

Miami-Dade County Public Schools

# Kendall Square K 8 Center



## 2022-23 Schoolwide Improvement Plan

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## Kendall Square K 8 Center

9325 SW 169 PLACE, Miami, FL 33196

[ no web address on file ]

### Demographics

Principal: Carmen Fuentes

Start Date for this Principal: 4/26/2018

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School KG-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	66%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Hispanic Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: A (80%) 2018-19: No Grade 2017-18: No Grade
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### 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](http://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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## Kendall Square K 8 Center

9325 SW 169 PLACE, Miami, FL 33196

[ no web address on file ]

### School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-8	No	66%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

### School Grades History

Year	2021-22	2020-21
Grade	A	

### School Board Approval

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### SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

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

#### **Provide the school's vision statement.**

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

### School Leadership Team

#### **Membership**

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
Fuentes, Carmen	Principal	Ms. Carmen B. Fuentes, Principal: Provide a common mission for the use of data-driven instruction and planning. Also, ensure that the school-based leadership team is implementing MTSS /Rtl effectively. In addition, supervise the implementation of MTSS /Rtl documentation and interventions. Last, oversee that professional development is delivered to support Rtl implementation and maintains communication with parents regarding school-based MTSS /Rtl plans and activities.
Barreiro, Leslie	Teacher, K-12	Ms. Leslie Barreiro, Mathematics/Science/ Special Ed. Support Facilitator: Delivers information regarding the content standards and benchmarks, assists with the implementation and development of the S.T.E.M. initiative at KSK8. Analyzes data to determine students' progress and needs. In the role of Special Ed. Personnel Support, she provides support for the general education teacher in order to implement individual instructional strategies to meet the unique needs of struggling students.
Victoria, Jennifer	Teacher, K-12	Ms. Jennifer Amador, Technology/S.E.C.M.E. Facilitator: Manages the incorporation of school-wide technology initiatives into the curriculum and is spearheading the S.E.C.M.E. program at KSK8. She is responsible for the development and implementation of S.E.C.M.E. portion of the S.T.E.M. designation.
Handal, Carolina	Teacher, K-12	Mrs. Carolina Handal, Schoology Facilitator: provides teachers with the support needed to create an online classroom. She will share information that will assist teachers organize lessons, engage students, and connect with other educators using the Schoology Learning Management System.
Cardounel, Janet	School Counselor	Mrs. Janet Cardounel, Student Services Personnel:(School Guidance Counselor): Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Analyzes data to determine students' progress and needs. Assists in the development and implementation of school-wide mindfulness initiatives. Provides teachers with the resources and best practices that will help them to teach age-appropriate mindfulness practices, games, activities, and skills based on social-emotional learning.
Mastrodomentico, Paola	Teacher, K-12	Mrs. Paola Mastrodomenico, Reading/Writing Facilitator: Delivers information regarding the content standards and benchmarks, assists with the implementation and development of the school diagnostic assessments and instructional groupings. Analyzes data to determine students' progress and needs.

Name	Position Title	Job Duties and Responsibilities
Caceres, Idania	Teacher, ESE	Special Ed. Personnel Support, she provides support for the general education teacher in order to implement individual instructional strategies to meet the unique needs of struggling students.
Madrigal, Cristina	Assistant Principal	Ms. Christina Madrigal, Assistant Principal: Provides a common mission for the use of data-driven instruction and planning. Also, ensure that the school-based leadership team is implementing MTSS /Rtl effectively. In addition, supervise the implementation of MTSS /Rtl documentation and interventions. Last, oversee that professional development is delivered to support Rtl implementation and maintains communication with parents regarding school-based MTSS /Rtl plans and activities.
Pruna, Jaimy	Instructional Media	Mrs. Jaimy Pruna, Media Specialist/S.T.E.M. Facilitator: Promotes literacy within the school through the implementation of the Accelerated Reader/STAR program as well as iReady. Manages the incorporation of school-wide S.T.E.M. initiatives into the curriculum. She is responsible for the development and implementation of S.E.C.M.E. portion of the S.T.E.M. designation. She will encourage curriculum integration among STEM disciplines as well as develop community partnerships in the areas of STEM.
Ledo, Carmen	Teacher, K-12	Ms. Carmen Ledo, Professional Learning Support Team Facilitator: Determines the professional learning needs of the staff by reviewing a variety of data sources and conducting a needs assessment survey of the staff. Collaborates with the principal to develop a yearlong professional development plan that addresses the identified needs of teachers. Facilitates the establishment of professional learning communities and other models of teacher collaboration.

