

Miami-Dade County Public Schools

Jane S. Roberts K 8 Center



2022-23 Schoolwide Improvement Plan

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Jane S. Roberts K 8 Center

14850 COTTONWOOD CIR, Miami, FL 33185

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

Demographics

Principal: Diony Martinez

Start Date for this Principal: 8/21/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	66%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (68%) 2018-19: A (72%) 2017-18: A (70%)
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	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-8	No	66%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	95%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Martinez, Diony	Principal	Leads the school community in the achievement of the school's vision and mission. The principal supports the instructional leaders, engages and collaborates with stakeholders, and guides the school's decision-making processes.
Loriga, Vivian	Assistant Principal	The Assistant Principal supports instructional leaders, engages, and collaborates with stakeholders, leads data analysis, and facilitates professional development.
Guzman, Natalia	School Counselor	Ms. Guzman provides social emotional support to students at Jane S. Roberts K-8 Center.
Calis-Veloso, Jessica	Teacher, K-12	ELA classroom instructor and curriculum chairperson.
Garcia, Lourdes	Teacher, K-12	Social Studies classroom instructor and curriculum chairperson.
Sanchez, Joanna	Instructional Media	Media Specialist, Gifted chairperson, testing support.

Demographic Information

Principal start date

Saturday 8/21/2021, Diony Martinez

Number of teachers with a 2022 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.*

33

Number of teachers with a 2022 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.*

12

Total number of teacher positions allocated to the school

44

Total number of students enrolled at the school

622

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

1

Identify the number of instructional staff who joined the school during the 2022-23 school year.

1

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	44	52	59	57	48	75	76	82	83	0	0	0	0	576
Attendance below 90 percent	5	6	6	4	3	6	7	4	11	0	0	0	0	52
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	4	4	1	0	2	1	1	0	0	0	0	13
Course failure in Math	0	0	0	1	0	0	2	4	3	0	0	0	0	10
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	3	2	6	9	2	13	0	0	0	0	35
Level 1 on 2022 statewide FSA Math assessment	0	0	0	3	6	3	22	8	10	0	0	0	0	52
Number of students with a substantial reading deficiency	2	5	8	3	2	6	9	2	13	0	0	0	0	50

Using the table above, complete the table below with the number of students by current grade level who have 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	3	4	2	2	13	5	9	0	0	0	0	38

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	0	1	0	0	0	0	0	0	0	0	0	0	4
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 9/13/2022

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	1	0	3	5	3	4	6	8	0	0	0	0	32

The number of students identified as retainees:

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	1	0	3	5	3	4	6	8	0	0	0	0	32

The number of students identified as retainees:

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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	74%	62%	55%				79%	63%	61%
ELA Learning Gains	66%						71%	61%	59%
ELA Lowest 25th Percentile	60%						64%	57%	54%
Math Achievement	68%	51%	42%				80%	67%	62%
Math Learning Gains	71%						77%	63%	59%
Math Lowest 25th Percentile	68%						55%	56%	52%
Science Achievement	54%	60%	54%				67%	56%	56%
Social Studies Achievement	68%	68%	59%				72%	80%	78%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	76%	60%	16%	58%	18%
Cohort Comparison		0%				
04	2022					
	2019	79%	64%	15%	58%	21%
Cohort Comparison		-76%				
05	2022					
	2019	74%	60%	14%	56%	18%
Cohort Comparison		-79%				
06	2022					
	2019	76%	58%	18%	54%	22%
Cohort Comparison		-74%				
07	2022					
	2019	73%	56%	17%	52%	21%
Cohort Comparison		-76%				
08	2022					
	2019	81%	60%	21%	56%	25%
Cohort Comparison		-73%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	81%	67%	14%	62%	19%
Cohort Comparison		0%				
04	2022					
	2019	76%	69%	7%	64%	12%
Cohort Comparison		-81%				
05	2022					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	72%	65%	7%	60%	12%
Cohort Comparison		-76%				
06	2022					
	2019	78%	58%	20%	55%	23%
Cohort Comparison		-72%				
07	2022					
	2019	83%	53%	30%	54%	29%
Cohort Comparison		-78%				
08	2022					
	2019	59%	40%	19%	46%	13%
Cohort Comparison		-83%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	60%	53%	7%	53%	7%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-60%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	71%	43%	28%	48%	23%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	71%	73%	-2%	71%	0%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	98%	63%	35%	61%	37%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	43	52	51	33	66	67	28	35			
ELL	68	65	55	66	70	67	36	65			
HSP	73	66	60	68	70	67	53	67	80		
WHT	75	74		67	89						
FRL	72	65	61	67	71	68	49	65	84		
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	44	46	42	32	34	38	43	46	30		
ELL	72	63	64	58	35	36	61	59			
HSP	73	59	51	61	38	38	58	64	54		
WHT	84	60		71	32						
FRL	72	60	49	59	37	39	54	70	53		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	53	65	54	50	59	45	33	46			
ELL	73	75	63	78	73	54	52	55	73		
ASN	93			86							
HSP	79	70	65	80	76	53	66	72	84		
WHT	82	70		86	91		70				
FRL	77	69	64	78	75	53	59	77	89		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	69
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	82
Total Points Earned for the Federal Index	692
Total Components for the Federal Index	10
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	51
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	64
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
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%	0

