

Miami-Dade County Public Schools

Kenwood K 8 Center



2022-23 Schoolwide Improvement Plan

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Kenwood K 8 Center

9300 SW 79TH AVE, Miami, FL 33156

<http://kenwood.dadeschools.net/>

Demographics

Principal: Rodolfo Rodriguez

Start Date for this Principal: 7/1/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	65%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (63%) 2018-19: A (65%) 2017-18: A (66%)
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	ATSI
* 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)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-8	No	65%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	93%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

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SIP Authority

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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.

Kenwood K-8 Center's mission is to foster each student's academic, social and emotional potential in the pursuit of life long learning and effective citizenship. Growth and excellence in reading, writing, and math competencies are emphasized across the curriculum.

Provide the school's vision statement.

Kenwood K-8 Center enriches the community by fostering each student's academic, social, and emotional potential. Students are encouraged to become lifelong learners and effective citizens through developmentally appropriate educational experiences.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Rodriguez, Rodolfo	Principal	Provides overall administrative and instructional leadership for all faculty and staff; provides common vision and instructional leadership for data-based decision-making. E-mail: pr2701@dadeschools.net Title: Principal
Quintero, Gabriel	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 SEL initiatives; and assessing the MTSS processes effectiveness. 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. Email: gquintero@dadeschools.net Title: Assistant Principal
Acosta, Sandra	Teacher, K-12	Lead Teacher/School Center for Special Instruction (SCSI) Instructor; facilitates data collection, disaggregation, and review activities including conducting data chats. Email: sacosta1@dadeschools.net Title: Teacher, K-12
Noble, Linda	SAC Member	Plans and delivers instruction to Pre-Kindergarten/Kindergarten students; UTD Steward, EESAC Chairperson Email: lindanoble@dadeschools.net Title: SAC Member
Ortega, Ingrid	Instructional Technology	Coordinates all aspects of technology and device deployment schoolwide; serves as School Assessment Coordinator; advises the Leadership Team on matters related to her areas of responsibility. Email: iortega@dadeschools.net Title: Instructional Technology
Gutierrez, Ariana	School Counselor	Coordinates the provision of student services and guidance counseling supports to students in grades 6 through 8; serves as the schools SAFE Liaison; provides training and support to staff on addressing SEL and wellness concerns; plays a major role in the implementation of the school's Mental Health Team. Email: aritierrez@dadeschools.net Title: Guidance Counselor
Castellanos, Ana	Teacher, ESE	Serves and ESE Chairperson overseeing and coordinating service provision for SWD. Plans and delivers instruction to students with disabilities; provides information about core instruction to SWD; serves as liaison to instructional teams

Name	Position Title	Job Duties and Responsibilities
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Email: anacastellanos@dadeschools.net Title: Teacher, ESE

Demographic Information

Principal start date

Wednesday 7/1/2015, Rodolfo Rodriguez

Number of teachers with a 2022 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.*

59

Number of teachers with a 2022 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.*

8

Total number of teacher positions allocated to the school

70

Total number of students enrolled at the school

819

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

2

Identify the number of instructional staff who joined the school during the 2022-23 school year.

0

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	45	79	77	84	90	91	97	102	125	0	0	0	0	790	
Attendance below 90 percent	1	10	12	8	4	7	7	12	12	0	0	0	0	73	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	4	6	4	2	4	3	4	1	0	0	0	0	28	
Course failure in Math	0	1	5	3	7	13	14	6	0	0	0	0	0	49	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	3	14	18	23	14	29	0	0	0	0	101	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	2	18	27	30	22	23	0	0	0	0	122	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0		

Using the table above, complete the table below with the number of students by current grade level who have 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	4	4	5	14	20	21	17	21	0	0	0	0	106	

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	10	4	2	4	0	1	1	0	1	0	0	0	0	23	
Students retained two or more times	0	0	0	0	1	1	2	1	2	0	0	0	0	7	

Date this data was collected or last updated

Friday 7/15/2022

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	54	71	87	95	95	96	97	126	124	0	0	0	0	845	
Attendance below 90 percent	20	12	6	10	4	10	11	13	18	0	0	0	0	104	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	1	4	8	4	2	3	2	8	0	0	0	0	32	
Course failure in Math	0	0	3	6	8	5	9	7	2	0	0	0	0	40	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	6	9	25	23	0	0	0	0	63	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	50	11	22	17	0	0	0	100	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	10	2	4	6	2	7	13	19	18	0	0	0	0	81	

