

Miami-Dade County Public Schools

Royal Green Elementary School



2022-23 Schoolwide Improvement Plan

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Royal Green Elementary School

13047 SW 47TH ST, Miami, FL 33175

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

Demographics

Principal: Carlos Diaz

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)	90%
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 (57%) 2018-19: A (67%) 2017-18: A (70%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	90%
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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SIP Authority

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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.

Royal Green Elementary will strive to promote emotional growth and academic improvement in a safe learning environment with involvement and commitment from parents, students, staff and community.

Provide the school's vision statement.

To educate all students to the highest levels of academic achievement, to enable them to reach and expand their potential, and to prepare them to become productive, responsible, ethical, creative and compassionate members of society.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Diaz, Carlos	Principal	The principal oversees school operations, safety and security, personnel, facilities, finances and procurement, and human capital.
Ortega, Martha	Assistant Principal	As the principal's designee, the assistant principal ensures the following implementations and compliance of state testing, ESE Monitoring , ESOL Compliance and oversees grade level chairs, the Title 1 Program, and master scheduling. She participates in the School Improvement Plan (SIP), leading the School Leadership Team (SLT) through data analysis, reflection, action step development, monitoring, and the implementation process. She conducts walkthroughs, provides instructional personnel with corrective feedback.
Cruz, Ady	Teacher, K-12	Teachers serve as essential mentors in supporting and guiding new teachers to enhance their planning, instruction, and content knowledge. Mentors help orient new teachers to the school community and to teaching in general. They guide new teachers in feeling confident in their new role. Teachers play a critical role in ensuring the core instructional programs are followed with fidelity.
Carreno, Nancy	School Counselor	A guidance counselor develops, implements and manages the school's guidance programs. This includes working with students in individual, small group and classroom settings, as well as, assisting students with creating an academic plan for their education. In addition, the guidance counselor collaborates with parents and teachers in promoting students' academic progress.
Garcia, Alejandro	Instructional Coach	The instructional coach works alongside teachers to provide support and guidance in establishing best practices in teaching. The teacher promotes a vision of creating alignment of curriculum, instruction, assessment, and standard. He focuses on data and maintains a culture of continuous learning.

Demographic Information

Principal start date

Friday 7/15/2022, Carlos Diaz

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.*

4

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.*

14

Total number of teacher positions allocated to the school

15

Total number of students enrolled at the school

396

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

1

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

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	71	48	52	64	61	70	0	0	0	0	0	0	0	366
Attendance below 90 percent	0	2	1	4	0	1	0	0	0	0	0	0	0	8
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	6	6	2	3	0	0	0	0	0	0	0	18
Course failure in Math	0	1	2	4	1	5	0	0	0	0	0	0	0	13
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	6	6	12	0	0	0	0	0	0	0	24
Level 1 on 2022 statewide FSA Math assessment	0	0	0	5	4	14	0	0	0	0	0	0	0	23
Number of students with a substantial reading deficiency	0	3	6	7	0	0	0	0	0	0	0	0	0	16

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	7	15	32	13	35	0	0	0	0	0	0	0	102

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	4	3	6	6	0	0	0	0	0	0	0	0	0	19
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

Sunday 8/28/2022

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	35	44	60	64	60	67	0	0	0	0	0	0	0	330
Attendance below 90 percent	1	0	4	2	2	4	0	0	0	0	0	0	0	13
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	1	5	3	4	0	0	0	0	0	0	0	15
Course failure in Math	0	1	0	0	2	4	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
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	3	26	22	13	10	0	0	0	0	0	0	0	74

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	2	0	1	3	4	0	0	0	0	0	0	0	10

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	3	1	2	1	0	0	0	0	0	0	0	0	7
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	35	44	60	64	60	67	0	0	0	0	0	0	0	330
Attendance below 90 percent	1	0	4	2	2	4	0	0	0	0	0	0	0	13
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	1	5	3	4	0	0	0	0	0	0	0	15
Course failure in Math	0	1	0	0	2	4	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
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	3	26	22	13	10	0	0	0	0	0	0	0	74

