

Miami-Dade County Public Schools

Kendale Lakes Elementary School



2021-22 Schoolwide Improvement Plan

Table of Contents

| | |
|---|-----------|
| School Demographics | 3 |
| Purpose and Outline of the SIP | 4 |
| School Information | 6 |
| Needs Assessment | 9 |
| Planning for Improvement | 18 |
| Positive Culture & Environment | 32 |
| Budget to Support Goals | 33 |

Kendale Lakes Elementary School

8000 SW 142ND AVE, Miami, FL 33183

<http://kle.dadeschools.net>

Demographics

Principal: Martha Jaureguizar T

Start Date for this Principal: 7/20/2009

| | |
|--|---|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | Elementary School PK-5 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 2020-21 Title I School | Yes |
| 2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 87% |
| 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 Hispanic Students White Students Economically Disadvantaged Students |
| School Grades History | 2018-19: A (76%) 2017-18: A (75%) 2016-17: A (70%) |
| 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.

Table of Contents

| | |
|---------------------------------------|-----------|
| Purpose and Outline of the SIP | 4 |
| School Information | 6 |
| Needs Assessment | 9 |
| Planning for Improvement | 18 |
| Title I Requirements | 0 |
| Budget to Support Goals | 33 |

Kendale Lakes Elementary School

8000 SW 142ND AVE, Miami, FL 33183

<http://kle.dadeschools.net>

School Demographics

| | | |
|---|---|--|
| <p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p> | <p>2020-21 Title I School</p> <p style="text-align: center;">Yes</p> | <p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">78%</p> |
| <p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p> | <p>Charter School</p> <p style="text-align: center;">No</p> | <p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">98%</p> |

School Grades History

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

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 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>.

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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

K.L.E.'s mission is to provide a productive, secure, learning environment, whereby students will acquire a sense of accomplishment that encourages constant growth, pride, and the desire to reach full potential.

Provide the school's vision statement.

K.L.E.'s vision is to provide organizational strategies that reflect quality leadership, commitment to excellence, and self-actualization for all stakeholders.

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 |
|---------------------|---------------------------|---------------------------------|
| Jaureguizar, Martha | Principal | |
| Cabrera, Nancy | Assistant Principal | |
| Sanchez, Kristine | Reading Coach | |
| Alvarez, Elena | Behavior Specialist | |
| Buoncore, Alexander | ELL Compliance Specialist | |
| Ceballos, Ivett | School Counselor | |
| Voigt, Ivette | Teacher, K-12 | |
| Lima, Taciana | Teacher, K-12 | |
| Botero, Janet | Teacher, K-12 | |
| Irastorza, Jennifer | Teacher, K-12 | |
| Atkison, Kristi | Teacher, K-12 | |
| Borges, Dayami | Instructional Media | |

Demographic Information

Principal start date

Monday 7/20/2009, Martha Jaureguizar T

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.*

14

Total number of teacher positions allocated to the school

46

Total number of students enrolled at the school

671

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.

4

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 | 67 | 83 | 98 | 103 | 116 | 120 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 587 |
| Attendance below 90 percent | 9 | 8 | 10 | 15 | 19 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 74 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 2 | 1 | 1 | 6 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 |
| Course failure in Math | 0 | 0 | 1 | 1 | 11 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 23 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Number of students with a substantial reading deficiency | 4 | 14 | 29 | 41 | 27 | 29 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 144 |

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 | 2 | 2 | 2 | 3 | 7 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 23 |

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 | 8 | 3 | 1 | 6 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 21 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |

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 | 96 | 108 | 100 | 129 | 126 | 106 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 665 |
| Attendance below 90 percent | 8 | 12 | 13 | 21 | 14 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 81 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 3 | 0 | 5 | 4 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13 |
| Course failure in Math | 0 | 1 | 1 | 10 | 11 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 31 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 4 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |

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 | 2 | 3 | 1 | 8 | 8 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 28 |

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 | 8 | 3 | 1 | 7 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 21 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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 | | | | 81% | 62% | 57% | 79% | 62% | 56% |
| ELA Learning Gains | | | | 72% | 62% | 58% | 71% | 62% | 55% |
| ELA Lowest 25th Percentile | | | | 63% | 58% | 53% | 65% | 59% | 48% |
| Math Achievement | | | | 89% | 69% | 63% | 85% | 69% | 62% |
| Math Learning Gains | | | | 85% | 66% | 62% | 78% | 64% | 59% |
| Math Lowest 25th Percentile | | | | 68% | 55% | 51% | 61% | 55% | 47% |
| Science Achievement | | | | 76% | 55% | 53% | 86% | 58% | 55% |

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 | 78% | 60% | 18% | 58% | 20% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 78% | 64% | 14% | 58% | 20% |
| Cohort Comparison | | -78% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 74% | 60% | 14% | 56% | 18% |
| Cohort Comparison | | -78% | | | | |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2021 | | | | | |
| | 2019 | 87% | 67% | 20% | 62% | 25% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 85% | 69% | 16% | 64% | 21% |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| Cohort Comparison | | -87% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 84% | 65% | 19% | 60% | 24% |
| Cohort Comparison | | -85% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2021 | | | | | |
| | 2019 | 73% | 53% | 20% | 53% | 20% |
| Cohort Comparison | | | | | | |

Grade Level Data Review - Progress Monitoring Assessments

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

The i-Ready progress monitoring tool was used to gather the following data reported on the table below.