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	2	3	6	0	0	2	0	1	0	0	0	0	18	
Students retained two or more times	0	0	0	0	0	1	1	0	2	0	0	0	0	4	

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	54	71	87	95	95	96	97	126	124	0	0	0	0	845	
Attendance below 90 percent	20	12	6	10	4	10	11	13	18	0	0	0	0	104	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	1	4	8	4	2	3	2	8	0	0	0	0	32	
Course failure in Math	0	0	3	6	8	5	9	7	2	0	0	0	0	40	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	6	9	25	23	0	0	0	0	63	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	50	11	22	17	0	0	0	100	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	10	2	4	6	2	7	13	19	18	0	0	0	0	81

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	2	3	6	0	0	2	0	1	0	0	0	0	18
Students retained two or more times	0	0	0	0	0	1	1	0	2	0	0	0	0	4

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	65%	62%	55%				68%	63%	61%
ELA Learning Gains	58%						61%	61%	59%
ELA Lowest 25th Percentile	51%						51%	57%	54%
Math Achievement	60%	51%	42%				73%	67%	62%
Math Learning Gains	65%						67%	63%	59%
Math Lowest 25th Percentile	58%						53%	56%	52%
Science Achievement	47%	60%	54%				56%	56%	56%
Social Studies Achievement	81%	68%	59%				80%	80%	78%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	64%	60%	4%	58%	6%
Cohort Comparison		0%				
04	2022					
	2019	59%	64%	-5%	58%	1%
Cohort Comparison		-64%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	60%	60%	0%	56%	4%
Cohort Comparison		-59%				
06	2022					
	2019	64%	58%	6%	54%	10%
Cohort Comparison		-60%				
07	2022					
	2019	65%	56%	9%	52%	13%
Cohort Comparison		-64%				
08	2022					
	2019	66%	60%	6%	56%	10%
Cohort Comparison		-65%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	62%	67%	-5%	62%	0%
Cohort Comparison		0%				
04	2022					
	2019	60%	69%	-9%	64%	-4%
Cohort Comparison		-62%				
05	2022					
	2019	68%	65%	3%	60%	8%
Cohort Comparison		-60%				
06	2022					
	2019	73%	58%	15%	55%	18%
Cohort Comparison		-68%				
07	2022					
	2019	73%	53%	20%	54%	19%
Cohort Comparison		-73%				
08	2022					
	2019	51%	40%	11%	46%	5%
Cohort Comparison		-73%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	56%	53%	3%	53%	3%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-56%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	47%	43%	4%	48%	-1%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	68%	32%	67%	33%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	76%	73%	3%	71%	5%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	92%	63%	29%	61%	31%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	54%	46%	57%	43%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	26	41	37	26	54	56	19	50			
ELL	51	52	51	46	67	56	43	52	73		
BLK	44	57		39	46						
HSP	65	57	49	59	66	57	46	79	80		
WHT	67	69		69	65		53				
FRL	58	54	49	53	63	59	38	76	80		
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	28	52	45	24	40	37	32	65			
ELL	51	61	55	41	39	27	35	67	64		
BLK	53	55		52	25		25				
HSP	64	62	54	55	49	34	57	81	66		
WHT	68	41		67	50		53		70		
FRL	58	59	47	48	42	33	42	77	53		
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	28	35	29	29	40	38	23	53			
ELL	48	54	49	64	63	56	37	57	68		
BLK	53	58	45	53	64						
HSP	66	60	50	72	66	51	53	78	81		
WHT	83	76		86	78		78		70		
FRL	58	59	50	65	66	55	47	78	85		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	61
Total Points Earned for the Federal Index	627
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	55
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	47
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	62
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0

White Students	
Federal Index - White Students	65
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	59
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Science achievement data reflect a trend of decreasing percentages of students demonstrating Mastery. Florida Science Assessment results have decreased from 59% demonstrating Mastery in 2017, to 55% in 2021, and 47% in 2022; a 12-percentage point decrease over five years. Social Studies Achievement data reflect that 81% of Seventh Grade students demonstrated Mastery in Civics in 2022, continuing a four-year trend of stable performances. 2022 FSA Math Achievement and Learning Gains, for all students as well as for L25 students, reflect 15- and 25-percentage point increases over 2021 performances, respectively. While ELA Learning Gains have been stable, a trend of slight decreases is identifiable, from 62% of students making Learning Gains in 2018 to 58% in 2022.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on 2022 state Assessment data, as well as on a five-year trend of decreasing percentages of students demonstrating Mastery, Science is the data component in greatest need of improvement. The percentage of students demonstrating Mastery in Science has steadily decreased from 59% in 2017 to 47% in 2022.

