

Miami-Dade County Public Schools

Rockway Elementary School



2022-23 Schoolwide Improvement Plan

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Rockway Elementary School

2790 SW 93RD CT, Miami, FL 33165

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

Demographics

Principal: Shante Thompson

Start Date for this Principal: 7/20/2022

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)	96%
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: A (64%) 2018-19: B (59%) 2017-18: B (56%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2021-22 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">96%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">99%</p>

School Grades History

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

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SIP Authority

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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
Thompson, Shante	Principal	<ul style="list-style-type: none"> - Maintain effective communication with the school community stakeholders on a consistent basis to create a positive school culture. - Facilitate and support school operations, management of facilities, finances, human resources and analyze school data to make effective schoolwide decisions that impact teacher performance and student learning. - Conduct formal and informal evaluations of faculty and staff to monitor performance of all employees. - Recruit and retain instructional and non-instructional professionals/ personnel at the school site. - Coordinate school-wide activities for students, staff, and parents in collaboration with community partners. - Collaborate with colleagues at neighboring schools to establish community-wide incentives and activities.
Mitha-Ochoa, Sharika	Instructional Technology	<ul style="list-style-type: none"> - Assist with the Response to Intervention process. - Consistently maintain communication with school stakeholders including staff, parents, and community members through curriculum bulletins, facilitating faculty meetings, and monthly meetings with community leaders and parents. - Coordinate and create schedules for state and district Computer-Based Testing. - Help staff and students analyze and interpret i-Ready data. - Support school-wide data-driven differentiated curriculum development and implementation through support of teacher data chats, participation in common planning sessions, progress monitoring meetings and execution of targeted tutorial services. - Active member of the Leadership Team, Professional Learning Support Team (PLST), and PTA Secretary. - Maintain inventory of equipment and books. - Set up, manage and promote computer programs such as i-Ready, Renaissance Learning, and MyON. - Create, produce, and edit WROK Morning Announcements via PA System, YouTube or CCTV.
VALDES, ARIADNA	Teacher, K-12	<ul style="list-style-type: none"> - Support SLT in designing professional development for Opening of Schools. - Support school STEAM initiatives by engaging team members in STEAM in integration planning. - Coach students in VEX IQ and VEX Go Robotics Club. - Support staff in use of technology resources for Math, Science, and STEAM. - Collaborate with support services personnel to improve student outcomes. - Provide ongoing improve systems for student engagement and learning.
Grisales, Cristina	Teacher, K-12	<ul style="list-style-type: none"> - Active member of the SLT supporting overall school improvement to include participation in the school

Name	Position Title	Job Duties and Responsibilities
		<p>improvement process and creation of the annual school improvement plan.</p> <ul style="list-style-type: none"> - Support SLT in designing professional development for Opening of Schools. - Support staff in use of technology resources for virtual and dual modality classrooms. - Lead department meetings for Special Area faculty and support staff. - Communicate with department utilizing various platforms to support virtual collaboration. - Support school STEAM initiatives by engaging team members in STEAM integration, planning, and establishing community partnerships. - Participate in monthly Leadership Team meetings. - Provide support to new and second-year teachers. - Establish high academic and behavioral expectations for students with emotional/behavioral needs in a self-contained setting. - Collaborate with support services personnel to improve student outcomes. - Provide ongoing improve systems for student engagement and learning.
Smythers, Laura	Assistant Principal	<p>Assist principal with upholding the school's vision and mission, as well as the execution of tasks to ensure day to day operations run smoothly.</p> <ul style="list-style-type: none"> - Support principal with data-based decision making and ensure systems, such as the implementation of the MTSS model and scheduling of students in intervention. - Assist principal with additional duties assigned, as appropriate, including budget, school operations and curriculum.
Sperling, Ximena	Reading Coach	<p>The Reading Coach works collaborative with the leadership team and all teachers to ensure that the Reading Program is being implemented with fidelity. The Reading Coach spearheads professional development initiatives and provide in-class assistance on an individual basis. The Reading Coach leads collaborative planning sessions to ensure that ELA lessons are standards-based and aligned to District Pacing Guides. In addition, the Reading Coach oversees intervention programs and assists with collecting and disaggregating progress monitoring data to ensure that intervention programs are effective.</p>

