

Miami-Dade County Public Schools

KENDALL SQUARE K-8 CENTER



2024-25 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

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)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. 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.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Carmen B. Fuentes

Position Title

Principal

Job Duties and Responsibilities

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.

Leadership Team Member #2

Employee's Name

Cristina Madrigal

Position Title

Assistant Principal

Job Duties and Responsibilities

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.

Leadership Team Member #3

Employee's Name

Leslie Barreiro

Position Title

Middle School Instructional Leader

Job Duties and Responsibilities

Ms. Leslie Barreiro, Mathematics/Science Support Facilitator: Delivers information regarding the content standards and benchmarks. Analyzes data to determine students' progress and needs for the middle school.

Leadership Team Member #4

Employee's Name

Janet Cardounel

Position Title

Counselor

Job Duties and Responsibilities

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.

Leadership Team Member #5

Employee's Name

Melissa Munoz

Position Title

ELA Teacher

Job Duties and Responsibilities

Mrs. Melissa Munoz, Reading/Writing Facilitator K-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.

Leadership Team Member #6

Employee's Name

Maria Briceno

Position Title

Math and Science Teacher

Job Duties and Responsibilities

Ms. Maria Briceno, Mathematics/Science Support Facilitator: Delivers information regarding the content standards and benchmarks. Analyzes data to determine students' progress and needs.

Leadership Team Member #7

Employee's Name

Natacha Madrid

Position Title

ESE Teacher

Job Duties and Responsibilities

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.

C. Stakeholder Involvement and Monitoring

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. (ESEA 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

EESAC members consisting of principal, assistant principal and elected teacher representatives will review the School Improvement Plan at every meeting. The EESAC members will discuss the goals and strategies that will be used to increase student achievement. Both the faculty and EESAC members will meet to discuss the mid-year review of goals and strategies in order to make recommendations and/or adjustments to the 2024-2025 School Improvement Plan.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	COMBINATION KG-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	97.9%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	66.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 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) ASIAN STUDENTS (ASN) HISPANIC STUDENTS (HSP) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: A 2022-23: A* 2021-22: A 2020-21: 2019-20:

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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 school days	2	4	5	2	6	5	3	5	4	36
One or more suspensions	0	0	0	0	0	0	0	2	0	2
Course failure in English Language Arts (ELA)		1	2	4	2	2	10	3		24
Course failure in Math		1	1	1	1	3	8	4		19
Level 1 on statewide ELA assessment				1	9	12	12	10	7	51
Level 1 on statewide Math assessment				1	11	8	8	9	4	41
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	3	5	5	3						16
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		1	1	2	5					9

Current Year 2024-25

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	2	3	2	2	11	14	15	13	9	71

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	5	4	3	1	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

Prior Year (2023-24) As Last 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 school days	7	9	8	7	2	4	5			42
One or more suspensions										0
Course failure in ELA			5	1	3	1				10
Course failure in Math		1	1		5	1	2			10
Level 1 on statewide ELA assessment				6	14	7	13			40
Level 1 on statewide Math assessment				2	14	11	7			34
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	5	3	13	9						79

Prior Year (2023-24) As Last Reported (pre-populated)

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		1	2	3	10	9	4			29

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	2			3			1			6
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	75	65	58	77	61	53	85	62	55
ELA Grade 3 Achievement **	90	63	59	89	58	56			
ELA Learning Gains	67	64	59				76		
ELA Learning Gains Lowest 25%	68	58	54				86		
Math Achievement *	76	68	59	69	63	55	82	51	42
Math Learning Gains	78	66	61				77		
Math Learning Gains Lowest 25%	71	63	56				79		
Science Achievement *	73	60	54	57	56	52	76	60	54
Social Studies Achievement *	75	79	72		77	68		68	59
Graduation Rate		78	71		76	74		53	50
Middle School Acceleration		77	71		75	70		61	51
College and Career Readiness		76	54		73	53		78	70
ELP Progress	80	64	59	70	62	55	47	75	70

*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 (FPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	75%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	753
Total Components for the FPPI	10
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
75%	74%	76%	76%		82%	

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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%
Students With Disabilities	52%	No		
English Language Learners	68%	No		
Asian Students	92%	No		
Hispanic Students	75%	No		
Economically Disadvantaged Students	72%	No		

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%
Students With Disabilities	52%	No		
English Language Learners	70%	No		

