# Key Biscayne K 8 Center

# 2022-23 Schoolwide Improvement Plan

## Table of Contents

# Key Biscayne K 8 Center

## 150 W MCINTYRE ST, Key Biscayne, FL 33149

## http://keybiscayne.dadeschools.net

## Demographics

## Principal: Julissa Pina                    Start Date for this Principal: 7/15/2022

| | |
|---|---|
| **2019-20 Status**<br>(per MSID File) | Active |
| **School Type and Grades Served**<br>(per MSID File) | Combination School<br>PK-8 |
| **Primary Service Type**<br>(per MSID File) | K-12 General Education |
| **2021-22 Title I School** | No |
| **2021-22 Economically Disadvantaged (FRL) Rate**<br>(as reported on Survey 3) | 13% |
| **2021-22 ESSA Subgroups Represented**<br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities*<br>English Language Learners<br>Hispanic Students<br>White Students<br>Economically Disadvantaged Students |
| **School Grades History** | 2021-22: A (75%)<br><br>2018-19: A (72%)<br><br>2017-18: A (76%) |
| **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

# Key Biscayne K 8 Center

150 W MCINTYRE ST, Key Biscayne, FL 33149

http://keybiscayne.dadeschools.net

## School Demographics

| **School Type and Grades Served**<br>(per MSID File) | **2021-22 Title I School** | **2021-22 Economically Disadvantaged (FRL) Rate**<br>(as reported on Survey 3) |
|---|---|---|
| Combination School<br>PK-8 | No | 13% |

| **Primary Service Type**<br>(per MSID File) | **Charter School** | **2018-19 Minority Rate**<br>(Reported as Non-white on Survey 2) |
|---|---|---|
| K-12 General Education | No | 81% |

## School Grades History

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

## School Board Approval

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

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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

## Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

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

At Key Biscayne K-8 Center our mission is to provide a nurturing, respectful and safe environment where all students have opportunities to achieve academic excellence and attain social-emotional well-being. The Key Biscayne Community is committed to developing critical thinkers and lifelong learners who make responsible decisions and embrace global citizenship.

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

At Key Biscayne K-8 Center we are committed to being a community of life-long learners and caring individuals.

### 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 |
|---|---|---|
| Pina, Julissa | Principal | Mrs. Julissa Pina serves as the School Principal, she provide leadership in developing, implementing and<br>supporting school wide efforts. Her leadership encourages positive school school culture while addressing students academic and social-emotional needs. |
| Bonachea, Luis | Assistant Principal | Mr. Luis Bonachea serves as the Assistant Principal, under the direction of Mrs. Julissa Pina, he plans and<br>coordinates the school's decision-making processes to enhance student learning. |
| Ramontal, Hannah | Assistant Principal | Ms. Hannah Ramontal serves as the Assistant Principal, under the direction of Mrs. Julissa Pina, she plans and<br>coordinates the school's decision-making processes to enhance student learning. |
| Juncosa, Jennifer | School Counselor | Ms. Jeniffer Juncosa serves as the Guidance Counselor, she provides counseling services to assist students with coping strategies to effectively deal with personal, social and academic concerns. Additional, Ms. Juncosa consults with parents, teacher, administrators, and supporting agencies concerning the individual needs of students. |

### Demographic Information

**Principal start date**
Friday 7/15/2022, Julissa Pina

**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.*

3

**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.*

24

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

62

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

922

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

15

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

8

**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 | 76 | 136 | 127 | 135 | 126 | 171 | 22 | 42 | 48 | 0 | 0 | 0 | 0 | 883 |
| Attendance below 90 percent | 0 | 6 | 1 | 4 | 1 | 5 | 1 | 3 | 4 | 0 | 0 | 0 | 0 | 25 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 4 |
| Course failure in ELA | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 1 | 5 | 0 | 0 | 0 | 0 | 8 |
| Level 1 on 2022 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 3 | 16 | 6 | 6 | 13 | 0 | 0 | 0 | 0 | 44 |
| Level 1 on 2022 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 3 | 14 | 8 | 0 | 11 | 0 | 0 | 0 | 0 | 36 |
| Number of students with a substantial reading deficiency | 0 | 2 | 1 | 7 | 7 | 20 | 10 | 16 | 24 | 0 | 0 | 0 | 0 | 87 |

**Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:**

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

**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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| 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 7/15/2022

**The number of students by grade level that exhibit each early warning indicator:**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 113 | 111 | 135 | 126 | 152 | 158 | 40 | 61 | 72 | 0 | 0 | 0 | 0 | 968 |
| Attendance below 90 percent | 1 | 0 | 5 | 4 | 3 | 4 | 1 | 3 | 2 | 0 | 0 | 0 | 0 | 23 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Course failure in ELA | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 4 |
| Course failure in Math | 0 | 0 | 0 | 3 | 1 | 0 | 2 | 1 | 1 | 0 | 0 | 0 | 0 | 8 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 2 | 4 | 0 | 0 | 0 | 0 | 7 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 7 | 6 | 0 | 0 | 0 | 0 | 14 |
| Number of students with a substantial reading deficiency | 2 | 5 | 30 | 24 | 7 | 6 | 12 | 23 | 26 | 0 | 0 | 0 | 0 | 135 |

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

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

**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 | 2 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

**The number of students by grade level that exhibit each early warning indicator:**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 113 | 111 | 135 | 126 | 152 | 158 | 40 | 61 | 72 | 0 | 0 | 0 | 0 | 968 |
| Attendance below 90 percent | 1 | 0 | 5 | 4 | 3 | 4 | 1 | 3 | 2 | 0 | 0 | 0 | 0 | 23 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 4 |
| Course failure in Math | 0 | 0 | 0 | 3 | 1 | 0 | 2 | 1 | 1 | 0 | 0 | 0 | 0 | 8 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 2 | 4 | 0 | 0 | 0 | 0 | 7 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 7 | 6 | 0 | 0 | 0 | 0 | 14 |
| Number of students with a substantial reading deficiency | 2 | 5 | 30 | 24 | 7 | 6 | 12 | 23 | 26 | 0 | 0 | 0 | 0 | 135 |

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

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

**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 | 2 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

## Part II: Needs Assessment/Analysis

**School Data Review**
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

| School Grade Component | 2022 | | | 2021 | | | 2019 | | |
|---|---|---|---|---|---|---|---|---|---|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | 83% | 62% | 55% | | | | 83% | 63% | 61% |
| ELA Learning Gains | 71% | | | | | | 69% | 61% | 59% |
| ELA Lowest 25th Percentile | 66% | | | | | | 67% | 57% | 54% |
| Math Achievement | 84% | 51% | 42% | | | | 85% | 67% | 62% |
| Math Learning Gains | 73% | | | | | | 67% | 63% | 59% |
| Math Lowest 25th Percentile | 52% | | | | | | 65% | 56% | 52% |
| Science Achievement | 69% | 60% | 54% | | | | 81% | 56% | 56% |
| Social Studies Achievement | 93% | 68% | 59% | | | | 83% | 80% | 78% |

**Grade Level Data Review - State Assessments**
**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

| ELA | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 01 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | | | | | |
| 02 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 03 | 2022 | | | | | |
| | 2019 | 88% | 60% | 28% | 58% | 30% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 80% | 64% | 16% | 58% | 22% |
| Cohort Comparison | | -88% | | | | |
| 05 | 2022 | | | | | |
| | 2019 | 85% | 60% | 25% | 56% | 29% |
| Cohort Comparison | | -80% | | | | |
| 06 | 2022 | | | | | |
| | 2019 | 47% | 58% | -11% | 54% | -7% |
| Cohort Comparison | | -85% | | | | |
| 07 | 2022 | | | | | |
| | 2019 | 64% | 56% | 8% | 52% | 12% |
| Cohort Comparison | | -47% | | | | |
| 08 | 2022 | | | | | |
| | 2019 | 64% | 60% | 4% | 56% | 8% |
| Cohort Comparison | | -64% | | | | |

