

Miami-Dade County Public Schools

Rockway Elementary School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	11
Planning for Improvement	18
Positive Culture & Environment	26
Budget to Support Goals	27

Rockway Elementary School

2790 SW 93RD CT, Miami, FL 33165

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

Demographics

Principal: Shante Thompson

Start Date for this Principal: 6/15/2019

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)	96%
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: B (59%) 2017-18: B (56%) 2016-17: B (55%)
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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	11
Planning for Improvement	18
Title I Requirements	0
Budget to Support Goals	27

Rockway Elementary School

2790 SW 93RD CT, Miami, FL 33165

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2020-21 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">80%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">99%</p>

School Grades History

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

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SIP Authority

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <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.

Rockway Elementary School, in unity with all stakeholders, empowers the students to become critical thinkers, productive citizens, and caring individuals. This mission will be accomplished by providing challenging educational experiences based on high academic standards in a nurturing environment.

Provide the school's vision statement.

Rockway Elementary School is a beacon of light that guides our students to be life-long learners and active participants in creating a better future.

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
	Assistant Principal	<ul style="list-style-type: none"> - Assist principal with upholding the school's vision and mission, as well as the execution of tasks to ensure day to day operations run smoothly. - Support principal with data based decision making and ensure systems, such as the implementation of the MTSS model and scheduling of students in intervention. - Assist principal with additional duties assigned, as appropriate, including budget, school operations and curriculum.
Mitha-Ochoa, Sharika	Instructional Technology	<ul style="list-style-type: none"> - Assist with the Response to Intervention process. -Consistently maintain communication with school stakeholders including staff, parents, and community members through curriculum bulletins, facilitating faculty meetings, and monthly meetings with community leaders and parents. - Coordinate and create schedules for state and district Computer-Based Testing. - Help staff and students analyze and interpret i-Ready data. - Support school-wide data-driven differentiated curriculum development and implementation through support of teacher data chats, participation in common planning sessions, progress monitoring meetings and execution of targeted tutorial services. - Active member of the Leadership Team, Professional Learning Support Team (PLST), and PTA Secretary. - Maintain inventory of equipment and books. - Set up, manage and promote computer programs such as i-Ready, Renaissance Learning, and MyON. - Create, produce, and edit WROK Morning Announcements via PA System, YouTube or CCTV.
Tables, Danielle	Teacher, PreK	<ul style="list-style-type: none"> - Consistently maintain communication with school stakeholders including staff, parents, and community members through curriculum bulletins, facilitating faculty meetings , and monthly meetings with community leaders and parents. - Plan and implement lessons to meet the Voluntary Pre-K Standards. - Provide instruction in the Scholastic Big Day curriculum program, Waterford computer program, and Pyramid Model Behavior Strategies. - Maintain a safe and engaging learning environment. - Active member of the Professional Learning Support Team (PLST).
Pina, Julissa	Principal	<ul style="list-style-type: none"> - Maintain effective communication with the school-community stakeholders on a consistent basis to create a positive school culture. - Facilitate and support school operations, management of facilities, finances, human resources and analyze school data to make effective schoolwide decisions that impact teacher performance and student learning. - Conduct formal and informal evaluations of faculty and staff to monitor performance of all employees. - Recruit and retain instructional and non-instructional professionals/ personnel at the school site.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> - Coordinate school-wide activities for students, staff, and parents in collaboration with community partners. - Collaborate with colleagues at neighboring schools to establish community-wide incentives and activities.
Diaz, Dory	Teacher, K-12	<ul style="list-style-type: none"> - Active member of the SLT supporting overall school improvement to include participation in the school improvement process and creation of the annual school improvement plan. - Support SLT in designing professional development for Opening of Schools. - Support staff in use of technology resources for virtual and dual modality classrooms. - Lead department meetings for Special Area faculty and support staff. - Communicate with department utilizing various platforms to support virtual collaboration. - Support school STEAM initiatives by engaging team members in STEAM integration, planning, and establishing community partnerships. - Participate in monthly Leadership Team meetings. - Provide support to new and second-year teachers. - Establish high academic and behavioral expectations for students with emotional/behavioral needs in a self-contained setting. - Collaborate with support services personnel to improve student outcomes. - Provide ongoing improve systems for student engagement and learning.
VALDES, ARIADNA	Teacher, K-12	<ul style="list-style-type: none"> - Support SLT in designing professional development for Opening of Schools. - Support school STEAM initiatives by engaging team members in STEAM in integration planning. - Coach students in VEX IQ Robotics Club . - Support staff in use of technology resources for virtual and dual modality classrooms. - Collaborate with support services personnel to improve student outcomes. - Provide ongoing improve systems for student engagement and learning.