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%
Asian Students	95%	No		
Hispanic Students	73%	No		
Economically Disadvantaged Students	70%	No		

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%
Students With Disabilities	64%	No		
English Language Learners	78%	No		
Native American Students				
Asian Students				
Black/African American Students				

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%
Hispanic Students	76%	No		
Multiracial Students				
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	77%	No		

D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	75%	90%	67%	68%	76%	78%	71%	73%	75%				80%
Students With Disabilities	37%		53%	56%	44%	61%	48%	38%	60%				68%
English Language Learners	66%	83%	59%	66%	68%	75%	75%	55%	57%				80%
Asian Students	94%		90%		94%	90%							
Hispanic Students	74%	88%	66%	66%	75%	78%	72%	74%	76%				80%
Economically Disadvantaged Students	73%	89%	64%	71%	72%	71%	55%	65%	75%				85%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 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%	89%			69%			57%					70%
Students With Disabilities	53%				32%								72%
English Language Learners	71%	82%			66%			50%					79%
Asian Students	100%				90%								
Hispanic Students	76%	87%			69%			54%					80%
Economically Disadvantaged Students	75%	88%			59%			50%					78%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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%
Students With Disabilities	64%				64%								
English Language Learners	84%		83%		82%	88%		86%					47%
Native American Students													
Asian Students													
Black/African American Students													
Hispanic Students	84%		76%	83%	81%	78%	75%	81%					46%
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students	88%		81%	90%	81%	74%		78%					49%

E. 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.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	80%	56%	24%	55%	25%
Ela	4	74%	55%	19%	53%	21%
Ela	5	60%	56%	4%	55%	5%
Ela	6	65%	57%	8%	54%	11%
Ela	7	66%	55%	11%	50%	16%
Math	3	66%	65%	1%	60%	6%
Math	4	77%	62%	15%	58%	19%
Math	5	67%	59%	8%	56%	11%
Math	6	56%	60%	-4%	56%	0%
Math	7	73%	49%	24%	47%	26%
Math	8	96%	58%	38%	54%	42%
Science	5	66%	53%	13%	53%	13%
Civics		68%	70%	-2%	67%	1%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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 8th Grade Math, with a significant increase to 96% proficiency, which is 38% higher than the district average.

To achieve this improvement, the school implemented several new actions:

1. Enhanced Curriculum: Introduced a more rigorous and engaging math curriculum tailored to students' needs.
2. Targeted Interventions: Provided additional support and resources for students struggling with math concepts.
3. Professional Development: Offered specialized training for teachers to improve instructional strategies in math using differentiated instruction.

Lowest Performance

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

The data component that showed the lowest performance was ELA Learning Gains for the Lowest 25%, with a proficiency rate of 54%.

Contributing Factor to Last Year's Low Performance: Potential gaps in instructional strategies that failed to address the specific needs of the lowest-performing students. However, there was a slight improvement from the previous year, indicating that some interventions might be starting to take effect.

Greatest Decline

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

The data component that showed the greatest decline from the prior year was ELA Achievement, which dropped from 77% in 2023 to 75% in 2024. The decline highlights the need for targeted interventions to address the specific challenges in ELA instruction and support. In addition, there is an increase in student mobility and student population throughout all the grade levels.

Greatest Gap

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 with the greatest gap compared to the state average was ELA Achievement. The school's ELA Achievement rate was 75%, while the state average was 58%, resulting in a 17% gap. The school implemented effective teaching methods and interventions compared to the state average. The school allocated resources, such as additional tutoring and support programs, could have also contributed to higher achievement levels. The school has consistently outperformed the state average in ELA Achievement over the past few years. The trend indicates sustained improvement in ELA Achievement, suggesting that the strategies implemented are effective and should be continued.

EWS Areas of Concern

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

Based on the Early Warning Systems (EWS) data from Part I, here are two potential areas of concern:

1. High Absenteeism

- Indicator: Absent 10% or more school days
- Concern: A total of 36 students across various grade levels were absent for 10% or more school days. Chronic absenteeism can significantly impact academic performance and engagement.

2. Low Performance in Statewide Assessments

- Indicator: Level 1 on statewide ELA and Math assessments
- Concern:
 - ELA: 51 students scored Level 1 on the statewide ELA assessment.
 - Math: 41 students scored Level 1 on the statewide Math assessment.
 - These low scores indicate a need for targeted interventions to support students struggling in these core subjects.

