

Miami-Dade County Public Schools

Kendale Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Kendale Elementary School

10693 SW 93RD ST, Miami, FL 33176

<http://kendale.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.

Provide the school's vision statement.

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

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.

First Name	Last Name	Position	Job Duties/Responsibilities	Email Address
Alexis	Avarez	Principal	Curriculum and Instructional Leader, safety facilitator, manager, parent advocate, financial analyst, public relations and community liaison	avarez@k12dade.org

Amanda	Madaris	Teacher, K-12	Instructional and Curriculum Facilitator	amadaris@k12dade.org
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Melanie	Johnson	Assistant Principal	Curriculum and Instructional Leader, safety facilitator, parent advocate, public relations and community liaison	mjohnson@k12dade.org
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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 feedback was used in the SIP development process. (ESSA 1114(d)(3))

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

stakeholders.

All stakeholders participated in School Climate survey, including all staff, parents, and students which in turn informed the School Leadership Team in analyzing and setting goals for the SIP.

I. School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team, 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
Alvarez, Aryam	Principal	Curriculum and Instructional Leader, safety facilitator, manager, parent advocate, financial analyst, public relations and community liaison.
Mijares, Greeidy	Teacher, ESE	Instructional and Curriculum facilitator
Macias, Amanda	Teacher, K-12	Instructional and Curriculum Facilitator
Webster, Elizabeth	Teacher, K-12	Curriculum and Curriculum Facilitator
Martinez, Jeannette	Assistant Principal	Curriculum and Instructional Leader, safety facilitator, parent advocate, public relations and community liaison.

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.

All stakeholders participated of School Climate survey, including all staff, parents, and students which in turn enabled the Strategic Planning Team to analyze and desegregate the data to determine the action

plan for the upcoming year. Their input allowed us to identify areas of need in order to further develop a deeper focus and understanding of targeted areas.

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 regularly monitored via administrative walkthroughs, consistent monitoring, monthly reviews through faculty meetings, ongoing data chats and student progress monitoring. EESAC stakeholders continuously discuss and monitor the SIP through monthly meetings. Actions steps are developed with feedback and teacher input throughout the school year.

Demographic Data	
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	No
2022-23 Minority Rate	94%
2022-23 Economically Disadvantaged (FRL) Rate	74%
Charter School	No
RAISE School	No
2021-22 ESSA Identification	N/A
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) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History	2021-22: A 2019-20: A 2018-19: A 2017-18: A
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	1	3	0	0	1	0	0	0	0	5	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in English Language Arts (ELA)	0	0	3	1	0	0	0	0	0	4	
Course failure in Math	0	1	0	1	3	1	0	0	0	6	
Level 1 on statewide ELA assessment	0	0	0	2	7	8	0	0	0	17	
Level 1 on statewide Math assessment	0	0	0	0	5	7	0	0	0	12	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	7	1	4	3	10	9	0	0	0	34	

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	1	1	2	2	6	5	0	0	0	17

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	7	3	4	2	0	0	0	0	0	16
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	0	2	1	1	0	0	0	0	4	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	3	3	0	0	0	0	0	6	
Course failure in Math	0	1	1	2	0	0	0	0	0	4	
Level 1 on statewide ELA assessment	0	0	0	3	3	9	0	0	0	15	
Level 1 on statewide Math assessment	0	0	0	2	4	13	0	0	0	19	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	2	5	4	4	10	0	0	0	25	

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	1	4	4	0	8	0	0	0	17

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	3	7	3	0	0	0	0	0	13
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	4	0	0	1	0	2	0	0	0	7
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	2	0	0	1	0	0	0	4
Course failure in Math	0	1	0	4	1	3	0	0	0	9
Level 1 on statewide ELA assessment	0	0	0	9	8	11	0	0	0	28
Level 1 on statewide Math assessment	0	0	0	5	7	13	0	0	0	25
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	8	2	7	12	10	14	0	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	2	1	2	7	5	7	0	0	0	24

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	7	3	4	2	0	0	0	0	0	16
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	2022			2019		
	School	District	State	School	District	State
ELA Achievement*	84	62	56	75	62	57
ELA Learning Gains	82	69	61	67	62	58
ELA Lowest 25th Percentile	59	60	52	63	58	53
Math Achievement*	74	64	60	85	69	63
Math Learning Gains	69	71	64	74	66	62
Math Lowest 25th Percentile	53	66	55	55	55	51
Science Achievement*	72	53	51	52	55	53
Social Studies Achievement*		0	50		0	
Middle School Acceleration						
Graduation Rate						
College and Career Acceleration						
ELP Progress	87			65		

* 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	73
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	580
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