| Grade 1 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 46.2 | 55.9 | 69.96 |
| | Economically Disadvantaged | 47.4 | 51.3 | 64.5 |
| | Students With Disabilities | 29.2 | 33.3 | 50.0 |
| | English Language Learners | 33.3 | 26.7 | 40.0 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 44.8 | 45.2 | 64.1 |
| | Economically Disadvantaged | 45.1 | 40.8 | 62.7 |
| | Students With Disabilities | 23.8 | 25.0 | 50.0 |
| | English Language Learners | 50.0 | 40.0 | 35.7 |

| Grade 2 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 51.1 | 50.0 | 63.3 |
| | Economically Disadvantaged | 48.5 | 42.6 | 54.4 |
| | Students With Disabilities | 37.5 | 37.5 | 50.0 |
| | English Language Learners | 38.7 | 40.5 | 54.8 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 30.3 | 40.9 | 61.1 |
| | Economically Disadvantaged | 28.4 | 36.4 | 57.4 |
| | Students With Disabilities | 25.0 | 39.1 | 45.8 |
| | English Language Learners | 26.8 | 41.4 | 49.7 |
| | Grade 3 | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 57.4 | 68.7 | 72.2 |
| | Economically Disadvantaged | 57.0 | 68.0 | 70.0 |
| | Students With Disabilities | 20.7 | 20.7 | 31.0 |
| | English Language Learners | 25.7 | 32.0 | 44.0 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 31.3 | 45.2 | 60.9 |
| | Economically Disadvantaged | 32.0 | 46.0 | 60.9 |
| | Students With Disabilities | 25.7 | 20.7 | 34.5 |
| | English Language Learners | 27.8 | 35.4 | 44.0 |

| Grade 4 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 38.8 | 53.5 | 60.3 |
| | Economically Disadvantaged | 34.4 | 52.2 | 58.9 |
| | Students With Disabilities | 13.9 | 27.8 | 32.4 |
| | English Language Learners | 15.4 | 28.3 | 36.7 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 23.3 | 45.7 | 67.2 |
| | Economically Disadvantaged | 20.0 | 42.2 | 65.6 |
| | Students With Disabilities | 19.6 | 25.0 | 44.4 |
| | English Language Learners | 19.4 | 25.9 | 43.3 |
| Grade 5 | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 42.3 | 50.5 | 65.0 |
| | Economically Disadvantaged | 37.0 | 46.9 | 59.3 |
| | Students With Disabilities | 22.7 | 31.8 | 50.5 |
| | English Language Learners | 22.9 | 34.5 | 57.8 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 30.9 | 51.6 | 75.3 |
| | Economically Disadvantaged | 28.4 | 49.4 | 71.6 |
| | Students With Disabilities | 23.5 | 45.5 | 59.1 |
| | English Language Learners | 22.7 | 31.8 | 60.1 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Science | All Students | 23.5 | 35.4 | 57.5 |
| | Economically Disadvantaged | 22.4 | 28.8 | 50.4 |
| | Students With Disabilities | 15.4 | 25.4 | 45.7 |
| | English Language Learners | 15.9 | 27.3 | 48.9 |

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 | 43 | 30 | 27 | 63 | 78 | 83 | 48 | | | | |
| ELL | 66 | 59 | 50 | 75 | 65 | 71 | 71 | | | | |
| HSP | 69 | 53 | 37 | 72 | 63 | 73 | 69 | | | | |
| FRL | 67 | 51 | 38 | 72 | 63 | 70 | 66 | | | | |
| 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 | 66 | 63 | 43 | 79 | 72 | 53 | 64 | | | | |
| ELL | 78 | 73 | 69 | 89 | 86 | 69 | 76 | | | | |
| HSP | 81 | 72 | 65 | 89 | 85 | 66 | 78 | | | | |
| WHT | 90 | | | 100 | | | | | | | |
| FRL | 80 | 71 | 60 | 91 | 86 | 72 | 75 | | | | |
| 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 | 61 | 70 | 73 | 74 | 73 | 72 | 76 | | | | |
| ELL | 67 | 68 | 63 | 80 | 67 | 56 | 68 | | | | |
| HSP | 79 | 71 | 65 | 84 | 79 | 61 | 86 | | | | |
| WHT | 73 | | | 91 | | | | | | | |
| FRL | 77 | 70 | 65 | 83 | 77 | 61 | 84 | | | | |

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 | 63 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 0 |
| Progress of English Language Learners in Achieving English Language Proficiency | 61 |
| Total Points Earned for the Federal Index | 501 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 96% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 51 |

| Students With Disabilities | |
|--|-----|
| Students With Disabilities Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | |
| English Language Learners | |
| Federal Index - English Language Learners | 65 |
| 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 | |
| Black/African American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | |
| Hispanic Students | |
| Federal Index - Hispanic Students | 62 |
| 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 | |
| White Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years White Students Subgroup Below 32% | |
| Economically Disadvantaged Students | |
| Federal Index - Economically Disadvantaged Students | 61 |
| 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?

It is evident upon a close examination of the state FSA and NGSSS data from both 2019 and 2021 that the across grade levels, subgroups, and core content areas much improvement has been made and learning gains have been positive.

2019 FSA data findings:

- All ELA Subgroups Achievement increased by 3 percentage points.
- All ELA Subgroups Learning Gains increased by 1 percentage point.
- The ELA Learning Gains of the L25 decreased by 1 percentage point.
- All Math Subgroups Achievement increased by 4 percentage points.
- All Math Subgroups Learning Gains increased by 10 percentage points.
- The Math Learning Gains of the L25 increased by 10 percentage points.
- Science Subgroups Achievement levels decreased by 10 percentage points.

2021 FSA data findings:

- All ELA Subgroups Achievement decreased by 15 percentage points.
 - All ELA Subgroups Learning Gains decreased by 5 percentage points.
 - The ELA Learning Gains of the L25 decreased by 52 percentage points.
 - All Math Subgroups Achievement decreased by 18 percentage points.
 - All Math Subgroups Learning Gains decreased by 12 percentage points.
 - The Math Learning Gains of the L25 increased by 12 percentage points.
 - Science Subgroups Achievement levels decreased by 8 percentage points.
- Reading, Math, and Science achievement are areas that will require close and careful progress monitoring, intervention, support for struggling students, and differentiated instruction in order promote increased and enhanced student performance for the coming school year. The demonstrated gain in the area of the L25 is a result of effective and concentrated Math intervention/ tutoring programs.

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

Reviewing the progress monitoring and 2019 state assessments, areas that continue to be watched and monitored closely are Reading and Math for the lowest 25 percent, students with disabilities subgroup, and English Language Learners.