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

The impacts of decreased student engagement and additional obstacles arising from COVID-related closures and lost instructional time and the absence of departmentalization in Fifth Grade in 2020-21 both had a deleterious effect on Science achievement. Additionally, there is a need for staff realignments to support improved Science instruction in both Fifth and Eighth Grades. Limited access to, participation in, and implementation of strategies and content from, professional development opportunities in Science likely contributed to this need for improvement as well.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

A review of 2022 Florida Standards Assessment results indicates an overall increase of 17-percentage points in Math Learning Gains when compared to 2021 FSA Math results. Additionally, Math Learning Gains for students in the Lowest 25% reflect a 23-percentage point increase when compared to 2021 FSA Math results.

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

The absence of departmentalization in the intermediate grades during the 2019-2021 school years contributed to performance losses in ELA and particularly Math due to their impact on the delivery of instruction. Departmentalization in these grade levels resumed during the 2021-2022 school year.

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

Increased emphasis and support for the implementation of the new B.E.S.T. Standards will be crucial to accelerating student learning. In addition, enhancements to data-driven, inclusive, and differentiated instructional efforts are needed. Staff realignments that optimize staff expertise in specific content areas (e.g., Science) need to be implemented strategically as well.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The Leadership Team and PLST will identify and facilitate professional development opportunities focused on the implementation of the B.E.S.T. Standards. The implementation of existing PLCs/Teams will be enhanced, and vertical planning and articulation activities will be increased. Additional professional development opportunities addressing social-emotional learning, instructional technology, progress monitoring, effective inclusive practices, high impact strategies to support inclusive teaching and learning, the use of data to instructional differentiation and interventions, will be provided to faculty and staff.

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

Instructional supports for ESE and ELL students will be strategically scheduled and provided so as to optimize their effectiveness. Master schedules will be developed with primary consideration being given to a structure that facilitates the provision of supports to students in need of them. Staff will be assigned, and deliberately scheduled, in a manner that supports the consistent and effective provision of instructional supports, particularly in Science, ELA, and Math. Extended Learning Opportunities will continue to be offered, including Reading and Math Tutorial Support for English Language Learners, reinstitution of our ELA Saturday Academy, and the possible development and provision of additional Academies addressing Science, Civics, and Algebra. Collaborative Planning Sessions will continue to be implemented, and additional online resources will be incorporated in order to streamline practices. Emphasis will be placed on the inclusion of SWD in all extended learning opportunities, as appropriate and available. Professional development opportunities in support of these initiatives will be facilitated by the Leadership Team and extended through PLCs/Departmental Teams.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs**Area of Focus
Description
and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on results of our 2022 School Climate Survey, 72% of teachers indicated that they felt a need for more support from the administration.

**Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Results of the 2023 School Climate Staff Survey will reflect a 10-percentage point decrease in the percentage of teachers requesting more support from the administration.

**Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.**

The Leadership team will increase the frequency of walkthroughs and participation in PLC/Team meetings, facilitating the collection of anecdotal data regarding teachers' perceptions. The frequency of follow-up conversations after walkthroughs will also be increased. Additionally, surveys will be conducted to assess the effectiveness of these efforts and provide quantitative data to inform refinements to the implemented strategies.

Person responsible for monitoring outcome:

Gabriel Quintero (gquintero@dadeschools.net)

**Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.**

Consistent, developmental feedback involving the provision of clear expectations, progress towards goals, and a clear description of the behaviors and supports that will be provided. Administrators will model behaviors, and utilize expertise and skills, to assist faculty and staff with building capacity and attaining goals.

**Rationale for Evidence-based Strategy:
Explain the rationale for**

The creation and sustainment of a positive and productive school culture relies on the availability of necessary supports as progress is made toward goal achievement. Increasing administrative access and visibility, while clearly articulating the supports to be provided as a result of expressed needs or observed conditions, will contribute to improvements in this area. By increasing the frequency of walkthroughs, expanding mechanisms for communicating information, and enhancing two-way communication

selecting this specific strategy.

Describe the resources/criteria used for selecting this strategy. with administration in order to facilitate the timely provision of support, capacity will increase and teacher satisfaction will improve.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Review area of focus and teacher perceptions with all faculty and staff during opening of school and monthly faculty meetings from 8/12/2022 through 10/03/2022.

