

Miami-Dade County Public Schools

Kendale Lakes Elementary School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	11
Planning for Improvement	15
Positive Culture & Environment	0
Budget to Support Goals	0

Kendale Lakes Elementary School

8000 SW 142ND AVE, Miami, FL 33183

<http://kle.dadeschools.net>

Demographics

Principal: Martha Jaureguizar T

Start Date for this Principal: 8/19/2022

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)	87%
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 (72%) 2018-19: A (76%) 2017-18: A (75%)
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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	11
Planning for Improvement	15
Title I Requirements	0
Budget to Support Goals	0

Kendale Lakes Elementary School

8000 SW 142ND AVE, Miami, FL 33183

<http://kle.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	87%
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	2019-20	2018-19
Grade	A		A	A

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SIP Authority

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Kendale Lakes Elementary School's mission is to provide a productive, secure, learning environment, whereby students will acquire a sense of accomplishment that encourages constant growth, pride, and the desire to reach full potential.

Provide the school's vision statement.

Kendale Lakes Elementary School's vision is to provide organizational strategies that reflect quality leadership, commitment to excellence, and self-actualization for all stakeholders.

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
Jaureguizar, Martha	Principal	School leaders play a critical role in school improvement by developing the capabilities of staff in leadership teams to implement and sustain change/improvements. In our school, our leadership team works to develop structures that support evidence-informed learning. Our school leadership team strives to build quality relationships that support achievement, engagement, and well-being. The goal of the school leadership team is to implement school improvement strategies, develop school staff, and empower all stakeholders for the common goal of student achievement while also supporting social-emotional learning goals for students and enabling them to reach their full potential. The administrative team, consisting of Principal, Martha T. Jaureguizar and Assistant Principal, Nancy Cabrera will lead, direct, and monitor the school leadership team members to ensure all members are actively engaged and participating in their supportive school roles. The leadership team will meet quarterly, or as needed, to ensure that all stakeholders are collaborating in the decision making process for our school. The administrative team will coordinate the activities of the leadership team, provide for collaboration with the EESAC committee, and ensure that school improvement goals are implemented effectively and with fidelity through ongoing grade level/faculty meetings as needed.
Cabrera, Nancy	Assistant Principal	The administrative team, consisting of Principal, Martha T. Jaureguizar and Assistant Principal, Nancy Cabrera will lead, direct, and monitor the school leadership team members to ensure all members are actively engaged and participating in their supportive school roles.
Sanchez, Kristine	Reading Coach	The instructional coach for Reading, Kristine Sanchez, will attend monthly district instructional coach meetings and disseminate information to staff on curriculum strategies and best practices from the Miami-Dade School District academic divisions.
Alvarez, Elena	Behavior Specialist	The Behavior Specialist, Elena Alvarez, will provide support to classrooms with identified students that require behavior interventions and accommodations to fully provide for academic/behavior goals.
Buoncore, Alexander	ELL Compliance Specialist	The ELL Compliance Specialist, Alexander Buonocore, will manage the ELL program folders, support teachers, test incoming ELL students, and support identified classrooms.
Ceballos, Ivett	School Counselor	The school guidance counselor, Ivett Ceballos, will lead, provide, and support our school's social-emotional learning goals while also supporting the implementation of the school improvement plan school culture goal area and action steps.

Name	Position Title	Job Duties and Responsibilities
Borges, Dayami	Instructional Technology	The instructional technology leader, Dayami Borges, will provide support and guidance to staff for implementation of technology programs as well as fill the role of our school's media specialist.
Irastorza, Jennifer	Instructional Coach	The instructional coach for Math, Ms. Irastorza, will attend monthly district instructional coach meetings and disseminate information to staff on curriculum strategies and best practices from the Miami-Dade School District academic divisions.
Noy, Julia	Instructional Coach	The instructional coach for Science, Ms. Noy, will attend monthly district instructional coach meetings and disseminate information to staff on curriculum strategies and best practices from the Miami-Dade School District academic divisions.

Demographic Information

Principal start date

Friday 8/19/2022, Martha Jaureguizar T

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.*

9

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

48

Total number of students enrolled at the school

667

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

9

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	87	86	90	110	103	119	0	0	0	0	0	0	0	595
Attendance below 90 percent	8	5	8	15	12	14	0	0	0	0	0	0	0	62
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	2	6	6	11	0	0	0	0	0	0	0	25
Course failure in Math	0	0	2	5	11	3	0	0	0	0	0	0	0	21
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	7	21	12	0	0	0	0	0	0	0	40
Level 1 on 2022 statewide FSA Math assessment	0	0	0	4	11	22	0	0	0	0	0	0	0	37
Number of students with a substantial reading deficiency	0	2	4	17	31	21	0	0	0	0	0	0	0	75

