

Miami-Dade County Public Schools

Kinloch Park Elementary School



2022-23 Schoolwide Improvement Plan

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Kinloch Park Elementary School

4275 NW 1ST ST, Miami, FL 33126

<http://newkpe.dadeschools.net>

Demographics

Principal: Kisa Humphrey D

Start Date for this Principal: 7/30/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2021-22: B (58%) 2018-19: B (54%) 2017-18: B (55%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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<http://newkpe.dadeschools.net>

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)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

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

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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.

Build a community of literate readers. Develop lifelong effective writers. Produce real world problem solvers. Encourage learners in scientific inquiry. Expand students' knowledge base of history, culture, geography and government. Incorporate the fine arts to promote cultural appreciation. Utilize technology to facilitate knowledge acquisition.

Provide the school's vision statement.

Kinloch Park Elementary School strives to build committed relationships in which all stakeholders collaborate to ensure that each student receives an educational program that facilitates growth and development that is appropriate to their future as contributing members of a global society.

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
Humphrey, Kisa	Principal	Provide strategic direction within the learning community to increase student achievement.
Guzman, Techie	Assistant Principal	Assist the principal with providing strategic direction within the learning community to increase student achievement.
Cooper, Himilse	Instructional Coach	Reinforce evidence-based practices implemented in the classrooms by providing personalized support with instructional staff.
Zabala, Jose	Instructional Coach	Reinforce evidence-based practices implemented in the classrooms by providing personalized support with instructional staff.
Ramos, Lissette	Teacher, K-12	Provide a student-centered learning environment that will address the needs of all learners. Serve as the professional development liaison between the school site and the District office.
Liccioni, Xaimile	ELL Compliance Specialist	Reinforce evidence-based practices implemented in the classrooms by providing personalized support with instructional staff. Govern and facilitate compliance of the English Language Learner program.
Lopez, Caroline	School Counselor	Provide student services to learners in need.

Demographic Information

Principal start date

Thursday 7/30/2015, Kisa Humphrey D

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.*

4

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.*

12

Total number of teacher positions allocated to the school

32

Total number of students enrolled at the school

487

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.

2

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	71	75	79	88	81	106	0	0	0	0	0	0	0	500
Attendance below 90 percent	0	18	11	6	6	14	0	0	0	0	0	0	0	55
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	10	7	2	2	0	0	0	0	0	0	0	21
Course failure in Math	0	0	7	5	3	4	0	0	0	0	0	0	0	19
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	7	15	24	0	0	0	0	0	0	0	46
Level 1 on 2022 statewide FSA Math assessment	0	0	0	4	13	27	0	0	0	0	0	0	0	44
Number of students with a substantial reading deficiency	0	0	11	20	22	29	0	0	0	0	0	0	0	82

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	0	7	9	11	22	0	0	0	0	0	0	0	49

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	1	0	7	0	0	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 8/31/2022

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	32	59	69	83	85	91	0	0	0	0	0	0	0	419
Attendance below 90 percent	6	19	16	23	19	20	0	0	0	0	0	0	0	103
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	4	9	13	6	7	0	0	0	0	0	0	0	39
Course failure in Math	0	4	10	10	4	13	0	0	0	0	0	0	0	41
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Number of students with a substantial reading deficiency	0	16	36	38	28	30	0	0	0	0	0	0	0	148

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	5	10	17	4	9	0	0	0	0	0	0	0	46

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	5	6	9	0	0	0	0	0	0	0	0	0	21
Students retained two or more times	0	0	1	1	0	0	0	0	0	0	0	0	0	2

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	72	73	72	84	100	95	0	0	0	0	0	0	0	496
Attendance below 90 percent	19	12	6	6	14	13	0	0	0	0	0	0	0	70
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	11	4	5	2	1	0	0	0	0	0	0	0	23
Course failure in Math	0	7	2	6	4	5	0	0	0	0	0	0	0	24
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Number of students with a substantial reading deficiency	0	11	12	30	31	36	0	0	0	0	0	0	0	120

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	7	2	19	22	32	0	0	0	0	0	0	0	82