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	51			
ELL	63			
AMI				
ASN				
BLK				
HSP	71			
MUL				
PAC				
WHT	94			
FRL	68			

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)

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	84	82	59	74	69	53	72					87
SWD	58	55	40	45	50	30	45					83
ELL	68	74	50	62	58	41	64					87
AMI												
ASN												
BLK												
HSP	82	79	58	73	69	50	72					87
MUL												
PAC												
WHT	100	100		85	90							
FRL	77	78	57	64	63	52	62					89

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	77	62	24	67	52	22	60					56
SWD	52	36		42	21		29					47
ELL	63	43		59	38		48					56
AMI												
ASN												
BLK												
HSP	74	57	23	64	50	15	55					56
MUL												
PAC												
WHT	92	73		84	67		81					
FRL	67	49	9	54	44	15	54					55

2018-19 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 2017-18	C & C Accel 2017-18	ELP Progress
All Students	75	67	63	85	74	55	52					65
SWD	45	32	43	79	82	73	0					53
ELL	66	71	67	76	60	46	19					65
AMI												
ASN												
BLK												
HSP	73	67	63	84	76	58	48					64
MUL												
PAC												
WHT	85	75		93	67		70					
FRL	72	67	62	82	71	48	43					63

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	68%	56%	12%	54%	14%
04	2023 - Spring	71%	58%	13%	58%	13%
03	2023 - Spring	66%	52%	14%	50%	16%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	73%	63%	10%	59%	14%
04	2023 - Spring	75%	64%	11%	61%	14%
05	2023 - Spring	58%	58%	0%	55%	3%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	65%	50%	15%	51%	14%

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.

Our school's lowest performance data component in 2023 is Math FAST in grades 3rd to 5th with 65% of student scoring a 3 or above compared to 2022 Math FSA in grades 3rd to 5th with 75% of students scoring a 3 or above. The factors that contributed to this was the new testing platform, new assessment, new teaching materials, and math fluency.

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

Our school's greatest decline data component in 2023 is ELA FAST in grades 3rd to 5th with 69% of students scoring a 3 or above compared to 2022 ELA FSA in grades 3rd to 5th with 85% of students scoring a 3 or above. The factors that contributed to this was the new testing platform, new assessment, teaching materials arriving late, lack of alignment and focus on genre and vocabulary, and targeted instruction on specific area.

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 data component that had the greatest gap when compared to the state average is in 4th grade math had 12% of the students scoring a level 5 and the state had 17%. There was a difference of 5 percentage points. The factors that contributed to this was the new testing platform, new assessment, new teaching materials, and math fluency.

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

No academic area has shown improvement at this time when compared to last year. However, the school should remain an A grade school with at least a total of 65 points.

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

Reflecting on the EWS data from Part 1, one potential area of concern was the 4th grade students in the substantial reading deficiency row with a number of 12 students.

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

The highest priorities for the upcoming school year in the area of academic areas is to increase proficiency by: 1. focusing on daily math fluency skills practice, 2. continuing to build on vocabulary, 3. working on informational text in ELA, 4. Implementations of schoolwide science essential labs, and 5. Hands on practice on mobile devices to ensure exposure to online testing and test taking skills.

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 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 ELA 3rd through 5th grade FAST data, 69% of students scored a 3 or above. This indicates a 15 points decrease in comparison to 2021-2022 FSA data, a focus must be placed on remediation and intervention in order to increase proficiency.

Measurable Outcome:

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

With the implementation of instructional data chats and analysis of results, an additional 5% of ELA students will demonstrate proficiency in the area of reading by the end of 2023-2024.

Monitoring:

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

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

Person responsible for monitoring outcome:

Aryam Alvarez (pr2641@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.)

During Collaborative Data Chats, teachers, support staff, and administration analyze student performance data and determine how that information will be used to drive future instruction (incorporation of virtual platforms can be utilized to encourage collaborative data chats). Time is also allotted to discuss activities and strategies teachers have used to remediate and/or enrich students on the assessed standards. Students who are in Rtl or who are identified as fragile are also discussed. This ensures they are receiving the proper support. Data chats are also a time to discuss teacher needs as it relates to additional assistance needed in the classroom, and in what ways both administration and support staff can assist teachers with those needs. Within collaborative data chats, our school will focus on monitoring the progress of the students not showing proficiency in the Reading. A systematic approach will be used to meet these student's needs. Collaborative data chats will be conducted quarterly to monitor FAST and STAR data and drive instructional planning.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

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 teachers at Kendale will monitor with fidelity those students identified as Tier 2 and Tier 3 to provide proper intervention throughout the academic school year based on their previous FAST score and upcoming i-Ready assessment scores. As a result, their needs will be met with consistent structured and scripted intervention.