Hispanic Students	
Federal Index - Hispanic Students	69
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
White Students	
Federal Index - White Students	76
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	68
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

2021:

ELA Achievement showed 74% of students at or above proficiency.

ELA Learning Gains showed 59% of students made learning gains.

ELA L25 Learning Gains showed 49% of L25 students made learning gains.

Math Achievement showed 62% of students at or above proficiency.

Math Learning Gains showed 37% of students made learning gains.

Math L25 Learning Gains showed 37% of L25 students made learning gains.

Science Achievement showed 57% of students at or above proficiency.

Social Studies Achievement showed 67% of students at or above proficiency.

Algebra Achievement showed 82% of students at or above proficiency.

2022:

ELA Achievement remained at 74%

ELA Learning Gains increased 7 percentage points resulting in 66% of students making learning gains.

ELA L25 Learning Gains increased 11 percentage points resulting in 60% of L25 students making learning gains.

Math Achievement increased 6 percentage points resulting in 62% of students being at or above proficiency.

Math Learning Gains increased 34 percentage points resulting in 71% of students making learning gains.

Math L25 Learning Gains increased 31 percentage points resulting in 68% of L25 students making learning gains.

Science Achievement decreased 2 percentage points resulting in 55% of students being at or above proficiency.

Social Studies Achievement increased 1 percentage point resulting in 68% of students being at or above proficiency.

Algebra Achievement increased 4 percentage points, resulting in 86% of students at or above proficiency.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

While we experienced massive growth in Mathematics learning gains and Mathematics L25 learning gains, we remained stagnant in ELA achievement and only experienced a slight increase in Mathematics achievement. Additionally, Science achievement decreased. These findings indicate that we must provide a heavier focus on proficiency achievement and retention of proficient scores in both ELA and Mathematics. We also must focus on Science achievement to increase proficiency rates.

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 most likely contributing factor to this need for improvement is because we placed a heavy focus on learning gains, as the drastic decrease in the previous year warranted it. Placing focus on learning gains drew a focus to “bubble” students and L25 students, which in turn, pulled some focus away from high performing students. In the 2022-2023 school year, we will switch our focus somewhat, while still including “bubble” students and L25 students, to maintaining proficiency and making learning gains in higher level students. Before and after school tutoring will now carry groups that are already low level proficiency students in order to maintain their proficiency, as well as “bubble” students who are near proficiency in order to bring them to the proficient level, which should result in a bolstering of the percentage of students who are proficient.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

By far, our greatest area of improvement was Mathematics learning gains and Mathematics L25 learning gains. Both areas experienced over 30 percentage point increases.

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

The most important contributing factors were consistent intervention and use of data to guide instruction, re-teach lessons, and differentiated instruction. We broke down our state assessment data and reviewed it meticulously with every applicable teacher in the school. We not only informed teachers of “bubble” students and L25 students, but we also reviewed every students’ data and exact level and points needed for a learning gain. Furthermore, we revisited assessment data several times throughout the school year

with the teachers and provided instructional resources and materials to meet the needs of the targeted students.