| 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 | 91% | 67% | 24% | 62% | 29% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 80% | 69% | 11% | 64% | 16% |
| Cohort Comparison | | -91% | | | | |
| 05 | 2022 | | | | | |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| | 2019 | 88% | 65% | 23% | 60% | 28% |
| Cohort Comparison | | -80% | | | | |
| 06 | 2022 | | | | | |
| | 2019 | 67% | 58% | 9% | 55% | 12% |
| Cohort Comparison | | -88% | | | | |
| 07 | 2022 | | | | | |
| | 2019 | 75% | 53% | 22% | 54% | 21% |
| Cohort Comparison | | -67% | | | | |
| 08 | 2022 | | | | | |
| | 2019 | 64% | 40% | 24% | 46% | 18% |
| Cohort Comparison | | -75% | | | | |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2022 | | | | | |
| | 2019 | 79% | 53% | 26% | 53% | 26% |
| Cohort Comparison | | | | | | |
| 06 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | -79% | | | | |
| 07 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 08 | 2022 | | | | | |
| | 2019 | 65% | 43% | 22% | 48% | 17% |
| Cohort Comparison | | 0% | | | | |

| BIOLOGY EOC | | | | | |
|---|---|---|---|---|---|
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | | | | | |
| CIVICS EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | 79% | 73% | 6% | 71% | 8% |
| HISTORY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |

| HISTORY EOC | | | | | |
|---|---|---|---|---|---|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | | | | | |
| ALGEBRA EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | 81% | 63% | 18% | 61% | 20% |
| GEOMETRY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | 0% | 54% | -54% | 57% | -57% |

## 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 | 50 | 43 | 33 | 57 | 60 | 46 | | | | | |
| ELL | 82 | 72 | 69 | 83 | 72 | 50 | 60 | | | | |
| HSP | 83 | 73 | 67 | 84 | 72 | 48 | 69 | 91 | 77 | | |
| WHT | 84 | 65 | 59 | 84 | 71 | 64 | 67 | 100 | 93 | | |
| FRL | 76 | 75 | 63 | 77 | 70 | 55 | 61 | | | | |
| 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 | 51 | 61 | 70 | 53 | 36 | 36 | 41 | | | | |
| ELL | 81 | 66 | 74 | 78 | 50 | 50 | 67 | 63 | 50 | | |
| HSP | 81 | 65 | 70 | 78 | 51 | 45 | 73 | 71 | 57 | | |
| WHT | 78 | 71 | 85 | 78 | 49 | 50 | 62 | 71 | 54 | | |
| FRL | 70 | 63 | | 60 | 32 | 20 | 50 | 50 | | | |
| 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 | 47 | 33 | 50 | 55 | 31 | 50 | 69 | | | | |
| ELL | 78 | 69 | 71 | 83 | 70 | 65 | 69 | 67 | 33 | | |
| HSP | 83 | 68 | 69 | 85 | 65 | 64 | 79 | 82 | 43 | | |
| WHT | 83 | 72 | 60 | 85 | 75 | 72 | 84 | 83 | 60 | | |
| FRL | 70 | 53 | 76 | 73 | 57 | 50 | 77 | | | | |

## 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 | 75 |
| 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 | 77 |
| Total Points Earned for the Federal Index | 751 |
| Total Components for the Federal Index | 10 |
| Percent Tested | 96% |
| **Subgroup Data** | |
| **Students With Disabilities** | |
| Federal Index - Students With Disabilities | 48 |
| 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 | 71 |
| 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 | 74 |

| Hispanic Students | |
|---|---|
| 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 | 77 |
| 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?**

2019 to 2022 Data findings
Data analysis that ELA and Mathematics proficiency on State Assessment from 2019 to 2022 remained consistent with minimal or no change. ELA proficiency for 2022 and 2019 is 83 percent. Math proficiency decreased from 85 percent in 2019 to 84 percent in 2022, a 1 percentage point difference.
ELA and Math learning gains category increased from 2019 to 2022. ELA learning gains increased from 69 percent in 2019 to 71 percent in 2022, a 2-percentage point increase. Math learning gains increased form 67 percent in 2019 to 73 percent in 2022, a 6-percentage point increase.
ELA and Math L25 Learning gains category decreased from 2019 to 2022. ELA L25 learning gains decreased from 67 percent in 2019 to 66 percent in 2022, a 1 percentage point difference. Math L25 learning gains decreased form 65 percent in 2019 to 52 percent in 2022, a 13-percentage point difference.

