Kensington Park Elementary School

2021-22 Schoolwide Improvement Plan

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Kensington Park Elementary School

711 NW 30TH AVE, Miami, FL 33125

http://kpe.dadeschools.net

Demographics

Principal: Michelle Fernandez M   Start Date for this Principal: 7/21/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	92%
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 (51%) 2017-18: B (57%) 2016-17: B (55%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	81%

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	B

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The students, staff, parents and community of Kensington Park Elementary School are dedicated to maximizing the potential of its learners. Achievement will be enhanced through high expectations, critical thinking skills and cooperative learning strategies as we emphasize literacy throughout the curriculum. Kensington Park Elementary will continue to uphold standards of educational excellence in a collegian learning environment.

Provide the school's vision statement.

All students at Kensington Park Elementary will meet, or exceed grade level expectations as set by State Standards. The staff, students and community of KPE have a commitment to the following values: COLLABORATION: working together towards a common goal COOPERATION: assisting each other to reach a goal TRUST: building confidence through honest, ethical and equitable actions PROFESSIONALISM: adhering to the highest of work standards through respectful and responsible actions. PRIDE: developing positive attitudes about ourselves and our school's achievements COMMUNICATION: sharing needs, ideas and beliefs about our mission. All students at Kensington Park Elementary will meet, or exceed grade level expectations as set by State Standards. The staff, students and community of KPE have a commitment to the following values: COLLABORATION: working together towards a common goal COOPERATION: assisting each other to reach a goal TRUST: building confidence through honest, ethical and equitable actions PROFESSIONALISM: adhering to the highest of work standards through respectful and responsible actions. PRIDE: developing positive attitudes about ourselves and our school's achievements COMMUNICATION: sharing needs, ideas and beliefs about our mission.

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
Suarez, Susana	Principal	Provides overall administrative and instructional leadership for all faculty and staff; provides common vision and instructional leadership for data-based decision-making. Creates and implements a shared school vision. Nurtures and maintains a school culture that promotes a rigorous instructional program that is conducive to learning and staff development. Ensures that the daily management of daily staff operations produce and result in a safe and effective learning environment that aligns with the school's grade goals and vision.
Mauri, Johnny	Assistant Principal	Supports the principal's vision and mission by supervising the execution of tasks that need to be accomplished to ensure that the day-to-day operations run smoothly. Implements school safety procedures and ensuring compliance of procedures. Facilitates the use of data-based decision making, ensures that the school-based team is implementing RtI, monitors use of assessments for the RtI process, monitors implementation of intervention programs and progress monitoring documentation, as well as communicates with parents. Assigned primary responsibility for monitoring, documenting, and reporting of SIP Implementation and Action Steps, as well as all other aspects of the School Improvement Process.
Anderson, Deetra	Assistant Principal	Assists the Principal with providing common vision and instructional leadership for data based decision-making; ensuring the implementation of the MTSS model; and assessing the MTSS processes effectiveness. Assists with scheduling; implementation of goals and selection of instructional materials; analyzes test data; determines ways to improve instruction and student goals and provides support in order to achieve the school's goal.
Colunga, Amarilys	Math Coach	Empower teachers to deliver high-quality instruction utilizing standards-based curriculum. Participates in professional development and shares the content with school-wide personnel. Plans department meetings within the school. Promote rigor, relevance, and relationships in Mathematics classrooms. Encourage Mathematics rich classroom environment.
Pesi, Irilis	Reading Coach	Empower teachers to deliver high-quality instruction utilizing standards-based curriculum. Participates in professional development and shares the content with school-wide personnel. Plans department meetings within the school. Promotes rigor, relevance, and

Name	Position Title	Job Duties and Responsibilities
		relationships in English Language Arts classrooms. Encourage English Language Arts rich classroom environment.
Roche-chavarria, Dania	ELL Compliance Specialist	Assists in developing language acquisition support plans (ELL plans) for all ELL students and work with classroom teachers to implement plans. Participates in Instructional Leaderships Team Meetings and contributes productively to the school as a whole. Oversee Wida 2.o Testing for all ELL students.