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

In order to accelerate learning and increase learning gains we will utilize differentiated instruction and collaborative learning.

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

The PLST will work collaboratively to create professional development sessions relating to differentiated instruction, collaborative learning, standards aligned instruction, and data analysis. In August, 2022 we will provide teachers with PD relating to differentiated instruction, data analysis, and standards aligned instruction; data to be analyzed at that time will be SAT, FSA, and i-Ready AP3 data. In October, 2022, we will provide teachers with PD relating to collaborative learning, as well as revisit data to discuss i-Ready AP1 and the correlation between that data and state assessment data.

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

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

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on the data review, our school will focus on instructional practices, specifically relating to differentiation. This was selected due to the fact that ELA proficiency rates stayed the same between 2021 and 2022, with both years reflecting a 74% rate of proficiency. Utilizing differentiated instruction will provide students with instruction that relates directly to building mastery in the individual standards. We must improve in this area if we are to raise our proficiency rates. Using differentiated instruction will naturally allow for scaffolding, re-teach, and mastery, in order for all students to acquire the knowledge necessary to meet proficiency and move beyond as well.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If we successfully implement differentiated instruction, then our ELA proficiency rates will increase by a minimum of 2 percentage points, resulting in 76% of students showing proficiency, as evidenced by 2023 F.A.S.T. results.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

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

Person responsible for monitoring outcome:

Vivian Loriga (259361@dadeschools.net)

Evidence-based Strategy: Describe the evidence-based strategy being implemented

Within differentiation, we will implement differentiated instruction. Utilizing differentiated instruction will provide students differing methods and avenues of learning in order to assist them in acquiring content, processing, constructing, and making sense of ideas. Additionally, this will involve developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. Differentiated instruction will be monitored through informal administrative walkthroughs and data analysis of various data points.

for this Area of Focus.**Rationale for Evidence-based Strategy:****Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.**

Based on the data that shows our ELA proficiency was at 79% in 2019 and remained at 74% in both 2021 and 2022, we selected differentiated instruction as our target strategy. This was selected because it is an all inclusive practice that allows for individualized instruction for all students. Additionally, when combining differentiated instruction with data analysis, it gives teachers the power to focus on bringing students to proficiency in individual standards, which goes hand in hand with standards aligned instruction. If students are mastering standards through differentiated instruction as they progress throughout the school year, they will likely meet proficiency on state standardized assessments.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/31-10/14 - Teachers will attend a professional development pertaining to differentiated instruction at the beginning of the school year, at Jane S. Roberts K-8 Center. As a result, data driven differentiated instruction will be present in teacher lesson plans and it will be occurring during instructional time as observed by administrators.

Person Responsible Vivian Loriga (259361@dadeschools.net)

8/31-10/14 - Administration will conduct ongoing data chats with grade level and department teachers to analyze data and assist teachers in using data to support instruction including, but not limited to, differentiated instruction, re-teach lessons, and whole group instruction. Data chats will occur quarterly. As a result, teachers will utilize data to drive differentiated instruction and have lesson plans that reflect as such.

Person Responsible Vivian Loriga (259361@dadeschools.net)

8/31-10/14 - Administration will conduct bi-weekly classroom walkthroughs to monitor use and effectiveness of differentiated instruction.

Person Responsible Diony Martinez (pr4691@dadeschools.net)

8/31-10/14 - Teachers will attend professional development, at Jane S. Roberts K-8 Center, pertaining to data analysis and usage to support fluid differentiated instruction. As a result, data will be evident in lesson plans and used for student grouping purposes within classrooms.

Person Responsible Vivian Loriga (259361@dadeschools.net)

10/31-12/16 - Grade level and department teams will meet weekly to analyze data collected from formative assessments to assist in planning and guiding of DI and re-teach lessons.

Person Responsible Diony Martinez (pr4691@dadeschools.net)

10/31-12/16 - Teachers will use performance matters reports, particularly the scoreboard report, to track assessment data and align weekly small group instruction to student needs.

