

Miami-Dade County Public Schools

# Riverside Elementary School



## 2021-22 Schoolwide Improvement Plan

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# Riverside Elementary School

1190 SW 2ND ST, Miami, FL 33130

<http://riversideelementary.dadeschools.net>

## Demographics

**Principal: Veronica Recio T**

Start Date for this Principal: 6/10/2010

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	85%
<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* Black/African American Students* Hispanic Students* Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: C (46%) 2017-18: I (%) 2016-17: B (57%)
<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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## Riverside Elementary School

1190 SW 2ND ST, Miami, FL 33130

<http://riversideelementary.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	83%
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		C	C	I

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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.**

The dedicated educators and staff of Riverside Elementary Community School work cooperatively with our parents and our community to develop independent student leaders through a variety of academic strategies and social activities that empower our students to be owners of their future.

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

The vision of the Riverside Elementary Community School family is to help children succeed academically and socially, guiding them to become respectful, responsible and educated 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
Paramore Respress, Erica	Principal	Principal oversees the daily activities and operations within the school. Main duties includes discipline and advising students, approving teacher's curriculums, and ensuring the school environment is safe for all students and staff members.
Navarro, Anna	Assistant Principal	Assistant Principal duties include school management, student activities and services, community relations, personnel and curriculum instruction.
Morales-Rojas, Mayelin	Reading Coach	Reading coach duties include work with educators to identify issues with students or curriculum, set goals and solve problems, collaborate with teachers and school administrators to develop curriculum and lesson plans, interpret data after student assessment has been concluded, and model lessons to help educators.
Izquierdo, Marisol	Reading Coach	Reading coach duties include work with educators to identify issues with students or curriculum, set goals and solve problems, collaborate with teachers and school administrators to develop curriculum and lesson plans, interpret data after student assessment has been concluded, and model lessons to help educators.
Juantorena, Yria	Math Coach	Math coach duties include work with educators to identify issues with students or curriculum, set goals and solve problems, collaborate with teachers and school administrators to develop curriculum and lesson plans, interpret data after student assessment has been concluded, and model lessons to help educators.
Pryor, Shawn	Math Coach	Math coach duties include work with educators to identify issues with students or curriculum, set goals and solve problems, collaborate with teachers and school administrators to develop curriculum and lesson plans, interpret data after student assessment has been concluded, and model lessons to help educators.
Williams, Melissa	Science Coach	Science coach duties include work with educators to identify issues with students or curriculum, set goals and solve problems, collaborate with teachers and school administrators to develop curriculum and lesson plans, interpret data after student assessment has been concluded, and model lessons to help educators.

## Demographic Information

### Principal start date

Thursday 6/10/2010, Veronica Recio T

**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.*

17

**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.*

55

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

109

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

950

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

12

**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	69	122	129	167	203	162	0	0	0	0	0	0	0	852
Attendance below 90 percent	11	65	56	67	63	73	0	0	0	0	0	0	0	335
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	9	29	43	31	0	0	0	0	0	0	0	112
Course failure in Math	0	0	9	14	36	41	0	0	0	0	0	0	0	100
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	41	55	0	0	0	0	0	0	0	96
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	21	37	0	0	0	0	0	0	0	58
Number of students with a substantial reading deficiency	0	47	93	123	125	105	0	0	0	0	0	0	0	493

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	12	29	38	61	0	0	0	0	0	0	0	140

**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	1	0	1	9	0	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	8	0	0	0	0	0	0	0	8

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

Tuesday 7/27/2021

**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	129	150	175	218	182	177	0	0	0	0	0	0	0	1031
Attendance below 90 percent	67	56	65	69	74	85	0	0	0	0	0	0	0	416
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	8	27	47	32	32	0	0	0	0	0	0	0	146
Course failure in Math	0	8	14	38	41	80	0	0	0	0	0	0	0	181
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	41	55	0	0	0	0	0	0	0	96
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	21	37	0	0	0	0	0	0	0	58

**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	1	11	23	46	61	82	0	0	0	0	0	0	0	224	

**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	1	0	0	9	0	0	0	0	0	0	0	0	0	10
Students retained two or more times	1	0	0	0	8	5	0	0	0	0	0	0	0	14

