

Miami-Dade County Public Schools

# KINLOCH PARK ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

# Table of Contents

- SIP Authority ..... 1
- I. School Information ..... 3
  - A. School Mission and Vision ..... 3
  - B. School Leadership Team ..... 3
  - C. Stakeholder Involvement and Monitoring ..... 6
  - D. Demographic Data ..... 7
  - E. Early Warning Systems ..... 8
- II. Needs Assessment/Data Review ..... 11
  - A. ESSA School, District, State Comparison ..... 12
  - B. ESSA School-Level Data Review ..... 13
  - C. ESSA Subgroup Data Review ..... 14
  - D. Accountability Components by Subgroup ..... 17
  - E. Grade Level Data Review ..... 20
- III. Planning for Improvement ..... 21
- IV. Positive Culture and Environment ..... 29
- V. Title I Requirements (optional) ..... 32
- VI. ATSI, TSI and CSI Resource Review ..... 36
- VII. Budget to Support Areas of Focus ..... 37

## School Board Approval

This plan has not yet been approved by the Dade County School Board.

## 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:

<b>ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)</b>
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
<b>TARGETED SUPPORT AND IMPROVEMENT (TSI)</b>
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
<b>COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)</b>
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> <li>1. Have an overall Federal Index below 41%;</li> <li>2. Have a graduation rate at or below 67%;</li> <li>3. Have a school grade of D or F; or</li> <li>4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.</li> </ol>

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**

---

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

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

---

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

## 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**

Trellany Parrish-Gay

#### **Position Title**

Principal

#### **Job Duties and Responsibilities**

---

Provide strategic direction within the learning community to increase student achievement.

### **Leadership Team Member #2**

#### **Employee's Name**

Techie Guzman

#### **Position Title**

Assistant Principal

#### **Job Duties and Responsibilities**

---

Assist the principal with providing strategic direction within the learning community to increase student achievement.

### **Leadership Team Member #3**

**Employee's Name**

Himilse Cooper

**Position Title**

Instructional Coach

**Job Duties and Responsibilities**

---

Reinforce evidence-based practices implemented in the classrooms by providing personalized support with instructional staff.

### **Leadership Team Member #4**

**Employee's Name**

Xaimile Liccioni

**Position Title**

ELL Compliance Specialist

**Job Duties and Responsibilities**

---

Reinforce evidence-based practices implemented in the classrooms by providing personalized support with instructional staff. Govern and facilitate compliance of the English Language Learner program.

### **Leadership Team Member #5**

**Employee's Name**

Lissette Ramos

**Position Title**

K-12 Teacher

**Job Duties and Responsibilities**

---

Provide a student-centered learning environment that will address the needs of all learners. Serve as the professional development liaison between the school site and the District office.

### **Leadership Team Member #6**

**Employee's Name**

Jose Zabala

**Position Title**

K-12 Teacher

**Job Duties and Responsibilities**

---

Reinforce evidence-based practices implemented in the classrooms by providing personalized support with instructional staff

**Leadership Team Member #7**

**Employee's Name**

Caroline Lopez

**Position Title**

School Counselor

**Job Duties and Responsibilities**

---

Provide student services to learners in need.

## 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.*

---

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

### SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state 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))

---

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



## D. Demographic Data

<b>2024-25 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>ELEMENTARY PK-5</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2023-24 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2023-24 MINORITY RATE</b>	<b>98.7%</b>
<b>2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>100.0%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>YES</b>
<b>2023-24 ESSA IDENTIFICATION</b> *UPDATED AS OF 7/25/2024	<b>ATSI</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2023-24 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL) HISPANIC STUDENTS (HSP) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2023-24: C 2022-23: B* 2021-22: B 2020-21: 2019-20: B</b>

## 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	0	13	6	12	10	8				49
One or more suspensions	0	1	0	0	0	0				1
Course failure in English Language Arts (ELA)	0	0	11	22	3	7				43
Course failure in Math	0	0	13	16	4	13				46
Level 1 on statewide ELA assessment	0	0	0	11	25	26				62
Level 1 on statewide Math assessment	0	0	0	7	17	20				44
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	1	27	25	44						97
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		15	12	23	9					59

