

Miami-Dade County Public Schools

Dr. Rolando Espinosa K 8 Center



2021-22 Schoolwide Improvement Plan

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Dr. Rolando Espinosa K 8 Center

11250 NW 86TH ST, Doral, FL 33178

<http://drek8.dadeschools.net>**Demographics****Principal: Phil Mato A**

Start Date for this Principal: 7/19/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	41%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (60%) 2017-18: A (64%) 2016-17: B (59%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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 Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-8	No	45%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	95%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	A

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<https://www.floridacims.org>.

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The Mission of Dr. Rolando Espinosa K-8 Center is to provide an enriching educational environment where students can excel in academics, be responsible citizens, and become successful future leaders in our global society. With the collaboration of the faculty, staff, parents, and community we encourage and guide each of our students to strive for excellence.

Provide the school's vision statement.

The Vision of Dr. Rolando Espinosa K-8 Center is to provide a positive learning environment for all students in order for them to achieve their maximum potential as future leaders in our society.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Barros, Cristina	Teacher, PreK	<p>The School Leadership Team (SLT) meets on a regular basis to discuss trends, strategies, assessments, data, and interventions. Ms. Barros will review grade level appropriate data and identify Tier 2 and Tier 3 students to guide the developing of intervention groups. She will collaborate with teachers on data findings and provide feedback for appropriate planning and data-driven instruction. Additionally, the SLT will lead and support core content instruction/programs and identify systematic patterns of student's needs. Furthermore, as the Professional Learning Support Team (PLST) Leader, Ms. Barros will support and assist the school administration with planning and implementation of a site-based professional development plan. Other duties and responsibilities include Grade Level Chairperson for Pre-Kindergarten and Kindergarten. As Grade Level Chairperson she will utilize data to identify strengths and challenges of grade level (Pre-K, Kindergarten) performance, disseminate information to the grade level team, provide professional development for grade level teachers as appropriate and applicable, and lead weekly collaboration meetings with grade level.</p>
Rodriguez, Estela	Assistant Principal	<p>The Assistant Principal will support the principal in the administrative operations of a school. As part of the School Leadership Team (SLT) the Assistant Principal will monitor the MTSS/Rtl process with fidelity, identify students needs based on trending data and initiate support of interventions that provide remediation in alignment and in addition to effective core instruction for the Lower Academy. Identify and analyze Tier 2 and Tier 3 intervention groups and develop intervention schedules as needed. Additionally, the Assistant Principal will support in developing, implementing, and monitoring that instructional framework that aligns curriculum with state standards, effective instructional practices, and reflects student learning needs and assessments. Furthermore, conducting weekly meetings with the teachers that allow for collaborative conversations and provide appropriate feedback for the implementation of data-driven instruction.</p>
Faehnle, Allison	Reading Coach	<p>The Reading Coach meets on a weekly basis with administration and the SLT to discuss professional development, reading issues, trends, strategies, assessments, data, and interventions to improve literacy instruction. Ms. Faehnle will encourage school-wide literacy initiatives across all content areas and provide resources operate and implement programs and initiatives effectively. She will assist with the instructional decision-making and strategic planning set forth by the administrative team. The Reading Coach, in collaboration with the SLT, will create schoolwide focus on literacy by organizing model classrooms, conferencing with teachers and administrators to provide professional development. In addition, Ms. Faehnle will maintain a connection with the MTSS/Rtl process by utilizing the MTSS problem solving approach to ensure that a multi-tiered system of reading support is present and effective. Additionally, the Reading Coach, along with the SLT, will identify students and analyze Tier 2 and Tier 3 intervention groups and develop intervention schedules, collaborate with teachers in disaggregating,</p>

Name	Position Title	Job Duties and Responsibilities
		analyzing, and interpreting data, and provide feedback and information for the appropriate implementation of strategies and data-driven instruction.
Marcelo, Lisa	Teacher, K-12	<p>The School Leadership Team (SLT) meets on a regular basis to discuss trends, strategies, assessments, data, and interventions. Ms. Marcelo will review grade level appropriate data and identify Tier 2 and Tier 3 students to guide the developing of intervention groups. She will collaborate with teachers on data findings and provide feedback for appropriate planning and data-driven instruction. The SLT will also lead and support core content instruction/programs and identify systematic patterns of student's needs. Additionally, as the Professional Learning Support Team (PLST) Instructional Coach/Content Expert, Ms. Marcelo will support and assist the teachers with collaborative planning and promote collaborative conversations to ensure all teachers are providing quality instruction and implementing best practices that are aligned with the B.E.S.T. (K-3) and Florida Standards (4-8). Other duties and responsibilities include Grade Level Chairperson for fifth grade. As grade level chairperson she will use data to identify strengths and challenges of grade level (fifth grade) performance, disseminate information to the grade level team, provide professional development for grade level teachers as appropriate and applicable, and lead weekly collaboration meetings with grade level.</p>
Gutierrez, Janet	Teacher, K-12	<p>The School Leadership Team (SLT) meets on a regular basis to discuss trends, strategies, assessments, data, and interventions. Ms. Gutierrez will review grade level appropriate data and identify Tier 2 and Tier 3 students to guide the developing of intervention groups. She will collaborate with teachers on data findings and provide feedback for appropriate planning and data-driven instruction. Additionally, the SLT will lead and support core content instruction/programs and identify systematic patterns of student's needs. Additionally, as the Professional Learning Support Team (PLST) Mentor Leader, Ms. Gutierrez will model lessons and support novice teachers in context of practice. She will assist the teachers in planning and communication, support professional growth, and assess understanding and progress. Furthermore, as Math Liaison, Ms. Gutierrez will assist and support student progress in math as well as keep teachers up-to-date with resources to support and facilitate math instruction. Ms. Gutierrez will utilize math data to identify strengths and challenges of grade level performance, disseminate math information to the grade level team, provide professional development for grade level teachers as appropriate and applicable.</p>
	Assistant Principal	<p>The Assistant Principal will support the principal in the administrative operations of a school. As part of the School Leadership Team (SLT) the Assistant Principal will monitor the MTSS/RtI process with fidelity, identify students needs based on trending data and initiate support of interventions that provide remediation in alignment and in addition to effective core instruction for the Upper Academy. Identify and analyze Tier 2 and Tier 3 intervention groups and develop intervention schedules. Additionally, the</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Assistant Principal will support in developing, implementing, and monitoring that instructional framework that aligns curriculum with state standards, effective instructional practices, and reflects student learning needs and assessments. Furthermore, conducting weekly meetings with the teachers that allow for collaborative conversations and provide appropriate feedback for the implementation of data-driven instruction.</p>
Pena, Aylem	Teacher, K-12	<p>The School Leadership Team (SLT) meets on a regular basis to discuss trends, strategies, assessments, data, and interventions. Ms. Pena will review grade level appropriate data and identify Tier 2 and Tier 3 students to guide the developing of intervention groups. She will collaborate with teachers on data findings and provide feedback for appropriate planning and data-driven instruction. Additionally, the SLT will lead and support core content instruction/programs and identify systematic patterns of student's needs. Provide feedback and information for the appropriate implementation of strategies and data-driven instruction. Other duties and responsibilities include Grade Level Chairperson for second grade. As grade level chairperson she will use data to identify strengths and challenges of grade level (second grade) performance, disseminate information to the grade level team, provide professional development for grade level teachers as appropriate and applicable, and lead weekly collaboration meetings with grade level.</p>
Perez, Ana	ELL Compliance Specialist	<p>The ESOL Chairperson will plan, organize, and provide support for all ESOL teachers, programs, and activities. She will ensure that all documents are in compliance and meet state and federal standards. She will maintain complete and accurate records of LEP plans and assist teachers in conducting meetings as needed. Ms. Perez will provide supportive learning strategies and monitor the implementation of ESOL strategies in the classroom and in daily lessons. Additionally, she will offer support to teachers by offering Content Curriculum in Home Language (CCHL) to facilitate the learning of content areas for ELL students and maximize student achievement.</p>
Colella, Catalina	School Counselor	<p>As part of the SLT, the school counselor will assist in individual student academic planning and goal setting. She will provide school counseling classroom lessons based on student success standards. Attend to short-term counseling to students and address referrals for long-term support. Additionally, Ms. Colella will collaborate with families/teachers/ administrators/ community and the mental health coordinator to advocate for students at individual educational plan meetings and other student-focused meetings. Furthermore, she will meet on a regular basis with the Administrative Team to discuss trends, strategies, assessments, data, and interventions. Collaborate with teachers in disaggregating, analyzing, and interpreting data focusing on achievement and opportunities for all students</p>

