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Royal Green Elementary School

13047 SW 47TH ST, Miami, FL 33175

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

Demographics

Principal: Carlos Diaz

Start Date for this Principal: 6/18/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	90%
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 Economically Disadvantaged Students
School Grades History	2018-19: A (67%) 2017-18: A (70%) 2016-17: A (72%)
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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Royal Green Elementary School

13047 SW 47TH ST, Miami, FL 33175

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

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)
Elementary School PK-5	Yes	87%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

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

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Royal Green Elementary will strive to promote emotional growth and academic improvement in a safe learning environment with involvement and commitment from parents, students, staff and community.

Provide the school's vision statement.

To educate all students to the highest levels of academic achievement, to enable them to reach and expand their potential, and to prepare them to become productive, responsible, ethical, creative and compassionate members of 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
Diaz, Carlos	Principal	A Principal oversees the daily activities and operations within a school. Their main duties include disciplining or advising students, approving teachers' curriculums and ensuring the school environment is safe for all students and staff members. Principals lead and motivate teachers and other staff members to work efficiently in order to promote student academic achievement.
Ortega, Martha	Assistant Principal	Assistant principals deal with the issues of school management, student activities and services, community relations, personnel, and curriculum instruction. They coordinate with principals and board members to assist in defining and enforcing school policies and guidelines for students, staff, and faculty.
Cruz, Ady	Teacher, K-12	Teachers serve as essential mentors in supporting and guiding new teachers to enhance their planning, instruction, and content knowledge. Mentors help orient new teachers to the school community and to teaching in general. They guide new teachers in feeling confident in their new role. Teachers also play a critical role in ensuring the core instructional programs are followed with fidelity.
Carreno, Nancy	School Counselor	A guidance counselor develops, implements and manages the school's guidance programs. This includes working with students in individual, small group and classroom settings, as well as, assisting students with creating an academic plan for their education. In addition, the guidance counselor collaborates with parents and teachers in promoting students' academic progress.
Garcia, Alejandro	Instructional Coach	The instructional coach works alongside teachers to provide support and guidance in establishing best practices in teaching. The teacher promotes a vision of creating alignment of curriculum, instruction, assessment, and standard. He focuses on data and maintains a culture of continuous learning.

Demographic Information

Principal start date

Tuesday 6/18/2019, Carlos Diaz

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.*

19

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.*

9

Total number of teacher positions allocated to the school

29

Total number of students enrolled at the school

330

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

7

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	35	44	60	64	60	67	0	0	0	0	0	0	0	330
Attendance below 90 percent	1	0	4	2	2	4	0	0	0	0	0	0	0	13
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	1	5	3	4	0	0	0	0	0	0	0	15
Course failure in Math	0	1	0	0	2	4	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	0	3	26	22	13	10	0	0	0	0	0	0	0	74

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	2	0	1	3	4	0	0	0	0	0	0	0	10

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	3	1	2	1	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 7/21/2021

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	43	72	69	68	69	76	0	0	0	0	0	0	0	397
Attendance below 90 percent	0	4	2	1	5	1	0	0	0	0	0	0	0	13
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	4	3	5	2	0	0	0	0	0	0	0	17
Course failure in Math	0	1	0	1	5	5	0	0	0	0	0	0	0	12
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	2	5	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	14	0	0	0	0	0	0	0	15

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	2	0	3	5	6	0	0	0	0	0	0	0	16

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	3	0	2	1	0	0	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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				71%	62%	57%	76%	62%	56%
ELA Learning Gains				69%	62%	58%	70%	62%	55%
ELA Lowest 25th Percentile				59%	58%	53%	59%	59%	48%
Math Achievement				70%	69%	63%	84%	69%	62%
Math Learning Gains				81%	66%	62%	80%	64%	59%
Math Lowest 25th Percentile				67%	55%	51%	61%	55%	47%
Science Achievement				55%	55%	53%	63%	58%	55%

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	74%	60%	14%	58%	16%
Cohort Comparison						
04	2021					
	2019	71%	64%	7%	58%	13%
Cohort Comparison		-74%				
05	2021					
	2019	58%	60%	-2%	56%	2%
Cohort Comparison		-71%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	48%	67%	-19%	62%	-14%
Cohort Comparison						
04	2021					
	2019	71%	69%	2%	64%	7%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-48%				
05	2021					
	2019	75%	65%	10%	60%	15%
Cohort Comparison		-71%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	53%	53%	0%	53%	0%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

The value displayed is percent of students proficient based on iReady diagnostic results where available and Midyear assessments for other subject areas and grade levels. Grades K-5 will use iReady Data AP1 for Fall , Ap2 for Winter, AP3 for Spring.

Grade 1					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		37.7	46.8	51.6
	Economically Disadvantaged		36.7	44	50
	Students With Disabilities		12.5	22.2	33.3
	English Language Learners		9.1	27.3	36.4
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		38.3	41.9	59.7
	Economically Disadvantaged		37.5	40	60
	Students With Disabilities		12.5	22.2	11.1
	English Language Learners		30.0	36.4	72.7

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	34.4	51.6	65.6
	Economically Disadvantaged	33.3	50.0	65
	Students With Disabilities	0	0	10
	English Language Learners	0	33.3	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	23.3	54.7	67.2
	Economically Disadvantaged	20.0	53.3	66.7
	Students With Disabilities	0	0	20
	English Language Learners	0	0	0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	69.8	81.0	82.5
	Economically Disadvantaged	68.5	81.5	81.5
	Students With Disabilities	33.3	41.7	41.7
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	35.5	57.1	77.8
	Economically Disadvantaged	35.8	55.6	77.8
	Students With Disabilities	16.7	16.7	41.7
	English Language Learners	0	0	0

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	36.9	53.8	62.9
	Economically Disadvantaged	34.5	51.7	58.2
	Students With Disabilities	11.8	17.6	41.2
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	23.1	40.0	66.7
	Economically Disadvantaged	22.4	37.9	64.3
	Students With Disabilities	11.8	17.6	29.4
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	26.1	51.5	51.5
	Economically Disadvantaged	24.6	51.6	53.1
	Students With Disabilities	7.7	15.4	41.7
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	29.4	31.3	61.8
	Economically Disadvantaged	28.1	32.8	62.5
	Students With Disabilities	15.4	7.7	41.7
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	8	0
	Economically Disadvantaged	0	8	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

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	33	60		28	47		8				
ELL	61	51	64	47	31	36	18				
HSP	64	47	67	49	33	50	29				
FRL	62	48	63	47	32	44	28				
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	41	43	33	38	58	38	28				
ELL	68	68	63	68	81	77	51				
HSP	71	70	61	70	81	67	54				
FRL	69	70	59	70	82	68	53				
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	54	58	55	59	69	55					
ELL	74	70	50	79	74	62	70				
HSP	76	70	58	84	80	60	63				
FRL	75	70	59	84	80	60	64				

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	49
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	66
Total Points Earned for the Federal Index	393
Total Components for the Federal Index	8
Percent Tested	94%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES

Students With Disabilities	
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	47
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	51
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	49
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 shows an increase in the Achievement gap widening from 3rd to 5th grade in both ELA and Math.

All ELA Subgroups Achievement decreased by 5 or more percentage points.

ELA Subgroups Learning Gains for ELL and SWD decreased, specifically for SWD which decreased by 15 percentage points.

All ELA Subgroups Learning Gains L25 for ELL and Hispanic students increased; however, the SWD subgroup decreased by 22 percentage points.

All Math Subgroups Achievement decreased by 10 or more percentage points.

All ELA Subgroups Learning Gains increased except for SWD which decreased by 11 percentage points.

All ELA Subgroups Learning Gains L25 increased except for SWD which decreased by 17 percentage points.

2021 data findings :

The school shows an increase in the Achievement gap widening from 3rd to 5th grade in both ELA and Math.

The percent of students in grades 3-5 meeting proficiency in Mathematics decreased by 22 percentage points.

The percent of students in grade 3 meeting proficiency in Mathematics increased by five percentage points.

The percent of SWD in Mathematics grades 3-5 meeting proficiency in all tested areas was below 50 percent.

The percent of students in grades 3-5 meeting proficiency in ELA decreased by eight percentage points.

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

2019 data findings:

All Math Subgroups Achievement decreased by more than 10 percentage points. The SWD students

decreased by 21 percentage points, ELL students decreased by 11 percentage points, Hispanic students decreased by 14 percentage points, and students with Free and Reduced lunch decreased by 14 percentage points.

2021 data findings:

The percent of students meeting Achievement level in Math decreased by 22 percentage points. The percent of students making Learning Gains in Math decreased by 49 percent. The percent of students in the L25 making learning gains in Math decreased by 23 percentage points..

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 3 years, we have been focused on encouraging teachers in the implementation of differentiation of instruction during the Math 60 minute instructional block. We will continue to support this while incorporating data-driven instruction to help meet the needs of our L25 subgroup.

2021 data findings:

There is a need to implement data-driven instruction more consistently and with more rigor. We will develop a more systematic approach in incorporating data-driven instruction during the Math block specifically in grade 3-5. Teachers will be encouraged and supported in the administration of Math Topic Assessment using the district's online platform Performance Matters to track assessment scores and analyze assessment data. A schedule will also be created to ensure that teachers meet at least quarterly to conduct data chats and review student progress. Based on the outcome of these data chats, Teacher Led Centers (TLC) instruction will be adjusted. Teachers will also be encouraged to meet in a small group setting with students after each assessment to provide rapid check-ins with them. Teachers will guided the students towards understanding each standard missed and will help them strategize ways for improving in the following topic assessment. Teachers will use supplemental materials including Ready Florida MAFS books.

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

2019 data findings:

One of the data components that indicated most improvement was ELA Learning Gains, specifically students in the lowest quartile. Three out of the four subgroups for the ELA lowest quartile stayed the same or increased. The ELL subgroup showed the greatest improvement with an increase of 13 percentage points. The Hispanic subgroup demonstrated an increase of three percentage points and the FRL subgroup stayed the same at 59 percentage point performance. The only subgroup that decreased was the SWD subgroup which decreased by 22 percentage points.

2021 data findings:

The data component that indicated the most improvement was ELA Learning Gains of the L25. In 2021, students in the L25 subgroup in ELA showed an increase of six percentage points. The ELA Achievement in grade three also showed an improvement, as the amount of students meeting high standards increased from 74 percent to 79 percent.

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

2019 data findings

Reading intervention for Tier 1 and 2 students was implemented more consistently and with more rigor. Two reading interventionists were hired to implement the Reading intervention program. More

students participated in the before and after school Reading programs. On going progress monitoring for Tier 2 and Tier 3 students was systematically implemented.

2021 data findings:

L25 students were provided with Reading intervention on a consistent basis designed to meet the individual needs of students within a small group setting. The pace of instruction was modified to allow for different rates of learning. i-Ready Growth Monitoring assessment were conducted and their progress was monitored within in-program assessments and i-Ready Growth Monitoring assessment. The students in the lowest quartile participated in Extended School opportunities either before or after school tutoring and also participated in our Spring Break Academy. In addition, third-grade reading teachers implemented a more systematic and rigorous approach in incorporating data-driven instruction. They ELA bi-weekly assessment using the district's online platform Performance Matters to track assessment scores and analyze assessment data.

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

Differentiated Instruction, Standard Aligned Instruction, On going Progress Monitoring, Interventions-RTI, Extended Learning Opportunities before and after school, Enrichment Opportunities

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 develop learning opportunities to include training teachers in how to become familiar with the newly adopted ELA textbook content and digital resources (September 7, 2021) ,training on overview of the platform and introduction to the reporting features of the Performance Matters platform (October 29, 2021), and training on the new Intervention Reading Horizons Discovery program (October 29, 2021).

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

Collaborative planning has been scheduled so that teachers are able to meet with their grade level and plan data driven instruction aligned to the standards. Extended School opportunities will be offered before and after school. This includes before/after school tutoring for ELLs and Tier 1 and Tier 2 students, Minecraft Club, and Enrichment Club for gifted students in Grade 2.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale: Based on the results of the Spring 2021 FSA results, there was a six percentage point decrease in the percent of students meeting proficiency in ELA. Our school will implement the targeted element of differentiation. We selected the overarching area of differentiation to meet the needs of all learners. We will provide the scaffolding necessary for all students to access grade level content in order to meet proficiency and make learning gains in reading .

Measurable Outcome: If we successfully implement differentiation, then the percent of students meeting proficiency in reading will increase a minimum of five percentage points.

Monitoring: The Leadership Team will conduct bi-weekly data analysis to adjust groups based on student needs and monitor progress. Administrators will review the Wonders '22 progress monitoring assessments to observe students' progress. Extended learning opportunities will be provided to those students not showing growth.

Person responsible for monitoring outcome: Martha Ortega (mortega1@dadeschools.net)

Evidence-based Strategy: Our school will focus on the evidenced-based strategy of data-driven instruction as a systemic approach of instruction that meets the varying academic needs of learners.

Rationale for Evidence-based Strategy: Data driven instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to students' needs. Teachers will make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

Action Steps to Implement

8/31-10/11- Administrators will conduct data chats with teachers to determine students' strengths and weaknesses, and develop a plan of action to differentiate instruction addressing the needs of all students. As a result, teachers will develop classroom systems that are conducive to small group instruction such as allocated space, student folders, and posted groups.

Person Responsible Martha Ortega (mortega1@dadeschools.net)

8/31-10/11-Tier two and tier three students will receive Reading Horizons Reading intervention with fidelity. Student progress will be monitored by interventionist and administration. Teachers and interventionist will meet to discuss student achievement during grade level meetings. As a result, students will increase their knowledge and understanding of standards that need improvement.

Person Responsible Martha Ortega (mortega1@dadeschools.net)

8/31-10/11-Small group rosters that are homogenous and fluid demonstrating evidence of data analysis will be implemented. As a result, teachers will have student groups, appropriate resources, and lesson plans that reflect differentiate instruction.

Person Responsible Martha Ortega (mortega1@dadeschools.net)

8/31-10/11-Develop and implement lesson plans aligned to the B.E.S.T. and LAFS and utilize instructional resources available on the District Pacing Guides. As a result, the teachers will plan for scaffolding toward successful differentiated instruction.

Person Responsible Martha Ortega (mortega1@dadeschools.net)

11/1/21 New Interventionist will be hired to assist teachers in the implementation of small group instruction and Reading and Math intervention.

Person Responsible Carlos Diaz (pr4741@dadeschools.net)

11/10/21 Leadership Team will meet to review Q1 student data (reading, math and science) . As a result, the team will understand student strengths and weaknesses and develop goals for Quarter 2.

Person Responsible Martha Ortega (mortega1@dadeschools.net)

January 31- April 29, 2022 Assistant principal will conduct data chats with teachers to determine students' strengths and weaknesses, and develop a plan of action to differentiate instruction addressing the needs of all students. i-Ready Diagnostic AP2 will be used to for this purpose. As a result, teachers will develop classroom systems that are conducive to small group instruction such as allocated space, student folders, and posted groups.

Person Responsible Martha Ortega (mortega1@dadeschools.net)

January 31- April 29, 2022
Before the Bell and After the Bell extended learning opportunities will be offered to students performing below grade level in Reading. As a result, the percent of students meeting proficiency in reading will increase

Person Responsible [no one identified]

January 31- April 29, 2022
Before the Bell and After the Bell extended learning opportunities will be offered to students performing below grade level in Reading. As a result, the percent of students meeting proficiency in reading will increase

Person Responsible [no one identified]

#2. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: Based on the results of the Spring 2021 FSA results, there was a 21 percentage point decrease in grades 3-5 in the percent of students meeting proficiency in math. Our school will implement the targeted element of standards- aligned instruction. We selected standards-aligned instruction based on our findings that all subgroups learning gains were decreasing.

Measurable Outcome: If we successfully implement standards-aligned instruction, then the percent of students meeting proficiency in math will increase a minimum of five percentage points.

Monitoring: The administrators will conduct classroom walk-throughs to monitor progress in the implementation and delivery of lessons reflecting standard-aligned instruction. The Leadership Team will meet monthly to review and analyze data generated by topic assessments, teacher-made tests, quarterly assessments, and i-Ready diagnostic. Extended learning opportunities will be provided to those students not showing growth.

Person responsible for monitoring outcome: Carlos Diaz (pr4741@dadeschools.net)

Evidence-based Strategy: The evidence-based strategy being implemented for the area of focus of standards-aligned instruction is the Effective Curriculum and Resource Utilization. Teachers will use available resources, materials, and technology to support student learning and deliver equitable instruction to all groups of learners.

Rationale for Evidence-based Strategy: Teachers will use innovative and relevant instructional materials that are aligned with the standards and adjusted periodically to ensure that the needs of all learners are being met and that lessons are focused towards student mastery.

Action Steps to Implement

8/31-10/11-In grade level common planning sessions, teachers will unpack the Mathematics Florida Standards (MAFS), discuss Math Test Item Specifications, and District Pacing Guides. As a result, teachers will develop effective instructional strategies.

Person Responsible Martha Ortega (mortega1@dadeschools.net)

8/31-10/11-The Leadership Team will analyze student data and monitor student progress by having targeted data chats quarterly. As a result, this information will be use to plan for effective Standards-aligned instruction.

Person Responsible Martha Ortega (mortega1@dadeschools.net)

8/31-10/11-Provide on-going support by sharing best practices. As a result, teachers will use practices shared to plan equitable lessons addressing the needs of all the learners.

Person Responsible Martha Ortega (mortega1@dadeschools.net)

11/1/21-12-21/21-Technology will be used to access online practice through i-Ready and Reflex Math. As a result, teachers will use these programs to accelerate student learning.

Person Responsible Carlos Diaz (pr4741@dadeschools.net)

11/10/21-The Leadership Team will meet to review and analyze data generated by topic assessments, teacher-made tests, quarterly assessments, and i-Ready diagnostic. As a result Extended learning opportunities will be provided to those students not showing growth.

Person Responsible Martha Ortega (mortega1@dadeschools.net)

11/1/21-12-21/21 Extended learning opportunities will be offered to students no showing growth in reading and/or math.

Person Responsible Martha Ortega (mortega1@dadeschools.net)

1/9/22 Intermediate Math teachers will meet to review -Ready Diagnostic (AP2) math data. As a result, math teachers to: Examine the percentage of students in each grade-level placement, get a sense of performance by domain/standard, look at Placement by Domain and prioritize needs, identify areas of potential focus, and plan learning experiences to support student needs. As a result, math teachers will be able to create goals for the next Diagnostic (AP 3).

Person Responsible Martha Ortega (mortega1@dadeschools.net)

1/16/22-4/21/22 Intermediate Math teachers will meet to share best practices aligned to the standards to be addressed. As a result, teachers will have a compendium of strategies and support to use to target students in need of additional support in the area of math. Teachers will be able to connect to resources to support student proficiency.

Person Responsible Martha Ortega (mortega1@dadeschools.net)

#3. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: Based on the results of the 2021 School Climate Survey, our school will implement the targeted element of Social Emotional Learning. Through our data review we noticed that students felt that their peers were not following schools rules. We recognize that students who are concerned about other student behavior are not focused on their learning.

Measurable Outcome: If we successfully implement Social Emotional Learning (SEL) in our classes, then our School Climate Survey results will demonstrate a decrease by a minimum of one percentage point in the way students feel about their peers not following school rules.

Monitoring: Administration and the leadership team will monitor data for referrals on a monthly basis. The leadership team will plan ongoing student recognition, incentives, and activities to promote positive behavior.

Person responsible for monitoring outcome: Martha Ortega (mortega1@dadeschools.net)

Evidence-based Strategy: Our school will focus on the evidence-based strategy of social emotional learning. Students will acquire and effectively apply knowledge necessary to manage their emotions, solve conflicts, show empathy for others and establish positive relationships increasing their ability to follow school rules.

Rationale for Evidence-based Strategy: Including Social Emotional Learning (SEL) components during the school day will increase the students ability to regulate emotions and solve problems using positive strategies to avoid misbehavior. Students will participate in at least one Mindful practice daily. Teachers will include SEL components such as journaling, Quaver, and Cloud9 lessons within the curriculum in all subject areas.

Action Steps to Implement

8/31/21-10/11/1/21 Counselor will teach mindfulness practices to students on a weekly basis. During classroom guidance lessons, students will receive an introductory lesson on mindfulness utilizing information and guidance from Mindful Kids Miami partner. Counselor will send out links to mindfulness practice for teachers to utilized during their daily mindfulness practice. As a result, students' ability to regulate emotions and solve problems will increase.

Person Responsible Nancy Carreno (ncarreno@dadeschools.net)

8/31/21-10/11/1/21 Teachers and Counselor will plan SEL activities at the beginning of each quarter, using District resources such as Wonders, Quaver, Cloud 9 lessons, and journaling. As a result, teachers will feel more confident in implementing SEL lessons with their students.

Person Responsible Nancy Carreno (ncarreno@dadeschools.net)

8/31/21-10/11/1/21 Positive Behavior System (PBS) will be implemented to reward students. As a result, there will be a decrease in the amount of discipline referrals.

Person Responsible Martha Ortega (mortega1@dadeschools.net)

8/31/21-10/11/1/21 Value of the Month recognition will be implemented across grade levels to motivate and encourage students. As a result, students will be motivated

Person Responsible Nancy Carreno (ncarreno@dadeschools.net)

11/1/21-12-21/21 During morning announcements school counselor will implement Mindfulness Monday. As a result, students will be guided to focus their attention on something they want to accomplish during the day (academic and behavior goals).

Person Responsible Nancy Carreno (ncarreno@dadeschools.net)

11/1/21-12-21/21 Counselor will teach mindfulness practices to students on a weekly basis. During classroom guidance lessons, students will receive an introductory lesson on mindfulness utilizing information and guidance from Mindful Kids Miami partner. Counselor will send out links to mindfulness practice for teachers to utilized during their daily mindfulness practice. As a result, students' ability to regulate emotions and solve problems will increase.

Person Responsible Nancy Carreno (ncarreno@dadeschools.net)

January 31

Provide Teachers with Random Act of Kindness Calendar to encourage students to complete a random act of kindness daily during the month of February.

As a result, acts of kindness will boost feelings of confidence, being in control, happiness and optimism. They may also encourage others to repeat the good deeds they've experienced themselves – contributing to a more positive school.

Person Responsible Nancy Carreno (ncarreno@dadeschools.net)

January 31- April 29, 2022-Teachers and Counselor will plan SEL activities using District resources such as Wonders, Quaver, and journaling. As a result, teachers will feel more confident in implementing SEL lessons with their students.

Person Responsible Nancy Carreno (ncarreno@dadeschools.net)

#4. Leadership specifically relating to Leadership Development

Area of Focus Description and Rationale: Based on data from the 2021 School Climate Survey, the area of focus identified as need is Leadership Development. There is a need to continue to actively cultivate, support, and develop teacher leaders to focus on instructional proficiency and student learning.

Measurable Outcome: If we successfully implement the Targeted Element of Leadership Development, then the percentage of teachers in leadership roles will increase by at least five percent during the 2021-2022 school year, as evidenced by the results of the 2022 School Climate Survey.

Monitoring: The administration will encourage the chairpersons from each grade level and departments to invite other teachers to participate in the leadership team meetings. Administrators will meet on a monthly basis to discuss different activities and events to increase leadership development.

Person responsible for monitoring outcome: Carlos Diaz (pr4741@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Leadership Development, we will focus on the evidence-based strategy of Involving Staff in Important Decisions. The evidenced-based strategy for this areas of focus in involving staff in important decision making. This strategy allows the staff to gain professional and personal stake in the school and its overall success.

Rationale for Evidence-based Strategy: This commitment leads to the increased productivity as members of the staff are actively participating in the decision making as part of various aspects of the school community such as the leadership team and school committees.

Action Steps to Implement

8/31-10/11-Administrators will create task specific school committees that will meet at different points throughout the year to coordinate a variety of events for both students and staff members. Teachers will select to participate in committees of interest. As a result, this will foster an environment that supports collaboration and team building.

Person Responsible Carlos Diaz (pr4741@dadeschools.net)

8/31-10/11-Google Form will be created to invite teachers to become chairs for different departments and positions. Teachers in this position will become member of the school's leadership team. As a result, leadership team members will assist administrators in monitoring student achievement, climate and satisfaction data to assure that the learning environment is producing results consistent with the school's stated goals.

Person Responsible Carlos Diaz (pr4741@dadeschools.net)

8/31-10/11-Teachers who are not part of the leadership team will be invited to attend monthly leadership team meetings by the grade level chairperson or department head. As a result, teachers will be involved in the decision making process of the school.

Person Responsible Carlos Diaz (pr4741@dadeschools.net)

8/31-10/11-Committee chairpersons will share the outcome of the most recent meeting with staff members at monthly faculty meetings. As a result, teachers will be able to share knowledge gained with the staff.

Person Responsible Martha Ortega (mortega1@dadeschools.net)

11/10/21 Create a Beautification Committee to motivate teachers to take an active role in a committee. As a result of implementing this action step, the staff will have one more opportunity to gain professional and personal stake in the school and its overall success.

Person Responsible Jennifer Valdes (mrsvaldes@dadeschools.net)

11/1/21-12-21/21 Create a school garden with the assistance of the Beautification committee. As a result of this action step, administrators will actively support, and develop teacher leaders to focus on student learning. Teachers will be able to allow the children to develop a heightened awareness of the environmental issues surrounding the school community

Person Responsible Jennifer Valdes (mrsvaldes@dadeschools.net)

January 31 Meet with Beautification Committee to finalize budget to needed to create garden rea in front of the school to build school curb appeal. As a result of implementing this action step, the staff will have one more opportunity to gain professional and personal stake in the school and its overall success.

Person Responsible Martha Ortega (mortega1@dadeschools.net)

January 31- April 29, 2022
Implement Rocks of Kindness with assistance of homeroom teachers and Art Teacher.

As a result of implementing this action step, the staff will have one more opportunity to gain professional and personal stake in the school and its overall success.

Person Responsible Martha Ortega (mortega1@dadeschools.net)

#5. -- Select below -- specifically relating to

Area of Focus Description and Rationale:

Measurable Outcome:

Monitoring:

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy:

Rationale for Evidence-based Strategy:

Action Steps to Implement

No action steps were entered for this area of focus

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.

One primary area of concern that the school will monitor is relational aggression among girls. Small group counseling for girls will be delivered by the school counselor to explain the interaction to girls in an effort to avoid this form of hurtful activity. Behavior and discipline data will be monitored to identify areas of concern in student interaction. These areas will be addressed through parent conferences, individual and small group counseling as well as classroom guidance lessons.

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.

In order to address building a positive school culture and climate we strive to create meaningful parent involvement by giving them a platform for feedback on classroom activities or school programs by utilizing Class DOJO, and Instagram. Parents communicate with teachers and ask them about their hopes or concerns regarding their children's education. Students' personal achievement and good behavior are celebrated through recognizing Student of the Month and implementing the Do the Right Thing program. Complimenting students helps them to feel that they are cared for individually. School and classroom rules/expectations are clear to all students. Rules state positive behaviors that students should demonstrate that are aligned with the district core values. The Positive Behavior Support program also delineates ROAR expectations for students to follow: Be respectful, organized, accomplished and responsible. Staff are provided opportunities for team building. We empower teachers by providing opportunities to share best practices in a resourceful environment.

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

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principal, Counselor, Teacher Leaders (School Leadership Team) and Teachers. The Principal's role is to oversee and monitor the school's initiatives. The Assistant Principal will monitor the PBS and Celebrating Success activities in a timely manner. The Counselor will monitor the Values Matter and No Place for Hate initiatives. Teacher leaders will support best practices. All stakeholders are responsible to connect and build relationships with students, parents, and families.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
4	III.A.	Areas of Focus: Leadership: Leadership Development	\$0.00
5	III.A.	Areas of Focus: -- Select below --:	\$0.00
Total:			\$0.00