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	2	3	2	4	6	6	0	0	0	0	0	0	0	23

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	6	3	8	0	1	0	0	0	0	0	0	0	18
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

Friday 8/19/2022

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	67	83	98	103	116	120	0	0	0	0	0	0	0	587
Attendance below 90 percent	9	8	10	15	19	13	0	0	0	0	0	0	0	74
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	1	1	6	2	0	0	0	0	0	0	0	12
Course failure in Math	0	0	1	1	11	10	0	0	0	0	0	0	0	23
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	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	4	14	29	41	27	29	0	0	0	0	0	0	0	144

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	2	2	3	7	7	0	0	0	0	0	0	0	23

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	8	3	1	6	2	1	0	0	0	0	0	0	0	21
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

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	67	83	98	103	116	120	0	0	0	0	0	0	0	587
Attendance below 90 percent	9	8	10	15	19	13	0	0	0	0	0	0	0	74
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	1	1	6	2	0	0	0	0	0	0	0	12
Course failure in Math	0	0	1	1	11	10	0	0	0	0	0	0	0	23
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	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	4	14	29	41	27	29	0	0	0	0	0	0	0	144

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	2	2	3	7	7	0	0	0	0	0	0	0	23

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	8	3	1	6	2	1	0	0	0	0	0	0	0	21
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

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	70%	62%	56%				81%	62%	57%
ELA Learning Gains	75%						72%	62%	58%
ELA Lowest 25th Percentile	54%						63%	58%	53%
Math Achievement	78%	58%	50%				89%	69%	63%
Math Learning Gains	81%						85%	66%	62%
Math Lowest 25th Percentile	80%						68%	55%	51%
Science Achievement	65%	64%	59%				76%	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	78%	60%	18%	58%	20%
Cohort Comparison		0%				
04	2022					
	2019	78%	64%	14%	58%	20%
Cohort Comparison		-78%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	74%	60%	14%	56%	18%
Cohort Comparison		-78%				

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	87%	67%	20%	62%	25%
Cohort Comparison		0%				
04	2022					
	2019	85%	69%	16%	64%	21%
Cohort Comparison		-87%				
05	2022					
	2019	84%	65%	19%	60%	24%
Cohort Comparison		-85%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	73%	53%	20%	53%	20%
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	41	48	41	60	72	68	46				
ELL	67	74	57	77	83	92	61				
HSP	70	75	51	77	80	78	66				
WHT	73			91							
FRL	68	75	55	77	82	82	60				

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	43	30	27	63	78	83	48				
ELL	66	59	50	75	65	71	71				
HSP	69	53	37	72	63	73	69				
FRL	67	51	38	72	63	70	66				
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	66	63	43	79	72	53	64				
ELL	78	73	69	89	86	69	76				
HSP	81	72	65	89	85	66	78				
WHT	90			100							
FRL	80	71	60	91	86	72	75				

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	72
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	71
Total Points Earned for the Federal Index	574
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	56
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	73
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	82
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	71
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?

It is evident upon a close examination of the state FSA and NGSSS data comparing the 2021 data to the 2022 data that across grade levels, subgroups, and core content areas much improvement has been made and learning gains have been positive.

2022 FSA data findings:

ELA Proficiency increased by 4 percentage points.

All ELA Subgroups Learning Gains increased by 8 percentage points.

The ELA Learning Gains of the L25 increased by 34 percentage points.

All Math Subgroups Achievement increased by 7 percentage points.

All Math Subgroups Learning Gains increased by 8 percentage points.

The Math Learning Gains of the L25 remained the same at a proficiency of 80 percent proficiency.

Science Achievement levels decreased by 3 percentage points.

Reading, Math, and Science achievement are areas that will require close and careful progress monitoring, intervention, support for struggling students, and differentiated instruction in order promote increased and enhanced student performance for the coming school year. The demonstrated gain in the area of the L25 is a result of effective and concentrated Reading and Math intervention/tutoring programs.

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

Reviewing the progress monitoring and 2022 state assessments, areas that continue to be watched and monitored closely are Reading and Math for the lowest 25 percent, students with disabilities subgroup, and English Language Learners.

2022 FSA data findings and i-Ready Data:

The majority of our ELA Subgroups' Learning Gains demonstrated a positive finding when reviewing the data from the i-Ready progress monitoring tool. The i-Ready Tier 3 group on red decreased 11 percentage points when comparing AP1 to AP3. This group is comprised of the L25 and English Language Learners. A close examination of 2022 ELA FSA Learning Gains of the lowest 25 percent has increased from 20 percentage points in 2021 to 54 percentage points in 2022. Science proficiency is also a watch area as the proficiency decreased by 3 percentage points when comparing 2021 to 2022 data. Although this is a significant finding, Kendale Lakes is a STEAM school and strives to provide a curriculum that is rich in STEAM initiatives, hands on labs, and the SAMR model. Rigorous and aggressive application of the Horizons Reading Intervention Program will be critical to closing learning gaps and improving student performance. This is an area that will be a high priority for close and careful progress monitoring during the school year, as well as monitoring student performance on Science interim assessments.

