based on content of data chats, on a monthly basis from 8/23/2021 through 10/11/2021..

Person Responsible Gabriel Quintero (gquintero@dadeschools.net)

Additional mechanisms to increase teacher professional development opportunities in support of ELA interventions (e.g., training "watch parties," etc.) will be provided from 11/1/2021 through 12/21/2021.

Person Responsible Gabriel Quintero (gquintero@dadeschools.net)

Additional mechanisms to increase teacher professional development opportunities in support of increasing progress in Math Learning Gains will be provided from 11/1/2021 through 12/21/2021.

Person Responsible Gabriel Quintero (gquintero@dadeschools.net)

Increase monitoring and reinforcement of the use of i-Ready at all grade levels, with an increased emphasis on Third through Fifth, Seventh, and Eighth grades from 1/31/2022 through 4/29/2022

Person Responsible Gabriel Quintero (gquintero@dadeschools.net)

Disaggregate and analyze, on PLC/departmental and individual teacher levels, i-Ready diagnostic, instructional path, and growth monitoring data on a bi-weekly basis in order to inform data chats and subsequent instructional adjustment from 1/31/2022 through 4/29/2022.

Person Responsible Gabriel Quintero (gquintero@dadeschools.net)

#3. Culture & Environment specifically relating to Early Warning Systems

Area of Focus Description and Rationale: The importance of the timely and accurate identification of early warning indicators, and reducing their impact, is critical to accelerating learning, mitigate learning loss, and ensure that provision of appropriate supports and interventions to all students. Emphasis is needed in addressing the needs of SWD and students involved in the MTSS process. Delays in the identification process and provision of support will reduce the effectiveness of our efforts in this area.

Measurable Outcome: Our school will achieve and maintain 100% compliance with identification and timelines for MTSS/Rtl and SWD beginning in September 2021 through June 2022.

Monitoring: Fidelity of implementation will be assessed through regular monitoring of intervention data, student service delivery reports, and educational plan/document status reports conducted by the Leadership Team. A review of PLC/Department meeting minutes will also reflect ongoing conversations regarding intervention implementation.

Person responsible for monitoring outcome: Gabriel Quintero (gquintero@dadeschools.net)

Evidence-based Strategy: Response to Early Warning Systems (EWS) involves establishing a system based on student data to identify students who exhibit behavior or academic performance that puts them at risk of dropping out of school. Response to EWS utilizes predictive data, identifies off-track or at-risk students, targets interventions and reveals patterns and root causes. Progress monitoring data will also be used to inform ongoing efforts in this area.

Rationale for Evidence-based Strategy: The importance of the timely and accurate processing of intervention and progress monitoring data, as well as required documentation in support of pursuing supports for students is critical, particularly as efforts are implemented to mitigate learning losses. Delays in the identification and documentation processes lead to increased negative impacts on students, and must be addressed through efficient and effective management of the MTSS/Rtl process. Requests for Assistance and intervention implementation must begin early in the 2021-2022 school year, and monitoring of the process must be ongoing and proactive through June 2022.

Action Steps to Implement

Review area of focus and evidence-based strategy with all faculty and staff during opening of school and monthly faculty meetings from 8/18/2021 through 10/11/2021.

Person Responsible Gabriel Quintero (gquintero@dadeschools.net)

Presentation of data and information pertaining to the ongoing monitoring of student progress will be conducted by the Leadership Team on a monthly basis, with emphasis on progress monitoring assessments and an increased focus on the instructional needs of students in the MTSS/Rtl process and SWD from 8/18/2021 through 10/11/2021.

Person Responsible Gabriel Quintero (gquintero@dadeschools.net)

Bi-weekly meeting with chairpersons to review progress on implementation of MTSS/Rtl and intervention strategies will be facilitated by the Leadership Team, with an increased focus on students in the MTSS/Rtl process and SWDs from 9/2021 through 10/11/2021..

Person Responsible Gabriel Quintero (gquintero@dadeschools.net)

Conduct quarterly reviews of progress monitoring and MTSS/Rtl data to assess the fidelity of implementation of interventions, documentation, and compliance with expectation of 100% compliance, as well as to determine potential opportunities for improvement in the area of focus, as appropriate, from 9/2021 through 10/11/2021..

Person Responsible Gabriel Quintero (gquintero@dadeschools.net)

Increase support for the preparation, submission, and monitoring of Requests for Assistance for students failing to demonstrate progress beginning 11/1/2021 through 12/21/2021.

Person Responsible Gabriel Quintero (gquintero@dadeschools.net)

Increase the focus on differentiated instruction, questioning, intervention provision, and instructional supports during classroom walkthroughs and assess their implementation through classroom walkthrough data collected from 11/1/2021 through 12/21/2021.

Person Responsible Gabriel Quintero (gquintero@dadeschools.net)

Increase the emphasis on support for the preparation, submission, and monitoring of Requests for Assistance for students failing to demonstrate progress from 1/31/2022 through 4/29/2022.

Person Responsible Gabriel Quintero (gquintero@dadeschools.net)

Increase the frequency of MTSS/Rtl, IEP, and EP reviews to weekly in order to ensure continued compliance from 1/31/2022 through 4/29/2022.

Person Responsible Gabriel Quintero (gquintero@dadeschools.net)

#4. Leadership specifically relating to Instructional Leadership Team

Area of Focus Description and Rationale: The involvement of faculty and staff not only as participants in their professional learning but also as facilitators and providers of professional growth opportunities for their colleagues contributes directly to improvements in school culture and teacher leadership capacity. As such, all faculty and staff should be active participants and facilitators of professional growth within and across grade levels and departments, and engage in the collegial conversations that foster environments conducive to ongoing growth.