Demographic Information

Principal start date

Saturday 6/15/2019, Shante Thompson

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.*

15

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.*

20

Total number of teacher positions allocated to the school

14

Total number of students enrolled at the school

312

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

2

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

0

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	25	37	40	58	42	79	0	0	0	0	0	0	0	281
Attendance below 90 percent	1	4	2	4	3	8	0	0	0	0	0	0	0	22
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	2	10	3	10	0	0	0	0	0	0	0	25
Course failure in Math	0	0	1	7	1	8	0	0	0	0	0	0	0	17
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	5	0	0	0	0	0	0	0	5
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	9	14	20	6	21	0	0	0	0	0	0	0	70

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	1	7	1	11	0	0	0	0	0	0	0	20

The number of students identified as retainees:

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

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	44	49	55	50	88	62	0	0	0	0	0	0	0	348
Attendance below 90 percent	5	2	3	4	8	7	0	0	0	0	0	0	0	29
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	5	8	10	2	0	0	0	0	0	0	0	27
Course failure in Math	0	1	2	7	8	5	0	0	0	0	0	0	0	23
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	5	7	0	0	0	0	0	0	0	12
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	12	0	0	0	0	0	0	0	13

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

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

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	6	0	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				61%	62%	57%	59%	62%	56%
ELA Learning Gains				57%	62%	58%	55%	62%	55%
ELA Lowest 25th Percentile				44%	58%	53%	55%	59%	48%
Math Achievement				67%	69%	63%	61%	69%	62%
Math Learning Gains				69%	66%	62%	55%	64%	59%
Math Lowest 25th Percentile				43%	55%	51%	44%	55%	47%
Science Achievement				70%	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	61%	60%	1%	58%	3%
Cohort Comparison						
04	2021					
	2019	53%	64%	-11%	58%	-5%
Cohort Comparison		-61%				
05	2021					
	2019	62%	60%	2%	56%	6%
Cohort Comparison		-53%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	57%	67%	-10%	62%	-5%
Cohort Comparison						
04	2021					
	2019	72%	69%	3%	64%	8%
Cohort Comparison		-57%				
05	2021					
	2019	64%	65%	-1%	60%	4%
Cohort Comparison		-72%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	63%	53%	10%	53%	10%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

Grades K-5 utilized i-Ready Diagnostic Assessment Data to include AP1 data for Fall, AP2 data for Winter, and AP3 data for Spring. Grade 5 utilized district-wide Science Mid-Year Assessment data for Winter.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	40%	40%	67.5%
	Economically Disadvantaged	39.5%	39.5%	65.8%
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	36.8%	37.5%	67.5%
	Economically Disadvantaged	36.1%	36.8%	68.4%
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	37.3%	56.9%	76%
	Economically Disadvantaged	32.6%	58.1%	73.8%
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	17.6%	44%	70%
	Economically Disadvantaged	18.6%	47.6%	69%
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Grade 3			
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	35.4%	60.4%	70.8%
	Economically Disadvantaged	31.6	57.9%	65.8%
	Students With Disabilities	N/A	25%	12.5%
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	29.2%	50%	66.7%
	Economically Disadvantaged	28.9%	47.4%	60.5%
	Students With Disabilities	37.5%	25%	12.5%
	English Language Learners	N/A	N/A	N/A

