

Miami-Dade County Public Schools

Kendall Square K 8 Center



2021-22 Schoolwide Improvement Plan

Table of Contents

| | |
|---|-----------|
| School Demographics | 3 |
| Purpose and Outline of the SIP | 4 |
| School Information | 6 |
| Needs Assessment | 11 |
| Planning for Improvement | 21 |
| Positive Culture & Environment | 30 |
| Budget to Support Goals | 30 |

Kendall Square K 8 Center

9325 SW 169 PLACE, Miami, FL 33196

[no web address on file]

Demographics

Principal: Carmen Fuentes

Start Date for this Principal: 4/26/2018

| | |
|--|---|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | Combination School KG-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) | 66% |
| 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 Hispanic Students Economically Disadvantaged Students |
| School Grades History | 2018-19: No Grade 2017-18: No Grade 2016-17: No Grade |
| 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 | 11 |
| Planning for Improvement | 21 |
| Title I Requirements | 0 |
| Budget to Support Goals | 30 |

Kendall Square K 8 Center

9325 SW 169 PLACE, Miami, FL 33196

[no web address on file]

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 KG-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 | 97% |

School Grades History

| | |
|---------------------------------|----------------|
| Year Grade | 2020-21 |
|---------------------------------|----------------|

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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.

Kendall Square K-8 Center is a collaborative, compassionate, innovative, and visionary community where we encourage intellectual risk-taking in a safe, nurturing environment. It is our goal to prepare our students to think critically and creatively, to be problem solvers and well-rounded lifelong learners.

Provide the school's vision statement.

Kendall Square K-8 Center is dedicated to educating and inspiring current and future generations to be life long learners who will go on to positively shape the future.

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 |
|-----------------------|----------------|--|
| Victoria, Jennifer | Teacher, K-12 | Ms. Jennifer Amador, Technology/S.E.C.M.E. Facilitator: Manages the incorporation of school-wide technology initiatives into the curriculum and is spearheading the S.E.C.M.E. program at KSK8. She is responsible for the development and implementation of S.E.C.M.E. portion of the S.T.E.M. designation. |
| Barreiro, Leslie | Teacher, K-12 | Ms. Leslie Barreiro, Mathematics/Science/ Special Ed. Support Facilitator: Delivers information regarding the content standards and benchmarks, assists with the implementation and development of the S.T.E.M. initiative at KSK8. Analyzes data to determine students' progress and needs. In the role of Special Ed. Personnel Support, she provides support for the general education teacher in order to implement individual instructional strategies to meet the unique needs of struggling students. |
| Pruna, Jaimy | Teacher, K-12 | Mrs. Jaimy Pruna, Math/Science/S.T.E.M. Facilitator: Manages the incorporation of school-wide S.T.E.M. initiatives into the curriculum. She is responsible for the development and implementation of S.E.C.M.E. portion of the S.T.E.M. designation. She will encourage curriculum integration among STEM disciplines as well as develop community partnerships in the areas of STEM. |
| Fuentes, Carmen | Principal | Ms. Carmen B. Fuentes, Principal: Provide a common mission for the use of data-driven instruction and planning. Also, ensure that the school-based leadership team is implementing MTSS /Rtl effectively. In addition, supervise the implementation of MTSS /Rtl documentation and interventions. Last, oversee that professional development is delivered to support Rtl implementation and maintains communication with parents regarding school-based MTSS /Rtl plans and activities. |
| Mastrodomenico, Paola | Teacher, K-12 | Mrs. Paola Mastrodomenico, Reading/Writing Facilitator: Delivers information regarding the content standards and benchmarks, assists with the implementation and development of the school Diagnostic assessments and instructional groupings. Analyzes data to determine students' progress and needs. |
| Handal, Carolina | Teacher, K-12 | Mrs. Carolina Handal, Schoology Facilitator: provides teachers with the support needed to create an online classroom. She will share information that will assist teachers organize lessons, engage students, and connect with other educators using the Schoology Learning Management System. |

