

Miami-Dade County Public Schools

Kendale Elementary School



2022-23 Schoolwide Improvement Plan

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Kendale Elementary School

10693 SW 93RD ST, Miami, FL 33176

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

Demographics

Principal: Aryam Alvarez Garcia A

Start Date for this Principal: 10/20/2017

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	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	74%
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 Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (70%) 2018-19: A (67%) 2017-18: A (69%)
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://kendale.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	No	74%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	94%

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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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.

We are devoted to producing successful, well-rounded citizens who will excel in a diverse, global society, equipped to meet the challenges of tomorrow. We will prepare our students to succeed in middle school and beyond, by providing them with a rigorous academic foundation, while instilling the core values of respect, responsibility, kindness, cooperation and support.

Provide the school's vision statement.

We provide a world-class education for every student, to instill in our students a respect for oneself, respect for others and respect for the power of knowledge and learning, while providing them the tools necessary for success in our ever-changing world.

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
Alvarez, Aryam	Principal	Curriculum and Instructional Leader, safety facilitator, manager, parent advocate, financial analyst, public relations and community liaison.
Alfaro, Barbara	Assistant Principal	Testing chairperson, oversees custodial, cafeteria and clerical staff, retention liaison, ESOL chairperson, and Exceptional Student Education.
Mijares, Greeidy	Teacher, ESE	Instructional and Curriculum facilitator
Webster, Elizabeth	Teacher, K-12	Instructional and Curriculum facilitator

Demographic Information

Principal start date

Friday 10/20/2017, Aryam Alvarez Garcia A

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.*

1

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.*

11

Total number of teacher positions allocated to the school

26

Total number of students enrolled at the school

369

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

7

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

3

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	66	49	47	51	53	66	0	0	0	0	0	0	0	332
Attendance below 90 percent	0	0	2	1	1	0	0	0	0	0	0	0	0	4
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	3	3	0	0	0	0	0	0	0	0	0	6
Course failure in Math	0	1	1	2	0	0	0	0	0	0	0	0	0	4
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	3	3	9	0	0	0	0	0	0	0	15
Level 1 on 2022 statewide FSA Math assessment	0	0	0	2	4	13	0	0	0	0	0	0	0	19
Number of students with a substantial reading deficiency	0	2	5	4	4	10	0	0	0	0	0	0	0	25

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	1	4	4	0	8	0	0	0	0	0	0	0	17

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	3	7	3	0	0	0	0	0	0	0	0	0	13
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

Thursday 8/11/2022

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	42	43	51	56	65	70	0	0	0	0	0	0	0	327
Attendance below 90 percent	2	1	1	1	0	1	0	0	0	0	0	0	0	6
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	3	0	1	1	0	0	0	0	0	0	0	6
Course failure in Math	0	0	2	0	1	0	0	0	0	0	0	0	0	3
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	10	18	11	13	10	0	0	0	0	0	0	0	63

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	2	1	3	0	1	0	0	0	0	0	0	0	0	7

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	3	1	3	2	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	

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	42	43	51	56	65	70	0	0	0	0	0	0	0	327
Attendance below 90 percent	2	1	1	1	0	1	0	0	0	0	0	0	0	6
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	3	0	1	1	0	0	0	0	0	0	0	6
Course failure in Math	0	0	2	0	1	0	0	0	0	0	0	0	0	3
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	10	18	11	13	10	0	0	0	0	0	0	0	63

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	2	1	3	0	1	0	0	0	0	0	0	0	0	7

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	3	1	3	2	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	

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	84%	62%	56%				75%	62%	57%
ELA Learning Gains	82%						67%	62%	58%
ELA Lowest 25th Percentile	59%						63%	58%	53%
Math Achievement	74%	58%	50%				85%	69%	63%
Math Learning Gains	69%						74%	66%	62%
Math Lowest 25th Percentile	53%						55%	55%	51%
Science Achievement	72%	64%	59%				52%	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	76%	60%	16%	58%	18%
Cohort Comparison		0%				
04	2022					
	2019	67%	64%	3%	58%	9%
Cohort Comparison		-76%				
05	2022					
	2019	72%	60%	12%	56%	16%
Cohort Comparison		-67%				