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	37.8%	50%	59.8%
	Economically Disadvantaged	36.2%	50.7%	59.4%
	Students With Disabilities	8.8%	20.6%	35.3%
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	29.3%	47.6%	69.5%
	Economically Disadvantaged	27.5%	47.8%	69.6%
	Students With Disabilities	14.7%	32.4%	58.8%
	English Language Learners	N/A	N/A	N/A
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	50%	51.7%	62.1%
	Economically Disadvantaged	44.7%	42.6%	53.2%
	Students With Disabilities	25%	25%	37.5%
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	31.6%	50%	64.9%
	Economically Disadvantaged	28.3%	38.3%	56.5%
	Students With Disabilities	26.7%	18.8%	26.7%
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	N/A	32%	N/A
	Economically Disadvantaged	N/A	27%	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

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	22	43	55	28	43		41				
ELL	55	46	50	53	58	57	58				
HSP	59	48	50	54	52	56	64				
FRL	56	47	50	51	47	56	54				
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	21	31	35	30	38	33	25				
ELL	62	58	46	69	72	46	70				
HSP	62	57	45	68	70	46	70				
FRL	59	56	45	65	68	47	65				
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	22	34	37	22	39	38	21				
ELL	56	61	58	61	49	42	42				
HSP	59	55	57	61	56	41	63				
WHT	50			60							
FRL	56	56	54	60	52	40	61				

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	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	58
Total Points Earned for the Federal Index	442
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	41

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	54
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
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	55
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	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

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

Based on the 2019 state assessment data and progress monitoring data, the overall proficiency trends in ELA and Mathematics are in the area of 60% proficiency or higher; Science achievement outcomes were in the area of 70% proficiency.

Despite data trends indicating student academic performance had been demonstrating steady increases prior to the Covid-19 pandemic, learning loss is evident in state tested core content areas. A significant decline is evident in Mathematics reflecting a decrease from 67 to 55 percent proficiency on the 2021 Math FSA. In analyzing specific grade level proficiency, Grade 5 2021 FSA Math data reflected a significant decrease of 19 points from 65 to 46 percent proficiency. Nonetheless, a positive trend is evident in learning gains for students in the lowest 25% subgroup population on both ELA and Mathematics 2021 FSA assessments: an increase of 6 percent in ELA and 13 percent in Mathematics.

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

The Spring 2019 state assessment data in both ELA and Mathematics indicates that students in lowest 25% subgroup population in grades 3, 4 and 5 demonstrate the greatest need for improvement.

Based on the Spring 2021 state assessment data, students in the lowest 25% subgroup population in grades 3, 4, and 5 demonstrated increased learning gains as compared to 2019. Overall proficiency in Mathematics decreased by 12 percent with the greatest need for improvement in Grade 5 Mathematics proficiency based on a 19 percent decrease on the Spring 2021 Math 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?

Students in the subgroup of lowest 25% are mainly Students with Disabilities (SWDs) demonstrating learning difficulties in ELA and Mathematics. As a new action, students in this subgroup are receiving instruction in an inclusive setting and receiving rigorous instruction in a model class with support facilitation.

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

Based on 2019 data and progress monitoring, overall Mathematics proficiency showed an increase of 6 percentage points from 61% to 67%; Science showed an increase of 7 percentage points from 63% to 70% from the previous reporting year.

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

Science, Technology, Engineering, Arts, Mathematics (STEAM) was implemented school-wide to support learning in the areas of Mathematics and Science. This was a contributing factor to an increase in student achievement across subgroup populations.

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

In an effort to mitigate learning loss, the implementation of collaborative planning facilitated by departmentalization across grades levels K-5, data-driven decisions in Math, and integration of Social Emotional Learning (SEL) will support student learning and engagement to accelerate learning. Additionally, SWDs will receive academic support through support facilitation; and expert teachers will be implementing Tier II and Tier III interventions to support students identified as having significant learning loss.

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.