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

Students in the SWD (students with disabilities) and lowest 25 percent subgroup continue to be a fragile population that requires very specific intervention and progress monitoring routines. This specific population may have learning disabilities and other factors that contribute to slower learner progress.

Some students that are in this population may be referred to the MTSS Team for further evaluation and considerations for the special education program to consider services under the exceptional education umbrella to allow for accommodations to access education goals more readily.

2022 FSA data findings:

The 2022 data findings suggest that learning gaps in achievement are beginning to improve, but will continue to be an area of focus and will continue to be addressed for the coming school year. There have been gains in all subgroups within the school year when examining data from in-house and state assessments. When comparing gains made from 2021 to 2022, there is an increase in overall proficiency. The overall proficiency rate continues to be high in most areas, but the learning gains of the lowest 25% is an area with moderate improvement. Attendance and student engagement are areas that contributed to these watch areas. Attendance will be prioritized this year. A concentrated effort will be made to continue to provide support to both the English Language Learner population and L25/SWD populations. The structured Reading Horizons Intervention Program will be implemented with fidelity to ensure improvement in this area. Lastly, Science proficiency is an area that will require close monitoring.

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

Across all content areas and subgroups, based on progress monitoring and 2019 state assessments, there has been improvement in certain areas that will be enhanced and fortified for the coming school year.

2022 FSA data findings:

ELA gains in all subgroups were best demonstrated when comparing the results on the i-Ready performance data during the 2020-2021 school year. These gains showed that students began the school year in a deficiency and finished strong with over 68 percent of students scoring proficiently in Reading. The area of most improvement, when examining FSA and NGSSS scores, is in the area of ELA Learning Gains of L25 which reflected an increase of 34 percentage points. Additionally, learning gains in Math were also significant with Math overall proficiency moving from 71 percentage points to 81 percentage points. Math learning gains of all students moved from 73 percentage points to 81 percentage points, and Math learning gains of the lowest 25 remained high at 80 percentage points. The gains is directly related to data driven instruction, technology integration, and ongoing progress monitoring of data to drive our services to support all learners.

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

In an effort to make performance gains, FSA Mathematics 2022 results continues to be a strong curriculum area for our school. The contributing factors for these gains are the accommodations that are provided to our large population of English Language Learners and SWD (students with disabilities). Additionally, inclusion classrooms continue to be an ideal environment where struggling populations are provided with support staff, intervention, close progress monitoring, and support through ESOL strategies and accommodations. Teachers also provided enrichment opportunities along with technology integration to ensure that student performance is optimal across the diverse levels served. All subgroups benefited from enrichment opportunities, intervention programs, ongoing progress monitoring, and data driven instruction. Professional development was provided to teachers as well as coaching cycles and modeling from instructional coaches both in class and as a whole group, or per grade level as needed. The administrative team, along with MTSS personnel, provided support to families and students requiring higher levels of assistance. Math intervention was also prioritized along with Reading intervention and continues to be a focus for the coming school year. The school counselor and Mental Health Coordinator also provided services and counseling to students and/or classrooms by incorporating social and emotional learning skills, mindfulness, and student and family engagement

activities. An evening parent training on effective parenting skills and other relevant topics were also provided by the school's Mental Health Coordinator, i-Ready Representative, and Principal.

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

In order to prepare for rigorous instruction and set goals for high student performance and achievement, the FSA Reading and Mathematics 2022 data will be closely examined and monitored in the different subcategories in order to determine areas of strength/deficit. State standards and state assessment data will be shared with staff members. Close and careful progress monitoring of technology programs, interim assessments, and mastery of state standards and grade level expectations will be used to drive instruction and close learning gaps. The continued use of data-driven instruction, differentiated instruction, ongoing progress monitoring, and technology integration will continue to be used and enhanced in order to fortify existing instructional methods of teaching and learning. Intervention will play a key role in addressing learning gaps, as well as the examination of critical state assessment data and i-Ready data. Lastly, a concentrated effort will be made to closely monitor attendance and also to engage students, families, and the community in school events. The KLE family continues to strive to provide a safe and nurturing environment where a positive school culture promotes student emotional well-being, a positive growth mindset, and strong student achievement and performance.

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.