Highest Priorities

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

Based on the data from the Early Warning Systems (EWS), ELA Achievement, and ELA Learning Gains for the Lowest 25%, here are the top five priorities for school improvement in the upcoming school year:

1. Addressing chronic absenteeism
2. Improving ELA Learning Gains for the lowest 25%
3. Supporting students with multiple Early Warning Indicators
4. Increasing ELA achievement throughout the grade levels
5. Reducing the number of students with ELA and Math course failures.

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2023- 2024 FAST Mathematics PM3 data, 66% of students in grade 3 were proficient in Mathematics compared to 2022-2023 proficiency average of 87%. Based on the data and the identified contributing factors of: limited personnel and a strain on our schools ability to provide appropriate coverage for teacher.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation of small group instruction, 70% of the students in grade 3 will score at or above grade level on the 2024 - 2025 Florida Assessment Student Thinking Mathematics PM3 Assessment.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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

Person responsible for monitoring outcome

Carmen B. Fuentes, Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Informally grouping and regrouping students for a variety of purposes throughout the school day or during an instructional unit supports the learning of all students. Flexible grouping strategies are used

to meet curricular goals, engage students, and respond to individual needs. Flexible grouping helps teachers overcome the disadvantages of ability grouping while still attending to individual performance issues. Both teacher-led and student-led groups will contribute to learning, but grouping decisions should respond to the dynamics inherent in each type of group. Teacher-led groups are the most common configuration—whole-class, small group, and individual instruction—and provide an efficient way of introducing material, summing-up conclusions from individual groups, meeting the common learning needs of a large or small group, and providing individual attention or instruction. Student-led groups take many forms, but share a common feature—that students control the group dynamics and have a voice in setting the agenda. Student-led groups provide opportunities for divergent thinking and encourage students to take responsibility for their own learning.

Rationale:

Small group 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:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Small Group Instruction Implementation

Person Monitoring:

Carmen B. Fuentes, Principal

By When/Frequency:

September 27, 2024/Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will gather and review student data through the administration of 2023 - 2024 FAST Mathematics PM3 and 2024 - 2025 FAST Mathematics PM1 in order to create small and flexible instructional groups.

Action Step #2

Data Chats

Person Monitoring:

Carmen B. Fuentes, Principal

By When/Frequency:

September 27, 2024/Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administration will conduct data chats with teachers and attend grade level meetings to ensure that teachers are effectively utilizing data to drive instruction and support small group instruction.

Action Step #3

Administrative Walk-throughs

Person Monitoring:

By When/Frequency:

Carmen B. Fuentes

September 27, 2024/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administration will conduct weekly walk-throughs to monitor small group instruction is being implemented and conducted with fidelity.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2023-2024 FAST Mathematics PM 3 data, 68% of students in grades 3-7 were proficient in Mathematics, however the data demonstrated that SWD and ELL students were at 43% proficiency. In order to target the identified factor, we will implement the Targeted Element of Interactive Notebooks.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation of targeted interactive notebooks, 50% of the SWD and ELL students in grades 3 through 8 will score at or above grade level on the 2024 - 2025 Florida Assessment Student Thinking Mathematics PM3 Assessment.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Administration will conduct regular walkthroughs to ensure interactive notebooks are implemented with fidelity and monitor mathematics data throughout the 2024-2025 school year..

Person responsible for monitoring outcome

Cristina Madrigal, Assistant Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

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 take these meaningful resources home for home learning and study guide support.

Rationale:

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:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Collaborative Planning

Person Monitoring:

Cristina Madrigal

By When/Frequency:

September 27, 2024/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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

Action Step #2

Administrative Walk-Thoughts

Person Monitoring:

Cristina Madrigal, Assistant Principal

By When/Frequency:

September 27, 2024/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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

Action Step #3

Mathematics Professional Development

Person Monitoring:

Cristina Madrigal, Assistant Principal

By When/Frequency:

September 27, 2024/Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Selected teachers will attend district provided mathematics professional development sessions and bring back best practices and resources gained that will be shared with all members of the grade level.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Based on this data and discussions during Synergy, the SLT agreed that when students are passionate and motivated to learn they are more inclined to take ownership of their education which increases their academic performance. Therefore, our school will implement the Targeted Element of benchmark aligned instruction with the use of technology in the classroom.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

According to the 2024 FSA ELA data, our overall ELA proficiency was 75%. Fifth Grade ELA proficiency was 60% which is a 7% drop from 2023. By implementing the benchmark aligned instruction and the usage of technology implementation strategies, we will see a 7% increase by the end of the school year.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Administration will conduct quarterly data chats, and follow-up with regular walkthroughs to ensure quality instruction and that students are actively engaged in learning.

