

Miami-Dade County Public Schools

# Jane S. Roberts K 8 Center



2021-22 Schoolwide Improvement Plan

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## Jane S. Roberts K 8 Center

14850 COTTONWOOD CIR, Miami, FL 33185

<http://jsr.dadeschools.net/>

### Demographics

**Principal: Diony Martinez**

Start Date for this Principal: 8/18/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School PK-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	No
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	66%
<b>2020-21 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: A (72%) 2017-18: A (70%) 2016-17: A (70%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### 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](http://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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## Jane S. Roberts K 8 Center

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<http://jsr.dadeschools.net/>

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2020-21 Title I School</b>	<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Combination School PK-8	No	65%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (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		A	A	A

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### SIP Authority

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<https://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.

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement.

Jane S. Roberts K-8 center enriches the community through educational excellence and continued commitment and support of our teachers, staff, students, families, and the community that we serve. The extension of the services that the school provides encompasses the needs of the whole individual and ensures academic, social, and personal growth within a supportive, creative, and flexible environment.

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

Jane S. Roberts K-8 Center holds the following beliefs that all educational endeavors undertaken by the school ideally develop and align a positive school image through the advancement of the academic, social, and personal well being of the student body.

### 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
Martinez, Diony	Principal	Leads the school community in the achievement of the school's vision and mission. The principal supports the instructional leaders, engages and collaborates with stakeholders, and guides the school's decision-making processes.
Loriga, Vivian	Assistant Principal	The Assistant Principal supports instructional leaders, engages and collaborates with stakeholders, leads data analysis, and facilitates professional development.
Guzman, Natalia	School Counselor	Ms. Guzman provides social emotional support to students at Jane S. Roberts K-8 Center.
Labrador, Annette	Teacher, K-12	Classroom instructor.
Calis-Veloso, Jessica	Teacher, K-12	Classroom instructor.
Garcia, Lourdes	Teacher, K-12	Classroom instructor.

### Demographic Information

#### Principal start date

Wednesday 8/18/2021, Diony Martinez

**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.*

36

**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.*

13

**Total number of teacher positions allocated to the school**

46

**Total number of students enrolled at the school**

571

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

2

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

0

**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	44	59	50	45	72	68	70	84	79	0	0	0	0	571
Attendance below 90 percent	4	0	2	5	3	2	3	3	7	0	0	0	0	29
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	1	0	0	4	4	2	1	4	5	0	0	0	0	21
Course failure in Math	0	0	0	2	7	2	5	5	5	0	0	0	0	26
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	1	3	7	4	0	0	0	0	15
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	5	10	14	0	0	0	0	30
Number of students with a substantial reading deficiency	1	5	14	17	15	6	19	29	20	0	0	0	0	126

**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	2	1	0	3	5	3	4	6	8	0	0	0	0	32

**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	2	2	0	3	1	0	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	2	0	0	0	0	0	1	0	0	0	0	3

**Date this data was collected or last updated**

Wednesday 6/30/2021

**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	64	58	44	76	74	89	91	86	94	0	0	0	0	676
Attendance below 90 percent	2	2	4	4	4	6	4	7	11	0	0	0	0	44
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	3	4	4	1	4	5	0	0	0	0	0	22
Course failure in Math	0	0	2	7	4	4	5	5	2	0	0	0	0	29
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	1	3	7	4	9	0	0	0	0	24
Level 1 on 2019 statewide FSA Math assessment	0	0	0	1	5	10	13	6	0	0	0	0	0	35



**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	2	1	2	6	5	4	6	8	5	0	0	0	0	39

**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	2	2	1	2	1	0	0	1	0	0	0	0	0	9
Students retained two or more times	0	0	0	2	0	0	0	1	0	0	0	0	0	3

**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				79%	63%	61%	76%	62%	60%
ELA Learning Gains				71%	61%	59%	64%	61%	57%
ELA Lowest 25th Percentile				64%	57%	54%	53%	57%	52%
Math Achievement				80%	67%	62%	76%	65%	61%
Math Learning Gains				77%	63%	59%	72%	61%	58%
Math Lowest 25th Percentile				55%	56%	52%	53%	55%	52%
Science Achievement				67%	56%	56%	72%	57%	57%
Social Studies Achievement				72%	80%	78%	82%	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	76%	60%	16%	58%	18%
Cohort Comparison						
04	2021					
	2019	79%	64%	15%	58%	21%
Cohort Comparison						
05	2021					
	2019	74%	60%	14%	56%	18%
Cohort Comparison						
06	2021					
		-79%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	76%	58%	18%	54%	22%
Cohort Comparison		-74%				
07	2021					
	2019	73%	56%	17%	52%	21%
Cohort Comparison		-76%				
08	2021					
	2019	81%	60%	21%	56%	25%
Cohort Comparison		-73%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	81%	67%	14%	62%	19%
Cohort Comparison						
04	2021					
	2019	76%	69%	7%	64%	12%
Cohort Comparison		-81%				
05	2021					
	2019	72%	65%	7%	60%	12%
Cohort Comparison		-76%				
06	2021					
	2019	78%	58%	20%	55%	23%
Cohort Comparison		-72%				
07	2021					
	2019	83%	53%	30%	54%	29%
Cohort Comparison		-78%				
08	2021					
	2019	59%	40%	19%	46%	13%
Cohort Comparison		-83%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	60%	53%	7%	53%	7%
Cohort Comparison						
08	2021					
	2019	71%	43%	28%	48%	23%
Cohort Comparison		-60%				

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019					
<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	71%	73%	-2%	71%	0%
<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019					
<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	98%	63%	35%	61%	37%
<b>GEOMETRY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019					

### Grade Level Data Review - Progress Monitoring Assessments

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

Data utilized to compile the data below was the 2020-2021 i-Ready AP3 ELA and Mathematics data and Mid Year Assessment data.

<b>Grade 1</b>				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	52.9%	78.4%	72.6%
	Economically Disadvantaged	41.7%	72.2%	63.9%
	Students With Disabilities	40%	60%	100%
	English Language Learners	18%	29%	37%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	37.3%	64.7%	11.6%
	Economically Disadvantaged	30.6%	55.6%	61.1%
	Students With Disabilities	60%	60%	80%
	English Language Learners	63%	67%	74%
<b>Grade 2</b>				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	39.5%	60.5%	60.5%
	Economically Disadvantaged	29.6%	55.6%	59.3%
	Students With Disabilities	12.5%	25%	37.5%
	English Language Learners	0%	31%	53%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	11.6%	51.2%	65.1%
	Economically Disadvantaged	7.4%	40.7%	66.7%
	Students With Disabilities	9%	12.5%	50%
	English Language Learners	0%	8%	47%

<b>Grade 3</b>				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	67.1%	83.6%	80.8%
	Economically Disadvantaged	68.5%	79.6%	75.9%
	Students With Disabilities	16.7%	33.3%	58.3%
	English Language Learners	25%	42%	50%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	16.4%	43.8%	74%
	Economically Disadvantaged	18.5%	42.6%	70.4%
	Students With Disabilities	3.2%	8.3%	33.3%
	English Language Learners	0%	8%	50%
<b>Grade 4</b>				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	51.4%	74.3%	72.9%
	Economically Disadvantaged	51.1%	73.3%	68.9%
	Students With Disabilities	40%	60%	20%
	English Language Learners	14%	29%	60%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	31.4%	61.7%	71.4%
	Economically Disadvantaged	18.5%	42.6%	70.4%
	Students With Disabilities	20%	30%	20%
	English Language Learners	14%	43%	50

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	48.2%	63.5%	65.9%
	Economically Disadvantaged	44.1%	61.8%	61.8%
	Students With Disabilities	30%	50%	35%
	English Language Learners	0%	27%	86%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	43.5%	48.2%	72.0%
	Economically Disadvantaged	39.7%	42.7%	69.1%
	Students With Disabilities	40%	45%	60%
	English Language Learners	14	43%	86
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students		15.6%	
	Economically Disadvantaged		14.5%	
	Students With Disabilities		11%	
	English Language Learners		11.1%	

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	46.5%	51.2%	48.%
	Economically Disadvantaged	45.2%	50%	46.8%
	Students With Disabilities	19.1%	33.3%	19.1%
	English Language Learners	0%	53%	60%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	36.1%	44.2%	46.5%
	Economically Disadvantaged	29%	40.3%	45.2%
	Students With Disabilities	19.1%	19.1%	28.6%
	English Language Learners	0%	0%	20%

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	59.3%	71.6%	63%
	Economically Disadvantaged	62.1%	72.4%	69%
	Students With Disabilities	45.8%	50%	45.8%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	51.9%	58%	58%
	Economically Disadvantaged	56.9%	58.6%	62.1%
	Students With Disabilities	37.5%	37.5%	33.3%
	English Language Learners	0%	0%	33%
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students		79.2%	
	Economically Disadvantaged		81.6%	
	Students With Disabilities		73.9%	
	English Language Learners		67%	

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	46.6%	60.2%	60.2%
	Economically Disadvantaged	44.8%	56.7%	56.7%
	Students With Disabilities	25%	41.7%	33.3%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	48.9%	53.4%	53.4%
	Economically Disadvantaged	50.8%	52.2%	53.7%
	Students With Disabilities	29.2%	37.5%	37.5%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students		14.5%	
	Economically Disadvantaged		30%	
	Students With Disabilities		13%	
	English Language Learners		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	44	46	42	32	34	38	43	46	30		
ELL	72	63	64	58	35	36	61	59			
HSP	73	59	51	61	38	38	58	64	54		
WHT	84	60		71	32						
FRL	72	60	49	59	37	39	54	70	53		
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	53	65	54	50	59	45	33	46			
ELL	73	75	63	78	73	54	52	55	73		
ASN	93			86							
HSP	79	70	65	80	76	53	66	72	84		
WHT	82	70		86	91		70				



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
FRL	77	69	64	78	75	53	59	77	89		
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	52	44	42	43	61	48	50	63	30		
ELL	63	59	59	64	67	54	67	64			
ASN	80			70							
HSP	76	63	51	76	73	53	71	82	79		
WHT	80	75		72	60						
FRL	74	62	57	74	68	49	70	79	76		

### 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	53
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	37
Total Points Earned for the Federal Index	534
Total Components for the Federal Index	10
Percent Tested	98%

### Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	37
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	54
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	

<b>Native American Students</b>	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
<b>Black/African American Students</b>	
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%	
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	53
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
<b>Pacific Islander Students</b>	
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%	
<b>White Students</b>	
Federal Index - White Students	62
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
<b>Economically Disadvantaged Students</b>	
Federal Index - Economically Disadvantaged Students	53
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?

2019 data findings: The school to district comparison shows Jane S. Roberts K-8 Center consistently performing 14 to 21 percentage points above district averages in ELA in grades three through eight, while consistently performing 7 to 30 percentage points above district average in Mathematics in grades 3-8.

All ELA Subgroups Achievement, except for Hispanic and Free and Reduced Lunch subgroups, increased between one and thirteen percentage points. Hispanic and Free and Reduced Lunch subgroups decreased 3 percentage points each.

All ELA Subgroups Learning Gains increased between 7 and 22 percentage points, except for White students, which decreased by 5 percentage points.

All ELA Subgroups Learning Gains L25 increased by at least 4 percentage points.

All Mathematics Subgroups Achievement increased between 7 and 16 percentage points.

All Mathematics Subgroups Learning Gains increased by a minimum of 3 percentage points, except for Students with Disabilities and Hispanic Students, which dropped 2 percentage points each.

All Mathematics Subgroups Learning Gains L25 remained the same, except for Students with Disabilities, which dropped 3 percentage points, and Free and Reduced Lunch students, which dropped 4 percentage points.

2021 data findings:

ELA Achievement showed between 1 to 8 percentage points growth from 2019-2021, while grades 6, 7, and 8 decreased between 5 to sixteen percentage points.

Math Achievement showed between 6 to 41 percentage point decreases in all grades except fourth, where the percentage increased 5 percentage points.

Algebra Achievement decreased 2 percentage points.

Civics Achievement decreased 7 percentage points.

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

2019 data findings: The fact that most Mathematics subgroups Learning Gains L25 remained the same, or dropped, highlights an area of concern. We must closely examine what occurred that caused the data to stagnant and address this in the 2021-2022 school year in order to avoid a more severe decrease.

2021 data findings: A 41 percentage point decrease in sixth grade Math achievement from 2019 to 2021 shows a tremendous need for improvement. Overall, Math achievement dropped in nearly every grade level, thus indicating that Mathematics is our greatest area of need and must have intense focus in the 2021-2022 school year.

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

2019 data findings: For the last three years, we have had a great deal of focus on differentiated instruction and data driven instruction. While this practice has shown to provide immense gains in achievement, we are not seeing gains in the L25. We will continue to utilize these practices, though the leadership team will work more closely with grade levels and individual teachers, on a monthly basis as a minimum, to develop their data analysis capabilities to support them in using the data to further drive differentiated instruction, especially with L25 students. The leadership team will use i-Ready, Topic Assessment, Mid Year, Bi-Weekly, and Unit Assessment data to support teachers in

data driven instruction.

2021 data findings: Achievement levels have never dropped in such a drastic manner at Jane S. Roberts K-8 Center. We strongly believe that these critical decreases are due to blended learning and the amount of quarantines in the 2020-2021 school year. Data driven instruction must occur in mathematics in order to address the critical decreases in achievement. Teachers must implement consistent data chats with their students as well as data analysis to conduct throughout re-teach lessons to touch upon benchmarks and standards that are weak. Topic assessments and MYA's must be used with fidelity to collect the data and turn the data around to guide instruction. Administrators will support teachers by providing data chats and consistent clearly disaggregated data for classroom use. The testing chairperson will provide Performance Matters support to aid teachers in testing.

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

2019 data findings: ELA L25 Learning Gains increased from 53% proficient in 2018 to 64% proficient in 2019. This significant increase was the most improved area for Jane S. Roberts K-8 Center.  
2021 data findings: Third grade ELA achievement increased by 8 percentage points from 2019 to 2021. This is a significant increase, for any school year, but truly an amazing feat considering the pandemic and the academic challenges that came with it.

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

2019 data findings: The fact that we utilized data analysis, in which administrators met with teachers to review data and work with them to use the data to drive their instruction, was most certainly a factor in this success. This was not a new practice, but it was a practice that was honed and more detailed in the 2018-2019 school year.  
2021 data findings: The most important contributing factors were consistent intervention and use of data to guide instruction, re-teach lessons, and differentiated instruction.

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

In order to accelerate learning and increase learning gains we will utilize checks for understanding and accountable talk strategies.

### **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 work collaboratively to create professional development sessions on how to access various data reports, organize the data, and use the data to drive instruction, use the data to create fluid differentiated instruction groups, and use the data to create re-teach lessons in August, 2021. The PLST will provide a professional development pertaining to growth mindset in October, 2021, and a professional development pertaining to RtI in December, 2021 or January, 2022.

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

We will also implement data drive whole group and differentiated instruction, before and after school tutoring programs, collaborative planning with colleagues, interventions, peer observations, ongoing progress monitoring, student-centered learning, and quarterly student and teacher data chats with a member of the leadership team.

## **Part III: Planning for Improvement**

**Areas of Focus:**

**#1. Instructional Practice specifically relating to Standards-aligned Instruction**

**Area of Focus Description and Rationale:** Based on the data review, our school will focus on Instructional Practice, specifically relating to Standards-aligned Instruction. This was selected because of the stagnant and decreasing data trends in L25 gains. 2021 FSA data indicated that ELA L25 gains decreased 15 percentage points and Mathematics L25 gains decreased 18 percentage points, thus indicating a necessity to focus on this crucial area. Utilizing standards-aligned instruction will provide students with instruction that relates directly to the standards. We must improve in this area if we are to change the downward trend in our L25 students. Using standards-aligned instruction will naturally allow for scaffolding, re-teach, and differentiated instruction, in order for all students to acquire the knowledge necessary to make learning gains.

**Measurable Outcome:** If we successfully implement standards-aligned instruction, then our L25 students will increase their learning gains by a minimum of three percentage points in both ELA and Mathematics, as evidenced by 2022 FSA results.

**Monitoring:** The administrative team will monitor standards-aligned instruction by conducting data chats with teachers on a quarterly basis, utilizing various data points including, but not limited to, i-Ready diagnostics and growth monitoring, topic assessments, unit assessments, bi-weekly assessments, and mid year assessments. Administrators will conduct classroom walkthroughs to informally observe. Administrators will also work with individual teachers who are struggling with standards-aligned instruction to either develop their abilities in the arena and improve the practice, or provide them with outside professional development. Before and/or after school tutoring opportunities will be made available to students who are not exhibiting adequate progress.

**Person responsible for monitoring outcome:** Diony Martinez (pr4691@dadeschools.net)

**Evidence-based Strategy:** Within Standards-aligned Instruction, we will implement checks for understanding. Utilizing checks for understanding will improve the individual student's ability to know where they stand, as well as inform the teacher where a student stands. Checks for understanding also encompasses the very important aspect of teachers and students working together to identify academic goals, providing student feedback, and planning instruction based on the student's needs, as identified by the data. Checks for understanding will be monitored through informal administrative walkthroughs and data analysis of various data points.

**Rationale for Evidence-based Strategy:** We selected checks for understanding because it is a practice that has much more than meets the eye. It involves teachers working with students to set academic goals, ongoing progress monitoring, and data chats. It involves students deeply in their educational process and provides them a level of accountability. It also provides teachers the opportunity to build a new level of rapport with their students as they use checks for understanding to become more familiar with students throughout the year.

**Action Steps to Implement**

8/23 - Teachers will attend professional development sessions pertaining to the Florida B.E.S.T. Standards and how to align their instruction to the new standards. As a result, teachers will align instruction with the B.E.S.T. Standards.

**Person Responsible** Vivian Loriga (259361@dadeschools.net)

8/23 - 10/11 - Administration will conduct ongoing data chats with grade level and department teachers to analyze data and assist teachers in using data to support instruction including, but not limited to,

differentiated instruction, re-teach lessons, and whole group instruction. Data chats will occur quarterly. As a result, teachers will utilize data to drive instruction and have lesson plans that reflect as such.

**Person Responsible** Diony Martinez (pr4691@dadeschools.net)

8/30 - 10/11 - Administration will conduct bi-weekly classroom walkthroughs to monitor use of B.E.S.T. Standards and implementation of Checks for Understanding.

**Person Responsible** Diony Martinez (pr4691@dadeschools.net)

9/15 - Professional development pertaining to Checks for Understanding will occur at Jane S. Roberts K-8 Center, for instructional staff, via faculty meeting. As a result, teacher lesson plans will indicate checks for understanding being implemented in classrooms. Administration will specifically seek to observe checks for understanding embedded into lesson plans, as well as taking place during and/or after instruction. An observable outcome of immediate student feedback should be seen by administration during walkthroughs, as well as feedback noted by teachers within student work journals.

**Person Responsible** Vivian Loriga (259361@dadeschools.net)

11/24 - Professional development pertaining to Power BI for teachers and how to use it to gather data to utilize for instructional purposes. As a result, teacher lesson plans will indicate use of Power BI reports that are utilized for instructional guidance and fluid differentiated instruction and re-teach groups. An observable outcome of changes in student grouping should be seen by administration during walkthroughs.

**Person Responsible** Vivian Loriga (259361@dadeschools.net)

11/1 - 12/17 - Teachers will have opportunities to visit mentor classrooms where they may observe their peers. As a result, teachers who visit classrooms will exhibit changes in practices that positively affect student achievement. The observable outcome will be student scores on assessments such as, but not limited to i-Ready Diagnostics, Mid-Year Assessments, Topic Assessments, and Unit Assessments showing improvement.

**Person Responsible** Diony Martinez (pr4691@dadeschools.net)

1/31 - 3/18 - Before school tutoring programs will be offered for select students, who have been identified via FSA and i-Ready data, to further prepare them for FSA ELA and Mathematics testing. As a result, student proficiency rates and learning gains will increase in grades three through eight.

**Person Responsible** Vivian Loriga (259361@dadeschools.net)

2/7 - 2/18 - Administrators will hold i-Ready AP1 to AP2 comparison data chats to identify areas of strength and weakness with teachers to address paramount learning goals prior to FSA testing.

**Person Responsible** Diony Martinez (pr4691@dadeschools.net)

## #2. Instructional Practice specifically relating to Student Engagement

**Area of Focus Description and Rationale:**

Based on the data review, our school will focus on Instructional Practice, specifically relating to Student Engagement. This was selected because of the stagnant and decreasing data trends in Mathematics learning gains. From 2019 to 2021, FSA data indicates a 40 percentage point decrease in Mathematics learning gains. This significant drop indicates that we must prioritize Mathematics learning gains across all grade levels. Putting to use a greater degree of Student Engagement will provide students with focus, motivation, and meaningful learning experiences. Engaging students in the learning process and providing them accountability for their education is a must if we wish to increase proficiency rates and increase learning gains.

**Measurable Outcome:**

If we successfully implement student engagement, then our Mathematics L25 students will increase their learning gains by a minimum of three percentage points, as evidenced by the 2022 Florida State Standards.

**Monitoring:**

The administrative team will monitor student engagement by conducting classroom walkthroughs to observe the practice, as well as data chats with students to monitor progress and engagement levels. Administrators will debrief with grade levels to ensure that student engagement is occurring and provide individual support to teachers struggling with the practice.

**Person responsible for monitoring outcome:**

Diony Martinez (pr4691@dadeschools.net)

**Evidence-based Strategy:**

Within Student Engagement, we will implement accountable talk. Accountable talk will support students in making learning gains as it is an approach that encompasses not only the manner in which the student and the teacher speak and listen, but also a mindset conducive to reflective learning. Reflective students have the ability to learn from their misunderstandings and apply that knowledge into future learning. Students should not make errors and pass over the understanding of why and how that error occurred, therefore we wish to implement accountable talk in order to promote student ownership of learning and individual educational journeys.

**Rationale for Evidence-based Strategy:**

Selecting accountable talk was a practical decision for us because we currently employ a number of other strategies, primarily focusing on data analysis and use, therefore we feel it is best to continue those practices while working towards a new practice being implemented schoolwide. Accountable talk is multi-faceted as it relies on teachers using accountable vocabulary with students, teaching students how to be accountable for their learning, providing students with the tools to actually be accountable, data chats, data tracking, individual meetings with students and small groups, reflective learning, and higher order critical thinking. It is much more than simply using accountable vocabulary and placing all of the responsibility on a student.

### Action Steps to Implement

8/23 - Teachers will attend professional development sessions pertaining to student accountable talk, student engagement, student data chats, data analysis, and data driven instruction. As a result, teachers will obtain the knowledge necessary to implement these practices for academic improvement.

**Person Responsible**

Vivian Loriga (259361@dadeschools.net)

8/23 - 10/11 - Teachers will implement student accountable talk, student data chats and data driven instruction in classrooms throughout the 2021-2022 school year. As a result, teachers will indicate re-



teach lessons on their lesson plans, as well as provide evidence of student data chat forms being utilized. Additionally, these efforts will promote student engagement.

**Person Responsible** Vivian Loriga (259361@dadeschools.net)

8/23 - 10/11 - Administration will track L25 student data including, but not limited to, i-Ready growth monitoring, i-Ready Diagnostics, Topic Assessments, and Mid Year Assessments. Administration will follow up with teachers of students who are not showing adequate progress and provide support to assist the teachers in meeting their individual needs.

**Person Responsible** Vivian Loriga (259361@dadeschools.net)

8/30 - 10/11 - Administration will conduct bi-weekly classroom walkthroughs to monitor data usage and implementation practices concerning student accountable talk, data chats, and data usage. Administrators will follow up with teachers who are struggling with said practices by providing one on one support and/or recommending professional development to remediate the skill.

**Person Responsible** Diony Martinez (pr4691@dadeschools.net)

12/15 - Administration will review i-Ready AP2 data with teachers to identify strengths and weaknesses. As a result, teachers will utilize information to plan for student progress and alter i-Ready pathways as necessary to meet student needs. An observable outcome will be an improvement of 3% or more, overall school improvement on i-Ready passage rates.

**Person Responsible** Diony Martinez (pr4691@dadeschools.net)

11/5 - PTSA will host an i-Ready celebration for students who have met their 70% or higher passage rate and weekly time goals of 45 minutes per subject area. As a result, students will become more engaged in i-Ready and participate with greater efficacy. An observable outcome will be an improvement of 3% or more, overall school improvement on i-Ready passage rates.

**Person Responsible** Natalia Guzman (n.guzman@dadeschools.net)

1/31 - 4/29 - Students will participate in collaborative work within classrooms to engage all learners at their individual academic and social levels. As a result, increases in proficiency rates and learning gains will be seen in FSA and EOC results.

**Person Responsible** Diony Martinez (pr4691@dadeschools.net)

1/31 - 4/29 - Select students, as identified by the Mathematics i-Ready AP2 scores, will receive daily math intervention. As a result, mathematics learning gains and proficiency rates will increase.

**Person Responsible** Diony Martinez (pr4691@dadeschools.net)

**#3. Culture & Environment specifically relating to Equity & Diversity**

**Area of Focus Description and Rationale:** Based on a review of the data from the School Climate Survey and student attendance, we feel that in the area of Culture and Environment, targeting Equity and Diversity will empower our students to take ownership and exhibit leadership in our school. We noted a sharp decrease in students feeling that learning was interesting and that their teachers made them want to learn. Additionally, the percentage of students with 16-30 absences increased by five percentage points. Due to the nature of blended learning and other aspects of the pandemic in the 2020-2021 school year, many students became disconnected, in a way, from their teachers. In the 2021-2022 school year, we want to not only bring those staff-student connections back, but we want to capitalize on student leadership in the school in order to build the school culture amongst students especially. Promoting equity, diversity, and a student-centered school site should result in improved school culture and attendance.

**Measurable Outcome:** If we successfully implement the targeted element of Equity and Diversity, our students will desire to be in school and be accountable for their education. By implementing student leadership and involving students more so in the school, our percentage of students with 16-30 absences will decrease by five percentage points.

**Monitoring:** The leadership team will meet with student council members on a monthly basis and ensure that the elected EESAC student representative attends meetings and is given the opportunity to provide input. A teacher leader will facilitate the safety patrol program in fifth grade and a teacher leader will facilitate the National Junior Honors Society. Additionally, our counselors will continue to conduct peer mentoring programs that connect middle and elementary students and office aide elective classes. The principal and assistant principal will oversee and monitor all programs and gather feedback and input for improvement. The assistant principal will monitor attendance and behavior referrals throughout the school year in order to monitor effectiveness of the newly implemented and continued programs. The data will be discussed during curriculum council and EESAC meetings in order to keep stakeholders informed.

**Person responsible for monitoring outcome:** Diony Martinez (pr4691@dadeschools.net)

**Evidence-based Strategy:** Within Equity and Diversity, we will focus on the evidence-based strategy of Student Leadership. This will assist in providing students leadership roles that increase the students' self worth, sense of belonging, and self-efficacy. We will implement class president and vice president roles in both elementary and middle school and National Honors Society in middle school, to further support this strategy. Additionally, teachers will be encouraged to provide classroom roles and lead afterschool clubs and student council meetings. During the office aide elective, our counselors will provide development to students in the area of student leadership and engage student in leadership roles throughout the school. We will continue the safety patrol program and the peer counseling program that are already present as leadership roles for students.

**Rationale for Evidence-based Strategy:** We selected student leadership because we strongly believe that if we can create student leadership opportunities, we can bring students closer to the school. Student leadership roles in the school will lead to more welcoming spaces, student accountability, staff-student connections, improved attendance, and overall student and staff morale increases.

**Action Steps to Implement**

9/8 - 10/11 - School counselors will provide lessons to students regarding embracement of equity and diversity, as well as the Values Matter program. As a result, student case management referrals will decrease.

**Person Responsible** Natalia Guzman (n.guzman@dadeschools.net)

9/27 - A vote, via the student body, will be conducted to select students to participate as EESAC student representatives at all 2021-2022 Jane S. Roberts K-8 Center EESAC meetings. As a result, the student representatives shall be present at the October, 2021, EESAC meeting and all EESAC meetings going forward.

**Person Responsible** Lourdes Garcia (209485@dadeschools.net)

8/23 - 10/11 - Counselors will conduct mentoring programs that connect elementary and middle school students, as well as peer counseling elective classes to target student leadership and empowerment throughout the student body.

**Person Responsible** Natalia Guzman (n.guzman@dadeschools.net)

9/27 - 10/11 - Administration will monitor student attendance and conduct Attendance Review Committee meetings to provide support and intervention regarding poor attendance. As a result, student attendance will increase.

**Person Responsible** Diony Martinez (pr4691@dadeschools.net)

11/1 - 12/17 - Administration will meet with student council to collaborate and implement initiatives put forth by the student body. As a result, students will build rapport with administration and student attendance rates will increase.

**Person Responsible** Diony Martinez (pr4691@dadeschools.net)

12/15 - Student pep rally will be held to promote kindness, diversity, and school spirit/branding. As a result, student morale will increase and student attendance rates will improve.

**Person Responsible** Diony Martinez (pr4691@dadeschools.net)

1/31 - 4/29 - Student representation at EESAC meetings to provide input for the student body, vote on EESAC proposals, and provide EESCA information to student council members and student body.

**Person Responsible** Lourdes Garcia (209485@dadeschools.net)

1/31 - 4/29 - Middle school students who are enrolled in peer counseling will provide support and assistance within classrooms and for administration, this building responsibility and drive in students. As a result, student attendance will show improvement.

**Person Responsible** Diony Martinez (pr4691@dadeschools.net)

**#4. Leadership specifically relating to Managing Accountability Systems**

**Area of Focus Description and Rationale:** Based on the data from the School Climate Survey and the SIP survey, we will utilize the targeted element of Managing Accountability Systems. The SIP Survey indicated a decrease in support provided by teacher leaders, guidance in using data to plan instruction, and support provided after professional developments to implement the newly learned strategy. These findings lead us to the conclusion that we must put more effort in to following up and managing accountability within the school. By providing follow up, guidance, and support, student achievement and learning gains will be positively affected.

**Measurable Outcome:** If we successfully implement the targeted element of Managing Accountability Systems, our teachers will find more success in implementing and maintaining programs, as well as feel an increase in support from teacher leaders. In turn, this will bolster staff morale, follow through of programs, and teacher attendance. As a result, the 2021-2022 SIP Survey will indicate an increase of 10 percentage points in "All of the time" responses for the question pertaining to how often teachers are supported by teacher leaders.

**Monitoring:** The leadership team will work with teacher leaders and counselors, whom are experts in select initiatives, to develop and lead the initiative. The principal and assistant principal will also monitor and follow through on initiatives throughout the school in order to monitor progress and make changes to programs as they progress to ensure that they are best meeting the needs of the targeted population. Initiatives may be focused on faculty and staff or students and will include educational programs, student leadership programs, and teacher leadership opportunities.

**Person responsible for monitoring outcome:** Vivian Loriga (259361@dadeschools.net)

**Evidence-based Strategy:** Within the targeted element of Managing Accountability Systems, we will focus on the evidence-based strategy of Determining, Implementing, and Tracking Initiatives and Progress. In This strategy will assist us in not only using data to determine priority initiatives, but it will also enable us to track the progress, successes, and failures of any give initiative. The principal and assistant principal will work closely together to create manageable timelines and goals in order to progress monitor initiatives and will communicate progress to faculty and staff on a monthly basis at faculty meetings.

**Rationale for Evidence-based Strategy:** Determining, implementing, and tracking initiatives and progress will lead to greater teacher satisfaction because programs will be carried out more effectively and provide more effective results. This will also provide more support and guidance to teachers as periodic check ins and progress monitoring will allow the leadership team to be aware of instances where support is required.

**Action Steps to Implement**

8/19 - 10/11 - Leadership team meetings with administration will occur monthly in order to disseminate information, plan, and monitor school initiatives. As a result, the school leadership team will have a concurrent mission and vision.

**Person Responsible** Diony Martinez (pr4691@dadeschools.net)

8/30 - 10/11 - Clear goals and timelines for all initiatives will be created and maintained by administration. Administration will follow up with teacher leaders to ensure accomplishment of said goals and provide guidance and support. As a result, initiatives will be implemented effectively and efficiently.

**Person Responsible** Vivian Loriga (259361@dadeschools.net)

9/8 - 10/11 - Administrators will provide leadership development to teachers who have expressed an interest in building leadership skills. As a result, teacher leaders will take on administrative tasks and responsibilities, when appropriate.

**Person Responsible** Diony Martinez (pr4691@dadeschools.net)

8/23 - 10/11 - Administration will work closely with PTSA and EESAC to support school initiatives and spread community involvement in applicable initiatives. As a result, parental involvement will increase and positively affect future enrollment.

**Person Responsible** Diony Martinez (pr4691@dadeschools.net)

11/1 - 12/17 - Administration will attend PTSA meetings to support in the implementation of PTSA initiatives. Additionally, administration will meet with PTSA members on an as needed basis to provide continual support. As a result, parental involvement will increase, which will positively affect student attendance and future enrollment.

**Person Responsible** Vivian Loriga (259361@dadeschools.net)

11/1 - 12/17 - Administration will meet with department chairpersons to provide leadership support in development of individuals and department initiatives. As a result, more initiatives will be followed through to completion, which will positively affect teacher satisfaction and raise teacher morale.

**Person Responsible** Diony Martinez (pr4691@dadeschools.net)

1/31 - 4/29 - PTSA will provide quarterly incentives for students meeting specific goals within i-Ready and attendance. As a result, student achievement will be positively effected as students are more frequently attending school and making efforts to attain learning gains in i-Ready.

**Person Responsible** Vivian Loriga (259361@dadeschools.net)

4/4 - Administration will meet with the curriculum council (chairpersons and counselors) to brainstorm for the 2022 - 2023 school year. This will result in higher levels of accountability on the part of administrators and teachers as they work together to create an academic and social plan for the upcoming school year.

**Person Responsible** [no one identified]

### 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.

**Overall, in the 2020-2021 school year, slightly less than 1% of the population at Jane S. Roberts K-8 Center had a single disciplinary referral, and less than .5% of the population had two or more disciplinary referrals. The amount of single discipline referrals at Jane S. Roberts K-8 Center was two percentage points less than the district average, while the number of multiple referrals for one student was one percentage point less than the district average. We will continue to implement positive behavior strategies to support and maintain the level of behavioral excellence that is exhibited in our students. We will also continue to closely monitor student behavior and provide appropriate intervention strategies to effectively cease inappropriate behaviors. The combined use of positive behavior support and behavior intervention will provide continuous results that fall below district averages in disciplinary referrals.**

#### **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 Culture strengths are in the areas of character education/values matter, rewards/incentives, school spirit pride and branding, and welcoming spaces. We strive throughout the school year to provide students with engaging activities that involve students and stakeholders in the school community. We hold after school events where students and their families attend and see student achievements showcased via performance, interactive displays, and presentation. We also provide rewards and incentives to our students for attendance, meeting educational goals, and positive behavior and values. School branding has become very important to us in the past 3 years as we have worked to beautify our school with our mascot painted on the exterior and interior doors, walls, etc. This has enabled students and the community to physically see our pride and brand. We will continue these successful practices and build upon them in the 2021-2022 school year.

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

A number of stakeholders are involved in the positive school culture and environment that Jane S. Roberts is so well known for. The key stakeholders are the Principal, Assistant Principal, counselors, teacher leaders, PTSA, EESAC, and student leaders. The Principal works with all stakeholders to brainstorm ideas to build and maintain positive school culture; she is the driving force behind our school culture. The entire

team works together, not necessarily everyone at once, often small groups are used to work on individual projects, to facilitate the ideas discussed and create special events and activities to build school culture and make our school feel like a family. Additionally, the teacher leaders, PTSA, ESAC, and student leaders gather feedback and provide information to the leadership team. All stakeholders hold a responsibility for working together to build and maintain a healthy school culture that encompasses all parties.

**Part V: Budget**

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Student Engagement	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity	\$0.00
4	III.A.	Areas of Focus: Leadership: Managing Accountability Systems	\$0.00
<b>Total:</b>			<b>\$0.00</b>