2019 FSA data findings:

The majority of our ELA Subgroups Learning Gains increased by 50 percentage points on progress monitoring completed using the i-Ready progress monitoring tool. Tier 2 ELA students decreased 29 percentage points and Tier 3 ELA students decreased 15 percentage points. Students in the Tier 3 population represent the L25 and English Language Learners. In the area of Math student performance, the i-Ready progress monitoring tool demonstrates across subgroups there are gains in student performance. The Tier 3 population decreased 13 percentage points. Math continues to be a strong area at our school due to rigorous differentiated instruction.

2021 FSA data findings:

The majority of our ELA Subgroups Learning Gains demonstrated a positive finding when reviewing the data from the i-Ready progress monitoring tool. The Tier 3 group decreased 5 percentage points. This group is comprised of the L25 and English Language Learners. A close examination of 2021 ELA FSA Learning Gains of the lowest 25 percent is at 37 percentage points. A rigorous and aggressive Reading intervention program will be critical to closing learning gaps and improving student performance. This is an area that will be a high priority for close and careful progress monitoring during the school year.

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

Students in the SWD (students with disabilities) and lowest 25 percent subgroup continue to be a fragile population that requires very specific intervention and progress monitoring routines. This specific population may have learning disabilities and other factors that contribute to slower learner progress. Some students that are in this population may be referred to the MTSS Team for further evaluation and considerations for the special education program to consider services under the exceptional education umbrella to allow for accommodations to access education goals more readily.

2019 FSA data findings:

A concentrated effort has been made to provide support to both the English Language Learner population and L25/SWD populations. A structured Reading intervention program, using the district provided materials and pacing guides, has been incorporated to identify state standards not mastered, alignment to state standards, and provide a rich learning environment for reading learners. Teachers also provided Math intervention and support for all subgroups, but specifically targeted the L25.

2021 FSA data findings:

The 2021 data findings suggest that learning gaps in achievement are significant and need to be addressed for the coming school year. There have been gains in all subgroups within the school year when examining data from in-house and state assessments, but when comparing gains made from 2019 to 2021, there is a decrease in overall proficiency. The overall proficiency rate continues to be high, but demonstrates a decrease from the previous assessment year. Attendance and student engagement are areas that contributed to these decreases.

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

Across all content areas and subgroups, based on progress monitoring and 2019 state assessments, there has been improvement in certain areas that will be enhanced and fortified for the coming school year.

2019 FSA data findings:

ELA Learning Gains proficiency increased 3 percentage points when examining the FSA results from 2019. Learning Gains for ELA also increased 1 percentage point. The Math proficiency increased 4 percentage points. The Learning Gains for Math increased 7 percentage points, and the Learning Gains for Math of the L25 increased 7 percentage points.

Teachers provided structured and rigorous Math instruction aligned to state standards to all students. Math intervention was also provided to identified students in order to promote increased student performance. Technology reports from i-Ready and Reflex Math were used to create data driven instruction that supported all learners. Differentiated instruction and small group skill focused lessons were incorporated for the English Language Learner populations.

2021 FSA data findings:

ELA gains in all subgroups were best demonstrated when comparing the results on the i-Ready performance data during the 2020-2021 school year. These gains showed that students began the school year in a deficiency and finished strong with over 70 percent of students scoring proficiently in Reading. The area of most improvement, when examining FSA and NGSSS scores, is in the area of Math Learning Gains of L25. This subgroup demonstrated a 12 percentage point increase. The gain is directly related to data driven instruction, technology integration, and ongoing progress monitoring of data.

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

In an effort to make performance gains, FSA Mathematics 2021 results continues to be a strong curriculum area for our school. The contributing factors for these gains are the accommodations that are provided to our large population of English Language Learners and SWD (students with disabilities). Additionally, inclusion classrooms continue to be an ideal environment where struggling populations are provided with support staff, intervention, close progress monitoring, and support through ESOL strategies and accommodations. Teachers also provide enrichment opportunities along with technology integration to ensure that student performance is optimal across the diverse levels served. All subgroups benefited from enrichment opportunities, intervention programs, ongoing progress monitoring, and data driven instruction. Professional development was provided to teachers as well as coaching cycles and modeling from instructional coaches both in class and as a whole group or per grade level as needed. The administrative team, along with MTSS personnel, provided support to families and students requiring higher levels of assistance. The school counselor and Mental Health Coordinator also provided services and counseling to students and/or classrooms by incorporating social and emotional learning skills, mindfulness, and student and family engagement activities. Evening parent training on effective parenting skills and other relevant topics were also provided by the school's Mental Health Coordinator.

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

In order to prepare for rigorous instruction and set goals for high student performance and achievement, the FSA Reading and Mathematics 2021 data will be closely examined and monitored in the different subcategories in order to determine areas of deficit. State standards and state assessment data will be shared with staff members. Close and careful progress monitoring of technology programs, interim assessments, and mastery of state standards and grade level expectations will be used to drive instruction and close learning gaps. The continued use of data - driven instruction, differentiated instruction, ongoing progress monitoring, and technology integration will continue to be used and enhanced in order to fortify existing instructional methods of teaching and learning. Intervention will play a key role in addressing learning gaps, as well as the examination of critical state assessment data and i-Ready data.

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.

In an effort to support teachers, students, and staff, professional development courses will be offered to staff members. Additionally, the professional development liaison, instructional coaches, and administrative staff will support teachers and provide as needed in-house coaching, modeling, special presentations with vendors, and data disaggregation to identify key areas that will need to be strengthened through the use of training activities to promote student learning gains and achievement. The two professional days that have been identified by the Miami-Dade school district will be utilized to provide in-house professional development for our staff on the key targeted areas for instruction this coming school year. Teachers will be provided professional development on the SIP evidenced based strategies that our school will deploy this year in order to close learning gaps and promote high student achievement. Key personnel will be used to support students, staff and families. Those key personnel will cover, but not be limited to, the PLST Team, the Leadership Team, the MTSS Team, Counselors, and the Administrative Team. The Administrative Team will use the continuous improvement model of learning and make adjustments as data becomes available through feedback with teachers and staff.