In an effort to support teachers, students, and staff, professional development courses will be offered to staff members. Additionally, the professional development liaison, instructional coaches, and administrative staff will support teachers and provide as needed in-house coaching, modeling, special presentations with vendors, and data disaggregation to identify key areas that will need to be strengthened through the use of training activities to promote student learning gains and achievement. The two professional days that have been identified by the Miami-Dade school district will be utilized to provide in-house professional development for our staff on the key targeted areas for instruction this coming school year. Teachers will be provided professional development on the SIP evidenced based strategies that our school will deploy this year in order to close learning gaps and promote high student achievement. Key personnel will be used to support students, staff and families. Those key personnel will include, but not be limited to, the PLST Team, the Leadership Team, the MTSS Team, Counselors, and the Administrative Team. The Administrative Team will use the continuous improvement model of learning and make adjustments as data becomes available through feedback with teachers and staff.

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

There are several additional services that continue to be implemented at our school in order to support and facilitate staff and student performance. The MTSS Team continues to be an area of high need at our school as many students remain part of our fragile learner population. The school counselor remains an important and vital school asset that supports the emotional and social needs of our school family. And lastly, the progress monitoring of technology utilization, intervention programs, and supplemental materials have been proven to be highly effective and will be fortified and enriched to allow for even higher learning gains from all students. Lastly, the Reading Horizons Intervention Program will be implemented with fidelity.

Areas of Focus

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

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#1. Instructional Practice specifically relating to Standards-aligned Instruction**Area of Focus**

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

Based on the data review of the FSA Reading, Mathematics, and NGSSS Science our school will implement the Targeted Element of Standards Aligned Instruction. We selected the area of Standards Aligned Instruction based on our findings that demonstrated a moderate increase in learning gains of the lowest 25 percent in both Reading and Mathematics. Additionally, Science proficiency decreased by 3 percentage points. Although Mathematics and Science has traditionally been a stronger area for our school, this subgroup continues to be an area to watch and monitor closely for learning gaps. Additionally, the ELL/SWD subgroups demonstrate gaps in the different areas and our work in this capacity can support their unique learning/intervention needs.

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

If we successfully implement Standards Aligned Instruction, the proficiency of Science will increase by 5 percentage points as evidenced by the NGSSS Science Assessment.

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

The leadership team along with the administrative team will monitor this area of focus by conducting walkthroughs to ensure that quality instruction and interactive learning environments are implemented.

Person responsible for monitoring outcome:

Martha Jaureguizar (pr2651@dadeschools.net)

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

Within the targeted element of standard aligned instruction, our school will focus on the evidenced based strategy of Standards Aligned Instruction.

**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.**

Standard Aligned Instruction is a strategy that designs curriculum that insures that students have the opportunity to access the content and skills outlined by state standards.

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.

(8/22/22-8/26/22)-Based on the data review, our school will implement the Targeted Element of Standards Aligned Instruction. Our data demonstrated students in both the L25, SWD, and ELL struggled the most to make learning gains on all data assessment comparisons. Additionally, NGSSS Science standards will be reviewed with teachers to ensure that all teachers fully implement best practice curriculum instruction with Science standards. The instructional coach will provide professional development to grade levels to target best practices for standard aligned instruction using the B.E.S.T. standards for Reading and Mathematics, as well as a review of the NGSSS for Science. As a result of the professional development and training, teachers will receive agendas and handouts which support best practice principles for standards aligned instruction. The documentation will serve as the expected evidence that the implementation step has been fully executed.

Person

Responsible Martha Jaureguizar (pr2651@dadeschools.net)

(8/29/22-9/23/22)-Teachers will implement the use of Standards Aligned Instruction in order to more effectively improve student engagement and learning.

The administrative team will conduct monthly walkthroughs to ensure that during the implementation step, all classroom teachers are providing rich and engaging lessons which allow students to interact with Florida State BEST standards for Reading and Mathematics, as well as the NGSSS for Science.

Scaffolding of lessons will be provided to reach all learners. Information will be gathered to assess/identify classroom teachers that may require additional assistance to fully implement the teaching strategy.

The administrative walk through log will serve as the evidence that the implementation step has been fully executed.

Person

Responsible Martha Jaureguizar (pr2651@dadeschools.net)

(9/26/22-9/30/22)- The Instructional coach will provide modeling and in-class assistance to identified classrooms and teachers that require additional support to fully implement successful standards aligned instruction. The instructional coach will provide support to instructional staff that covers the need for rigorous instruction that explores the complexity and depth of the ELA and Math BEST standards, while also reviewing the NGSSS Science standards. The expected result is that all classrooms will have content that is rich and relevant and that students are encouraged to ask questions, explore curriculum, receive feedback, and gain a better understanding and mastery of standards through the interaction with the

coursework.

The instructional coach log will serve as the evidence that the implementation step has been fully executed.