Professional development will be provided for teachers on the newly adopted BEST standards and intervention practices. Grade level planning sessions will focus on making data driven decisions to adjust instruction with the use of Adaptive Progress Monitoring and other supplemental monitoring tools.

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

Instructional professionals will ensure students are receiving Tier I, II and III instruction with fidelity to target the specific needs of each student. Title III tutoring will be offered to students demonstrating an academic deficiency and the STEAM Program already in place will be enhanced with an addition of Robotics and Chess Programs.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale: Based on the 2020-2021 PD Needs Assessment Survey, Rockway Elementary's instructional professionals identified a need for collaborative, job-embedded professional development opportunities to effectively support integration of technology and newly adopted Florida standards to positively impact student achievement.

Measurable Outcome: By Spring 2022, i-Ready Diagnostic Assessment results will show a 5 percent increase in grade level proficiency as a result of effective collaborative planning and professional development opportunities provided to instructional staff.

Monitoring: Classroom teachers will engage in collaborative planning on a weekly basis to plan for standards-based instruction and analyze grade level i-Ready instructional usage to align instruction and meet student needs as evidenced by grade level meeting agenda and minutes posted on school-wide MS Teams platform. Administrators will monitor grade level meeting agendas and minutes posted on a weekly basis.

Person responsible for monitoring outcome: Julissa Pina (julissapina@dadeschools.net)

Evidence-based Strategy: 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.

Rationale for Evidence-based Strategy: Standards-Based Collaborative Planning will support the need to accelerate learning by engaging instructional staff in weekly, scheduled standards-based lesson planning across grade levels. Additionally, grade level department chairpersons will ensure to include i-Ready data analysis for the grade level in the meeting agenda to further collaborate on planning for student academic needs.

Action Steps to Implement

08/31/2021-09/03/2021: Teachers will submit rationale for desired grade level/department chairperson position in an effort to support of the school vision and mission as it relates to collaborative planning.

Person Responsible Julissa Pina (julissapina@dadeschools.net)

09/3/2021-09/07/21: A school-wide MS Teams page will be created to assist and support with collaborative planning.

Person Responsible Julissa Pina (julissapina@dadeschools.net)

09/07/21-10/11/21: Grade level teams will meet weekly for Standards-Based Collaborative Planning sessions. As a result, instructional planning will reflect student and classroom needs positively impacting student learning.

Person Responsible Julissa Pina (julissapina@dadeschools.net)

09/07/21-10/11/21: Administration will monitor weekly grade level meeting agendas and minutes. Additionally, administrators will meet with grade level/department chairpersons monthly to assess grade level needs and provide support.

Person Responsible Julissa Pina (julissapina@dadeschools.net)

11/01/21-12/21/21: During Collaborative Planning sessions, Topic Assessments, i-Ready and Adaptive Progress Monitoring data will be reviewed to determine areas of strength and weaknesses. As a result, teachers will be able to address exact standards deficiencies and highlight areas of strengths.

Person Responsible Julissa Pina (julissapina@dadeschools.net)

11/01/21-12/21/21: Based on weaknesses of Standard Aligned Assessments, Instructional Focus Calendars will be created by each teacher. As a result, teachers will be able to address exact standards deficiencies.

Person Responsible Julissa Pina (julissapina@dadeschools.net)

1/31/22- 4/29/22: Continue collecting evidence of sign in sheets and agendas

Person Responsible Julissa Pina (julissapina@dadeschools.net)

1/31/22- 4/29/22: Grade levels will present collaborative data PowerPoint to identify strengths and weakness.

Person Responsible Julissa Pina (julissapina@dadeschools.net)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: According to the Academic Programs (AP) section on PowerBI, the 2019 FSA Mathematics Fifth Grade proficiency level is 65 percent. The 2020-2021 FSA Mathematics Fifth Grade proficiency level is 46 percent. This data depicts a 19 percent decrease. Therefore, we are not meeting the needs of students in the area of Mathematics.

