

Miami-Dade County Public Schools

Kinloch Park Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Kinloch Park Elementary School

4275 NW 1ST ST, Miami, FL 33126

<http://newkpe.dadeschools.net>

School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

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

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Throughout the year, administration, teachers, support staff meet to discuss SIP goals, implementation plan and steps for improvement. Discussions are held during monthly Leadership meetings, faculty meetings, EESAC meetings and Title 1 meetings. All input is analyzed and integrated in developing the SIP. Areas requiring intervention, will be prioritized and intervention will be provided for students to demonstrate improvement.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be monitored through administrative walkthroughs, Collaborative Planning sessions and Data chats held with teachers. When needed, the plan will be revised to meet the students needs. Intervention can be added or adjusted to meet the evolving needs of the students. Data will be evaluated after each Progress Monitoring Assessment (FAST) and iReady administration in order to adjust interventions as needed. Students not demonstrating improvement or falling in the lowest 30th percentile will be reviewed and considered for intervention.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	99%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B

	2019-20: B
	2018-19: B
	2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	19	18	9	15	12	19	0	0	0	92	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in English Language Arts (ELA)	0	3	10	5	2	4	0	0	0	24	
Course failure in Math	0	10	9	5	17	25	0	0	0	66	
Level 1 on statewide ELA assessment	0	0	0	33	49	50	0	0	0	132	
Level 1 on statewide Math assessment	0	0	0	23	42	64	0	0	0	129	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	30	38	45	46	56	66	0	0	0	281	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	6	6	25	45	54	0	0	0	136

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	18	11	6	6	14	0	0	0	55	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	10	7	2	2	0	0	0	21	
Course failure in Math	0	0	7	5	3	4	0	0	0	19	
Level 1 on statewide ELA assessment	0	0	0	7	15	24	0	0	0	46	
Level 1 on statewide Math assessment	0	0	0	4	13	27	0	0	0	44	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	11	20	22	29	0	0	0	82	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	7	9	11	22	0	0	0	49

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	18	11	6	6	14	0	0	0	55	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	10	7	2	2	0	0	0	21	
Course failure in Math	0	0	7	5	3	4	0	0	0	19	
Level 1 on statewide ELA assessment	0	0	0	7	15	24	0	0	0	46	
Level 1 on statewide Math assessment	0	0	0	4	13	27	0	0	0	44	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	11	20	22	29	0	0	0	82	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	7	9	11	22	0	0	0	49

The number of students identified retained:

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

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*		60	53	65	62	56	56		
ELA Learning Gains				64			43		
ELA Lowest 25th Percentile				55			39		
Math Achievement*		66	59	56	58	50	41		
Math Learning Gains				60			28		
Math Lowest 25th Percentile				55			50		
Science Achievement*		58	54	49	64	59	53		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress		63	59	79			50		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	483
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL				

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	52			
ELL	58			
AMI				
ASN				
BLK				
HSP	61			
MUL				
PAC				
WHT				
FRL	59			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students												
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT												
FRL												

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	65	64	55	56	60	55	49					79
SWD	43	52	50	45	65	60	33					68
ELL	59	65	56	54	59	51	41					79
AMI												
ASN												
BLK												
HSP	65	65	55	57	60	55	49					79
MUL												
PAC												
WHT												
FRL	63	64	54	55	58	54	44					78

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	56	43	39	41	28	50	53					50
SWD	26	17		21	17							38
ELL	52	45	40	38	29	53	54					50
AMI												
ASN												
BLK												
HSP	57	44	41	41	28	50	55					49
MUL												
PAC												
WHT												
FRL	54	43	33	37	28	53	54					49