Demographic Information

Principal start date

Thursday 7/21/2016, Michelle Fernandez 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.*

19

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.*

56

Total number of teacher positions allocated to the school

138

Total number of students enrolled at the school

930

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

5

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

2

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	73	117	132	178	109	163	0	0	0	0	0	0	0	772
Attendance below 90 percent	9	23	27	55	13	28	0	0	0	0	0	0	0	155
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	5	8	27	5	18	0	0	0	0	0	0	0	63
Course failure in Math	0	8	12	16	12	26	0	0	0	0	0	0	0	74
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	16	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	14	0	0	0	0	0	0	0	14
Number of students with a substantial reading deficiency	3	38	73	114	36	73	0	0	0	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	1	10	9	28	6	25	0	0	0	0	0	0	0	79

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	10	3	17	0	0	0	0	0	0	0	0	0	34
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 6/30/2021

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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	124	151	176	142	178	159	0	0	0	0	0	0	0	930
Attendance below 90 percent	20	30	50	20	29	30	0	0	0	0	0	0	0	179
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	10	23	12	19	19	0	0	0	0	0	0	0	83
Course failure in Math	0	17	11	20	27	42	0	0	0	0	0	0	0	117
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	16	38	0	0	0	0	0	0	0	54
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	14	36	0	0	0	0	0	0	0	50

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	1	16	18	19	26	46	0	0	0	0	0	0	0	126

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	4	10	3	17	0	0	0	0	0	0	0	0	0	34
Students retained two or more times	0	0	0	2	0	1	0	0	0	0	0	0	0	3

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				53%	62%	57%	51%	62%	56%
ELA Learning Gains				53%	62%	58%	55%	62%	55%
ELA Lowest 25th Percentile				42%	58%	53%	55%	59%	48%
Math Achievement				58%	69%	63%	60%	69%	62%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
Math Learning Gains				62%	66%	62%	66%	64%	59%
Math Lowest 25th Percentile				42%	55%	51%	59%	55%	47%
Science Achievement				48%	55%	53%	50%	58%	55%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	41%	60%	-19%	58%	-17%
Cohort Comparison						
04	2021					
	2019	52%	64%	-12%	58%	-6%
Cohort Comparison		-41%				
05	2021					
	2019	45%	60%	-15%	56%	-11%
Cohort Comparison		-52%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	45%	67%	-22%	62%	-17%
Cohort Comparison						
04	2021					
	2019	58%	69%	-11%	64%	-6%
Cohort Comparison		-45%				
05	2021					
	2019	60%	65%	-5%	60%	0%
Cohort Comparison		-58%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	45%	53%	-8%	53%	-8%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

The iReady and Power Bi platforms were the progress monitoring tools utilized to compile the data below.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	24.2%	32.3%	44.2%
	Economically Disadvantaged	23.5%	31.6%	44.0%
	Students With Disabilities	29.6%	21.4%	35.7%
	English Language Learners	5.1%	20.5%	35.9%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	25.4%	27.7%	46.5%
	Economically Disadvantaged	25.7%	26.5%	46.6%
	Students With Disabilities	21.4%	25.0%	35.7%
	English Language Learners	35.1%	28.2%	41.0%

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	26.2%	36.9%	39.9%
	Economically Disadvantaged	28.5%	38.7	40.4%
	Students With Disabilities	8.8%	29.4%	23.5%
	English Language Learners	-	-	16.7%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	24.8%	35.6%	38.9%
	Economically Disadvantaged	26.3%	37.2%	39.4%
	Students With Disabilities	9.1%	38.2%	41.2%
	English Language Learners	20.0%	16.7%	-

