

Miami-Dade County Public Schools

Key Biscayne K 8 Center



2021-22 Schoolwide Improvement Plan

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Key Biscayne K 8 Center

150 W MCINTYRE ST, Key Biscayne, FL 33149

<http://keybiscayne.dadeschools.net>

Demographics

Principal: Julissa Pina

Start Date for this Principal: 7/20/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	13%
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 (72%) 2017-18: A (76%) 2016-17: A (73%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

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<http://keybiscayne.dadeschools.net>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Combination School PK-8</p>	<p>2020-21 Title I School</p> <p>No</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>11%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>79%</p>

School Grades History

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

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SIP Authority

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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.

At Key Biscayne K-8 Center our mission is to provide a nurturing, respectful and safe environment where all students have opportunities to achieve academic excellence and attain social-emotional well-being. The Key Biscayne Community is committed to developing critical thinkers and lifelong learners who make responsible decisions and embrace global citizenship.

Provide the school's vision statement.

At Key Biscayne K-8 Center we are committed to being a community of life-long learners and caring individuals. We provide a nurturing, respectful, and safe environment where all students have opportunities to achieve academic excellence and attain social-emotional well being. Key BiscayneK-8 Center is committed to developing critical thinkers and life-long learners who make responsible decisions and embrace global citizenship. Our school focuses on excellence by pursuing the highest standards in academic achievement and organizational performance; on integrity by building positive relationships through honesty, respect, and compassion, which enhances the self-esteem, safety, and well-being of our students, families, and staff; on equity by fostering an environment that serves all students and aspires to eliminate the achievement gap; and citizenship by honoring the diversity of our community by working as a team to ensure the educational success of all of our students. We recognize the inclusion model for instruction, which enables Exceptional Student Education (ESE) students to remain in the regular classroom with the regular classroom teacher and the ESE teacher working collaboratively to help these students attain desired levels of achievement. The Extended Foreign Language (EFL) program is being implemented in grades K-5 and allows both fluent and non-fluent Spanish speakers, to improve and extend their reading and language abilities to better prepare them to function in our multilingual, multicultural society. Through the implemented Cambridge Program, students will attain a broader global perspective on learning and acquire new strategies to retain knowledge. In addition to the Advanced Academic courses of the gifted program, middle school offers Advanced Language Arts, Social Studies, Honors Algebra I, Honors Geometry (online), and Honors Physical Science to further develop and challenge those students performing at higher achievement levels. Finally, our school's vision is focused on the needs of the future workforce. We are a STEAM accredited school and work collaboratively throughout all grade levels and academic areas with a focus on Science, Technology, Engineering, Art and Music.

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
Coto, Michelle	Principal	Manages the operation of the school site.
Bonachea, Luis	Assistant Principal	Assists the principal with managing the operation of the Elementary School.
Puns, Belkis	Assistant Principal	Assists the principal with managing the operation of the Middle School.
Herrera, Michelle	Teacher, ESE	Instruct ESE Middle School Students
Solomon, Nicolette	Teacher, K-12	Instruct general 4th grade students
Manzieri, Sandra	Teacher, K-12	Instruct general 1st grade students
Santiesteban, Jennifer	Teacher, PreK	Instruct Pre-K Students

Demographic Information

Principal start date

Tuesday 7/20/2021, Julissa Pina

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.*

39

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.*

23

Total number of teacher positions allocated to the school

40

Total number of students enrolled at the school

1,007

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

4

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

0

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	113	111	135	126	152	158	40	61	72	0	0	0	0	968
Attendance below 90 percent	1	0	5	4	3	4	1	3	2	0	0	0	0	23
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	3	0	0	0	0	1	0	0	0	0	4
Course failure in Math	0	0	0	3	1	0	2	1	1	0	0	0	0	8
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	1	0	2	4	0	0	0	0	7
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	0	7	6	0	0	0	0	14
Number of students with a substantial reading deficiency	2	5	30	24	7	6	12	23	26	0	0	0	0	135

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	0	0	3	1	1	0	4	4	0	0	0	0	13

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	2	0	0	3	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
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Students with two or more indicators

The number of students identified as retainees:

Indicator	Grade Level	Total
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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	122	145	139	175	171	208	91	85	73	0	0	0	0	1209
Attendance below 90 percent	0	5	4	3	4	3	4	2	8	0	0	0	0	33
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	1	2	0	0	0	1	1	0	0	0	0	5
Course failure in Math	0	0	0	4	0	2	1	1	2	0	0	0	0	10
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	1	1	3	5	11	0	0	0	0	21
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	2	7	7	9	0	0	0	0	26

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	0	0	4	1	0	4	4	7	0	0	0	20

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		2	0	0	3	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	

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				83%	63%	61%	82%	62%	60%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Learning Gains				69%	61%	59%	67%	61%	57%
ELA Lowest 25th Percentile				67%	57%	54%	68%	57%	52%
Math Achievement				85%	67%	62%	87%	65%	61%
Math Learning Gains				67%	63%	59%	71%	61%	58%
Math Lowest 25th Percentile				65%	56%	52%	69%	55%	52%
Science Achievement				81%	56%	56%	75%	57%	57%
Social Studies Achievement				83%	80%	78%	90%	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	88%	60%	28%	58%	30%
Cohort Comparison						
04	2021					
	2019	80%	64%	16%	58%	22%
Cohort Comparison		-88%				
05	2021					
	2019	85%	60%	25%	56%	29%
Cohort Comparison		-80%				
06	2021					
	2019	47%	58%	-11%	54%	-7%
Cohort Comparison		-85%				
07	2021					
	2019	64%	56%	8%	52%	12%
Cohort Comparison		-47%				
08	2021					
	2019	64%	60%	4%	56%	8%
Cohort Comparison		-64%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	91%	67%	24%	62%	29%
Cohort Comparison						
04	2021					
	2019	80%	69%	11%	64%	16%
Cohort Comparison		-91%				
05	2021					
	2019	88%	65%	23%	60%	28%
Cohort Comparison		-80%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	67%	58%	9%	55%	12%
Cohort Comparison		-88%				
07	2021					
	2019	75%	53%	22%	54%	21%
Cohort Comparison		-67%				
08	2021					
	2019	64%	40%	24%	46%	18%
Cohort Comparison		-75%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	79%	53%	26%	53%	26%
Cohort Comparison						
08	2021					
	2019	65%	43%	22%	48%	17%
Cohort Comparison		-79%				

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	79%	73%	6%	71%	8%
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	81%	63%	18%	61%	20%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	54%	-54%	57%	-57%

Grade Level Data Review - Progress Monitoring Assessments

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

Key Biscayne K-8 utilizes the district sponsored I-Ready program to monitor progress in the area of English Language Arts and Mathematics. Three administrations of the test are conducted in the Fall, Winter and Spring. Students that are demonstrating deficiencies will also have additional Progress Monitoring assessments through the i-Ready system. Interventions will be based on the results of these assessments, teacher administered assignments and prior year's data.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	49.2	63.9	77.1
	Economically Disadvantaged	50.0	78.6	85.7
	Students With Disabilities	27.8	33.3	38.9
	English Language Learners	27.8	33.3	38.9
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	37.8	47.1	73.5
	Economically Disadvantaged	21.4	35.7	64.3
	Students With Disabilities	25.0	/	/
	English Language Learners	27.8	33.3	55.6

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	63.6	54.5	54.5
	Economically Disadvantaged	63.6	54.5	54.5
	Students With Disabilities	40.4	/	/
	English Language Learners	/	/	/
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	50.4	67.8	80.0
	Economically Disadvantaged	36.4	45.5	63.6
	Students With Disabilities	/	/	/
	English Language Learners	/	/	/

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	65.5	80.4	93.1
	Economically Disadvantaged	43.8	75.0	94.1
	Students With Disabilities	50.0	75.0	75.0
	English Language Learners	25.0	50.0	84.6
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	37.7	63.2	81.5
	Economically Disadvantaged	35.3	50.0	70.6
	Students With Disabilities	12.5	50.0	37.5
	English Language Learners	30.8	50.0	69.2