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	49%	56%	-7%	54%	-5%
04	2023 - Spring	35%	58%	-23%	58%	-23%
03	2023 - Spring	51%	52%	-1%	50%	1%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	66%	63%	3%	59%	7%
04	2023 - Spring	36%	64%	-28%	61%	-25%
05	2023 - Spring	31%	58%	-27%	55%	-24%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	41%	50%	-9%	51%	-10%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The Topic Assessment Data in Mathematics was the component that demonstrated the lowest proficiency. The contributing factor was that the questions were not aligned to the new Mathematics series. The word problems were confusing to students as they were not sure of the questions being asked. The students had difficulty using the online platform as it did not allow students to interact with the text, i.e., utilize drop -down menu and gridded responses. During the 2022-2023 school year, Mathematics performance matters data demonstrates that students scored an overall of 60% proficiency on the topic assessments.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The reading bi-weekly assessments data demonstrated the greatest decline. The students struggled with the reading content and lost focus and stamina. The students had difficulty using the online platform to test as it was not interactive. Additionally, the passage length was extremely long and unrelatable for the students, which caused students to become disengaged. During the 2022-2023 school year, Reading performance matters data demonstrates that students scored an overall of 49% proficiency on the bi-weekly assessments.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The FAST 3-5 Reading results demonstrated the greatest gap when compared to the State of Florida. Several factors included transition to computer from paper-based, lack of interactivity with text, length of the passages, vocabulary and relatability. When comparing the data from PM2 FAST assessment and PM3 FAST assessment, students taking PM2 FAST in third grade scored 43% proficiency, grade 4 scored 43% proficiency and students in grade 5 scored 40% proficiency. In the 2023 PM3 FAST assessment students in grade 3 scored 69% proficiency, students in grade 4 scored 54% proficiency and students in grade 5 scored 67% proficiency.

Which data component showed the most improvement? What new actions did your school take in this area?

Our highest priority continues to be in Mathematics in grades 3- 5. During the 2021-22 school year, the mathematics data showed 57% proficiency and this year we declined to 56% proficiency. When comparing the data from PM2 FAST assessment and PM3 FAST assessment, students taking PM2 FAST in third grade scored 30% proficiency, grade 4 scored 18% proficiency, and students in grade 5 scored 25% proficiency. In the 2023 PM3 FAST assessment, students in grade 3 scored 80% proficiency, students in grade 4 scored 33% proficiency and students in grade 5 scored 42% proficiency. Additionally, we will continue to work on increasing student attendance which will in turn positively impact student achievement. During the 2022-2023 school year, students accruing 11 absences or more decreased by 4 percentage points (46% to 42%) from the previous 2021-2022 school year.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Our highest priority continues to be in Mathematics in grades 3- 5. During the 2021-22 school year the mathematics data showed 57% proficiency and this year we declined to 56% proficiency. Additionally, we will continue to work on increasing student attendance which will in turn positively impact student achievement.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1 Mathematics, 2 Science, 3 Reading, Student, 4 Attendance 5 Staff Morale

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to iReady Mathematics AP 2 Diagnostic Assessment, 40% of Kindergarten students performed on grade level, 19% of First grade students performed on grade level, 23% of Second grade students performed on grade level. According to the 2023 FAST proficiency data, 57% of students in third to fifth grade were proficient in Mathematics. The data showed 80% of the 3rd-grade students are proficient in Mathematics, 33% of the 4th-grade students are proficient in Mathematics, 42% of the 5th grade students are proficient in Mathematics. Based on cohort trend data and identified contributing factors of the cohorts steady decline in data in the FAST we will implement weekly collaborative planning as it has been proven to be an effective practice to include modeling, planning, reviewing and analyzing data. The master schedule will continue to allot for weekly collaborative planning sessions to support academic achievement.

Measurable Outcome:

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

With the implementation of weekly collaborative planning sessions, an additional 4% (56% to 60%) of students in grades 3-5 will score at grade level or above in the area of mathematics by 2023-2024 on the FAST state assessment.

Monitoring:

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

Administration and the leadership team members will monitor collaborative planning by attending meetings on a weekly basis. Administration will provide constructive feedback, when needed to share insight on the effectiveness of common planning through the evidence of student improvement that will be reflected on district assessments.