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	86%	67%	19%	62%	24%
Cohort Comparison		0%				
04	2022					
	2019	86%	69%	17%	64%	22%
Cohort Comparison		-86%				
05	2022					
	2019	73%	65%	8%	60%	13%
Cohort Comparison		-86%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	50%	53%	-3%	53%	-3%
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	58	55	40	45	50	30	45				
ELL	68	74	50	62	58	41	64				
HSP	82	79	58	73	69	50	72				
WHT	100	100		85	90						
FRL	77	78	57	64	63	52	62				
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	52	36		42	21		29				
ELL	63	43		59	38		48				
HSP	74	57	23	64	50	15	55				
WHT	92	73		84	67		81				
FRL	67	49	9	54	44	15	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	45	32	43	79	82	73					
ELL	66	71	67	76	60	46	19				
HSP	73	67	63	84	76	58	48				
WHT	85	75		93	67		70				
FRL	72	67	62	82	71	48	43				

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	73
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	87
Total Points Earned for the Federal Index	580
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	51

Students With Disabilities	
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	63
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	
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	71
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	94
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	68
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?

In grades 3 to 5, ELA proficiency increased to 84% in 2022 as compared to 77% in 2021 and 75% in 2019. A trend that was evident within subgroups remained consistent with the exception of 2019 due to COVID. There was a slight decrease from 51% to 45% in 2019 for SWD.

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

The greatest need for improvement is with the lowest 25 percentile in ELA with 59% proficient in 2022 and with the lowest 25 percentile in math with 53% proficient 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 contributing factor for this need for improvement is due to the learning loss of students not receiving face to face instruction since 2020. Students will continue to use iReady and the Ellevote intervention program daily with fidelity in order to strengthen their skills and with the hopes of increasing the ELA and Math proficiency.

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

As per the data, the greatest improvement is in ELA learning gains from 62% in 2021 to 82% in 2022.

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

The contributing factors were consistent monitoring of iReady minutes and lessons passed and teacher assigned lessons that focused on areas of need. Daily implementation of the Horizons Intervention program that included a computer based component and small group with teacher. Differentiated instruction during the reading block was also implemented daily. School wide incentives motivating students to increase their reading achievement encourages students to complete lessons.

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

By implementing Schoology school wide, learning will be enhanced by the use of ebooks and resources available for teachers, students, and parents. In addition, the continued usage of iReady for reading and math, Reflex Math, Myon, IXL lessons, Tier 2 and Tier 3 interventions, Data Chats, review of FAST, STAR and topic assessments will contribute to accelerate learning.

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

Professional development opportunities that will be provided at the school will include Schoology 101, Schoology 102, Schoology for gradebook managers, STEAM and Cambridge workshops, professional development with technology integration, intervention and selected teachers will attend monthly ICADs.

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

Additional services implemented to ensure sustainability of improvement will include the Social Emotional learning (SEL) curriculum to address students' mental and emotional well being. Parent Academy Workshops are available to parents through out the school year in order to increase participation in their child's academic progress.

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 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 the 2022 FSA ELA proficiency data, 84% of the students performed at a 3 or above. Although this was a 7 percentage point increase from the previous year, a focus must be placed on those students that did not show proficiency in ELA. Based on the school wide data, instructional data chats have been beneficial and effective to address the specific needs of the students.

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

With the implementation of instructional data chats and analysis of results, an additional 2% of ELA students will demonstrate proficiency in the area of reading by the end of 2022-2023.

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

The Administrative team will conduct quarterly data chats with the use of a school wide data tracking form and will follow up with regular walkthroughs to ensure the alignment to the current data and that the implementation of the benchmarks are being met. Data analysis of progress monitoring of those students not showing proficiency will be reviewed weekly to monitor progress. The school wide data tracking form will be used to monitor data during data chats between teachers and students, teachers and administration, or teachers and parents. The data will be analyzed to ensure students are making progress. Interventions will be provided to those students not showing proficiency throughout the entire school year.

Person responsible for monitoring outcome:

Barbara Alfaro (alfarob@dadeschools.net)

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

Within collaborative data chats, our school will focus on monitoring the progress of the students not showing proficiency in the Reading. A systematic approach will be used to meet these student's needs. Collaborative data chats will be conducted quarterly to monitor FAST and STAR data and drive instructional planning.

**for this Area
of Focus.**

**Rationale for
Evidence-
based**

Strategy:

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

Collaborative data chats will ensure that all teachers are uniformed in using a relevant and appropriate data form. Teachers will continually analyze data and make the needed adjustments to their instruction.

