

Miami-Dade County Public Schools

Rainbow Park Elementary School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	13
Planning for Improvement	17
Positive Culture & Environment	0
Budget to Support Goals	0

Rainbow Park Elementary School

15355 NW 19TH AVE, Opa Locka, FL 33054

<http://rainbowpark.dadeschools.net>

Demographics

Principal: David Ladd

Start Date for this Principal: 6/23/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students* Economically Disadvantaged Students*
School Grades History	2021-22: C (45%) 2018-19: C (47%) 2017-18: C (47%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI

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

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	13
Planning for Improvement	17
Title I Requirements	0
Budget to Support Goals	0

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<http://rainbowpark.dadeschools.net>

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

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

School Board Approval

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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.

It is the mission of the administration, faculty, staff, parents and community of Rainbow Park Elementary School to provide an education that is second to none by a highly trained, nurturing staff who creates opportunities for all students to learn. Opportunities for collaboration among administrators, instructional and non-instructional staff, parents, students, and key stakeholders within the community are provided regularly. We are committed to promoting positive growth academically, socially and emotionally to all students including those in English Language Learners (ELL) and those in Special Education (ESE).

Provide the school's vision statement.

Rainbow Park Elementary School (RPES) works diligently to provide the finest education possible to all students. Rainbow Park Elementary School utilizes a well-defined and diverse curriculum structured to meet the needs of students from a multitude of backgrounds including English Language Learners (ELL) and those in Special Education (ESE). We aspire and work diligently to ensure that all students mature and develop into competent and productive individuals who can function in the complex society in which we live.

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
Ladd, David	Principal	<p>Instructional Management -Monitor instructional and managerial processes to ensure that program activities are related to program outcomes and use findings to make instructional decisions and take corrective action. -Regularly consult the campus-level committee about planning, operation, supervision and evaluation of campus education program. Include students and community representatives when appropriate.</p> <p>-</p> <p>School/Organization Morale -Provide instructional resources and materials to support teaching staff in accomplishing instructional goals. -Foster collegiality and team building among staff members. Encourage their active involvement in decision-making process. -Provide opportunities that encourage staff members to become involved in leadership roles.</p> <p>School/Organization Improvement -Build a common vision for school improvement with staff. Direct planning activities and put programs in place with staff to ensure attainment of school's vision.</p> <p>Personnel Management -Interview, select and orient new staff. Approve all personnel assigned to campus. -Define expectation for staff performance with regard to instructional strategies, classroom management and communication with the public. -Observe employee performance, record observations and conduct evaluation conferences with staff. -Assign and promote campus personnel.</p>
Gonzalez, Darlene	Assistant Principal	<p>Instructional Management -Monitor instructional and managerial processes to ensure that program activities are related to program outcomes and use findings to make instructional decisions and take corrective action. -Regularly consult the campus-level committee about planning, operation, supervision and evaluation of campus education program. Include students and community representatives when appropriate.</p> <p>-</p> <p>School/Organization Morale -Provide instructional resources and materials to support teaching staff in accomplishing instructional goals. -Foster collegiality and team building among staff members. Encourage their active involvement in decision-making process. -Provide opportunities that encourage staff members to become involved in leadership roles.</p> <p>School/Organization Improvement</p>

Name	Position Title	Job Duties and Responsibilities
		<p>-Build a common vision for school improvement with staff. Direct planning activities and put programs in place with staff to ensure attainment of school's vision.</p> <p>Personnel Management</p> <p>-Interview, select and orient new staff. Approve all personnel assigned to campus.</p> <p>-Define expectation for staff performance with regard to instructional strategies, classroom management and communication with the public.</p> <p>-Observe employee performance, record observations and conduct evaluation conferences with staff.</p> <p>-Assign and promote campus personnel.</p>
St. Hilaire, Dominique	Math Coach	<ol style="list-style-type: none"> 1. Coordinate and monitor teacher planning to support the development of rigorous standard-based lessons. 2. Utilize the coaching model (planning, demonstrating, and providing feedback) with the implementation of evidenced-based instructional strategies to improve students' academic success. 3. Meets weekly with school-site administration and District's Turnaround staff to develop the weekly coaching calendar, reflect on the impact of coaching support provided and prioritize future support as evidenced through the coaching log. 4. Provides on-site embedded professional learning opportunities aligned to the needs of students based upon student assessment data. 5. Spends a minimum of 80 percent of the work week in direct contact with classroom teachers to improve instructional delivery. 6. Assists the administration in the interpretation of student assessment data to prioritize support. 7. Assists the classroom teacher in the interpretation of student assessment data and supporting the teacher in planning appropriate lessons to support the academic needs of students. 8. Supports the coordination and monitoring of intervention services to identified students. 9. Participates in professional development for Transformation Coaches and implements instructional practices with school-site personnel to improve student outcomes. 10. Performs other duties comparable to the above, as these duties describe only the typical primary features of the job.
Brown-Brooks, Brittany	Reading Coach	<ol style="list-style-type: none"> 1. Coordinate and monitor teacher planning to support the development of rigorous standard-based lessons. 2. Utilize the coaching model (planning, demonstrating, and providing