Demographic Information

Principal start date

Wednesday 7/20/2022, Shante Thompson

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.*

17

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

12

Total number of teacher positions allocated to the school

11

Total number of students enrolled at the school

303

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	47	48	42	58	48	82	0	0	0	0	0	0	0	325
Attendance below 90 percent	8	8	6	6	1	12	0	0	0	0	0	0	0	41
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	11	3	5	3	13	0	0	0	0	0	0	0	35
Course failure in Math	0	0	3	4	1	15	0	0	0	0	0	0	0	23
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	10	10	11	0	0	0	0	0	0	0	31
Level 1 on 2022 statewide FSA Math assessment	0	0	0	12	4	16	0	0	0	0	0	0	0	32
Number of students with a substantial reading deficiency	0	4	9	12	8	10	0	0	0	0	0	0	0	43

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	3	1	11	4	18	0	0	0	0	0	0	0	37

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	4	0	5	1	2	0	0	0	0	0	0	0	12
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Saturday 8/20/2022

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	25	37	40	58	42	79	0	0	0	0	0	0	0	281
Attendance below 90 percent	1	4	2	4	3	8	0	0	0	0	0	0	0	22
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	2	10	3	10	0	0	0	0	0	0	0	25
Course failure in Math	0	0	1	7	1	8	0	0	0	0	0	0	0	17
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	5	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	0	9	14	20	6	21	0	0	0	0	0	0	0	70

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

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

The number of students identified as retainees:

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

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	25	37	40	58	42	79	0	0	0	0	0	0	0	281
Attendance below 90 percent	1	4	2	4	3	8	0	0	0	0	0	0	0	22
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	2	10	3	10	0	0	0	0	0	0	0	25
Course failure in Math	0	0	1	7	1	8	0	0	0	0	0	0	0	17
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	5	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	0	9	14	20	6	21	0	0	0	0	0	0	0	70

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

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

The number of students identified as retainees:

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

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	68%	62%	56%				61%	62%	57%
ELA Learning Gains	71%						57%	62%	58%
ELA Lowest 25th Percentile	48%						44%	58%	53%
Math Achievement	70%	58%	50%				67%	69%	63%
Math Learning Gains	71%						69%	66%	62%
Math Lowest 25th Percentile	66%						43%	55%	51%
Science Achievement	51%	64%	59%				70%	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	61%	60%	1%	58%	3%
Cohort Comparison		0%				
04	2022					
	2019	53%	64%	-11%	58%	-5%
Cohort Comparison		-61%				
05	2022					
	2019	62%	60%	2%	56%	6%
Cohort Comparison		-53%				

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	57%	67%	-10%	62%	-5%
Cohort Comparison		0%				
04	2022					
	2019	72%	69%	3%	64%	8%
Cohort Comparison		-57%				
05	2022					
	2019	64%	65%	-1%	60%	4%
Cohort Comparison		-72%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	63%	53%	10%	53%	10%
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	42	56	48	48	63	67	25				
ELL	68	69	46	69	71	63	46				
HSP	67	71	50	69	71	66	49				
FRL	68	73	48	70	69	67	50				
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	22	43	55	28	43		41				
ELL	55	46	50	53	58	57	58				
HSP	59	48	50	54	52	56	64				
FRL	56	47	50	51	47	56	54				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	21	31	35	30	38	33	25				
ELL	62	58	46	69	72	46	70				
HSP	62	57	45	68	70	46	70				
FRL	59	56	45	65	68	47	65				

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	62
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	51
Total Points Earned for the Federal Index	496
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	48
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	60
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	62
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	63
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?

Based on the 2022 state assessment data and progress monitoring data, the overall proficiency trends in ELA are 68 percent and Mathematics is 70 percent. Science achievement outcomes 51 percent proficiency. Data trends indicate that students have made gains in ELA and Mathematics, but have decreased proficiency in Science.