Science State Assessment proficiency indicates a decrease from 81 percent in 2019 to 69 percent in 2022, a 12-percentage point difference.
Social Studies and Middle School Acceleration increased from 2019 to 2022. Social Studies increased from 83 percent in 2019 to 93 percent in 2022, a 10-percentage point increase. Middle School Acceleration increased from 49 percent in 2019 to 83 percent in 2022, a 34-percentage point increase.

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

The data components which demonstrated the greatest need for improvement were:
Math L25 learning gains which decreased form 65 percent in 2019 to 52 percent in 2022, a 13-percentage point difference.
Science State Assessment proficiency indicates a decrease from 81 percent in 2019 to 69 percent in 2022, a 12-percentage point difference.

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

Over the last two years, our school focused on unfinished learning due to the COVID-19 pandemic. As a result, teachers provided remediation for prior year standards. The plan of action to address this need for improvement is a focus on Small-Group instruction to provide targeted instruction to all subgroups of students. Additionally, inquiry-based learning will be implemented to actively engage students in hands-on experiences during Science instruction. Schedules have been strategically formulated to ensure that all grade levels and subject areas have opportunities for collaborative planning.

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

The data components which demonstrated the most improvement were:
Math learning gains increased from 67 percent in 2019 to 73 percent in 2022, a 6-percentage point increase.
Middle School Acceleration increased form 49 percent in 2019 to 83 percent in 2022, a 34-percentage point increase.
Social Studies increased from 83 percent in 2019 to 93 percent in 2022, a 10-percentage point increase.

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

The contributing factors which led to the increase was formal and informal assessments, monitoring of classroom assessments, differentiated instruction, classroom data chats, small group instruction and school based tutoring.

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

The strategies which needs to be implemented are offering Extended Learning opportunities and select students, Collaborative Planning sessions to promote Small Group instruction, Professional Development in B.E.S.T. Standards, student engagement strategies and monthly vertical planning across grade levels and content areas.

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

The PLST will develop whole and small group sessions to meet the needs of instructional personnel. The session will be:

1. ELA and Mathematics BEST Standards
2. STEAM sessions on the incorporation of Science, Technology, Engineering, Arts and Mathematics in daily teaching practices
3. Scaffolding Instruction (Gradual Release Process, Targeting Prerequisite Skills, Modeling Process)
4. Small Group Instruction (Data Analysis, Identifying Resources, Creating Groups)
5. Tier II and III Intervention materials and framework for select personnel
6. Newly Adopted Big Idea Mathematics Series

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

Leadership Team and Grade Level meetings will be held to discuss data and develop a plan of action needed to meet the needs of students and the implementation of teacher support initiatives. Extended learning opportunities will be provided to select groups of students to assist with bridging the achievement gap.

**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 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 data analysis, our school will focus on the implementation of Small Group instruction. The implementation of Small Group Instruction was identified as a critical need as Science State Assessment proficiency decrease from 81 percent in 2019 to 69 percent in 2022, a 12-percentage point difference. This data is evidence that our school needs improvement in small group instruction to increase learning gains for students in the lowest quartile and science proficiency. |
| **Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | With successful implementation of Small Group Instruction, an additional 10 percent of students will achieve proficiency in Math and Science by the 2022-2023 state assessment. |
| **Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.** | Administrative walkthroughs will be conducted to ensure targeted Small Group Instruction is taking place. Additionally, all grade levels will participate in the Science Quarterly assessments and Computer Based Mathematics Topic Assessments. Data analysis will be conducted during grade level and leadership team meetings to track data and make instructional adjustments on an as needed basis. Extended learning opportunities or enrichment will be provided to targeted groups of students. |
| **Person responsible for monitoring outcome:** | Julissa Pina (julissapina@dadeschools.net) |
| **Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.** | Within the targeted element of Small Group Instruction, our school will focus on the evidence based strategy of Student Centered learning which will provide varied teaching and learning experiences and instructional strategies that are aimed towards students achieving proficiency |
| **Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.** | Student Centered learning will ensure that students are provided with different avenues to learning. |

| **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. |

08/31/22-10/14/22 Conduct Administrative walkthroughs to monitor the implementation of small group instruction, as a result, an additional 10 percent of students will achieve proficiency in Math and Science by the 2022-2023 state assessment