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	61.1	75.0	83.1
	Economically Disadvantaged	55.0	60.0	78.9
	Students With Disabilities	33.3	60.0	100.0
	English Language Learners	33.3	33.3	33.3
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	48.6	80.0	93.6
	Economically Disadvantaged	25.0	55.0	85.0
	Students With Disabilities	22.2	50.0	89.5
	English Language Learners	/	/	/
	Number/% Proficiency	Fall	Winter	Spring
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	55.0	68.3	84.4
	Economically Disadvantaged	70.6	76.5	76.5
	Students With Disabilities	/	42.9	28.6
	English Language Learners	/	/	/
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	60.0	68.9	82.0
	Economically Disadvantaged	52.9	64.7	76.5
	Students With Disabilities	14.3	42.9	28.6
	English Language Learners	/	/	/
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students		40.0	
	Economically Disadvantaged		44	
	Students With Disabilities		14.4	
	English Language Learners		7.0	
	Number/% Proficiency	Fall	Winter	Spring

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	41.0	40.3	46.8
	Economically Disadvantaged	40.0	50.0	27.3
	Students With Disabilities	20.0	16.7	16.7
	English Language Learners	12.5	12.5	50.0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	45.2	53.2	46.8
	Economically Disadvantaged	20.0	18.2	18.2
	Students With Disabilities	/	/	/
	English Language Learners	37.5	25.0	25.0
	Number/% Proficiency	Fall	Winter	Spring
Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	40.3	38.6	43.3
	Economically Disadvantaged	10.0	45.5	
	Students With Disabilities	50.0	50.0	
	English Language Learners	16.7		
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	33.3	26.5	27.7
	Economically Disadvantaged	7.1	8.3	9.1
	Students With Disabilities	25.0	25.0	
	English Language Learners	16.7	20.0	
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students		80.4	
	Economically Disadvantaged		75.0	
	Students With Disabilities		40.0	
	English Language Learners		100.0	

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	41.7	50.0	39.3
	Economically Disadvantaged			
	Students With Disabilities	33.3	44.4	10.0
	English Language Learners	25.0	37.5	50.0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	31.7	30.0	43.3
	Economically Disadvantaged	8.3	22.2	16.7
	Students With Disabilities	11.1	33.3	44.4
	English Language Learners	25.0	16.7	37.5
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students		91.0	
	Economically Disadvantaged		50.0	
	Students With Disabilities		87.5	
	English Language Learners		/	

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	51	61	70	53	36	36	41				
ELL	81	66	74	78	50	50	67	63	50		
HSP	81	65	70	78	51	45	73	71	57		
WHT	78	71	85	78	49	50	62	71	54		
FRL	70	63		60	32	20	50	50			
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	47	33	50	55	31	50	69				
ELL	78	69	71	83	70	65	69	67	33		
HSP	83	68	69	85	65	64	79	82	43		
WHT	83	72	60	85	75	72	84	83	60		
FRL	70	53	76	73	57	50	77				

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	63	64	77	81	87	82	68				
ELL	77	65	63	87	72	70	72	69			
HSP	84	67	68	86	71	69	74	94	67		
WHT	75	62	63	87	70	68	80		80		
FRL	68	64	61	80	64	65	76				

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	66
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	69
Total Points Earned for the Federal Index	662
Total Components for the Federal Index	10
Percent Tested	97%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	50
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	66
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	67
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	47
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?

Based on 2018-2019 FSA ELA results, 83% of the students in 3rd - 8th grade tested were proficient. 67% of the students in the lowest 25% were proficient. Based on 2020-2021 FSA ELA results, 81% of students in 3rd through 8th grade were proficient. Further, based on 2020-2021 FSA results 73% of students in the lowest 25% were proficient. The school wide trends in the area of ELA, show a 2 percentage point decrease in ELA and a 6 percentage point increase in ELA lowest 25% have provided a steady trend in the area of ELA with regards to proficiency over the years.

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

The trend identified as requiring improvement across grade levels is the increase in achievement of the lowest 25% in Mathematics. Based on the 2020-2021 FSA Mathematics results 47% of the lowest 25% students tested in Mathematics were proficient. Based on the 2018-2019 results 65% of the lowest 25% students tested in Mathematics were proficient. This indicated an 18 percentage point drop in the area of Lowest 25% in Mathematics.

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

Possible instructional gaps for previous MSO and quarantines contributed to the need for improvement. Monitoring of differentiated instruction as well as interventions will be used to address the need for improvement. In the middle school Reading and Math Intensive courses will replace some special area classes.

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

Grade 3 showed most improvement in the area of Reading from the beginning of the year to the end. This was evidenced through iReady progress. 87% of students were proficient.