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	2	0	1	3	4	0	0	0	0	0	0	0	10

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	3	1	2	1	0	0	0	0	0	0	0	0	7
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	69%	62%	56%				71%	62%	57%
ELA Learning Gains	69%						69%	62%	58%
ELA Lowest 25th Percentile	63%						59%	58%	53%
Math Achievement	60%	58%	50%				70%	69%	63%
Math Learning Gains	53%						81%	66%	62%
Math Lowest 25th Percentile	45%						67%	55%	51%
Science Achievement	39%	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	74%	60%	14%	58%	16%
Cohort Comparison		0%				
04	2022					
	2019	71%	64%	7%	58%	13%
Cohort Comparison		-74%				
05	2022					
	2019	58%	60%	-2%	56%	2%
Cohort Comparison		-71%				

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	48%	67%	-19%	62%	-14%
Cohort Comparison		0%				
04	2022					
	2019	71%	69%	2%	64%	7%
Cohort Comparison		-48%				
05	2022					
	2019	75%	65%	10%	60%	15%
Cohort Comparison		-71%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	53%	53%	0%	53%	0%
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	28	57	63	32	52	41	20				
ELL	68	70	62	59	47	48	28				
HSP	69	68	62	60	53	46	40				
FRL	68	69	60	59	52	41	36				
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	33	60		28	47		8				
ELL	61	51	64	47	31	36	18				
HSP	64	47	67	49	33	50	29				
FRL	62	48	63	47	32	44	28				
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	41	43	33	38	58	38	28				
ELL	68	68	63	68	81	77	51				
HSP	71	70	61	70	81	67	54				
FRL	69	70	59	70	82	68	53				

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	59
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	74
Total Points Earned for the Federal Index	472
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	44
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 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	59
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	57
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

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

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

According to the School Data Review comparison chart, proficiency in the FSA ELA assessment was 62% in 2021 and 69 % in 2022, an increase of 7 percentage points.

According to the School Data Review comparison chart, proficiency in the FSA Mathematics assessment was 48% in 2021 and 60 % in 2022, an increase of 12 percentage points.

According to the School Data Review comparison chart, proficiency in the Science Statewide Assessment was 28 in 2021 and 39% in 2022, an increase of 11 percentage points.

When comparing the school's Third and Fourth grade 2022 proficiency average in the FSA ELA to the district and state, the school performed better.

When comparing the school's Third and Fourth grade 2022 proficiency average in the FSA Mathematics to the district and state, the school performed better.

When comparing the schools' Fifth grade 2022 proficiency average in FSA Mathematics and , the school did not perform as well.

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

The data component, based off progress monitoring and 2022 state assessments, that show the greatest need for improvement are proficiency in 5th grade Science and Math Learning Gains.

According to the 2022 Science Statewide Assessment, although there was an 11 percentage point increase in proficiency, the school's proficiency is 39% which is below the district's 53% proficiency.

According to the 2022 FSA Mathematics assessment, only 45% of the L25 showed learning gains.

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

There is a need to implement data-driven instruction more consistently and with more rigor. We will develop a more systematic approach in incorporating data-driven instruction during the Math block specifically in grade 3-5. Teachers will be encouraged and supported in the administration of Math Topic Assessment using the district's online platform Performance Matters to track assessment scores and analyze assessment data. A schedule will also be created to ensure that teachers meet at least quarterly

to conduct data chats and review student progress. Based on the outcome of these data chats, Teacher Led Centers (TLC) instruction will be adjusted. Teachers will also be encouraged to meet in a small group setting with students after each assessment to provide rapid check-ins with them. Teachers will guided the students towards understanding each standard missed and will help them strategize ways for improving on the following topic assessment.

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

The data component, based off progress monitoring and 2022 state assessments that shows the most improvement is ELA Learning gains of the Lowest 25%

According to the 2022 FSA ELA, 69% of our students made learning gains, this is a 22 percentage point gain when compared to the 2021 FSA ELA.

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

L25 students were provided with Reading intervention on a consistent basis designed to meet the individual needs of students within a small group setting. The pace of instruction was modified to allow for different rates of learning. i-Ready Growth Monitoring assessment were conducted and their progress was monitored within in-program assessments and i-Ready Growth Monitoring assessment. The students in the lowest quartile participated in Extended School opportunities either before or after school tutoring and also participated in our Spring Break Academy and Winter Break Academy. In addition, 3-5 grade reading teachers implemented a systematic and rigorous approach in incorporating data-driven instruction. Fourth grade reading teachers also used Performance Matters to administer the ELA bi-weekly assessment to track assessment scores and analyze assessment data.

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

The strategies that need to be implemented in order to accelerate learning are: Differentiated Instruction (DI), Data-Driven Instruction, Learning Opportunities before and after school, and Enrichment Opportunities

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.