Measurable Outcome: If we successfully implement the i-Ready program, Topic Assessments through Performance Matters, Data Chats, Differentiated Instruction, and provide teachers with support, then our students will increase by 10 percentage points as evidenced by the 2022 Fifth Grade FSA in Mathematics.

Monitoring: This Area of Focus will be monitored for the desired outcome by conducting weekly grade level meetings, in which teachers and administrators will review current data in real time in order to adjust instruction/groups based on students' academic needs.

Person responsible for monitoring outcome: Julissa Pina (julissapina@dadeschools.net)

Evidence-based Strategy: Data-Driven Decision Making is a process embedded in the culture of the school where data is used at every level to make informed decisions on what is best for students. This includes goal setting, interventions, teacher placement, course work, differentiating instruction etc.

Rationale for Evidence-based Strategy: Data-Driven Decision Making will provide teachers with the opportunity to make informed decisions using relevant data to effectively plan lessons that are tailored to student needs. Teachers will continue to adjust instruction, lesson plans, and instructional delivery based on student outcomes.

Action Steps to Implement

09/13/21-10/08/21: Teachers will administer the i-Ready AP1 Diagnostic assessment for Mathematics.

Person Responsible Julissa Pina (julissapina@dadeschools.net)

09/15/21-10/11/21: Administrators will schedule data chats with teachers to collaboratively analyze data and determine areas of weakness in Mathematics domains.

Person Responsible Julissa Pina (julissapina@dadeschools.net)

09/15/21-10/11/21: Teachers will conduct student data chats to set academic goals and support the i-Ready instructional pathway.

Person Responsible Julissa Pina (julissapina@dadeschools.net)

09/15/21-10/11/21: Teachers will monitor students' Instructional Usage and Pass Rate on the i-Ready program and administer Topic Assessments through the Performance Matters platform to adjust instruction as needed ensuring to provide remediation and/or enrichment to student groups.

Person Responsible Julissa Pina (julissapina@dadeschools.net)

11/1/21-12/21/21: Teachers will administer the iReady Growth Monitoring Assessment to determine growth since the i-Ready AP1 administration. As a result, teachers will have a clearer understanding on student learning goals after the administration of AP1.

Person Responsible Julissa Pina (julissapina@dadeschools.net)

11/1/21-12/21/21: Administration will conduct data chats to determine students who should be targeted for before and afterschool tutoring based on the results of the progress monitoring mathematics data. As a result, the school will be able to offer tutorial services to students in need.

Person Responsible Julissa Pina (julissapina@dadeschools.net)

1/31/22- 4/29/22: General Education and ESE teacher will provide small group instruction using MDCPS Mathematics Framework for differentiated instruction.

Person Responsible Julissa Pina (julissapina@dadeschools.net)

1/31/22- 4/29/22: Teachers will use teacher assigned lesson in iReady as a progress monitoring data point to determine effectiveness of reteach lesson.

Person Responsible Julissa Pina (julissapina@dadeschools.net)

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

Area of Focus Description and Rationale: Based on 2021 student/family Climate Survey results, 96 percent of our students feel that the overall climate at our school is positive and enhances learning. In returning from a global pandemic, for the 2021-2022 school year, a focus on Social Emotional Learning will support students' emotional and cognitive development.

Measurable Outcome: If successfully implemented, the Social Emotional Learning student/family survey, will show that with effective implementation of Values Matters program and CASEL Framework, 70 percent of our students will demonstrate improvement in SEL skills on the post survey by June 2022.

Monitoring: At the beginning of the school year, we will conduct a baseline Social Emotional Survey. Based on survey results, consistent practices of Values Matters Curriculum and CASEL Framework will be implemented to support students' emotional and cognitive development. By June 2022, an end-of-year Social Emotional survey will be conducted to determine improved student outcomes.

Person responsible for monitoring outcome: Julissa Pina (julissapina@dadeschools.net)

Evidence-based Strategy: Social and Emotional Learning (SEL) involves the processes through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (Casel 2013).

Rationale for Evidence-based Strategy: In utilizing the Social Emotional Learning Framework as embedded in Curriculum Resources and the Values Matters Program, students will improve their skills in self-awareness, self-management, social awareness, relationships skills, and responsible decision-making. These skills will promote a positive school culture, as well as support students' emotional development as they transition during the current global pandemic.

Action Steps to Implement

08/31/2021-09/03/21: The Synergy Team will present CASEL Framework and SEL Strategies as these align to the core values in the Values Matters program to all instructional staff to ensure that SEL is implemented across all grade levels.

Person Responsible Julissa Pina (julissapina@dadeschools.net)

09/13/21-10/08/21: The Administrative Team will distribute a school-wide survey to students and families to assess the current needs of the school's population.

Person Responsible Julissa Pina (julissapina@dadeschools.net)

09/13/21-09/20/21: The School Leadership Team will analyze the school-wide survey data results and develop school-wide incentives to support the Values Matter program and the implementation of the school-wide SEL curriculum.

Person Responsible Julissa Pina (julissapina@dadeschools.net)

09/20/21-10/11/21: Teachers will implement the SEL Framework utilizing curriculum resources and the Values Matters program. As a result, the social emotional needs of our students will be addressed.

Person Responsible Julissa Pina (julissapina@dadeschools.net)

11/1/21-12/21/21- School will provide Brain Power Professional Development in the areas of needs indicated on survey analysis. As a result, teachers will be better prepared to address the social emotional needs as identified by the survey results.

Person Responsible Julissa Pina (julissapina@dadeschools.net)

11/1/21-12/21/21- Brain Power representative will provide in class support with lessons. As a result, teachers will feel more comfortable executing lessons.

Person Responsible Julissa Pina (julissapina@dadeschools.net)

1/31/22- 4/29/22: Administration will propose a professional development for master plan points to provide additional SEL lesson support.

Person Responsible Julissa Pina (julissapina@dadeschools.net)

1/31/22- 4/29/22: Teachers will practice strategies with administration before implementing with students.

Person Responsible Julissa Pina (julissapina@dadeschools.net)

#4. Leadership specifically relating to Instructional Leadership Team

Area of Focus Description and Rationale:

Based on the 2021 School Climate survey, teachers in the building did not strongly feel that staff morale is high. The Targeted Element of Instructional Leadership Team will be utilized to support the school vision and mission to boost staff morale. The Instructional Leadership Team will create time for teachers to plan and collaborate with their team on school-wide decision making which will in turn build confidence in our staff and further positively impact student success.

Measurable Outcome:

If we successfully utilize the Targeted Element of Instructional Leadership Team, we will see a 10 percent increase of teachers that strongly agree that staff morale is high at our school as evidenced by the 2022 School Climate Survey.

Monitoring:

The Instructional Leadership Team members will serve as leads with new initiatives that will boost staff morale and create a nurturing environment in the school community by engaging staff in collaborative decisions during grade level/department meetings. Administrators will review grade level meeting agendas and minutes and provide support to the Instructional Leadership as needed.

Person responsible for monitoring outcome:

Julissa Pina (julissapina@dadeschools.net)

Evidence-based Strategy:

Promoting the Morale and Performance of the Team means that leaders check in with team members regularly and identify the need for boosting morale through incentive programs, rewards for positive performance, or other positive reinforcement. Motivational efforts are employed regularly to ensure the morale remains high. Leaders also incorporate opportunities to elevate the team's morale during struggle or opportunities for improvement.

Rationale for Evidence-based Strategy:

Creating a healthy school environment where teacher morale is high will enable us to carry out the vision, mission, and establish a collaborative work community. The Instructional Leadership Team will meet monthly to create school community building activities and performance incentives to ensure an increase in staff morale.

Action Steps to Implement

08/31/21-09/03/21: The Instructional Leadership Team will present Social Emotional Learning (SEL) activities and its framework at our Faculty Meeting to engage teachers in team building activity. As a result, this will ensure that buy-in is had by our instructional personnel.

