

# Kendall Square K 8 Center School



## Schoolwide Improvement Plan (SIP)

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## Kendall Square K 8 Center

9325 SW 169 PLACE, Miami, FL 33196

[ no web address on file ]

### 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.**

Kendall Square K-8 Center is a collaborative, compassionate, innovative, and visionary community where we encourage intellectual risk-taking in a safe, nurturing environment. It is our goal to prepare our students to think critically and creatively, to be problem solvers and well-rounded lifelong learners.

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

Kendall Square K-8 Center is dedicated to educating and inspiring current and future generations to be life long learners who will go on to positively shape the future.

### 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
Fuentes, Carmen	Principal	Ms. Carmen B. Fuentes, Principal: Provide a common mission for the use of data-driven instruction and planning. Also, ensure that the school-based leadership team is implementing MTSS /Rtl effectively. In addition, supervise the implementation of MTSS /Rtl documentation and interventions. Last, oversee that professional development is delivered to support Rtl implementation and maintains communication with parents regarding school-based MTSS /Rtl plans and activities.
Barreiro, Leslie	Teacher, K-12	Ms. Leslie Barreiro, Mathematics/Science Support Facilitator: Delivers information regarding the content standards and benchmarks. Analyzes data to determine students' progress and needs.
Handal, Carolina	Teacher, K-12	Mrs. Carolina Handal, Schoology Facilitator: provides teachers with the support needed to create an online classroom. She will share information that will assist teachers organize lessons, engage students, and connect with other educators using the Schoology Learning Management System.
Cardounel, Janet	School Counselor	Mrs. Janet Cardounel, School Guidance Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Analyzes data to determine students' progress and needs. Assists in the development and implementation of school-wide mindfulness initiatives. Provides teachers with the resources and best practices that will help them to teach age-appropriate mindfulness practices, games, activities, and skills based on social-emotional learning.
Mastrodomentico, Paola	Teacher, K-12	Mrs. Paola Mastrodomenico, Reading/Writing Facilitator K-2: Delivers information regarding the content standards and benchmarks, assists with the implementation and development of the school diagnostic assessments and instructional groupings. Analyzes data to determine students' progress and needs.
Madrid, Natacha	Teacher, ESE	Ms. Natacha Madrid, Special Ed. Personnel Support/Professional Learning Support Team Facilitator: Determines the professional learning needs of the staff by reviewing a variety of data sources and conducting a needs assessment survey of the staff. Collaborates with the principal to develop a yearlong professional development plan that addresses the identified needs of teachers. Facilitates the establishment of professional learning communities and other models of teacher collaboration. In her role as Special Ed. Personnel Support, she provides support for the general education teacher in order to implement individual instructional strategies to meet the unique needs of struggling students.

Name	Position Title	Job Duties and Responsibilities
Madrigal, Cristina	Assistant Principal	Ms. Christina Madrigal, Assistant Principal: Provides a common mission for the use of data-driven instruction and planning. Also, ensure that the school-based leadership team is implementing MTSS /Rtl effectively. In addition, supervise the implementation of MTSS /Rtl documentation and interventions. Last, oversee that professional development is delivered to support Rtl implementation and maintains communication with parents regarding school-based MTSS /Rtl plans and activities.
Riquelme, Natacha	Teacher, K-12	Mrs. Natacha Riquelme, Reading/Writing Facilitator 3-5: Delivers information regarding the content standards and benchmarks, assists with the implementation and development of the school diagnostic assessments and instructional groupings. Analyzes data to determine students' progress and needs.

### 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.

The leadership team first meets over the summer to disaggregate student achievement data in order to best align resources to maximize desired student outcomes. A tiered team that is comprised of Curriculum Chairpersons and Grade Level Chairpersons who are responsible for monitoring and implementing MTSS and SIP structures within the school is established. This includes but is not limited to curriculum planning and professional development. EESAC meets to review the issues relative to core academic areas, parental involvement, attendance, budget, and professional development training opportunities. In addition, EESAC reviews the needs for instructional materials, staffing, and student support services.

### 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))

EESAC will review the School Improvement Plan at every meeting. EESAC will discuss the goals and strategies that will be used to increase student achievement. Both the faculty and EESAC will meet to discuss the mid-year review of goals and strategies in order to make recommendations and/or adjustments to the 2023-2024 School Improvement Plan.