Name	Position Title	Job Duties and Responsibilities
Perez, Mislady	Teacher, K-12	The School Leadership Team (SLT) meets on a regular basis to discuss trends, strategies, assessments, data, and interventions. Ms. Perez will review grade level appropriate data and identify Tier 2 and Tier 3 students to guide the developing of intervention groups. She will collaborate with teachers on data findings and provide feedback for appropriate planning and data-driven instruction. Other duties and responsibilities include Grade Level Chairperson for First Grade. As Grade Level Chairperson she will use data to identify strengths and challenges of grade level (first grade) performance, disseminate information to the grade level team, provide professional development for grade level teachers as appropriate and applicable, and lead weekly collaboration meetings with grade level.
Pelayo, Elena	Teacher, K-12	The School Leadership Team (SLT) meets on a regular basis to discuss trends, strategies, assessments, data, and interventions. Ms. Pelayo will collaborate with teachers in disaggregating, analyzing, and interpreting data. She will provide feedback and information for the appropriate implementation of strategies and data-driven instruction. Other duties and responsibilities include Grade Level Chairperson for Third Grade. As Grade Level Chairperson she will use data to identify strengths and challenges of grade level (third grade) performance, disseminate information to the grade level team, provide professional development for grade level teachers as appropriate and applicable, monitor and assist with Third Grade Portfolios, and lead weekly collaboration meetings with grade level.
Gallardo-Wells, Carmen	Teacher, K-12	The School Leadership Team (SLT) meets on a regular basis to discuss trends, strategies, assessments, data, and interventions. Ms. Gallardo-Wells will collaborate with teachers in disaggregating, analyzing, and interpreting data. She will provide feedback and information for the appropriate implementation of strategies and data-driven instruction. Furthermore, as Grade Level Chairperson for Fourth Grade and Gifted Liaison for the Lower Academy, Ms. Gallardo-Wells will conduct Educational Plan (EP) meetings to assist and support student progress and ensure the students' needs are being met. As Grade Level Chairperson she will use data to identify strengths and challenges of grade level (fourth grade) performance, disseminate information to the grade level team, provide professional development for grade level teachers as appropriate and applicable, and lead weekly collaboration meetings with grade level.
Rodriguez, Richard	Teacher, K-12	The School Leadership Team (SLT) meets on a regular basis to discuss trends, strategies, assessments, data, and interventions. Mr. Rodriguez will collaborate with teachers in disaggregating, analyzing, and interpreting data. He will provide feedback and information for the appropriate implementation of strategies and data-driven instruction. Other duties and responsibilities include Grade Level Chairperson for Seventh Grade. As Grade Level Chairperson she will use data to identify strengths and challenges of grade level (seventh grade) performance, disseminate information to the grade level team, provide professional development for grade level teachers as

Name	Position Title	Job Duties and Responsibilities
		appropriate and applicable, and lead weekly collaboration meetings with grade level.
Mato, Phil	Principal	The Principal, along with Administrative Team, will collaborate with teachers in disaggregating, analyzing, and interpreting data. Additionally, he will assess teaching methods, monitor student achievement, engage in parental involvement, and oversee facilities and emergency response procedures. Mr. Mato will ensure the collaboration and weekly meetings of the SLT are conducted and interventions are monitored with fidelity focusing on student achievement and opportunities provided for learner progress of all students. Additionally, the principal ensures District mandated, research-based professional development strategies and initiatives are disseminated to the faculty and delivered accordingly.
Machuca, Jaqueline	Teacher, K-12	The School Leadership Team (SLT) meets on a regular basis to discuss trends, strategies, assessments, data, and interventions. Ms. Machuca will collaborate with teachers in disaggregating, analyzing, and interpreting data. She will provide feedback and information for the appropriate implementation of strategies and data-driven instruction. Other duties and responsibilities include Grade Level Chairperson for Eighth Grade. As Grade Level Chairperson she will use data to identify strengths and challenges of grade level (eighth grade) performance, disseminate information to the grade level team, provide professional development for grade level teachers as appropriate and applicable, and lead weekly collaboration meetings with grade level.
Bailey, Lori	Assistant Principal	The Assistant Principal will support the principal in the administrative operations of a school. As part of the School Leadership Team (SLT) the Assistant Principal will monitor the MTSS/RtI process with fidelity, identify students needs based on trending data, and initiate support of interventions that provide remediation in alignment and in addition to effective core instruction for the Upper Academy. Identify and analyze Tier 2 and Tier 3 intervention groups and develop intervention schedules. Additionally, the Assistant Principal will support in developing, implementing, and monitoring that instructional framework that aligns curriculum with state standards, effective instructional practices, and reflects student learning needs and assessments. Furthermore, conducting weekly meetings with the teachers that allow for collaborative conversations and provide appropriate feedback for the implementation of data-driven instruction.