## Demographic Information

### Principal start date

Thursday 4/26/2018, Carmen Fuentes

**Number of teachers with a 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.*

20

**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.*

3



**Total number of teacher positions allocated to the school**

34

**Total number of students enrolled at the school**

416

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

1

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

9

## 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	54	67	66	88	58	51	63	0	0	0	0	0	0	447
Attendance below 90 percent	0	8	5	8	7	5	5	0	0	0	0	0	0	38
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	4	5	1	1	2	0	0	0	0	0	0	15
Course failure in Math	0	0	2	0	1	0	1	0	0	0	0	0	0	4
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	3	6	4	7	0	0	0	0	0	0	20
Level 1 on 2022 statewide FSA Math assessment	0	0	0	2	2	7	18	0	0	0	0	0	0	29
Number of students with a substantial reading deficiency	0	3	5	10	6	8	21	0	0	0	0	0	0	53

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	2	3	4	1	4	11	0	0	0	0	0	0	25

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	0	4	2	3	0	0	0	0	0	0	0	0	0	9
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**

Monday 8/22/2022

**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	50	48	75	46	29	33	0	0	0	0	0	0	0	281
Attendance below 90 percent	0	2	4	1	1	0	0	0	0	0	0	0	0	8
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	1	0	1	1	0	0	0	0	0	0	0	4
Course failure in Math	0	1	1	0	0	0	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	1	4	10	9	4	4	0	0	0	0	0	0	0	32

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

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

**The number of students identified as retainees:**

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

**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	50	48	75	46	29	33	0	0	0	0	0	0	0	281
Attendance below 90 percent	0	2	4	1	1	0	0	0	0	0	0	0	0	8
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	1	0	1	1	0	0	0	0	0	0	0	4
Course failure in Math	0	1	1	0	0	0	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	1	4	10	9	4	4	0	0	0	0	0	0	0	32

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

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

#### The number of students identified as retainees:

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

## 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	85%	62%	55%					63%	61%
ELA Learning Gains	76%							61%	59%
ELA Lowest 25th Percentile	86%							57%	54%
Math Achievement	82%	51%	42%					67%	62%
Math Learning Gains	77%							63%	59%
Math Lowest 25th Percentile	79%							56%	52%
Science Achievement	76%	60%	54%					56%	56%
Social Studies Achievement		68%	59%					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					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

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					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019					
Cohort Comparison		0%				
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019					
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

### 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	64			64							
ELL	84	83		82	88		86				
HSP	84	76	83	81	78	75	81				
FRL	88	81	90	81	74		78				
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
ELL	80			65							
HSP	82			73							
FRL	76			72							
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ELL											
HSP											

## 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?**

In the 2021-2022 school year, our overall FSA ELA proficiency was 86%. Third grade ELA proficiency was 80%, fourth grade ELA proficiency was 78%, and fifth grade ELA proficiency was 97%. Our overall FSA Math proficiency was 82%. Third grade Math proficiency was 78%, fourth grade Math proficiency was 81%, and fifth grade Math proficiency was 88%. For the first time Kendall Square K-8 Center had fifth grade students who participated in the SSA Science 2022 administration. Our over all Science proficiency was 76%.

Our Learning Gains for FSA ELA were 75%. Our Learning Gains for FSA Math were 78%. Our Lowest 25% in ELA was 87%. Our Lowest 25% in Math was 79%.

The 2020-2021 school year, was the first time that Kendall Square students took the FSA. That year our overall ELA proficiency was 83%. Third grade ELA proficiency was 76%, and fourth grade ELA proficiency was 89%. Our overall Math proficiency last year was 70%. Third grade Math proficiency was 66%, and fourth grade Math proficiency was 75%.

Our overall proficiency data trends from the 2020-2021 school year compared to the 2021-2022 school year shows an increase in Reading from 83% to 86% and in Math from 70% to 82%.

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

According to 2022 FSA ELA data, 14% of our students scored at a level 2 or below. Subgroup data shows that 28% of our ELL students, 20% of our economically disadvantaged students, and 31% of our students with disabilities scored at a level 2 or below.