| Name | Position Title | Job Duties and Responsibilities |
|------------------|------------------|--|
| Cardounel, Janet | School Counselor | Mrs. Janet Cardounel, Student Services Personnel:(School Guidance Counselor): Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students Analyzes data to determine students' progress and needs. |
| Egues, Elizabeth | Teacher, K-12 | Mrs. Elizabeth Egues, Mindfulness Facilitator: assists in the development and implementation of school-wide mindfulness initiatives. Provides teachers with the resources and best practices that will help them to teach age-appropriate mindfulness practices, games, activities, and skills based on social-emotional learning. |
| Mercado, Coral | Teacher, K-12 | Ms. Coral Mercado, Gradebook Manager/ Special Ed. Personnel Support: She is the first line of support for teachers in trouble shooting gradebook discrepancies, print interim progress reports, export 9-weeks grades/attendance/comments and upload to ITS. In the role of Special Ed. Personnel Support, she provides support for the general education teacher in order to implement individual instructional strategies to meet the unique needs of struggling students. |
| Ledo, Carmen | Teacher, K-12 | Ms. Carmen Ledo, Professional Learning Support Team Facilitator: Determines the professional learning needs of the staff by reviewing a variety of data sources and conducting a needs assessment survey of the staff. Collaborates with the principal to develop a year-long professional development plan that addresses the identified needs of teachers. Facilitates the establishment of professional learning communities and other models of teacher collaboration. |

Demographic Information

Principal start date

Thursday 4/26/2018, Carmen Fuentes

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.*

4

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.*

5

Total number of teacher positions allocated to the school

14

Total number of students enrolled at the school

281

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

0

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

1

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 | 50 | 48 | 75 | 46 | 29 | 33 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 281 |
| Attendance below 90 percent | 0 | 2 | 4 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |
| Course failure in Math | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 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 | 1 | 4 | 10 | 9 | 4 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 32 |

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 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |

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 | 1 | 2 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

Date this data was collected or last updated

Wednesday 7/21/2021

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 | 43 | 75 | 45 | 31 | 31 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 225 |
| Attendance below 90 percent | 2 | 3 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |
| Course failure in Math | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2019 statewide FSA Math assessment | 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 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |

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 | 1 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |
| 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 | | | | | 63% | 61% | | 62% | 60% |
| ELA Learning Gains | | | | | 61% | 59% | | 61% | 57% |
| ELA Lowest 25th Percentile | | | | | 57% | 54% | | 57% | 52% |
| Math Achievement | | | | | 67% | 62% | | 65% | 61% |
| Math Learning Gains | | | | | 63% | 59% | | 61% | 58% |
| Math Lowest 25th Percentile | | | | | 56% | 52% | | 55% | 52% |
| Science Achievement | | | | | 56% | 56% | | 57% | 57% |
| Social Studies Achievement | | | | | 80% | 78% | | 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 | | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 06 | 2021 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 07 | 2021 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 08 | 2021 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |

| MATH | | | | | | |
|-------------------|-------------|---------------|-----------------|-----------------------------------|--------------|--------------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2021 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 06 | 2021 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 07 | 2021 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 08 | 2021 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |

| SCIENCE | | | | | | |
|-------------------|-------------|---------------|-----------------|-----------------------------------|--------------|--------------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2021 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | | | | | |
| 08 | 2021 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |

| BIOLOGY EOC | | | | | |
|--------------------|---------------|-----------------|------------------------------|--------------|---------------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | | | | | |

| CIVICS EOC | | | | | |
|-------------------|---------------|-----------------|------------------------------|--------------|---------------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | | | | | |

| 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 | | | | | |
| GEOMETRY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | | | | | |

Grade Level Data Review - Progress Monitoring Assessments

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

iReady Data is used for all progress monitoring for all grade levels for both Reading and Mathematics.