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

There are several additional services that continue to be implemented at our school in order to support and facilitate staff and student performance. The MTSS Team continues to be an area of high need at our school as many students remain part of our fragile learner population. The school counselor remains an important and vital school asset that supports the emotional and social needs of our school family. And lastly, the progress monitoring of technology utilization, intervention programs, and materials have been proven to be highly effective and will be fortified and enriched to allow for even higher learning gains from all students.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Student Engagement**Area of Focus Description and Rationale:**

Based on the data review of the FSA Reading and Mathematics 2021, our school will implement the Targeted Element of Interactive Learning Environments. We selected the area of student engagement based on our findings that demonstrated learning gains of the lowest 25 percent in both Reading and Mathematics. Although Mathematics was a stronger area for our school, this subgroup continues to be an area to watch and monitor closely for learning gaps.

Measurable Outcome:

If we successfully implement Interactive Learning Environments, then our learning gains of the lowest 25 percent will increase by 5 percentage points as evidenced by the 2022 ELA State Assessments.

Monitoring:

The leadership team along with the administrative team will monitor this area of focus by conducting walkthroughs to ensure that quality instruction and interactive learning environments are implemented.

Person responsible for monitoring outcome:

Martha Jaureguizar (pr2651@dadeschools.net)

Evidence-based Strategy:

Within the targeted element of student engagement, our school will focus on the evidenced based strategy of interactive learning environments.

Rationale for Evidence-based Strategy:

Interactive learning environments will allow students to interact with visual aids/scaffolds that support the acquisition or assimilation of pre-requisite skills, academic vocabulary, and instructional/metacognitive processes.

Action Steps to Implement

(9/30/21)-Based on the data review, our school will implement the Targeted Element of Interactive Learning Environments. We selected the overarching theme of Student Engagement as our data findings revealed that students in both the L25, SWD, and English Language Learners were the subgroups that struggled the most to make learning gains on all data assessment comparisons.

The instructional coach will provide professional development to grade levels to target best practices for interactive learning environments. As a result of the professional development and training, teachers will receive agendas and handouts which support best practice principles for interactive learning environments. The documentation will serve as the expected evidence that the implementation step has been fully executed.

Person Responsible

Martha Jaureguizar (pr2651@dadeschools.net)

(9/31/21-10/1/21)-Teachers will implement the use of Interactive Learning Environments in order to more effectively improve student engagement and learning.

The administrative team will conduct monthly walkthroughs to ensure that during the implementation step, all classroom teachers are providing rich and engaging lessons which allow students to interact with visual aids and that scaffolding of lessons are provided to reach all learners. Information will be gathered to assess/identify classroom teachers that may require additional assistance to fully implement the teaching strategy.

The administrative walk through log will serve as the evidence that the implementation step has been fully executed.

Person Responsible

Martha Jaureguizar (pr2651@dadeschools.net)

(10/4/21-10/8/21)-Instructional coach will provide modeling and in-class assistance to identified classrooms and teachers that require additional support to fully implement successful interactive learning environments. The expected result is that all classrooms will have content that is rich and relevant and that students are encouraged to ask questions, explore curriculum, receive feedback, and gain a better understanding and mastery of standards through the interaction with the coursework/kinesthetic activities. The instructional coach log will serve as the evidence that the implementation step has been fully executed.

Person Responsible Martha Jaureguizar (pr2651@dadeschools.net)

(10/11/21-10/15/21)As a result of continued support and guidance, data reports such as, district topic assessments, i-Ready reports, teacher-made tests, and gradebook will be reviewed quarterly by the administrative team to ensure that interactive learning environments are having a direct impact on student achievement and performance. The desired result is an increase across all content areas and evidence of increasing student performance. Students will interact with materials in Project-Based Learning/ Technology Integration - in new and innovative ways - that will allow for better understanding of difficult mathematical concepts, higher-order problem solving skills, and more efficient understanding of rigorous text.

The technology reports and data chat logs will serve as evidence that the implementation step has been fully executed.

Person Responsible Martha Jaureguizar (pr2651@dadeschools.net)

(11/1/21-12/10/21)-Teachers will implement the interactive learning environments best practices and strategies that were presented at the STEAM professional development day. The goal of interactive learning environments is to incorporate interactive learn and do, paired collaboration, and group collaboration activities in the classroom setting. It is important for teachers to be aware of the benefits of interactive and collaborative instructional design methodologies. These methodologies can be utilized effectively in learner-centered environments, especially in subject areas that involve teaching students real-life skills, authentic assessment techniques and hands-on learning activities. The expected evidence that the action step has been fully implemented will be entry/exit tickets, free writing/minute paper/question of the day exercises, ice breakers, think-pair-share, case studies and problem-based learning, debate, interview or role play, and interactive demonstrations.

Person Responsible Martha Jaureguizar (pr2651@dadeschools.net)

(12/13/21-12/17/21)-The administrative team will conduct monthly walkthroughs to ensure that the action step has been fully executed. Teachers requiring additional assistance to fully implement will be supported by the instructional coach. The instruction coach will provide modeling and in-class assistance to identified classrooms and teachers that require additional support to fully implement successful interactive learning environments. The expected result is that all classrooms will have content that is rich and relevant and that students are encouraged to ask questions, explore curriculum, receive feedback, and gain a better understanding and mastery of standards through the interaction with the coursework. The instructional coach log will serve as the evidence that the implementation step has been fully executed.

Person Responsible Martha Jaureguizar (pr2651@dadeschools.net)

(1/31/22-4/22/22)-As part of the ongoing commitment to encouraging the highest standards of rigorous instruction, teachers will use the STEAM higher order thinking skill activities, science labs, and interactive learning environment activities that were presented on the STEAM professional development day. Incorporation of STEAM initiatives has been key to promoting high student achievement at our school. The expected evidence that the implementation step has taken place will be STEAM bulletin boards, STEAM labs and showcases, lesson plans, and science lab worksheets.