Person Responsible Vivian Loriga (259361@dadeschools.net)

#2. Instructional Practice specifically relating to Student Engagement**Area of Focus**

Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed. Based on the data review, our school will focus on instructional practices, specifically relating to student engagement. This was selected because of the low increase in Math proficiency from 2021 to 2022, as well as the fact that the category of Math proficiency continues to fall below 70%. The low increase, plus the fact that Math proficiency has historically been lower than ELA proficiency at our school, is evidence that we must prioritize Math proficiency. Putting to use a greater degree of student engagement will provide students with focus, motivation, and meaningful learning experiences. Engaging students in the learning process and providing them accountability for their education is a must if we wish to increase proficiency rates.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If we successfully implement student engagement, then our Math proficiency rates will increase by a minimum of 2 percentage points increase their learning gains by a minimum of three percentage points, resulting in 70% of students showing proficiency, as evidenced by 2023 F.A.S.T. results.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

Conducting classroom walkthroughs will be a primary source of the monitoring aspect, which will be carried out by the administrative team. Administrators will also utilize data chats with teachers and students to monitor progress and engagement levels. Administrators will debrief with grade levels to ensure that student engagement is occurring and provide individual support to teachers struggling with the practice.

Person responsible for monitoring outcome:

Diony Martinez (pr4691@dadeschools.net)

Evidence-based Strategy: Describe the evidence-based strategy being

Within student engagement, we will implement collaborative learning. Collaborative learning will support student engagement, and ultimately Math proficiency, by involving students in working together in groups where they are mutually searching for understanding, solutions, meanings, and creating products of their learning experiences. This allows students to learn from one another, impart their own knowledge, and take ownership of their learning, which greatly bolsters student engagement. Collaborative learning will focus on student exploration and application of course materials.

implemented for this Area of Focus.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Reflecting upon our data trends in mathematics, from 80% proficient in 2019, to 62% proficient in 2021, to 68% proficient in 2022, it is clear that mathematics proficiency is an area of concern that must be addressed. Selecting collaborative learning was a practical decision for our school because it is a practice that we have stepped away from, due to the pandemic. Prior to the pandemic collaborative learning was widely utilized at our school, and scores reflected a positive correlation with the practice. Collaborative learning is not simply group work; it is a collaboration between students that engages them and provides ownership of their learning. All of this starts with instructors learning how to properly use collaborative learning. Teachers will use strategies to support the practice and ensure that it is being used to produce mastery of standards and concepts.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/31-10/14 - Teachers will engage in the use of Schoology to provide instructional support to students hence actively engaging students. As a result, students will be able to access educational content at school and at home, which will engage them in learning, as well as provide a means for parents to access the same content so they may more easily assist their child(ren).

Person Responsible Jessica Calis-Veloso (jcalisveloso@dadeschools.net)

8/31-10/14 - Teachers will participate in a two series professional development pertaining to collaborative instruction. As a result, teachers will utilize collaborative learning strategies within their instructional blocks, which will promote student engagement and learning.

Person Responsible Vivian Loriga (259361@dadeschools.net)

8/31-10/14 - At monthly faculty meetings, teachers will share collaborative learning strategies that are successful within their classrooms. As a result, teacher success will be highlighted and promoted to build teacher buy in.

Person Responsible Diony Martinez (pr4691@dadeschools.net)

8/31-10/14 - Teachers will utilize individual devices for students, during instructional time, in order for students to engage with one another in differing classrooms through the use of platforms such as Schoology, Teams, Zoom, etc. This will result in students and teachers working collaboratively outside of their classroom, thus promoting school wide collaboration, sharing, and spotlights on success.

Person Responsible Diony Martinez (pr4691@dadeschools.net)

10/31-12/16 - Teachers will conduct hands on activities with students to promote collaborative learning and student engagement.

Person Responsible Vivian Loriga (259361@dadeschools.net)

10/31-12/16 - Teachers will use exit tickets or other formative assessment on a weekly basis to assist them in checking for understanding to ensure students have met all learning goals for the week.

Person Responsible Vivian Loriga (259361@dadeschools.net)

#3. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on the data review, our school will focus on transformational leadership specifically relating to teacher feedback and walkthroughs. This was selected because the results of our 2021-2022 SIP Survey highlighted that 52% of teachers felt that they were receiving feedback to improve student outcomes at only a quarterly rate or less often. This is a high rate of teachers who are not receiving consistent specific feedback after walkthroughs.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If we successfully implement specific teacher feedback and walkthroughs, then our 2022-2023 SIP Survey will result in a 20 percentage point decrease in the area of teachers who received feedback quarterly or less often.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The principal and assistant principal will monitor the use of and frequency of feedback with teachers by employing an individual log where they track feedback instances.

Person responsible for monitoring outcome:

Diony Martinez (pr4691@dadeschools.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

The principal and assistant principal will focus on the evidenced based strategy of consistent developmental feedback in order to target the specific feedback for walkthroughs. This strategy will assist us because it involves providing a clear expectation, communication regarding progression towards the goal, and a description of the support that will be provided. Feedback will be used as more consistent tool to aid teachers in their professional growth.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The strategy of consistent developmental feedback was chosen because it is a detailed and deliberate practice that can truly aid teachers in their professional growth, as well as aid teachers in best meeting the needs of their students, which will result in academic growth and the meeting of School Improvement goals. It is a practice that will ultimately bolster school culture as well, because it will open greater lines of communication between administrators and teachers.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/19 - Administration will provide teachers with "look fors" that attention will be paid to when conducting both formal and informal walkthroughs of classrooms. As a result, teachers will be able to be well advised of expectations.

Person Responsible Diony Martinez (pr4691@dadeschools.net)

8/31-10/14 - Administration will develop and implement a schedule for informal walkthroughs and feedback so all teachers are provided with equal and consistent walkthroughs and feedback. As a result, teachers will receive consistent feedback and have the opportunity to utilize the feedback provided to make changes to instructional practices or continue effective practices.

Person Responsible Vivian Loriga (259361@dadeschools.net)

8/31-10/14 - Teachers will be provided opportunities to visit their peers' classrooms to view effective strategies that they believe may be beneficial for them to implement in their own classrooms. As a result, teachers will open dialogue amongst their peers and utilize new strategies for school improvement.

Person Responsible Joanna Sanchez (joannasanchez@dadeschools.net)

8/31-10/14 - Administration will provide quarterly data chats where feedback on student progress is provided. This will result in teachers having access to academic feedback that enables them to mold instructional practices to best meet the needs of individual students.

Person Responsible Vivian Loriga (259361@dadeschools.net)

10/31-12/16 - Administration will attend grade level and/or department meetings once a month to provide support and assistance to teachers, as well as review grade level and/or department data.

Person Responsible Diony Martinez (pr4691@dadeschools.net)

10/31-12/16 - Teachers will inform administration of classroom happenings and events so administrators can visit classrooms on an informal basis to observe classroom happenings of interest.

Person Responsible Andrea Finkelman (finkelman@dadeschools.net)

#4. Positive Culture and Environment specifically relating to Attendance

**Area of Focus
Description
and Rationale:
Include a
rationale that
explains how
it was
identified as a
critical need
from the data
reviewed.**

Based on the data review, our school will focus on positive culture relating to attendance. This was selected because our attendance data reflects a three year trend of increasing numbers of students with 16-30 absences. From 2019-2020 to 2021-2022, there has been a 7 percentage point increase in students with 16-30 absences. This area of concern must be addressed in order to have students present for more instructional time in the 2022-2023 school year.

**Measurable
Outcome:
State the
specific
measurable
outcome the
school plans
to achieve.
This should
be a data
based,
objective
outcome.**

If we successfully implement attendance initiatives including, but not limited to, attendance incentive programs/celebrations and attendance monitoring and communication with families, then our 2022-2023 attendance data will reflect a 5 percentage point decrease in students with 16-30 absences, by the end of the 2022-2023 school year.

