Dr. Rolando Espinosa K 8 Center

2022-23 Schoolwide Improvement Plan

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Dr. Rolando Espinosa K 8 Center

11250 NW 86TH ST, Doral, FL 33178

http://drek8.dadeschools.net

Demographics

Principal: Phil Mato A

Start Date for this Principal: 7/26/2021

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)	41%
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: B (61%) 2018-19: B (60%) 2017-18: A (64%)
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	ATSI
* 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	41%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

School Grades History

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

School Board Approval

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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.

The Mission of Dr. Rolando Espinosa K-8 Center is to provide an enriching educational environment where students can excel in academics, be responsible citizens, and become successful future leaders in our global society. With the collaboration of the faculty, staff, parents, and community we encourage and guide each of our students to strive for excellence.

Provide the school's vision statement.

The Vision of Dr. Rolando Espinosa K-8 Center is to provide a positive learning environment for all students in order for them to achieve their maximum potential as future leaders in our society.

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
Mato, Phil	Principal	The Principal, along with Administrative Team, collaborates with teachers and the Instructional Leadership Team (ILT) in disaggregating, analyzing, and interpreting data. Additionally, the principal assesses teaching methods, monitors student achievement, engages in parental involvement, and oversees facilities and emergency response procedures. The principal ensures the collaboration and weekly meetings of the ILT and teachers are conducted, and interventions are monitored with fidelity focusing on student achievement and opportunities provided for learner progress of all students. Additionally, the principal ensures District mandated, research-based professional development strategies and initiatives are disseminated to the faculty and delivered accordingly.
Rodriguez, Estela	Assistant Principal	The Assistant Principal supports the principal in the administrative operations of a school. As part of the Instructional Leadership Team (ILT) the Assistant Principal monitors the MTSS/RtI process with fidelity, identifies students' needs based on trending data and initiates support of interventions that provide remediation in alignment, and in addition to, effective core instruction for the Lower Academy. Ms. Rodriguez identifies and analyzes Tier 2 and Tier 3 intervention groups and develops intervention schedules as needed. Additionally, the she supports the developing, implementing, and monitoring of the instructional framework that aligns curriculum with Benchmarks for Excellent Student Thinking (B.E.S.T.) state standards, effective instructional practices, and reflects on student learning needs and assessments. Furthermore, she conducts weekly meetings with the teachers that allow for collaborative conversations and provides appropriate feedback for the implementation of Standards-Based data-driven instruction.
Bailey, Lori	Assistant Principal	The Assistant Principal supports the principal in the administrative operations of a school. As part of the Instructional Leadership Team (ILT), Ms. Bailey monitors the MTSS/RtI process with fidelity, identifies students' needs based on trending data, and initiates support of remedial classes in alignment with, and in addition to, effective core instruction for the Upper Academy. Additionally, she supports the developing, implementing, and monitoring of the instructional framework that aligns curriculum with the Benchmarks for Excellent Student Thinking (B.E.S.T.) state standards, effective instructional practices, and reflects on student learning needs and assessments. Furthermore, she conducts weekly meetings with the teachers that allow for collaborative conversations and provides appropriate feedback for the implementation of data-driven instruction.
Faehnle, Allison	Reading Coach	The Reading Coach meets on a weekly basis with administration and the Instructional Leadership Team (ILT) to discuss professional development, reading issues, trends, strategies, assessments, data, and interventions to improve literacy instruction. Ms. Faehnle encourages school-wide literacy initiatives across all content areas and provides resources to support the operation and implementation of programs and initiatives effectively. She assists with the instructional decision-making and strategic planning set forth

Name	Position Title	Job Duties and Responsibilities
		by the administrative team. Ms. Faehnle, in collaboration with the ILT, creates schoolwide focus on literacy by organizing model classrooms, conferencing with teachers and administrators to provide professional development. In addition, she maintains a connection with the MTSS/RtI process by utilizing the MTSS problem solving approach to ensure that a multi-tiered system of reading support is present and effective. Additionally, Ms. Faehnle, along with the ILT, identifies students and analyzes Tier 2 and Tier 3 intervention groups, collaborates with teachers in disaggregating, analyzing, and interpreting data, and provides feedback and information for the appropriate implementation of strategies and lesson planning.
Torres-Fernandez, Margarita	Other	The Media Specialist is an integral part of the Instructional Leadership Team (ILT). Ms. Torres-Fernandez meets on a regular basis with teachers to discuss trends, strategies, assessments, data, and interventions. She maintains the Library/Media Center facilities and resources, including the timely return of materials to the shelves and the orderly arrangement of such materials. Ms. Torres-Fernandez maintains database of bibliographies, videos and equipment; reserves books, periodicals and other library materials for instructional personnel. She provides assistance to students and staff in locating and/or using library resources, audio-visual equipment, and computers. In addition, she collaborates with teachers analyzing, and interpreting data, and provides feedback and information for the appropriate implementation of strategies and lesson planning.
Barros, Cristina	Teacher, PreK	The PLST Liaison is part of the Instructional Leadership Team (ILT). Ms. Barros meets with the ILT on a regular basis to discuss trends, strategies, assessments, data, and interventions. Ms. Barros collaborates with the ILT to review grade level appropriate data and guide the developing of intervention groups. She collaborates with teachers on data findings and provides feedback for appropriate planning and data-driven instruction. Additionally, Ms. Barros leads and support core content instruction/programs and identify systematic patterns of student's needs. Furthermore, as the Professional Learning Support Team (PLST) Liaison, Ms. Barros supports and assists the school administration with the planning and implementation of the site-based professional development plan. Other duties and responsibilities include ESE Chairperson for PreK- 8th Grade. As ESE Chairperson she utilizes data to identify strengths and challenges of ESE students in each grade level by reviewing the IEPs and ensuring interims and annuals are conducted on a timely manner. In addition, she monitors student progress, disseminates information in reference to each teacher's caseload, provides professional development for grade level teachers as appropriate and applicable, and leads monthly collaboration meetings with the ESE teachers.
Cabral, Deborah	Teacher, PreK	The PreK and First Grade Level Chairperson is part of the Instructional Leadership Team (ILT). Ms. Cabral meets with the ILT, on a regular basis, to discuss trends, strategies, assessments, data, and interventions. Ms. Cabral