Person Responsible Martha Jaureguizar (pr2651@dadeschools.net)

(4/25/22-4/29/22)-The Instructional coach and STEAM coordinator will provide modeling and in-class assistance to identified classrooms and teachers that require additional support to fully implement successful interactive learning environments. The instructional coach and STEAM coordinator will conduct a classroom and bulletin board gallery walk to ensure that teachers have been fully supported and that the intended activities have been incorporated successfully. The expected result is that all classrooms will have content that is rich and relevant and that students are encouraged to ask questions, explore curriculum, receive feedback, and gain a better understanding and mastery of standards through the interaction with the coursework/kinesthetic activities. The instructional coach and STEAM coordinator log/checklist/notes will serve as the evidence that the implementation step has been fully executed.

Person Responsible Martha Jaureguizar (pr2651@dadeschools.net)

#2. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale: Based on the data review of FSA Reading and Mathematics 2021, our school will implement the Targeted Element of Technology Integration. We selected the area of Technology Integration based on our findings of FSA 2021 grades 3-5 Mathematics results. Although Mathematics was a stronger subject area for our school, this subject continues to be an area to watch and monitor closely for learning gaps as well as an opportunity for high student performance.

Measurable Outcome: If we successfully implement Interactive technology integration, then our learning gains of grades 3-5 Mathematics will increase by 5 percentage points as evidenced by the 2022 State Assessments.

Monitoring: The leadership team along with the administrative team will monitor this area of focus by conducting walkthroughs to ensure that quality instruction and technology integration is implemented.

Person responsible for monitoring outcome: Martha Jaureguizar (pr2651@dadeschools.net)

Evidence-based Strategy: Within the targeted element of student engagement, our school will focus on the evidenced based strategy of technology integration.

Rationale for Evidence-based Strategy: Technology integration is the use of technology tools in general content areas in education in order to allow students to apply computer and technology skills to learning and problem solving.

Action Steps to Implement

(9/30/21)-Based on the data review, our school will implement the Targeted Element of Technology Integration. We selected the overarching theme of Differentiated Instruction as our data findings revealed that students in both the L25, SWD, and English Language Learners were the subgroups that struggled the most to make learning gains on all data assessment comparisons.

The instructional coach will provide professional development to grade levels to target best practices for effective Technology Integration. As a result of the professional development and training, teachers will receive agendas and handouts which support best practice principles for technology integration.

The PD Agenda/Participant documentation will serve as the expected evidence that the implementation step has been fully executed.

Person Responsible Martha Jaureguizar (pr2651@dadeschools.net)

(9/31/21-10/1/21)-Teachers will implement the use of Technology Integration in order to more effectively improve student engagement and learning.

The administrative team will conduct monthly walkthroughs to ensure that during the implementation step, all classroom teachers are providing Technology Integration across curriculum content areas.

Information will be gathered to assess/identify classrooms teachers that may require additional assistance to fully implement the teaching strategy.

The documentation of monthly walkthroughs will be the evidence that the implementation step has been fully executed.

Person Responsible Martha Jaureguizar (pr2651@dadeschools.net)

(10/4/21-10/8/21)-The Instructional coach will provide modeling and in-class assistance to identified classrooms and teachers that require additional support to fully implement successful Technology Integration. The expected result is that all classrooms will incorporate technology as a tool to assist students in understanding curriculum, provide a route for students to personalize learning pathways that are designed to reach students in areas where learning gaps are evident and accelerate learning to ensure that students are working towards meeting grade level expectations and mastery of state standards.

The coaching log will serve as the evidence that the implementation step has been fully executed.

Person Responsible Martha Jaureguizar (pr2651@dadeschools.net)

(10/11/21-10/15/21)-As a result of continued support and guidance, data reports such as, district topic assessments, i-Ready reports, teacher-made tests, and gradebook will be reviewed quarterly to ensure that Technology Integration is having a direct impact on student achievement and performance. The desired result is an increase across all content areas and evidence of increasing student performance. Students will use technology to assist with closing learning gaps in achievement and work on personalized pathways through adaptive learning. The technology reports will serve as the expected evidence that the implementation step has been fully executed.

Person Responsible Martha Jaureguizar (pr2651@dadeschools.net)

(11/1/21-12/10/21)-Teachers will implement the differentiated instruction best practices that were presented at the STEAM professional development day. The result is the incorporation of at least four classroom elements based on student readiness, interest, or learning profile: Content – what the student needs to learn or how the student will get access to the information; Process – activities in which the student engages in order to make sense of, or master the content; Products – culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit; and Learning Environment – the way the classroom works and feels. Examples of the expected evidence that the action step has been fully implemented will be using reading materials at varying readability levels, using spelling or vocabulary lists at readiness levels of students, and small groups to re-teach for struggling learners.

Person Responsible Martha Jaureguizar (pr2651@dadeschools.net)

(12/13/21-12/17/21)-The administrative team will conduct monthly walkthroughs to ensure that the action step has been fully executed. Teachers requiring additional assistance to fully implement will be supported by the instructional coach. The instruction coach will provide modeling and in-class assistance to identified classrooms and teachers that require additional support to fully implement successful differentiated instruction. The expected result is that all classrooms will promote acceptance of differences, affirm that all students have learning strengths, and acknowledge that students learn at different rates and in different ways through the interaction with the coursework. The instructional coach log will serve as the evidence that the implementation step has been fully executed.

Person Responsible Martha Jaureguizar (pr2651@dadeschools.net)

(1/31/22-4/22/22)-The instructional coach and administrative team will conduct grade level meeting data chats to review technology reports. The i-Ready Coach will debrief with teachers using the individual class reports, comparative growth reports, and Mathematics prerequisite report to determine if students have made the recommended typical growth versus stretch growth goals. Students that continue to struggle at the mid-year check will be placed in intervention if required using MDCPS flowcharts. Additionally, students that already attend intervention, but fail to make adequate growth, will be referred to the MTSS Team. The expected evidence that the implementation step has taken place will be the Mid-Year Data Chat Binder, grade level minutes, technology reports, and requests for assistance referrals.