Person Responsible Martha Jaureguizar (pr2651@dadeschools.net)

(10/3/22-10/14/22)- As a result of continued support and guidance, data reports such as: district topic assessments, i-Ready reports, teacher-made tests, and gradebook will be reviewed quarterly as generated by the administrative team to ensure that standards aligned instruction are having a direct impact on student achievement and performance. The desired result is an increase across all content areas and evidence of increasing student performance. Students will interact with materials in Project-Based Learning STEAM labs to enhance understanding of Science standards. Additionally, providing rich and engaging lessons which are aligned with the BEST Reading and Math standards will allow for better understanding of difficult mathematical concepts, higher-order problem solving skills, and more efficient understanding of rigorous text.

The technology reports and data chat logs will serve as evidence that the implementation step has been fully executed.

Person Responsible Martha Jaureguizar (pr2651@dadeschools.net)

(10/31/2022-11/10/2022)- During this implementation period, the professional development day (11/8/2022) will be designated a STEAM Professional Development Day. During the professional development day, strategies, best practices, and a concentration on STEAM Florida State Standards and NGSSS Standards will be the focus for the day. Teachers that are not able to attend will be given the information that was presented during the professional development day via grade level meetings. Evidence that the implementation step has been executed will be evidenced by the STEAM day powerpoint, handouts, agenda, and sign-in sheet.

Person Responsible Martha Jaureguizar (pr2651@dadeschools.net)

(11/14/2022-12/16/2022)- Teachers will implement the standards driven instruction best strategies and standards that were presented at the STEAM professional development day. Teachers requiring additional assistance will be provided support via the instructional coach and STEAM Liaison. Evidence that the implementation step has been executed will be the coaching log.

Person Responsible Martha Jaureguizar (pr2651@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.

Based on the data review of FSA Reading and Mathematics 2022, our school will implement the Targeted Element of Ongoing Progress Monitoring. We selected the area of Ongoing Progress Monitoring based on our findings of FSA 2022 grades 3-5 Mathematics results. Although Mathematics was a stronger subject area for our school, this subject continues to be an area to watch and monitor closely for learning gaps as well as an opportunity for high student performance as the learning gains of the lowest 25 percent remained at 80 percent proficiency when comparing 2021 to 2022 FSA Math results.

Measurable**Outcome:**

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

If we successfully implement Ongoing Progress Monitoring, then our learning gains of grades 3-5 Mathematics lowest 25 percent will increase by 2 percentage points as evidenced by the 2022 State Assessments.

Monitoring:

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

The leadership team along with the administrative team will monitor this area of focus by conducting walkthroughs to ensure that quality instruction and Ongoing Progress Monitoring is implemented.

Person responsible for monitoring outcome:

Martha Jaureguizar (pr2651@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 evidenced based strategy of Ongoing Progress Monitoring.

Rationale for Evidence-based**Strategy:**

Explain the rationale for selecting this specific strategy.

Ongoing Progress Monitoring is the frequent, ongoing assessment of a student's progress toward the goals of intervention. Progress monitoring data should be collected for small group intervention. The primary purpose of progress monitoring is to document changes in student outcomes to measure goal attainment.

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.

(8/22/22-8/26/22)-Based on the data review, our school will implement the Targeted Element of Ongoing Progress Monitoring. We selected the overarching theme of Small Group Instruction as our data findings revealed that students in both the L25, SWD, and English Language Learners were the subgroups that struggled the most to make learning gains on all data assessment comparisons.

The instructional coach will provide professional development to grade levels to target best practices for effective Ongoing Progress Monitoring. Specifically, the instruction coach will provide training on the available technology reports, such as Performance Matters Math Topic Assessments and the use of the i-Ready Math Prerequisite reports. As a result of the professional development and training, teachers will receive agendas and handouts which support best practice principles for Ongoing Progress Monitoring. The PD Agenda/Participant documentation will serve as the expected evidence that the implementation step has been fully executed.

Person Responsible Martha Jaureguizar (pr2651@dadeschools.net)

(8/29/22-9/23/22)-Teachers will implement the use of Ongoing Progress Monitoring in order to more effectively improve student engagement and learning.

The administrative team will conduct monthly walkthroughs to ensure that during the implementation step, all classroom teachers are using technology reports and gradebook to guide small group instruction using Ongoing Progress Monitoring to guide instruction.

Information will be gathered to assess/identify classrooms teachers that may require additional assistance to fully implement the teaching strategy.

The documentation of monthly walkthroughs will be the evidence that the implementation step has been fully executed.