Name	Position Title	Job Duties and Responsibilities
		<p>feedback) with the implementation of evidenced-based instructional strategies to improve students' academic success.</p> <ol style="list-style-type: none"> 3. Meets weekly with school-site administration and District's Turnaround staff to develop the weekly coaching calendar, reflect on the impact of coaching support provided and prioritize future support as evidenced through the coaching log. 4. Provides on-site embedded professional learning opportunities aligned to the needs of students based upon student assessment data. 5. Spends a minimum of 80 percent of the work week in direct contact with classroom teachers to improve instructional delivery. 6. Assists the administration in the interpretation of student assessment data to prioritize support. 7. Assists the classroom teacher in the interpretation of student assessment data and supporting the teacher in planning appropriate lessons to support the academic needs of students. 8. Supports the coordination and monitoring of intervention services to identified students. 9. Participates in professional development for Transformation Coaches and implements instructional practices with school-site personnel to improve student outcomes. 10. Performs other duties comparable to the above, as these duties describe only the typical primary features of the job.
<p>Mondestin, Arol</p>	<p>School Counselor</p>	<ol style="list-style-type: none"> 1. Coordinate and monitor student group sessions to support in the development of students social and emotional well being. 2. Coordinate and provide in-class sessions on various topics that are relevant to students and our current reality. 3. Meet weekly with school-site administrators and leadership team to analyze students data and identify students that may be in need of intervention and/or evaluation. 4. Participate in professional development for Counselors and implement strategies and resources acquired through professional developments.
<p>Brown, Sheneka</p>	<p>Reading Coach</p>	<ol style="list-style-type: none"> 1. Coordinate and monitor teacher planning to support the development of rigorous standard-based lessons. 2. Utilize the coaching model (planning, demonstrating, and providing feedback) with the implementation of evidenced-based instructional strategies to improve students' academic

Name	Position Title	Job Duties and Responsibilities
		<p>success.</p> <p>3. Meets weekly with school-site administration and District’s Turnaround staff to develop the weekly coaching calendar, reflect on the impact of coaching support provided and prioritize future support as evidenced through the coaching log.</p> <p>4. Provides on-site embedded professional learning opportunities aligned to the needs of students based upon student assessment data.</p> <p>5. Spends a minimum of 80 percent of the work week in direct contact with classroom teachers to improve instructional delivery.</p> <p>6. Assists the administration in the interpretation of student assessment data to prioritize support.</p> <p>7. Assists the classroom teacher in the interpretation of student assessment data and supporting the teacher in planning appropriate lessons to support the academic needs of students.</p> <p>8. Supports the coordination and monitoring of intervention services to identified students.</p> <p>9. Participates in professional development for Transformation Coaches and implements instructional practices with school-site personnel to improve student outcomes.</p> <p>10. Performs other duties comparable to the above, as these duties describe only the typical primary features of the job.</p>

Demographic Information

Principal start date

Thursday 6/23/2022, David Ladd

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.*

0

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.*

9

Total number of teacher positions allocated to the school

15

Total number of students enrolled at the school

217

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

6

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

10

Demographic Data

Early Warning Systems

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	44	28	27	32	27	51	0	0	0	0	0	0	0	209
Attendance below 90 percent	0	11	10	11	8	12	0	0	0	0	0	0	0	52
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	14	6	8	0	0	0	0	0	0	0	28
Course failure in Math	0	0	1	6	2	10	0	0	0	0	0	0	0	19
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	11	3	17	0	0	0	0	0	0	0	31
Level 1 on 2022 statewide FSA Math assessment	0	0	0	7	7	20	0	0	0	0	0	0	0	34
Number of students with a substantial reading deficiency	0	0	2	19	9	19	0	0	0	0	0	0	0	49

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	1	13	8	20	0	0	0	0	0	0	0	42

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

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

Monday 8/29/2022

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	34	30	41	43	39	44	0	0	0	0	0	0	0	231
Attendance below 90 percent	11	9	14	6	10	13	0	0	0	0	0	0	0	63
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	12	6	10	0	0	0	0	0	0	0	28
Course failure in Math	0	0	1	8	1	7	0	0	0	0	0	0	0	17
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	7	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Number of students with a substantial reading deficiency	0	10	24	26	9	17	0	0	0	0	0	0	0	86

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	0	12	3	10	0	0	0	0	0	0	0	25

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	9	0	0	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	1	1	0	0	0	0	0	0	0	2

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	34	30	41	43	39	44	0	0	0	0	0	0	0	231
Attendance below 90 percent	11	9	14	6	10	13	0	0	0	0	0	0	0	63
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	12	6	10	0	0	0	0	0	0	0	28
Course failure in Math	0	0	1	8	1	7	0	0	0	0	0	0	0	17
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	7	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Number of students with a substantial reading deficiency	0	10	24	26	9	17	0	0	0	0	0	0	0	86