Name	Position Title	Job Duties and Responsibilities
		reviews grade level appropriate data and guides the developing of intervention groups. She collaborates with teachers on data findings and provides feedback for appropriate planning and data-driven instruction. Additionally, she leads and supports core content instruction/programs and identifies systematic patterns of students' needs. As grade level chairperson she utilizes data to identify strengths and challenges of grade level performance, disseminates information provided by administration, provides professional development for grade level teachers as appropriate and applicable, and leads weekly collaboration meetings with both grade levels.
Rivas, Nilka	Teacher, K-12	The First Grade Level Chairperson is part of the Instructional Leadership Team (ILT). Ms. Rivas meets with the ILT, on a regular basis, to discuss trends, strategies, assessments, data, and interventions. Ms. Rivas reviews grade level appropriate data and guides the developing of intervention groups. She collaborates with teachers on data findings and provides feedback for appropriate planning and data-driven instruction. Additionally, she leads and supports core content instruction/programs and identifies systematic patterns of students' needs. As grade level chairperson she utilizes data to identify strengths and challenges of grade level performance, disseminates information provided by administration, provides professional development for grade level teachers as appropriate and applicable, and leads weekly collaboration meetings with both grade levels.
Garcia, Margarita	Teacher, K-12	The Second Grade Level Chairperson is part of the Instructional Leadership Team (ILT). Ms. Garcia meets with the ILT, on a regular basis, to discuss trends, strategies, assessments, data, and interventions. Ms. Garcia reviews grade level appropriate data and guides the developing of intervention groups. She collaborates with teachers on data findings and provides feedback for appropriate planning and data-driven instruction. Additionally, she leads and supports core content instruction/programs and identifies systematic patterns of students' needs. As grade level chairperson she utilizes data to identify strengths and challenges of grade level performance, disseminates information provided by administration, provides professional development for grade level teachers as appropriate and applicable, and leads weekly collaboration meetings with both grade levels.
Fernandez, Ariana	Teacher, K-12	The Third Grade Level Chairperson is part of the Instructional Leadership Team (ILT). Ms. Fernandez meets with the ILT, on a regular basis, to discuss trends, strategies, assessments, data, and interventions. Ms. Fernandez collaborates with teachers in disaggregating, analyzing, and interpreting data. She provides feedback and information for the appropriate implementation of strategies and data-driven instruction. Other duties and responsibilities include Grade Level Chairperson for Third Grade. As Grade Level Chairperson she utilizes data to identify strengths and challenges of grade level (third grade) performance, disseminate information to the grade level team, provide professional development for grade level teachers as appropriate and applicable, monitor and assist with Third Grade Portfolios,

Name	Position Title	Job Duties and Responsibilities
		and lead weekly collaboration meetings with grade level. In addition, Ms. Fernandez is the EESAC Chairperson responsible for consulting with the principal and the EESAC members. As the EESAC Chairperson, Ms. Fernandez prepares and distributes the agenda for all regular and special meetings. She ensures that a quorum is established at all meetings and is responsible for posting all meeting minutes.
Perez, Mislady	Teacher, K-12	The Fourth Grade Level Chairperson is part of the Instructional Leadership Team (ILT). Ms. Perez meets with the ILT, on a regular basis, to discuss trends, strategies, assessments, data, and interventions. Ms. Perez reviews grade level appropriate data and guides the developing of intervention groups. She collaborates with teachers on data findings and provide feedback for appropriate planning and data-driven instruction. Additionally, Ms. Perez supports and assists the teachers with collaborative planning and promotes collaborative conversations to ensure all fourth grade teachers are providing quality instruction and implementing best practices that are aligned with the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards. As grade level chairperson she uses data to identify strengths and challenges of grade level (fourth grade) performance, disseminate information to the grade level team, provide professional development for grade level teachers as appropriate and applicable, and lead weekly collaboration meetings with grade level.
Arencibia, Ileana	Teacher, K-12	The Fifth Grade Level Chairperson is part of the Instructional Leadership Team (ILT). Ms. Arencibia meets with the ILT, on a regular basis, to discuss trends, strategies, assessments, data, and interventions. Ms. Arencibia reviews grade level appropriate data and guides the developing of intervention groups. She collaborates with teachers on data findings and provide feedback for appropriate planning and data-driven instruction. Additionally, Ms. Arencibia supports and assists the teachers with collaborative planning and promotes collaborative conversations to ensure all fifth grade teachers are providing quality instruction and implementing best practices that are aligned with the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards. As grade level chairperson she uses data to identify strengths and challenges of grade level (fifth grade) performance, disseminate information to the grade level team, provide professional development for grade level teachers as appropriate and applicable, and lead weekly collaboration meetings with grade level.
Gutierrez, Janet	Teacher, K-12	The Sixth Grade Level Chairperson is part of the Instructional Leadership Team (ILT). Ms. Gutierrez meets with the ILT, on a regular basis, to discuss trends, strategies, assessments, data, and interventions. Ms. Gutierrez reviews grade level appropriate data and guides the developing of intervention groups. She collaborates with teachers on data findings and provide feedback for appropriate planning and data-driven instruction. Additionally, Ms. Gutierrez supports and assists the teachers with collaborative planning and promotes collaborative conversations to ensure