Person Responsible Martha Jaureguizar (pr2651@dadeschools.net)

(9/26/22-9/30/22)-The Instructional coach will provide modeling and in-class assistance to identified classrooms and teachers that require additional support to fully implement successful Ongoing Progress Monitoring. The instructional coach will guide instructors on how to examine technology reports for gaps in achievement, evidence of student progress, and provide next steps for small group differentiated instruction as needed. The expected result is that all classrooms will incorporate technology reports and gradebook as a tool to assist students in understanding curriculum, provide a route for students to personalize learning pathways that are designed to reach students in areas where learning gaps are evident, and accelerate learning to ensure that students are working towards meeting grade level expectations and mastery of state standards. The coaching log will serve as the evidence that the implementation step has been fully executed.

Person Responsible Martha Jaureguizar (pr2651@dadeschools.net)

(10/3/22-10/14/22)-As a result of continued support and guidance, data reports such as, district topic assessments, i-Ready reports, teacher-made tests, and gradebook will be reviewed quarterly as generated to ensure that Ongoing Progress Monitoring is having a direct impact on student achievement and performance.

The desired result is an increase across all content areas and evidence of increasing student performance. Teachers will use reports through the model of continuous improvement to assist with

closing learning gaps in achievement and work on personalized pathways through adaptive learning. The technology reports and small group lesson plans will serve as the expected evidence that the implementation step has been fully executed.

Person Responsible Martha Jaureguizar (pr2651@dadeschools.net)

(10/31/2022-11/10/2022)- During this implementation period, the professional development day(11/8/2022) will be designated a STEAM Professional Development Day. During the professional development day, strategies, best practices, and a concentration on technology/ongoing progress monitoring reports will be the focus for the day. Teachers that are not able to attend will be given the information that was presented during the professional development day via grade level meetings. Evidence that the implementation step has been executed will be evidenced by the STEAM day powerpoint, handouts, agenda, and sign-in sheet.

Person Responsible Martha Jaureguizar (pr2651@dadeschools.net)

(11/14/2022-12/16/2022)- Teachers will implement the use of technology reports to monitor student progress. The data reports will be used to design differentiated lessons that strive to reach all learners while also providing opportunities for remediation and enrichment. Teachers requiring additional assistance will be provided support via the instructional coach and STEAM Liaison. Evidence that the implementation step has been executed will be the coaching log.

Person Responsible Martha Jaureguizar (pr2651@dadeschools.net)

#3. Positive Culture and Environment specifically relating to Attendance Initiatives**Area of Focus**

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

Based on the data review, our school will implement the Targeted Element of Attendance Initiatives. Through our data review, we noticed the students who struggle with daily attendance are also the students who are not meeting expectations for learning gains as well as proficiency. In addition, many of our L25 students have had reoccurring social and emotional incidences. We recognize the need to address not only the social and emotional needs of all students, but closely monitor excused absences, unexcused absences, tardy students, and the amount of excused early students in a cumulative manner.

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 Attendance Initiatives, attendance rates should improve. In order for students to be successful in school, they must be present in school and be ready to learn. By giving students the tools required student achievement will increase. The goal will be to decrease the amount of students with 15 or more absences by 5 percentage points.

Monitoring:

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

The Leadership Team will work to connect with families that struggle with attendance. Support will be provided via the school counselor and the administrative team will monitor the monthly attendance rates using the Schoology/Pinnacle attendance reports.

Person responsible for monitoring outcome:

Martha Jaureguizar (pr2651@dadeschools.net)

Evidence-based**Strategy:**

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

The evidence-based strategy of Attendance Initiatives is the practice of creating a culture in which teachers and families purposefully develop a relationship in order to provide support, monitor, and follow-up on students with weak attendance and provide strategies to minimize obstacles to attendance.

Rationale for Evidence-based Strategy: Explain the

Within the Targeted Element of Attendance Initiatives, Attendance Initiatives is the practice of monitoring attendance rates, building school-student-family relationships, and providing intervention for removing obstacles that prevent good school attendance. Research suggests that good student attendance in the educational setting can benefit a student's well-being, improve social skills, increase the ability to focus, and improve

rationale for selecting this specific strategy.

Describe the resources/ criteria used for selecting this strategy.

academic performance. At the elementary level, parents/guardians have a pivotal role in the area, and we must work together to optimize improvement, but especially for learners who have been negatively impacted for various reasons.

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.

(8/22/22-8/26/22)-In order to create and promote a school culture of positivity where students take ownership of attendance, learning goals, and achievement while also working towards a positive growth mindset, the school counselor will create a classroom visitation schedule.

The school counselor will implement her school-wide schedule and incorporate various classroom activities with appropriate materials to support social emotional learning with a focus on building character traits, student attendance, and punctuality. The focus of the counselor's lessons will be to provide students with social and emotional learning activities while also helping students to understand the importance of good school attendance, and the behaviors aligned with our MDCPS Core Values.

The counselor's schedule will serve as the documentation that the implementation step has been fully executed.