Demographic Information

Principal start date

Monday 7/19/2021, Phil Mato A

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

14

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

37

Total number of teacher positions allocated to the school

61

Total number of students enrolled at the school

799

Identify the number of instructional staff who left the school during the 2020-21 school year.

4

Identify the number of instructional staff who joined the school during the 2021-22 school year.

1

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	30	60	63	79	84	102	101	138	142	0	0	0	0	799	
Attendance below 90 percent	3	9	9	10	5	9	15	21	23	0	0	0	0	104	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	1	4	1	2	6	25	19	0	0	0	0	58	
Course failure in Math	0	0	2	1	2	4	10	33	31	0	0	0	0	83	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	3	20	36	40	0	0	0	0	99	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	3	27	44	31	0	0	0	0	105	
Number of students with a substantial reading deficiency	0	14	23	42	26	38	53	73	89	0	0	0	0	358	
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	0		

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	1	3	0	4	23	46	46	0	0	0	0	123

The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	2	0	0	0	2	6	0	0	0	0	10	
Students retained two or more times	0	0	0	0	0	0	0	1	0	0	0	0	0	1	

Date this data was collected or last updated

Monday 7/19/2021

2020-21 - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - Updated**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	74	81	93	101	113	135	153	143	161	0	0	0	0	1054	
Attendance below 90 percent	10	10	10	5	9	15	20	19	23	0	0	0	0	121	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	1	3	1	2	6	24	12	21	0	0	0	0	70	
Course failure in Math	0	2	1	2	4	10	32	24	35	0	0	0	0	110	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	3	20	37	40	41	0	0	0	0	141	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	3	30	43	33	32	0	0	0	0	141	

The number of students with two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	1	2	1	4	23	44	40	52	0	0	0	0	167	

The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	2	0	0	1	2	6	0	0	0	0	11	
Students retained two or more times	0	0	0	0	0	0	0	1	0	0	0	0	0	1	

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				56%	63%	61%	59%	62%	60%
ELA Learning Gains				56%	61%	59%	62%	61%	57%
ELA Lowest 25th Percentile				42%	57%	54%	60%	57%	52%
Math Achievement				64%	67%	62%	67%	65%	61%
Math Learning Gains				67%	63%	59%	65%	61%	58%
Math Lowest 25th Percentile				53%	56%	52%	56%	55%	52%
Science Achievement				44%	56%	56%	53%	57%	57%
Social Studies Achievement				76%	80%	78%	79%	79%	77%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	51%	60%	-9%	58%	-7%
Cohort Comparison						
04	2021					
	2019	54%	64%	-10%	58%	-4%
Cohort Comparison		-51%				
05	2021					
	2019	46%	60%	-14%	56%	-10%
Cohort Comparison		-54%				
06	2021					
	2019	39%	58%	-19%	54%	-15%
Cohort Comparison		-46%				
07	2021					
	2019	39%	56%	-17%	52%	-13%
Cohort Comparison		-39%				
08	2021					
	2019	41%	60%	-19%	56%	-15%
Cohort Comparison		-39%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	44%	67%	-23%	62%	-18%
Cohort Comparison						
04	2021					
	2019	59%	69%	-10%	64%	-5%
Cohort Comparison		-44%				
05	2021					
	2019	56%	65%	-9%	60%	-4%
Cohort Comparison		-59%				
06	2021					
	2019	49%	58%	-9%	55%	-6%
Cohort Comparison		-56%				
07	2021					
	2019	35%	53%	-18%	54%	-19%
Cohort Comparison		-49%				
08	2021					
	2019	70%	40%	30%	46%	24%
Cohort Comparison		-35%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	38%	53%	-15%	53%	-15%
Cohort Comparison						
08	2021					
	2019	25%	43%	-18%	48%	-23%
Cohort Comparison		-38%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	68%	32%	67%	33%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	64%	73%	-9%	71%	-7%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	98%	63%	35%	61%	37%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	54%	46%	57%	43%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The progress monitoring tool utilized to compile the data below for ELA and Mathematics in grades one through eighth by grade level and subgroup was i-Ready. The data displayed below is the percent of students proficient based on i-Ready diagnostic results. Additionally, the data displayed for fifth and eighth grade Science along with the Civics data was compiled from the Performance Matters platform.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	43.5%	56.5%	73.5%
	Economically Disadvantaged	42.9%	52.4%	63.4%
	Students With Disabilities	22.2%	11.1%	33.3%
	English Language Learners	23.8%	28.6%	52.4%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	36.2%	43.5%	69.1%
	Economically Disadvantaged	33.3%	38.1%	61.0%
	Students With Disabilities	33.3%	22.2%	33.3%
	English Language Learners	23.8%	28.6%	52.4%
Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	36.9%	42.9%	47.7%
	Economically Disadvantaged	23.1%	36.8%	43.6%
	Students With Disabilities	0.0%	0.0%	0.0%
	English Language Learners	25.0%	0.0%	12.5%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	25.8%	28.1%	46.9%
	Economically Disadvantaged	18.4%	25.6%	44.7%
	Students With Disabilities	0.0%	0.0%	0.0%
	English Language Learners	25.0%	N/A	42.9%

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	44.3%	57.0%	68.8%
	Economically Disadvantaged	44.7%	62.2%	71.1%
	Students With Disabilities	0.0%	0.0%	0.0%
	English Language Learners	40.0%	27.3%	45.5%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	18.8%	38.0%	56.4%
	Economically Disadvantaged	13.2%	36.8%	54.1%
	Students With Disabilities	0.0%	0.0%	0.0%
	English Language Learners	9.1%	18.2%	60.0%
Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	35.4%	35.4%	50.6%
	Economically Disadvantaged	26.0%	25.5%	44.0%
	Students With Disabilities	11.1%	0.0%	0.0%
	English Language Learners	9.1%	9.1%	45.5%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	25.6%	39.7%	50.6%
	Economically Disadvantaged	16.0%	27.7%	40.0%
	Students With Disabilities	11.1%	11.1%	0.0%
	English Language Learners	18.2%	36.4%	63.6%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	28.6%	38.5%	50.0%
	Economically Disadvantaged	20.7%	34.5%	48.2%
	Students With Disabilities	0.0%	0.0%	0.0%
	English Language Learners	0.0%	15.4%	16.7%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	20.4%	35.9%	50.5%
	Economically Disadvantaged	14.0%	29.3%	47.3%
	Students With Disabilities	7.1%	0.0%	0.0%
	English Language Learners	7.7%	15.4%	46.2%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	0.0%	22.0%	0.0%
	Economically Disadvantaged	0.0%	20.0%	0.0%
	Students With Disabilities	0.0%	0.0%	0.0%
	English Language Learners	0.0%	10.0%	0.0%
Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	31.0%	38.4%	50.4%
	Economically Disadvantaged	27.3%	31.8%	48.3%
	Students With Disabilities	5.9%	11.8%	16.7%
	English Language Learners	3.1%	6.5%	10.3%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	20.0%	33.9%	46.3%
	Economically Disadvantaged	16.9%	29.3%	44.8%
	Students With Disabilities	0.0%	7.1%	0.0%
	English Language Learners	3.1%	11.1%	15.4%

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	34.5%	35.1%	30.0%
	Economically Disadvantaged	32.8%	25.0%	23.4%
	Students With Disabilities	14.3%	15.4%	22.2%
	English Language Learners	20.0%	7.7%	12.0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	31.4%	34.7%	40.9%
	Economically Disadvantaged	26.2%	31.6%	31.7%
	Students With Disabilities	0.0%	15.4%	15.4%
	English Language Learners	11.5%	20.0%	23.1%
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0.0%	61.0%	0.0%
	Economically Disadvantaged	0.0%	58.0%	0.0%
	Students With Disabilities	0.0%	46.0%	0.0%
	English Language Learners	0.0%	43.0%	0.0%

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	27.2%	26.2%	32.4%
	Economically Disadvantaged	25.4%	23.1%	26.8%
	Students With Disabilities	10.5%	15.0%	10.5%
	English Language Learners	3.1%	0.0%	0.0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	29.2%	9.2%	36.3%
	Economically Disadvantaged	24.2%	8.2%	24.1%
	Students With Disabilities	15.0%	5.9%	11.8%
	English Language Learners	2.9%	9.7%	12.5%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	0.0%	39.0%	0.0%
	Economically Disadvantaged	0.0%	39.0%	0.0%
	Students With Disabilities	0.0%	12.0%	0.0%
	English Language Learners	0.0%	21.0%	0.0%

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	8	23	21	12	33	37	12				
ELL	36	54	46	37	51	40	30	55	71		
HSP	46	53	44	42	49	38	37	61	70		
WHT	59	71		61	72		64				
FRL	39	51	47	37	46	32	28	53	65		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	10	24	21	10	33	34	4	40			
ELL	45	52	45	54	63	54	28	69	73		
HSP	56	55	42	63	66	53	43	76	77		
WHT	64	59		75	79		60				
FRL	53	52	36	59	62	47	40	69	72		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	20	46	45	12	28	24	22	50			
ELL	42	69	67	55	65	63	38	69	66		
ASN	71	75		88	58						
BLK	70			70							
HSP	58	62	59	67	65	58	51	79	74		
WHT	70	71		70	75		75		91		
FRL	53	60	53	63	61	50	47	78	68		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	58
Total Points Earned for the Federal Index	507
Total Components for the Federal Index	10
Percent Tested	94%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	23
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	48
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	65
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The 2019 FSA Student Achievement Data reflected an overall declining trend in proficiency except for Middle School Acceleration, Algebra 1 EOC, and Geometry which consistently remain above average. Student achievement in ELA was significantly below the district average, with 54% of student demonstrating proficiency as compared to 59% in 2018, a decrease of 5 percentage points. Additionally, Science achievement demonstrates a considerable, and steady decline with only 44% of student demonstrating proficiency as compared to 54% in 2018, a decrease of 10 percentage points. While Mathematics data reflects a minimal decrease, student achievement is maintaining in the area of Mathematics. Upon further review, the 2021 FSA ELA Achievement Data reflected that 44% of students in fourth grade scored below Level 3. In 2020, the i-Ready Reading Student Proficiency data indicated that all grade levels demonstrated an increase in student proficiency in core content between AP1 and AP3. Additionally, students in grades K-3 demonstrated significant proficiency in ELA i-Ready data and are on track to score Level 3 or above on the statewide, standardized ELA assessment. The ELL subgroup also indicated an increase in proficiency across all grade levels unlike the Students with Disabilities subgroup which showed a decline from AP1 to AP2 by 10 percentage points in eighth grade.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Upon review of the 2019 Assessment Data, overall 54% of students demonstrated proficiency in ELA and 62% of student demonstrated proficiency in Mathematics. Additionally, the 2019 Assessment results reflected a significant decline in Science, a 9 percentage decrease from 42% to 33%. Moreover, FSA data indicates that 7th grade ELA is an area of concern, a declining trend in proficiency in ELA merits immediate attention and intervention. Upon review of the 2021, AP3 i-Ready Student Achievement Data, all grade levels increased proficiency in ELA and Mathematics between AP1 and AP3. The grade level and subject area that demonstrated the largest learning gains was third grade in the area of Mathematics, an increase of 25.4 percentage points. Upon reviewing gains between the i-Ready AP1 Diagnostic results and the AP3 Diagnostic results and the Early Warning Systems from PowerBi, the subgroup Students with Disabilities (SWD) did not make substantial learning gains which is a need for improvement across all grade levels. Upon further review, the 2021 FSA ELA Achievement Data reflected that 44% of students in fourth grade scored below Level 3.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

There were several contributing factors that have impacted student achievement both positively and negatively. Having to implement virtual, hybrid and in-person instruction throughout the 2020-2021 school year may have negatively impacted student achievement as students and educators learned to navigate new instructional models and platforms. In order to continue to meet students' instructional needs, especially when looking at the SWD population, extended learning opportunities will be provided through the EESER grant before and afterschool tutoring. The tutoring sessions will help the SWD students increase their skill set and assist them in mastering grade level appropriate coursework. Additionally, the Reading Coach will better support teachers in providing targeted, student-centered and standard-based instruction with a focus on Tier 3 interventions.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Based on a review of the progress monitoring data, the grade level that demonstrated the greatest improvement and increase in student achievement was third grade, in the area of Mathematics. Results from the i-Ready Mathematics AP1 demonstrated 25.6% proficiency as compared to the i-Ready Mathematics AP3 results which demonstrated 50.0% proficiency, an increase of 25.4 percentage points. Additionally, students in grades K-3 demonstrated significant proficiency in ELA i-Ready data and are on track to score Level 3 or above on the statewide, standardized ELA assessment.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Through the implementation of before and afterschool tutoring, Spring Break Academy, and instructional collaboration, students demonstrated learning gains on the i-Ready ELA Student Achievement Data. In order to continue to mitigate these unforeseeable circumstances, and continue to provide high-quality, targeted instruction, each grade level will have weekly collaborative planning sessions to share best practices in ELA and discuss grade level specific data to drive interventions and data-driven instruction.

What strategies will need to be implemented in order to accelerate learning?

In an effort to accelerate learning, intervention and early identification are key in ensuring every student requiring additional support is identified as early as possible. Viable interventions utilizing the newly adopted program Reading Horizons will be implemented and monitored by the Administrative Team and the Reading Coach. In order to accelerate learning, evidence-based practices will be implemented to provide data-driven instruction. In order to improve student proficiency across the curriculum, there will be a focus on Academic Vocabulary instruction, particularly important for our SWD population to better prepare them to comprehend texts across all subject areas. Differentiated Instruction will be utilized across all grade levels and subject areas to provide student-centered and standard-based instruction. Collaborative Data Chats will be held with teachers, grade levels and the school leadership team to ensure data-driven decision-making and targeted instruction. On-Going Progress Monitoring will be conducted regularly to monitor student progress and make instructional decisions.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The PLST will facilitate the sharing, collection, and dissemination of data and foster meaningful conversations regarding areas of growth and progress. Additionally, the PLST will provide professional development opportunities to improve the interpretation and utilization of student data in order to make instructional decisions and facilitate effective interventions to address students' academic needs and improve overall student proficiency. In order to foster student achievement and academic growth, professional development opportunities will be implemented. Additionally, the faculty and staff will be provided with professional development focusing on servicing the SWD population to implement interventions driven by data. Furthermore, other professional development topics will include Differentiated Instruction, Small Group Instruction, and Checks for Understanding to support teachers as they target instruction in a meaningful and consistent manner.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Dr. Rolando Espinosa K-8 Center will promote data-driven instruction and decision-making to ensure the students receive targeted instruction that address their academic needs and enriches their development. Various opportunities will be provided for students such as before and after school tutoring sessions, Spring Break Academy, and ELL tutoring sessions in ELA and Mathematics.

Quarterly data chats will allow the Administrative Team to identify areas of need in a timely manner and develop the strategies to address those needs effectively through the implementation of interventions, enrichment, and standard-based instruction. The consistent consulting, reviewing and monitoring of data collaboratively will empower all teachers to feel confident making data-driven decisions and ultimately improving student academic performance. This year we have secured a Reading Coach to better support teachers and students in Reading instruction. The Reading Coach will attend collaborative planning sessions, and provide curriculum guides and resources to facilitate learning in the classroom.

Part III: Planning for Improvement

Areas of Focus:

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

Based on data from the 2020-2021 ELA i-Ready AP1 to AP3 results, Dr. Rolando Espinosa K-8 Center will implement the Targeted Element of Small Group Instruction. Based on the data findings, we noticed the Students with Disabilities (SWD) subgroup demonstrated a decline in proficiency when comparing the AP1 i-Ready ELA results with the AP2 i-Ready ELA results in 7th grade. The data indicated the SWD subgroup demonstrated 20.0% proficiency on the AP1 as compared to 12.0% proficiency on the AP2, an 8 percentage point decrease. Additionally, students in grades K-3 demonstrated significant proficiency in ELA i-Ready data and are on track to score Level 3 or above on the statewide, standardized ELA assessment. Upon further review, the 2021 statewide, standardized ELA assessment demonstrated that 44% of students in fourth grade did not score Level 3 or above on the statewide ELA assessment. Multiple data findings indicate a critical need to prioritize effective interventions during small group instruction and guide grade level specific data instruction to ensure student learning progress and achievement.

Measurable Outcome:

As a result of the critical need identified, Dr. Rolando Espinosa will implement the Targeted Element of Small Group Instruction successfully by utilizing the differentiated instruction framework in the ELA reading block providing SWD students with different avenues of learning in a small group setting. As a result, our SWD students will increase by 5 percentage points as evidenced by the 2021-2022 i-Ready AP1 as compared to the AP3 results. Furthermore, students in grades K-2 will be monitored utilizing diagnostic data from i-Ready and provided with ongoing progress monitoring assessments to determine progress and effectiveness of ELA instruction at each tier of support. Also, efforts will be focused on increasing the percent of students in grades 3-5 scoring Level 3 or above on the 2022 statewide, standardized ELA assessment by monitoring the effectiveness of differentiated instructional groups and viable interventions in ELA as demonstrated by a 3 percentage point increase.

Monitoring:

The Administrative Team along with the Reading Coach will gather, review, and guide data analysis from various data sources to facilitate the creating of small groups, prioritize early identification, and guide grade level specific ELA data instructional planning on a monthly basis with each grade level to support differentiated instruction and interventions. Agenda, sign-in sheets, and meeting minutes from the grade level planning sessions will serve as evidence of the actions taken, information shared, and data reviewed.

Person responsible for monitoring outcome:

Estela Rodriguez (estela@dadeschools.net)

Evidence-based Strategy:

Within the Targeted Element of Instructional Practice, Dr. Rolando Espinosa will focus on the Evidence-Based Strategy of Data-Driven Instruction. Administration along with the Reading Coach will set forth expectations and practices for grade levels to discuss data, review trend data, and identify grade level specific needs to guide the development small groups instruction and interventions. Once the data has been disaggregated, teachers will create small groups and target students' academic needs.

Rationale for Evidence-based Strategy:

During Small Group Instruction, the teacher is able to monitor closely a student's rate of response to instruction and evaluate the effectiveness of the ELA instruction provided. This systematic approach of instruction uses data analysis and assessment data to tailor ELA instruction to meet the needs of the students. The teachers will utilize the newly adopted Reading Horizons intervention program to maximize student learning outcomes.

Action Steps to Implement

08/30 - 10/11 The Administrative Team will provide opportunities for teachers to participate in grade level ELA specific data chats to analyze various data sources and impact small group instruction. As a result, teachers will be able to meet students' individual academic needs.

Person Responsible Estela Rodriguez (estela@dadeschools.net)

08/19 The PLST will provide professional development on utilizing Differentiated Instruction, Small Group Instruction, and Checks for Understanding to support teachers as they target ELA instruction in a meaningful and consistent manner. As a result, teachers will be able to develop data-driven Differentiated Instruction and target Small Group Instruction to meet the various learning styles of the students.

Person Responsible Estela Rodriguez (estela@dadeschools.net)

08/30 - 10/11 Monitor Grade Level Planning sessions on a weekly basis to ensure collaboration, effective use of resources, and the preparation of ELA data-driven lessons. As a result, teachers will create ELA lesson plans that correlate to the data provided from weekly assessments.

Person Responsible Estela Rodriguez (estela@dadeschools.net)

09/08 During Faculty Meetings, administration will facilitate breakout sessions to review best practices and implementation in the area of ELA. As a result, teachers will be able to utilize the information acquired at the breakout sessions to plan viable lessons with up-to-date resources and materials.

Person Responsible Phil Mato (pr0122@dadeschools.net)

11/01 - 12/17 Teachers will be given the opportunity to conduct "Learning Walks" where time will be allotted for observing teachers conducting Differentiated Instruction within a classroom setting. The teachers will be scheduled to observe two different classrooms. Once observations are complete, the teacher will debrief the findings with the observed teacher and ask questions as needed. As a result, novice teachers will gain a better understanding on how to implement Differentiated Instruction in their classrooms.

Person Responsible Allison Faehnle (afaehnle@dadeschools.net)

11/01 - 12/17 Administration, along with the Reading Coach, will continue to monitor Grade Level Planning sessions on a weekly basis to ensure collaboration, effective use of resources, and the preparation of ELA data-driven lessons. As a result, teachers will create ELA lesson plans that correlate to the data provided from i-Ready, Performance Matters, PowerBi, and Topic Assessments.

Person Responsible Phil Mato (pr0122@dadeschools.net)

01/31 - 04/29 Administration will continue to provide allotted time for teachers to participate in grade level ELA specific data chats to analyze various data sources and reconfigure small groups for instruction on a weekly basis. As a result, planning sessions will continue to be held, weekly, to ensure collaboration and effective preparation ELA data-driven lessons.

Person Responsible Estela Rodriguez (estela@dadeschools.net)

01/31 - 04/29 Administration will continue giving teachers the opportunity to conduct "Learning Walks" but more specifically to T2 and T3 teachers. T2 and T3 teachers will observe model classrooms during differentiated instruction. As a result, T2 and T3 teachers will gain a better understanding on how to implement Differentiated Instruction in their classrooms.

Person Responsible Estela Rodriguez (estela@dadeschools.net)

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

Based on the 2021 School Climate-SIP Survey, Dr. Rolando Espinosa K-8 Center will implement the Targeted Element of Collaborative Planning. Based on the data findings, 21% of the teachers felt that collaboration among department/grade level members didn't occur as often as needed to improve student outcomes. Based on the data reviewed, a closer look will be given schedules and opportunities will be provided to offer bi-weekly academically focused common planning time. Additionally, the 2021 statewide, standardized ELA assessment demonstrated that 51% of students in third grade and 50% of students in fifth grade scored Level 3 or above on the statewide ELA assessment. Even though students in third and fifth grade met the Level 3 threshold, there is still a critical need to prioritize effective interventions during small group instruction and guide grade level specific data instruction to ensure student learning progress and achievement.

Measurable Outcome:

As a result of the critical need identified, Dr. Rolando Espinosa K-8 Center will implement the Targeted Element of Collaborative Planning. Once implemented successfully, teachers will have ample time to participate in Collaborative Planning sessions in order to dive deep into ELA and Math data and address the needs and priorities of the students in the grade level. As a result, the amount of teachers feeling that collaborative planning did not occur as often as they would like will decrease by 10 percentage points will be evident on the 2022 School Climate-SIP Survey.

Monitoring:

The Administrative Team will allot time for the each grade level to meet on a weekly basis and discuss ELA and Math needs. Agendas, sign-in sheets, and meeting minutes from the grade level planning sessions will serve as evidence of the actions taken, information shared, and data reviewed.

Person responsible for monitoring outcome:

Estela Rodriguez (estela@dadeschools.net)

Evidence-based Strategy:

Within the Targeted Element of the Collaborative Planning, Dr. Rolando Espinosa K-8 Center will focus on the Evidence-Based Strategies Collaborative Data Chats in the area of ELA and Math. Administration, along with the Instructional Leadership Team (ILT), will set forth expectations and goals based on the review and monitoring of grade level specific ELA data to guide effectiveness and data-driven instruction. The Grade Level Chairpersons will meet on a weekly basis with their perspective team members to discuss data findings discussed during ILT meetings and guide data-driven interventions and planning. Collaborative conversations will take place during the grade level meetings to discuss progress or lack thereof focusing on student learning outcomes as well as the sharing of reflective strategies and best practices.

Rationale for Evidence-based Strategy:

During Collaborative Planning sessions, teachers and support staff analyze ELA and Math student performance data and determine how that information will be utilized to drive instruction. Collaborative conversations will take place to discuss activities and strategies utilized to remediate and/or enrich students guiding informed decisions on what is best for the students.

Action Steps to Implement

09/30 - 10/11 Administration will monitor grade level planning sessions by reviewing meeting minutes to ensure collaborative conversations are occurring, effective resources are being utilized, and data-driven interventions and lesson planning are focusing on learning gains and student progress. As a result, teachers will create lesson plans focusing data and student progress.

Person Responsible Estela Rodriguez (estela@dadeschools.net)

09/30 - 10/11 Administration, along with the ILT, will facilitate quarterly data chats, collaboratively with each grade level, to review, disseminate and discuss student data to foster data-driven instruction and planning. As a result, teachers will identify students needing assistance and revisit topics that have not been mastered by the grade level.

Person Responsible Allison Faehnle (afaehnle@dadeschools.net)

09/30 - 10/11 The PLST will provide school-site professional developments to support the implementation of Standards-Based Collaborative Planning and checks for understanding during District-Wide Professional Development days. As a result, teachers will be able to develop data-driven Differentiated Instruction and target Small Group Instruction to meet the various learning styles of the students.

Person Responsible Estela Rodriguez (estela@dadeschools.net)

09/30 - 10/11 The Reading Coach will participate in Grade Level Planning sessions on a weekly basis to ensure collaboration, effective use of resources, and the preparation utilizing i-Ready data to maximize instructions. As a result, teachers will utilize i-Ready data and create lesson plans that correlates to the data provided from i-Ready and AP1 results.

Person Responsible Allison Faehnle (afaehnle@dadeschools.net)

11/01 - 12/17 Administration, along with the ILT, will establish the practice of vertical planning in an effort to guide instructional practice and focus by providing allotted time for teachers across all grade levels and subject areas to collaborate and discuss areas of need to ensure a strong foundation is set prior to the close of the school year. As a result, teachers will be able to focus on specific topics reflective as needing additional reinforcement in preparation for the next school year.

Person Responsible Lori Bailey (181382@dadeschools.net)

11/01 - 12/17 The administration, along with the ILT, will utilize the Multi-Tiered System of Supports (MTSS) to identify students that may require additional support, and support the implementation of appropriate interventions which will be monitored with fidelity to assess student progress and ensure efficacy. As a result, during grade level planning sessions, all students needing intervention will be identified, properly scheduled, and provided with resources available based on the Tier of support.

Person Responsible Estela Rodriguez (estela@dadeschools.net)

January 31-April 29: Administration, along with the ILT, will continue to offer opportunities for vertical planning across grade levels/departments. Focus will be given to the Upper Academy Reading/Language Arts department to guide instructional practice and focus on discussing areas/specific topics of need a strong foundation prior to the close of the school year. As a result, grade groups will be able to find of common goals and identify gaps in the current process.

Person Responsible Lori Bailey (181382@dadeschools.net)

January 31-April 29: Administration, along with the ILT, will continue to offer opportunities for vertical planning across grade levels/departments. Focus will be given to the Lower Academy Reading/Language Arts department to guide instructional practice and focus on discussing areas/specific topics of need a strong foundation prior to the close of the school year. As a result, grade groups will be able to find of common goals and identify gaps in the current process.

Person Responsible Estela Rodriguez (estela@dadeschools.net)

#3. Culture & Environment specifically relating to Teacher Attendance**Area of Focus
Description
and
Rationale:**

Based on the 2021 SIP Attendance and Early Warning Indicators (EWI) results on PowerBi, Dr. Rolando Espinosa K-8 Center implement the Targeted Element of Teacher Attendance. Based on our data findings, during the 2020-2021 school year teachers struggled with daily attendance. The percentage of teacher absences (10.5+) in 2019-2020 indicated 15%. The percentage of teacher absences (10.5+) in 2020-2021 indicated 31%. A increase of 16 percentage points, demonstrating a critical increase in teacher absences. There is a critical need to increase teacher attendance which directly impacts student learning and achievement.

Measurable Outcome:

As a result of the critical need identified, Dr. Rolando Espinosa K-8 Center will implement the Targeted Element of Teacher Attendance successfully by providing quarterly incentives and celebrate successes to motivate teachers on improving daily attendance and, in turn, positively impacting student learning. Teacher attendance is directly related to academic outcomes and performance. The absence of a teachers in a classroom disrupts the learning environment and interrupts the consistency students need to make appropriate academic progress. As a result of the incentives offered to teachers and the weekly celebrated successes, the percentage of teacher attendance will increase; causing a decrease by 5 percentage points to teacher absences (10.5+) during the 2021-2022 school year.

Monitoring:

The Administrative Team will allot time to meet with those teachers struggling with attendance and have meaningful conversations to identify patterns of concern and offer guidance/support. A plan of action will be created with the teacher and the Administrative Team to ensure the teacher needs are being met and assistance is provided. Meeting minutes will serve as evidence of scheduled conversations with those individuals needing assistance with attendance. Additionally, teacher daily attendance will be monitored utilizing the Attendance Records Report provided by the Substitute Locator. Teacher attendance will be tracked accordingly.

Person responsible for monitoring outcome:

Lori Bailey (181382@dadeschools.net)

Evidence-based Strategy:

Within the Targeted Element of Student Attendance, Dr. Rolando Espinosa K-8 Center will focus on the Evidence-Based Strategy of Attendance Initiatives. This initiative will involve close monitoring and reporting, on a daily basis, of teacher attendance.

Rationale for Evidence-based Strategy:

The development of effective and motivating attendance incentives has the potential to increase both faculty and student attendance, ensuring that all stakeholders are present and accountable for instruction each and every day. Attendance Initiatives will assist with identifying a pattern of absenteeism. The Administrative Team will utilize Attendance Records Report to recognize teachers with 100% attendance. Incentives will be offered during monthly Faculty meetings. Additionally, teachers with 100% attendance will be given a "Shout Out" on the school's social media platform called "Tuesday Teacher Shout Out." Developing school-wide incentives will motivate teachers to maintain daily attendance.

Action Steps to Implement

09/30 - 10/11 In order to monitor Teacher Attendance, the Administrative Team will track attendance on a daily basis utilizing the Attendance Records Report. As a result, administration will be able to establish a pattern among teacher attendance and establish protocols as needed.

Person Responsible

Lori Bailey (181382@dadeschools.net)

09/30 - 10/11 In order to increase teacher attendance, the Administrative Team will offer incentives monthly for those teachers with 100% attendance. As a result, teachers with 100% attendance will be recognized during the October faculty meeting.

Person Responsible Phil Mato (pr0122@dadeschools.net)

09/30 - 10/11 The Administrative Team will conduct scheduled meetings to hold conversations with teachers needing assistance with attendance in an effort to address patterns of concerns. As a result, targeted teachers will improve attendance and receive support as needed.

Person Responsible Phil Mato (pr0122@dadeschools.net)

09/30 - 10/11 Every Tuesday, Administration will spot light 1 teacher via a social media platform to boost teacher morale. As a result of "Teacher Tuesdays," teachers will feel self-worth and valued.

Person Responsible Phil Mato (pr0122@dadeschools.net)

11/01 - 12/17 Every Friday, Administration will select one name from a list of teachers that have 100 percent attendance and incentivize the winner with a surprise. As a result of "Fantastic Fridays," teachers will feel motivated to come to work.

Person Responsible Phil Mato (pr0122@dadeschools.net)

11/01 - 12/17 In an effort to increase teacher attendance, teachers with 100% quarterly attendance will be given the opportunity to partake in "Coffee and Pastelitos" with administration. As a result, teachers will feel appreciated and valued.

Person Responsible Phil Mato (pr0122@dadeschools.net)

01/31 - 04/29 Administration will continue to offer incentives for those teachers with 100% attendance for the quarter. Focus will be given to teachers with 100% attendance within the Lower Academy grade level. Incentives will be provided for those grade groups of teachers with 100% attendance. As a result, teachers will motivate each other within a grade group to be present on a daily basis.

Person Responsible Estela Rodriguez (estela@dadeschools.net)

01/31 - 04/29 Administration will continue to offer incentives for those teachers with 100% attendance for the quarter. Focus will be given to teachers with 100% attendance within the Upper Academy grade level. Incentives will be provided for those grade groups of teachers with 100% attendance. As a result, teachers will motivate each other within a grade group to be present on a daily basis.

Person Responsible Lori Bailey (181382@dadeschools.net)

#4. Leadership specifically relating to Instructional Leadership Team**Area of Focus
Description
and
Rationale:**

Based on the 2021 School Improvement Plan (SIP) Survey results, Dr. Rolando Espinosa K-8 Center will implement the Targeted Element of Instructional Leadership Team (ILT). Based on the data, 33% of the teachers identified themselves as needing more guidance in utilizing data to plan for instruction. The Targeted Element utilized will be Instructional Leadership Team (ILT). The ILT will effectively utilizes instructional programs, i-Ready, and intervention data as well as monitoring the MTSS/Rtl process to ensure instruction is data-driven and effective. The ILT will meet monthly and ensure teachers are provided with the guidance and direction needed to improve student progress.

Measurable Outcome:

As a result of the critical need identified, Dr. Rolando Espinosa K-8 Center will implement the Targeted Element of ILT successfully by expanding the ILT to include not only the principal and assistant principals but also the Reading Coach, Grade Level Chairpersons, the PLST members, ESOL Chairperson, and the MTSS/Rtl Coordinator. The ILT will meet on a monthly basis to review data from instructional programs, i-Ready-grade level specific, PowerBI, Performance Matters-Topic Assessments, and Tier 2/Tier 3 interventions to monitor student progress. Additionally, the Administrative Team will provide allotted time for the ILT to collaborate during planning sessions and share findings discussed during the monthly meetings to offer guidance and discuss grade level specific data for data-driven decision planning. As a result, the percentage of teachers identifying themselves as needing more guidance in utilizing data to plan for instruction will decrease by 10 percentage points during the 2021-2022 school year.

Monitoring:

The Administrative Team will allot time for the ILT to meet on a monthly basis. Agendas, sign-in sheets, and meeting minutes from the ILT meetings and grade level planning sessions will serve as evidence of the actions taken, information shared, and data reviewed.

Person responsible for monitoring outcome:

Estela Rodriguez (estela@dadeschools.net)

Evidence-based Strategy:

Within the Targeted Element of the ILT, Dr. Rolando Espinosa K-8 Center will focus on the Evidence-Based Strategy of: Managing Data Systems & Processes. Administration along with the ILT will set expectations and practices around the ongoing examination of data to evaluate effectiveness of instruction to improve outcomes for students. The ILT will meet on a monthly basis to review data, analyze data, and identify grade level needs to guide data-driven instruction and effective implementation of intervention for student success.

Rationale for Evidence-based Strategy:

The ILT will be an integral part in guiding the teachers to understand how to interpret data as it relates to the students in their classrooms. Grade level specific data will be reviewed with each perspective grade level and the ILT will work closely with each grade level to disaggregate the data and offer timely feedback to ensure optimal student learning.

Action Steps to Implement

09/30 - 10/11 On a monthly basis, the Administrative Team will meet along with the ILT to review data from instructional programs, i-Ready, and interventions to monitor learner progress. Agenda, sign-in sheets, and meeting minutes from the ILT meetings will serve as evidence of the actions taken and data reviewed.

Person Responsible

Estela Rodriguez (estela@dadeschools.net)

09/30 - 10/11 Administration and the ILT will facilitate grade level meetings on a monthly basis to ensure collaboration, effective use of data, and guide data-driven lesson planning. As a result, teachers will create lesson plans that correlate to the data provided from topic and weekly assessments.

Person Responsible Lori Bailey (181382@dadeschools.net)

09/30 - 10/11 During mandatory professional development days, the PLST will offer school-based professional developments on sharing, collecting, and the dissemination of data in order to maximize data analysis and enhance data-driven instruction. As a result, teachers will be able to develop data-driven lesson plans to enhance instruction.

Person Responsible Estela Rodriguez (estela@dadeschools.net)

09/30 - 10/11 During Faculty Meetings, administration, along with the subject area ICADS and Reading Coach, will facilitate breakout sessions to review best practices and implementation by subject area. As a result, teachers will be able to utilize the information acquired at the breakout sessions to plan viable lessons with up-to-date resources and materials.

Person Responsible Allison Faehnle (afaehnle@dadeschools.net)

11/01 - 12/17 The ILT, along with the administrative team, will disaggregate data and identify data trends utilizing i-Ready, Performance Matters, and PowerBI to monitor student progress. As a result, the ILT and administration will be able to provide levels of support as needed per grade level to improve student achievement.

Person Responsible Allison Faehnle (afaehnle@dadeschools.net)

11/01 - 12/17 The administrative team will identify T1, T2, & T3 teachers and utilize the Reading Coach to conduct coaching cycles. Additionally, teachers requiring additional support will be offered opportunities to conduct "Learning Walks," observe model classrooms, and extend additional supports based on areas of concern. As a result, teachers will flourish and be able to expand on their potential.

Person Responsible Allison Faehnle (afaehnle@dadeschools.net)

January 31-April 29: Administration will continue to provide allotted time for ICAD leaders to facilitate breakout sessions during ILT meetings in order for best practices to be shared. As a result, grade level/ departments leaders will have detailed information regarding District resources and materials to share during collaborative sessions with their peers.

Person Responsible Estela Rodriguez (estela@dadeschools.net)

January 31-April 29: The administrative team will continue to identify T2 and T3 teachers to participate in "Learning Walks" and observe model classrooms. Focus will be given to Upper Academy teachers to offer support, guidance, and model effective instructional strategies to assist the T2 and T3 teachers. As a result, T2 and T3 teachers will be able to gather new ideas and innovative strategies to enhance student learning.

Person Responsible Lori Bailey (181382@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

While comparing school-wide discipline across the state, it was determined that our school reported 0.7 incidents per 100 students. This rate is less than the statewide combination school rate of 1.6 incidents per 100 students. Our primary area concern that the school will monitor during the upcoming school year will be violent incidents. Dr. Rolando Espinosa K-8 Center will implement preventative measures, such as school safety, one-way entry to the school, and the utilization of the Rapptor System upon entry to the school. As a result of preventative measures implemented, there will be a decrease in violent incidents which will be reflective of the overall school environment.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Our school addresses a positive school culture and environment by encouraging participation from our stakeholders such as parents, community members, leaders, and staff. We provide a supportive, welcoming, and fulfilling environment that meets the needs of our students, staff, and members. As a school we empower students, teachers, and staff to be integral part of school wide decision making and goal setting in order to maximize school culture and environment.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The stakeholders of our school are ESSAC members, Parents, Community Members/Leaders, Teachers and PLST Members their role in our school helps promote positive school culture and environment by participating in school improvement meetings, and school wide activities.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
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2	III.A.	Areas of Focus: Instructional Practice: Collaborative Planning	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Teacher Attendance	\$0.00
4	III.A.	Areas of Focus: Leadership: Instructional Leadership Team	\$0.00
Total:			\$0.00