Name	Position Title	Job Duties and Responsibilities
		all sixth grade teachers are providing quality instruction and implementing best practices that are aligned with the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards. As grade level chairperson she uses data to identify strengths and challenges of grade level (sixth grade) performance, disseminate information to the grade level team, provide professional development for grade level teachers as appropriate and applicable, and lead weekly collaboration meetings with grade level. Additionally, as the Professional Learning Support Team (PLST) Mentor Leader, Ms. Gutierrez will model lessons and support novice teachers in context of practice. She will assist the teachers in planning and communication, support professional growth, and assess understanding and progress. Furthermore, as Math Liaison, Ms. Gutierrez will assist and support student progress in math as well as keep teachers up-to-date with resources to support and facilitate math instruction. Ms. Gutierrez will utilize math data to identify strengths and challenges of grade level performance, disseminate math information to the grade level team, provide professional development for grade level teachers as appropriate and applicable.
Machuca, Jaqueline	Teacher, K-12	The Eighth Grade Level Chairperson is part of the Instructional Leadership Team (ITL). Ms. Machuca meets with the ITL, on a regular basis, to discuss trends, strategies, assessments, data, and interventions. Ms. Machuca collaborates with teachers in disaggregating, analyzing, and interpreting data. She provides feedback and information for the appropriate implementation of strategies and data-driven instruction. As Grade Level Chairperson she uses data to identify strengths and challenges of grade level (eighth grade) performance, disseminate information to the grade level team, provide professional development for grade level teachers as appropriate and applicable, and lead weekly collaboration meetings with grade level.
Rodriguez, Richard	Teacher, K-12	The Seventh Grade Level Chairperson is part of the Instructional Leadership Team (ILT). Mr. Rodriguez meets, on a regular basis, to discuss trends, strategies, assessments, data, and interventions. Mr. Rodriguez collaborate with teachers in disaggregating, analyzing, and interpreting data. He provides feedback and information for the appropriate implementation of strategies and data-driven instruction. As Grade Level Chairperson she will use data to identify strengths and challenges of grade level (seventh grade) performance, disseminate information to the grade level team, provide professional development for grade level teachers as appropriate and applicable, and lead weekly collaboration meetings with grade level.
Perez, Ana	ELL Compliance Specialist	The ESOL Chairperson is part of the Instructional Leadership Team (ILT). Ms. Perez plans, organizes, and provides support for all ESOL teachers, programs, and activities. She ensures that all documents are in compliance and meet state and federal standards. She maintains complete and accurate records of LEP plans and assist teachers in conducting meetings as needed. Ms. Perez provides supportive learning strategies and monitors the

Name	Position Title	Job Duties and Responsibilities
		implementation of ESOL strategies in the classroom and in daily lessons. Additionally, she offers support to teachers by offering Content Curriculum in Home Language (CCHL) to facilitate the learning of content areas for ELL students and maximize student achievement.

Demographic Information

Principal start date

Monday 7/26/2021, Phil Mato A

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.*

8

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.*

19

Total number of teacher positions allocated to the school

55

Total number of students enrolled at the school

742

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

11

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	33	52	46	72	84	97	103	115	165	0	0	0	0	767
Attendance below 90 percent	0	8	5	12	10	7	14	35	29	0	0	0	0	120
One or more suspensions	0	0	0	0	0	0	0	18	12	0	0	0	0	30
Course failure in ELA	0	0	2	1	4	0	5	22	17	0	0	0	0	51
Course failure in Math	0	0	1	2	3	6	5	25	43	0	0	0	0	85
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	5	31	39	42	45	58	0	0	0	0	220
Level 1 on 2022 statewide FSA Math assessment	0	0	0	3	32	30	47	48	41	0	0	0	0	201
Number of students with a substantial reading deficiency	0	0	4	21	37	40	55	57	81	0	0	0	0	295

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	1	5	26	25	41	52	64	0	0	0	0	214

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	0	0	0	5	1	0	3	16	2	0	0	0	0	27
Students retained two or more times	0	0	0	0	0	0	0	7	1	0	0	0	0	8

Date this data was collected or last updated

Thursday 8/11/2022

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	30	60	63	79	84	102	101	138	142	0	0	0	0	799
Attendance below 90 percent	3	9	9	10	5	9	15	21	23	0	0	0	0	104
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	1	4	1	2	6	25	19	0	0	0	0	58
Course failure in Math	0	0	2	1	2	4	10	33	31	0	0	0	0	83
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	3	20	36	40	0	0	0	0	99
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	3	27	44	31	0	0	0	0	105
Number of students with a substantial reading deficiency	0	14	23	42	26	38	53	73	89	0	0	0	0	358
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	3	0	4	23	46	46	0	0	0	0	123

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	2	0	0	0	2	6	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	1	0	0	0	0	0	1

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	30	60	63	79	84	102	101	138	142	0	0	0	0	799
Attendance below 90 percent	3	9	9	10	5	9	15	21	23	0	0	0	0	104
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	1	4	1	2	6	25	19	0	0	0	0	58
Course failure in Math	0	0	2	1	2	4	10	33	31	0	0	0	0	83
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	3	20	36	40	0	0	0	0	99
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	3	27	44	31	0	0	0	0	105
Number of students with a substantial reading deficiency	0	14	23	42	26	38	53	73	89	0	0	0	0	358
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	3	0	4	23	46	46	0	0	0	0	123

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	2	0	0	0	2	6	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	1	0	0	0	0	0	1

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	53%	62%	55%				56%	63%	61%
ELA Learning Gains	62%						56%	61%	59%
ELA Lowest 25th Percentile	46%						42%	57%	54%
Math Achievement	56%	51%	42%				64%	67%	62%
Math Learning Gains	76%						67%	63%	59%
Math Lowest 25th Percentile	63%						53%	56%	52%
Science Achievement	42%	60%	54%				44%	56%	56%
Social Studies Achievement	70%	68%	59%				76%	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	51%	60%	-9%	58%	-7%
Cohort Comparison		0%				
04	2022					
	2019	54%	64%	-10%	58%	-4%
Cohort Comparison		-51%				
05	2022					
	2019	46%	60%	-14%	56%	-10%
Cohort Comparison		-54%				
06	2022					
	2019	39%	58%	-19%	54%	-15%
Cohort Comparison		-46%				
07	2022					
	2019	39%	56%	-17%	52%	-13%
Cohort Comparison		-39%				
08	2022					
	2019	41%	60%	-19%	56%	-15%
Cohort Comparison		-39%				

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	44%	67%	-23%	62%	-18%
Cohort Comparison		0%				
04	2022					
	2019	59%	69%	-10%	64%	-5%
Cohort Comparison		-44%				
05	2022					

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2019	56%	65%	-9%	60%	-4%
Cohort Comparison		-59%				
06	2022					
	2019	49%	58%	-9%	55%	-6%
Cohort Comparison		-56%				
07	2022					
	2019	35%	53%	-18%	54%	-19%
Cohort Comparison		-49%				
08	2022					
	2019	70%	40%	30%	46%	24%
Cohort Comparison		-35%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					
	2019	38%	53%	-15%	53%	-15%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-38%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	25%	43%	-18%	48%	-23%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019	100%	68%	32%	67%	33%
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019	64%	73%	-9%	71%	-7%
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	100%	54%	46%	57%	43%

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	15	30	28	13	27	16	8	33			
ELL	41	55	45	50	74	65	35	60	76		
BLK	73			45							
HSP	52	61	46	57	76	62	43	70	77		
WHT	70	78		57	79		20				
FRL	49	60	47	51	71	57	32	71	78		

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	8	23	21	12	33	37	12				
ELL	36	54	46	37	51	40	30	55	71		
HSP	46	53	44	42	49	38	37	61	70		
WHT	59	71		61	72		64				
FRL	39	51	47	37	46	32	28	53	65		

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	10	24	21	10	33	34	4	40			
ELL	45	52	45	54	63	54	28	69	73		
HSP	56	55	42	63	66	53	43	76	77		
WHT	64	59		75	79		60				
FRL	53	52	36	59	62	47	40	69	72		

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)	ATSI
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	67
Total Points Earned for the Federal Index	613
Total Components for the Federal Index	10
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	22
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	57
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	59
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	61
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	61
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	57
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?