| Grade 1 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 4 | 10 | 15 |
| | Economically Disadvantaged | 2 | 5 | 9 |
| | Students With Disabilities | 0 | 2 | 3 |
| | English Language Learners | 0 | 2 | 6 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 17 | 37 | 60 |
| | Economically Disadvantaged | 8 | 19 | 33 |
| | Students With Disabilities | 1 | 2 | 4 |
| | English Language Learners | 3 | 8 | 20 |

| Grade 2 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 23 | 24 | 33 |
| | Economically Disadvantaged | 15 | 17 | 21 |
| | Students With Disabilities | 0 | 0 | 1 |
| | English Language Learners | 1 | 2 | 6 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 15 | 19 | 28 |
| | Economically Disadvantaged | 9 | 13 | 19 |
| | Students With Disabilities | 0 | 0 | 0 |
| | English Language Learners | 3 | 2 | 3 |

| Grade 3 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 13 | 23 | 25 |
| | Economically Disadvantaged | 8 | 13 | 13 |
| | Students With Disabilities | 0 | 1 | 1 |
| | English Language Learners | 0 | 1 | 2 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 4 | 13 | 18 |
| | Economically Disadvantaged | 1 | 7 | 10 |
| | Students With Disabilities | 0 | 0 | 1 |
| | English Language Learners | 0 | 1 | 1 |

| Grade 4 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 10 | 20 | 20 |
| | Economically Disadvantaged | 6 | 13 | 13 |
| | Students With Disabilities | 1 | 2 | 2 |
| | English Language Learners | 0 | 3 | 2 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 4 | 12 | 20 |
| | Economically Disadvantaged | 1 | 7 | 12 |
| | Students With Disabilities | 0 | 1 | 1 |
| | English Language Learners | 2 | 2 | 3 |

| Grade 5 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | | | |
| | Economically Disadvantaged | | | |
| | Students With Disabilities | | | |
| | English Language Learners | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | | | |
| | Economically Disadvantaged | | | |
| | Students With Disabilities | | | |
| | English Language Learners | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Science | All Students | | | |
| | Economically Disadvantaged | | | |
| | Students With Disabilities | | | |
| | English Language Learners | | | |

| Grade 6 | | | | |
|-----------------------|---|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | | | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | | | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |

| Grade 7 | | | | |
|-----------------------|---|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | | | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | | | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Civics | All Students | | | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |

| Grade 8 | | | | |
|-----------------------|---|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Science | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| | Number/% Proficiency | Fall | Winter | Spring |

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 |
| ELL | 80 | | | 65 | | | | | | | |
| HSP | 82 | | | 73 | | | | | | | |
| FRL | 76 | | | 72 | | | | | | | |
| 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 |
| ELL | | | | | | | | | | | |
| HSP | | | | | | | | | | | |
| 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 |

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 | 76 |
| 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 | 72 |
| Total Points Earned for the Federal Index | 228 |
| Total Components for the Federal Index | 3 |
| Percent Tested | 98% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | |
| Students With Disabilities Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | |
| English Language Learners | |
| Federal Index - English Language Learners | 72 |
| 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 | 75 |
| 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 | 73 |
| 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?

2019 data findings:

We do not have extensive data for the 2019 school year since our school was only in its second year of existence and offered kindergarten, first, and second grades.

The school to district comparison shows that on the SAT-10, our students scored significantly higher than the district as well as other Tier 1 schools in both ELA and Mathematics.

All ELA Subgroups Achievement increased.

All Math Subgroups Achievement increased.

2021 data findings:

For the first time in Kendall Square K-8 Center's short history, third and fourth grade students participated in the Florida State Assessment 2021 administration. Our overall ELA proficiency was

83%. Third grade ELA proficiency was 76% and fourth grade ELA proficiency was 89%. Our overall Math proficiency was 70%. Third grade Math proficiency was 66% and fourth grade math proficiency was 75%.

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

2019 data findings:

According to the 2019 SAT-10 Math data, second graders scored at the 65th percentile which is lower in comparison than other district Tier 1 schools who have a median percentile rank of 73. This is a difference of 8 percentile points.

According to the Three Year Trend Math Proficiency level data, 60% of students are proficient which in comparison is below other district Tier 1 schools who have an overall math proficiency level of 70%. This is a difference of 10 percentile points.

2021 data findings:

According to the 2021 FSA ELA data, 17% of our students scored at a level 2 or below. Subgroup data shows that 28% of our ELL students and 21% of our economically disadvantaged students at a level 2 or below.