Person Responsible

Julissa Pina (julissapina@dadeschools.net)

09/01/21 and 10/1/2021: The Instructional Leadership Team will meet monthly to discuss how to improve staff morale by planning team-building activities and assigning tasks to support newly created initiatives.

Person Responsible

Julissa Pina (julissapina@dadeschools.net)

09/03/21 -10/11/21: The Instructional Leadership Team members will plan and design activities for faculty meetings. As a result, teachers will be able to earn rewards or incentives based on informal walk-throughs conducted by the administrative team.

Person Responsible

Julissa Pina (julissapina@dadeschools.net)

09/07/21-10/11/21: The Instructional Leadership Team will implement targeted initiatives that will focus on building staff morale to enhance the school climate and culture. The team building activities and performance incentives will be implemented during faculty meetings.

Person Responsible Julissa Pina (julissapina@dadeschools.net)

11/1/21-12/22/21: The administrative team will conduct leadership meeting and survey leaders to determine the effectiveness of team building activities and incentives. As a result, administration can determine the impact of incentives in place and make adjustments, if needed.

Person Responsible Julissa Pina (julissapina@dadeschools.net)

11/1/21-12/22/21: Based on survey responses the administrative team will determine what changes or adjustments should be made.

Person Responsible Julissa Pina (julissapina@dadeschools.net)

1/31/22- 4/29/22: Professional Development day will be proposed to provide an opportunity for all in the area of health and wellness.

Person Responsible Julissa Pina (julissapina@dadeschools.net)

1/31/22- 4/29/22: Teachers will create a similar wellness day in their individual classes.

Person Responsible Julissa Pina (julissapina@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.

Rockway Elementary School has a schoolwide total of 1% of students with one referral and 2% of students with 2+ disciplinary referrals similar to those elementary schools with our same demographics. Upon returning from a global pandemic, for the 2021-2022 school year, a focus on Social Emotional Learning will support students' emotional and cognitive development which will in turn support the monitoring of behaviors leading to a decrease of at least 1% from that discipline data reported in 2020-2021.

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.

The school engages all stakeholders through a variety of means targeted to enhance communication and participation in the school improvement process. Ongoing collaboration with broad stakeholder groups ensure community involvement which directly improves outcomes for students at Rockway Elementary such as our partnership with Fit Kids of America, a local afterschool program offering transportation, fitness and academic support to students. Additionally, our School Board Member participates in school events such as our recent Back 2 School backpack and supplies give away this past August 2021. Families and students access the school website which is updated on a weekly basis with the latest news and announcements for our school, in addition to the monthly Connection Newsletter provided in three languages. Furthermore, the school principal engages families by sending ConnectEd recorded messages in both English and Spanish to keep parents informed of upcoming school events or important school information. Teachers engage in ongoing collaboration utilizing a variety of platforms to support effective planning and instruction such as MS Team, Schoology, and Office 365 applications.

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

The stakeholders involved in promoting a positive culture and environment at the school are the following: the school Principal, Ms. Pina and the Assistant Principal, Ms. Thompson; the School Leadership Team including Teacher Leaders, Media Specialist, and School Counselor. The Principal's role in promoting a positive school culture and environment is to monitor and oversee all school initiatives, engage community stakeholders, support EESAC, collaborate with PTA, monitor mentor programs, provide teachers support, and communicate effectively with all stakeholders to address concerns and boost morale; the Assistant Principal's role in promoting a positive culture is to provide teacher support, engage staff in collaboration to support academic programs, communicate with stakeholders, and provide in instructional support such as conducting data chats to promote positive culture and boost morale; the school Media Specialist maintains effective communication with stakeholders by posting to school social media outlets, updating the school website, and creating school-wide videoed Morning Announcements on YouTube; the School Counselor supports implementation of the MTSS, meets with and provides support to individual students, and promotes the Values Matters program; and Teacher Leaders engage in collaboration with team members aligned to the school vision and mission to promote a positive school culture and environment.

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: Instructional Practice: Math	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
4	III.A.	Areas of Focus: Leadership: Instructional Leadership Team	\$0.00
Total:			\$0.00