Based on the contributing factors and strategies identified to accelerate learning, the PLST will develop learning opportunities to include training in the Florida B.E.S.T. Standards (ELA and Mathematics), review of how to connect the Instructional Performance Evaluation and Growth System (IPEGS) Standards to classroom practice and improve the quality of instruction by ensuring accountability for classroom/program performance.

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

Collaborative planning has been scheduled so that teachers are able to meet with their grade level and plan data driven instruction aligned to the standards. Extended School opportunities will be offered before and after school. This includes before/after school tutoring for ELLs and Tier 1 and Tier 2 students, Minecraft Club, and Enrichment Club for gifted students in Grade 2-5.

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 school trends and the results of the 2022 FSA Math assessment, our school will implement the instructional practice relating to differentiation. The data demonstrates that only 48% of our students scored proficient in math and only 45% of the students identified as L25 made learning gains. In addition, there is a need to continue differentiating instruction in Reading specifically, with SWD students as only 57% of the students in this subgroup made learning gains.

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

If we successfully implement differentiation, then the percent of students scoring high standards in Math will increase a minimum of five percentage points as evidenced by the 2023 State Assessments data for proficiency.

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

The Leadership Team will conduct monthly data chats and classroom walk-throughs to ensure differentiated instruction is successful. On-Going Progress Monitoring trackers will be implemented and reviewed regularly. Students identified as needing interventions will be targeted. Extended learning opportunities will be provided to those students who are not showing growth.

Person responsible for monitoring outcome:

Carlos Diaz (pr4741@dadeschools.net)

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

Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability.

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

Differentiated Instruction was selected due to the trends found in the area of mathematics and ELA learning gains. Within the Targeted Element of Differentiation, our school will focus on the Data-Driven Instruction evidence-based strategy. Data-Driven instruction will support acceleration of learning gains of our L25s. The school's leadership team will meet regularly to discuss DI opportunities and their effectiveness. Teachers will 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.

8/22-8/27- Teachers will be provided with their student data so that they may identify students in the L25 Math and ELA . Teachers will form small groups to differentiate instruction.

Person Responsible Martha Ortega (mortega1@dadeschools.net)

8/22-10/14 L25 (ELA) students will be provided with Reading intervention on a consistent basis designed to meet the individual needs of students within a small group setting. The pace of instruction will be modified to allow for different rates of learning.

Person Responsible Martha Ortega (mortega1@dadeschools.net)

8/31-10/11-Teachers will develop lesson plans that are inclusive of DI instruction. As a result, teachers will have student groups, appropriate resources, and lesson plans that reflect DI instruction.

Person Responsible Martha Ortega (mortega1@dadeschools.net)

8/31-10/11- Teachers will collaboratively develop data trackers that can be used to track mini-assessments that are aligned to weekly small group instruction. Teachers will use data trackers to monitor student progress and adjust as necessary.

Person Responsible Martha Ortega (mortega1@dadeschools.net)

10/31-12/16- Hire reading tutor to Implement small group phonics instruction in grades K-3 during reading block.

Person Responsible Martha Ortega (mortega1@dadeschools.net)

10/31-12/16- Implement weekly afterschool small group tutoring in grades 3-5 to meet the students' individual needs.

Person Responsible Martha Ortega (mortega1@dadeschools.net)

#2. 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.

The data component identified as a critical need, based on progress monitoring, school trend and the results of the 2022 state assessments, is proficiency in 5th grade Science. According to the 2022 Statewide Science Assessment, only 39% of our 5th grades students showed proficiency. Although there was an 11 percentage point increase in proficiency when comparing the 2019 science achievement results to the 2021 science achievement results, the school's proficiency is 39% which is below the district's 53% proficiency.

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 Science, then the percentage of 5th grade students meeting proficiency in the 2023 Statewide Science Assessment will increase by at least 5 percentage points.

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

The administrators will conduct classroom walkthroughs and monitor the implementation of Hands- On Learning activities.

Person responsible for monitoring outcome:

Carlos Diaz (pr4741@dadeschools.net)

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

The evidence-based strategy to be implemented is Hands on Learning. Hands-On Learning is a learning style in which learning takes place by the students carrying out physical activities, rather than listening to a lecture or watching demonstrations.

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

If we implement Hands-On Learning during the science block, teachers will promote learning and foster transferable skills, including critical thinking, reflecting thinking, and problem-solving. This will also provide opportunities for our students to learn about the natural world through discoveries and rigorous and relevant activities.