The state assessment data reflected an upwards movement towards proficiency within all grade levels, subgroups and content areas except for the subgroup, Students with Disabilities (SWD). The 2022 FSA ELA student proficiency data demonstrated an overall increase of 7 percentage points as compared to the 2021 FSA ELA results. Student achievement in Mathematics demonstrated an overall increase of 4 percentage points as compared to the 2021 FSA Mathematics results. In addition, Science Achievement demonstrated an overall increase of 3 percentage points as compared to the 2021 SSA Science results. The three year trend - FSA/EOC proficiency data in ELA demonstrated an increase when comparing data from 2019 - 2022, 8 percentage points. In addition, Learning Gains in mathematics increased from 50% to 76% when comparing the 2021state assessment data, a significant increase of 26 percentage points. Upon further review, the i-Ready Reading proficiency data demonstrated an increase of 13

percentage points when comparing AP1 to AP3. Mathematics proficiency data demonstrated a significant increase of 27 percentage points when comparing AP1 to AP3. Furthermore, students in grade 2 demonstrated an increase of 18 percentage points in i-Ready reading, indicating to be on track to score a Level 3 or above on the ELA state assessment. When analyzing i-Ready subgroup data for i-Ready mathematics, results indicated that the ELL subgroup increased in proficiency by 12 percentage points while, the SWD subgroup demonstrated a 4 percentage point decrease when comparing AP1 to AP2.

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

After reviewing the 2022 state and progress monitoring assessments, the greatest need for improvement is the subgroup Students with Disabilities (SWD). The 2022 Mathematics Learning Gains of the Lowest 25% SWD subgroup results indicated 16%, a decrease of 21 percentage points when comparing the 2021 Mathematics Learning Gains of the Lowest 25%. The 2022 state assessment demonstrated, that even though the SWD subgroup increased in ELA Student Achievement by 17 percentage points, focus needs to be given to improving the overall proficiency of 15%. In addition, ELA Learning Gains of the Lowest 25% result was 28%, and increase of 7 percentage points when compared to the 2021 state assessment result of 21%. In addition, Science Achievement for the subgroup SWD demonstrated decrease of 4 percentage points as compared to the 2021 SSA Science results.

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

There were several contributing factors that impacted the performance of the subgroup SWDs. Due to unforeseen circumstances, one of the ESE teachers in the Upper Academy was absent frequently. The instability of substitute teachers taking on the educational role of the classroom teacher negatively impacted student achievement. In order to continue to meet the students' instructional needs, especially when targeting the subgroup SWD, extended learning opportunities will be provided through the EESER II Reading Grant before, during, and after school. The tutoring sessions will assist the subgroup SWD in increasing their vocabulary skill set, with a focus on closing the achievement gap, and accelerating student reading achievement. In addition, EESER tutoring will be offered before and after school in mathematics to assist the students in mastering grade level appropriate coursework.

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

Based on a careful analysis of the 2022 state assessment and i-Ready results, the data component that showed the most improvement was in the area of Mathematics. Results from the i-Ready Mathematics AP1 indicated that 21% of students demonstrated proficiency as compared to 48% demonstrating proficiency on AP3, an increase of 27 percentage points. Students in grades K-2 demonstrated significant proficiency in i-Ready Mathematics when comparing 3% in AP1 to 35% in AP3, a 32 percentage point increase. Students in grades 3rd - 5th demonstrated significant proficiency in i-Ready Mathematics when comparing 5% in AP1 to 34% in AP3, 29 percentage point increase. Furthermore, Students in grades 6th - 8th demonstrated proficiency in i-Ready Mathematics when comparing 6% in AP1 to 18% in AP3, a 12 percentage point increase. In addition, review of the 2022 state assessments revealed increase in Mathematics Learning Gains when comparing 50% in 2021 to 76% in 2022, an increase of 26 percentage points.

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

After careful review of the data, there were several factors that contributed to the improvements in mathematics scores as mentioned above. One of the factors includes collaborating with the Instructional

Leadership Team (ILT) on a monthly basis to identify students' academic deficiencies and tailor interventions and strategies for the targeted students' and their individual needs. Collaborative conversations included, but not limited too, identifying systematic patterns of student needs and providing evidenced-based intervention strategies to improve student achievement, contacting parents continually to inform them of the student's progress and providing interventions with fidelity across all grade levels and subgroups. Each grade level met on a weekly basis and conducted collaborative planning sessions to share best practices and discuss grade level specific data. Furthermore, current evidence-based strategies were implemented and extended learning opportunities were offered to improve students' academic proficiency. The extended learning opportunities offered students before and afterschool tutoring, not only in reading but in mathematics. Also, students in the subgroup ELL were allotted opportunities for additional tutoring afterschool in both reading and mathematics.

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

In an effort to accelerate learning, intervention and early identification were key in ensuring every student requiring additional support were identified. Viable interventions utilizing Reading Horizons were implemented and monitored by the Reading Coach and the Administrative Team. In addition, evidence-based practices will be implemented to provide data-driven instruction. T2 and T3 interventions will be provided with fidelity by the interventionist. In order to improve student proficiency across the curriculum, attention will be given to vocabulary instruction, especially as it pertains to the subgroup SWD to support comprehension and fluency in reading. Differentiated instruction will be monitored by the Reading Coach and the Administrative Team to ensure it is student-centered and focused on the B.E.S.T. standards. Collaborative Data Chats will be held with teachers, grade levels, and the administrative team to ensure data-driven decision-making and targeted instruction is evident. On-going progress monitor will be conducted regularly to monitor student progress and make instructional decisions for optimal 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 facilitate the sharing, analyzing, and dissemination of data to foster meaningful conversations regarding areas of deficiencies and/or growth. Additionally, the PLST will provide professional development opportunities to improve the interpretation and utilization of student data in order to make instructional decisions and facilitate effective interventions to address students' academic needs and improve overall student proficiency. Furthermore, time will be allotted to providing professional development on the use of Schoology and its implementation. Focus will also be given to providing an understanding for the subgroup SWD and training the teachers on Autism and sensitivity to students with disabilities and special needs. In conclusion, other professional development topics will include utilizing the B.E.S.T standards, DI, Interventions, and small group instruction to support teachers as they target instruction in a meaningful and consistent manner.