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

Differentiated instruction along with standards-based instruction were contributing factors in this area.

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

1. Collaborative Data Chats
2. Standards-Aligned Instruction
3. Interventions

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.

Teachers will be provided opportunities for professional development via MyLearning Plan as well as through school site planned professional development.

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

In the elementary level, interventions will take place and monitored by the administration. In the middle school, students who showed declines in their scores will take intensive Math and Reading Courses.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale: According to our School Climate Survey 48 responses were recorded and 21 percent of respondents Disagreed or Strongly Disagreed that School personnel work together as a team. Thus, this area was identified as an area for improvement.

Measurable Outcome: By celebrating successes, the leadership team expects a 20% increase in positive responses in this year's School Climate Survey.

Monitoring: The targeted area will be monitored via observations, and school climate surveys.

Person responsible for monitoring outcome: Belkis Puns (belkispuns@dadeschools.net)

Evidence-based Strategy: The evidence-based strategy utilized for this area of focus will be Celebrating Successes which will encompass recognizing and acknowledging staff and student accomplishments.

Rationale for Evidence-based Strategy: Celebrating successes will allow for Key Biscayne K-8 to have a shared vision by all staff, students, and stakeholders.

Action Steps to Implement

Team building activities take place at the beginning of all meetings during the period of 8/31/01 and 10/11/01.

Person Responsible Michelle Coto (pr68411@dadeschools.net)

Common Planning across grade levels will be implemented between 8/31/01 and 10/11/01..

Person Responsible Michelle Coto (pr68411@dadeschools.net)

Create a school-wide calendar of events and activities for faculty and staff and encourage participation on activities across grade levels. This will take place between 8/31/01 and 10/01/01

Person Responsible Michelle Coto (pr68411@dadeschools.net)

Affirmation for exceptional work will be implemented school wide between 8/31/01 and 10/11/01.

Person Responsible Michelle Coto (pr68411@dadeschools.net)

Staff Recognition will take at the end of all faculty meetings (shout-outs). This will build moral and faculty and staff will feel acknowledged. The time frame is 11/1-12/21.

Person Responsible Michelle Coto (pr68411@dadeschools.net)

Celebrate achievements on public bulletin board by the main office. This will build moral and faculty and staff will feel acknowledged. The time frame is 11/1-12/21.

Person Responsible Michelle Coto (pr68411@dadeschools.net)

Between January 31, 2022 and April 29, 22, a series of mindfulness meditation workshops will be scheduled to develop skills that relieve work related stress.

Person Responsible Michelle Coto (pr68411@dadeschools.net)

Between January 31, 2022 and April 29, 2022, with the PTA to schedule the school site massage day for teachers during teacher appreciation week. This relaxation technique will assist teachers in coping with work related stress matters.

Person Responsible Michelle Coto (pr68411@dadeschools.net)

#2. Leadership specifically relating to Leadership Development

Area of Focus Description and Rationale:	Based on the school climate survey 46 percent of the respondents strongly disagreed that there is a high moral at the school.
Measurable Outcome:	After the 2021-2022 school year we expect a 25% increase in positive responses for high moral.
Monitoring:	This area of focus will be monitored through observations, periodic surveys, and stakeholder feedback,
Person responsible for monitoring outcome:	Michelle Coto (pr68411@dadeschools.net)
Evidence-based Strategy:	The evidence-based strategy being implemented at Key Biscayne K-8 for the area of Leadership will be Empowering Others and providing all stakeholders autonomy and agency in order to take action where necessary, problem solve, and implement best practices that will assist in meeting the needs of all students.
Rationale for Evidence-based Strategy:	At Key Biscayne K-8, school stakeholders will be provided with lead roles in initiatives and activities and identify the skills necessary to assist stakeholders in being successful in these roles and ultimately engaging the team.

Action Steps to Implement

The Leadership Team will provide leadership opportunities to members of their cohorts. This will develop a sense of ownership at the school site.

Person Responsible Michelle Coto (pr68411@dadeschools.net)

Recognize Faculty and Staff for achievements through the weekly newsletter. Send updates to the to celebrate new hires, personal milestones like anniversaries.