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	41.6%	44.7%	61.8%
	Economically Disadvantaged	41.2%	46.2%	60.7%
	Students With Disabilities	27.3%	28.6%	42.9%
	English Language Learners	30.0%	11.1%	11.1%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	13.8%	28.2%	43.5%
	Economically Disadvantaged	14.5%	27.1%	43.2%
	Students With Disabilities	10.0%	9.1%	28.6%
	English Language Learners	10.0%	11.1%	20.0%

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	15.2%	29.1%	31.2%
	Economically Disadvantaged	12.1%	26.2%	29.3%
	Students With Disabilities	5.0%	13.6%	10.2%
	English Language Learners	-	-	-
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	13.3%	25.3%	43.6%
	Economically Disadvantaged	10.7%	22.0%	42.4%
	Students With Disabilities	8.3%	15.3%	24.1%
	English Language Learners	-	-	-

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	23.0%	31.1%	41.8%
	Economically Disadvantaged	22.6%	30.6%	42.3%
	Students With Disabilities	2.4%	9.8%	22.0%
	English Language Learners	-	-	-
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	19.3%	31.1%	47.4%
	Economically Disadvantaged	20.2%	30.6%	47.6%
	Students With Disabilities	4.9%	9.8%	22.0%
	English Language Learners	-	-	-
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students		15.0%	
	Economically Disadvantaged		14.0%	
	Students With Disabilities		3.0%	
	English Language Learners		4.0%	

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	25	44	48	27	24	19	19				
ELL	37	48	52	38	33	26	21				
HSP	41	50	51	40	31	26	29				
FRL	40	50	52	39	31	27	27				
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	41	47	42	48	53	44	27				
ELL	47	53	44	54	58	41	46				
HSP	52	53	43	59	63	43	48				
FRL	51	54	44	58	61	42	45				

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	36	47	50	44	68	71	33				
ELL	41	50	54	51	60	63	22				
HSP	52	55	55	60	65	59	51				
FRL	50	54	55	59	65	59	49				

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	40
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	50
Total Points Earned for the Federal Index	317
Total Components for the Federal Index	8
Percent Tested	96%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
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	38
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	
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	40
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	40
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?

Based on the 2020-2021 FSA ELA results, 41% of tested students in Grades 3-5 were proficient, 50% of students made learning gains, and 51% of students in the lowest quartile were proficient.
Based on the 2020-2021FSA Math results, 39% of tested students in Grades 3-5 were proficient, 31% of students made learning gains, and 26% of students in the lowest quartile were proficient.
Based on the 2020-2021 NGSSS Science results, 29% of tested students were proficient.
When comparing 2020-2021FSA ELA to 2019 there was 12 percentage point decrease in students that were proficient, a 3 percentage point decrease in students that made learning gains and 9 percentage point increase for students in the lowest quartile.
When comparing 2020-2021FSA Math to 2018-2019 there was 19 percentage point decrease in students that were proficient, a 25 percentage point decrease in students that made learning gains and 16 percentage point decrease for students in the lowest quartile.
When comparing 2020-2021 NGSSS Science to 2018-2019 there was 19 percentage point decrease in students that were proficient.
In terms of iReady:
All ELA grade levels achievement increased from Fall to Spring. Kindergarten had the least growth with 3%. First and third grade had the most growth with 20%.
All Math grade levels achievement increased from Fall to Spring, except in Kindergarten which decreased by 3%. Fourth and Fifth grade Math had an increase of 30%.

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

Based on the FLDOE data for 2018-2019, FSA lowest 25% making learning gains were 42% in ELA and 42% in Math, when compared to 55% in ELA and 59% in Math during the 2017-2018 school year. There is a decreased of 13% and 17% points respectively. These decreases indicate a negative impact.
According to the 2020-2021 FSA data, the lowest 25% making learning gains were 51% in ELA and 26% in Math, this demonstrates a 9% increase and 16% decrease respectively. This indicates a neutral impact, yet this group continues to be our greatest need for improvement. Focus on this group will impact other subgroups.
According to the 2020-2021 FSA data, students making learning gains were 50 % in ELA and 31% in Math, this demonstrates a decrease of 3% and 25 % respectively. These decreases indicate a negative impact.