Person Responsible Rodolfo Rodriguez (pr2701@dadeschools.net)

Presentation of data and information pertaining to staff perceptions of support will be conducted and used to refine implementation from 8/12/2022 through 10/03/2022.

Person Responsible Gabriel Quintero (gquintero@dadeschools.net)

Bi-weekly meeting with Instructional Leaders to review progress on implementation of strategies to enhance support, and to ensure information regarding school activities and initiatives are shared, from 8/12/2022 through 10/03/2022.

Person Responsible Rodolfo Rodriguez (pr2701@dadeschools.net)

Increase the focus on identifying and addressing areas in need of additional supports based on available data (e.g., Student Case Management records, student services documentation) from 8/12/2022 through 10/03/2022..

Person Responsible Gabriel Quintero (gquintero@dadeschools.net)

Collect data from Instructional Leaders as to the nature of support teachers anticipate or need, and implement adjustments to leadership practices, as appropriate, from October 31 through December 16, 2022.

Person Responsible Rodolfo Rodriguez (pr2701@dadeschools.net)

Continue to attend grade-level and departmental PLC meetings as a means to acknowledge and respond to needs identified by teachers from October 31 through December 16, 2022.

Person Responsible Gabriel Quintero (gquintero@dadeschools.net)

#2. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus
Description and Rationale:
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

Student performances on the State Science Assessment have continued to decline in both Fifth and Eighth grades. Science achievement data reflect a trend of decreasing percentages of students demonstrating Mastery. Florida Science Assessment results have decreased from 59% demonstrating Mastery in 2017, to 55% in 2021, and 47% in 2022; a 12-percentage point decrease over five years.

Measurable Outcome:
 State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The percentage of students demonstrating proficiency on the 2023 Statewide Science Assessment will rise to at least 55%.

Monitoring:
 Describe how this Area of Focus will be monitored for the desired outcome.

The fidelity of implementation will be assessed and insured through the implementation of regular classroom walkthroughs conducted by the Leadership Team. Results of Topic and mini-assessments will be reviewed and discussed through grade-level/department and individual data chats, and findings used to inform instructional adjustments. A review of PLC/Department meeting minutes will also reflect the implementation of collaborative and reflective activities. The effectiveness of strategies will be determined through the quarterly review of student performances by the Leadership Team, and findings will be shared with selected faculty and staff to support instructional improvements.

Person responsible for monitoring outcome:

Rodolfo Rodriguez (pr2701@dadeschools.net)

Evidence-based Strategy:
 Describe the evidence-based strategy being implemented

Item specifications will be reviewed and used to align, and to ensure, the teaching of annually assessed benchmarks. Collaborative data chats will be employed to analyze student performances and determine the necessary adjustments to drive future instruction. Discussions will also address activities and strategies for the remediation or enrichment of students based on data. Additionally, these data-focused discussions will provide opportunities for teachers to communicate any additional needs for support from the administration and/or Leadership Team as they implement focused instructional plans.

for this Area of Focus.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/ criteria used for selecting this strategy.

The deliberate alignment of instructional planning and delivery to specifically address annually assessed benchmarks is a best practice. By focusing on these benchmarks, and providing instructional differentiation to ensure all students make progress toward proficiency, instructional efforts are more likely to yield positive outcomes. The incorporation of robust data chats and reflective conversations regarding the implications of performance data on instructional planning and delivery, will contribute directly to performance improvements. Lastly, data chats will provide a forum through which additional needs for support from the administration or Leadership Team can be communicated and, subsequently, met.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Review area of focus and evidence-based strategies with all faculty and staff during opening of school and monthly faculty meetings from 8/12/2022 through 10/3/2022.

Person Responsible Gabriel Quintero (gquintero@dadeschools.net)

Presentation of data and information pertaining to student performances in Science, with emphasis on progress monitoring assessments and an increased focus on the identified areas for improvement from 8/12/2022 through 10/3/2022.

Person Responsible Sandra Acosta (sacosta1@dadeschools.net)

Monitor implementation and delivery of identified strategies, interventions, and supports, based on content of data chats, on a monthly basis from 8/12/2022 through 10/3/2022.

Person Responsible Gabriel Quintero (gquintero@dadeschools.net)

Increase the focus on differentiated instruction, questioning, intervention provision, and instructional supports, during classroom walkthroughs in order to assess the need for, and provision of administrative support in these areas from 8/12/2022 through 10/03/2022..