**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				37%	62%	57%		62%	56%
ELA Learning Gains				41%	62%	58%		62%	55%
ELA Lowest 25th Percentile				38%	58%	53%		59%	48%
Math Achievement				61%	69%	63%		69%	62%
Math Learning Gains				52%	66%	62%		64%	59%
Math Lowest 25th Percentile				50%	55%	51%		55%	47%
Science Achievement				42%	55%	53%		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	26%	60%	-34%	58%	-32%
Cohort Comparison						
04	2021					
	2019	36%	64%	-28%	58%	-22%
Cohort Comparison		-26%				
05	2021					
	2019	36%	60%	-24%	56%	-20%
Cohort Comparison		-36%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	54%	67%	-13%	62%	-8%
Cohort Comparison						
04	2021					
	2019	57%	69%	-12%	64%	-7%
Cohort Comparison		-54%				
05	2021					
	2019	54%	65%	-11%	60%	-6%
Cohort Comparison		-57%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	38%	53%	-15%	53%	-15%
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 progress monitoring tool used to collect data by grade level was I-Ready.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	25.8%	25.8%	28.6%
	Economically Disadvantaged	25.8%	25.8%	28.6%
	Students With Disabilities	N/A	12.5%	22.2%
	English Language Learners	14.3%	5.9%	5.6%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	28.4%	20.9%	21.6%
	Economically Disadvantaged	28.4%	20.9%	21.6%
	Students With Disabilities	11.1%	25.0%	12.5%
	English Language Learners	33.3%	5.7%	5.6%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	15.6%	20.7%	29.1%
	Economically Disadvantaged	15.7%	20.9%	29.4%
	Students With Disabilities	25.0%	18.2%	16.7%
	English Language Learners	5.6%	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	16.5%	25.9%	36.1%
	Economically Disadvantaged	16.7%	26.1%	36.4%
	Students With Disabilities	N/A	N/A	8.3%
	English Language Learners	11.1%	N/A	16.7%
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	26.6%	34.1%	38.5%
	Economically Disadvantaged	26.6%	34.1%	38.5%
	Students With Disabilities	11.1%	11.1%	21.1%
	English Language Learners	8.7%	N/A	13.0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	13.1%	22.4%	40.1%
	Economically Disadvantaged	13.1%	22.4%	40.1%
	Students With Disabilities	N/A	10.5%	15.8%
	English Language Learners	4.2%	17.4%	8.7%

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	10.9%	13.4%	18.8%
	Economically Disadvantaged	10.9%	13.4%	18.8%
	Students With Disabilities	3.0%	3.0%	13.3%
	English Language Learners	5.3%	5.9%	5.6%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	16.4%	25.2%	38.8%
	Economically Disadvantaged	16.4%	25.2%	38.8%
	Students With Disabilities	13.8%	13.3%	37.0%
	English Language Learners	11.8%	17.6%	27.8%
Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	17.3%	28.7%	30.8%
	Economically Disadvantaged	17.3%	28.7%	30.8%
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	19.8%	27.9%	46.8%
	Economically Disadvantaged	19.8%	27.9%	46.8%
	Students With Disabilities	7.7%	7.7%	18.2%
	English Language Learners	N/A	7.7%	13.3%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	9%	N/A
	Economically Disadvantaged	N/A	9%	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

**Subgroup Data Review**

<b>2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2019-20</b>	<b>C &amp; C Accel 2019-20</b>
SWD	8	25	38	16	7						
ELL	19	42	46	23	19	34	20				
BLK	31			13							
HSP	26	42	49	26	19	34	24				
FRL	26	42	48	25	18	33	24				
<b>2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2017-18</b>	<b>C &amp; C Accel 2017-18</b>
SWD	14	41		34	51	59	13				
ELL	33	40	38	60	52	53	37				
HSP	37	42	38	62	52	52	41				
FRL	36	40	38	61	52	50	42				
<b>2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2016-17</b>	<b>C &amp; C Accel 2016-17</b>

**ESSA Data Review**

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

<b>ESSA Federal Index</b>	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	32
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	38
Total Points Earned for the Federal Index	253
Total Components for the Federal Index	8
Percent Tested	96%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	15
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	30
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	22
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	32
Hispanic Students Subgroup Below 41% in the Current Year?	YES
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	32
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