Person Responsible Michelle Coto (pr68411@dadeschools.net)

Create a Faculty and Staff Bulletin Board to recognize the employee of the Month.

Person Responsible Michelle Coto (pr68411@dadeschools.net)

Make Decisions for the total school program based on information from surveys issued to faculty and staff.

Person Responsible Michelle Coto (pr68411@dadeschools.net)

Hold monthly CADRE meetings with the leadership team to disseminate school wide information to grade levels and departments. Teachers knowledge regarding school wide information will increase substantially. This will take place between 11/1-12/21..

Person Responsible Michelle Coto (pr68411@dadeschools.net)

PTA spokesperson will update leadership team on planned activities on a monthly basis. Teachers knowledge regarding school wide information will increase substantially. This will take place between 11/1-12/21..

Person Responsible Michelle Coto (pr68411@dadeschools.net)

Between January 31, 2022 and April 29, 2022, milestones, birthdays, and anniversaries will be celebrated in the format of "shout-outs" during any organized school wide event or meeting.

Person Responsible Michelle Coto (pr68411@dadeschools.net)

Between January 31, 2022 and April 29, 2022, activities that his will enable the membership to reduce work related stress will be schedule. Weekly yoga with the staff as well as a running club will be implemented.

Person Responsible Michelle Coto (pr68411@dadeschools.net)

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Based on the 2020-2021 data review, improvement across grades 3-8 in the proficiency of the lowest 25% in Mathematics is an area of focus. Based on the 2020-2021 FSA Mathematics results 47% of the lowest 25% students tested in Mathematics were proficient. Based on the 2018-2019 results 65% of the lowest 25% students tested in Mathematics were proficient. This indicated an 18 percentage point drop in the area of Lowest 25% in Mathematics.

Measurable Outcome: FSA 2022 scores will reflect an increase of 25%.

Monitoring: Through classroom walk-thrus as well as observations, monitoring on Standard Based Instruction grades 3-8 will occur on a weekly basis. Assessment results will be utilized to guide instruction and provide feedback as well.

Person responsible for monitoring outcome: Michelle Coto (pr68411@dadeschools.net)

Evidence-based Strategy: The evidence-based strategy implemented will be the continuous progress in achievement as stated in the scores reviewed during data chats.

Rationale for Evidence-based Strategy: Through formal and informal assessments and continuous monitoring of classroom assessments as well as Performance Matters evidence will assist in guiding instruction.

Action Steps to Implement

Assessment results will be utilized to guide instruction and provide feedback as well. Data Chats will be held after each assessment period. This will take place between 8/31/01 and 10/11/01

Person Responsible Michelle Coto (pr68411@dadeschools.net)

Student progress will be continuously monitored on both formal and informal assessments between 8/31 and 10/11/11

Person Responsible Michelle Coto (pr68411@dadeschools.net)

Use the Performance Matters platform to administer on-going practice tests between 8/31/01 and 10/11/01.

Person Responsible Michelle Coto (pr68411@dadeschools.net)

Between 8/31/01 and 10/11/01, ensure that highly qualified teachers are assigned to specific sub-groups.

Person Responsible Michelle Coto (pr68411@dadeschools.net)

Implement Intensive Mathematics Courses in the Middle School. This will raise student achievement by at least 25%. This will take place between 11/1-12/21.

Person Responsible Michelle Coto (pr68411@dadeschools.net)

Provide focused corrective feedback to students after formal and informal evaluations. This will raise student achievement by at least 25%. This will take place between 11/1-12/21..

Person Responsible Michelle Coto (pr68411@dadeschools.net)

Between January 31, 2022 and April 29, 2022, data findings will be used to implement small group instruction geared to bridge gaps for low performing sub groups of students.

Person Responsible Michelle Coto (pr68411@dadeschools.net)

Between January 31, 2022 and April 29, 2022, Implementation Bi-weekly data chats with all students will take place. This will enable students to understand their areas of weakness and work toward achievement.

Person Responsible Michelle Coto (pr68411@dadeschools.net)

#4. Instructional Practice specifically relating to Small Group Instruction

Area of Focus Description and Rationale: In order to increase student achievement in the area of 7th Grade Mathematics, implementation of small group instruction will occur. A decline in student scores from 2019-2020 has occurred as evidenced on the values displayed in percentage of students proficient. In the Fall the percentage of proficient students were 33.3; in the Winter 26.5% and in the Spring 27.7%.