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

The Spring 2022 state assessment data in ELA indicates that students in lowest 25 percent subgroup population in Grade 4 demonstrate the greatest need for improvement.

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

Students in the subgroup of lowest 25 percent are mainly Students with Disabilities (SWDs) demonstrating learning difficulties in ELA . As a new action, students in this subgroup are receiving instruction in an inclusive setting and receiving rigorous instruction in a model class with support facilitation. Establishing progress monitoring systems and implementing progress monitoring with fidelity to include on ongoing data chats and strategic grouping and intervention support.

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

Based on 2022 data and progress monitoring, Grade 4 Mathematics proficiency showed an overall improvement of 73 percent to include 85 percent learning gains. Grade 5 showed an overall increase in both proficiency and learning gains in both ELA and Mathematics.

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

Collaborative data chats during grade level meetings, use of Adaptive Monitoring and i-Ready and plan of action to adjust instruction based on data. Science, Technology, Engineering, Arts, Mathematics (STEAM) was implemented schoolwide to support learning in the areas of Mathematics and Science. This was a contributing factor to an increase in student achievement across subgroup populations.

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

In an effort to accelerate learning for students in the lowest 25 percent subgroup, the school will establish progress monitoring systems and ensure monitoring with fidelity to engage on ongoing data chats and strategic grouping and intervention support. Additionally, the implementation of collaborative planning facilitated by departmentalization across grades levels K-5, data-driven decisions in Math, and integration of Social Emotional Learning (SEL) will support student learning and engagement to accelerate learning. Additionally, SWDs will receive academic support through support facilitation; and expert teachers will be implementing Tier II and Tier III interventions to support students identified as having significant learning loss.

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

Professional development will be provided for teachers on the BEST Standards with a more defined focus in Mathematics and newly adopted curricular resources to support data-driven instruction based on FAST Assessment results throughout the school year. Primary teachers will participate in STAR Literacy professional learning to support assessment and data-driven instruction.

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

Additional services to ensure sustainability of improvement will be provided by the addition of student services specialist which will focus on individual and group counseling to students identified through the Early Warning Systems (EWS) exhibiting one or more Early Warning Indicators. Furthermore, Instructional professionals will ensure students are receiving Tier I, II and III instruction with fidelity to target the specific needs of each student. Title III tutoring will be offered to students demonstrating an academic deficiency and the STEAM Program continue to be enhanced with continued enrichment such as Robotics , VEX IG and VEX GO.

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.

Based on the Spring 2022 state standardized assessment, students in the lowest quartile (L25) failed to meet learning targets to reflect learning gains in ELA, at 48%. To better equip teachers in monitoring student progress and adjusting instruction to meet students' needs, timely and ongoing progress monitoring of students in the L25 subgroup using a variety of data points will be implemented ensuring collaborative data chats are effective in planning for target instruction to improve outcomes for students in this subgroup.

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

With the implementation of B.E.S.T Standards, an additional 5% of the students that are L25 will increase in proficiency in the area of ELA.

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

The Leadership Team will conduct specific data chats for L25 students and parents, adjust instruction and grouping as needed, analyze and plan for instruction based on needs. Administrators will review bi-weekly lesson plans for indication of data usage, tracking of L25, and meet with students on a quarterly basis. The Leadership Team will support, monitor and plan with teachers of the L25 to ensure effective Tier 1, Tier 2 and Tier 3 instruction.

Person responsible for monitoring outcome:

Laura Smythers (287836@dadeschools.net)

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

Within the Targeted Element of B.E.S.T Standards, our school will focus on the evidence-based strategy of: Instructional Support/Coaching. Instructional Support/Coaching will assist teachers in accelerating the learning gains of our L25s as it provides teachers of the L25 with an extra layer of support, strategies and resources.

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

Instructional Support/Coaching will ensure that teachers are supported, planning effectively and collaborating with other teachers to customize student needs and be strategic in impacting the L25. Teachers will plan, analyze data and see model instruction to deliver effective instruction to L25 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.

08/31/22 - The Leadership Team will provide a "Coaching 101" introduction to the faculty on the benefits and protocols of Instructional Support/Coaching at our school. As a result, teachers will have a clear idea of the role of the Coach and be able to build rapport and collaboration.

Person Responsible Laura Smythers (287836@dadeschools.net)

09/01/22 - 09/30/22 - The Leadership Team will conduct walkthroughs of all K-5 ELA Classrooms. As a result, the Reading Coach will be able to provide support to teachers on the effective implementation of the B.E.S.T standards through planning.

Person Responsible Ximena Sperling (262222@dadeschools.net)

09/01/22 - 09/30/22 - The Reading Coach will support ELA teachers through planning. As a result, teachers will feel supported with the use of the B.E.S.T standards and the strategies to accelerate proficiency for L25 students.

Person Responsible Ximena Sperling (262222@dadeschools.net)

10/01/22 - 10/14/22 - The Administrative Team will conduct walkthroughs and monitor the effectiveness of the Instructional Support/Coaching provided to ELA teachers. As a result, the team will collaborate and determined next steps of support as needed.

Person Responsible Laura Smythers (287836@dadeschools.net)

10/31/22 - 11/4/22 - The Leadership Team will create a Tier 1 Look-For's document for teachers and administration. As a result, both teachers and administration will have a clear expectation of Tier 1 Instruction.

Person Responsible Laura Smythers (287836@dadeschools.net)

11/5/22- 12/16/22 - The Administration will utilize the Tier 1 Look-For's document to provide feedback to teachers and next steps of support through Coaching Cycles. As a result, teacher will feel supported on the effective implementation of Tier 1 Instruction using the new BEST standards.

Person Responsible Laura Smythers (287836@dadeschools.net)

#2. Transformational Leadership specifically relating to Leadership Development

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 2022 School Climate Survey results, teachers communicated the need for additional professional learning opportunities, specifically relating to Professional Learning Communities (PLCs) and the instructional strategy of feedback for growth by 19.7%. In order to effectively meet the professional needs of faculty, Leadership Development will be utilized to provide support through PLCs and professional learning sessions facilitated by teacher leaders to improve outcomes for students.

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

If we successfully implement the Targeted Element of Leadership Development, our teachers will be provided the opportunity to grow in their professional development and professional growth through feedback and PLCs. The percentage of teachers in leadership roles will increase by at least 5% during the 2022-2023 school year.

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

With the implementation of Leadership Development through PLCs, an additional 5% of the staff will agree that they are developing professionally and receiving effective and timely feedback for their professional growth.

Person responsible for monitoring outcome:

Cristina Grisales (cblanchard@dadeschools.net)

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

Within the Targeted Element of Leadership Development, we will focus on the evidenced-based strategy of Professional Learning Communities (PLCs). By creating PLCs in the building, teachers will be able to grow in their leadership and their own professional development by collaborating with colleagues and supporting each other with feedback. The Leadership Team will provide monthly feedback to ensure the PLCs are running effectively and that we are on the right track to meet our outcome.

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

We decided to focus on Leadership Development to address the need of the teachers in our school. Based on the 2022 School Climate Survey results, teachers communicated the need for additional professional learning opportunities, specifically relating to Professional Learning Communities (PLCs) and the instructional strategy of feedback for growth. To increase this percentage, we selected Leadership Development through the use of PLCs because it will build and create teacher leaders, a learning community and feedback for professional growth.

selecting this strategy.

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.

08/31/22-09/13/22 The Leadership Team and Teacher Leaders will meet to effectively plan for the first month of PLCs. As a result, the PLCs will be planned for and executed with effective protocols.

Person Responsible Laura Smythers (287836@dadeschools.net)

09/14/22-10/14/22 Professional Learning Communities will meet biweekly to share expertise and work collaboratively to improve teaching skills. As a result, deep planning of rigorous lessons will be evident during Administrative walkthroughs.