#### 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	0	0	9	24	18	47				98

#### 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	0	0	0	13	0	0				13
Students retained two or more times	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	19	18	9	15	12	19				92
One or more suspensions										0
Course failure in ELA		3	10	5	2	4				24
Course failure in Math		10	9	5	17	25				66
Level 1 on statewide ELA assessment				33	49	50				132
Level 1 on statewide Math assessment				23	42	64				129
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	30	38	45	46						281

**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		6	6	25	45	54				136

**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				7						7
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 *	47	63	57	60	60	53	65	62	56
ELA Grade 3 Achievement **	46	63	58	67	60	53			
ELA Learning Gains	52	64	60				64		
ELA Learning Gains Lowest 25%	50	62	57				55		
Math Achievement *	55	69	62	54	66	59	56	58	50
Math Learning Gains	48	65	62				60		
Math Learning Gains Lowest 25%	49	58	52				55		
Science Achievement *	41	61	57	57	58	54	49	64	59
Social Studies Achievement *								71	64
Graduation Rate								53	50
Middle School Acceleration								63	52
College and Career Readiness									80
ELP Progress	67	64	61	59	63	59	79		

\*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.

\*\*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)	ATSI
OVERALL FPPI – All Students	51%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	455
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
51%	60%	60%	45%		57%	56%

\* 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	28%	Yes	2	1
English Language Learners	50%	No		
Hispanic Students	50%	No		
Economically Disadvantaged Students	48%	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	32%	Yes	1	
English Language Learners	59%	No		
Hispanic Students	60%	No		



**2022-23 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
Economically Disadvantaged Students	59%	No		

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
Students With Disabilities	52%	No		
English Language Learners	58%	No		
Native American Students				
Asian Students				
Black/African American Students				
Hispanic Students	61%	No		
Multiracial 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%
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	59%	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	47%	46%	52%	50%	55%	48%	49%	41%					67%
Students With Disabilities	18%	16%	38%		23%	34%	30%	10%					56%
English Language Learners	47%	44%	50%	49%	57%	50%	50%	39%					67%
Hispanic Students	47%	47%	51%	50%	55%	48%	48%	41%					67%
Economically Disadvantaged Students	42%	38%	50%	57%	53%	46%	41%	39%					69%

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	60%	67%			54%			57%					59%
Students With Disabilities	30%	43%			22%			23%					44%
English Language Learners	58%	68%			54%			51%					62%
Hispanic Students	60%	66%			54%			57%					62%
Economically Disadvantaged Students	57%	64%			52%			55%					65%

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	65%		64%	55%	56%	60%	55%	49%					79%
Students With Disabilities	43%		52%	50%	45%	65%	60%	33%					68%
English Language Learners	59%		65%	56%	54%	59%	51%	41%					79%
Native American Students													
Asian Students													
Black/African American Students													
Hispanic Students	65%		65%	55%	57%	60%	55%	49%					79%
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students	63%		64%	54%	55%	58%	54%	44%					78%

## 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.

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	35%	56%	-21%	55%	-20%
Ela	4	33%	55%	-22%	53%	-20%
Ela	5	34%	56%	-22%	55%	-21%
Math	3	54%	65%	-11%	60%	-6%
Math	4	43%	62%	-19%	58%	-15%
Math	5	35%	59%	-24%	56%	-21%
Science	5	30%	53%	-23%	53%	-23%

### 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?

---

When reviewing our data, our proficiency areas did not increase but Math was able to maintain their proficiency. Through the use of collaborative planning sessions, differentiated instruction and intervention, students performed similarly during the 23-24 school year at 55% to the 22-23 school year at 54%.

##### 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 with the lowest performance was Science at 41%. The students that entered fifth grade were part of the lowest performing cohort. Fifth grade implemented the EduSmart program and IXL during the 2023-2024 school year and Science tutoring was offered strategically to students from February to May 2024.