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

By When: 8/14- 9/29

The teachers at Kendale will utilize the various resources of the Accelerated Reader (AR) program with an emphasis on vocabulary, genre, and informational text. As a result, teachers will set students' goals for the quarter and monitor student progress.

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

By When: 8/14- 9/29

The teachers at Kendale will utilize the various data points from FAST, i-Ready, and topic assessments to make needed adjustments in lesson plans and instructional materials as needed. As a result, instruction will continued to be scaffolded for students ensuring their continued growth towards standard mastery.

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

By When: 8/14- 9/29

#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 FAST Math data 65% of 3rd through 5th grade students scored a 3 or above. This data indicates a 9 point decrease in comparison to the 2021 FSA data. A focus must be placed on math fluency in order to increase proficiency.

Measurable Outcome:

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

With the implementation of daily fluency remediation, there will be an increase in the overall proficiency of students with an increase of 5% by the end of 2023-2024.

Monitoring:

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

With the implementation of daily fluency skills, students will be better prepared for their core math instruction which in hand will show proficiency on their topic assessment data. This will provide necessary data to monitor the continued growth of math skills.

Person responsible for monitoring outcome:

Aryam Alvarez (pr2641@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.)

Ongoing Progress Monitoring (OPM) is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. OPM can be implemented with individual students or an entire class. OPM will assist in accelerating the number of proficient students in mathematics. The OPM will be monitored by teachers and administration and discussed through data chats.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The OPM will ensure that teachers are reteaching and remediating fluency skills that are aligned to specific standards to increase the overall achievement and proficiency in math. Teachers will continue to make quarterly adjustments to better fit the needs of students in math.

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 implement daily math fluency Bell Ringers with students in grades 3rd through 5th grade in order for students to self monitor and track their progress.

Person Responsible: Jeannette Martinez (j_a_martinez@dadeschools.net)

By When: 8/14- 9/29

Teachers will implement Reflex Math weekly with fidelity to continue practice on fluency skills and will assist in mastery of math standards.

Person Responsible: Jeannette Martinez (j_a_martinez@dadeschools.net)

By When: 8/14- 9/29

Teachers will continue to monitor math fluency through Bell Ringers and Reflex Math to determine small group instruction needed for students who haven't mastered the fluency skills needed. As a result, students will continue to improve their math fluency and building towards mastery of standards.

Person Responsible: Jeannette Martinez (j_a_martinez@dadeschools.net)

By When: 8/14- 9/29

#3. Instructional Practice specifically relating to Instructional Coaching/Professional Learning

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.

The data from the school climate survey reveals that 15% of the staff feel that students are not coming prepared with basic skills. To increase this percentage, a focus will be placed on instructional coaching. Teachers will participate in Thought Partners (Peer Pairing) throughout the school year that will focus on best teaching practices and articulation of skills. Teacher partners will collaborate to carry out a shared vision.

Measurable Outcome:

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

By implementing Thought Partners, teachers will be provided the opportunity to work together equitably towards sharing expertise and reaching a clear articulation of specific goals. Teachers will have an opportunity during faculty meetings, presenting of ideas in order to create ownership of the process and continue open communication. The percentage will decrease by at least 5% during the 2023-2024 school year as evidenced by the results on the School Climate Survey.

Monitoring:

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

This area of focus will be monitored by an administrative form that will allow teachers to share areas of focus and provide feedback.

Person responsible for monitoring outcome:

Greeidy Mijares (ggonzalez8@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.)

Instructional Support/Coaching is when teachers work together to set a measurable goal to improve instructional outcomes. Coaching Cycles focus on the identified goal and increases the achievement and engagement of every student by bringing out the best performance of every teacher. Coaches use both student-centered and teacher-centered methods to help teachers improve the decisions they make about their instruction. Coaching Cycles focus on the identified goal and increases the achievement and engagement of every student by bringing out the best performance of every teacher. Teachers will work together to set goals and to create ownership of the process.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Through multiple yearly surveys it was evident that teachers share a need for peer mentoring and support focusing on their instructional needs and sharing their best practices.

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.

Teacher Thought Partners (Peer Pairing) will be introduced to the instructional coaching Impact Cycle that includes identifying learning and Improving specific areas. Sharing instructional best practices with their pair.

Person Responsible: Jeannette Martinez (j_a_martinez@dadeschools.net)

By When: 8/14- 9/29

Specific topics will be introduced monthly by the leadership team. Thought Partners will discuss topics, set goal for the month and evidence will be reflective on the impact cycle review form.