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

Dr. Rolando Espinosa K-8 Center will continue to promote data-driven instruction and data-driven decision-making to ensure students receive targeted instruction that address their academic needs and enrich their development. Extended learning opportunities will be provided before and after school in both reading and mathematics. In addition, ELL tutoring and Spring Break Academy will be offered. Quarterly data chats will allow the Administrative Team to identify areas of need in a timely manner and support the development of strategies to address the needs of the students through the implementation of interventions, enrichment, and standard-based instruction. This year, the Media Specialist will contribute to the enrichment of literacy and provide opportunities for the students to engage in a plethora of resources, opening their minds to a world of information. The Reading Coach will attend collaborative

planning sessions, provide curriculum guide and resources to the teachers in order to facilitate learning in the classroom and ultimately improve student performance.

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 B.E.S.T. Standards	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to the 2022 FSA proficiency data, 39% of students in grades 3rd - 5th were proficient in ELA, 21% of students in grades 6th - 8th were proficient in ELA, 45% of students in grades 3rd - 5th were proficient in Mathematics, and 52% of students in grades 6th - 8th were proficient in Mathematics. The 2021 FSA proficiency data indicated that 41% of students in grades 3rd - 5th were proficient in ELA, 24% of students in grades 6th - 8th were proficient in ELA, 39% of students in grades 3rd - 5th were proficient in Mathematics, and 42% of students in grades 6th - 8th were proficient in Mathematics. In addition, 42% of students in grades 5th and 8th were proficient in Science, and increase of 3 percentage points, when comparing the 2021 Science proficiency data of 39%. Multiple data findings indicate a need to prioritize Standards-Based Collaborative Planning utilizing the Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards for ELA to ensure student learner progress and achievement.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	As a result of the critical need identified, Dr. Rolando Espinosa K-8 Center will be implementing the B.E.S.T. Standards. With the implementation of Standards-Based Collaborative Planning, teachers will have ample time to participate in Standards-Based Collaborative Planning sessions in order to dive deep into the B.E.S.T. Standards for ELA and Math and address the needs and priorities of the students during a scheduled period of time in each grade level. As a result, 5 percentage point increase will be evident on the results of the PM3 FAST:CAI assessment in the area of ELA, a 5 percentage point increase will be evident on the results of the PM3 FAST:CAI assessment in the area of Mathematics, and a 10 percentage increase will be evident on the results of the Science state assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Administrative Team, the Reading Coach, and the Media Specialist will allot time to meet, on a weekly basis, with each grade level to discuss executed lessons based on the standards/learning targets and ensure all student resources and teaching techniques are aligned to the intended standards. Coaches log, sign-in sheets, and grade level minutes will serve as evidence of the actions taken, information shared, and data reviewed.
Person responsible for monitoring outcome:	Allison Faehnle (afaehnle@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being	Within the Targeted Element of the B.E.S.T. Standards, Dr. Rolando Espinosa K-8 Center will focus on the Standard-Based Collaborative Planning in the areas of ELA and Math. Administration, along with the Instructional Leadership Team (ILT), will set forth expectations and grade-level benchmarks based on progress monitoring grade level specific data in ELA and Mathematics .The Administrative Team will meet with the ILT, on a monthly basis, to discuss the mastery of B.E.S.T. Standards, skill gaps, and data trends to guide data-driven interventions and planning. Collaborative conversations will take place

implemented for this Area of Focus.	during the grade level meetings to discuss progress or lack thereof focusing on student learning outcomes as well as the sharing of reflective strategies and best practices.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	During Standard-Based Collaborative Planning sessions, teachers and support staff will analyze ELA and Math student performance data and determine how that information will be utilized to drive instruction. Collaborative conversations will take place to discuss activities and strategies utilized to remediate and/or enrich students guiding informed decisions on what is best for the students.

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.

09/2 - Dr. Rolando Espinosa will provide Professional Development for teachers on Standard-Based Collaborative Planning aligned to the B.E.S.T Standards. As a result, teachers will create (within each grade level) standard-aligned lesson plans focusing on student data results, instructional effectiveness, and student achievement.

Person Responsible	Estela Rodriguez (estela@dadeschools.net)

08/31 - 10/11 -The Reading Coach, will review grade level specific i-Ready data, participate in Collaborative Grade Level Planning sessions, on a monthly basis, and discuss relevant data to foster data-driven instruction. The Reading Coach will ensure collaborative conversations are occurring, resources are being effectively utilized, and disseminate i-Ready data. As a result, teachers will utilize i-Ready data and create lesson plans that correlates to the data provided from i-Ready AP1 results.

Person Responsible	Allison Faehnle (afaehnle@dadeschools.net)

08/31 - 10/11 -The PLST will provide school-site professional developments to support the implementation of Standards-Based Collaborative Planning during District-Wide Professional Development days. As a result, teachers will be able to develop Standards-Based lesson plans correlated to the B.E.S.T. Standards and have collaborative conversations in regards to PM1 data specific to each grade level.

Person Responsible	Cristina Barros (cmbarros@dadeschools.net)

08/31 - 10/11 -Administration, along with the ILT, will facilitate quarterly data chats, collaboratively with each grade level, to review, disseminate and discuss student data to foster data-driven instruction and planning. As a result, teachers will identify students needing assistance, skills not mastered, address skill gaps, and discuss teaching techniques aligned to the intended standards/learning targets.

Person Responsible	Lori Bailey (181382@dadeschools.net)

10/31 - 12/16 - Teachers will be given the opportunity to conduct "Learning Walks" where time will be allotted for observing teachers conducting Differentiated Instruction within a classroom setting. The teachers will be scheduled to observe two different classrooms. Once observations are complete, the

teacher will debrief the findings with the observed teacher and ask questions as needed. As a result, novice teachers will gain a better understanding on how to implement Differentiated Instruction in their classrooms.