According to the 2021 FSA Math data, 27% of our students scored at a level 2 or below. Subgroup data shows that 20% of our ELL students and 24% of our economically disadvantaged students at a level 2 or below.

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

Since KSK8 opened its doors, we have focused on implementing a content rich standards-based curriculum. We meet the needs of all learners through data-driven instruction and decision making. The lowest 25 is provided with intervention and extended learning opportunities with fidelity. As a result, iReady diagnostic data shows learning gains in both ELA and Mathematics.

One of the major contributing factors for improvement was our after school care tutoring, in-house interventionist, ELL tutoring, and the implementation of the GEER program.

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

2019 data findings:

According to the 2019 SAT-10 ELA data, first grade students scored at the 86th percentile which is significantly higher compared to other District Tier 1 schools who are at the 70th percentile. This is a difference of 16 percentile points.

According to the 2019 SAT-10 ELA data, Kindergartners scored at the 93 percentile which is significantly higher compared to other District Tier 1 schools who are at the 89th percentile. This is a difference of 4 percentile points.

According to the 2019 SAT-10 ELA data, second grade students scored at the 68th percentile which is higher compared to other District Tier 1 schools who are at the 65th percentile. This is a difference of 3 percentile points.

2021 FSA Math Data Findings:

61% of ours students scored above a 70% in the Operations and Algebraic Thinking Reporting Category.

62% of ours students scored above a 70% in the Numbers and Base Ten Reporting Category.

2021 FSA ELA Data Findings:

55% of our students scored above a 70% in the Craft and Structure Reporting Category.

79% of our students scored above a 70% in the Language and Editing Reporting Category.

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

We provided afterschool tutoring for ELL students. We hired an interventionist to work with our Tier 2 & Tier 3 students. We also provided additional tutoring afterschool through the GEER program. Student data was routinely monitored and students were provided with interventions as needed.

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

Data-driven Instruction, Differentiated Instruction, Extended Learning Opportunities, Standards-Based Collaborative Planning, and Interventions- RTI.

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 PLST will help teachers select PD that assists them with the implementation of the newly adopted B.E.S.T. standards as well as professional development on new Reading intervention programs. We will also provide an in house PD on Schoology the districts new Learning Management System (LMS) on 8/11/21.

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

Quarterly data chats will be conducted with administration. Teachers will have monthly collaborative meetings in which student data is analyzed and response to intervention decisions are made and DI groups are adjusted. Extended Learning opportunities will be provided with after school tutoring and interventions as well as STEM-based clubs.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale: According to the 2021 FSA ELA data, our overall ELA proficiency was 83%. Third grade ELA proficiency was 76% and fourth grade ELA proficiency was 89%. According to the 2021 FSA Math data, our overall math proficiency was 70%. Third grade Math proficiency was 66% and fourth grade math proficiency was 75%. Based on this data and discussions during Synergy, the SLT agreed that when students are actively engaged in learning they are motivated to come to school which ultimately increases their academic performance. Therefore, our school will implement the Targeted Element of Student Engagement.

Measurable Outcome: If we successfully implement the Targeted Element of Student Engagement, our students will have a genuine interest in their education and improve in their academic performance as evidenced by the 2022 State Assessments.

Monitoring: Administration will conduct quarterly data chats, and follow-up with regular walkthroughs to ensure quality instruction and that students are actively engaged in learning.

Person responsible for monitoring outcome: Carmen Fuentes (pr3031@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Student Engagement our school will focus on the evidence-based strategy of: collaborative learning. Collaborative learning will assist in increasing students' curiosity, interest, and passion in what they are learning or being taught (physical or virtual). Students will work in groups to solve problems, create a product and explore new content.

Rationale for Evidence-based Strategy: This data reveals a need for teachers to meet students where they are and make learning relevant to the real world. In order to increase student achievement, students must have a genuine interest in what they are learning and be motivated to progress. Students must be taught in a way that fosters passion and curiosity for the subject matter.