Person Responsible Cristina Grisales (cblanchard@dadeschools.net)

9/14/22-10/14/22 The Reading Coach will support the Professional Learning Communities through sharing evidence-based best practices and the use of the B.E.S.T standards in the area of Reading to increase student achievement in Reading and Language Arts. As a result, teachers will feel more confident in teaching the new BEST standards and reading proficiency will increase throughout all grade levels.

Person Responsible Ximena Sperling (262222@dadeschools.net)

10/14/22 - The Administrative Team will conduct walkthroughs and participate in PLCs to monitor the effectiveness of the professional development and determine next steps. As a result, feedback will be provided to Teacher Leaders and adjustments will be made to ensure we are reaching our desired outcome.

Person Responsible Shante Thompson (snthompson@dadeschools.net)

10/31/22-11/11/22 - The PLC Team will develop Look-For's based on the professional development being provided at each PLC session. As a result, teachers and administration will have clear indicators of the progress and outcomes of the PLC.

Person Responsible Cristina Grisales (cblanchard@dadeschools.net)

11/11/22 - 12/16/22 - The Administrative Team will utilize the PLC Look-For's document to determine next steps of support for teachers and for planning for upcoming professional development needs. As a result, teachers will feel empowered and supported to continue to work together and enhance instructional planning and delivery.

Person Responsible Shante Thompson (snthompson@dadeschools.net)

#3. Positive Culture and Environment specifically relating to Staff Morale

Area of Focus
Description and Rationale: According to the 2021-2022 School Climate Survey feedback from staff, 55% of teachers agreed that staff morale is high at our school, in comparison to 92% during the 2020-2021 School Climate Survey feedback, this indicates a decrease of 37 percentage points. This data indicates that there is a critical need to increase staff morale in order to cultivate a Positive Culture and Environment in our school.
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.
 If we successfully implement Team Building Activities, our staff morale will increase 10 percentage points in the 2022-2023 Climate survey by June 2022.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.
 The Social Committee, along with the Leadership Team, will conduct a questionnaire to reflect, improve, and gather suggestions on effective ways to boost staff morale. Based on questionnaire results, Social Committee will lead activities to recognize teachers' efforts. In addition, the Social Committee will plan activities to enable teachers to share with one another and with administrators to build relationships.

Person responsible for monitoring outcome: Shante Thompson (snthompson@dadeschools.net)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.
 Within the Area of Focus of Positive Culture and Environment, we will focus on Team Building Activities to ensure that our teachers have a voice in creating effective ways to boost our staff morale.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.
 We want to provide opportunities for teachers to be socially active through Team Building Activities that will build stronger relationships within our school.

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.

08/31/22-09/02/22 - The Leadership Team, along with the Social Committee, will survey the staff through a questionnaire regarding staff morale and a positive school culture. As a result, teachers will have a voice and input on how to most effectively build staff morale.

Person Responsible Shante Thompson (snthompson@dadeschools.net)

09/05/22-09/09/22: The Social Committee will gather information from the questionnaire to develop Team Building Activities for the Fall Season. As a result, ideas provided by the staff will help build the calendar of events for the Fall season for the staff.

Person Responsible Shante Thompson (snthompson@dadeschools.net)

09/09/22-10/14/22: The Social Committee will implement targeted initiatives that will focus on building staff morale to enhance the school climate and culture. The team building activities will be implemented during faculty meetings and throughout varying events. As a result, teachers will build relationships and unity will begin to grow throughout our staff.

Person Responsible Shante Thompson (snthompson@dadeschools.net)

10/14/22: The Administrative Team will conduct Leadership Meeting and survey leaders to determine the effectiveness of the scheduled team building activities for the Fall season. As a result, events will be evaluated and updates for the Winter Season will be made as needed.

Person Responsible Shante Thompson (snthompson@dadeschools.net)

10/31/22 - 11/11/22: The Leadership Team, along with the Social Committee, will survey the staff through a questionnaire regarding staff morale and a positive school culture, including desired activities for the Winter Season. As a result, teachers will have a voice and input on how to most effectively build staff morale.