Person Responsible
Allison Faehnle (afaehnle@dadeschools.net)

10/31 - 12/16 - During Faculty Meetings, administration will facilitate breakout sessions to review best practices and implementation in the area of the B.E.S.T. Standards. As a result, teachers will be able to utilize the information acquired at the breakout sessions to plan viable lessons with up-to-date resources and materials.

Person Responsible
Estela Rodriguez (estela@dadeschools.net)

#2. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to the data from the 2022-2023 FSA results, the subgroup Students with Disabilities (SWD) has been identified as a critical need for the data reviewed. Proficiency data indicates 15% of SWD students in grades 3rd - 8th were proficient in ELA Achievement, 13% of SWD students in grades 3rd - 8th were proficient in Mathematics Achievement, and 8% of SWD students in grades 3rd - 8th were proficient in Science Achievement. The 2021 FSA proficiency data indicated that 8% of SWD students in grades 3rd - 8th were proficient in ELA Achievement, 12% of SWD students in grades 3rd - 8th were proficient in Mathematics Achievement, and 12% of SWD students in grades 3rd - 8th were proficient in Science Achievement. Even though increases are evident in all content core areas when comparing the 2022 FSA results to the 2021 FSA results, priority will be given to effective interventions during small group instruction and guided grade level data-driven instruction is provided to ensure student learning progress and achievement for all SWD students.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	As a result of the critical need identified, Dr. Rolando Espinosa will focus on utilizing the Universal Design for Learning (UDL) during the ELA reading block providing SWD students with different avenues of learning in a an individual learning setting. As a result, SWD students in grades K-2 will increase ELA proficiency by 5 percentage points as evidenced by the 2022 i-Ready AP1 results compared to the 2023 AP3 results. Furthermore, SWD students in grades 3rd - 8th will be monitored utilizing progress monitoring data from the FAST:CAI assessment (PM1/PM2) to determine progress and effectiveness of ELA instruction at each tier of support. Also, efforts will be focused on increasing the percent of SWD students in grades 3rd - 8th scoring Level 3 or above on the 2023 FAST:CAI (PM3) ELA assessment by a 5 percentage point increase.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Administrative Team, along with the Reading Coach, will gather, review, and guide data analysis from various data sources to facilitate the creating of small groups, prioritize early identification, and guide grade level data-driven instructional planning on a monthly basis with each grade level to support differentiated instruction and interventions. Agenda, sign-in sheets, and meeting minutes from the grade level planning sessions will serve as evidence of the actions taken, information shared, and data reviewed.
Person responsible for monitoring outcome:	Estela Rodriguez (estela@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being	Dr. Rolando Espinosa will focus on the Evidence-Based Strategy Universal Design for Learning (UDL). Administration, along with the Reading Coach, will set forth expectations and practices for ESE teachers to develop flexible learning environments and learning spaces to accommodate individual learning differences. The ESE teachers will collaborate with individual grade levels to discuss data, review data trends, and identify grade level specific needs to guide the development of inclusionary practices and interventions.

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.**	The rationale for selecting the Universal Design for Learning (UDL) framework is to provide a flexible way to present information, to model how students respond and/or demonstrate knowledge and skills, and to engage learners to reduce barriers in instruction. The UDL framework will provide appropriate accommodations, supports and maintain high expectations for the SWD students. The ESE teacher will be able to monitor closely a student's rate of response to instruction and evaluate the effectiveness of the data-driven ELA instruction provided.

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.

9/2-The PLST will provide professional development on utilizing the UDL framework for guiding educational practice to support teachers as they target ELA instruction in a meaningful and consistent manner for SWD students. As a result, teachers will be able to eliminate the achievement gap while accelerating students to meet their full potential and various learning styles.

Person Responsible	Estela Rodriguez (estela@dadeschools.net)

08/31 - 10/11 The Administrative Team will provide opportunities for teachers to participate in grade level ELA specific data chats to analyze various data sources and impact specific individual instruction. As a result, teachers will be able to meet SWD students' individual academic needs.

Person Responsible	Estela Rodriguez (estela@dadeschools.net)

08/31 - 10/11 Monitor Grade Level Planning sessions, on a weekly basis, to ensure collaboration, effective use of resources, and the preparation of ELA data-driven lessons. As a result, teachers will create ELA lesson plans that correlate to the data provided from weekly assessments and progress monitoring.

Person Responsible	Estela Rodriguez (estela@dadeschools.net)

8/31 - 10/11 Teachers will be given the opportunity to conduct "Learning Walks" where time will be allotted for observing teachers conducting the Universal Design for Learning (UDL) within a classroom setting. The teachers will be scheduled to observe two different classrooms. Once observations are complete, the teacher will debrief the findings with the observed teacher and ask questions as needed. As a result, novice teachers will gain a better understanding on how to implement the UDL framework in their classrooms.

Person Responsible	Allison Faehnle (afaehnle@dadeschools.net)

10/31 - 12/16 - Administration, along with the Reading Coach, will establish the practice of vertical planning in an effort to guide instructional practice and focus by providing allotted time for teachers across all grade levels and subject areas to collaborate and discuss areas of need amongst the SWD population

to ensure a strong foundation is set. As a result, teachers will be able to focus on specific topics reflective as needing additional reinforcement in preparation for targeting low-performing students.

Person Responsible Allison Faehnle (afaehnle@dadeschools.net)

10/31 - 12/16 - The administration, along with the Multi-Tiered System of Supports (MTSS) team will identify students that may require additional support, and support the implementation of appropriate interventions which will be monitored with fidelity to assess student progress and ensure efficacy. As a result, all students needing intervention and additional support will be identified, properly scheduled, and provided with resources available based on the Tier of support.