Action Steps to Implement

Teachers will plan engaging activities during the first week of school, that not only help them get to know their students better but, build strong relationships with students as evidenced by classroom walk-throughs and lesson plans.

Person Responsible Carmen Fuentes (pr3031@dadeschools.net)

Teachers will incorporate a minimum of 2 to 3 of the following engaging activities: polls, videos, breakout rooms, brain breaks, mindfulness activities, SEL activities, and games by October 11, 2021 in order to engage all learners as evidenced by classroom walk-throughs and lesson plans.

Person Responsible Carmen Fuentes (pr3031@dadeschools.net)

Teachers will plan 1 virtual field trip by October 11, 2021 (and in person field trips when feasible) to engage all learners and their unique interests as evidenced by classroom walk-throughs, field trip request packet (form 2431), and Zoom meeting logs.

Person Responsible Carmen Fuentes (pr3031@dadeschools.net)

KSK8 will plan 1 ceremony by October 11, 2021 to celebrate students and recognize their achievements as evidenced by administrative recognition logs.

Person Responsible Carmen Fuentes (pr3031@dadeschools.net)

Teachers will plan 1 virtual field trip by December 21, 2021 (and in person field trips when feasible) to engage all learners and their unique interests as evidenced by classroom walk-throughs, field trip request packet (form 2431), and Zoom meeting logs.

Person Responsible Carmen Fuentes (pr3031@dadeschools.net)

KSK8 will plan 1 ceremony by December 21, 2021 to celebrate students and recognize their achievements as evidenced by administrative recognition logs.

Person Responsible Carmen Fuentes (pr3031@dadeschools.net)

Teachers will plan 1 in-person field trip by April 29, 2022 to engage all learners and their unique interests as evidenced by classroom walk-throughs, field trip request packet (form 2431).

Person Responsible Carmen Fuentes (pr3031@dadeschools.net)

KSK8 will plan 1 ceremony by April 29, 2022 to celebrate students and recognize their achievements as evidenced by administrative recognition logs.

Person Responsible Carmen Fuentes (pr3031@dadeschools.net)

#2. Leadership specifically relating to Leadership Development

Area of Focus Description and Rationale: Based on qualitative data from the School Climate survey, the SIP survey, and the review of the Core Leadership Competencies, we believe that as a new school we need to develop teacher leaders through the Targeted Element of Leadership Development. As KSK8 continues to grow, we want to provide an opportunity for all teachers to become involved in the development of school-wide programs and initiatives. This not only builds our academic programs, but it allows teachers to further build upon their leadership potential and build the capacity of others. This will positively impact our students and increase their achievement.

Measurable Outcome: If we successfully implement the Targeted Element of Leadership Development, our teachers will be provided the opportunity to become involved in the development of school-wide programs and initiatives. Teachers will have an opportunity to take on key leadership roles in order to develop our academic programs and build the capacity of their colleagues. As teachers take on new roles and responsibilities, they will collaborate with their peers in order to build and grow new school-wide programs and initiatives. Teacher leaders will participate in the development and implementation of 3 new school-wide programs/initiatives during the 2021-2022 school year.

Monitoring: The Leadership Team will survey staff members in order to garner participation in the development of new programs/initiatives. Based on the interest survey, teacher talents and interests will be considered and new school-wide initiatives will be established. Teachers will help spearhead the following new school-wide programs: S.T.E.M. designation, S.E.C.M.E. club, a Science Fair, a school garden, and the Fairchild Challenge. This initiative will be evidenced not only by the creation of new school-wide programs, but additionally by monthly collaboration meeting agendas, sign-in sheets, and artifacts. During these meetings, teacher leaders will collaborate with colleagues and have high levels of participation. Administration will utilize faculty meetings as a platform to highlight teachers' hard work and to showcase their progress in the development of these new programs.

Person responsible for monitoring outcome: Carmen Fuentes (pr3031@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Leadership Development, we will focus on the evidence-based strategy of: generating momentum to accomplish school and community goals. Generating momentum to accomplish school and community goals is an alignment of team and individual effort. Professional development opportunities will be provided to equip teacher leaders with the right tools for success. Team meetings will be held with administration to promote a common bond and on-going communication so that goals are attainable.