Measurable Outcome: 25% of Seventh Grade Students will score a 3 or above on the FSA Mathematics Exam in the Spring of 2022.

Monitoring: This area of focus will be monitored through on-going data reviews. Teachers will participate in data chats with administration. Student/teacher data analysis on progress will also take place.

Person responsible for monitoring outcome: Luis Bonachea (lbonachea@dadeschools.net)

Evidence-based Strategy: The evidence-based strategy implemented will be the continuous progress in achievement as stated in the scores reviewed during data chats.

Rationale for Evidence-based Strategy: Through formal and informal assessments and continuous monitoring of classroom assessments as well as iReady and Performance Matters evidence will assist in guiding instruction.

Action Steps to Implement

From 8/31/01 to 10/11/01 Administer a pre-test to determine current placement.

Person Responsible Belkis Puns (belkispuns@dadeschools.net)

From 8/31/01 to 10/11/01 conduct data chats after the review of iReady AP1 scores.

Person Responsible Belkis Puns (belkispuns@dadeschools.net)

From 8/31/01 to 10/11/01 Fifth grade teachers will implement interventions strategies as listed in the District Pacing guides during small group instruction.

Person Responsible Belkis Puns (belkispuns@dadeschools.net)

From 8/31/01 to 10/11/01 Fifth Grade Mathematics teachers will review all assessments both formal and informal with students participating in small group instruction and use the results to further guide instruction.

Person Responsible Belkis Puns (belkispuns@dadeschools.net)

Implement Intensive Mathematics courses in 7th grade. This will raise student achievement by at least 25%. This will take place between 11/1-12/21.

Person Responsible Michelle Coto (pr68411@dadeschools.net)

Through small group instruction, reteach necessary standards to selected group of students. This will raise student achievement by at least 25%. This will take place between 11/1-12/21.

Person Responsible Michelle Coto (pr68411@dadeschools.net)

Between January 31, 2022 and April 29, 2022, before or after school tutorial program will be implemented to assist students in bridging the gaps. This will increase student achievement in the regular classroom.

Person Responsible Michelle Coto (pr68411@dadeschools.net)

Between January 31, 2022 and April 29, 2022, specific standard based iReady lessons to supplement the instruction implemented in the classroom, small group and during tutorials.

Person Responsible Michelle Coto (pr68411@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.

Key Biscayne K-8 Center reported 0.2 incidents per 100 students. This rate is less than the statewide combination school rate of 1.6 incidents per 100 students. KBK8 ranked "Very Low" in violent incidents, Property Incidents and Total Reported Suspensions. Our primary area of concern will be Tabaco/Vape as identified in the Drug/Public Order Incidents portion of our incident rank details. As a school and district we have implemented E(liminate) Cigs Anti-Vaping Campaign. This partnership with the Florida Department of Health has developed an outreach campaign to educate parents, students employees and community members on the dangers of e-cigarettes. Additionally, our school counselors have participated in extensive training in order to educate students and the community about the dangers of vaping.

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.

Key Biscayne K-8 Center enrolls students from many countries/cultures throughout the school year. Due to our extremely diverse population, we pride ourselves in identifying student needs and ensuring these needs are met. Teachers and support staff collaborate to provide students access to learning by assigning peer supporters, study buddies, and morning tutoring (when applicable) to help students through the

adjustment period. Student Service personnel monitor this process to provide any additional needed support. There is a strong sense of community and a very active and supportive PTA.

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

Key Biscayne K-8 Center maintains a healthy relationship with parents and the community. Parents and community members are encouraged to become engaged through the school's EESAC, PTA, Volunteer Opportunities and other activities as available. When applying to become a volunteer, information is provided to all stakeholders regarding the school's guidelines for volunteering, including safety and security protocols. We provide a healthy stream of communication with the community and parents through: School Messenger messaging, email, weekly communication and meetings are flexible via zoom or in person (if permitted.) At Key Biscayne K-8 Center we understand the importance of community and parent involvement and work diligently to ensure that opportunities for support are available to all stakeholders.

Part V: Budget

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

1	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	\$0.00
2	III.A.	Areas of Focus: Leadership: Leadership Development	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction	\$0.00
Total:			\$0.00