According to the 2022 FSA Math data, 18% of our students scored at a level 2 or below. Subgroup data shows that 31% of our ELL students and 28% of our students with disabilities scored at a level 2 or below.

These findings indicate that we must provide a focus on ELA and Mathematics proficiency.

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

At Kendall Square K-8 Center, we focus on implementing a content rich standards-based curriculum. We meet the needs of all our learners through data driven instruction and decision making. Our school received an increase in enrollment of ELL as well as students in the Lowest 25% during the months of January through March. These subgroups are provided with intervention and extended learning opportunities with fidelity; however, these late arrivals did not garner the full benefits of these programs.

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

2022 SAT-10 ELA data, Kindergarten students scored at the 82 percentile which is significantly higher than other District Tier 1 schools who are at the 72 percentile. This is a difference of 10 percentile points. According to the 2022 FSA Math data, overall, 82% of students scored a level 3 or above which is significantly higher than 2021 FSA Math data which was at 70% overall proficiency. This is an increase of 12 percentage points.

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

We provided after school care tutoring for ELL students. We hired an interventionist to work with our Tier 2 & Tier 3 Students. We also provided additional tutoring after school through the GEER and ESSER

programs. Student data was routinely monitored, and students were provided with interventions as needed.

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

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

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

The PLST will help teachers select PD that assists them with the implementation of the newly adopted B.E.S.T. standards as well as professional development on the new Reading intervention programs. We will also provide further in house PD on Renaissance Learning and Cambium Assessments as it becomes available.

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

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

**Areas of Focus**

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

:



**#1. Instructional Practice specifically relating to Student Engagement**

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

According to the 2022 FSA ELA data, our overall ELA proficiency was 86%. Third grade ELA proficiency was 80%, fourth grade ELA proficiency was 78%, and fifth grade ELA proficiency was 97%. Our overall FSA Math proficiency was 82%. Third grade Math proficiency was 78%, fourth grade Math proficiency was 81%, and fifth grade Math proficiency was 88%. For the first time Kendall Square K-8 Center had fifth grade students who participated in the SSA Science 2022 administration. Our overall Science proficiency was 76%.

Our Learning Gains for FSA ELA were 75%. Our Learning Gains for FSA Math were 78%. Our Lowest 25% in ELA was 87%. Our Lowest 25% in Math was 79%. Our overall proficiency data trends from the 2020-2021 school year compared to the 2021-2022 school year shows an increase in Reading from 83% to 86% and in Math from 70% to 82%.

Based on this data and discussions during Synergy, the SLT agreed that when students are passionate and motivated to learn they are more inclined to take ownership of their education which increases their academic performance. Therefore, our school will implement the Targeted Element of Student Engagement.

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

With the implementation of goal oriented learning, 70% of the middle school population will score at or above grade level on the ELA and Mathematics 2022-2023 state assessments.

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

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

**Person responsible for monitoring outcome:**

Cristina Madrigal (176081@dadeschools.net)

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

Within the Targeted Element of Student Engagement our school will focus on the evidenced-based strategy of: goal oriented learning. Goal Oriented Learning will assist students in accomplishing their learning targets and outcomes. Students will have a clear focus/understanding of both short and long term learning goals.

**Rationale for Evidence-based Strategy:**

Goal oriented learning will ensure that students will be more invested in their learning outcomes. Teachers will make certain that students have a clear understanding of their learning goals and targets by setting and reviewing goals prior to instruction.

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

Teachers will facilitate the goal setting process by conducting student-teacher data/goal setting chats periodically as new data becomes available.

### 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.

8/31-10/14-Teachers will administer the i-Ready diagnostic one assessment as well as the FAST progress monitoring assessment one, during the state and district imposed windows, to gather preliminary data which will ultimately facilitate goal oriented learning and assist students in setting learning goals and targets, as evidenced by i-Ready Data Reports.

**Person Responsible** Paola Mastrodomentico (mastrodomentico@dadeschools.net)

10/1-10/14-Administration will meet with each grade level to review i-Ready and FAST diagnostic data reports and resources, directly following the diagnostic window. This will help support teachers in their efforts to meet the needs of all students and create individualized learning goals and targets as evidenced by Administrative Meeting Logs.

**Person Responsible** Carmen Fuentes (pr3031@dadeschools.net)

10/1-10/14-Teachers will conduct student/teacher data chats with students utilizing i-Ready diagnostic one and FAST progress monitoring one data following the diagnostic window, in order to help students set personal learning targets as evidenced by Student-Teacher Data Chat Logs.