**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.

8/22- 10/14 The teachers at Kendale will meet with selected 3rd through 5th grade students and monitor their McGraw Hill biweekly assessment data for instruction. As a result, data driven instruction will allow teachers to create small groups based on their needs.

**Person
Responsible** Barbara Alfaro (alfarob@dadeschools.net)

8/22-10/14 The teachers at Kendale will create student data tracking folders for student use. These folders will be provided to students so that they can set personal goals, reflect on their work, conduct monthly reviews, and share their progress with their parents. As a result, parents will be informed of their child's needs and educational goals.

**Person
Responsible** Barbara Alfaro (alfarob@dadeschools.net)

8/22- 10/14 The teachers will meet with their grade level team to determine students' needs in order to discuss students needs, and to develop, compare and improve lessons. As a result, grade level teachers will learn best practices from one another to implement in the classroom setting.

**Person
Responsible** Barbara Alfaro (alfarob@dadeschools.net)

8/22- 10/14 Teachers will meet weekly with selected Tier 2 and Tier 3 students in small groups to provide intervention. A written component and assigned computer based lessons will be completed and results will be analyzed to guide instruction. Teachers will maintain attendance sheets for accountability. As a result, teachers can monitor progress.

**Person
Responsible** Barbara Alfaro (alfarob@dadeschools.net)

10/31- 12/16 Teachers will develop well-rounded plans on a weekly basis that include the required components and are standard-based utilizing the Florida' B.E.S.T. Standards English Language Arts K-5 Handbook and incorporating the Mc-Graw Hill Reading Writing Companion instructional materials. As a result, teachers will plan accordingly for data chats and implement progress monitoring routines for their students' individualized instruction.

**Person
Responsible** Aryam Alvarez (pr2641@dadeschools.net)

10/31- 12/16 Teachers will use data from iReady Diagnostic, FAST and STAR Assessments, progress monitoring and teacher observations to ensure that student progress is being made and learning gaps are being addressed. As a result, teachers will have a better understanding of individual students' academic standings and will be able to discuss it with the administration during quarterly data chats using a schoolwide data debriefing form.

Person Responsible Aryam Alvarez (pr2641@dadeschools.net)

#2. 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.

According to the 2022 FSA Math proficiency data, 73% of students performed at a 3 or above. Based on the data, an instructional framework has proved to be effective in mathematics.

Measurable**Outcome:**

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

With the implementation of our instructional framework calendar, an additional 3% of students will achieve proficiency on the 2023 Mathematics Progress Monitoring Assessment (FAST).

Monitoring:

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

The leadership team will create the shell of the instructional framework calendar that will be used within all grade levels to include aligned standard based benchmarks. Small group instruction for technology and reteach lessons will be incorporated. Administrators will review the instructional framework calendar quarterly and analyze progress monitoring data to observe progress. The data will be reviewed to ensure that all students are on track and demonstrating growth.

Person responsible for monitoring outcome:

Barbara Alfaro (alfarob@dadeschools.net)

Evidence-based**Strategy:**

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

Our school will focus on the evidence-based strategy of Establishing and Implementing Instructional Frameworks. The framework will assist in accelerating the number of proficient students as a school. The instructional framework calendar will be monitored by walkthroughs, collaborative planning and data chats.

Rationale for Evidence-based Strategy:

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

The Instructional Framework will ensure that teachers are streamlining, reteaching and remediating skills that are aligned to the specific standards to increase the overall achievement of the students. Teachers will continually make quarterly adjustments to the calendar to best fit the needs of each student in mathematics.

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.

8/22- 10/14 Teachers will review math data from topic assessments to determine proficiency of specific standards. A monthly instructional calendar will be created to target specific skills needed to improve students' proficiency in the area of math.

Person Responsible Barbara Alfaro (alfarob@dadeschools.net)

8/22 - 10/14 Students in grades 3rd through 5th will be monitored in the application of mathematical computation through iReady to provide additional practice and additional instructional activities to remediate deficiency based on student needs.

Person Responsible Barbara Alfaro (alfarob@dadeschools.net)

8/22- 10/14 Teachers will participate in quarterly data chats with administration to review and disaggregate data. As a result, administration and teachers will be able to adjust current strategies to meet students' needs.