Person Responsible Martha Jaureguizar (pr2651@dadeschools.net)

(4/25/22-4/29/22)-The Instructional coach will review technology reports, intervention rosters, and requests for assistance to ensure that there is a continuing implementation of technology integration within the classroom and that this integration has provided for a well-coordinated use of digital devices as tools for problem-solving, deeper learning, and understanding. Modeling and in-class assistance will be provided to classrooms and teachers that require additional support to fully implement successful Technology Integration. The expected result is that all classrooms will incorporate technology as a tool to assist students in understanding curriculum, provide a route for students to personalize learning pathways that are designed to reach students in areas where learning gaps are evident, and accelerate learning to ensure that students are working towards meeting grade level expectations and mastery of state standards. The coaching log, technology reports, and MTSS Team log will serve as the evidence that the step has been fully executed.

Person Responsible Martha Jaureguizar (pr2651@dadeschools.net)

#3. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: Based on the data review, our school will implement the Targeted Element of Mindfulness. Through our data review, we noticed the students who struggle with daily attendance are also the students who are not meeting expectations for learning gains as well as proficiency. In addition, many of our L25 students have had reoccurring social and emotional incidences. We recognize the need to address social and emotional needs through the use of mindfulness.

Measurable Outcome: If we successfully implement the Targeted Element of Mindfulness, our students will receive quality instruction on mindfulness techniques that will contribute to improved student outcomes. With consistent student incentives, our student referral cases will drop by one percentage point.

Monitoring: The Leadership Team will work to connect with families that struggle with emotional and social issues. Support will be provided and the SCM referral system will be monitored by the administrative team.

Person responsible for monitoring outcome: Martha Jaureguizar (pr2651@dadeschools.net)

Evidence-based Strategy: The evidence-based strategy of Mindfulness is the practice of being in a state of active and open attention in the present. Research suggests that in an educational setting, practicing Mindfulness can benefit students' well-being, improve social skills, and increase the ability to focus, and enhance student academic performance. Mindfulness has been proven to reduce stress and burnout.

Rationale for Evidence-based Strategy: Within the Targeted Element of Mindfulness, Mindfulness is the practice of being in a state of active and open attention in the present. Research suggests that in an educational setting, the active state of practicing Mindfulness can benefit student's well-being, improve social skills, increase the ability to focus, and improve academic performance.

Action Steps to Implement

(9/30/21)-In order to create and promote a school culture of positivity where students take ownership of learning goals and achievement while also working towards a positive growth mindset, the school counselor will create a classroom visitation schedule.

The school counselor will implement her school-wide schedule and incorporate various classroom activities with appropriate materials to support social emotional learning and mindfulness techniques. The focus of the counselor's lessons will be to provide students with social and emotional learning activities and strategies that reinforce positive behavior actions which aide in creating an environment where students maintain positive student engagement.

The counselor's schedule will serve as the documentation that the implementation step has been fully executed.

Person Responsible Martha Jaureguizar (pr2651@dadeschools.net)

(9/31/21-10/1/21)-The principal and school counselor will coordinate opening of school student assemblies in which the MDCPS Core Values and Code of Student Conduct will be reviewed. During the presentation, the principal and school counselor will remind students of MDCPS Values, mindfulness activities and strategies, and reinforce positive, behavior expectations. The Code of Student Conduct powerpoint will serve as evidence that the implementation step has been fully executed.

Person Responsible Martha Jaureguizar (pr2651@dadeschools.net)

(10/4/21-10/8/21)-The school counselor will identify students that may require additional assistance and support with mindfulness techniques and consider referral to the MTSS Team. Any student(s) that continues to exhibit difficulty with social emotional learning and/or mindfulness will be referred to the MTSS Team. The MTSS referral paperwork will serve as the documentation that the implementation step has been fully executed.

Person Responsible Martha Jaureguizar (pr2651@dadeschools.net)

(10/11/21-10/15/21)-Administrative personnel will review with the counselor her log and identify classrooms or students that may need and require further assistance based upon stakeholder input. As part of the review process to ensure that effective social emotional learning and mindfulness activities are taking place, the school counselor's schedule will be reviewed to look for evidence of additional counselor support groups.

The school counselor's log and schedule will serve as the documentation the the implementation step has been fully executed.

Person Responsible Martha Jaureguizar (pr2651@dadeschools.net)

(11/1/21-12/10/21)-The school will implement the Triumph Steps program for mindfulness. Teachers, as selected to do so voluntarily, will incorporate mindfulness practices and techniques that were presented on the professional development day above and beyond the counselor's mindfulness sections. The Triumph Steps program is a mental training practice that teaches participants to slow down racing thoughts, let go of negativity, and calm both your mind and body. It combines meditation with the practice of mindfulness, which can be defined as a mental state that involves being fully focused on "the now" so you can acknowledge and accept your thoughts, feelings, and sensations without judgment. The evidence that the action step has been fully executed will be the lesson plans that reflect incorporation of the exercises and classroom walkthroughs and observations by the administrative team that mindfulness lessons and activities are taking place.

Person Responsible Martha Jaureguizar (pr2651@dadeschools.net)

(12/3/21-12/17/21)-The administrative team will conduct monthly walkthroughs to ensure that the action step has been fully executed. Teachers requiring additional assistance to fully implement will be supported by the school counselor. The school counselor will provide modeling and in-class assistance to identified classrooms and teachers that require additional support to fully implement successful mindfulness activities. As appropriate, classes will be added who access the Triumph Steps program. The expected result is that all classrooms will incorporate mindfulness activities through Triumph Steps and /or the counselor's mindfulness program in order to promote social and emotional well being.

Person Responsible Martha Jaureguizar (pr2651@dadeschools.net)

(1/31/22-4/22/22)-At the Mid-year check, the school counselor will review her notes and logs to determine classes and students that may require additional support to fully implement mindfulness techniques. Classroom that require additional support will have added counselor visits added to the counselor weekly schedule. Students that continue to struggle with following the student code of conduct, have poor attendance, or behavior referral will be referred to the MTSS Team for further evaluation and possible entry into the response to intervention process. The expected evidence that the implementation step has been fully executed will be the counselor weekly schedule, behavior referral, attendance reports, and MTSS Team log.

Person Responsible Martha Jaureguizar (pr2651@dadeschools.net)

(4/25/22-4/29/22)-The administrative team will review the attendance reports, behavior referral logs, and student failing reports from gradebook to students that may have one or more early warning systems criteria. Student that fall in this category will be recommended to and/or attendance review committee meetings, MTSS or SST meetings, or be referred to the school site mental health counselor. The expected evidence will be the documentation of completed attendance review committee meetings, response to intervention folder and paperwork, notification of meeting in SPED EMS, LEP committee meeting documentation, and the metal health counselor log.

Person Responsible Martha Jaureguizar (pr2651@dadeschools.net)

#4. Leadership specifically relating to Leadership Development

Area of Focus Description and Rationale:

Based on qualitative data from the School Climate survey and the SIP survey and review of the Core Leadership Competencies, we want to use the Targeted Element of Innovative Leadership. Upon a close examination of the climate survey and needs assessment surveys conducted at our school, the data demonstrates that this continues to be an area in need of support. Empowering teachers to be school leaders and taking on leadership roles, contributes to successful grade level teams and creates effective collaborative peer conversations and professional achievement within the workforce.

Measurable Outcome:

If we successfully implement the Targeted Element of Innovative Leadership, our teachers will be provided the opportunity to become school leaders through ownership of personal goals, programmatic goals, grade level goals, and School Improvement goals. Teacher leaders will work both vertically and horizontally with grade level teams to create supportive learning environments.

This will be realized through teachers participating in the logistical elements of meetings, presenting ideas to solve issues that arise, and coordinating meaningful school events and activities.

The percentage of teachers in leadership roles will increase by at least 5% during the 2021-2022 school year.

Monitoring:

The Leadership Team will identify specific staff members that are experts in areas that will serve as leads with new initiatives and development of our cumulative services. By involving teachers, we hope to create an environment of shared leadership. This initiative will be evident by teacher leaders providing support and peer development opportunities to their colleagues in various areas. To ensure we are on the right track, teachers who receive support will share the knowledge they have gained during faculty meetings/feedback opportunities with mentors, coaches, and/or administrators.

Person responsible for monitoring outcome:

Martha Jaureguizar (pr2651@dadeschools.net)

Evidence-based Strategy:

Within the Targeted Element of Leadership Development, we will focus on the evidence-based strategy of: Innovative Leadership. By creating an “Experts in My Building” list and involving teachers in the decision making process, we hope to increase the feeling of shared leadership. Experts in the building will provide a summary of support to the LT on a monthly basis to ensure we are on the right track to meeting our expected outcomes.

Rationale for Evidence-based Strategy:

Innovative Leadership involves using creative approaches to problem solving that will effectively transform systems and operations. Innovative leaders exhibit characteristics such as being optimistic, risk-takers, open-minded, continuous learners, and thoughtful leaders.

Action Steps to Implement

(9/30/21)-Instructional coach will provide support to teachers to target specific strategies which encourages teachers to become school leaders. Staff will take ownership for their classroom goals and objectives for the school year while encouraging fellow teachers to be teacher leaders. Team members for each grade level will meet during grade level meetings to devise a plan where each member of the grade level team is a teacher leader for special projects, activities, and school based learning objectives. The grade level meeting minutes will serve as the documentation that the implementation step has been fully executed.

Person Responsible Martha Jaureguizar (pr2651@dadeschools.net)

(9/31/21-10/1/21)-Teachers will implement the use of a schedule of key personnel/contact persons for special projects, activities, and school based learning objectives as well as provide support for colleagues that are new to technology platforms.

As a result of implementing a plan whereby staff have designated leadership roles within the grade level and school wide, the list of assigned personnel, along with schedule of activities/monthly calendar will serve as the documentation that the implementation step has been fully executed.

Person Responsible Martha Jaureguizar (pr2651@dadeschools.net)

(10/4/21-10/8/21)-The Administrative team will revisit and check to ensure that teachers are implementing the use of a designated list of key personnel identified within the grade level and will provide assistance to identified teachers that may require support via coaching models, classroom facilitation, and My Learning Plan support video resources.

Personnel with expertise in their identified leadership roles will continue to guide and mentor staff. Coaching logs and walkthrough logs will serve as the documentation that the implementation step has been fully executed.

Person Responsible Martha Jaureguizar (pr2651@dadeschools.net)

(10/11/21-10/15/21)-The administrative team will review the monthly calendar of activities and grade level minutes to ensure that teachers continue to take on leadership roles within their grade level and school wide. Peer collaboration and mentoring should be evident through meeting minutes as grade levels work to provide supportive environments for all educators.

The grade level meeting minutes and monthly activity calendar will serve as evidence that the implementation step has been fully executed.

Person Responsible Martha Jaureguizar (pr2651@dadeschools.net)

(11/1/21-12/10/21)-The PLST Team will present information, strategies, and best practices to staff members in order to promote the creation of innovative leaders. The goal will be to create teacher leaders that display excellent strategic vision, create a climate of reciprocal trust, and excel at setting and reaching stretch goals. The evidence that the action step has been implemented will be the agenda, handouts, and sign-in sheets from the meeting presentations/PD Days.

Person Responsible Martha Jaureguizar (pr2651@dadeschools.net)

(12/13/21-12/17/21)-The administrative team will review the monthly calendar of activities and grade level minutes to ensure that teachers continue to take on leadership roles within their grade level and school wide. Peer collaboration and mentoring should be evident through meeting minutes as grade levels work to provide supportive environments for all educators. Additional support will be provided by the PLST team members for teachers that require additional support. The grade level meeting minutes and monthly activity calendar will serve as evidence that the implementation step has been fully executed.

Person Responsible Martha Jaureguizar (pr2651@dadeschools.net)

(1/31/22-4/22/22)-STEAM teacher leaders will share their expertise and knowledge with grade level teams in order to guide instruction and provide examples of high standard STEAM labs which incorporate the 5.0 STEAM standards according to the STEAM designation rubric. STEAM teacher leaders will share their knowledge during grade level meetings. The expected evidence that the implementation step has been carried out fully will be the grade level meeting meetings, STEAM rubrics, bulletin boards, and STEAM lab lessons.