**Person Responsible**     Julissa Pina (pr2741@dadeschools.net)

08/31/22-10/14/22 During grade level and leadership meetings, monitor data from the FAST, iReady, Bi-Weekly and Topic Assessments, as a result, instructional personnel will provide targeted instruction to meet the needs of all students

**Person Responsible**     Luis Bonachea (lbonachea@dadeschools.net)

08/31/22-10/14/22 Provide opportunities for teachers to participate in professional development activities with a focus on STEAM and hands on learning, as a result, the school will achieve Gold STEAM Designation

**Person Responsible**     Luis Bonachea (lbonachea@dadeschools.net)

08/312/22-10/14/22 Provide professional learning activities to instructional personnel on the effective implementation of small group instruction, as a result, effective small group instruction will be implemented in classrooms

**Person Responsible**     Luis Bonachea (lbonachea@dadeschools.net)

11/08/22 Provide professonal learning activities for instructional staff on small group instruciton within the Science and Mathematics instructional blocks. As a result, teachers will implement small group instruction in the Science and Mathematics.

**Person Responsible**     Hannah Ramontal (hramontal@dadeschools.net)

10/31/22-11/04/22 Conduct data chats for F.A.S.T PM1, iReady AP1, Science Assessments and Civics assessments with instructional personnel. As a result, teachers will modify groups to meet the needs of students.

**Person Responsible**     Julissa Pina (pr2741@dadeschools.net)

11/07/22-12/16/22 Conduct administrative walkthroughs to ensure that instructional personnel are implementing Small Group Instruction with the groups identified during data chats. As a result, students will receive targeted instructions based on their needs.

**Person Responsible**     Julissa Pina (julissapina@dadeschools.net)

| **#2. Instructional Practice specifically relating to Standards-aligned Instruction** | |
|---|---|
| **Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.** | Based on data analysis, our school will focus on Standards Aligned Instruction. The implementation of Standards Aligned Instruction was identified as a crucial need due to minimal or no change in ELA and Math proficiency. ELA proficiency for 2022 and 2019 is 83 percent. Math proficiency decreased from 85 percent in 2019 to 84 percent in 2022, a 1 percentage point difference. This data is evidence that our school must improve instructional practices to move students towards proficiency. |
| **Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | With successful implementation of Standards Aligned Instruction, an additional 10 percent of students will achieve proficiency in ELA and Math by the 2022-2023 state assessment. |
| **Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.** | Collaborative Planning time will be facilitated within the master schedule on a weekly basis to provide opportunities for instructional personnel to plan instruction with an emphasis on Standards Aligned Instruction. Administrative walkthroughs will be conducted to ensure targeted Standards Aligned Instruction is taking place. Additionally, data analysis will be conducted during grade level and leadership team meetings to track data and make instructional adjustments on an as needed basis. Extended learning opportunities or enrichment will be provided to targeted students. |
| **Person responsible for monitoring outcome:** | Julissa Pina (julissapina@dadeschools.net) |
| **Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.** | Within the targeted element of Standards Aligned Instruction, our school will focus on the evidence based strategy of Standards-Based Collaborative Planning which provides that a period of time is scheduled during the school day for multiple teachers to collaborate to improve the quality of standards-aligned lessons. |
| **Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the** | Standards based collaborative planning will ensure that teaching techniques and student daily end products are aligned to the intended standard. |

**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.

08/31/22-10/14/22 Provide opportunities for instructional personnel to participate in collaborative planning with grade level or subject areas on a weekly basis, as a result, teachers will share best practices which will impact student learning

| **Person Responsible** | Julissa Pina (julissapina@dadeschools.net) |
|---|---|

08/31/22-10/14/22 Provide Enrichment, Tier II or Tier III intervention to select students with fidelity based on data analysis, as a result, students in the lowest quartile will achieve proficiency

| **Person Responsible** | Luis Bonachea (lbonachea@dadeschools.net) |
|---|---|

08/31/22-10/14/22 Facilitate, attend and monitor the effectiveness of collaborative planning across grade levels and subject areas, as a result, lesson plans will be aligned to targeted standards and high-quality lessons will be delivered to students

| **Person Responsible** | Julissa Pina (julissapina@dadeschools.net) |
|---|---|

08/31/22-10/14/22 Conduct data chats with instructional personnel based on FAST PM1 data and Grade 5 and 8 Science Baseline assessments, as a result, instructional personnel will identify appropriate standards for differentiation

| **Person Responsible** | Julissa Pina (julissapina@dadeschools.net) |
|---|---|

10/31/22-12/16/22 Monitor collaborative planning sessions and minutes sent to administrative team by the Grade Level Chairperson to ensure that all instructional personnel are involved in the collaborative planning process. As a result, high quality standards aligned lessons will be delivered in classrooms.

| **Person Responsible** | Julissa Pina (pr2741@dadeschools.net) |
|---|---|

10/31/22-12/16/22 Facilitate data discussion with instructional staff from various platforms (F.A.S.T, iReady, Performance Matters) to inform instructional decisions. As a result, targeted instruction will be provided based on data.

| **Person Responsible** | Julissa Pina (pr2741@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. | Based on data analysis from the 2022 SIP Survey, 50 percent of staff indicated that they never received guidance in using data to plan instruction. |
| **Measurable Outcome:** State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. | With successful implementation of Leadership Development, we anticipate that we will see a 30 percent decrease in the percent of staff indicating that they never received guidance in using data to plan instruction on the 2023 SIP Survey. |
| **Monitoring:** Describe how this Area of Focus will be monitored for the desired outcome. | Data chats will be facilitated by the leadership team after the administration of district and statewide assessments. All instructional personnel will be provided the guidance and tools necessary to actively participate in data chats. |
| **Person responsible for monitoring outcome:** | Julissa Pina (pr2741@dadeschools.net) |
| **Evidence-based Strategy:** Describe the evidence-based strategy being implemented for this Area of Focus. | Within the targeted element of Leadership Development, our school will focus on the evidence based strategy of Managing Data Systems & Processes which will enable us to examine data in real-time to evaluate the effectiveness of instruction to improve student proficiency. |
| **Rationale for Evidence-based Strategy:** Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy. | Our school will focus on Managing Data Systems and processes to address the need to conduct data chats regularly. The leadership team will provide a pre-determined set of questions to assist in analyzing assessment data, discussing implications of the data, and implementing next steps. |

### 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.

08/31/22-09/01/22 Leadership team conducts data analysis from Spring 2022 iReady, SAT-10 and State Assessment, as a result, students are appropriately placed in Tier II and Tier III Intervention

| **Person Responsible** | Julissa Pina (julissapina@dadeschools.net) |
|---|---|

08/31/22-10/14/22 Train instructional personnel on FAST Portal and Performance Matters testing platform on accessing data needed for data analysis and data chats, as a result, data will be retrieved in a timely manner to make appropriate instructional shifts

| **Person Responsible** | Julissa Pina (julissapina@dadeschools.net) |
|---|---|

08/31/22-10/14/22 Implement a data chat protocol which allows for instructional personnel to analyze data to make informed instructional decisions, as a result, appropriate instructional shifts will be made to impact student learning outcomes

| **Person Responsible** | Julissa Pina (julissapina@dadeschools.net) |
|---|---|

08/31/22-10/14/22 Conduct data chats with instructional personnel based on FAST PM1, iReady AP1, Grade 5, 8 and Physical Science Baseline Assessments, as a result, instructional personnel will have an in-depth understanding of learning gaps and will make the necessary instructional shifts to increase student proficiency

| **Person Responsible** | Julissa Pina (julissapina@dadeschools.net) |

11/07/22-11/12/22 The administrative team will review data chat protocols submitted by instructional personnel to determine next steps and how to best support instruction. As a result, appropriate support will be provided by the administrative team.

| **Person Responsible** | Julissa Pina (julissapina@dadeschools.net) |

10/31/22-12/16/22 The administrative team will provide support to instructional personnel based on identified needs from data chats. As a result, appropriate instructional shifts will be implemented by instructional personnel.