Measurable Outcome: As a result of increased professional development offerings aligned with Staff PD Survey needs, 100% of staff will be engaged as either participants or presenters in at least two PD opportunities, as documented by training materials and the observation of changes in teaching practice impacting student performances by June 2022.

Monitoring: The fidelity of implementation will be assessed and insured through the review of content and strategies presented through faculty and PLC meetings. These reviews will be conducted by the Leadership Team. Establishment of additional mechanisms to facilitate whole-school engagement and communication will be undertaken, and adjustments to the implementation will be made based on feedback from Teacher Leaders. PLC/Department meeting minutes will reflect the dissemination of information and serve as an additional source of documentation for the collection of faculty input.

Person responsible for monitoring outcome: Gabriel Quintero (gquintero@dadeschools.net)

Evidence-based Strategy: Modeling Your own Professional Learning is acknowledged as constantly engaging in a cycle of learning and sharing that learning in process or product as a means of encouraging the staff themselves to engage in sustained professional learning. Staff will be given the chance to gain new skills and expand their knowledge by providing opportunities for professional development, application of new skills learned, and providing professional development on newly-acquired content and/or skills to their colleagues.

Rationale for Evidence-based Strategy: The sharing of professional development content by and among colleagues will support improved instructional practices. Presentations will assist with the dissemination of specific strategies and best practices (e.g., effective strategies to support inclusion, differentiated instruction, and Universal Design for Learning).

Action Steps to Implement

Review area of focus and evidence-based strategy with all faculty and staff during opening of school and monthly faculty meetings from 8/18/2021 through 10/11/2021.

Person Responsible Gabriel Quintero (gquintero@dadeschools.net)

Review results of faculty and staff Professional Development Surveys to identify training content and potential presenters aligned with identified need areas from 8/18/2021 through 10/11/2021.

Person Responsible Gabriel Quintero (gquintero@dadeschools.net)

Develop Professional Development Day schedules that optimize opportunities for faculty and staff to present acquired professional development content to their colleagues from 8/23/2021 through 10/11/2021.

Person Responsible Gabriel Quintero (gquintero@dadeschools.net)

Conduct quarterly Professional Development Reviews to assess the fidelity of implementation of professional development content, as well as to determine potential opportunities for improvement in the area of focus, as appropriate from 8/23/2021 through 10/11/2021..

Person Responsible Gabriel Quintero (gquintero@dadeschools.net)

Ensure submission and bi-weekly reviews of PLC/Departmental minutes to assess provision of professional development content and to administratively address concerns from 11/1/2021 through 12/21/2021.

Person Responsible Gabriel Quintero (gquintero@dadeschools.net)

Continue to schedule and conduct PLC, Departmental and individual data chats with teachers utilizing progress monitoring data to further refine instruction and differentiation from 11/1/2021 through 12/21/2021.

Person Responsible Gabriel Quintero (gquintero@dadeschools.net)

Emphasize submission of PLC/Departmental minutes in order to continue to assess provision of professional development content and to administratively address concerns from 1/31/2022 through 4/29/2022.

Person Responsible Gabriel Quintero (gquintero@dadeschools.net)

Continue to identify and disseminate site-based and other professional development opportunities for all instructional staff from 1/31/2022 through 4/29/2022.

Person Responsible Gabriel Quintero (gquintero@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Incidents involving the student use of vaping devices, although not prevalent, constitute an ongoing concern. Given an incident rate of .09 per 100 students, our goal will be to reduce this rate through targeted student and stakeholder education, counseling and student services support, and quarterly monitoring with reporting to the school's EESAC on a quarterly basis.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Our Strengths within School Culture are in Physical and Emotional Safety and Engaging Learning Environments. Creating an environment where everyone feels safe. Comprehensive implementation of schoolwide safety and security protocols. Sanitation and health protocols are also consistently adhered to, with 90% of staff responding agreement with School Climate items pertaining to this area. Students embrace differences and diversity. Values-oriented instruction and counseling support. Additionally, Engaging Learning Environments is another area of strength. Our school consistently celebrates student and staff successes. Faculty and staff foster high expectations within settings conducive to the attainment of high standards. Staff also maintain cognitively stimulating physical school environments, as well as model and nurture attitudes that support and promote learning. Staff and stakeholders are actively encouraged to share their input and feedback with the school's Leadership Team, with 93% of staff indicating agreement with School Climate items pertaining to the administration's willingness to listen. Our robust social media presence further enhances visibility and accessibility to school information.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principals, Teacher Leaders, and Counselors. These individuals constitute the school's Leadership Team. In addition to the Leadership Team, the school's EESAC and PTSO provide additional support and guidance in maintaining a positive school culture.

The Principal's role is to provide overall administrative and instructional leadership for all faculty and staff, as well as common vision and instructional leadership for data-based decision-making, oversees all the school's initiatives, and responds to concerns raised by staff and stakeholders. The Assistant Principals will monitor the mentorship programs and assist in ensuring all information is shared with stakeholders in a timely manner. Teacher leaders assist in providing and responding to feedback from stakeholders. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Student Engagement				\$150.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			2701 - Kenwood K 8 Center	Other		\$150.00
<i>Notes: Perfect Attendance Medals for quarterly recognitions</i>						
2	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			2701 - Kenwood K 8 Center	Other		\$1,500.00
<i>Notes: Title III Funding for Saturday Academy sessions focused on Middle Grades ELA</i>						
3	III.A.	Areas of Focus: Culture & Environment: Early Warning Systems				\$0.00
4	III.A.	Areas of Focus: Leadership: Instructional Leadership Team				\$0.00
					Total:	\$1,650.00