**Person Responsible** Cristina Madrigal (176081@dadeschools.net)

8/31-10/14-Teachers will use Exit Tickets or similar formative assessments weekly, or after each learning goal. This will result in assisting the teachers to check for understanding and to ensure students have met their learning targets, as evidenced by classroom walk-throughs and lesson plans.

**Person Responsible** Cristina Madrigal (176081@dadeschools.net)

10/31-12/16-Teachers will continue to use Exit Tickets or similar formative assessments weekly, or after each learning goal. As a result, it will continue to in assist the teachers in checking for understanding and to ensure students are on track to meet their learning targets, as evidenced by classroom walk-throughs and lesson plans.

**Person Responsible** Carmen Fuentes (pr3031@dadeschools.net)

10/31-12/16- The leadership team will share various Topic Assessment Data Trackers with teachers. This will help support teachers in their efforts to meet the needs of all students and assist students in tracking their progress towards meeting their individualized learning goals and targets, as evidenced by Data Tracker Logs.

**Person Responsible** Cristina Madrigal (176081@dadeschools.net)

**#2. Instructional Practice specifically relating to Small Group Instruction**

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

According to 2022 FSA ELA data, 14% of our students scored at a level 2 or below. Subgroup data shows that 28% of our ELL students, 20% of our economically disadvantaged students, and 31% of our students with disabilities scored at a level 2 or below.

According to the 2022 FSA Math data, 18% of our students scored at a level 2 or below. Subgroup data shows that 31% of our ELL students and 28% of our students with disabilities scored at a level 2 or below.

Based on this data and discussions during Synergy, the SLT agreed that when students are actively engaged in learning they are invested in their learning outcomes which ultimately increases their academic performance. Therefore, our school will implement the Targeted Element of Student Engagement.

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

With the school-wide implementation of accountable talk, an additional 5% of ELL students and an additional 8% of students with disabilities will score at grade level or above in area of ELA and Mathematics 2022-2023 state assessment.

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

The SLT will provide resources and share best practices for the implementation and utilization of accountable talk protocols. Administration will follow-up with regular walk-throughs to ensure meaningful dialogue is taking place during classroom instruction and class discussions.

**Person responsible for monitoring outcome:**

Carmen Fuentes (pr3031@dadeschools.net)

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

Within the Targeted Element of Small Group Instruction, our school will focus on the evidence-based strategy: Accountable Talk. Accountable talk will assist in accelerating the learning gains of our ELL and students with disabilities, as it will provide these students with an avenue to robustly participate in meaningful peer to peer discussions. Accountable Talk will be monitored through classroom walk-throughs and evidence of the use of school-wide Accountable Talk protocols.

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

This data reveals a need for teachers to utilize small group instruction in order to engage students in meaningful conversation. Accountable Talk will assist in stimulating students' higher-order and critical thinking skills while helping students communicate their knowledge and understanding of classroom content.

**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.

9/20-The SLT will provide teachers with a best practices presentation on the effective implementation of Accountable Talk. As a result, teachers will be able to implement Accountable Talk in their classroom, as evidenced by the Meeting Agenda.

**Person Responsible** Leslie Barreiro (lbarreiro@dadeschools.net)

10/4- The SLT will provide teachers with Accountable Talk resources to achieve school-wide implementation of Accountable Talk protocols.

**Person Responsible** Leslie Barreiro (lbarreiro@dadeschools.net)

9/20-10/14- Teachers will create Accountable Talk anchor charts with their students in order to model and encourage Accountable Talk in all content areas. As a result, students will be able to have model conversation starters to engage in thoughtful discussions, as evidenced by classroom walk-throughs and lesson plans.

**Person Responsible** Leslie Barreiro (lbarreiro@dadeschools.net)

9/20-10/14- Administration will use the morning announcements as a platform to highlight students and teachers who are using Accountable Talk during conversations and/or class discussions. As a result, students will be encouraged to utilize Accountable Talk strategies, as evidenced by morning announcement agendas.

**Person Responsible** Carmen Fuentes (pr3031@dadeschools.net)

11/9-The SLT will provide teachers with a best practices presentation on the effective implementation of Accountable Talk. As a result, teachers will be able to implement Accountable Talk in their classroom, as evidenced by the Meeting Agenda.