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.

8/29-9/2 - Fifth grade science teachers will administer the science baseline assessment to:

- make instructional decisions about strengths and needs
- determine flexible groupings
- differentiate instruction

Person Responsible Martha Ortega (mortega1@dadeschools.net)

9/7/22-10/14/22

Assistant Principal will provide all science teachers with MDCPS Essential Labs manuals (student and teacher manuals). Administrators will assist science teachers with the implementation of Essential Labs.

Person Responsible Martha Ortega (mortega1@dadeschools.net)

9/7/22-10/14/22

Science Liaison and assistant principal will meet with science teachers in grades 2-5 to collaborate and recommend best practices to include implementing the 5E instructional model (Engage, Explore, Explain, Elaborate, Evaluate). The 5E model is a planning tool for inquiry teaching that provides a structure for students to connect science ideas with their experiences and apply their learning to new contexts.

Person Responsible Carlos Diaz (pr4741@dadeschools.net)

8/22-10/14 Science teachers will conduct Essential Labs as recommended by MDCPS Quarter 1 Pacing Guides to provide opportunities for our students to learn about the natural world through discoveries and rigorous and relevant activities.

Person Responsible Martha Ortega (mortega1@dadeschools.net)

9/7/22-10/14/22

Form a science committee to develop a plan of action to encourage and promote science school-wide.

Person Responsible Martha Ortega (mortega1@dadeschools.net)

10/31-12/16 Assist teachers in the implementation of science journals by providing all students in grades K-5 with their science journal tabs that include the essential question, vocabulary words and the "I Cans" for every topic.

Person Responsible Martha Ortega (mortega1@dadeschools.net)

10/31-12/16 Assistant principal and science liaison will continue holding monthly meetings with science teachers to provide best practices and support.

Person Responsible Martha Ortega (mortega1@dadeschools.net)

#3. Positive Culture and Environment specifically relating to ovide Attendance**Area of Focus
Description and****Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Based on the data review, our school will implement the Targeted Element of Student Attendance. Through our data review, we noticed that 42% of students have 0-5 absences 10% of our students had 16-30 absences. We recognize the need to tailor our attendance initiatives and improve our efforts in making connections with families and the community to ensure attendance is consistent.

**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 Student Attendance, our students will receive quality instruction that will contribute to improved student outcomes. With consistent student incentives, our attendance will increase 5 percentage points.

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

The Leadership Team will work to connect with families who struggle with attendance and identify the cause for absences and create a plan of action to ensure students are able to be present daily. The faculty and staff will mentor individual students who have consistent truancy and connect with them bi-weekly to encourage attendance efforts. The Leadership Team will plan regular student incentives to promote consistent student attendance. Teachers will monitor their daily attendance and submit that data to the Leadership Team on a weekly basis with emphasis on attendance trends. To ensure we are on track to meeting the outcome above, this data will be discussed during data chats with teachers and students and parental contact will be made when necessary.

Person responsible for monitoring outcome:

Martha Ortega (mortega1@dadeschools.net)

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

Strategic Attendance Initiatives involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.

**implemented
for this Area
of Focus.**

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

Attendance initiatives will assist in decreasing the number of student absences. The initiatives will provide the Leadership Team with a systematic approach to identify attendance issues, remediation, and rewards.

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.

8/22-Develop a school-wide attendance action plan to encourage daily attendance.

**Person
Responsible** Carlos Diaz (pr4741@dadeschools.net)

8/22-10/14 -Teachers will monitor their daily attendance and submit that data to the Leadership Team on a weekly basis with emphasis on attendance trends. Homerooms with 100% attendance during the afternoon announcements.

**Person
Responsible** Nancy Carreno (ncarreno@dadeschools.net)

8/22-10/14
Students with perfect attendance will be awarded with a pizza party on a monthly basis.

**Person
Responsible** Carlos Diaz (pr4741@dadeschools.net)

8/29-10/14 Teachers and clerical staff will communicate daily with parents/guardians of students with excessive absences to check on student and to ensure parents understand importance of being present at school.

**Person
Responsible** Martha Ortega (mortega1@dadeschools.net)

10/31-12/16 Monitor daily student attendance and create a weekly calendar to alert parents and teachers of daily percent of student attendance.