Person

Responsible

Martha Jaureguizar (pr2651@dadeschools.net)

(8/29/22-9/23/22)-The principal and school counselor will coordinate an opening of school student assembly. The MDCPS Core Values and Code of Student Conduct will be reviewed during the assembly with an emphasis placed on attendance procedures. During the presentation, the principal and school counselor will remind students of the MDCPS attendance policies and discuss with students upcoming attendance programs that provide for and reinforce positive school attendance and incentive programs. The Code of Student Conduct presentation and schedule will serve as evidence that the implementation step has been fully executed.

Person

Responsible

Martha Jaureguizar (pr2651@dadeschools.net)

(9/26/22-9/30/22)-The school counselor will identify students that may require additional assistance with attendance each month using the daily attendance reports from gradebook and also via teacher referrals. Any student(s) that continues to exhibit difficulty attending school on time will be referred to the MTSS Team and/or the ARC (Attendance Review Committee) Team. The MTSS referral paperwork and/or ARC Team parent conference will serve as the documentation that the implementation step has been fully executed.

Person

Responsible

Martha Jaureguizar (pr2651@dadeschools.net)

(10/3/22-10/14/22)-Administrative personnel will review with the counselor her log and identify classrooms or students that may need and require further assistance based upon stakeholder input. As part of the review process to ensure that school wide attendance rates continue to be maintained and improved, the school counselor's schedule will be reviewed to look for evidence of additional counselor support groups in classrooms that have excessive absences, tardies, or excused early.

The school counselor's log and schedule will serve as the documentation that the implementation step has been fully executed.

Person Responsible Martha Jaureguizar (pr2651@dadeschools.net)

(10/31/2022-11/4/2022)-The administrative team will promote the attendance incentive carnival. The attendance incentive carnival will provide for students that have perfect attendance during the time period to attend a rewards celebration. Evidence that the implementation step has taken place will be the YouTube video of the morning announcements, the attendance reports, and the monthly calendar/email promoting the attendance carnival and the time period requirements.

Person Responsible Martha Jaureguizar (pr2651@dadeschools.net)

(11/7/2022-12/16/2022)-During the implementation period, data will be collected by the administrative team regarding student daily attendance. Students with more than ten absences will have a SCM generated, a parent letter, and telephone log. The teacher will be responsible for contacting parents to review the student's attendance. Students that continue to have poor attendance will be referred for an ARC (Attendance Review Committee) meeting. Evidence that the implementation step has taken place will be the daily attendance reports, SCMs, telephone log, and ARC committee meeting documentation.

Person Responsible Martha Jaureguizar (pr2651@dadeschools.net)

#4. 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.	Based on qualitative data from the School Climate survey and the SIP survey and review of the Core Leadership Competencies, our school will implement the Targeted Element of Connecting with Families and Community. Upon a close examination of the climate survey and needs assessment surveys conducted at our school, the data demonstrates that this continues to be an area in need of support. When comparing the climate survey for students, the area of "My teachers let me know how I am doing on my school work" remained the same at 60 percent strongly agreeing when comparing 2021 to 2022. Reflecting on the school climate survey for teachers and staff, in the area of " I feel lack of concern/support from parents" this area continues to be a watch area. Even though there has been a significant reduction from 2021 at 16 percent of teachers strongly agreeing with this statement to 2022 which was minimal at 3 percent, it is still an area which commands attention to reduce. Strengthening the communication bond between school and family leads to increased student attendance, higher achievement and improvement , fewer behavioral problems, and increased positive attitudes about school and homework.
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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 Connecting with Families and Community, our teachers will be provided the opportunity to increase and strengthen student, teacher, family, and community relationships. Improving communications, providing parent trainings, and fortifying community partners will create and build upon the KLE Family motto #CelebrateKLE, in which students and teachers work together to build school and community pride, fortify student achievement, celebrate school successes, and build a positive and engaging school environment where all stakeholders flourish and feel welcomed and supported. The percentage of students that strongly agree with the statement, "My teachers let me know how I am doing on my school work" will increase by 5 percentage points on the student school climate survey for 2023.
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Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Leadership Team, EESAC, and PAT will work together to develop school based activities that build on fostering teacher, student, family, and community events and connections. The school calendar will be monitored monthly to ensure that at least one KLE family event takes place.
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Person responsible for monitoring outcome:	Martha Jaureguizar (pr2651@dadeschools.net)
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Evidence-based Strategy: Describe the evidence-based strategy being	Within the Targeted Element of Instructional Leadership Team, we will focus on the evidence-based strategy of: Connecting with Families and Community. By designing monthly KLE Family activities, we hope to increase the feeling of a connected school-family community. Research continues to demonstrate that parent engagement in the school family contributes to higher grades, higher test scores, improved student behavior, and enhanced social skills.
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**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.