Person Responsible: Jeannette Martinez (j_a_martinez@dadeschools.net)

By When: 8/14- 9/29

End of month reflections will be collected on the impact cycle review Forms survey that will be sent out to Teacher Thought Partners (Peer Pairing) giving each pair an opportunity to reflect on the goals set for their impact cycle, as a result of being able to identify new "glows and grows."

Person Responsible: Jeannette Martinez (j_a_martinez@dadeschools.net)

By When: 8/14- 9/29

#4. 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.

According to the 2022-2023 PD Survey, teachers ranked Integration of Technology into the classroom instruction as one of their top 10 area of need. There is a need to improve the use and infusion of technology during lesson planning and delivery of instruction.

Measurable Outcome:

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

If we successfully integrate technology in the classroom the data will indicate a lower ranking on the professional development needs survey.

Monitoring:

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

This area of focus will be monitored administrative walkthrough, lesson plans and student engagement with technology in the classroom.

Person responsible for monitoring outcome:

Aryam Alvarez (pr2641@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.)

Shared Vision/Mission is when a school community has a unique mission statement that speaks to the beliefs, values, and aims of the learning community. A vision is your school's goal—where you hope to see it in the future. The mission provides an overview of the steps planned to achieve that future. A vision is concise and easy to recall, whereas a mission is lengthier and more explanatory in nature. When the Shared Vision and Mission are authentically embedded in a school's practice, and when students, staff, and community members stay true to the Shared Vision and Mission, a school remains bound together by a common drive and is united in its success.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Shared Vision and Mission will assist in enhancing the integration and infusion of technology into classroom instruction. It will create genuine and collaborative relationships between teachers and 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.

SAMR model will be reviewed with teachers in order to gain a better understanding of each component. An emphasis will be placed on the Augmentation level of the SAMR model to ensure students have continued opportunities using technology to enhance their learning.

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

By When: 8/14 - 9/29

Teachers will integrate the Augmentation portion of a the SAMR model to improve the use of technology during lesson planning and delivery of instruction as evidenced through walkthroughs and student outcomes, as a result students will be exposed to a variety of instructional strategies.

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

By When: 8/14 - 9/29

Teachers will share during department meetings their best practices of the SAMR model and will be able to model resources used. As a result, teachers will be exposed to different options used through different lessons and continue to expose students to different instructional strategies.

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

By When: 8/14- 9/29

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C)).

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

n/a

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

n/a

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

n/a

Grades 3-5 Measurable Outcomes

n/a

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.

n/a

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

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?

n/a

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?

n/a

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

n/a

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.

This SIP will be disseminated to stakeholders, including students, families, school staff and leadership, and local business and organizations through faculty meetings, Tiger Talks, Educational Excellence School Advisory Council (EESAC) meetings, Title 1 Parent meetings, our school website <https://kendaletigers.net/> and our Instagram at @kendaleelementary.

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))

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. We will begin doing so with a parent orientation before the first day of school. We will also host Open House, Tiger Talks, Parent Academies, STEAM/ Cambridge Showcases, community involvement events, PTA sponsored events/ activities, our school website, emails, and social media platforms.

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 school plans to strengthen the academic program by increasing the amount and quality of learning time, by providing enriched and accelerated curriculum. We intend to do this through targeted, standards-based, data-driven instruction, extended learning, push-in interventions and the use of technology and scripted intervention programs.

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))

This plan is developed in coordination and integration with other Federal, State, and local services, resources and programs. The parental state component fund will be used for a parent resource center, giving parent access to all resources available.

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))

The school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies are in place to improve students' skills outside the academic subject area. This includes ensuring our counselors and student services team are available to students. Clubs such as Wellness Club and Sunshine Club are hosted to provide opportunity to the students to improve skills. The Mental Health Coordinator meets weekly with selected students to provide support and strategies in order to improve mental health. The Mental Health Coordinator also assist families with resources and strategies that can help their child.

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))

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).

Our school counselor meets with small groups of referred students for counseling support. Students may also be referred to our Mental Health Coordinator for additional resources and support. The Sunshine Wellness Club integrates social-emotional learning lessons within classes.

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 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 occur on an ongoing basis throughout the school year. The school facilitates in-house professional development opportunities on District professional development days based on school needs. We have implemented thought partners where teachers are encouraged to meet and discuss topics on a monthly basis to improve their professional growth which in turn will enhance student achievement.

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))

The strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs include meet and greet- in person- with parent, Popsicles' with principal, and orientation prior to the first day of school. We also plan monthly school tours, field trips from daycares to visit out kindergarten classes and create a Summer Survival Kit for incoming kindergartners.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Math	\$0.00
3	III.B.	Area of Focus: Instructional Practice: Instructional Coaching/Professional Learning	\$0.00
4	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes