

Miami-Dade County Public Schools

Melrose Elementary School



2022-23 Schoolwide Improvement Plan

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Melrose Elementary School

3050 NW 35TH ST, Miami, FL 33142

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

Demographics

Principal: Dania Garcia

Start Date for this Principal: 7/15/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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 Economically Disadvantaged Students
School Grades History	2021-22: B (60%) 2018-19: A (70%) 2017-18: A (72%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	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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Melrose Elementary School

3050 NW 35TH ST, Miami, FL 33142

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

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)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

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

The mission of Melrose Elementary School is to enable all stakeholders to realize their potential by utilizing effective communication, adapting to students' individual needs, and fostering an open response line between all stakeholders. Knowing that instruction and accountability are the keys that will unlock our students' personal and academic potential, we will continue to exude enthusiasm in the delivery of instruction and education as our priority. Our staff will be master instructional leaders and our parents and community will be active participants in the educational process.

Provide the school's vision statement.

The vision of Melrose Elementary School is to provide all stakeholders with a nurturing atmosphere, which will produce a multi-learning state-of-the-art environment that will enhance student accountability and achievement.

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
Alvarez, Dania	Principal	To ensure the safety and academic success of all students and provide a positive learning environment for students and staff. Providing a common vision for the use of databased decision-making ensures that the school-based team properly meets the social and academic needs of all learners. Ensures the implementation of standard-based instruction, intervention, and adequate professional development, and communicates effectively with all stakeholders.
Almaguer, Angela	Assistant Principal	Develops, leads, and evaluates our school data, supports MTSS through team collaboration while leading teachers to a common goal of student achievement. Conducts focused classroom walk-throughs, determines areas of support, provides feedback and opportunities to enhance instructional practices
Fernandez, Karen	Teacher, K-12	Responsible for planning and implementing standard-based instruction and sharing information, strategies and data from meetings with colleagues. Serves as a mentor to ELA teachers.
Thomas, Sachelle	Teacher, K-12	Responsible for planning and implementing standards-based instruction and sharing information, strategies, and data from meetings with colleagues. Serves as a mentor to math teachers.

Demographic Information

Principal start date

Friday 7/15/2022, Dania Garcia

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.*

3

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.*

6

Total number of teacher positions allocated to the school

25

Total number of students enrolled at the school

314

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

2

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

3

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	52	38	53	71	59	78	0	0	0	0	0	0	0	351
Attendance below 90 percent	10	10	5	6	7	5	0	0	0	0	0	0	0	43
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	4	11	25	13	26	0	0	0	0	0	0	0	79
Course failure in Math	0	2	3	17	11	18	0	0	0	0	0	0	0	51
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	27	23	32	0	0	0	0	0	0	0	82
Level 1 on 2022 statewide FSA Math assessment	0	0	0	13	14	18	0	0	0	0	0	0	0	45
Number of students with a substantial reading deficiency	0	8	16	36	29	38	0	0	0	0	0	0	0	127

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	2	9	27	23	30	0	0	0	0	0	0	0	91

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	6	13	0	0	0	0	0	0	0	0	0	19
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Tuesday 8/23/2022

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	22	31	47	80	46	69	0	0	0	0	0	0	0	295
Attendance below 90 percent	2	14	17	26	16	20	0	0	0	0	0	0	0	95
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	6	29	15	31	0	0	0	0	0	0	0	84
Course failure in Math	0	0	4	16	9	26	0	0	0	0	0	0	0	55
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	8	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
Number of students with a substantial reading deficiency	1	14	37	55	6	34	0	0	0	0	0	0	0	147

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	4	9	27	10	26	0	0	0	0	0	0	0	77

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	4	6	16	0	0	0	0	0	0	0	0	0	28
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	22	31	47	80	46	69	0	0	0	0	0	0	0	295
Attendance below 90 percent	2	14	17	26	16	20	0	0	0	0	0	0	0	95
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	6	29	15	31	0	0	0	0	0	0	0	84
Course failure in Math	0	0	4	16	9	26	0	0	0	0	0	0	0	55
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	8	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
Number of students with a substantial reading deficiency	1	14	37	55	6	34	0	0	0	0	0	0	0	147

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	4	9	27	10	26	0	0	0	0	0	0	0	77

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	4	6	16	0	0	0	0	0	0	0	0	0	28
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	42%	62%	56%				51%	62%	57%
ELA Learning Gains	56%						66%	62%	58%
ELA Lowest 25th Percentile	59%						82%	58%	53%
Math Achievement	67%	58%	50%				79%	69%	63%
Math Learning Gains	75%						75%	66%	62%
Math Lowest 25th Percentile	76%						82%	55%	51%
Science Achievement	46%	64%	59%				55%	55%	53%

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	40%	60%	-20%	58%	-18%
Cohort Comparison		0%				
04	2022					
	2019	51%	64%	-13%	58%	-7%
Cohort Comparison		-40%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	44%	60%	-16%	56%	-12%
Cohort Comparison		-51%				

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	64%	67%	-3%	62%	2%
Cohort Comparison		0%				
04	2022					
	2019	83%	69%	14%	64%	19%
Cohort Comparison		-64%				
05	2022					
	2019	71%	65%	6%	60%	11%
Cohort Comparison		-83%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	49%	53%	-4%	53%	-4%
Cohort Comparison						

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	16	36	54	43	51	60	18				
ELL	42	52	50	66	71	75	33				
HSP	42	55	59	67	74	75	46				
FRL	42	55	56	66	75	76	43				
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	25	43		45	33		27				

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
ELL	36	63	58	54	55	55	45				
HSP	40	55	54	54	51	54	51				
FRL	39	58	58	54	54	54	52				
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	25	73	79	70	93	95	27				
ELL	42	66	81	77	73	77	46				
HSP	51	66	82	79	76	84	56				
FRL	51	65	83	79	74	82	55				

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	61
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	65
Total Points Earned for the Federal Index	486
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42
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	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	
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	60
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	60
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?

According to the 2022 ELA FSA, 3rd-5th grade ELA proficiency is 42% a 3 percentage point increase when compared to the previous year, and 56% made learning gains a minimal 1 percentage point increase. Overall 16% of SWD students were proficient a 9 percentage point decrease and 36% made learning gains a 7 percentage point decrease when compared to the 2021 ELA FSA. According to the 2022 FSA Mathematics, 3rd-5th grade proficiency is 67% a 12 percentage point increase when compared to the 2021 Math FSA, and 80% of the students made learning gains. Overall 43% of SWD students made learning gains a decrease of 2 percentage points when compared to the 2021 Mathematics FSA. In Science, results indicate that 45% of students were proficient resulting in a 5 percentage point decrease when comparing it to the 2021 science statewide assessment.

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

The results of the 2022 FSA ELA demonstrate a significant need for improvement in proficiency for SWD students. Furthermore, the SWD subgroup in grades 4 and 5 for both ELA and math demonstrated a decrease in learning gains of seven percentage point in ELA and two percentage points in mathematics.

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

One of the main contributing factors to our need for improvement in ELA proficiency is the shift in support for differentiated instruction and the limited knowledge of how to incorporate the reading comprehension component of the new intervention program, Horizons. Systematic and explicit teacher-led centers will be implemented in order to assist in meeting meet the needs of students. Standard aligned instruction and targeted instruction will be of utmost priority.

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

Math learning gains in grade 4 increased from 55 percentage points in 2021 to 72 percentage points in 2022. Students in the L25 subgroup in Math increased from 54 percentage points in 2021 to 76 percentage points in 2022, a 42 percentage point increase.

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

The contributing factors to improvement were the celebration of successes and data chats with all stakeholders. Furthermore, Differentiated Instruction (DI), IXL, and Reflex Math were implemented with fidelity, as well as monitoring of i-Ready lessons passed and weekly usage.

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

Strategies that will be implemented to accelerate learning include focused administrative walkthroughs, peer-to-peer observations, standard-based data-driven instruction, DI, Ongoing Progress Monitoring, and data chats. Utilizing pacing guides and unit assessments as instructional tools will ensure that instruction is standard aligned. In addition, we will continue to differentiate instruction and provide

interventions based on student need. We will also provide instructional support to English Language Learners (ELL) and Students With Disabilities (SWD) students who are reading at a level significantly lower than their peers. Finally, students who made minimal learning gains will have the opportunity to participate in the after-school program, Streaming in Action (SIA) which will increase student engagement and provide extended learning opportunities of core subjects.

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 team will continue to provide professional development opportunities in identified areas of need, such as differentiated instruction, intervention, and standard-based instruction as well as using data to drive instruction. In addition, we will analyze ongoing progress monitoring data and student work products to target learning gaps. During collaborative planning, teachers will share best practices to help improve instructional delivery and student engagement.

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

Additional services that will be implemented to ensure the sustainability of improvement are: extended learning opportunities, collaborative planning, STREAM after-school program, and science boot camp.

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 implement the Instructional Practices specifically relating to Differentiation. We selected the overarching area of Differentiation based on our findings that demonstrated 42% FSA ELA achievement an increase of 4 percentage points when compared to 2021. Based on the data, differentiation of instruction will assist in order to increase proficiency.

Measurable Outcome:

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

With the implementation of differentiation, we anticipate a 5% increase of students reading on grade level on the 2022-2023 statewide assessments.

Monitoring:

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

The School Leadership Team (SLT) will conduct quarterly data chats and assist teachers in regrouping students utilizing data. The SLT will conduct regular walkthroughs to ensure differentiation is taking place.

Person responsible for monitoring outcome:

Angela Almaguer (almaguer@dadeschools.net)

Evidence-based**Strategy:**

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

Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of Differentiation. Differentiation is a systematic approach to instruction that incorporates a variety of strategies to meet the unique individual needs of students.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.

Describe the resources/criteria used for selecting this strategy.

Differentiation will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

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- Provide teachers with 2022 i-Ready Reading AP3 data and 2022 state-mandated assessment data for their students. During collaborative planning, create groups for small group instruction and identify the components of effective DI. Develop a checklist of DI "Look Fors" that include organization, plan, instruction, and assessment guidelines to implement in the classroom. As a result, teachers will be able to decipher their students data and plan for their students individual needs.

Person Responsible

Dania Alvarez (daniaalvarez@dadeschools.net)

9/6-10/14 Grade-level chairs and teacher leaders will assist teachers in reviewing and exploring resources available in the reading series during collaborative planning sessions that can be used to meet the needs

of all students during the DI block and develop DI lesson plans. As a result, teachers will be able to identify resources to meet their students individual needs.

Person Responsible Angela Almaguer (almaguer@dadeschools.net)

9/12-10/14 Administration and teacher leaders will schedule product review meetings focused on students' DI

folders (student work samples and data trackers) to monitor the effective implementation of DI. As a result, teachers and administrators will collaborate to ensure student samples/resources are aligned to their needs.

Person Responsible [no one identified]

9/13-10/14 Following product review meetings, the administration will provide specific feedback to teachers and provide support as needed. As a result, teachers will make adjustments as needed and/or strengthen DI instruction.

Person Responsible Dania Alvarez (daniaalvarez@dadeschools.net)

10/31-12/16 During collaborative planning teachers will utilize student data in order to align scaffolded resources to support DI instruction. As a result, students will complete DI student work based on their individual needs.

Person Responsible Angela Almaguer (almaguer@dadeschools.net)

10/31-12/16 The SLT will schedule ongoing product review meetings to monitor student progress and implementation of DI resources. As a result, students DI will target students needs.

Person Responsible Dania Alvarez (daniaalvarez@dadeschools.net)

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

Area of Focus Description and Rationale: Based on the statewide 2022 statewide assessment English Language Arts assessment
Include a rationale that explains how it was identified as a critical need from the data reviewed. 58% of students in grades 3-5 scored below Level 3, this is a 3 percentage point decrease when comparing it to the 2021 statewide assessment. Furthermore, i-Ready Diagnostic (AP3) results indicate more than 50% of students tested in grades 1-2 are not on track to meet proficiency on the statewide reading assessment. The data indicates that 14% of current second graders are proficient and 28% of current third graders are reading on grade level.

Measurable**Outcome:**

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

If we increase the rigor of standard-based instruction then our overall reading proficiency will increase consistently by a minimum of 5 percentage points as evidenced by the 2023 statewide assessments.

Monitoring:

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

The administration will conduct focused Instructional walkthroughs regularly to ensure that standard aligned instruction is occurring and that best practices discussed during collaborative planning are evident.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

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

Checking for Understanding is an important step in the teaching and learning process. The background knowledge that students bring into the classroom influences how they understand the material shared and the lessons or learning opportunities provided. In fact, Checking for Understanding is part of a formative assessment system in which teachers identify learning goals, provide students feedback, and then plan instruction based on students' errors and misconceptions.

Rationale for Evidence-based Strategy:

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

Checking for Understanding provides actionable feedback on students' progress toward learning, teachers are able to identify what students know and can do, and it gives students the opportunity to identify gaps in their understanding and make necessary adjustments to master the skill.

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 During collaborative planning, ELA teachers will identify lessons and resources to determine learning goals. As a result, teachers will develop targeted focused lessons to meet the needs of their learners.

Person Responsible Dania Alvarez (daniaalvarez@dadeschools.net)

8/31-10/14 During whole group instruction, teachers will discuss and participate in modeling how to respond to a question. As a result, students will be able to include key elements in their responses.

Person Responsible Angela Almaguer (almaguer@dadeschools.net)

8/31-10/14 Teachers will utilize informal Checks for Understanding that may include oral responses, quick writes, and exit slips. As a result, teachers will be able to determine student understanding and provide immediate feedback.

Person Responsible Dania Alvarez (daniaalvarez@dadeschools.net)

8/31-10/14 During collaborative planning, ELA teachers will utilize assessment data to determine if students met the learning goals set. As a result, teachers will be able to identify and address misunderstandings.

Person Responsible Dania Alvarez (daniaalvarez@dadeschools.net)

10/31-12/16 ELA teachers will engage in district facilitated professional development (ICADS) to support the implementation of the new standards. As a result, teachers will be able to collaborate, develop, and deliver lessons aligned to the B.E.S.T. Standards.

Person Responsible Angela Almaguer (almaguer@dadeschools.net)

10/31-12/16 Administration will facilitate quarterly data chats, collaboratively with each grade level, to review and discuss student data to foster data-driven instruction and planning. As a result, teachers will identify the needs of the students, develop and deliver targeted instruction.

Person Responsible Dania Alvarez (daniaalvarez@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 qualitative data from the School Climate survey, the SIP survey, and the review of the Core Leadership Competencies, we will provide consistent, developmental feedback. Teachers want specific and targeted feedback after the administration conducts walkthroughs.

Measurable Outcome:

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

If we successfully provide constructive feedback, teachers will be able to reflect on their practice and make instructional adjustments that will impact student achievement and increase by 10% on the 2nd progress monitoring assessment.

Monitoring:

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

The use of walkthrough protocols will be utilized to provide immediate feedback to our teachers. The feedback protocol will be shared with all teachers and will include look-fors as well as what is working, what can be improved, and areas that need immediate attention.

Person responsible for monitoring outcome:

Dania Alvarez (daniaalvarez@dadeschools.net)

Evidence-based Strategy:

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

Consistent, developmental feedback involves providing a clear expectation, progress towards that goal and a description of the behavior and support that will be provided. Feedback should be provided regularly as a means of professional growth.

Rationale for Evidence-based Strategy:

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

Providing immediate constructive feedback helps sustain a school culture that is focused on 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.

8/31-10/14 Utilize the Framework of Effective Instruction to establish an observation protocol. As a result, the administration will be able to determine look-fors and conduct focused walk-throughs.

Person Responsible

Dania Alvarez (daniaalvarez@dadeschools.net)

8/31-10/14 Administration will dissect the Framework of Effective Instruction during faculty meetings. As a result, teachers can refer to this tool to refine their craft for effectiveness.

Person Responsible

Dania Alvarez (daniaalvarez@dadeschools.net)

8/31-10/14 During instructional walkthroughs, administration will utilize the school's observation protocol to determine the implementation of effectiveness of instruction in classrooms. As a result, teachers are able to make necessary adjustments to enhance instruction and increase student learning.

Person Responsible

Dania Alvarez (daniaalvarez@dadeschools.net)

8/31-10/14 After conducting instructional walkthroughs, administration will provide feedback through email, notes, and formal/informal conversations. As a result, this gives concrete guidance to teachers on analyzing their practice to better support student learning outcomes.

Person Responsible

Dania Alvarez (daniaalvarez@dadeschools.net)

10/31-12/16 The SLT will update the walkthrough observation protocol based on the focus of the instructional practices and the action steps identified during Phase III. As a result, the finalized protocol will be shared with teachers and continued to be used as an instructional tool.

Person Responsible Angela Almaguer (almaguer@dadeschools.net)

10/31-12/16 The SLT will identify one model classroom in each grade level that highlights best practices correlated to the targeted instructional practices. As a result, visitation opportunities will be provided to other teachers who will gain a better understanding of how to implement the instructional practices observed in their classrooms.

Person Responsible Dania Alvarez (daniaalvarez@dadeschools.net)

#4. Positive Culture and Environment specifically relating to Team Building Activities

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

The 2022 School Climate Survey reveals that less than 50% of our teachers feel staff morale is high at our school. Therefore, we want to focus our efforts on increasing staff morale through team-building activities.

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

If we implement team-building activities, then we will increase staff morale by 10 percentage points on the 2023 School Climate Survey.

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

The administration will host Grade Level Chair and Teacher Leader conversations to communicate the effectiveness of team-building activities and how they can be improved to increase a positive school culture.

Person responsible for monitoring outcome:

Dania Alvarez (daniaalvarez@dadeschools.net)

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

Team Building Activities is when a leadership team implements ongoing team building and social activities for all school staff.

Rationale for Evidence-based Strategy:

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

Numerous studies show that a positive work culture leads to attracting and retaining teachers and reduces staff turnover.

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 research and select team-building activities to implement during faculty meetings. As a result, it will improve employee engagement, motivation, and collaboration.

Person Responsible

Dania Alvarez (daniaalvarez@dadeschools.net)

9/7-10/14 Administration will implement team-building activities at the start of selected faculty meetings. As a result, teachers will create harmonious relationships and work towards a common goal with their colleagues.

Person Responsible

Dania Alvarez (daniaalvarez@dadeschools.net)

8/31-10/14 Staff members will utilize WhatsApp as a communication tool to recognize colleagues, share events, best practices, and successes. As a result, it allows teachers to like, comment, and be part of the discussion, but in a structured safe organized environment.

Person Responsible

Dania Alvarez (daniaalvarez@dadeschools.net)

8/31- 9/16 Administration will meet with Grade Level Chairs and Teacher Leaders to plan for social activities. As a result, teachers will have the opportunity to engage in positive experiences with their peers.

Person Responsible

Dania Alvarez (daniaalvarez@dadeschools.net)

10/31-12/16 Grade-level chairs will research team-building activities to be presented at selected faculty meetings by their grade-level. As a result, grade-level teams will collaboratively work together to plan an entertaining team-building experience.

Person Responsible

Angela Almaguer (almaguer@dadeschools.net)

10/31-12/16 During faculty meetings, selected grade levels will facilitate a team-building activity. As a result, teachers will work in teams to complete the task and form deeper connections with their colleagues.