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

Students in the lowest quartile need more intensive and focused Intervention in order to increase learning and achieve proficiency. This drop indicates we are not presently addressing their needs. A restructured approach is necessary. Implementing Inclusion rather than Resource classes will address the need for improvement for our lowest 25% population.

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

Based on the FLDOE data for 2018-2019, FSA ELA Proficiency levels were 53%, when compared to 51% during the 2017-2018 school year, there is an increase of 2 percentage points. This indicates an improvement.

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

Our students showed growth because we used our data to drive instruction within the Reading block and during Differentiated Instruction/Intervention. Using extended learning opportunities where

activities are designed to provide learning opportunities for students beyond the school day as well as enrichment opportunities for students.

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

During Collaborative Data Chats, teachers, support staff, and administration analyze student performance data and determine how that information will be used to drive future instruction. Corrective Feedback for Students allows the intentional constructive verbal or written feedback provided to assist students in understanding their areas of success and areas of development. Data-Driven Instruction allows teachers to use student performance data to inform their instructional planning and delivery in order to meet student needs.

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.

Collaborating with Miami Learns will provide teachers with professional development activities that align to staff and student needs to accelerate learning. Miami Learns provides professional development to increase student achievement and create highly effective teachers.

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

We will continue our intervention program by using data to identify and track our lowest 25%. We will implement the use of student data trackers to facilitate this process. Members of the leadership team will meet monthly with selected students from target group. Additional time will be provided for differentiated instruction to students at risk. Data Chats with coaches and grade levels discussing best practices and to engage in goal-oriented learning.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:	Based on the 2020-2021 data review, FSA ELA results indicate that 51% of students in the lowest quartile were proficient and FSA Math results indicate that 26% of students in the lowest quartile were proficient.
	Based on this data our school will implement the Targeted Element of Differentiation. We selected the overarching area of Differentiation based on our findings that demonstrated Learning Gains for the lowest 25% subgroup were decreasing as identified above. We are not meeting the unique needs of all learners therefore it is evident that we must improve our ability to differentiate instruction based on the levels of the students we serve. We will provide the scaffolding necessary for the lowest 25% subgroup to access grade-level content in order to make learning gains and move towards proficiency. Additionally, we will provide extended learning opportunities and inclusion settings throughout all grade levels.
Measurable Outcome:	If we successfully implement Differentiation, then our lowest 25% students will increase by a minimum of 10 percentage points as evidenced by the 2022 State Assessments.
Monitoring:	The Leadership Team will conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure quality instruction is taking place. Administrators will review lesson plans for indication of differentiation for lowest 25% students, in particular. Data Analysis of formative assessments of lowest 25% students will be reviewed monthly to observe progress. Teachers and coaches will review data to plan accordingly. Students will own their data by using data binders on a bi-weekly basis for goal oriented learning . Extended learning opportunities will be provided to those students who are not showing growth in any of the core classes.
Person responsible for monitoring outcome:	Susana Suarez (ssuarez1@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Differentiation, our school will focus on using the evidence-based strategy of: Data-Driven Instruction in order to facilitate the process of differentiation. Data-Driven instruction will assist in accelerating the learning gains of our lowest 25% as it is a systematic approach of data disaggregation that allows us to meet the students' needs. Differentiation will be monitored through the use of data binders for teachers and students to drive instructional planning and data driven conversations.
Rationale for Evidence-based Strategy:	Data-Driven Instruction for the purpose of differentiation will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

Action Steps to Implement

8/30-10/11 Facilitate grade level data chats after the completion of each iREADY diagnostic creating opportunities to analyze data, improve instruction, identify next steps and implement instructional decisions to impact student learning. The ongoing implementation process will commence in August, 2021 and continue through October 11, 2021.