Rationale for Evidence-based Strategy: As KSK8 continues to grow, new programs/initiatives will need to be developed and implemented. Developing teacher leaders will assist in integrating the talents of teachers within the building to carry out the vision, the mission, and problem solve. Throughout this process the LT will provide support to teachers and celebrate the successes of all new initiatives.

Action Steps to Implement

Create and distribute an interest survey to garner staff's interests and talents at the Opening of School Meeting on August 18, 2021 as evidenced by interest survey results.

Person Responsible Leslie Barreiro (lbarreiro@dadeschools.net)

Teachers complete an initiatives preference form at the Opening of School Meeting on August 20, 2021, listing their top 3 choices of new school-wide programs that they would like to be a part of, as evidenced by the initiatives preference form.

Person Responsible Leslie Barreiro (lbarreiro@dadeschools.net)

SLT will meet to place teachers in their areas of interest and assign roles and responsibilities by September 16, 2021.

Person Responsible Carmen Fuentes (pr3031@dadeschools.net)

Conduct 1 collaborative planning session by October 11, 2021, where teachers work together to accomplish school-wide goals as evidenced by collaborative planning logs and sign-in sheets.

Person Responsible Carmen Fuentes (pr3031@dadeschools.net)

SLT will meet to place new teachers in their areas of interest and assign roles and responsibilities by December 21, 2021.

Person Responsible Leslie Barreiro (lbarreiro@dadeschools.net)

Conduct 1 collaborative planning session by December 21, 2021, where teachers work together to accomplish school-wide goals as evidenced by collaborative planning logs and sign-in sheets.

Person Responsible Carmen Fuentes (pr3031@dadeschools.net)

During the implementation period of January 31st through April 29th, teacher leaders will invite colleagues to participate in the SECME club/challenges in order to provide another opportunity to get involved with a committee as evidenced by the SECME club meeting logs.

Person Responsible Jennifer Victoria (270717@dadeschools.net)

By February 28, teachers will be provided a mid-year survey, in order to garner further participation and identify anyone interested in future club/enrichment program development as evidenced by survey results.

Person Responsible Jaimy Pruna (jpruna@dadeschools.net)

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

Area of Focus Description and Rationale: Based on the School Climate Survey data, our school will implement the Targeted Element of Social Emotional Learning. Through our data review, we noticed that teachers feel overwhelmed with their job. Last year was extremely difficult for everyone due to Covid-19. We know that all stakeholders will need additional Social and Emotional Learning support. It is important to create a positive school culture in which the staff feel a sense of belonging and commitment to our school and it's core values. When teachers and students are able to effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, they will have overall positive school outcomes. The incorporation of mindfulness activities will help reduce the stress level of teachers and students.

Measurable Outcome: If we successfully implement the Targeted Element of Social and Emotional Learning (SEL), our teachers will have the skills necessary to manage emotions and incorporate mindfulness activities into their curriculum in order to reduce the stress level of both students and teachers. School Climate survey results in June 2022 will show a 15% improvement in the overall feelings of teachers toward their job requirements.

Monitoring: Administration will conduct weekly walk-throughs in order to highlight and celebrate the SEL and mindfulness activities being incorporated into daily instruction.

Person responsible for monitoring outcome: Carmen Fuentes (pr3031@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Social and Emotional learning, our school will focus on the evidence-based strategy 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, practicing Mindfulness can benefit students' well-being, social skills, ability to focus and academic performance. Mindfulness may also reduce stress and burnout for teachers and administrators.

Rationale for Evidence-based Strategy: Mindfulness activities will assist in improving the overall stress level and well being of students and teachers.

Action Steps to Implement

A Staff Coffee Station will be added to the teacher's lounge by August 18th and maintained by the PTSA in order to promote a sense of community and collaboration as evidenced by PTSA purchase reports.

Person Responsible Carmen Fuentes (pr3031@dadeschools.net)

Establish a school-wide "Mindful Moment" in the month of September, to incorporate right after morning announcements, as evidenced by morning announcement agendas.

Person Responsible Carmen Fuentes (pr3031@dadeschools.net)

Create a SEL/Mindfulness committee of teachers by September 16, 2021 to spearhead the incorporation of SEL/Mindfulness activities into the curriculum.

Person Responsible Carmen Fuentes (pr3031@dadeschools.net)

In September, teachers will incorporate Brain Breaks throughout their daily class sessions in order to support students' social and emotional well being as evidenced by classroom walk-throughs and teacher lesson plans.

Person Responsible Carmen Fuentes (pr3031@dadeschools.net)

SEL/Mindfulness committee teachers will spearhead the incorporation of SEL/Mindfulness activities into the curriculum for the month of December.

Person Responsible Elizabeth Egues (eegues@dadeschools.net)

Incorporate a school-wide "Mindful Moment" in the month of December, to incorporate right after morning announcements, as evidenced by morning announcement agendas.

Person Responsible Carmen Fuentes (pr3031@dadeschools.net)

During the implementation period of January 31st through April 29th, an attendance incentive for students will be incorporated school-wide, by earning a letter in the word "PERFECT ATTENDANCE" for every day they have 100% attendance, as evidenced by class attendance rosters.

Person Responsible Carmen Fuentes (pr3031@dadeschools.net)

During the month of February, a "Kindness Campaign" in which staff members complete random acts of kindness for one another in order to promote a sense of community and compassion, as evidenced by "Kindness Campaign" logs.

Person Responsible Carmen Fuentes (pr3031@dadeschools.net)

#4. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:

According to the 2021 FSA ELA data, 17% of our students scored at a level 2 or below. Subgroup data shows that 28% of our ELL students and 21% of our economically disadvantaged students at a level 2 or below. According to the 2021 FSA Math data, 27% of our students scored at a level 2 or below. Subgroup data shows that 20% of our ELL students and 24% of our economically disadvantaged students at a level 2 or below. Based on this data and discussions during Synergy, the SLT agreed that when teachers are able to meet students where they are and differentiate their instruction based on students' individual needs, their academic performance will increase. Therefore, our school will implement the Targeted Element of Differentiation.

Measurable Outcome:

If we successfully implement the Targeted Element of Differentiation, our Tier 2 and Tier 3 students will improve in their academic performance as evidenced by the 2022 State Assessments.

Monitoring:

The school SLT will utilize various data sources, such as: baseline assessments, Topic Assessments, i-Ready assessments, and weekly assessments to gather academic performance data on students, monitor student performance through Performance Matters platform, and conduct quarterly data chats to ensure students' individual needs are being met.

Person responsible for monitoring outcome:

Carmen Fuentes (pr3031@dadeschools.net)

Evidence-based Strategy:

Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of: Differentiated Instruction. Differentiated Instruction will assist in accelerating the learning gains of our Tier 2 and Tier 3 students as it will provide these students with different avenues of learning and allow teachers to tailor their instruction to meet students' individual needs. Differentiated Instruction will be monitored through classroom walk-throughs, DI group logs, and lesson plans.

Rationale for Evidence-based Strategy:

Differentiated Instruction will ensure that teachers are adjusting and customizing their instruction to meet students' individual needs. Teachers will effectively make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

Action Steps to Implement

Teachers will administer the i-Ready diagnostic AP1 during the district imposed window, in order to gather preliminary data on students to better plan for targeted instruction as evidenced by i-Ready diagnostic data.

Person Responsible

Carmen Fuentes (pr3031@dadeschools.net)

Administration will meet with each grade level to review i-Ready diagnostic data and create differentiated instructional groups utilizing i-Ready reports and resources by October 11, 2021. This will help support teachers in their efforts to meet the needs of all students. i-Ready reports and differentiated instructional groupings will serve as evidence that DI groups are being utilized to target students academic needs.

Person Responsible

Carmen Fuentes (pr3031@dadeschools.net)

Create a DI Best Practices Committee in order to gather instructional resources and strategies for teachers to use during DI. This will be established the first month of school as evidenced by, DI Best Practice Committee meeting logs and artifacts.