Person Responsible Estela Rodriguez (estela@dadeschools.net)

#3. Transformational Leadership specifically relating to Instructional Leadership Team	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to the 2022 School Climate Survey, 25% of teachers felt that collaboration among department/grade level members needed to be conducted more often to improve student outcomes. As a result, Dr. Rolando Espinosa K-8 Center developed an Instructional Leadership Team (ILT) encompassing of grade level chairpersons, department heads, ESOL Chairperson, Reading Coach, ESE Chairperson, Counselor, PLST Members, Media Specialist, and Administration. Based on the data, 35% of the teachers identified themselves as needing more guidance in utilizing data to plan for instruction aligned to the B.E.S.T Standards. The ILT will effectively utilize instructional programs, i-Ready, Reading Horizons, and Progress Monitoring Data (PM1/PM2), as well as monitoring the MTSS/RtI process, to ensure instruction is data-driven and effective. The ILT will meet monthly and ensure teachers are provided with the guidance and direction needed to improve student progress.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	As a result of the critical need identified, Dr. Rolando Espinosa K-8 Center will implement Managing Data Systems and Processes by setting expectations and practices around the ongoing examination of data to evaluate the effectiveness of instruction to improve student outcomes. The ILT will meet on a monthly basis to review data from instructional programs, i-Ready-grade level specific, PowerBI, Performance Matters-Topic Assessments, FAST Progress Monitoring data (PM1/PM2) and Tier 2/Tier 3 interventions to monitor student progress and achievement. Additionally, the Administrative Team will provide allotted time for the ILT to collaborate during planning sessions and share findings discussed during monthly meetings to offer guidance and discuss grade level specific data for data-driven decision planning. As a result, the percentage of teachers identifying themselves as needing more time to collaborate and utilize data to plan for instruction will decrease by 10 percentage points on 2023 School Climate Survey results.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Administrative Team will allot time for the ILT to meet on a monthly basis. Agendas, sign-in sheets, and meeting minutes from the ILT meetings and grade level planning sessions will serve as evidence of the actions taken, information shared, and data reviewed.
Person responsible for monitoring outcome:	Phil Mato (pr0122@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being	Dr. Rolando Espinosa K-8 Center will focus on the Evidence-Based Strategy of Managing Data Systems & Processes. Administration along with the ILT will set expectations and practices around the ongoing examination of data to evaluate effectiveness of instruction to improve outcomes for students. The ILT will meet on a monthly basis to collaborate, review data, analyze data, and identify grade level needs to guide data-driven instruction and effective implementation of intervention for student success.

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.

The rationale for selecting Managing Data Systems and Processes involves a need to meet with the ILT to review FAST PM data, analyzing data, discuss implications of the data, and implement next steps. The ILT will be an integral part in guiding teachers to understand how to interpret data as it relates to the students in their classrooms. FAST PM grade level specific data will be reviewed with each perspective grade group and offer timely feedback to ensure optimal student learning.

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.

09/2 - Dr. Rolando Espinosa will provide Professional Development for teachers on Managing Data Systems and Processes to drive instruction. As a result, teachers will create (within each grade level) data-driven lesson plans focusing on student data results, instructional effectiveness, and student achievement.

Person Responsible   Cristina Barros (cmbarros@dadeschools.net)

8/31 - 10/11 During mandatory professional development days, the PLST will offer school-based professional developments on sharing, collecting, and the dissemination of data in order to maximize data analysis and enhance data-driven instruction. As a result, teachers will be able to develop data-driven lesson plans to enhance instruction.

Person Responsible   Cristina Barros (cmbarros@dadeschools.net)

8/31 - 10/11 During Faculty Meetings, administration, along with the ILT, will facilitate breakout sessions to review FAST PM data by content area to analyze strengths and weaknesses. As a result, teachers will be able to utilize the information acquired at the breakout sessions to plan viable lessons with up-to-date resources and materials.

Person Responsible   Lori Bailey (181382@dadeschools.net)

8/31 - 10/11 Administration and the ILT will facilitate grade level meetings on a monthly basis to ensure collaboration, effective use of data, and guide data-driven lesson planning. As a result, teachers will create lesson plans that correlate to the data provided from topic, weekly assessments, and the FAST PM data.

Person Responsible   Estela Rodriguez (estela@dadeschools.net)

10/31 - 12/16 - Continue to provide school-based professional developments on sharing, collecting, and the dissemination of data from various sources such as i-Ready-grade level specific, PowerBI, Performance Matters-Topic Assessments, FAST Progress Monitoring data (PM1/PM2) and Tier 2/Tier 3 interventions to monitor student progress and maximize data-driven instruction. As a result, teachers will

be able to develop data-driven lesson plans focusing on student data results, instructional effectiveness, and student achievement.

Person Responsible   Estela Rodriguez (estela@dadeschools.net)

10/31 - 12/16 - Administration and the ILT will continue to facilitate grade level meetings on a monthly basis to ensure collaboration, effective use of data, and guide data-driven lesson planning. As a result, teachers will create lesson plans that correlate to the data provided from topic, weekly assessments, and the FAST PM data.

Person Responsible   Estela Rodriguez (estela@dadeschools.net)

#4. Positive Culture and Environment specifically relating to Character Education/Values Matters	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to the 2022 School Climate Survey results, Dr. Rolando Espinosa K-8 Center (DRE) has identified a critical need to focus on Character Education/Values Matters. The results indicated, 13% of students strongly agreed that the counselor helped them with school and personal problems, 19% of students strongly agreed that bullying was a problem at the school, and 13% of students strongly agreed that the adults at the school cared about them as individuals. According to the 2021 School Climate Survey results, 22% of students strongly agreed that the counselor helped them with school and personal problems, 17% of students strongly agreed that bullying was a problem at the school, and 14% of the students strongly agreed that the adults at the school cared about them as individuals. In order to promote a positive school culture and environment, the school will focus on positive interactions and interpersonal relationships between students and faculty. Values Matters identify nine core values in the Code of Student Conduct: Citizenship, Cooperation, Fairness, Honesty, Integrity, Kindness, Respect, Responsibility, and Pursuit of Excellence. The Administrative Team, along with the Counselor and the Mental Health Coordinator, will support and encourage the use of these core values as a foundation of behavioral expectations for students and for maintaining a safe, healthy, learning environment. Additionally, the counselor and the mental health coordinator will identify students with positive behaviors as an integral way to encourage a positive school climate and empower the students to pursue excellence in all areas.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully implement Values Matters effectively, students in the category-resources and support systems on the 2022-2023 School Climate Survey will increase 10 percentage points by June 2023.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Administrative Team will monitor the desired outcome by establishing clear expectations for students' behavior and academic experience. Student orientations will be held for Lower and Upper Academy, outlining expectations for academic, behavioral standards, and attendance. Administrators will ensure that the instructional support team and support staff reinforce and highlight expectations and maintain a positive school culture by recognizing students' efforts and successes on morning announcements, over the PA System, and social media. The Administrative Team will ensure the counselor is presenting character education lessons, promoting responsibility and accountability, and providing positive encouragement during classroom presentations. Lesson plans and student feedback forms will serve as evidence. Additionally, the Lower Academy will be presented with the the Safer, Smarter Kids Curriculum committed to keeping children safe within the community.
Person responsible for monitoring outcome:	Lori Bailey (181382@dadeschools.net)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The evidence-based strategy to be implemented for this Area of Focus is Character Education/Values Matters. This strategy is an educational movement that supports the social, emotional, and ethical development of students. Furthermore, it provides long-term solutions to moral, ethical, and academic issues that are of growing concern in our society and at school. Character Education/Values Matters teaches students how to be their best selves and how to do their best work.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Dr. Rolando Espinosa K-8 Center, though Character Education/Values Matters, want to create a connected, caring, and supportive school culture where the students feel safe and engaged. School-wide initiatives will recognize positive behaviors as an integral way to encourage a positive school climate and empower the students to achieve not only academic success but positive social/emotional development.