Overall trends in Math, ELA, and Science indicate a decrease in Proficiency across all grade levels. The largest decrease in Proficiency was from 61 (2019) to 25 (2021) percentage points overall in the area of Mathematics indicating a decrease of 37 percentage points. The greatest improvement in L25 Learning Gains was from 38 (2019) to 48 (2021) percentage points overall in the area of ELA indicating an increase of 10 percentage points in the FSA. The data indicates ELA Learning Gains sustained results from 41 (2019) to 41 (2021) percentage points overall. Data indicates a decrease of 18 percentage points in the area of Science from 42 (2019) to 24 (2021) percentage points.

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

The greatest need for improvement based on progress monitoring and 2019 and 2021 data is in the area of Mathematics indicating a decrease in proficiency from 61 percentage points on the 2019 FSA to 25 percent on the 2021 FSA.

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

The loss of instruction due to the constant changes in modality coupled with missed opportunities to maintain the appropriate pacing of the Mathematics standards contributed decrease. In addition, student attendance was a factor contributing to the learning loss in Mathematics. Lastly, limited use of manipulatives due to COVID guidelines affected the mastery of Mathematics standards. We will adjust framework to allow more time on secondary standards not previously mastered. The implementation of Mathematics manipulatives and fluency will aid with reducing the achievement gap. Additionally, teachers will utilize the Prerequisites icon in the District pacing guide to help mitigate learning loss.

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

The greatest improvement was in ELA Learning Gains with 41 percentage points on the 2019 FSA.

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

A major contributing factor was a focus of the LAFS standards during instruction. We will continue to plan and implement on grade level standards utilizing planning cards, SRM questions, and Ready LAFS textbooks.

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



During Collaborative Data Chats, teachers, support staff, and administration analyze student performance data and determine how that information will be used to drive future instruction. Time is also allotted to discuss activities and strategies teachers have used to remediate and/or enrich students on the assessed standards. Students who are in Rtl or who are identified as fragile are also discussed. This ensures they are receiving the proper support. Data chats are also a time to discuss teacher needs as it relates to additional assistance needed in the classroom, and in what ways both administration and support staff can assist teachers with those needs.

**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.**

Based on the school's needs, the PLST will develop whole group sessions and job-embedded sessions on using data to drive instruction, Aligning resources to small group instruction, Tackling OPM data, making adjustments to groups as data becomes available and continuous data chats with individualized feedback and next steps (ongoing). Coaching cycles will also be implemented individually with teachers to support specific needs (ongoing).

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

Extended Learning Opportunities to attend Saturday School, ELL, before and after school tutoring will be provided to students in need of remediation. Intervention will also be provided to all students working below grade level. Standards Based Planning will take place to ensure sustainability of improvement in the next year and beyond.

### Part III: Planning for Improvement

#### Areas of Focus:

**#1. Instructional Practice specifically relating to Collaborative Planning**

<b>Area of Focus Description and Rationale:</b>	Based on the data review, the school will implement the Targeted Element of Collaborative Planning. We selected the area of Collaborative Planning based on our findings that demonstrated a need to increase our proficiency and learning gains across all grade levels. Student learning gains in the area of Mathematics went from 52% on the 2019 FSA to 18% on the 2021 FSA, indicating a decrease of 34 percentage points. We will provide standards-based instruction in order to move towards proficiency by monitoring student progress through Topic Assessments.
<b>Measurable Outcome:</b>	If we successfully implement the Targeted Element of Collaborative Planning, then our learning gains will increase by a minimum of 5 percentage points as evidenced by State Assessments.
<b>Monitoring:</b>	The Leadership Team will conduct monthly data chats and conduct walkthroughs to ensure standards based instruction is evident. Data analysis of OPMs will be reviewed to observe progress. Extended learning opportunities will be provided to those students who are not showing growth.
<b>Person responsible for monitoring outcome:</b>	Erica Paramore Respress (pr4681@dadeschools.net)
<b>Evidence-based Strategy:</b>	Within the Targeted Element of Collaborative planning, our school will focus on the evidence based strategy of Standards-Based Collaborative Planning. Standards-Based Collaborative Planning refers to any period of time that is scheduled during the school day for multiple teachers, or teams of teachers, to work together. Its primary purpose is to bring teachers together to learn from one another and collaborate on projects that will lead to improvements in standards-aligned lesson quality, instructional effectiveness, and student achievement. Standards-Based lessons should include detailed objectives, activities and assessments that evaluate students on the aligned standards-based content. Collaborative Planning improves collaboration among teachers and promotes learning, insights, and constructive feedback that occur during professional discussions among teachers. Standards-Based lessons, units, materials, and resources are improved when teachers work on them collaboratively.
<b>Rationale for Evidence-based Strategy:</b>	Collaborative Planning will ensure that teachers are using standards based lessons, units, materials and resources to improve student achievement.