Person Responsible Barbara Alfaro (alfarob@dadeschools.net)

8/22- 10/14 Teachers will hold monthly grade level meetings in order to review district's pacing guide to include instructional focus, instructional resources, small group instruction, instructional calendars as well as formal and informal assessments. The grade level chairs will record minutes to share with administration. Sign in sheets will be used to ensure attendance. As a result, teachers will be able to identify student needs and appropriate accommodations through the sharing of resources.

Person Responsible Barbara Alfaro (alfarob@dadeschools.net)

10/31- 12/16 Instructional focus standards and resources available in the Pacing Guides will be discussed during grade level meetings. After reviewing and discussing student data, teachers will plan data-driven lessons in the classroom. As a result, targeted skills will be remediated and/or enriched.

Person Responsible Barbara Alfaro (alfarob@dadeschools.net)

10/31- 12/16 Teachers will provide evidence of small group instruction and intervention as evidenced through walkthroughs, folders with samples of small group instruction assignments and intervention journals. As a result, data will be analyzed to drive instruction.

Person Responsible Barbara Alfaro (alfarob@dadeschools.net)

#3. Transformational Leadership specifically relating to Leadership Development

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

The data from the School Climate Survey reveals 55% of the staff work together as a team. To increase this percentage, a focus will be placed on Leadership Development. Specific targeted committees will be created in the areas of Cambridge and STEAM. Committee members will collaborate and provide guidance to carry out a shared mission and vision.

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

By implementing specific targeted committees and collaborative planning in the areas of STEAM and Cambridge, our teachers will be provided the opportunity to contribute to working together equitably towards a common goal. This will be realized through teachers participating in the meetings, presenting of ideas and overseeing subcommittees within the team that arise. The percentage of leadership development will increase by at least 10% during the 2022-2023 school year as evidenced by the results on the School Climate Survey.

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

This Area of Focus will be monitored by attendance rosters, grade level minutes, grade level challenges, school wide competitions and student showcases.

Person responsible for monitoring outcome:

Barbara Alfaro (alfarob@dadeschools.net)

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

Within the targeted leadership development we will concentrate on the evidenced-based strategy of involving staff in planning to further enhance strategies for STEAM and Cambridge.

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

In order to develop leadership qualities, specific teacher committees have been created in the areas of STEAM and Cambridge. Through collaborative teamwork and research, teachers will plan and share information with colleagues and work towards a common mission and goal.

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.

8/22- 10/14 A teacher leader will be provided the opportunity to participate in the Fairchild Tropical Gardens Challenge for STEAM. Research and information will be gathered to disseminate with staff. As a result, teacher will create a timeline with due dates for upcoming challenges and share with staff.

Person Responsible Barbara Alfaro (alfarob@dadeschools.net)

8/22- 10/14 A teacher leader will oversee the Science Fair process and Science Fair night. The teacher leader will create a simple and step by step guide Science Fair packet in order for students and parents to delineate the process. As a result, a timeline will be created for each component of the science fair project with specified due dates.

Person Responsible Barbara Alfaro (alfarob@dadeschools.net)

8/22- 10/14 A teacher leader will organize "One World Many Stories" exposition with a focus on Cambridge Global Perspectives. Classroom teachers will implement opportunities for students to explore real world problems using a personal, local and global lens to develop a sense of global citizenship and responsibility. As a result, a country will be selected by each class and students will begin learning important facts about the country and how it relates to personal ,local and global perspective.

Person Responsible Barbara Alfaro (alfarob@dadeschools.net)

8/22- 10/14 A teacher leader will disseminate information to all grade level chairperson on the Food Forest Program sponsored by The Education Fund. Teachers will be able to provide a close perspective of plant growth and its development, and use the areas as an outdoor Science lab. As a result, students will learn about a food system that produces food for students and classroom nutrition.

Person Responsible Barbara Alfaro (alfarob@dadeschools.net)

10/31- 12/16 A teacher leader will disseminate information to the grade level chairpersons on the Dream in Green Schools Challenge, Students will be provided with enrichment activities that give opportunities for real-world experiences that go beyond the classroom and are relevant to the student's lives. As a result, students will learn that there are many small changes each of us can make that will have huge positive impacts on preventing harmful waste from damaging our environment.