**Person Responsible** Leslie Barreiro (lbarreiro@dadeschools.net)

11/9- The SLT will provide teachers with Accountable Talk resources to achieve school-wide implementation of Accountable Talk protocols.

**Person Responsible** Jaimy Pruna (jpruna@dadeschools.net)

11/9-12/16- Teachers will create Accountable Talk anchor charts with their students in order to model and encourage Accountable Talk in all content areas. As a result, students will be able to have model conversation starters to engage in thoughtful discussions, as evidenced by classroom walk-throughs and lesson plans.

**Person Responsible** Cristina Madrigal (176081@dadeschools.net)

**#3. Transformational Leadership specifically relating to Instructional Leadership Team****Area of Focus****Description and Rationale:**

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

According to the 2020-2021 School Climate Survey feedback from staff, 81% of teachers disagreed with the statement that they felt supported by their principal; in comparison, to 0% of staff disagreed with that same statement during the 2019-2020 School Climate Survey feedback. This indicates an increase of 81 percentage points. This data indicates that there is a critical need for administration to provide more support for their teachers.

**Measurable****Outcome:**

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

If we successfully establish our Instructional Leadership Team, our staff will feel more supported by their administrators and will increase 10 percentage points in the 2022-2023 Climate survey by June 2022.

**Monitoring:**

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

Administration will maintain logs of meetings in which they attend in order to make themselves accessible and provide support.

**Person responsible for monitoring outcome:**

Carmen Fuentes (pr3031@dadeschools.net)

**Evidence-based Strategy:**

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

Within the Area of Focus of Transformational Leadership, we will focus on Expanding Network Opportunities to ensure that our teachers feel listened to and supported by administration.

**Rationale for Evidence-based Strategy:**

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

We want our teachers to feel supported by their administrators. This can be achieved by: assisting teachers in connecting with colleagues, providing mentor figures, and to develop relationships that function as educational support systems.

**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.

9/20- Engage the staff in a "Would You Rather" icebreaker, using the Block Party protocol. As a result, faculty will begin to build relationships, as evidenced by social media videos and faculty meeting agenda.

**Person Responsible** Carmen Fuentes (pr3031@dadeschools.net)

9/6- Establish grade level/department chairs through a nomination process, to serve as liaisons. As a result, grade level/department chairs will help establish a strong line of communication and support between administration and faculty/staff, as evidenced by nomination forms.

**Person Responsible** Carmen Fuentes (pr3031@dadeschools.net)

8/31-10/14- Conduct two grade level/department chair meetings by October 14, 2022, and invite administration to attend one of those meetings to ensure teachers have the necessary resources and support to meet students' needs. As a result, teachers will have access to a platform to have their voices heard by administrators, as evidenced by grade level meeting logs.

**Person Responsible** Cristina Madrigal (176081@dadeschools.net)

9/1-10/14- Administration will conduct weekly walk-throughs during the months of September and October. As a result, administrators will be visible and accessible to all staff members, as evidenced by walk-through logs.

**Person Responsible** Cristina Madrigal (176081@dadeschools.net)

10/31-12/16- Administration will meet with all teachers to review student data and provide additional support. As a result, teachers will have the necessary resources and assistance to meet students' needs, as evidenced by data chat schedules.

**Person Responsible** Carmen Fuentes (pr3031@dadeschools.net)

10/31-12/16- Administration will continue to conduct weekly walk-throughs during the months of November and December. As a result, administrators will be visible and accessible to all staff members, as evidenced by walk-through logs.

**Person Responsible** Cristina Madrigal (176081@dadeschools.net)



**#4. Positive Culture and Environment specifically relating to Team Building Activities****Area of Focus****Description and Rationale:**

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

According to the 2021-2022 School Climate Survey feedback from staff indicated that 76% of teachers felt that staff morale was low. The 2020-2021 school year data, in comparison had 100% of teachers feeling that staff morale was high. This is a decrease of 76 percentage points. This data indicates that there is a critical need for the SLT to unify the staff and increase staff morale.

**Measurable Outcome:**

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

If we successfully implement Team Building Activities, our staff morale will increase 10 percentage points in the 2022-2023 Climate survey by June 2022.

**Monitoring:**

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

The leadership team will coordinate with the Social Committee to plan various team building activities and increase participation of all staff members. RSVP logs will be used to monitor staff participation.