**Action Steps to Implement**

8/31-10/11 Instructional coaches will lead common planning sessions twice a week with all grade levels. As a result, reviewing the pacing guides, available resources, and instructional framework will ensure standards based instruction takes place in the classrooms.

**Person Responsible** Erica Paramore Respress (pr4681@dadeschools.net)

9/8-10/11- Data analysis of OPMs will take place during common planning and will assist in identifying differentiated instructional resources, areas of strengths, and needs for improvement. As a result, teachers will be able to meet the needs of individual students and adjust instruction as necessary.

**Person Responsible** Erica Paramore Respress (pr4681@dadeschools.net)

10/4-10/11- Product reviews will be conducted during grade level common planning sessions to share best practices, instructional strategies, and student progress. As a result, teachers will have the opportunity to collaborate, brainstorm challenges and share best practices.

**Person Responsible** Erica Paramore Respress (pr4681@dadeschools.net)

10/4-10/11- Grade level Chairpersons and Curriculum leaders will lead common planning sessions on alternate weeks to set specific learning targets based on student assessments. As a result, teachers will be able to address daily learning targets efficiently.

**Person Responsible** Erica Paramore Respress (pr4681@dadeschools.net)

11/1-12/17 - The Leadership Team will review Topic Assessment data and have monthly data chats with teachers to ensure standards based instruction is taking place in all classes. As a result, teachers will be able to adjust lesson plans to reteach deficient standards.

**Person Responsible** Erica Paramore Respress (pr4681@dadeschools.net)

11/1-12/17 - Teachers will share best practices during Common Planning of strategies they utilized to teach the standards the students mastered in each of their classes, as evidenced by Topic and Weekly Assessment data. As a result, more students will demonstrate proficiency on state standards.

**Person Responsible** Erica Paramore Respress (pr4681@dadeschools.net)

1/31-4/29 - Teachers will conduct data chats with their students based on their predicted proficiency target utilizing AP2 data and utilize reteaching tools to address deficient standards per student. As a result, more students will achieve proficiency on state standards.

**Person Responsible** Erica Paramore Respress (pr4681@dadeschools.net)

1-31-4/29 - Teachers will continue to conduct product reviews based on the deficient standards identified on weekly and topic assessments. As a result, best practices will be shared on how to reteach the standards for students to obtain mastery.

**Person Responsible** Erica Paramore Respress (pr4681@dadeschools.net)

**#2. Culture & Environment specifically relating to Student Attendance**

<b>Area of Focus Description and Rationale:</b>	Based on the data review, the school will implement the Targeted Element of Student Attendance. The three year comparison indicates a 15 percentage point increase in the cohort of students with 6-15+ absences. We recognize the need to tailor our attendance initiatives and improve in making connections with families to ensure attendance is consistently high.
<b>Measurable Outcome:</b>	If we successfully implement the Target Element of Student Attendance, the school 's measurable outcome will be to decrease the number of absences specifically in the 6-15+ days absent range from 23% to 10%.
<b>Monitoring:</b>	The Leadership Team along with support staff will create a plan of action to ensure students attend school daily. We will plan student incentives to promote consistent student attendance. Teachers will monitor daily and report attendance to the counselor on a weekly basis to determine trends and connect with families who struggle with attendance. The Leadership Team will identify opportunities for students who are absent due to illness to connect virtually to class instruction or have access to on-demand lessons. To ensure we are on track to meeting the outcome above, this data will be discussed during data chats with teachers and students and parental contact will be made when necessary.
<b>Person responsible for monitoring outcome:</b>	Erica Paramore Respress (pr4681@dadeschools.net)
<b>Evidence-based Strategy:</b>	Within the Targeted Element of Student Attendance, our school will focus on the evidence-based strategy of: Attendance Initiatives. Strategic Attendance Initiatives involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.
<b>Rationale for Evidence-based Strategy:</b>	Attendance initiatives will assist in decreasing the number of student absent 6-15+ days providing the leadership team targeted data to identify students with potential truancy and provide remediation and incentives.

**Action Steps to Implement**

8/31- 10/11- Support staff will contact the families of absent students on a daily basis to ensure student are in school. As a result, families will be made aware of the importance of attendings school daily.

**Person Responsible** Erica Paramore Respress (pr4681@dadeschools.net)

8/31-10/11- Teachers will monitor student attendance and submit referral for students with 3 or more unexcused absences. As a result, student attendance will improve.

**Person Responsible** Erica Paramore Respress (pr4681@dadeschools.net)

9/8-10/11- Homeroom classes with perfect attendance will display a perfect attendance magnet on their classroom door and announced over the morning announcements. As a result, students will feel motivated to attend school daily.

**Person Responsible** Erica Paramore Respress (pr4681@dadeschools.net)

10/4-10/11- Students having one or zero absences each month will receive an attendance recognition item. (pencil, certificate etc). As a result, students will feel incentivized to attend school and be a part of the learning community.

**Person Responsible** Erica Paramore Respress (pr4681@dadeschools.net)

11/1 - 12/17 - Students with perfect attendance will be recognized during Honor Roll Virtual Ceremonies for the first nine week grading period. As a result, more students will want to achieve perfect attendance during the remaining grading periods.

**Person Responsible** Erica Paramore Respress (pr4681@dadeschools.net)

11/1-12/17 - Students having perfect attendance for two consecutive weeks will be recognized with a snow cone treat during lunchtime. As a result, other students will want to achieve the two week perfect attendance streak and receive snow cones as a reward.

**Person Responsible** Erica Paramore Respress (pr4681@dadeschools.net)

1/31-4/29 - Students having missed only one day per month for a two month period will participate in an off campus field trip to the FROST Museum. As a result, other students will want to miss less days in order to be eligible for the field trip experience.

**Person Responsible** Erica Paramore Respress (pr4681@dadeschools.net)

1/31-4/29 - Students will continue to receive Perfect Attendance Awards during the second and third nine week grading period. As a result, more students will want to achieve perfect attendance in a grading period.

**Person Responsible** Erica Paramore Respress (pr4681@dadeschools.net)

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

<b>Area of Focus</b>	
<b>Description and Rationale:</b>	Based on the SIP Survey, the data demonstrates that 23% of the staff members believe they are not provided with the opportunity to be considered for leadership roles.
<b>Measurable Outcome:</b>	If we successfully implement the Targeted Element of Managing Accountability Systems, our teachers will be provided the opportunity to contribute and participate in leadership roles. The percentage of teachers in leadership roles will increase by 5% during the 2021-2022 school year.
<b>Monitoring:</b>	Teachers will be able to select specific opportunities to serve in a leadership capacity in their areas of expertise to create an environment of shared leadership. The teacher leaders will provide support and development and share the knowledge gained with their colleagues.
<b>Person responsible for monitoring outcome:</b>	Erica Paramore Respress (pr4681@dadeschools.net)
<b>Evidence-based Strategy:</b>	Within the Targeted Element of Managing Accountability Systems, we will focus on the Evidence Based Strategy of: Involving Staff in Important Decision Making. Involving staff in Important Decision Making allows them to gain professional and personal stake in the school and it's overall success. This commitment leads to the increased productivity as members of the staff are actively participating in various aspects of the school and wish to see their efforts succeed. Several ways to involve staff in decision making are regularly surveying staff to get their feedback, meeting with teams and committees often to generate ideas and set goals, and offering choices in ways to implement change.
<b>Rationale for Evidence-based Strategy:</b>	Involving staff in important decision making will contribute to the overall school improvement by increasing staff productivity, setting goals and offering choices to implement change in the school.
<b>Action Steps to Implement</b>	
8/31- At the Opening of Schools meeting, school committees were formed and teachers were given an opportunity to join various academic and extra curricular committees, including opportunities to be committee chairpersons. As a result, teachers will be able to participate in a leadership role.	
<b>Person Responsible</b>	Erica Paramore Respress (pr4681@dadeschools.net)
8/31-10/11- School committees will establish a shared vision of school collaboration across various areas of interest. As a result, participants will take turns taking the lead in creating a collaborative school culture environment.	
<b>Person Responsible</b>	Erica Paramore Respress (pr4681@dadeschools.net)
8/31-10/11- The PLST team will provide Professional Developments on effective communication skills and other culture building activities including Miami Learns PDs. As a result of delivering professional development session to their colleagues, PLST members will be able to enhance their leadership skills.	
<b>Person Responsible</b>	Erica Paramore Respress (pr4681@dadeschools.net)

8/31-10/11- Teachers will be provided opportunities to become activity leaders in several after-school student enrichment programs. As a result, teachers will have the opportunity to engage in the decision making and lead the after school care programs.

**Person Responsible** Erica Paramore Respress (pr4681@dadeschools.net)

11/1/- 12/17 - The PLST will continue to provide opportunities for teacher leaders to conduct mini workshops during early dismissal days to build teacher capacity. As a result, teachers will feel empowered to have a positive impact on the professional development of colleagues.

**Person Responsible** Erica Paramore Respress (pr4681@dadeschools.net)

11/1/2- 12/17 - School-wide Events Committees will meet and continue to plan events for our students, teachers and parents to attend throughout the year. As a result, more teachers will have the opportunity to play the lead part in event planning.

**Person Responsible** Erica Paramore Respress (pr4681@dadeschools.net)

1/31-4/29 - Teacher leaders will participate in BPIE decision making process and provide feedback to the process of inclusion education in all classrooms. As a result, more teacher leaders will partake in school level decision making activities.

**Person Responsible** Erica Paramore Respress (pr4681@dadeschools.net)

1/31-4/29 - Teachers will be given the opportunity to interview for leadership positions in the school such as open grade level chairperson positions, EESAC Chairperson position etc. As a result, the school will have a variety of teacher leaders.

**Person Responsible** Erica Paramore Respress (pr4681@dadeschools.net)



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

Based on the data review, the school will implement the Targeted Element of ELA in order to improve student performance. We selected the Targeted Element of ELA based on our findings that demonstrated a need to increase proficiency across all grade levels. Data indicates 24% of students in grade 3, 18% of students in grade 4, and 26% of students in grade 5 scored a Level 3 or above on the 2021 statewide, standardized English Language Arts assessment. Based on the 2021 i-Ready Diagnostic 3, 43% of Kindergarten, 75% of First grade, and 75% of Second grade students scored below grade level and are not on track to score a Level 3 or above on the statewide, standardized grade 3 English Language Arts assessment. Therefore, we will provide standards-based instruction in order to move towards proficiency by maximizing all lessons.

**Measurable Outcome:**

If we successfully implement the Instructional Practice specifically relating to ELA, then our proficiency will increase by a minimum of 5 percentage points in grades 3-5 on the 2022 statewide standardized English Language Arts assessment and an increase of 7 percentage points in grades K-2 on the 2022 i-Ready Diagnostic 3.

**Monitoring:**

The Leadership Team will conduct walkthroughs to ensure alignment of the Gradual Release of Responsibilities Model in addition to conducting product reviews of student work.

**Person responsible for monitoring outcome:**

Erica Paramore Respress (pr4681@dadeschools.net)

**Evidence-based Strategy:**

Within the Targeted Element of ELA, our school will focus on the evidence-based strategy of: The Gradual Release of Responsibilities Model (GRRM). The Gradual Release of Responsibilities Model (GRRM) is a particular style of teaching which is a structured method of pedagogy framed around a process beginning with explicit instruction. Students are guided through the learning process with clear statements about the purpose and rationale for learning the new skill. The GRRM is distinguished by four phases: (I do) clear explanations and demonstrations of the instructional target, (We do) providing strategic guided practice and feedback, (They do) gradually releasing students to practice the new skill collaboratively, and (You do) eventually requiring students to demonstrate mastery of the learning target independently.

**Rationale for Evidence-based Strategy:**

The Gradual Release of Responsibilities Model (GRRM) will ensure that students are actively engaged in the learning environment and applying reading comprehension skills.

**Action Steps to Implement**

8/31-10/11- During collaborative planning, teachers will plan lessons that require students to participate in the Gradual Release of Responsibilities Model (GRRM) to complete assigned tasks. As a result, students will engage in collaborative and independent opportunities within the ELA instructional block.

**Person Responsible**

Erica Paramore Respress (pr4681@dadeschools.net)

8/31-10/11 Teachers will deliver explicit instruction of daily standards during the I do phase of the Gradual Release of Responsibilities Model (GRRM). As a result, students will have a clear understanding of the learning target.

**Person Responsible**

Erica Paramore Respress (pr4681@dadeschools.net)



8/31-10/11 Teachers will introduce graphic organizers to students as a tool for collecting text evidence and organizing their thinking. As a result, students will participate in guided practice as they collaborate with partners in thinking, talking, reading, and writing about the text.

**Person Responsible** Erica Paramore Respress (pr4681@dadeschools.net)

8/31-10/11 Teachers will assign independent practice based on the daily learning target. As a result, the students will demonstrate mastery of the learning target by participating in independent practice such as answering questions about the text and explaining the thinking behind their responses.

**Person Responsible** Erica Paramore Respress (pr4681@dadeschools.net)

11/1-12/17 - Teachers will Intervention lessons and Ongoing Progress Monitoring data to determine the effectiveness of student intervention. As a result, student results will show improvement on the Growth Monitoring I-Ready Assessment.

**Person Responsible** Erica Paramore Respress (pr4681@dadeschools.net)

11/1-12/17 - The Leadership Team will monitor the 90 minute instructional framework to ensure students are given the opportunity for differentiated instructional lessons. As a result, student achievement will improve on the ELA biweekly student assessments.

**Person Responsible** Erica Paramore Respress (pr4681@dadeschools.net)

1/31/4/29 - Teachers will closely analyze i-Ready AP2 ELA data, specifically the predicted proficiency report and specifically plan direct instruction to meet the needs of the students still deficient on grade level standards. As a result, students will have a better chance of achieving proficiency on the FSA ELA assessment.

**Person Responsible** Erica Paramore Respress (pr4681@dadeschools.net)

1/31-4/29 - Teachers and Coaches will continue to implement intervention lessons with fidelity and analyze the results of the Mid Year assessment given to all students receiving intervention to ensure the learning gap for individual students is being addressed. As a result, the number of students achieving a learning gain on the FSA ELA Assessment will increase.

**Person Responsible** Erica Paramore Respress (pr4681@dadeschools.net)

### Additional Schoolwide Improvement Priorities

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

**The percent of students that received 1 referral is equal to the district average of 3%. The percent of students receiving two or more referrals was 0.86% which was less than the district average of 1%. We did not have any student suspensions. The school culture and environment will continue to be monitored by tracking student behavior referrals and ensuring these students receive counseling services.**

## Part IV: Positive Culture & Environment

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

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

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

Our school addresses building a positive school culture and environment by creating norms and protocols that support healthy interactions. Our strengths are Clearly Defined Expectations and Engaging Learning Environment. Our school creates positive rules that creates healthy interactions, and clearly communicates rules, norms, and a shared school vision with all stakeholders. We celebrate staff success by posting on our schools website Spotlight on Success. We engage students in the care of the physical environment by electing student ambassadors for each classroom. Our ongoing efforts are to maintain a clean, orderly and appealing physical surrounding.

### 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 Principals and Instructional Coaches. The Principal's role is to lead and monitor all the school's initiatives, respond to morale by planning professional development team building activities. The Assistant Principals will monitor teacher and student engagement, and providing information to stakeholders. The Instructional Coaches provide guidance and respond to teachers feedback and concerns. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and the community.

## Part V: Budget

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

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