Person Responsible Martha Jaureguizar (pr2651@dadeschools.net)

(4/25/22-4/29/22)-STEAM teacher leaders will revisit teachers during grade level meetings to check if 5.0 STEAM lessons have been fully implemented. Teachers requiring additional assistance to fully implement 5.0 STEAM lessons will be referred for assistance to the STEAM Teacher leader coordinator. The STEAM Teacher leader coordinator will provide in class modeling and assistance to fully execute the implementation step. The expected evidence that the implementation step has been carried out will be the 5.0 STEAM rubric, the classroom visitation log, and lesson plans.

Person Responsible Martha Jaureguizar (pr2651@dadeschools.net)

#5. -- Select below -- specifically relating to

Area of Focus Description and Rationale:

Measurable Outcome:

Monitoring:

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy:

Rationale for Evidence-based Strategy:

Action Steps to Implement

No action steps were entered for this area of focus

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.

At Kendale Lakes Elementary School, a critical component to creating a nurturing school environment where students feel safe and secure is a solid plan where all stakeholders give their input, school culture initiatives are prioritized and provide for operational transparency. Our school mission focuses on having students feeling empowered to take responsibility for their academic, social and emotional growth. In order to provide a proactive plan for social-emotional goals, our school regularly seeks input from professionals in the industry, staff members, and reviews disciplinary data/dashboards. Another essential component is our strong Multi-Tiered System of Supports (MTSS) for both social, behavioral and/or academic needs.

The data dashboard on the SafeSchoolsforAlex.org demonstrates that our school has no reported incidents during the 2019-2020 school year. The State of Florida dashboard demonstrates that there were 9,159 incidents for all elementary schools in Florida. The State of Florida demonstrated an average of 1 incident per 100 elementary students and the most common incident was fighting at 13,691 cases.

Our school safety, social-emotional, and academic goals are closely tied to both attendance and punctuality as well as deficiencies in both Reading and Math achievement. When examining the early warning system indicators, students with 2 or more early warning indicators improved from 2019-2020, which was at 28 students. For the 2020-2021 school year, it was at 23. This reflects a 5 percentage point decrease in the number of students that demonstrated 2 or more indicators. Additionally, the number of students with suspensions remained at 0. Student data with a substantial Reading deficiency are at 144 students and will be an area to watch this year for ongoing progress monitoring, interventions, and referral to the MTSS team as deemed necessary.

Our school counselor also continues to serve as a valuable resource. The school counselor visits classrooms on a weekly to bi-weekly basis to provide mindfulness activities and set social-emotional student, classroom and schoolwide expectations. Work in this capacity is aligned to our MDCPS Values Matter initiatives. As part of our school's commitment to provide a safe and secure school environment, Kendale Lakes Elementary School will continue to fortify and enhance our SEL Programs along with exciting, monthly family involvement opportunities to the extent we are able to do so in person and/or virtually to highlight our efforts in this capacity. Student recognitions will continue in order to showcase outstanding behavior and reinforce positive choices in words and deeds by all involved.

Consistent schoolwide communication will take center stage in keeping us connected/informed through our School Messenger Systems, various Social Media methods and ongoing progress/data updates in both English and Spanish to support our KLE family's language needs. We are extremely proud to have maintained our "A" grade despite all the challenges we had to overcome last year. Balancing academics and social/behavioral expectations as part of our School Improvement Plan has consistently contributed to our continued success.

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.

Promoting an uplifting, motivating and positive school culture is at the forefront of our work serving the KLE family. In order to enhance and fortify a positive organizational culture, leadership team members provide ongoing support/mentoring for teachers, students, and staff members. Additionally, teachers/employees across all work units are encouraged to be leaders, innovators, risk-takers and designers of new ways to approach and overcome challenges.

The leadership team's focus will continue to be to support teachers' (and other work units/new employees) personalized cultural/learning needs and reinforce collaboration to maximize their understanding of expectations, norms and how it relates to our highly successful work environment.

Professional development opportunities will focus on fortifying school culture which naturally impacts communication, collegiality, productivity, instructional delivery, student engagement and performance.

Through interactive, professional development activities, mentors, grade level planning, and modeling the use of protocols and procedures we will foster a sense of community within the KLE family.

All stakeholders are encouraged to participate in positive, social support networks, the development of trusting and caring relationships, effective collaboration, and provide a safe and nurturing school environment where teachers/employees are encouraged to use their skill sets, resources and knowledge to serve students and their families needs.

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

In order to provide a productive, secure, learning environment, whereby students/learners will acquire a sense of accomplishment that encourages constant growth, pride, and the desire to reach full potential several key staff members have been put in place to provide support to staff, students, families, and stakeholders as leadership team members.

The school counselor continues to be an essential asset and key component to providing social and emotional learning. The school's mental health coordinator provides support to students/parents that require additional levels of mental health assistance/services. The positive, significant findings of minimal behavior referrals for discipline, staff attendance rates, and early warning indicators are a direct result of the important personnel that have had a direct role in creating a positive school culture.

Empowering teachers and staff has led to improved teacher attendance, improved parent and student communication, and significant gain in achievement through professional development. Social-emotional learning has improved student attendance and decreased the number of student referrals; however, the impact of quarantining students/staff members has significantly impacted in person attendance.

Celebrating successes has had a significant impact of overall well-being of students attending school when

examining climate survey data as well as feedback from PTO, EESAC and Region/District visitors to KLE. Stakeholder feedback continues to beautifully highlight our positive school culture which is a testament to our efforts to ensure a quality education for our students and families which also attend to the social and emotional needs of the KLE family. We proudly incorporate the "#CelebrateKLE" into our Social Media posts via Twitter from @KLEfamily and @MTJaureguizar regularly to showcase special moments throughout the year.

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 | \$0.00 |
| 2 | III.A. | Areas of Focus: Instructional Practice: Differentiation | \$0.00 |
| 3 | III.A. | Areas of Focus: Culture & Environment: Social Emotional Learning | \$0.00 |
| 4 | III.A. | Areas of Focus: Leadership: Leadership Development | \$0.00 |
| 5 | III.A. | Areas of Focus: -- Select below --: | \$0.00 |
| Total: | | | \$0.00 |