Person Responsible Sharika Mitha-Ochoa (mitha123@dadeschools.net)

11/16/22 - 12/16/22: The Social Committee will implement an initiative entitled, "We are Thankful for our School" and incorporate team building events and school-wide activities to build staff morale. As a result, teachers will feel appreciated and the climate will shift in a positive manner at the school.

Person Responsible Shante Thompson (snthompson@dadeschools.net)

#4. Instructional Practice specifically relating to Science

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 FSA data on PowerBI, the 2020-2021 FCAT Science Fifth Grade proficiency level was a 64 percent. The data for the 2021-2022 FCAT Science shows the proficiency level was a 50 percent. This data depicts a 14 percent decrease. Therefore, we are not meeting the needs of students in the area of Science. We will focus on Data Driven Instruction to address this critical need.

Measurable Outcome:

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

With the implementation of Data Driven Instruction, our Fifth Grade students will show an increase of 10 percent, as evidenced by the 2022-2023 Fifth Grade Science state assessment.

Monitoring:

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

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

Person responsible for monitoring outcome:

Shante Thompson (snthompson@dadeschools.net)

Evidence-based

Strategy:

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

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

Rationale for Evidence-based Strategy:

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

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

Action Steps to Implement

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.

9/14/22-9/15/22: Teachers will administer the Science Baseline assessment. As a result, teachers will be able to analyze data and determine student needs.

Person Responsible

Shante Thompson (snthompson@dadeschools.net)

09/19/22-10/07/22: Administrators will schedule data chats with teachers to collaboratively analyze data and determine areas of weakness in Science domains. As a result, teachers will differentiate instruction as needed and create mini-lessons to target student needs.

Person Responsible

Shante Thompson (snthompson@dadeschools.net)

09/19/22-10/07/22: Teachers will conduct student data chats to set academic goals in Science. As a result, students will become accountable for their learning and their progress.

Person Responsible Shante Thompson (snthompson@dadeschools.net)

10/07/22-10/14/22: Teachers will monitor students' academic achievements by administering Science Topic Assessments through the Performance Matters platform. As a result, teachers will adjust instruction as needed ensuring to provide remediation and/or enrichment to student groups.

Person Responsible Shante Thompson (snthompson@dadeschools.net)

10/31/22 - 11/11/22: The Leadership Team will use the District's Science DI Walkthrough Observation Look-For's Document to provide science teachers with feedback. As a result, teachers will have clarity and support for effective science remediation.

Person Responsible Shante Thompson (snthompson@dadeschools.net)

11/11/22 - 12/16/22: Teachers will remediate Science Benchmarks using EduSmart through DI instruction. As a result, students will have an opportunity to work on benchmarks that require more support.

Person Responsible Shante Thompson (snthompson@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.

The school engages all stakeholders through a variety of means targeted to enhance communication and participation in the school improvement process. Ongoing collaboration with broad stakeholder groups ensure community involvement which directly improves outcomes for students at Rockway Elementary such as our partnership with Fit Kids of America, local businesses, local afterschool program offering transportation, fitness and academic support to students. Additionally, our partnership with Faith Based Organizations participates in school events such as our recent Back 2 School backpack and supplies give away this past August 2022. Families and students access the school website which is updated on a weekly basis with the latest news and announcements for our school, in addition to the monthly Connection Newsletter provided in three languages. Furthermore, the school principal engages families by sending Messenger recorded messages in both English and Spanish to keep parents informed of upcoming school events or important school information. Teachers engage in ongoing collaboration utilizing a variety of platforms to support effective planning and instruction such as MS Team, Schoology, and Office 365 applications.

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

The stakeholders involved in promoting a positive culture and environment at the school are the following: the school Principal, Ms. Thompson and the Assistant Principal, Ms. Smythers; the School Leadership Team including Teacher Leaders, Reading Coach, Media Specialist, and School Counselor. The Principal's

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