Person Responsible Carmen Fuentes (pr3031@dadeschools.net)

Teachers will prepare to conduct student/teacher data chats by October 11, 2021, utilizing i-Ready data, in order to help students set personal learning targets as evidenced by, data chat logs.

Person Responsible Carmen Fuentes (pr3031@dadeschools.net)

DI Best Practices Committee will share instructional resources and strategies for teachers to use during DI. This will be conducted November 1, 2021 through December 21, 2021 as evidenced by, DI Best Practice Committee meeting logs and artifacts.

Person Responsible Carmen Fuentes (pr3031@dadeschools.net)

Teachers will conduct student/teacher data chats through December 21, 2021, utilizing i-Ready data, in order to help students set personal learning targets as evidenced by, data chat logs.

Person Responsible Carmen Fuentes (pr3031@dadeschools.net)

During the implementation period of February 1st through April 29th, teachers will discuss and share effective resource utilization and progress monitoring tools for differentiated instruction during grade level meetings, as evidenced by grade level meeting logs.

Person Responsible Carmen Fuentes (pr3031@dadeschools.net)

A school-wide "i-Ready Green Campaign" will be implemented during the month of March in order to increase student usage and passage rates, as evidenced by i-Ready usage reports.

Person Responsible Carmen Fuentes (pr3031@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.

We did not have any discipline issues to report. Due to COVID-19 an area of concern that we will monitor this year is attendance. Last year 4% of students had attendance below 90%. Attendance is being monitored to identify students with five or more absences. Identified students are being referred to the school guidance counselor, administrator, and/or school social worker. As a new school we do not have many disciplinary issues; however, teachers constantly monitor students behavior. Students who demonstrate continuous disruptive behavior are referred to the school councilor or administrator. In addition, fourth and fifth grade students sign a conduct pledge which delineates behavioral expectations and is enforced by the teachers and administration.

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.

KSK8 administrators, faculty, and staff recognize the importance of creating a positive school culture and environment. We value the building of strong relationships among all stakeholders. Our school recognizes and emphasizes the importance of home and school relationships. Family involvement opportunities create an inclusive atmosphere and appreciation for the diverse cultures, languages, traditions, and living situations of our students. KSK8 creates experiences throughout the year, both physical and virtual, to engage with parents and families and ensures they have the necessary information to support their children. At KSK8 we strive to engage all students and create a learning environment in which students are encouraged to set high expectations through the use of a growth mindset and their successes are celebrated through weekly and monthly assemblies. Social and emotional learning is incorporated into academic instruction in order to develop a safe and supportive school environment. Emotional wellness is a school priority. Staff are provided opportunities to take part in Team-Building activities and are encouraged to come together to share in celebrations of success during faculty meetings. We provide opportunities for both staff and students to provide ongoing feedback and suggestions to school leaders and we schedule informal conferences with staff and students to garner information about their educational/professional experience at our school. We also ensure information is provided to all stakeholder through our monthly newsletter and our Teams page for staff to connect with one another consistently. At KSK8 we ensure all stakeholders feel safe and supported by teaching students to respect themselves and others as we engage in the district initiative of "Values Matter Miami." We also incorporate monthly bullying and harassment prevention lessons into our curriculum. We continue to build our skill-set in ensuring our classrooms are highly engaging and foster the highest level of engagement and learning.

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, Teacher Leaders and Counselor (our School Leadership Team). The Principal's role is to monitor and oversee all the school's initiatives and respond to concerns. The Principal builds morale by planning Team-building activities that foster collaboration and unity among all stakeholders. The Leadership Team assist in ensuring all information is shared with stakeholders in a timely manner and responds to feedback. 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 | \$0.00 |
| 2 | III.A. | Areas of Focus: Leadership: Leadership Development | \$0.00 |
| 3 | III.A. | Areas of Focus: Culture & Environment: Social Emotional Learning | \$0.00 |
| 4 | III.A. | Areas of Focus: Instructional Practice: Differentiation | \$0.00 |
| Total: | | | \$0.00 |