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.

9/2 - Dr. Rolando Espinosa will provide Professional Development for teachers on Character Education/ Values Matters by engaging the teachers in a team building activity that is aligned with the schools goal based on the data results of the 2022 School Climate Survey. As a result, teachers will be able to recreate the team building activity with the students to build trust between team members and make sure everybody is working together and following a shared set of values.

Person Responsible	Cristina Barros (cmbarros@dadeschools.net)

8/31 - 10/11 - The administration and faculty will work closely through weekly collaborative grade level planning sessions to ensure students are being identified for recognition. The PTA will work closely with administration to review, support, and foster collaboration for all school initiatives to motivate students and encourage students to achieve and feel excited about school.

Person Responsible	Estela Rodriguez (estela@dadeschools.net)

8/31 - 10/11 - The Administrative Team, along with the Counselor and the Mental Health Coordinator, will support and encourage the use of the core values as a foundation of behavioral expectations for students and for maintaining a safe learning environment.

Person Responsible	Lori Bailey (181382@dadeschools.net)

8/31 - 10/11- The Counselor and the Mental Health Coordinator will identify students with positive behaviors as an integral way to encourage a positive school climate and empower the students to pursue excellence in all areas. As a result, students will feel empowered to go above and beyond to excel.

Person Responsible   Lori Bailey (181382@dadeschools.net)

10/31 - 12/16 - Every Tuesday, Administration will spot light students via social media platform to boost student morale. As a result of "Spot light Thursdays," students will feel self-worth, valued, and recognized.

Person Responsible   Phil Mato (pr0122@dadeschools.net)

10/31 - 12/16 - The Counselor will communicate with teachers to nominate and identify students to be recognized for their participation and positive efforts pertaining to the core value for the month. As a result, students will feel proud of their efforts and instill a sense of value.

Person Responsible   Lori Bailey (181382@dadeschools.net)

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.

Every individual at Dr. Rolando Espinosa K-8 Center plays an integral role ensuring students' feel safe, respected and valued. The Administrative Team, Instructional Staff, School Counselor, and the Mental Health Coordinator are committed to the students' safety, well-being, and success both academically and socially. The school site has implemented several procedures to ensure students are safe, have an advocate they can trust and rely upon, and are developing healthy and happy relationships among their peers and within the community. The differentiated system of school counseling services and personnel regularly dedicate time for core social-emotional curricula. Morning announcements are conducted via the virtual platform, students are engaged in the Values Matter Miami initiative which features the nine adopted core values identified in the Code of Student Conduct, as well as, Character and Multicultural education. The counselor presents character education, promotes responsibility and accountability, and provides positive encouragement during classroom presentations. Additionally, the counselor presents the Safer, Smarter Kids Curriculum committed to keeping children safe within the community to the lower academy. Anti-bullying presentations are conducted in order to prevent bullying and violence as well as ensure the safety and well-being of all students. The school-site has established procedures for reporting any such offenses to counselors and administration in order to provide intervention, support, and collaboratively remedy the issue. In addition, students in the fifth grade participate in the DARE Program presented by the City of Doral police department which offers a comprehensive curriculum for drug-prevention. Students in the fifth grade also serve as Safety Patrols, before and after school, ensuring that all students are adhering to the school rules and providing support for younger students in the hallways and common areas.

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

In order to promote a positive school culture and environment, Dr. Rolando Espinosa K-8 Center has established a community of administrators, educators and learners committed to continuous improvement and excellence. The school culture focuses on positive interaction and interpersonal relationships between students and faculty. The school has established procedures for identifying potential concerns, and has fostered a culture of community whereby collaboration between the school, the community, and the students has enabled Dr. Rolando Espinosa K-8 Center to maintain high standards for students' behavior and academics. School-wide initiatives recognize the population's multicultural diversity. Furthermore, the school site has established protocols to ensure relationship-building and collaboration are critical aspects of the school's culture. The administration and faculty work closely through weekly Collaborative Grade Level Planning sessions to ensure all students' needs are being met. The EESAC Committee and the PTSA work closely with administration and faculty to review, support, and foster collaboration for all school initiatives. Meeting the needs of all students, both academic and social-emotional, is the cornerstone of an exceptional school site. The school site has one counselor which works tirelessly with teachers, administrators and students to maintain a positive school climate and meet the individual needs of students. In addition, the school site has a full-time Mental Health Coordinator which engages regularly with students and teachers, organizes school-wide events and initiatives, serves as a trustworthy and supportive advocate for students, and is personally committed to the social-emotional well-being of students.

Dr. Rolando Espinosa K-8 Center makes every effort within the school and the community to create partnerships that will best serve the needs of the students. The school site maintains community partnerships to facilitate resources for students and their families, such as Free ELL Tutoring Programs, Middle School Athletic Program and Activities, and resources for more specific social-emotional needs through partnerships with the Institute for Child and Family Health, The Chrysalis Center, PsychSolutions, Inc, South Miami Psychology Group and the Switchboard of Miami provide counseling, as well as referrals to other community agencies. The counselors also diligently organize school-wide activities to meet the needs of all students as well as serve their interests. The school hosts several subject-specific school events each school year, providing the forum for teachers, students, and parents to come together to celebrate all content areas, share helpful and fun learning strategies and showcase students' exceptional works and efforts. School-wide Career Day fosters collaboration with community members and local business to provide our students with practical information and activities about careers and businesses within the community. At the Middle School level, an annual Magnet Fair is held to expose students to the many programs and curricula available across the District that are equipped to meet their needs and cater to their interests.