Person responsible for monitoring outcome:

Jose Zabala (jzabala@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the Targeted Element of Collaborative Planning, our school will focus on the evidence-based strategy of: Benchmarks Based Collaborative Planning. The primary purpose of Collaborative Planning is to bring teachers together to learn from one another and collaborate on projects that will lead to improvements in benchmarks aligned lesson quality, instructional effectiveness, and student achievement.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

During grade level/department collaborative planning sessions, administration and instructional staff will analyze student data from progress monitoring assessments to prioritize academic need. Between August 17, 2023 to September 29, 2023, professional dialogue during instructional planning sessions will focus on Math benchmarks demonstrating the least amount of learner proficiency. Teachers will share best practices, discuss pacing, create instructional focus calendars in order to deliver student-centered instruction.

Person Responsible: Techie Guzman (tguzman@dadeschools.net)

By When: September 29, 2023

#2. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to iReady Reading AP 2 Diagnostic Assessment, 47% of Kindergarten students performed on grade level, 40% of First grade students performed on grade level, 31% of Second grade students performed on grade level. According to the 2023 FAST proficiency data, 69% of the 3rd-grade students are proficient in ELA, 54% of the 4th-grade students are proficient in ELA, 67% of the 5th grade students are proficient in ELA. Based on the data review our school will implement the Targeted Element of Benchmark-Aligned Instruction with a focus in Data Driven Instruction. This is a critical area identified in order to address the learning loss in the area of Learning Gains in the area of English Language Arts. Teachers will use Data Driven instruction to analyze and create actions to meet student's needs according to the BEST benchmarks.

Measurable Outcome:

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

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

Monitoring:

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

Administration and the Leadership Team members will monitor Data Driven Instruction in Language Arts and Reading by attending monthly data chats after the administration of the FAST PM1 and PM2 Assessments and ongoing progress monitoring assessments prescribed by the District's core series.

Person responsible for monitoring outcome:

Himilse Cooper (hcooper@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Ms. Cooper, Reading Coach, will provide a Professional Development on Monday, August 14, 2023. The topic to be discussed will be the Planning cards. Additionally, every Tuesday during each grade level collaborative Planning sessions Ms. Cooper will discuss best practices for Reading and Language Arts.

Person Responsible: Techie Guzman (tguzman@dadeschools.net)

By When: September 29, 2023

Teachers will rank the areas of need based on FAST and Bi-Weekly Assessment data and create an Instructional Focus Calendar by September 29, 2023.

Person Responsible: Himilse Cooper (hcooper@dadeschools.net)

By When: Beginning August 17, 2023 through September 29, 2023, Instructional Focus Calendars will be used during the ELA instructional block to address components of ELA with the greatest needs until PM2.

On, September 27th, the PLST will provide Professional Development. The topic will address how to analyze FAST Assessment data to systematically create an Instructional Focus Calendar to target areas of deficiency.

Person Responsible: Techie Guzman (tguzman@dadeschools.net)

By When: September 29, 2023

#3. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

During the 2022-2023 school year, students accruing 11 absences or more decreased by 4 percentage points (46% to 42%) from the previous 2021-2022 school year. When comparing data from the 2021-2022 school year to the 2022-2023 school year, Power BI data reveals an increase of 4 percentage points (27% to 31%) in students accruing 0 to 5 absences. Additional celebratory events will be instituted in order to recognize students attaining perfect attendance monthly.

Measurable Outcome:

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

If we successfully implement Targeted Elements of Early Warning System, then students with 16 or more absences will decrease by 5 percentage points (42% to 37%) by June 2024.

Monitoring:

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

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

Person responsible for monitoring outcome:

Caroline Lopez (clopez@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Administration will establish the Attendance Review Committee by August 17, 2023.

Person Responsible: Techie Guzman (tguzman@dadeschools.net)

By When: August 17, 2023

Administration will meet with the ARC Team on September 25, 2023 to address any students exhibiting at-risk attendance patterns. The ARC Team will meet on a weekly basis to conduct parent meetings.

Person Responsible: Caroline Lopez (clopez@dadeschools.net)

By When: September 29, 2023

After the 1st grading period (October 26, 2023), the Leadership Team will monitor and chart student attendance through various automated systems. M-DCPS social worker will conduct home visits for students accruing 11 or more unexcused absences. Students obtaining perfect attendance will be publicly recognized during awards assembly.