| **Person Responsible** | Julissa Pina (julissapina@dadeschools.net) |

| #4. Positive Culture and Environment specifically relating to Celebrate Successes | |
|---|---|
| **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 data analysis, our school will focus on Celebrating Successes. The implementation of Celebrating Successes was identified as a critical need due to the increase in the percentage of teachers disagree or strongly disagree that they felt supported by the school administration. The 2021 Staff Climate Survey indicated that 46 percent of staff disagreed or strongly disagreed that administration was supportive as compared to 54 percent on the 2022 staff climate survey, an 8-percentage point increase. This data is evidence that greatest need for improvement is providing special recognition for achievements among school personnel. |
| **Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | With successful implementation of Celebrating Successes there will be a decrease of 20 percentage points of teachers who disagree or strongly disagree that they feel supported by the school administration. |
| **Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.** | The leadership team will incorporate Team Building Activities to include all teachers at multiple points during the school year. Additionally, incentives for positive reinforcement will be incorporated during monthly faculty meetings and teachers will have the opportunity to provide feedback to school administrators. The leadership team will develop committees to provide opportunities for teachers to be involved in decision making process to help build morale. |
| **Person responsible for monitoring outcome:** | Julissa Pina (julissapina@dadeschools.net) |
| **Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.** | Within the targeted element of a positive culture and environment, our school will focus on Celebrating Successes to publicly allow for encouragement from all stakeholders. |
| **Rationale for Evidence-based Strategy: Explain the rationale for** | By incorporating team building activities, incentives, and various committees, we anticipate the percent of staff who disagree or strongly disagree that they feel supported by the school administration will decrease. |

**selecting this specific strategy. 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.

08/31/22-10/14/22 During faculty meetings, provide opportunities for faculty/staff to participate in meaningful team building activities, as a result, morale will improve and staff will feel a sense of belonging

**Person Responsible**   Julissa Pina (julissapina@dadeschools.net)

08/31/22-10/14/22 Provide opportunities for instructional personnel to be members of select committees which are involved in the decision-making processes, as a result, involvement and committment to school-wide initiatives will increase

**Person Responsible**   Julissa Pina (julissapina@dadeschools.net)

08/31/22-10/14/22 Provide opportunities for colleagues to highlight a "Spotlight Teacher" and provide incentives and positive reinforcement, as a result, staff will experience a positive school culture

**Person Responsible**   Julissa Pina (julissapina@dadeschools.net)

08/31/22-10/14/22 Empower teachers by providing leadership opportunities to facilitate professional development activities based on the PD Needs Assessment Survey, as a result, teacher leaders will feel empowered and build capacity among colleagues

**Person Responsible**   Julissa Pina (julissapina@dadeschools.net)

11/08/22 Select personnel will have the opportunity to present alongside the administrative team during the professional development activity. As a result, staff morale will increase.

**Person Responsible**   Julissa Pina (pr2741@dadeschools.net)

10/31/22-12/16/22 Implement the Workout@Work (30-minute workout sessions with staff to support the social emotional needs. As a result, staff will feel supported and build a sense of community.

**Person Responsible**   Hannah Ramontal (hramontal@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.

Key Biscayne K-8 Center enrolls students from many countries/cultures throughout the school year. Due to our extremely diverse population, we pride ourselves in identifying student needs and ensuring these needs are met. Teachers and support staff collaborate to provide students access to learning by assigning peer supporters, study buddies, and tutoring to help select students through the adjustment period. Student Service personnel monitor this process to provide any additional needed support. There is a strong sense of community and a very active and supportive PTA.

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

Key Biscayne K-8 Center maintains a healthy relationship with parents and the community. Parents and community members are encouraged to become engaged through the school's EESAC, PTA, Volunteer Opportunities and other activities as available. When applying to become a volunteer, information is provided to all stakeholders regarding the school's guidelines for volunteering, including safety and security protocols. We provide a healthy stream of communication with the community and parents through: School Messenger messaging, email, weekly communication and meetings. At Key Biscayne K-8 Center we understand the importance of community and parent involvement and work diligently to ensure that opportunities for support are available to all stakeholders.