##### Greatest Decline

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

---

Lowest performing ELA (G3); contributing factors could be students falling into the learning loss experienced during the pandemic in the primary grades.

The Leadership Team determined that ELA instructional strategies weren't effectively implemented across grade-levels and content areas to properly address the academic needs of the students. Additionally, the Intervention program and Tutoring started later in the year. Results demonstrated a need for earlier implementation.

##### 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 FAST 3-5 Reading results demonstrated the greatest gap when compared to the State of Florida.

Several factors included transition to computer from paper-based, lack of interactivity with text, length of the passages, vocabulary and relatability. In the 2024 PM3 FAST assessment students in grade 3 scored 46% proficiency, students in grade 4 scored 49% proficiency and students in grade 5 scored 48% proficiency.

### **EWS Areas of Concern**

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

---

The Leadership Team determined that schoolwide attendance continued to be a significant area of concern to address during the 2024-2025 school year.

### **Highest Priorities**

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

---

1. Increasing instructional staff's understanding of the B.E.S.T. Standards across grade-levels to ensure students are proficient in Reading and make learning gains
2. Increasing instructional staff's understanding of the B.E.S.T. Standards across grade-levels to ensure students are proficient in Science
3. Providing effective instructional strategies to address the academic needs of ESE students across all grade-levels and content areas
4. Improving student attendance across all grade-levels
5. Enhancing teachers' knowledge of the Multi-Tiered System of Supports (MTSS) process to ensure the needs of underperforming students (including ELL students) are addressed



## 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.

### ESSA Subgroups specifically relating to Students With Disabilities (SWD)

#### 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.

---

The 2024 ELA Proficiency was 47% compared to the 2023 ELA proficiency which was 65%. Based on the data, our critical need is improving proficiency for students in the Lowest 25th percentile in ELA and Learning Gains. Based on the data, we will implement interventions with fidelity and monitor students who may need additional support through Rtl to ensure we increase proficiency with the lowest 25th percentile in ELA. Additionally, data demonstrated that students with disabilities have been demonstrating a decline in performance from 32% in 2022-2023 to 28% in 2023-2024.

#### 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.

---

As we implement Interventions/Rtl, our goal is to increase the percentage of students scoring at grade level or above in English Language Arts (ELA) from 47% to 52% by the 2025 PM 3 FAST administration. By comparing our school's ELA achievement of 47% to the state's achievement of 57%, we can see that fidelity of intervention will help us reach our goal.

#### 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.

---

Teachers in grades K-5 will take part in intervention training. Learning walks will be organized during intervention instruction, and differentiated instruction will be implemented with care and accuracy. The administration will conduct walkthroughs to ensure the effective implementation of intervention, learning walks, and differentiated instruction. Additionally, the administration will monitor the progress of students in the lowest 25th percentile in ELA.

#### Person responsible for monitoring outcome

Techie Guzman

#### 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:**

Within the Targeted Element of ELA, our school will focus on the evidence-based strategy: Intervention/Response to Intervention. Response to Intervention (RtI) is a multitiered approach to the early identification and support of students with learning needs. The RtI process begins with high-quality instruction and universal screening of all children in the general education classroom and includes providing aligned interventions and ongoing progress monitoring. Students identified as needing intervention in grades K-5, will receive daily instruction utilizing the Horizons Reading program.

**Rationale:**

Interventions/RtI will ensure that students receive the additional support needed in reading to become skilled readers. It will also ensure that teachers provide targeted instruction for intervention to improve students' decoding, phonics, and reading comprehension abilities. According to our 2024 FAST data, the learning gains of students in the lowest 25th percentile in ELA need improvement. With the implementation of Interventions/RtI, the percentage of students scoring at or above grade level in ELA should increase.

**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 Practice

**Person Monitoring:**

Himilse Cooper

**By When/Frequency:**

9/27/2024

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

During the weekly ELA Collaborative Planning meetings, teachers will be provided with ELA instructional strategies and intervention strategies to implement during class instruction. Data will be analyzed to pinpoint areas of concern, and a plan of action will be devised to address these concerns during classroom instruction.