Person responsible for monitoring outcome

Cristina Madrigal, Assistant principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Technology Integration is the use of technology tools in general content areas in education in order to allow students to apply computer and technology skills to learning and problem-solving. Generally speaking, the curriculum drives the use of technology and not vice versa.

Rationale:

Planning with the end in mind, teachers will use the digital instructional tools included in the district pacing guide. Teachers will use the power point presentation to guide instruction with anchor text.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

i-Ready Diagnostic

Person Monitoring:

Melissa Munoz, ELA teacher

By When/Frequency:

September 27, 2024/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will administer the i-Ready diagnostic one assessment as well as the FAST progress monitoring assessment one, during the state and district imposed windows, to gather preliminary data which will ultimately facilitate goal oriented learning and assist students in setting learning goals and targets, as evidenced by i-Ready Data Reports.

Action Step #2

Administrative Walk-throughs

Person Monitoring:

Carmen B. Fuentes, Principal

By When/Frequency:

September 27, 2024/Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administration will conduct quarterly data chats, and follow-up with regular walkthroughs to ensure quality instruction and that students are actively engaged in learning.

Action Step #3

Instructional Grade-Level Planning

Person Monitoring:

Cristina Madrigal, Assistant Principal

By When/Frequency:

September 27, 2024/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

In order to maximize instructional practices, ELA teachers will meet once a month to create lesson plans. During these planning sessions teachers will use the language arts handbook, planning cards, along with the district pacing guides to ensure lessons are aligned with the B.E.S.T. standards.

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2023-2024 School Climate Survey feedback from the students, 18% of the student's survey stated that bullying is a problem at our school. This data indicates that there is a need to implement a school-wide system to promote positive school culture, supportive environment that is conducive to learning and meeting the needs of all students.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation of a school wide positive behavior system and individualized behavior support, students will be held accountable to create a safe and effective learning environment for all students. With the implementation of the school wide positive behavior system, the School Climate Survey feedback will demonstrate a decrease of 8% in stating bullying is a problem at our school.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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

Person responsible for monitoring outcome

Carmen B. Fuentes, Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Positive Behavior and Intervention System (PBIS): schoolwide systems approach aimed at establishing positive student culture and individualized behavior supports necessary to create a safe and effective learning environment for all students.

Rationale:

With the implementation of a school wide positive behavior system and individualized behavior support, students will be held accountable to create a safe and effective learning environment for all students.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

School Committee

Person Monitoring:

Carmen B. Fuentes, Principal

By When/Frequency:

September 27, 2024/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Create a school committee that will develop a school wide positive behavior motto that promotes safety, responsibility, respect, and kindness.

Action Step #2

Positive Morning Announcements

Person Monitoring:

Carmen B. Fuentes, Principal

By When/Frequency:

September 27, 2024/Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

During morning announcements, the school wide positive behavior motto will be said to close out the morning announcements.

Action Step #3

Start with Hello Week Implementation

Person Monitoring:

Janet Cardounel, Counselor

By When/Frequency:

September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The teachers will implement (Start with Hello week!) with students and with an emphasis on the importance of smiling at someone, sharing encouraging words, starting up a conversation, and most importantly encouraging someone new to sit with.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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. (ESEA 1114(b)(4))

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

N/A

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

N/A

Plans to Strengthen the Academic Program

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 II of the SIP. (ESEA Section 1114(b)(7)ii))

N/A

How Plan is Developed

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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

N/A

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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. (ESEA 1114(b)(7)(iii)(I))

N/A

Preparing for Postsecondary Opportunities and the Workforce

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. (ESEA 1114(b)(7)(iii)(II))

N/A

Addressing Problem Behavior and Early Intervening Services

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 ESEA 1114(b)(7)(iii)(III)).

N/A

Professional Learning and Other Activities

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. (ESEA section 11149b)(7)(iii)(V)).

N/A

Strategies to Assist Preschool Children

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

N/A

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

N/A

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

N/A

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00