Person Responsible	Irilis Pesi (lilypesi@dadeschools.net)

8/30-10/11 Teachers will provide skill-specific small group instruction within their classrooms on a daily basis. Data from Power BI will be used continually as a tool for ongoing progress monitoring to make decisions for small group instruction and to identify targeted skills that need remediation . The lowest 25% and 35% will be identified for intervention and will be

offered extended learning opportunities for further support. The ongoing implementation
process will commence in August, 2021 and continue through October 11, 2021.

Person Responsible   Irilis Pesi (lilypesi@dadeschools.net)

8/30-10/11 Conduct quarterly reviews of progress monitoring and MTSS/RtI data to asses the fidelity of
implementation of interventions, documentation, and compliance with expectation of 100%
compliance, as well as to determine potential opportunities for improvement in the area of
focus, as appropriate.

Person Responsible   Susana Suarez (ssuarez1@dadeschools.net)

8/30-10/11 Monitor implementation and delivery of identified strategies, interventions, and supports,
based on content of data chats, on a monthly basis.

Person Responsible   Susana Suarez (ssuarez1@dadeschools.net)

11/1 -12/17 The instructor and leadership team will monitor the ongoing progress monitoring data and
topic assessments data and revamp groups based on current data. The instructional math coach will
develop their schedule to provide for additional assistance in DI.

Person Responsible   Amarilys Colunga (acolunga@dadeschools.net)

11/1 - 12/17 During collaborative planning Coaches and instructors will continue to analyze assessment
data in order to plan and deliver data driven Differentiated Instruction and adjust as needed
to group students according to specific learning need.

Person Responsible   Irilis Pesi (lilypesi@dadeschools.net)

1/24- 4/1 Teachers will develop lesson plans that differentiates instructions based on students' results on
iReady AP2 academic needs and will also provide students with aligned resources in order to ensure
students' academic success. As a result, teachers will have lesson plans that provides students with
aligned
resources and lesson plans identifies the differentiated instruction.

Person Responsible   Irilis Pesi (lilypesi@dadeschools.net)

1/24 - 4/1 Use data from Topic Assessments to assign differentiated IXL lessons for students

Person Responsible   Amarilys Colunga (acolunga@dadeschools.net)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Based on the 2020-2021 data review, our school will focus on the learning loss of ELA Reading proficiency for our students in kindergarten-fifth grade. The 2020-2021 iReady Reading AP3 data indicates that 18% of students in kindergarten, 56% of students in first grade, 60% of students in second grade, 39% of students in third grade, and 69 % of students in fourth and fifth grades are not meeting meeting proficiency levels. Additionally, the data 2020-2021 for FSA ELA demonstrates that 55% of third graders, 66% of fourth graders and 62% of fifth graders did not meet proficiency levels. We identified ELA proficiency and Reading Instruction as an area of focus in order to increase the percentage of students meeting and surpassing reading proficiency levels.
Measurable Outcome:	For the 2021-2021 school year, the school's goal is to successfully implement data-driven instruction with fidelity, then ELA scores for students in grade K-5 will demonstrate measurable increases on the 2022 assessments. For K-2, an increase of 10% of "on or Above" grade level performance in iReady ELA AP3 For 3-5, an increase of 10% of students meeting reading proficiency (FSA ELA level 3 or above)
Monitoring:	The area of focus will be monitored by: Bi-weekly collaborative planning sessions Analyzing student data with teachers Identifying students in need, lowest 25%, and targeting for T2, T3 Intervention Tier 1, Tier 2 Data Trackers (monitored by Reading Coach) Faculty participation in District training on reading Horizons (Module support) Reading Horizons Discovery & Elevate Reports Monitoring implementation of of ELA Intervention Calendar, lessons and progress monitoring assessments. Monitor students' progress in intervention through RH Discover/Elevate Reports
Person responsible for monitoring outcome:	Susana Suarez (ssuarez1@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of ELA, our school will focus on the evidence-based strategy of Data-Driven Instruction which is an educational approach that relies on the teacher's use of student performance data to inform instructional planning and delivery. This systematic approach of instruction uses assessment, analysis, and actions to meet student's needs. Data-Driven Instruction may include developing Instructional Focus Calendars (IFC) to inform teachers on specific standards to target during instruction throughout the year, based on data outcomes.
Rationale for Evidence-based Strategy:	Data driven instruction provides the framework for teachers to: 1. assess student mastery of the state standards 2. ensure student progress is monitored at pre-designated points 3. gather multiple data points and modify instruction to address specific deficiencies This will prove to be most be necessary and beneficial this 2021-2022 school year with the introduction of Reading horizons and all of the new data points available.