**Person responsible for monitoring outcome:**

Jaimy Pruna (jpruna@dadeschools.net)

**Evidence-based Strategy:**

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

Within the Area of Focus of Positive Culture and Environment, we will focus on Team Building Activities so that teachers can meet with one another and with administrators to build rapport. It is important that we provide opportunities for teachers to connect and build relationships with their colleagues in order to increase morale.

**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy.**

We want to increase staff morale by involving them in Team Building Activities. Data reveals that 76% of teachers did not feel that staff morale was high. To increase this percentage we selected Team Building Activities because it will help build relationships and boost morale.

**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.

8/31-10/14- Establish a school Social Committee by October 14, 2022, with proper by-laws, garner membership, and open a bank account. As a result, staff will have a formal committee that plans opportunities for team building, as evidenced by membership flyer.

**Person Responsible**

Leslie Barreiro (lbarreiro@dadeschools.net)

8/31-10/14- Social Committee will plan at least one activity outside of school by October 14, 2022. As a result, teachers will have an opportunity to meet with one another and administrators to build strong relationships, as evidenced by meeting invitation.

**Person Responsible**

Carmen Fuentes (pr3031@dadeschools.net)

8/31-9/16- Administration will coordinate with the Social Committee prior to September 16, 2022, in order to plan breakfasts for all staff members during teacher planning days. As a result, in order for all staff to have an opportunity to interact and build relationships, as evidenced by breakfast schedule.

**Person Responsible** Carmen Fuentes (pr3031@dadeschools.net)

10/4- The leadership team will plan a staff team building activity, "Getting to Know You" Scavenger hunt, during the faculty meeting on October 4, 2022. As a result, teachers will connect with one another and build relationships in an effort to boost morale, as evidenced by social media videos and faculty meeting agenda.

**Person Responsible** Leslie Barreiro (lbarreiro@dadeschools.net)

11/1- The school leadership team will introduce staff to the "Have You Filled Someone's Bucket" initiative. As a result, teachers will connect with one another and feel supported by their peers, as evidenced by faculty meeting agendas.

**Person Responsible** Jaimy Pruna (jpruna@dadeschools.net)

11/1-12/16- Teachers will fill out a "Fill My Bucket By\_\_\_\_\_" slip and colleagues will randomly select a bucket to fill during the months of November and December. As a result, teachers will build relationships with their colleagues in order to increase morale.

**Person Responsible** Paola Mastrodomentico (mastrodomentico@dadeschools.net)

### 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.

KSK8 administrators, faculty, and staff recognize the importance of creating a positive school culture and environment. We value the building of strong relationships among all stakeholders. Our school recognizes and emphasizes the importance of home and school relationships. Family involvement opportunities create an inclusive atmosphere and appreciation for the diverse cultures, languages, traditions, and living situations of our students. KSK8 creates experiences throughout the year, both physical and virtual, to engage with parents and families and ensures they have the necessary information to support their children. At KSK8 we strive to engage all students and create a learning environment in which students are encouraged to set high expectations through the use of a growth mindset and their successes are celebrated through weekly and monthly assemblies. Social and emotional learning is incorporated into academic instruction in order to develop a safe and supportive school environment. Emotional wellness is a school priority. Staff are provided opportunities to take part in Team-Building activities and are encouraged to come together to share in celebrations of success during faculty meetings. We provide opportunities for both staff and students to provide ongoing feedback and suggestions to school leaders and we schedule informal conferences with staff and students to garner information about their educational/professional experience at our school. We also ensure information is provided to all stakeholder through our monthly newsletter and our Schoology Group for staff to connect with one another consistently. At KSK8 we ensure



all stakeholders feel safe and supported by teaching students to respect themselves and others as we engage in the district initiative of "Values Matter Miami." We also incorporate monthly bullying and harassment prevention lessons into our curriculum. We continue to build our skill-set in ensuring our classrooms are highly engaging and foster the highest level of engagement and learning.

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

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principal, Teacher Leaders and Counselor (our School Leadership Team). The Principal's and Assistant Principal's role is to monitor and oversee all the school's initiatives and respond to concerns. The Administration builds morale by planning Team-building activities that foster collaboration and unity among all stakeholders. The Leadership Team assist in ensuring all information is shared with stakeholders in a timely manner and responds to feedback. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.