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	7	0	0	0	0	0	0	0	0	0	7
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	65%	62%	56%				67%	62%	57%
ELA Learning Gains	64%						63%	62%	58%
ELA Lowest 25th Percentile	55%						47%	58%	53%
Math Achievement	56%	58%	50%				62%	69%	63%
Math Learning Gains	60%						50%	66%	62%
Math Lowest 25th Percentile	55%						35%	55%	51%
Science Achievement	49%	64%	59%				56%	55%	53%

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	69%	60%	9%	58%	11%
Cohort Comparison		0%				
04	2022					
	2019	71%	64%	7%	58%	13%
Cohort Comparison		-69%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	48%	60%	-12%	56%	-8%
Cohort Comparison		-71%				

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	71%	67%	4%	62%	9%
Cohort Comparison		0%				
04	2022					
	2019	62%	69%	-7%	64%	-2%
Cohort Comparison		-71%				
05	2022					
	2019	46%	65%	-19%	60%	-14%
Cohort Comparison		-62%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	52%	53%	-1%	53%	-1%
Cohort Comparison						

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	43	52	50	45	65	60	33				
ELL	59	65	56	54	59	51	41				
HSP	65	65	55	57	60	55	49				
FRL	63	64	54	55	58	54	44				
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	26	17		21	17						

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	52	45	40	38	29	53	54				
HSP	57	44	41	41	28	50	55				
FRL	54	43	33	37	28	53	54				
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	24	30	30	29	18	18					
ELL	63	63	47	58	47	29	51				
HSP	67	63	47	62	50	35	56				
FRL	65	61	49	60	48	30	54				

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)	N/A
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	79
Total Points Earned for the Federal Index	483
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	52
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	58
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	
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	61
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	
White Students Subgroup Below 41% in the Current Year?	N/A
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?

2022 Florida Standards Assessments (FSA) & Florida Statewide Science Assessment data findings: English Language Arts proficiency increased by 12 percentage points (53% to 65%). Students demonstrating one year of academic growth/learning gain increased by 21 percentage points (43% to 64%). Fifty-one percent of least proficient learners labeled as the "Lowest Quartile" demonstrated a learning gain, as opposed to 39% during the 2020-2021 school year.

Mathematics proficiency increased from 41% to 56%, an increase of 15 percentage points. Mathematics Learning Gains increased from 28% to 53%, an increase of 45 percentage points. Lowest Quartile in mathematics decreased from 50% to 48%, a decrease of 2 percentage points.

Science proficiency decreased from 53% to 49%, a decrease of 4 percentage points.

During the 2021-2022 school year, students accruing 5 absences or less decreased by 20 percentage points (47% to 27%) from the previous 2020-2021 school year.

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

Based on the 2022 administration of the FSA and i-Ready Progress Monitoring school-wide data, Math demonstrated a greater need for improvement. Although Science decreased, Math Proficiency and learning gains of students identified in the "Lowest Quartile" demonstrated a decrease from 50% to 48%.

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 contributing factors to this need for improvement were student truancy and interruption in learning due to COVID-19 quarantines. When comparing data from the 2020-2021 school year to the 2021-2022 school year, Power BI data reveals an increase of 7 percentage points (21% to 28%) in students accruing 16 or more absences. To reduce student truancy, the 2022-2023 Attendance Action Plan devised by the Leadership Team, will outline new actions. Newly hired personnel, Student Services specialist, will assist administration with the implementation and monitoring of the attendance action plan to ensure fidelity.

In addition, all teachers, instructional coaches and support staff will continue to focus on building knowledge through weekly collaboration. Dialogue in collaborative learning structures will focus on meeting the needs of individual learners. Students must be present to learn. Institute additional celebratory events to recognize students attaining perfect attendance monthly.

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

Based on the 2022 FSA scores and i-Ready Progress Monitoring school wide data, the students in grade 3-5 attaining one year of academic growth "Learning Gain" in the area of Mathematics made the most improvement, an increase of 25 percentage points (28% to 53%).

When comparing data from the 2020-2021 school year to the 2021-2022 school year, Power BI Early Warning Systems data reveals a decrease by 50% in retained students (18 to 9).