Action Steps to Implement

8/30-10/11 Review area of focus and evidence-based strategy with all faculty and staff during opening of school and monthly PLC and faculty meetings.

Person Responsible	Susana Suarez (ssuarez1@dadeschools.net)

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

Person Responsible Susana Suarez (ssuarez1@dadeschools.net)

8/30-10/11 Monitor implementation and delivery of identified strategies, interventions, and supports, based on content of data chats, on a monthly basis.

Person Responsible Susana Suarez (ssuarez1@dadeschools.net)

8/30-10/11 The SLT will examine both aggregated data and overall student performance data, in order to set yearly learning goals and make decisions on effective curriculum resources that will target remediation and provide enhancement. Disaggregated data by student subgroups will also be analyzed to focus on areas that need school wide improvement, and at the individual student level as well, where the individual needs of the students will be supported and communicated during vertical planning and collaboration among all stakeholders

Person Responsible Susana Suarez (ssuarez1@dadeschools.net)

11/1- 12/17 During collaborative sessions, teachers, instructional coaches, and administration will analyze data and provide assistance with any necessary adjustments to the delivery of instructions.

Person Responsible Johnny Mauri (jmauri@dadeschools.net)

11/1 - 12/7 The Administration Team will conduct walk-throughs and provide feedback to the coaches. This feedback will allow the coaching cycles to provide support to instructors as needed.

Person Responsible Johnny Mauri (jmauri@dadeschools.net)

1/24 - 4/1 Instructional delivery will include a stated purpose, daily learning goals and end product to ensure that what was planned for is delivered.

Person Responsible Irilis Pesi (lilypesi@dadeschools.net)

1/24 - 4/1 Teachers will review student writing work samples with there students to ensure that instructional expectations were met. These conversations will also assist teachers in determining if adjustments to instruction are needed.

Person Responsible Irilis Pesi (lilypesi@dadeschools.net)

#3. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale:	Based on the data review, our school will implement the Targeted Element of Student Attendance. Through our data review, we noticed the students who struggle with daily attendance are also the students who are not meeting expectations for learning gains as well as proficiency. In addition, many of our lowest 25% students have had reoccurring attendance issues. We recognize the need to tailor our attendance initiatives and improve in making connections with families and the community to ensure attendance is consistently high.
Measurable Outcome:	If we successfully implement the Targeted Element of Student Attendance, our students will receive quality instruction that will contribute to improved student outcomes. By providing students with attendance incentives we will increase our attendance by 2%.
Monitoring:	The Leadership Team will work to connect with families who struggle with attendance and identify the root cause for absences and create a plan of action to ensure students are able to be present daily. The Leadership Team will mentor individual students who have consistent truancy and connect with them bi-weekly to reward or encourage attendance efforts. The Leadership Team will plan regular student incentives to promote consistent student attendance. Teachers will monitor their daily attendance and submit that data to the leadership team on a weekly basis with emphasis on attendance trends. To ensure we are on track to meeting the outcome above, this data will be discussed during data chats with teachers and students and parental contact will be made when necessary.
Person responsible for monitoring outcome:	Susana Suarez (ssuarez1@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Student Attendance, our school will focus on the evidence-based strategy of: Attendance Initiatives. Attendance Initiatives will assist in narrowing the absence gap amongst our students. Student absences will be monitored on a weekly basis to prevent a pattern of excessive absences.
Rationale for Evidence-based Strategy:	Attendance Initiatives will assist in decreasing the number of student absences. The initiatives will provide the leadership team with a systematic approach to identify attendance issues, remediation, and rewards.