Family and school community are two of the most significant social institutions in the development and daily lives of school age children. Together, these two connections shape who students are and help students learn how to tackle challenges, build knowledge, develop peer relationships, and thrive in a positive, supportive, and loving environment.

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.

(8/22/22-8/26/22)- The Administrative Team, along with EESAC, will develop the school based calendar to include school, family, and community activities that engage all stakeholders in events that foster and build on the school-based family relationship. The EESAC monthly minutes will serve as the evidence that the action step has been implemented.

Person

Responsible

Martha Jaureguizar (pr2651@dadeschools.net)

(8/29/22-9/23/22)-The KLE Family will implement the use of a monthly schedule of activities that are more school family/community based events which involve all stakeholders and provide for more meaningful interactions from all members. As a result of implementing a plan whereby all stakeholders are included school wide, the monthly calendar of school based activities will serve as the evidence that the implementation step has been executed.

Person

Responsible

Martha Jaureguizar (pr2651@dadeschools.net)

9/26/22-9/30/22)-The Administrative team will revisit and check to ensure that the monthly calendar includes at least one monthly activity in which the school family participate in an activity to improve and strengthen student, teacher, and community relationships. The school calendar will serve as the evidence that the action step has been fully implemented.

Person

Responsible

Martha Jaureguizar (pr2651@dadeschools.net)

(10/3/22-10/14/22)-The administrative team will review the monthly calendar of activities and grade level minutes to ensure that teachers continue to involve students and families in both school and classroom activities. The grade level minutes will serve as evidence that the implementation step has been fully executed.

Person

Responsible

Martha Jaureguizar (pr2651@dadeschools.net)

(10/31/2022-11/4/2022)- The administrative team will review the monthly calendar of school events and devise at least three school/family/community events that are planned for the phase III implementation

time period. Evidence that the implementation step has taken place will be the school family calendar in both English and Spanish. Title I documentation for this will also be maintained.

Person Responsible Martha Jaureguizar (pr2651@dadeschools.net)

11/7/2022-12/16/022)- The administrative team will review the monthly calendar to ensure that at least three activities are in progress. As deemed necessary, the administrative team will coordinate additional family involvement activities to ensure that all stakeholder are engaging in school based events. The school activity calendar will serve as the evidence that the implementation step has taken place. The school messenger system will also be utilized to remind families of ongoing events.

Person Responsible Martha Jaureguizar (pr2651@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.

Promoting an uplifting, motivating and positive school culture is at the forefront of our work serving the KLE family. In order to enhance and fortify a positive organizational culture, leadership team members provide ongoing support/mentoring for teachers, families, students, and staff members. Additionally, teachers/employees across all work units are encouraged to be leaders, innovators, risk-takers and designers of new ways to approach and overcome challenges.

The leadership team's focus will continue to be to support teachers' (and other work units/new employees) personalized, cultural/learning needs and reinforce collaboration to maximize their understanding of expectations, norms and how it relates to our highly successful work environment.

Professional development opportunities will focus on fortifying school culture which naturally impacts communication, collegiality, productivity, instructional delivery, student engagement and performance.

Through interactive, professional development activities, mentors, grade level planning, and modeling the use of protocols and procedures we will foster a sense of community within the KLE family.

All stakeholders are encouraged to participate in positive, social support networks, the development of trusting and caring relationships, effective collaboration, and provide a safe and nurturing school environment where teachers/employees are encouraged to use their skill sets, resources and knowledge to serve students and their family needs.

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

In order to provide a productive, secure, learning environment, whereby students/learners will acquire a sense of accomplishment that encourages constant growth, pride, and the desire to reach full potential several key staff members have been put in place to provide support to staff, students, families, and stakeholders as leadership team members.

The school counselor continues to be an essential asset and key component to providing social and

emotional learning. The school's mental health coordinator provides support to students/parents that require additional levels of mental health assistance/services. The positive, significant findings of minimal behavior referrals for discipline, staff attendance rates, and early warning indicators are a direct result of the important personnel that have had a direct role in creating a positive school culture.

Empowering teachers and staff has led to improved teacher attendance, improved parent and student communication, and significant gains in achievement through professional development. Social-emotional learning has improved student attendance, decreased the number of student referrals; however, the impact of quarantining students/staff members has significantly impacted in person attendance and learning rates of our students.

Celebrating successes has had a significant impact of overall well-being of students attending school when examining climate survey data as well as feedback from PTO, EESAC and Region/District visitors to KLE. Stakeholder feedback continues to beautifully highlight our positive school culture which is a testament to our efforts to ensure a quality education for our students and families which also attend to the social and emotional needs of the KLE family. We proudly incorporate the "#CelebrateKLE" into our Social Media posts via Twitter from @KLEfamily and @MTJaureguizar regularly to showcase special moments throughout the year.