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

The master schedule allotted weekly collaborative planning sessions amongst grade levels and departments. Administrators and coaches attend weekly collaboratively planning sessions, to identify needs; contribute to conversations that support academic initiatives, as well as, gather/align existing resources. During the 2022-2023 school year, we will strengthen the utilization of teacher leaders to share best practices and facilitate dialogue to drive effective instruction. Data analysis from student results of the 2020-2021 school year, enabled administration and instructional staff to identify least proficient learners in August 2021. The consistent implementation of skill-based interventions in Reading and Mathematics addressed academic deficiencies.

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

The strategies we will use to accelerate learning are Horizontal and Vertical Collaborative Planning, Data Driven instruction, Interventions, MTSS/RtI Referrals, Extended Learning Opportunities. Continue early identification of learners needs and strengthen the fidelity of skill-based interventions in Reading and Mathematics to address academic deficiencies.

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.

Beginning August 2022, Leadership Team will facilitate professional development to guide instructional staff to analyze data through collaborative structures. Teachers and support staff will discuss findings, prioritize focus, create an action plan to address academic and cultural centralized concerns, as well as, outline measures that will evaluate effectiveness of actions. During the 2022-2023 school year, instructional coaches and teacher leaders will serve as liaisons to turnkey vital and relevant information to the appropriate school site staff from knowledge gained from attending District professional development.

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

Weekly collaborative planning will occur Tuesdays and Thursdays. A member from the leadership team will participate and contribute during the planning sessions to ensure fidelity to the strategies being implemented school wide are aligned to the goals. Extended learning opportunities (before school tutoring, after school tutoring, after school care academics, etc.) will ensure sustainability of improvement for the upcoming school year and beyond.

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 Math

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>According to iReady Mathematics AP 3 Diagnostic Assessment, 45% of Kindergarten students performed on grade level, 43% of First grade students performed on grade level, 58% of Second grade students performed on grade level. According to the 2022 FSA proficiency data, 77% of the 3rd-grade students are proficient in Mathematics, 60% of the 4th-grade students are proficient in Mathematics, 35% of the 5th grade students are proficient in Mathematics. Based on cohort trend data, weekly collaborative planning has been proven to be effective due to an increase of students attaining mathematics proficiency from the previous 2020-2021 school year. The master schedule will continue to allot for weekly collaborative planning sessions to support academic achievement.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>With the implementation of weekly collaborative planning sessions, an additional 4% of students in grades 3-5 will score at grade level or above in the area of mathematics by 2022-2023 on the FAST state assessment.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>Administration and the leadership team members will monitor collaborative planning by attending meetings on a weekly basis. Administration will provide constructive feedback, when needed to share insight on the effectiveness of common planning through the evidence of student improvement that will be reflected on district assessments.</p>
Person responsible for monitoring outcome:	<p>[no one identified]</p>
Evidence-based Strategy: Describe the evidence-based strategy being	<p>Within the Targeted Element of Collaborative Planning, our school will focus on the evidence-based strategy of: Standards-Based Collaborative Planning. Collaborative Planning primary purpose is to bring teachers together to learn from one another and collaborate on projects that will lead to improvements in standards-aligned lesson quality, instructional effectiveness, and student achievement.</p>

**implemented
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.**

Collaborative Planning improves collaboration among teachers and promotes learning, insights, and constructive feedback that occur during professional discussions among teachers. Standards-Based lessons, units, materials, and resources are improved when teachers work on them collaboratively.

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.

Beginning August 22, 2022 through October 14, 2022, teacher leaders will attend District Mathematics professional development to build instructional efficacy and capacity. Administration will meet with the Leadership Team on August 31, 2022 to review collaborative planning times and delineate responsibilities and expectations of weekly meetings. Teacher leaders will present knowledge gained to peers during the collaborative planning sessions.

Person Responsible Kisa Humphrey (kdhump@dadeschools.net)

Administration will begin to attend weekly sessions the week of August 22, 2022 to ensure Collaborative Planning is occurring and grade level teachers are attending.

Person Responsible Kisa Humphrey (kdhump@dadeschools.net)

The Leadership Team will meet on September 26, 2022 to discuss the progress on Standard-Based Collaborative Planning and provide feedback based on the effectiveness as evident through diagnostic and formative assessment student data in the areas of Mathematics.

Person Responsible Kisa Humphrey (kdhump@dadeschools.net)

During grade level/department collaborative planning sessions, administration and instructional staff will analyze student data from progress monitoring assessments to prioritize academic need. Between August 22, 2022 to October 14, 2022, professional dialogue during instructional planning sessions will focus on Math standards demonstrating the least amount of learner proficiency. Teachers will share best practices, discuss pacing, create instructional focus calendars in order to deliver student-centered instruction.