### Demographic Data

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

<b>2023-24 Status</b> (per MSID File)	Active
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<b>School Type and Grades Served</b> (per MSID File)	Combination School KG-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	No
<b>2022-23 Minority Rate</b>	97%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	66%
<b>Charter School</b>	No
<b>RAISE School</b>	No
<b>ESSA Identification</b> *updated as of 3/11/2024	N/A
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (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)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: A
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

### 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	7	9	8	7	2	4	5	0	0	42	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in English Language Arts (ELA)	0	0	5	1	3	1	0	0	0	10	
Course failure in Math	0	1	1	0	5	1	2	0	0	10	
Level 1 on statewide ELA assessment	0	0	0	6	14	7	13	0	0	40	
Level 1 on statewide Math assessment	0	0	0	2	14	11	7	0	0	34	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	5	3	13	9	17	10	22	0	0	79	

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	1	2	3	10	9	4	0	0	29

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	2	0	0	3	0	0	1	0	0	6
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	8	5	8	7	5	5	0	0	38	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	2	4	5	1	1	2	0	0	15	
Course failure in Math	0	0	2	0	1	0	1	0	0	4	
Level 1 on statewide ELA assessment	0	0	0	3	6	4	7	0	0	20	
Level 1 on statewide Math assessment	0	0	0	2	2	7	18	0	0	29	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	5	10	6	8	21	0	0	53	

**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	2	3	4	1	4	11	0	0	25

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	4	2	3	0	0	0	0	0	9
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	8	5	8	7	5	5	0	0	38
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	4	5	1	1	2	0	0	15
Course failure in Math	0	0	2	0	1	0	1	0	0	4
Level 1 on statewide ELA assessment	0	0	0	3	6	4	7	0	0	20
Level 1 on statewide Math assessment	0	0	0	2	2	7	18	0	0	29
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	5	10	6	8	21	0	0	53

**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	2	3	4	1	4	11	0	0	25

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	4	2	3	0	0	0	0	0	9
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*	77	61	53	85	62	55	83		
ELA Learning Gains				76					
ELA Lowest 25th Percentile				86					
Math Achievement*	69	63	55	82	51	42	73		
Math Learning Gains				77					
Math Lowest 25th Percentile				79					

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	57	56	52	76	60	54			
Social Studies Achievement*		77	68		68	59			
Middle School Acceleration		75	70		61	51			
Graduation Rate		76	74		53	50			
College and Career Acceleration		73	53		78	70			
ELP Progress	79	62	55	47	75	70	72		

\* 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)	N/A
OVERALL Federal Index – All Students	74
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	371
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	76
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	608
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

**ESSA Subgroup Data Review (pre-populated)**

<b>2022-23 ESSA SUBGROUP DATA SUMMARY</b>				
<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	52			
ELL	70			
AMI				
ASN	95			
BLK				
HSP	73			
MUL				
PAC				
WHT				
FRL	70			

<b>2021-22 ESSA SUBGROUP DATA SUMMARY</b>				
<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	64			
ELL	78			
AMI				
ASN				
BLK				
HSP	76			
MUL				
PAC				
WHT				
FRL	77			

**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	77			69			57					79
SWD	53			32							3	72
ELL	71			66			50				5	79
AMI												
ASN	100			90							2	
BLK												
HSP	76			69			54				5	80
MUL												
PAC												
WHT												
FRL	75			59			50				5	78

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	85	76	86	82	77	79	76					47
SWD	64			64								
ELL	84	83		82	88		86					47
AMI												
ASN												
BLK												
HSP	84	76	83	81	78	75	81					46
MUL												
PAC												
WHT												
FRL	88	81	90	81	74		78					49

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	83			73								72
SWD												
ELL	80			65								72

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
AMI												
ASN												
BLK												
HSP	82			73								71
MUL												
PAC												
WHT												
FRL	76			72								72

### 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	67%	56%	11%	54%	13%
04	2023 - Spring	64%	58%	6%	58%	6%
06	2023 - Spring	66%	50%	16%	47%	19%
03	2023 - Spring	81%	52%	29%	50%	31%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	72%	58%	14%	54%	18%
03	2023 - Spring	87%	63%	24%	59%	28%
04	2023 - Spring	66%	64%	2%	61%	5%
05	2023 - Spring	55%	58%	-3%	55%	0%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	49%	50%	-1%	51%	-2%

### 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.**

Grade 5 Science showed the lowest performance at 49% proficiency overall. Kendall Square K - 8 Center has only participated in statewide assessments for the last two years, therefore, there is limited data and trends cannot be determined. However, the previous year's proficiency level was 76%.

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

Data shows the greatest decline was in Grade 5 Mathematics. There was a decrease of 33 percentage points from 88% to 55% proficiency overall. One factor that contributed to this gap was, switching to an online assessment platform which led to much lower measured achievements, as the students' lacked exposure to the computer-based tests as well as online testing strategies. Students were also instructed and assessed on new Florida standards.

**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.**

2023 NGSS Science Grade 5 was 49% which is one percentage point lower than the state average at 50% proficiency. Based on the data and the identified contributing factor was the inability for teachers to attend content academies provided by MLP.