Person Responsible

Dania Alvarez (daniaalvarez@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

i-Ready progress monitoring data indicates that more than 50% of students tested in grades 1-2 are not on track to meet proficiency on the statewide reading assessment. The data indicates that 29% of our current second graders are proficient and 41% of our current third graders are proficient. The instructional practice we will use to increase K-2 Reading/ELA student achievement is the target Element of Interactive Learning Environment, which will encourage student engagement and strengthens students' capabilities

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

According to the 2022 ELA FSA proficiency rate, 41% of the 3rd-grade students are proficient, 40% of the 4th-grade students are proficient and 44% of the 5th-grade students are proficient. The instructional practice we will use to increase 3-5 Reading/ELA student achievement is the target Element of Effective Questioning/Response Techniques, which will build critical thinking skills and facilitate learning through active discussion.

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)

If we create an environment where students are actively engaged in their learning through the use of anchor charts, visual aids, and provided scaffolded lessons to build their foundation, then we will improve by 5 percentage points on the 2nd progress monitoring assessment (PM2).

Grades 3-5: Measureable Outcome(s)

If we use effective questioning/response techniques, then we will increase the percentage of students on track to pass the statewide assessment English language Arts assessment and increase our proficiency by 5 percentage points.

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.

Data will be analyzed during SLT meetings and individual data chats with teachers. During instructional walkthroughs evidence of effective questioning/response techniques will be determined by teacher and student engagement, and student work products will be reviewed to ensure students are provided opportunities to engage in collaborative work and independent practice.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Alvarez , Dania, daniaalvarez@dadechools.net

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?

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

Rationale for Evidence-based 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?

The gradual release of responsibility model ensures that students are supported in their acquisition of the skills and strategies necessary for success. It will give the students clear expectations to simulate and follow. It will help bring balance to teacher talk vs. student talk and guide learners to more independent learning.

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
8/31-10/14 Teachers will create visual aids and anchor charts to engage the learners. As a result, students will be encouraged to make connections, and be able to contribute to discussions using academic vocabulary.	Almaguer, Angela, almaguer@dadeschools.net
8/31-10/14 During collaborative planning teachers will utilize the gradual release of responsibility model in their lessons and instruction. As a result, students will develop the skills they need to become independent learners.	Alvarez , Dania, daniaalvarez@dadechools.net
The leadership team will conduct focused walkthroughs to ensure teaching techniques align with the GRRM. As a result, teachers will be able to determine if students are moving towards instructional independence.	Alvarez , Dania, daniaalvarez@dadechools.net
The administration will participate in planning sessions, to ensure collaboration, effective use of resources, and that planning aligns with the GRRM. As a result, teachers will be able to plan effective lessons that meet the needs of the students.	Almaguer, Angela, almaguer@dadeschools.net
Teachers will participate in collaborative planning facilitated by the State Regional Literacy Director focusing on the BEST ELA Standards. As a result, teachers will be able to plan effective lessons that meet the needs of the students.	Almaguer, Angela, almaguer@dadeschools.net
Teachers will participate in collaborative planning provided facilitated by the Bilingual English for Speakers of Other Languages (ESOL) Department. As a result, teachers will be able to plan effective lessons that meet the needs of the ELL students.	Almaguer, Angela, almaguer@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.

Melrose Elementary School attempts to build a positive school culture that includes all stakeholders in school-wide decisions and goals, celebrates successes, and maintains a sense of community among faculty members, students, and families. We strive to highlight positive actions via public address and social media platforms as well as, acknowledge our students and teachers for their efforts and outcomes.

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

Administrators consult with various stakeholder groups such as teachers, students, families, volunteers, and business partners to assist with strategies for creating a positive school culture and environment.

The Leadership Team plans and implements schoolwide events to celebrate students and teachers.

Teacher leaders consistently promote and highlight events on our social media pages. Additionally, they serve as mentors and provide support to their colleagues.

Grade Level Chairpersons keep an open line of communication between the leadership team and classroom teachers.