

Miami-Dade County Public Schools

Kinloch Park Middle School



2021-22 Schoolwide Improvement Plan

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Kinloch Park Middle School

4340 NW 3RD ST, Miami, FL 33126

<http://kpms.dade.k12.fl.us/>

Demographics

Principal: Trellany Parrish Gay M

Start Date for this Principal: 7/23/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	97%
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 Economically Disadvantaged Students
School Grades History	2018-19: C (46%) 2017-18: C (52%) 2016-17: C (48%)
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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Kinloch Park Middle School

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<http://kpms.dade.k12.fl.us/>

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)
Middle School 6-8	Yes	88%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

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

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<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.

To provide each student with a diverse education in a safe environment that promotes self-discipline, motivation, and strong academic skills.

Provide the school's vision statement.

Kinloch Park Middle School will providethe highest quality of education for every child through collaboration and communication with all stakeholders.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
COTO-GONZALEZ, SYLVIA	Principal	Principals main role is to oversee the daily activities and operations of a school; including, but not limited to; building maintenance, instructional and non-instructional personnel, assess teaching methods, monitor student achievement and discipline, administer budget, evaluate staff and ensure implementation of District policies and procedures.
Hewitt, Desiree	Assistant Principal	Assistant principal main responsibility is to oversee the daily physical operations of a school including but not limited to ensuring coverage for instructional and non-instructional personnel, building maintenance, monitor student discipline and achievement and bridge community relations with all stakeholders.
Bonce, Carmen	Reading Coach	Responsible for providing school-wide professional developments using reading strategies and Best Practices, implementing the coaching cycle for targeted teachers, providing and interpreting current data to all instructional staff, working with all Intensive Reading teachers, and providing students will push-in and pull-out tutoring.
Loe, Jessica	Math Coach	Responsible for providing school-wide professional developments using reading strategies and Best Practices, implementing the coaching cycle for targeted teachers, providing and interpreting current data to all instructional staff, working with all Intensive Math teachers, and providing students will push-in and pull-out tutoring.
Roine, Maritza	Teacher, ESE	ESE coordinator maintains Individual Educational Plan (IEP) documents and plans, coordinates, conducts and/or facilitates IEP Team meetings, IEP annual reviews and 3-year evaluations for a caseload of students with disabilities.
Monje, Jorge	Other	Teacher promotes Restorative Practice and coordinates student activities and calendars to promote positive connections with all stakeholders. He assist in reducing disciplinary incidents and bullying using circles and works repairing relationships at school and at home.
Sabillon, Eduardo	Other	Counselors serve as a bridge between school and mental health organizations and resources outside of school. He also manages a student load where he follows a cohort of students academic and disciplinary plan for the three years.

Demographic Information

Principal start date

Tuesday 7/23/2019, Trellany Parrish Gay M

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.*

14

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.*

19

Total number of teacher positions allocated to the school

33

Total number of students enrolled at the school

574

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

7

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	0	0	0	0	0	0	183	147	197	0	0	0	0	527
Attendance below 90 percent	0	0	0	0	0	0	33	16	60	0	0	0	0	109
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	17	5	21	0	0	0	0	43
Course failure in Math	0	0	0	0	0	0	25	4	45	0	0	0	0	74
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	23	37	64	0	0	0	0	124
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	22	35	73	0	0	0	0	130
Number of students with a substantial reading deficiency	0	0	0	0	0	0	85	106	146	0	0	0	0	337

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	0	0	0	4	3	4	0	0	0	0	11

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	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	4	3	4	0	0	0	0	11

Date this data was collected or last updated

Friday 7/23/2021

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	0	0	0	0	0	0	154	208	212	0	0	0	0	574
Attendance below 90 percent	0	0	0	0	0	0	18	61	45	0	0	0	0	124
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	6	18	6	0	0	0	0	30
Course failure in Math	0	0	0	0	0	0	4	45	35	0	0	0	0	84
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	37	63	69	0	0	0	0	169
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	36	73	82	0	0	0	0	191

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	0	0	0	28	74	80	0	0	0	0	182

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	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	3	4	3	0	0	0	0	10