**Action Step #2**

Intervention Training

**Person Monitoring:**

Himilse Cooper

**By When/Frequency:**

9/27/2024

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

In September, during GLP, K-5 reading teachers of tier 2 and tier 3 students will participate in a

refresher training on the Reading Horizons intervention provided by our reading coach, Ms. Cooper. As a result, teachers will implement the Reading Horizons intervention program with fidelity, following the updated district guidelines and recommendations.

### **Action Step #3**

Learning Walks

#### **Person Monitoring:**

Himilse Cooper

#### **By When/Frequency:**

9/27/2024

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

Learning Walks will be scheduled by September 30th to plan and carry out differentiated instruction and intervention during intervention time.

### **Area of Focus #2**

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

#### **Instructional Practice specifically relating to Benchmark-aligned instruction**

##### **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.

The Science Achievement scores in 2024 were 42%, a decrease from the 57% achieved in 2023, representing a 15 percentage point decline. Our main priority is to review Benchmark-Aligned Science Instruction for fifth-grade 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.

During the 2023-2024 school year, in the area of Science, the state scored 53% while the school scored 41%. With the implementation of Standards-Aligned Instruction, we will increase the number of students earning a level 3 or above by 9 percentage points on the grade 5 2024-2025 Science State Assessment from 41% to 50%.

##### **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.

Teachers in grades 3-5 will participate in EduSmart training sessions. Learning walks during science instruction will be planned, and differentiated instruction will be implemented with fidelity. The administration will conduct walkthroughs to ensure the effective implementation of EduSmart, learning walks, and differentiated instruction.

##### **Person responsible for monitoring outcome**

Techie Guzman

**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:**

Benchmark-Aligned Instruction involves teachers delivering lessons that are based on specific standards and making sure that all student work and teaching methods are in line with those standards. Teachers will present planned lessons to help students meet the requirements of the standards. Students will demonstrate their understanding of the lesson objectives through their assignments. The EduSmart program, which aligns with the NGSSS benchmarks, will be used for Science instruction in grades 3-5.

**Rationale:**

Benchmark-Aligned Instruction will ensure that students are receiving instruction aligned with the NGSSS. Based on our 2024 Florida Statewide Science data, the Science Achievement data needs improvement.

**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**

EduSmart Training

**Person Monitoring:**

Techie Guzman

**By When/Frequency:**

September 27, 2024

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

Science teachers in grades 3-5 will take part in an initial training by EduSmart. This training will enable teachers to implement the program using the EduSmart standards-aligned resources.

**Action Step #2**

Implementation of EduSmart

**Person Monitoring:**

Techie Guzman

**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 EduSmart program will be implemented with fidelity for students in grades 3-5. As a result, teachers will be incorporating EduSmart standards-aligned resources for instruction, reteaching, enrichment and assessment to improve Science achievement.

**Action Step #3**

Differentiated Instruction

**Person Monitoring:**

Techie Guzman

**By When/Frequency:**

September 27, 2024

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

Science teachers will use differentiated instruction based on baseline data and topic assessments. This will allow teachers to target students' standards needing improvement to enhance science achievement.

**Area of Focus #3**

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

**Instructional Practice specifically relating to ELA required by RAISE (specific questions)****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 the data analysis, our school will focus on the implementation of Benchmarks-Based Collaborative Planning. The implementation of Benchmarks-Based collaborative planning was identified as a critical need due to the decrease in ELA proficiency. ELA proficiency decreased by 18%, 65% in 2023 FSA to 47% in 2024 FAST Assessment. This data makes it evident that we must improve Benchmarks-Based collaborative planning to move students toward proficiency.

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


---

Based on the data analysis, our school will focus on the implementation of Benchmarks-Based Collaborative Planning. The implementation of Benchmarks-Based Collaborative Planning was identified as a critical need as 52% of our rising kindergarten students are scoring below the 40th percentile in Early Literacy, 50% of our first grade students are scoring below the 40th percentile in Early Literacy and 51% of second-grade students are students are scoring below the 40th percentile in Reading on the FAST PM3 assessment.