Action Steps to Implement

8/30-10/11 Coordinate the development and implementation of the School Attendance Action Plan.

Person Responsible	Susana Suarez (ssuarez1@dadeschools.net)

8/30-10/11 Attendance will be monitored on a daily basis by teachers and on a weekly basis by the school CIS to identify truant students and the accuracy of daily attendance bulletin. Students that have displayed a truancy trend will be identified and monitored and appropriate action will be taken to ensure that the parents are notified and that the truancy process will be implemented with fidelity. Steps to communicate with parents involve calling parents, sending letters, as well as speaking to the students to hone in on home issues that may be contributing to truancy. in addition, class attendance percentages will be logged and charted to reward those classes with the highest attendance rate. Incentives will be used to motivate those students as to the importance of coming to school on a daily basis. Attendance expectations along with a system of incentives and rewards will lead to higher attendance rates and academic progress.

Person Responsible Susana Suarez (ssuarez1@dadeschools.net)

8/30-10/11 Monthly recognition for students with perfect attendance will be held to promote good attendance. The evidence of successful implementation will be an increase in student attendance and a decrease in school wide absences.

Person Responsible Susana Suarez (ssuarez1@dadeschools.net)

8/30-10/11 Facilitate Leadership Team meetings weekly to review implementation of Plan and Process, attendance data, stakeholder feedback, and identify necessary adjustments to improve process.

Person Responsible Susana Suarez (ssuarez1@dadeschools.net)

11/1 - 12/17 The Attendance Review Committee will implement an Attendance Achievers Challenge for all students to motivate students to attend school daily and on time.

Person Responsible Johnny Mauri (jmauri@dadeschools.net)

11/1 -12/17 The counselor will identify the winning class for perfect attendance as evidenced by attendance bulletin. The winning classes will receive the travelling trophy and receive a "Shout-Out" on morning announcements

Person Responsible Johnny Mauri (jmauri@dadeschools.net)

1/24 - 4/1 Continue to monitor the daily attendance bulletin as a monitoring tool to identify students exhibiting poor attendance patterns.

Person Responsible Johnny Mauri (jmauri@dadeschools.net)

1/24 - 4/1 School counselors will host meetings with parents of student with poor attendance and remind the parents the importance and impact that student attendance plays on all aspect of the learning environment and student performance.

Person Responsible Johnny Mauri (jmauri@dadeschools.net)

#4. Leadership specifically relating to Specific Teacher Feedback	
Area of Focus Description and Rationale:	The purpose of specific teacher feedback should be to enhance or change teacher behavior and ultimately impact student learning. The power of feedback to teachers on what is happening in their classroom cannot be overestimated. Feedback (data collected on teacher performance) is used to reflect and identify discrepancies between actual outcomes and intended outcomes.
Measurable Outcome:	The specific teacher feedback will aid in changing teachers behavior and increase teacher effectiveness. Student learning outcomes are the measurable knowledge or skills that students will walk away with improved teacher feedback.
Monitoring:	The Area of Focus will be monitored via continuous walkthroughs and student data while looking for improvement. Teacher direct observations (TDO) will be implemented throughout the school year.
Person responsible for monitoring outcome:	Susana Suarez (ssuarez1@dadeschools.net)
Evidence-based Strategy:	Giving teachers feedback involves letting the teachers know how they have performed on a particular task along with ways that they can improve. Feedback provides teachers with a tangible understanding of what they did well, of where they are at, and of how they can improve.
Rationale for Evidence-based Strategy:	Implement a range of practices and strategies that ensure feedback to teachers is deliberate, planned and focused on learning intentions and success criteria. Effective feedback directs attention to the intended learning and/or success criteria, pointing out strengths and offering specific information to guide improvement

Action Steps to Implement

8/30-10/11 Review results of faculty and staff Professional Development Surveys to identify training content and potential presenters aligned with identified need areas.