Person Responsible: Techie Guzman (tguzman@dadeschools.net)

By When: September 29, 2023

#4. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment**Area of Focus Description and Rationale:**

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to results based on the 2022-2023 School Climate Survey, 18% of professionals "Disagreed" with the statement, "I feel staff morale is high at my school." According to the qualitative data based on the 2022-2023 School Climate Survey, 41% of professionals "Agreed" with the statement "I feel overloaded and overwhelmed working at my school." This data indicates that there is a critical need to increase staff morale.

Measurable Outcome:

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

If we successfully empower teachers and staff, 10% of professionals will "Disagree" with the statement "I feel staff morale is high at my school," based on the 2023-2024 School Climate Survey completed by June 2024. This is an 8 percentage point decrease.

Monitoring:

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

On August 30, 2023, the leadership team will survey teachers to garner ideas on initiatives/strategies/systems they would like to have implemented in our school. Grade Levels will facilitate school wide extracurricular events which involves the participation of all stake holders. The social committee will plan activities outside of school so that staff can strengthen connections and rapport.

Person responsible for monitoring outcome:

Techie Guzman (tguzman@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Beginning August 24, 2023 through September 29, 2023, Grade Levels will submit proposals for school wide extracurricular activities to be approved by administration.

Person Responsible: Trellany Parrish-Gay (tparrish@dadeschools.net)

By When: September 29, 2023

On September 6, 2023, the social committee will meet to brainstorm ideas for staff gatherings during non contractual hours.

Person Responsible: Lissette Ramos (lramos@dadeschools.net)

By When: September 6, 2023

Beginning August 14, 2023 through September 29, 2023, the Leadership Team will report feedback from stakeholders. Feedback will drive planning for future school-wide events.

Person Responsible: Trellany Parrish-Gay (tparrish@dadeschools.net)

By When: September 29, 2023

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Based on the data analysis, our school will focus on the implementation of Benchmarks-Based Collaborative Planning. The implementation of Benchmarks-Based Collaborative Planning was identified as a critical need as 52% of our rising kindergarten to second grade students are scoring at a level 1 and 14% of our students are scoring at a level 2 in Reading on the FAST PM3 assessment.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Based on the data analysis, our school will focus on the implementation of Benchmarks-Based Collaborative planning. The implementation of Benchmarks-Based collaborative planning was identified as a critical need due to the decrease in ELA proficiency. ELA proficiency decreased by 8%, 49% in 2022 FSA to 41% in 2023 FAST Assessment. This data makes it evident that we must improve Benchmarks-Based collaborative planning to move students toward proficiency.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

If we successfully implement Benchmarks-Based Collaborative Planning, the number of students scoring Level 1 and 2, will decrease by 5% by the 2023-2024 FAST PM3 statewide assessment.

Grades 3-5 Measurable Outcomes

With the successful implementation of Benchmarks-Based Collaborative Planning, proficiency will increase 5% in grades three to five in ELA by the 2023-2024 FAST PM3 statewide assessment.

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Collaborative Benchmarks-Based planning will be facilitated by the instructional coaches on a weekly basis with an emphasis on Benchmarks aligned instruction. Administrative walkthroughs will be conducted to ensure targeted benchmarks aligned instruction is taking place with fidelity. Additionally, online biweekly assessment data will be monitored to track the progress of all students. Data analysis will be conducted during leadership team meetings and collaborative planning to track data, align resources, share best practices and make instructional adjustments on an as needed basis. Extended learning opportunities or enrichment will be provided to targeted students based on assessment data.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Guzman, Techie, pr2781@dadeschools.net

Evidence-based Practices/Programs

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term “evidence-based” means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida’s definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida’s definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district’s K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Within the targeted element of ELA: our school will focus on Benchmarks-Based Collaborative Planning. This practice will improve collaboration among teachers and enhance instructional delivery to promote student proficiency on statewide assessments.