**Person
Responsible** Martha Ortega (mortega1@dadeschools.net)

10/31-12/16 Homerooms with perfect attendance will be announced every morning and afternoon. Homerooms with weekly perfect attendance will be celebrated and rewarded with a special treat.

**Person
Responsible** Carlos Diaz (pr4741@dadeschools.net)

#4. 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 data from the 2022 School Climate Survey, the area of focus identified as need is Leadership Development. There is a need to continue to actively cultivate, support, and develop teacher leaders to focus on instructional proficiency and student learning.

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, then the percentage of teachers in leadership roles will increase by at least five percent during the 2022-2023 school year, as evidenced by the results of the 2023 School Climate Survey.

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

The administration will encourage the chairpersons from each grade level and departments to invite other teachers to participate in the leadership team meetings. The School Leadership Team will meet on a regular basis to discuss different activities and events to increase leadership development

Person responsible for monitoring outcome:

Carlos Diaz (pr4741@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 evidence based strategy of Shared Leadership. Shared Leadership involves systems designed to develop leadership capacity among all members of the school community. In Shared Leadership, teachers, staff, parents, and principals work together to solve problems and create an engaging school climate that fosters student learning. This can be achieved by understanding that different leadership styles are needed, engaging all stakeholders in working together towards a shared purpose, and ensuring all participants share responsibility and accountability.

Rationale for Evidence-based Strategy:
Explain the rationale for

Shared Leadership leads to the increased productivity, as members of the staff are actively participating in the decision making as part of various aspects of the school community such as the leadership team and school committees. Using a team approach is also a practical way to ensure that the many leadership tasks that must take place in a successful school are executed efficiently and effectively.

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

8/29-10/14-Administrators will create task specific school committees that will meet at different points throughout the year to coordinate a variety of events for both students and staff members. Teachers will select to participate in committees of interest. As a result, this will foster an environment that supports collaboration and team building.

Person Responsible Carlos Diaz (pr4741@dadeschools.net)

8/29-10/14 Teachers will have the opportunity to be Grade Level Chair and/or a subject area liaison for the school. Teacher will also be able to nominate a grade level chair.

Person Responsible Carlos Diaz (pr4741@dadeschools.net)

8/29-10/14 Schedule and implement monthly Leadership Meetings to build capacity, problem solve, work together towards a shared purpose, and share responsibility and accountability

Person Responsible Carlos Diaz (pr4741@dadeschools.net)

8/29-10/14 Provide opportunities and encourage staff members to share their knowledge in their area of expertise with other staff members during faculty meetings.

Person Responsible Martha Ortega (mortega1@dadeschools.net)

10/31-12/16 Continue to implement monthly Leadership Meetings to build capacity, problem solve, work together towards a shared purpose, and share responsibility and accountability

Person Responsible Carlos Diaz (pr4741@dadeschools.net)

10/31-12/16 Provide opportunities and encourage staff members to share their knowledge in their area of expertise with other staff members during committee meetings.

Person Responsible Martha Ortega (mortega1@dadeschools.net)

RAISE

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

Area of Focus Description and Rationale

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

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

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

N/A

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

N/A

Measurable Outcomes:

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

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

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:

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

N/A

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

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

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

N/A

Rationale for Evidence-based Practices/Programs:

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

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

N/A

Action Steps to Implement:

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step**Person Responsible for Monitoring**

N/A

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

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

In order to address building a positive school culture and climate we strive to create meaningful parent involvement by giving them a platform for feedback on classroom activities or school programs by utilizing Schoology, Class DOJO, and Instagram. Using this applications, parents will be able to communicate with teachers and ask them about their hopes or concerns regarding their children's education. Students' personal achievement and good behavior are celebrated through recognizing Student of the Month and implementing the Do the Right Thing program. Complimenting students helps them to feel that they are cared for individually. School and classroom rules/expectations are clear to all students. Rules state positive behaviors that students should demonstrate that are aligned with the district core values. The Positive Behavior Support program also delineates ROAR expectations for students to follow: Be respectful, organized, accomplished and responsible. Staff are provided opportunities for team building. We empower teachers by providing opportunities to share best practices in a resourceful environment.

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

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principal, Counselor, School Leadership Team. The Principal's role is to oversee and monitor the school's initiatives. The Assistant Principal will monitor the PBS and Celebrating Success activities in a timely manner. The Counselor will monitor the Values Matter and No Place for Hate initiatives. Teacher leaders will support best practices. All stakeholders are responsible to connect and build relationships with students, parents, and families.