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


---

Based on the data analysis, our school will focus on the implementation of Benchmarks-Based Collaborative Planning. The implementation of Benchmarks-Based collaborative Planning was identified as a critical need due to the decrease in ELA proficiency. ELA proficiency decreased by 18%, 65% in 2023 FSA to 47% in 2024 FAST Assessment. School level data indicated that 60% of third grade students scored below a level 3, 64% of fourth grade students scored below a level 3 and 62% of fifth grade students scored below a level 3 on the FAST PM3 assessment. This data makes it

evident that we must improve Benchmarks-Based Collaborative Planning to move students toward proficiency.

### **Grades K-2: Measurable Outcome(s)**

---

If we successfully implement Benchmarks-Based Collaborative Planning, the number of students scoring below the 40th percentile will decrease by 10% in Kindergarten, first and second grade by the 2024-2025 PM3 FAST assessment.

### **Grades 3-5: Measurable Outcome(s)**

---

If we successfully implement Benchmarks-Based Collaborative Planning, the number of students scoring below the 40th percentile will decrease by 10% in grades 3-5 by the 2024-2025 PM3 FAST 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.

---

Our Instructional coach will lead Benchmarks-Based Collaborative Planning sessions on a weekly basis focusing on benchmarks-aligned instruction. Administrative walkthroughs will be conducted to ensure that targeted benchmarks-aligned instruction is being implemented effectively. Furthermore, online biweekly assessment data will be closely monitored to track the progress of all students. Data analysis will be carried out during leadership team meetings and collaborative planning to track data, align resources, share best practices, and make instructional adjustments as needed. Additionally, targeted students will be offered extended learning opportunities or enrichment based on assessment data.

### **Person responsible for monitoring outcome**

Techie Guzman

### **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:**

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

### **Rationale:**

Collaborative Planning improves collaboration among teachers and promotes learning, insights, and

constructive feedback that occur during professional discussions among teachers. Benchmark-Aligned lessons, units, materials, and resources are improved when teachers work on them collaboratively.

**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 Sessions

**Person Monitoring:**

Himilse Cooper

**By When/Frequency:**

9/27/2024

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

The literacy coach will lead weekly collaborative planning sessions that include data analysis. These sessions will give teachers the chance to work together during the school day, make connections, and improve their teaching skills. As a result, teachers will be able to provide clear, benchmark-aligned instruction.

**Action Step #2**

Leadership Team Meetings

**Person Monitoring:**

Trellany Parrish-Gay

**By When/Frequency:**

9/27/2024

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

Leadership team meetings will be used to analyze data from FAST PM1 and develop a plan of action needed to ensure academic success. As a result, the literacy coach will provide support based on the needs of the teacher.

**Action Step #3**

Administration & Collaborative Planning

**Person Monitoring:**

Trellany Parrish-Gay

**By When/Frequency:**

9/27/2024

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

The Administrative team will participate in weekly collaborative planning sessions to ensure that teachers are designing instruction aligned with benchmarks, analyzing data, conducting product reviews, and sharing best practices. This will allow the administrative team to identify teachers who may need additional support in the classroom. Professional development opportunities will be provided based on the identified needs.

## IV. Positive Culture and Environment

## Area of Focus #1

Student Attendance

### 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.

---

During the 2023-2024 school year, the percentage of students with 10 absences or less decreased by 7 points, declining from 58% to 51% compared to the previous 2022-2023 school year. It is important for students to be present in order to learn. Therefore, it is suggested to introduce additional celebratory events to acknowledge students who achieve perfect attendance on a monthly basis.

### 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.

---

If we successfully implement the Targeted Elements of the Early Warning System , then students with 10 or more absences will continue to decrease by 6 percentage points (51% to 45%) by June 2025. This will in turn affect academic performance since students will be present and learn.