**Monitoring:
Describe how
this Area of
Focus will be
monitored for
the desired
outcome.**

The assistant principal and counselors will monitor attendance monthly and meet with students and parents regarding attendance. Attendance meetings will consist of the attendance team addressing parental concerns, providing support, and referring parents to outside resources to assist them with needs that cannot be addressed by the school. The attendance team will also provide attendance data to the PTSA so they can utilize it for attendance incentive purposes.

**Person
responsible
for monitoring
outcome:**

Vivian Loriga (259361@dadeschools.net)

**Evidence-
based
Strategy:
Describe the
evidence-
based
strategy being
implemented
for this Area
of Focus.**

The attendance team will focus on the evidenced based strategy of strategic attendance initiatives. This strategy will assist us because it involves close monitoring and reporting of student absences, consistent communication with parents, direct measures such as home visits, counseling and referrals to outside agencies, and incentives for students with perfect and/or improving attendance.

**Rationale for
Evidence-
based
Strategy:**

Upon review, a three year data trend of increasing numbers of students with 16-30 absences is present. From 2019-2020 to 2021-2022, there has been a 7 percentage point increase in students with 16-30 absences. This is a trend that must cease in order to maximize instructional contact hours with students. The strategy of strategic

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

attendance initiatives was chosen because it is a consistent practice that promotes positive attendance practices such as improving attendance and perfect attendance. Additionally, improving attendance will, in turn, support academic goals and improve assessment scores because students will be in attendance for increased instructional time.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/31-10/14 - Administration will hold student meetings by grade level to discuss attendance and attendance incentives with the student body. As a result, students will have attendance expectations directly communicated to them by administration, thus improving student buy in by conveying the true importance of the topic.

Person Responsible Diony Martinez (pr4691@dadeschools.net)

8/31-10/14 - PTSA and counselors will work together to provide attendance incentives to students with perfect attendance. As a result, students will attend school with fewer absences.

Person Responsible Andrea Finkelman (finkelman@dadeschools.net)

8/31-10/14 - School counselors will meet with students and parents of students who exhibit three unexcused absences within the first 30 days of school. As a result, attendance interventions will be provided and resources will be provided to parents to provide assistance.

Person Responsible Andrea Finkelman (finkelman@dadeschools.net)

8/31-10/14 - Administration will complete monthly attendance monitoring to report to the regional office. This will result in consistent tracking and monitoring of student absences.

Person Responsible Vivian Loriga (259361@dadeschools.net)

10/31-12/16 - Counselors will meet with individual students who exhibit 5 or more unexcused absences in order to provide support and possible referrals to outside agencies.

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

10/31-12/16 - Students with perfect attendance will be recognized on morning announcements on a weekly basis.

Person Responsible Joanna Sanchez (joannasanchez@dadeschools.net)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
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N/A

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Our School Culture strengths are in the areas of character education/values matter, rewards/incentives, school spirit pride and branding, and welcoming spaces. We strive throughout the school year to provide students with engaging activities that involve students and stakeholders in the school community. We hold after school events where students and their families attend and see student achievements showcased via performance, interactive displays, and presentation. We also provide rewards and incentives to our students for attendance, meeting educational goals, and positive behavior and values. School branding has become very important to us in the past year as we have worked to beautify our school with our mascot painted on the exterior and interior doors, walls, as well as landscaping upgrades, exterior painting, and a plethora of building repairs and improvements. This has enabled students and the community to physically see our pride and brand. We will continue these successful practices and build upon them in the 2022-2023 school year.

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

A number of stakeholders are involved in the positive school culture and environment that Jane S. Roberts K-8 is so well known for. The key stakeholders are the Principal, Assistant Principal, counselors, teacher leaders, PTSA, EESAC, and student leaders. The Principal works with all stakeholders to brainstorm ideas to build and maintain positive school culture; he is the driving force behind our school culture. The entire team works together, not necessarily everyone at once, often small groups are used to work on individual projects, to facilitate the ideas discussed and create special events and activities to build school culture and make our school feel like a family. Additionally, the teacher leaders, PTSA, ESAC, and student leaders gather feedback and provide information to the leadership team. All stakeholders hold a responsibility for working together to build and maintain a healthy school culture that encompasses all parties.