Person Responsible Kisa Humphrey (kdhump@dadeschools.net)

#2. Positive Culture and Environment specifically relating to Student Attendance**Area of Focus****Description and Rationale:**

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

During the 2021-2022 school year, students accruing 5 absences or less decreased by 20 percentage points (47% to 27%) from the previous 2020-2021 school year. When comparing data from the 2020-2021 school year to the 2021-2022 school year, Power BI data reveals an increase of 7 percentage points (21% to 28%) in students accruing 16 or more absences. Students must be present to learn. Institute additional celebratory events to recognize students attaining perfect attendance monthly.

Measurable**Outcome:**

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

If we successfully implement Targeted Elements of Early Warning System , then students with 16 or more absences will decrease by 5 percentage points (28% to 23%) by June 2023.

Monitoring:

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

Administration and the Attendance Review Committee (ARC) will be established and monitor students and intervene, as needed, when students have five unexcused absences.

Person

responsible for monitoring outcome:

Techie Guzman (tguzman@dadeschools.net)

Evidence-based**Strategy:**

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

Strategic Attendance Initiatives involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies, as well as incentives for students with perfect attendance.

Rationale for**Evidence-based****Strategy:**

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

Response to Early Warning Systems (EWS) is a systematic plan initiated at the school site to identify students who exhibit problem behaviors or academic deficiencies. District and/or community services are tailored to support individual learners and their families to increase student achievement.

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.

Administration will establish the Attendance Review Committee by August 22, 2022.

Person Responsible Kisa Humphrey (kdhump@dadeschools.net)

Administration will identify individuals and outline expectations of the Attendance Review Committee by September 26th, 2022.

Person Responsible Kisa Humphrey (kdhump@dadeschools.net)

The Attendance Review Committee will create an Attendance Action Plan to identify and intervene when students are at risk and share with all staff members on September 21, 2022.

Person Responsible Kisa Humphrey (kdhump@dadeschools.net)

Administration will meet with the ARC Team on October 5th, 2022 to address any students exhibiting at-risk attendance patterns. After the 1st grading period (October 21, 2022), the Leadership Team will monitor and chart student attendance through various automated systems. M-DCPS social worker will conduct home visits for students accruing 11 or more unexcused absences. Students obtaining perfect attendance will be publicly recognized during awards assembly.

Person Responsible Kisa Humphrey (kdhump@dadeschools.net)

#3. Instructional Practice specifically relating to ELA**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 iReady Reading AP 3 Diagnostic Assessment, 52% of Kindergarten students performed on grade level, 50% of First grade students performed on grade level, 62% of Second grade students performed on grade level. According to the 2022 FSA proficiency data, 72% of the 3rd-grade students are proficient in ELA, 65% of the 4th-grade students are proficient in ELA, 59% of the 5th grade students are proficient in ELA. Based on the data review our school will implement the Targeted Element of Standard-Aligned Instruction with a focus in Data Driven Instruction. This is a critical area identified in order to address the learning loss in the area of Learning Gains in the area of English Language Arts. Teachers will use Data Driven instruction to analyze and create actions to meet student's needs according to the BEST standards.

Measurable Outcome:**State the specific measurable****outcome the school plans to achieve.**

This should be a data based, objective outcome.

If we successfully implement Data Driven Instruction, then our ELA Proficiency will increase by 4% (65% to 69%) from the previous school year when analyzing student results from the 2023 FAST State Assessments.

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

Administration and the Leadership Team members will monitor Data Driven Instruction in Language Arts and Reading by attending monthly data chats after the administration of the FAST Assessments and ongoing progress monitoring assessment prescribed by the District's core series.

Person responsible for monitoring outcome:

Kisa Humphrey (kdhump@dadeschools.net)

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

Data-Driven Instruction is a systematic academic based practice that utilizes quantitative and qualitative student data to drive instructional planning, delivery, interventions and/or enrichment activities. Consistent analysis of formative and summative assessment results, coupled with strategic educational actions are designed to address student's needs.