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				38%	58%	54%	38%	56%	53%
ELA Learning Gains				49%	58%	54%	48%	56%	54%
ELA Lowest 25th Percentile				36%	52%	47%	46%	52%	47%
Math Achievement				38%	58%	58%	40%	56%	58%
Math Learning Gains				49%	56%	57%	55%	56%	57%
Math Lowest 25th Percentile				48%	54%	51%	61%	55%	51%
Science Achievement				27%	52%	51%	33%	52%	52%
Social Studies Achievement				63%	74%	72%	67%	73%	72%

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
06	2021					
	2019	26%	58%	-32%	54%	-28%
Cohort Comparison						
07	2021					
	2019	34%	56%	-22%	52%	-18%
Cohort Comparison		-26%				
08	2021					
	2019	42%	60%	-18%	56%	-14%
Cohort Comparison		-34%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	21%	58%	-37%	55%	-34%
Cohort Comparison						
07	2021					
	2019	39%	53%	-14%	54%	-15%
Cohort Comparison		-21%				
08	2021					
	2019	22%	40%	-18%	46%	-24%
Cohort Comparison		-39%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	25%	43%	-18%	48%	-23%
Cohort Comparison						

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	57%	73%	-16%	71%	-14%
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	67%	63%	4%	61%	6%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	54%	46%	57%	43%

Grade Level Data Review - Progress Monitoring Assessments

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

The progress monitoring tool we used for ELA and Math is i-Ready AP1, AP2, and AP3. In Civics we only used the mid-year assessment and science we used a baseline and a mid-year assessment.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	21	25	25
	Economically Disadvantaged	22.1	25.5	24
	Students With Disabilities	5.9	8.8	9.7
	English Language Learners	2.9	6.7	16.7
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	16.4	28.6	27.7
	Economically Disadvantaged	16.4	28.8	26.9
	Students With Disabilities	5.9	17.6	13.8
	English Language Learners	6.3	12.1	12.5

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	22.2	21.6	21.7
	Economically Disadvantaged	21.9	21.3	21.2
	Students With Disabilities	12.5	12.5	9.4
	English Language Learners	2.8	6.1	9.1
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	11.3	19	26.5
	Economically Disadvantaged	11.6	19	26.3
	Students With Disabilities	6.9	8.1	13.6
	English Language Learners		5.9	6.5
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students		50	
	Economically Disadvantaged		49	
	Students With Disabilities		33	
	English Language Learners		27	

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	17.9	23	18.4
	Economically Disadvantaged	17.8	23.2	17.6
	Students With Disabilities	7.1	12.2	11.4
	English Language Learners	2.2	6.8	
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	9.6	18.8	18
	Economically Disadvantaged	10.1	18.8	17.9
	Students With Disabilities	4.8	9.8	8.6
	English Language Learners		6.7	7.3
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	3	9	
	Economically Disadvantaged		9	
	Students With Disabilities		4	
	English Language Learners		4	

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	11	22	18	11	22	25	9	20			
ELL	22	34	36	17	31	43	11	29	38		
HSP	28	36	36	20	32	46	19	33	48		
FRL	29	36	33	20	33	45	18	34	47		
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	21	47	44	22	40	44	17	46	50		
ELL	28	43	31	30	46	47	22	56	66		
HSP	38	49	36	38	49	48	28	63	68		
FRL	39	48	33	38	49	48	28	64	67		

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	18	36	41	16	36	47	20	41			
ELL	21	45	45	31	53	59	30	54	78		
HSP	38	48	46	39	55	61	32	66	76		
WHT	50			58							
FRL	38	48	46	39	55	61	33	66	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	34
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	47
Total Points Earned for the Federal Index	343
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	17
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	31
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	35
Hispanic Students Subgroup Below 41% in the Current Year?	YES
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	34
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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:

ELA lowest 25th percentile decreased by 10 percentage points.

Math Achievement decreased by 2 percentage points.

Math learning gains decreased by 6 percentage points.

Math lowest 25th percentile decreased by 13 percentage points.

2021 data findings compared to 2019 data:

ELA Reading overall decreased by 5 percentage points.