Person Responsible	Susana Suarez (ssuarez1@dadeschools.net)

8/30-10/11 The School Improvement Plan will be shared with teachers during the September faculty staff meeting. Teachers will collaborate within their grade levels and subject areas to identify their academic expectations for the school year.

Person Responsible	Susana Suarez (ssuarez1@dadeschools.net)

8/30-10/11 Allow opportunities for peer observations and collaboration to support best practices and build stronger instructional strategies. As a result, teachers will enhance instructional effectiveness and rigor leading to improved student achievement.

Person Responsible	Susana Suarez (ssuarez1@dadeschools.net)

8/30-10/11 PLST will establish informal activities during facility meetings where teachers can share best practices, request support, and collaborate. As a result, teachers will have the opportunity to develop their skills and gather feedback.

Person Responsible	Susana Suarez (ssuarez1@dadeschools.net)

11/1-12/17 Having collaborative conversations between instructional coaches and instructional staff during collaborative planning sessions. As a result, timely effective feedback will be provided.

Person Responsible Johnny Mauri (jmauri@dadeschools.net)

11/1- 12/17 Walkthrough schedule and timeline for feedback will be created. As a result, the schedule will allow the leadership team to conduct walkthroughs with the same "Look-For" as a focal point.

Person Responsible Johnny Mauri (jmauri@dadeschools.net)

1/24 - 4/1 Assign coaching cycles to teachers purposed to enhance their instructional strategies as needed.

Person Responsible Johnny Mauri (jmauri@dadeschools.net)

1/24 - 4/1 Continue conducting periodic walkthroughs to be able to monitor teachers and ensure that the specified feedback was implemented.

Person Responsible Johnny Mauri (jmauri@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the 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.

Given an incident rate of .09 per 100 students, our goal will be to reduce this rate through targeted student and stakeholder education, counseling and student services support, and quarterly monitoring
with reporting to the school's EESAC on a quarterly basis. In Addition, teachers, counselor, and administration will track patterns of disciplinary incidents
including how misbehaviors are being addressed and how they can be minimized
or prevented. We will use guiding questions when analyzing the data to better
understand what systems are working and what adjustments need to be made in
order to achieve better student outcomes.

Part IV: Positive Culture & Environment

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

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

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

Our Strengths within School Culture are in Support, Care and Connections, and Physical and Emotional Safety. Our school creates positive physical and emotional safety by creating norms, values, and expectations that support social, emotional, and physical safety. We celebrate students monthly that exhibit core values with Values Matter. We also create an environment where all stakeholders feel safe and comfortable sharing thoughts, ideas and concerns. We do this by fostering positive relationships amongst students and staff.

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

The stakeholders involved in promoting a positive culture and environment at our school are the Principal, Assistant Principals, Instructional Coaches, Teachers and Counselors. The Principal's role is to provide ongoing support for the development of a safe and supportive school environment. The Assistant Principal's role is to encourage family and community participation and engagement with the school. The Instructional Coaches role is to ensure teachers are modeling expected behaviors as well as integrating social emotional learning into academic instruction. The Teacher's role is to establish an environment where students feel safe from physical or emotional harm. Students will be comfortable sharing thoughts, ideas and concerns. The Counselor's role is to assist students in connecting with resources available to support their physical and emotional challenges.

Part V: Budget

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

1	III.A.	**Areas of Focus: Instructional Practice: Differentiation**	$0.00
2	III.A.	**Areas of Focus: Instructional Practice: ELA**	$0.00
3	III.A.	**Areas of Focus: Culture & Environment: Student Attendance**	$0.00
4	III.A.	**Areas of Focus: Leadership: Specific Teacher Feedback**	$0.00
		Total:	$0.00