Person Responsible Barbara Alfaro (alfarob@dadeschools.net)

10/31- 12/16 A teacher leader will oversee "A Tree of Dreams" with a focus on fostering student's individual dreams and implementing the Cambridge Learner Attributes. As a result, students will utilize the Cambridge attributes to recognize their hopes and dreams as they evolve as the future leaders of tomorrow. Schoolwide butterflies will be created that embody the academic rigor and will be displayed on "The Tree of Dreams" for all to see. As a culminating activity, butterflies will be released.

Person Responsible Barbara Alfaro (alfarob@dadeschools.net)

No description entered

Person Responsible [no one identified]

#4. Positive Culture and Environment specifically relating to 0/31- Parent Involvement**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 feedback from the 2021-2022 staff school climate survey, 26% of our staff feels there is a lack of support and concern from parents. There is a need to increase the number of parent meetings that will involve parents in the academic process and curriculum needs of the students.

Measurable Outcome:

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

If we successfully implement the targeted element of parent involvement, our staff will feel an increase in parental support with consistent parent meetings and other opportunities for involvement. 85% of our staff will feel that parents are supportive as evidenced by the results on the 2022-2023 School Climate Survey.

Monitoring:

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

Monitoring will take place through attendance rosters for Zoom sessions and in person meetings.

Person responsible for monitoring outcome:

Aryam Alvarez (pr2641@dadeschools.net)

Evidence-based Strategy:

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

Our school will focus on the evidence based strategy of Family Engagement.

Rationale for Evidence-based Strategy:

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

Family Engagement will assist in closing the achievement gap and provide a range of ways for parents to be informed and involved. It will create genuine and collaborative relationships with families. As a result, parents become stake holders in their child's education.

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.

8/22- 10/14 Quarterly evening meetings, "Tiger Talks" will be held by each grade level to share information and engage parents. This will allow parents to ask questions, to clarify and receive updated information. Parent attendance will be monitored. As a result, parents will be well informed and assist in their child's educational goal.

Person Responsible

Barbara Alfaro (alfarob@dadeschools.net)

8/22- 10/14 Teachers will engage parents by using communication platforms such as school email and Schoology. Pertinent information will be shared in order for parents to be informed about daily updates, upcoming events, school information etc. As a result, communication will be ongoing through out the year.

Person Responsible

Barbara Alfaro (alfarob@dadeschools.net)

8/22- 10/14 "Parent and Principal Round Up" will be held by the principal three times a year in order for a parents to have an opportunity to share ideas, thoughts and concerns. As a result, parents will feel empowered.

Person Responsible

Aryam Alvarez (pr2641@dadeschools.net)

8/22- 10/14 Kendale will establish a school "Instagram" that will provide all stakeholders daily information, events, student and teacher highlights and all pertinent activities going on at the school site.

Person Responsible Barbara Alfaro (alfarob@dadeschools.net)

10/31- 12/16 A Magnet Parent Meeting will be held by the School Counselor and the Administration to discuss Middle School Magnet Programs and learn how to apply online. As a result, parents will be informed and will be able to make an educated choice that will impact their child's educational path.

Person Responsible Barbara Alfaro (alfarob@dadeschools.net)

10/31- 12/16 Award assemblies will be held by the principal three times a year to recognize students for their academic achievements and attendance. As a result, parents will be in attendance in order to celebrate their child's successes.

Person Responsible Aryam Alvarez (pr2641@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.

Kendale Elementary is committed to build a positive culture and an environment learning experience for all students, faculty, and the community. Various activities are held throughout the school year that assist teachers in learning about students' cultures and building relationships. Grade level meetings with administrators and counselor allows for small group discussions relating to particular students, their needs and academic achievements. Our stakeholders are encouraged to share with the school and our counselor any pertinent information that may be affecting the child, emotionally and or physically. We have also established consistent protocols that nurtures health and the well being of our students and faculty. It is our goal to focus on weekly Values Matter character education which encourages and highlight students for being role models to their peers.

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

The PTA and community stakeholders advocate for and develop school pride with safe and responsible activities during the school year which motivates learning. Our students have the opportunities to join programs such as HOTT- students have the opportunity to broadcast morning announcements and share with students and staff daily events along with other important information and Safety Patrols- students are trained to implement school rules and encourage students within our school to follow school rules and to make our school a safer place. EESAC meetings are held on a regular basis to ensure stakeholders are abreast with school information and events.