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

### Person responsible for monitoring outcome

Techie Guzman

### 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:

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

#### Rationale:

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



**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

**Action Step #1**

ARC Committee

**Person Monitoring:**

Techie Guzman

**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 administration will establish the Attendance Review Committee by August 15, 2024.

**Action Step #2**

Procedures ARC

**Person Monitoring:**

Techie Guzman

**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 administration will identify individuals and outline expectations of the Attendance Review Committee by September 30, 2024

**Action Step #3**

Student Incentives

**Person Monitoring:**

Techie Guzman

**By When/Frequency:**

September 27, 2024

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

Students with perfect attendance each month will be provided an incentive. Monthly activities will be scheduled for these students.

## 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.

---

The School Improvement Plan (SIP) will be shared with stakeholders through various channels, including parent meetings, faculty meetings, and the school website. A faculty meeting is scheduled for August 21, 2024, to review the SIP and gather input and feedback. Additionally, an EESAC meeting will take place on the same day to review the SIP and receive stakeholder feedback. Parents and stakeholders will also have the opportunity to learn about our SIP action plan during the Title 1 Annual Meeting on September 11, 2024. A copy of the SIP will be available for parents in the Parent Resource Room and on the school website at kpeschool.net.

#### 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))

---

All school updates and details will be available on our school website at kpeschool.net. On the 1st of each month, a school events calendar will be sent out to inform parents and stakeholders of upcoming activities. On August 21, 2024, the faculty will discuss and propose family involvement activities to be included in the school calendar to increase parental engagement. On August 12, 2024, the administration and faculty will discuss the implementation of "Terrific Tuesdays." This initiative will involve teachers informing a few selected parents about their child's accomplishments in class every Tuesday.

#### 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))

---

The ELA and Science curriculum will be enhanced through continuous professional development to ensure that teaching methods and subject knowledge are integrated into the curriculum. Regular reviews of the curriculum and teaching methods will be shared with the staff. Additionally, diverse techniques will be introduced to meet the individual needs of the students. Enrichment will be provided through the use of technology and resources to improve students' understanding and engagement.

**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))

---

Not Applicable

## **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))

---

Kinloch Park Elementary has a School Counselor available daily and a Mental Health Coordinator at the school twice a week. The School Counselor provides Tier 1 services, which include Individual Counseling, Whole Classroom presentations, and Groups/Mediation. Referrals to the School Counselor can be made by Administration, parents, teachers, and students, who can also self-refer. In crisis situations, the School Counselor collaborates with the Administration for immediate intervention. Referrals for Tier 2 and Tier 3 Mental Health Services are directed to the on-site Mental Health Coordinator for further support. When necessary, referrals are made to M-DCPS contracted Mental Health Services or to community agencies.

#### **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))

---

Not Applicable

#### **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)).

---

Implementing a schoolwide tiered model for behavior support and early intervening services, in coordination with IDEA requirements, requires a committed and collaborative effort from all stakeholders. The goal is to create a positive and inclusive school environment that supports the academic and behavioral success of all students. Teachers and staff collect, analyze, and monitor student data. A multi-tiered system of support is provided to the students in the classroom. Parent meetings are held to discuss student progress and interventions when needed. Student services under IDEA are provided by the ESE teacher through support facilitation or co-teaching services.

#### **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)).

---

Professional development opportunities are offered to teachers, paraprofessionals, and other school staff during faculty meetings and Collaborative Planning sessions. Data from the initial professional development survey assists in planning and organizing these sessions.

### **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))

---

Parents are given a school tour and information about the services provided to help with the transition into the school setting. Once at school, the teachers and paraprofessionals establish a class routine for the students to follow. They also teach the students how to meet the expectations in the classroom. Additionally, the students experience a full day of school to prepare for their elementary education.

## **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.

---

Resources provided by the district will be used to meet the needs of the Students with Disabilities.

### **Specifics to Address the Need**

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

---

Horizon's and Elevate are district resources that provide data throughout instruction. The use of the Intervention program, done with fidelity, is proven to help students diminish the learning gap. Student's data will be analyzed weekly during collaborative planning.

## 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