ELA Reading 6th grade Reading increased by 6 percentage points.

ELA Reading 7th grade and 8th decreased 13 percentage points and 17 percentage points respectively.

Math FSA decreased in all grade levels, with a significant decrease in 7th grade where there was a decrease of 26 percentage points.

Science FSAA decreased 8 percentage points.

Civics EOC decreased 24 percentage points.

Algebra EOC decreased 12 percentage points.

Sixth-grade students made the most gains in Reading, and even though they decreased in Math, they only decreased by 4 percentage points.

Seventh grade decreased in all content areas, significantly, -13 in Reading, -26 in Math, and -24 in Civics EOC.

Eighth grade also decreased in all areas, -17 in Reading, -8 in Math, and -12 in Algebra EOC.

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

2019 data finding:

6th grade ELA scored 26 percentage points to 58% in the District and 54% in the State.

6th grade math scored 21 percentage points compared to 58% in the District and 55% in the State.

ELL lowest 25th percentile decreased 14 percentage points in learning gains in Reading.

FRL lowest 25th percentile decreased 13 percentage points in learning gains in Reading.

All subgroups decreased in Math's lowest 25%.

All subgroups in the Science FSSA decreased in achievement levels.

2021 data findings:

Based on the 2021 data components, 7th grade students decreased in all content areas significantly, -13 in Reading, -26 in Math, and -24 in Civics EOC. This group of students will need the most intervention in both Math and Reading in order to be successful in the 2022 FSA Reading, Math, and Civics EOC.

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

At Kinloch, a focus has always been placed on sharing reading strategies with instructional staff in hopes that they would be incorporated into all lessons that require reading texts. However, while

focusing on reading, we neglected writing which lead to a decrease in our students' writing scores. In addition to reading strategies, we will now be implementing the RACE writing strategy across all curriculums to help students answer complex questions and support them with evidence and elaboration. If writing scores increase, then reading scores should follow suit.

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

Using 2020-2021 i-Ready data, math had an 11 percentage point increase in the number of students in Tier 1 from AP1 to AP3 and a 10 percentage point decrease in the number of students in Tier 3. All in all, math had a 21 percentage point increase from AP1 to AP3.

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

Math teachers used the first 30 minutes of class to have students work on their i-Ready personal instructional path. Additionally, elective teachers used part of each class period to supplement i-Ready usage in Math.

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

Our school will provide in-house professional developments for the following strategies:

1. RACE constructed response strategy to improve writing.
2. Incorporating FSA Reading standard question stems in all assessments.
3. Monthly strategies to help teachers with Instructional Delivery and Engagement.

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.

Professional developments for RACE and FSA reading standard question stems/Higher Order Thinking questions will be conducted by the Reading Coach through department common planning. Through our monthly faculty meeting, the administration will provide staff with strategies for improving instructional delivery and student engagement.

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

The reading coach will be available to model RACE and FSA question stem strategies/HOT questioning for any teacher that needs additional support. During common planning, teachers can share best practices regarding instructional delivery and student engagement.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Professional Learning

Area of Focus	According to ELA 2021 data, our school dropped 10 percentage points. Our school will focus on conducting professional development through core department common planning in hopes that students, especially our lowest 25%, will improve their FSA Writing scores.
Description and Rationale:	
Measurable Outcome:	Through the school-wide implementation of the Cross-Curricular Writing, content writing specific to each academic area consistently infused in all lesson, we hope to increase proficiency in Writing and to raise ELA learning gains by 3% points in the 2022 FSA Reading administration.
Monitoring:	The administration will conduct classroom walkthroughs to observe the implementation of Cross-Circular Writing as evidenced by lesson plans and student work. We will also use the baseline and mid-year District Writing Assessments to monitor for the desired outcome.
Person responsible for monitoring outcome:	Carmen Bonce (carbon92@dadeschools.net)
Evidence-based Strategy:	The Cross-Curricular Writing is designated to boost critical thinking by requiring the students to write for specific purposes in every course. All teachers will be trained to use Cross- Curricular Writing as a strategy via Professional Development and in turn, the teachers will then train students to use the strategy when answering questions in class.
Rationale for Evidence-based Strategy:	If students use the evidence-based writing strategy in all their core classes, they will be better able to respond to any given prompt, in any subject area, and support it with text evidence and elaboration of how that evidence supports the claim or controlling idea. This strategy will help students not only with the FSA Writing but also build skills necessary for post secondary success.

Action Steps to Implement

The Reading Coach will conduct Writing Strategy Professional Developments for each core department during their common planning period or before school by October 1, 2021. She will also model this strategy for each teacher so they will see it implemented first-hand.

Person Responsible Carmen Bonce (carbon92@dadeschools.net)

By October 8, 2021 teachers will provide sample lessons plans and student sample work which will include the Writing strategy to the administration as evidence for the SIP .

Person Responsible Desiree Hewitt (dhewitt@dadeschools.net)

By October 4, 2021 the Leadership Team will review data to adjust process in real time and follow-up with additional professional development and create pull-out writing groups monthly.

Person Responsible Carmen Bonce (carbon92@dadeschools.net)

From August 30- October 11, 2021 (bi-weekly), walkthroughs will be conducted to ensure that quality instruction is taking place and that feedback is relevant and in a timely manner to ensure that we are moving towards building proficiency.

Person Responsible SYLVIA COTO-GONZALEZ (pr6331@dadeschools.net)

From January 31- April 29 we will continue to review data to adjust the pull out writing groups using the targeted students after the iReady AP2 exam and the mid year writing assessment.

Person Responsible Carmen Bonce (carbon92@dadeschools.net)

By February 25 teachers will provide another writing sample, which will include the RACE writing activity that everyone has been trained to apply in their classrooms.

Person Responsible SYLVIA COTO-GONZALEZ (pr6331@dadeschools.net)

#2. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale:	According to the FSA ELA and MATH scores, our learning gains decreased in both areas by 10 percentage points or more. Additionally, our 2021-2022 PD Needs Assessment Survey shows that 30.41% of our teachers would like to see additional professional developments in Instructional Delivery and Engagement. The Gradual Release of Responsibilities Model and Hands-On Learning are two of the styles we will focus on to meet everyone's needs.
Measurable Outcome:	If we successfully provide opportunities for teachers to observe GRRM and Hands on Learning, our students will receive more engaging and relevant lessons and will be more likely to retain and apply the information presented.
Monitoring:	The area of focus will be monitored through observations, walk throughs and feedback, bi-weekly.
Person responsible for monitoring outcome:	SYLVIA COTO-GONZALEZ (pr6331@dadeschools.net)
Evidence-based Strategy:	The evidence-based strategies will be GRRM which is a structured method of pedagogy framed around a process beginning with explicit instruction (I DO) and providing practice (WE DO) and gradually releasing students to practice the new skills collaboratively (THEY DO) and finally demonstrate mastery independently (YOU DO).
Rationale for Evidence-based Strategy:	Hands-On Learning will give teachers strategies on how to carry out more interesting, student-centered lessons, with manipulatives allowing for the GRRM to happen.

Action Steps to Implement

The GRRM and Hands-On Learning styles will be reintroduced to the faculty at a faculty meeting in September 14, 2021.

Person Responsible SYLVIA COTO-GONZALEZ (pr6331@dadeschools.net)

The administration will then conduct bi-weekly walk-throughs and look for evidence of implementation in lesson plans and delivery and engagement of lessons and activities in the classroom. Teachers will be asked to share GRRM and Hands-On Learning activities with peers during their common planning and faculty meetings from September 1-30, 2021.

Person Responsible SYLVIA COTO-GONZALEZ (pr6331@dadeschools.net)

By October 1, 2021, administration will set-up teacher observation and provide coverage for teachers challenged by this strategies.

Person Responsible Desiree Hewitt (dhewitt@dadeschools.net)

By September 24, 2021, administration will provide teachers with additional resources and/or materials to create Hands-on Learning opportunities, as needed..

Person Responsible SYLVIA COTO-GONZALEZ (pr6331@dadeschools.net)

By February 1, we will start afterschool enrichment hour for tested areas. All student will be invited, with a focus on our targeted students. This enrichment hour will include hands-on activities that will assist students in making connections necessary to increase student performance by 5 percentage points.

Person Responsible SYLVIA COTO-GONZALEZ (pr6331@dadeschools.net)

From January 31- February 29 bi-weekly walkthroughs will continue to ensure academic instruction and engagement activities are being infused into daily lessons. Teachers will provide sample lessons to support this area of focus.

Person Responsible Desiree Hewitt (dhewitt@dadeschools.net)

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

Area of Focus Description and Rationale:	Based on the School Climate Survey Results students, 47 percent of students continue to feel that learning is not fun and interesting and 50 percent of students believe that teachers do not make them want to learn (Q21 and Q22). Therefore, our area of focus is to develop a program outside the classroom which, Celebrates Success and builds connection between the students and teachers that will spill into the classroom and promotes School Spirit, Pride and Branding.
Measurable Outcome:	Through school-wide activities outside the classrooms, such as Monday Shout-Outs, Club Day Wednesday, Fun Fridays, and Social Media exposure, we hope to increase student-teacher connections by 4% as evidence in the school climate survey results at the end of 2022.
Monitoring:	A calendar with extra-curricular activities such as club meetings, sports events, availability of extended learning opportunities before and after school, the usage of the innovation space, and a Peace room will be posted monthly. The calendar will include Shout-Outs for both staff and students accomplishments. This calendar will provide opportunities for interaction between the faculty and students outside the context of academic leaning.
Person responsible for monitoring outcome:	Jorge Monje (jmonje@dadeschools.net)
Evidence-based Strategy:	A few evidence-based strategies will be intertwined to reach this goal. Celebrate Success is when staff and students accomplishments are given recognition and achievements are publicly celebrated for encouragement of all stakeholders. School Spirit, Pride and Branding encourages school spirit and pride through activities , changes the schools physical environment and/or participation in unique school tradition's.
Rationale for Evidence-based Strategy:	Providing a supportive, safe, health, fun learning environment will increases relationships and connections among our faculty and students. This schoolwide approach of celebrating together, building school spirit and pride can create positive classroom interaction and learning environment.

Action Steps to Implement

By September 1, 2021 we will create a monthly activity calendar with weekly club meeting, incentives, shout-outs and school spirit activities sponsored by teachers and input collected SGA.

Person Responsible Jorge Monje (jmonje@dadeschools.net)

By September 16, 2021 we will meet with SGA and small student focus groups to develop and approve the school pride activities.

Person Responsible SYLVIA COTO-GONZALEZ (pr6331@dadeschools.net)

From August 30- October 11, 2021, we will issue monthly activity calendar during the 1st of the month, also incorporate a rotation of teachers by departments to assist and develop staff-student connection by being visible during arrivals/lunch/dismissal to ensure that we are healthy in following social distancing.

Person Responsible SYLVIA COTO-GONZALEZ (pr6331@dadeschools.net)

From August 30- October 11, 2021, we will communicate with all stake-holders all activities, incentives, meetings, success, etc. via school connect, morning you-tube announcements, social media and website, at the beginning of each month.

Person Responsible SYLVIA COTO-GONZALEZ (pr6331@dadeschools.net)

On February 1, 2022 we will walk to a near by movie theater to celebrate students which earned all A's B's and 1 C on their report cards. This incentive has increased the number of students passing their classes.

Person Responsible Jessica Loe (jessicaloe@dadeschools.net)

During the iReady AP2 exam students were given a goal to raise 10 points in both ELA and Math to earn a spot to go to the Youth Fair. This incentive has started many conversations and a competitive energy has been ignited. As a result of this competitive spirit, on March 31 we will take 8 busses to the youth fair.