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

The data component that showed the most improvement was 2023 FAST Reading Grade 3 which increased 7 percentage points from 80% to 87% proficiency. New actions that were implemented this school year included afterschool tutoring and daily reading interventions.

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

The areas of concern based on 2022-2023 School EWS Counts are the number of students with Attendance below 90% and Substantial Reading Deficiencies. Student absenteeism is a known cause of academic decline, their attendance in class and commitment is required to master grade level standards. Students having substantial reading deficiencies would encounter difficulties as these deficiencies would limit their ability to analyze and comprehend the complexity of the F.A.S.T assessment question items.

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



The highest priority for school improvement in the 2023-2024 school year will be increasing the proficiency levels in grades 4th through 6th in the academic areas of mathematics, reading, and science. We want to be a data driven school by analyzing data, grouping students according to their level of ability, matching teacher strengths with student needs, and providing the right resources to teachers and students based on data analysis. In order to achieve this, we will provide the support for our teachers to become efficient in the ability to read, understand, and use data effectively to make decisions regarding student grouping and instruction.

**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 Science****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 the 2022-2023 NGSS Grade 5 Science Assessment data, 49% of 5th grade students were proficient in Science compared to the state average of 50% and the district average of 51%. Based on the data and the identified contributing factor of the inability of teachers to attend content academies provided by District Professional Development, we will implement the Targeted Element of Interactive Notebooks.

**Measurable Outcome:**

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

With the implementation of Interactive Journals, 55% of the students will score at or above grade level on the 2023 - 2024 NGSS Grade 5 Science Statewide Assessment.

**Monitoring:**

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

Administration will conduct regular walkthroughs to ensure interactive notebooks are implemented with fidelity.

**Person responsible for monitoring outcome:**

Carmen Fuentes (pr3031@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 Science our school will focus on the evidenced-based strategy of: Interactive Notebooks. Interactive Notebooks will provide students with opportunities to record, analyze, and draw conclusions when conducting essential labs and practicing the nature of science.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Interactive Notebooks teach students to organize their notes, learning and synthesize their thoughts. These notebooks can be developed and utilized in all content areas. Additionally, the students can utilize these meaningful resources for home learning and study guide for support.

**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.

The Leadership Team will provide incentives for teachers to attend district provided science professional development sessions and bring back best practices/resources gained that will be shared with all staff at faculty meetings.

**Person Responsible:** Carmen Fuentes (pr3031@dadeschools.net)

**By When:** August 14 - September 29, 2023

Administration will conduct at least one collaborative planning session with each grade level to allow teachers the opportunity to review resources, plan essential labs, create engaging lessons and share best practices to address science proficiency.

**Person Responsible:** Cristina Madrigal (176081@dadeschools.net)

**By When:** August 14 - September 29, 2023

Administration will conduct weekly walk throughs to monitor the use of interactive essential labs notebooks during science instruction. As a result of these walkthroughs, administration will be able to observe teachers implementing district recommended essential labs and benchmark aligned instruction.

**Person Responsible:** Carmen Fuentes (pr3031@dadeschools.net)

**By When:** August 14 - September 29, 2023

**#2. 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 the 2022- 2023 FAST Mathematics PM3 data, 52% of students with disabilities in grades 3, 4, 5 and 6 were proficient in Mathematics compared to our overall proficiency average of 70%. Based on the data and the identified contributing factors of: limited personnel, a strain on our schools ability to provide consistent support to ESE students, we will implement the Targeted Element of Differentiated Instruction.

**Measurable Outcome:**

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

With the implementation of Differentiated Instruction, 57% of the students with disabilities will score at or above grade level on the 2023 - 2024 Florida Assessment Student Thinking Mathematics PM3 Assessment.

**Monitoring:**

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

Administration will conduct quarterly data chats, and follow-up with regular walkthroughs to ensure Differentiated Instruction is implemented with fidelity.

**Person responsible for monitoring outcome:**

Carmen Fuentes (pr3031@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 Mathematics our school will focus on the evidenced-based strategy of: Differentiated Instruction. Differentiated Instruction will provide students with various methods of acquiring content and enable students to meet learning objectives.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Differentiated Instruction is a framework or philosophy for effective teaching that involves providing students with different avenues to learning (often in the same classroom) in terms of acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. Research demonstrates this method benefits a wide range of students.

**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.

Teachers will gather student data through the administration of 2022 - 2023 FAST Mathematics PM3 and 2023 - 2024 FAST Mathematics PM1 in order to create differentiated instructional groups.

**Person Responsible:** Carmen Fuentes (pr3031@dadeschools.net)

**By When:** August 14 - September 29, 2023

Administration will meet with grade level groups to review FAST diagnostic data reports and guide teachers through the process of analyzing data.