Person Responsible Gabriel Quintero (gquintero@dadeschools.net)

Conduct visits to schools with comparable populations where Science Assessment results have been above average, collect information on best practices being utilized, and incorporate best practices into our Science instruction from October 31 through December 16, 2022.

Person Responsible Gabriel Quintero (gquintero@dadeschools.net)

Leadership Team will review all available data and site-visit feedback to assess opportunities for improvement, and implement adjustments to instructional planning and delivery, as appropriate, from October 31 through December 16, 2022.

Person Responsible Gabriel Quintero (gquintero@dadeschools.net)

#3. Positive Culture and Environment specifically relating to Emotional Learning**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on results of the 2022 Student School Climate Survey, 42% of students indicated that teachers are not interested on how they would do in the future.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Results of the 2023 Student School Climate Survey will reflect a 10-percentage point decrease in the percentage of students who feel that teachers are not interested in how they would do in the future.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Student Services staff will conduct quarterly surveys to determine students' perceptions regarding this indicator, and recommend interventions and strategies to support continued improvements, as appropriate. The Leadership Team will review survey data to inform any additional actions needed.

Person responsible for monitoring outcome:

Ariana Gutierrez (aritierrez@dadeschools.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

A focus on Collective Efficacy communicates the staff's shared belief that through their collective action they can positively influence student outcomes and achievement.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Research has indicated that collective efficacy, as opposed to teacher efficacy alone, is the most important factor influencing student achievement. By communicating their beliefs with students, and demonstrating through their actions a commitment to students' future success, improvements in the Area of Focus are more likely.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Review area of focus and teacher perceptions with all faculty and staff during opening of school and monthly faculty meetings from 8/12/2022 through 10/03/2022.

Person Responsible

Gabriel Quintero (gquintero@dadeschools.net)

Bi-weekly meeting with Instructional Leaders to review progress on implementation of strategies to enhance social/emotional and wellness efforts, and to ensure information regarding initiatives and their implementation is shared, and faculty/staff input used to inform improvement or adjustments from 8/12/2022 through 10/03/2022..

Person Responsible

Rodolfo Rodriguez (pr2701@dadeschools.net)

Conduct student focus group discussions to determine student perceptions in this area, and use feedback to inform refinements to strategies and interventions from 8/12/2022 through 10/03/2022..

Person Responsible

Ariana Gutierrez (aritierrez@dadeschools.net)

Conduct classroom walkthroughs and reviews of Student Case Management/Counseling records to quantitatively assess factors impacting this area. Results will be used to further refine efforts and identify areas for improvement from 8/12/2022 through 10/03/2022..

Person Responsible Gabriel Quintero (gquintero@dadeschools.net)

Establish additional focus groups representing various student groups (e.g., inclusion settings, SWD), in order to collect additional student input for reflection and additional adjustments to leadership and faculty/staff practices from October 31 through December 16, 2022..

Person Responsible Gabriel Quintero (gquintero@dadeschools.net)

Review focus group input with Instructional Leaders and faculty/staff during Instructional Leader and Faculty Meetings, and communicate potential actions for implementation to address students' concerns from October 31 through December 16, 2022..

Person Responsible Gabriel Quintero (gquintero@dadeschools.net)

#4. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

In 2022, SWD performed below the ESSA threshold in Reading and Math, with 26% of students demonstrating Mastery in Reading and Math based on results of the FSA. FSA ELA from 2021 reflect that 28% of SWD demonstrated Mastery in Reading, while results from the 2019 FSA ELA also reflected that 28% of SWD demonstrated Mastery in Reading. Math learning gains for SWD increased by 14 percentage points from 40% in 2021 to 54% in 2022.

The performances of SWD were likely negatively impacted as a result of unavoidable structural changes to the SWD program resulting from staff and program changes, COVID-19 related issues, and lower student engagement as a result of virtual instruction. Scheduling changes and enhancements to SWD support mechanisms led to increases in the percentage of SWD making learning gains, but additional improvements addressing achievement of Mastery are needed given that only 37% of SWD made learning gains in Reading in 2022.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

As a result of deliberate instructional planning and delivery, as well as effective instructional differentiation, 35% or higher of SWD in Third through Eighth grades will demonstrate Mastery of Reading on the final Progress Monitoring Assessment of the 2022-2023 school year.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The fidelity of implementation will be assessed and insured through the implementation of regular classroom walkthroughs conducted by the Leadership Team. A review of PLC/Department meeting minutes will also reflect the implementation of collaborative and reflective activities. The effectiveness of strategies will be determined through a review of student performances in Reading as measured on I-Ready, standardized and classroom-based assessments.