**implemented
for this Area
of Focus.**

**Rationale for
Evidence-
based**

Strategy:

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

Data- Driven Instruction uses data to inform teachers on specific standards that need targeting throughout the year to address students' needs and in return show growth over time.

**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.

The Professional Learning Team (PLST) will provide a Professional Development on September 26th, 2022. The topic will address how to analyze FAST Assessment data to systematically create an Instructional Focus Calendar to target areas of deficiency.

**Person
Responsible** Kisa Humphrey (kdhump@dadeschools.net)

Teachers will rank the areas of need based on FAST and Bi-Weekly Assessment data and create an Instructional Focus Calendar by October 5, 2022.

**Person
Responsible** Kisa Humphrey (kdhump@dadeschools.net)

Beginning August 22, 2022 through October 14, 2022, Instructional Focus Calendars will be used during the ELA instructional block to address components of ELA with the greatest needs until the administration of the PM2 administration of FAST.

**Person
Responsible** Kisa Humphrey (kdhump@dadeschools.net)

Beginning August 22, 2022 through October 14, 2022, instructional staff and administration will participate in individual data chats to disaggregate student results from FAST assessment data. Least proficient learners demonstrating need will receive additional instruction weekly through interventions and extended learning opportunities.

**Person
Responsible** Kisa Humphrey (kdhump@dadeschools.net)

#4. Transformational Leadership specifically relating to Teacher Recruitment and Retention

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 results based on the 2020-2021 the Staff School Climate Survey, 10% of professionals "Disagreed" with the statement "I feel staff morale is high at my school." According to the qualitative data based on the 2021-2022 the Staff School Climate Survey, 47% of professionals "Disagreed" with the statement "I feel staff morale is high at my school," an increase of 37% percentage points from the previous school year. This data indicates that there is a critical need to 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 empower teachers and staff, 27% of professionals will "Disagree" with the statement "I feel staff morale is high at my school," Based on the 2022-2023 Staff School Climate Survey completed by June 2023.

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

On August 31, 2022, the leadership team will survey teachers to garner ideas on initiatives/strategies/systems they would like to have implemented in our school. Grade Levels will facilitate school wide extracurricular events which involves the participation of all stake holders. The social committee will plan activities outside of school so that staff can strengthen connections and rapport.

Person responsible for monitoring outcome:

Kisa Humphrey (kdhump@dadeschools.net)

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

Within the Area of Focus of Transformation Leadership, we will focus on Empowering Teachers and Staff to ensure that our teachers have a voice and can participate in the decision-making process.

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

Empower staff in our school by involving them in the decision-making process. Staff will lead/facilitate various school wide initiatives to provide leadership opportunities and create extra-curricular events for all stakeholders to convene and enjoy.

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.

Beginning August 22, 2022 through October 14, 2022, Grade Levels submit proposals for school wide extracurricular activities to be approved by administration.

Person Responsible Kisa Humphrey (kdhump@dadeschools.net)

On September 7, 2022, the social committee will meet to brainstorm ideas for staff gatherings during non contractual hours.

Person Responsible Kisa Humphrey (kdhump@dadeschools.net)

Beginning August 22, 2022 through October 14, 2022, Leadership Team will review grade level & staff proposals. Administration will modify/approve activities and provide directives to implement.

Person Responsible Kisa Humphrey (kdhump@dadeschools.net)

Beginning August 22, 2022 through October 14, 2022, Leadership Team will report feedback from stakeholders. Feedback will drive planning for future school-wide events.

Person Responsible Kisa Humphrey (kdhump@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.

Our Strengths within School Culture are in Relationships, Physical & Emotional Safety and Support, Care, and Connections. Our school creates experiences throughout the year to engage with parents and families and ensures they have necessary information to support their children. Students are supported through mentorship programs and partnerships with community organizations. Staff are provided opportunities to take part in celebrations of success during informal gatherings. 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 stakeholders through the facilitation of grade level specific parent meetings facilitated throughout the school year. 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 Principals, Instructional Coaches, Teacher Leaders and Counselor (our School Leadership Team). The Principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale by planning Team-building and morale boosting activities. The Principal will monitor the mentorship programs

and assist in ensuring all information is shared with stakeholders in a timely manner. Teacher leaders and instructional coaches assist in providing and responding to feedback from stakeholders. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.