**Person Responsible:** Carmen Fuentes (pr3031@dadeschools.net)

**By When:** August 14 - September 29, 2023

Administration will conduct data chats with teachers and attend grade level meetings to ensure that teachers are effectively utilizing data to drive instruction and create Differentiated Instructional groups.

**Person Responsible:** Carmen Fuentes (pr3031@dadeschools.net)

**By When:** August 14 - September 29, 2023

**#3. 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 the 2022- 2023 FAST ELA PM3 data, 70% of students in grades 3, 4, 5, 6 were proficient in English Language Arts compared to 82% of neighboring Tier 1 schools. Based on the data and the identified contributing factors of: the need to build teachers' capacity in mastering the new Florida B.E.S.T. standards and the lack of resources available for teachers to attend professional learning for B.E.S.T. standards implementation, we will implement the Targeted Element of Academic Vocabulary Instruction.

**Measurable Outcome:**

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

With the implementation of Academic Vocabulary Instruction, 75% of students will score at or above grade level on the 2023 - 2024 Florida Assessment Student Thinking Reading PM3 Assessment.

**Monitoring:**

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

Administration will conduct quarterly data chats, and follow-up with regular walkthroughs to ensure quality instruction and that academic vocabulary is being incorporated into interactive journals, diverse texts, and daily dialogue.

**Person responsible for monitoring outcome:**

Cristina Madrigal (176081@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 ELA our school will focus on the evidenced-based strategy of: Academic Vocabulary Instruction. Academic Vocabulary Instruction will be incorporated into interactive journals, diverse texts, and into daily dialogue.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Academic Vocabulary Instruction plays a critical role in improving vocabulary skills for all learners. Academic Vocabulary should be incorporated through effective lessons in a myriad of ways including the use of interactive journals, interactive word walls, exposure to diverse texts, visual stimuli, incorporation into daily dialogue, etc., and associated with the content being taught.

**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.

The Leadership Team will provide incentives for teachers to attend district provided English Language Arts professional development sessions and bring back best practices/resources to KSK8.

**Person Responsible:** Carmen Fuentes (pr3031@dadeschools.net)

**By When:** August 14 - September 29, 2023

Teachers will be provided time to share academic vocabulary resources and best practices with all staff at faculty meetings.

**Person Responsible:** Natacha Riquelme (278621@dadeschools.net)

**By When:** August 14- September 29, 2023

Administration will conduct weekly walk-throughs to monitor B.E.S.T English Language Arts Standards are being implemented and Academic Vocabulary Instruction is being conducted with fidelity.

**Person Responsible:** Carmen Fuentes (pr3031@dadeschools.net)

**By When:** August 14- September 29, 2023

**#4. Positive Culture and Environment specifically relating to Teacher Attendance****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 the 2022- 2023 Early Warning Systems, 42% of teachers at KSK8 had 10 or more absences compared to 33% of teachers in the 2021-2022 school year. This is an 11% percentage point increase in teacher absenteeism. Based on the data and the identified contributing factors of: teachers moving out of state, unforeseen family circumstances such as, death of a family member or illnesses, we will implement the Targeted Element of Teacher Attendance.

**Measurable Outcome:**

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

With the implementation of Rewards/Incentives, we will reduce the percentage of teachers who have 10 or more absences to 37% during the 2023 - 2024 school year, as evidenced by the Early Warning Systems.

**Monitoring:**

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

Administration will implement various rewards/incentive initiatives to occur biweekly and quarterly.

**Person responsible for monitoring outcome:**

Carmen Fuentes (pr3031@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 Teacher Attendance our school will focus on the evidenced-based strategy of: Rewards/Incentives. Rewards/Incentives will be incorporated into the Hawks T.V. morning news and faculty meetings.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Rewards/Incentives refers to the school's leadership team creating an incentive program to promote and celebrate teacher attendance. Several recent studies show the negative impact of teacher absences on student achievement as well as difficulty in securing substitute coverage.

**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 conduct a "Parking Lot" protocol to facilitate the discussion on the school wide effects of teacher absenteeism.

**Person Responsible:** Cristina Madrigal (176081@dadeschools.net)

**By When:** August 14 - September 29, 2023.

Administration will conduct a presentation launching the teacher attendance rewards/incentives program.



**Person Responsible:** Cristina Madrigal (176081@dadeschools.net)

**By When:** August 14 - September 29, 2023.

Teachers will participate in a survey regarding attendance rewards/incentive in order to tailor the program to best meet the needs of our staff.

**Person Responsible:** Leslie Barreiro (lbarreiro@dadeschools.net)

**By When:** August 14 - September 29, 2023.