Person responsible for monitoring outcome:

Gabriel Quintero (gquintero@dadeschools.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Data-Driven Decision Making is a process embedded in the culture of the school where data is used at every level to make informed decisions on what is best for students. This includes goal setting, interventions, schedule development, course work, differentiating instruction etc.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.

Purposeful data collection and analysis will be critical to re-engaging students and mitigating learning losses. Additionally, data-driven planning is more responsive to individual student needs, allowing teachers to focus efforts strategically. This approach also allows for the enrichment and acceleration of learning for students approaching or at Mastery, while enhancing the impact of teaching and learning activities for all students, with increased emphasis on SWD.

Describe the resources/criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Review area of focus and evidence-based strategy with all faculty and staff during opening of school and monthly faculty meetings from 8/12/2022 through 10/3/2022.

Person Responsible Gabriel Quintero (gquintero@dadeschools.net)

Presentation of data and information pertaining to student performances in ELA and Math, with emphasis on progress monitoring assessments and an increased focus on the instructional needs of SWD from 8/12/2022 through 10/3/2022.

Person Responsible Sandra Acosta (sacosta1@dadeschools.net)

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 from 8/12/2022 through 10/3/2022.

Person Responsible Gabriel Quintero (gquintero@dadeschools.net)

Monitor implementation and delivery of identified strategies, interventions, and supports, based on content of data chats, on a monthly basis from 8/12/2022 through 10/3/2022.

Person Responsible Gabriel Quintero (gquintero@dadeschools.net)

Review and revise SWD Instructional Support schedules in order to increase supports provided in ELA, Math, and Science in grades 3-5 from October 31 through December 16, 2022.

Person Responsible Ana Castellanos (anacastellanos@dadeschools.net)

Review SWD student data and classroom performances in ELA, Math, and Science on a weekly basis in order to identify successes and opportunities for improvement, communicate observations with teachers, and make adjustments as appropriate, from October 31 through December 16, 2022..

Person Responsible Gabriel Quintero (gquintero@dadeschools.net)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Not applicable

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Not applicable

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Not applicable

Grades 3-5: Measureable Outcome(s)

Not applicable

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Not applicable

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Not applicable

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

Not applicable

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step**Person Responsible for Monitoring**

Not applicable

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Meaningful change and improvements are not produced by events; they are processes. As such, Kenwood K-8 Center has implemented four broad initiatives that, by combining numerous individual programs and activities, synergize their impact and creates an environment where sustainable progress, growth, and success are supported. We have created an inclusive school culture where all students can feel safe, where parents know they can access resources and support, and where all faculty and staff are equipped with the strategies and information needed to address a wide variety of social, emotional, and mental health/wellness issues. These four initiatives are: 1) To identify and address the needs of students experiencing trauma or distress; 2) To provide programs and activities that reflect inclusive practices, kindness, and mindfulness; 3) To provide programs and activities that target mental, emotional, and physical resilience and wellness; and 4) To build individual and school-wide capacity and support for mental health and wellness.

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

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principal, Instructional Leaders, and Counselors. These individuals constitute the school's Leadership Team. In addition to the Leadership Team, the school's EESAC and PTSO provide additional support and guidance in maintaining a positive school culture.

The Principal's role is to provide overall administrative and instructional leadership for all faculty and staff, as well as common vision and instructional leadership for data-based decision-making, oversees all the school's initiatives, and responds to concerns raised by staff and stakeholders.

The Assistant Principal will support the development and implementation of Social/Emotional and Wellness initiatives for students, staff, and stakeholders, ensuring compliance with program and activity monitoring and facilitating evaluations of the same.

The Counselors (Guidance Counselors, Student Support Specialist, and Mental Health Counselor) will primarily be tasked with the implementation of Social/Emotional and Wellness initiatives and activities for students, staff, and stakeholders, sharing information with the Leadership Team and school community in order to inform revisions to initiatives.

Instructional Leaders will assist by providing and responding to feedback from stakeholders. Feedback will be shared during Instructional Leader Meetings held every two weeks, and used to refine improvement efforts. All stakeholders are responsible for making specific efforts to connect and build relationships with students, staff, parents, and families.