Person Responsible Jessica Loe (jessicaloe@dadeschools.net)

#4. Leadership specifically relating to Leadership Development

Area of Focus Description and Rationale:	According to the staff 2021 School Climate Survey, 68 percent of our teachers feel that students are not coming prepared with basic academic skills. Kinloch has experienced a decrease in enrollment in the last few years and the loss of higher academic level students has been felt.
Measurable Outcome:	The outcome would be to increase enrollment by 5 % by providing higher level classes and academically rigorous programs for students to come to Kinloch Park. For example, having a science teacher completing the STEAM application to earn the designation of being recognized a STEAM school, applying for the CAMBRIDGE program, setting high expectation which will build a culture of trust and responsibility as it conveys confidence in their abilities.
Monitoring:	The administrative team will monitor and inspect the different projects and programs to be implemented with our students by the selected teacher leaders to increase rigor and opportunities for recognition.
Person responsible for monitoring outcome:	SYLVIA COTO-GONZALEZ (pr6331@dadeschools.net)
Evidence-based Strategy:	Shared Leadership is a system designed to develop leadership capacity among all members of the school community. Allowing for all to work together to create an engaging school climate that fosters student learning, STEAM and Cambridge are the two main initiatives for this school year, this can be achieved by understanding that different leadership styles are needed and that working together is needed.
Rationale for Evidence-based Strategy:	These initiatives were chosen to develop our teachers and enhance our programs to attract students which will increase enrollment, morale, and student engagement.

Action Steps to Implement

By August 31, 2021, we will identify talents of personnel within our building to carry out the strategies necessary to meet the Areas of Focus in getting a STEAM designation and getting the CAMBRIDGE program approved.

Person Responsible SYLVIA COTO-GONZALEZ (pr6331@dadeschools.net)

August 30-October 11, 2021, provide teachers the time to attend professional development and/or meetings to understand the process of implementing the programs within in our school.

Person Responsible Desiree Hewitt (dhewitt@dadeschools.net)

By August 31, 2021, communicate and define the vision with the full staff as everyone will be required to reflect on current practices and providing input to carry out a well-defined product, quarterly.

Person Responsible SYLVIA COTO-GONZALEZ (pr6331@dadeschools.net)

August 30-October 11, 2021, ensure that all programs are in order to be included in our marketing campaign, master schedule and articulation process.

Person Responsible SYLVIA COTO-GONZALEZ (pr6331@dadeschools.net)

By March 18, subject selections and articulation materials will all reflect The Cambridge Program classes. This program, along with the Magnet program will increase our enrollment and bring students that are better prepared with basic skills.

Person Responsible Jessica Loe (jessicaloe@dadeschools.net)

By February 25 we will have scheduled a parent meeting after school to provide parents with information regarding the Cambridge program we will invite our feeder elementary schools.

Person Responsible SYLVIA COTO-GONZALEZ (pr6331@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.

Our primary and secondary areas of concern are the same. We ranked very high on the tobacco incidents reported. Our behavior and discipline plan have been developed to target this area of concern. We have also strategically, placed our security monitors in the hot zones. Parent workshops related to vaping and tobacco products will be scheduled quarterly via the FIU All-Star program and Title I parent meetings. Hopefully, the culture and environment positive intervention goals will also assist in decreasing the number of incidents related to tobaccos usage by 5 percentage points.

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.

Kinloch Park Middle school has worked to rise above life's challenges and provide an inclusive, cohesive learning environment. The master schedule has been developed to include common planning to allow teachers time to collaborate and communicate with each other and parents. A monthly calendar providing teacher and students opportunities to develop connections via RJP and MSR activities and celebrate successes will continue to be developed and implemented. A Peace Room is being assembled and the

Innovation Space will provide safe space areas for students to learn how to respect each others' differences and learn strategies on how to connect/communicate with others. Lastly, the morning announcements will continue to include RJP corner, positive messages from students and staff, and inspirational quotes.

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

Mr. Monje, our RJP coordinator, will be in charge of developing our monthly activities/incentives calendar and all RJP and MSR student activities. Team leaders will work on celebrating student successes by grade level. Department Chairs and Instructional Coaches will concentrate on developing incentives based on academic performance and reaching academic and assessment milestones. Our Student Services department will concentrate on the social-emotional component, especially meeting with students who are struggling emotionally.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Professional Learning	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Student Engagement	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	\$0.00
4	III.A.	Areas of Focus: Leadership: Leadership Development	\$0.00
Total:			\$0.00