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

Benchmarks-Based Collaborative Planning will allow teachers to share practices and review student work to enhance delivery of instruction to promote student learning.

Action Steps to Implement

List the action steps that will be taken to address the school’s Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
8/17/23-9/29/23 Collaborative planning sessions, to include data analysis, will be facilitated by the literacy coach on a weekly basis. This will provide opportunities for teachers to collaborate during the school day and make connections while examining their practice and building instructional capacity. As a result, teachers will provide explicit benchmark aligned instruction.	Parrish-Gay, Trellany, tparrish@dadeschools.net
8/17/23-9/29/23 Leadership team meetings will be used to analyze data from FAST PM1 and develop a plan of action needed to ensure academic success. As a result, the literacy coach will provide support based on the needs of the teacher.	Parrish-Gay, Trellany, tparrish@dadeschools.net
8/17/23-9/29/23 Administrative team will join weekly collaborative planning to ensure that teachers are planning for benchmarks aligned instruction, analyzing data, conducting product reviews and sharing best practices. As a result, the administrative team will be able to identify teachers that need additional classroom support. Professional development will be offered depending on the identified needs.	Parrish-Gay, Trellany, tparrish@dadeschools.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

The School Improvement plan will be shared with stakeholders through various parent meetings, faculty meetings and the school website. A faculty meeting will be held on August 30, 2023 to review the SIP and receive input and feedback. An EESAC meeting will be held on August 30, 2023 in order to review the SIP as well as receive stakeholder feedback. Parents and stakeholders will also have an opportunity to learn about our SIP action plan during the Title 1 Annual Meeting on September 6, 2023. A copy of the SIP will be available for parents in the Parent Resource Room and the school website.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

All school information will be shared via our school website at <http://newkpe.dadeschools.net>. By the 1st of every month, a school events calendar will be sent home to inform parents and stakeholders of various activities taking place at the school. On August 30, 2023, the faculty will discuss and propose family involvement activities to be included in the school calendar to increase parental involvement. On

August 14, 2023, administration and faculty will discuss the implementation of Terrific Tuesdays. Every Tuesday, teachers will inform a few selected parents of their child's accomplishments in class.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)(ii))

The ELA and Mathematics curriculum will be strengthened by ongoing professional development to ensure that methodologies and subject knowledge are being integrated into the curriculum. Regular reviews of the curriculum and methodologies will be shared with the staff. Furthermore, differentiated techniques will be presented in order to cater to the students individual needs. Enrichment will be provided through the inclusion of technology and resources that enhance the students understanding and engagement.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Kinloch Park Elementary has a School Counselor on staff daily as well as a Mental Health Coordinator at the school two days a week. Tier 1 services, including Individual Counseling, Whole Classroom presentations and Groups/Mediation are facilitated by the School Counselor. Referrals to the School Counselor are made by Administration, parents, teachers and students who can self refer. Crisis situations are addressed immediately by the School Counselor in collaboration with the Administration. Tier 2 and Tier 3 Mental Health Services are referred to the on-site Mental Health Coordinator for follow-up interventions and support. When needed referrals are made to either the M-DCPS contracted Mental Health Services or to community agencies.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Implementing a schoolwide tiered model for behavior support and early intervening services, in coordination with IDEA requirements, requires a committed and collaborative effort from all stakeholders. The goal is to create a positive and inclusive school environment that supports the academic and behavioral success of all students. Teachers and staff collect, analyze and monitor student data. A multi-

tiered system of support is provided to the students in the classroom. Parent meetings are held to discuss student progress and interventions when needed. Students services under IDEA are provided by the ESE teacher via support facilitation or coteaching services.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Professional development opportunities are provided to teachers, paraprofessionals and other school personnel during faculty meetings and Collaborative Planning sessions. Data from the beginning of the year professional development survey helps in planning and organizing the sessions.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

To begin the transition into the school setting parents are provided with a school tour and description of services provided. Once in school, the teachers and paraprofessionals set a class routine for students to follow. The teachers also show students how to follow classroom expectations. The students are also exposed to a full day of school in preparation for their elementary education.