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	0	12	3	10	0	0	0	0	0	0	0	25

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	9	0	0	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	1	1	0	0	0	0	0	0	0	2

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	41%	62%	56%				48%	62%	57%
ELA Learning Gains	56%						46%	62%	58%
ELA Lowest 25th Percentile	38%						33%	58%	53%
Math Achievement	50%	58%	50%				61%	69%	63%
Math Learning Gains	58%						57%	66%	62%
Math Lowest 25th Percentile	38%						41%	55%	51%
Science Achievement	34%	64%	59%				44%	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	56%	60%	-4%	58%	-2%
Cohort Comparison		0%				
04	2022					
	2019	52%	64%	-12%	58%	-6%
Cohort Comparison		-56%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	37%	60%	-23%	56%	-19%
Cohort Comparison		-52%				

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	71%	67%	4%	62%	9%
Cohort Comparison		0%				
04	2022					
	2019	49%	69%	-20%	64%	-15%
Cohort Comparison		-71%				
05	2022					
	2019	60%	65%	-5%	60%	0%
Cohort Comparison		-49%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	42%	53%	-11%	53%	-11%
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	6	17			18						
BLK	40	57	42	49	59	45	34				
HSP	50			57							
FRL	39	53	38	49	56	33	33				
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	7			14							

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
BLK	41	37		40	29		25				
HSP	30			10							
FRL	39	34		38	31		21				
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	18	24		32	47	40					
ELL	31	54		75	71						
BLK	53	46	24	60	56	43	46				
HSP	12	43		65	67						
FRL	47	44	33	60	59	41	42				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	315
Total Components for the Federal Index	7
Percent Tested	99%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	10
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1

English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	47
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	54
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	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

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

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

The school to tiered schools comparison, show that there are more proficient students in the area of ELA as evidenced by the 2022 FSA statewide assessment. 40% of the students in grades 3-5 are proficient in the area of ELA compared to 35% of proficient students in tiered schools.

Science proficiency increased by 10 percentage points as evidenced by the 2022 Science Statewide Assessment when compared to the 2021 Science Statewide Assessment.

Overall proficiency in ELA and Math increased when comparing data from 2021 FSA Statewide Assessments and 2022 Statewide Assessments. ELA proficiency increased by 1 percentage point. Math proficiency increased by 13 percentage points.

The L25 subgroup in both ELA and Math continue to struggle. L25 learning gains in both ELA and Math were at 38%.

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

While overall ELA proficiency increased it is considered minimal at 1 percentage point. An additional area for improvement can be found within the learning gains for proficient students. There were many missed opportunities for learning gains although the students scored at a proficient level.

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

As a school, our overall focus has been focused standards-based and differentiated instruction. We have struggled with equally prioritizing, monitoring and tracking proficient students in the same way which the L25 subgroup is monitored and tracked. Often times proficient students have minimal guided interaction with teachers. Additionally, emphasis is often placed on students not mastering topic and/or bi-weekly assessments versus emphasizing mastery of individual standards within said assessments. We will begin to track and monitor all students. Additionally, teachers will plan for guided, small group instruction with all ability levels. Instructional coaches will also work with teachers on analyzing data and targeting individual standards.

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

Math proficiency increased by 13 percentage points. Additionally, 58% of students demonstrated learning gains in the area of math which is an increase of 28 percentage points.

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

A collaborative planning framework was implemented to ensure backwards planning and planning for DI. Administration will continue to participate in collaborative planning sessions.

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

Data-driven instruction, differentiated instruction, standards-based collaborative planning, implementation of engagement strategies, intervention and extended learning 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.

The PLST will develop whole-group sessions and job-embedded sessions on understanding and implementing the new B.E.S.T standards (August 2022), using data to drive instruction (October 2022), Interventions November 2022). Coaching cycles will also be implemented individually with teachers as needed to support specific needs based on formal and informal observations (ongoing).

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

Extended learning opportunities will be provided such as before and after school tutoring. Proficient and students that are close to proficiency will be targeted during before and/or after school tutoring sessions. L25 students will be targeted during Differentiated Instruction.

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 Standards-aligned Instruction

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

According to the 2022 FSA proficiency data, 41% of 3rd-5th students are proficient in ELA, 50% of 3rd-5th grade students are proficient in Math and 31% of 5th grade students are proficient in Science. When comparing the 2022 data with 2021 results, there was a 1 percentage point increase in ELA proficiency, a 13 percentage point increase in Math proficiency and a 7 percentage point increase in Science proficiency. Based on the data, standards-aligned tier 1 instruction has proven to be successful in increasing overall student proficiency across all content areas.

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

With the implementation of standards-aligned instruction, 50% of students will be proficient in ELA, 60% will be proficient in Math and 45% will be proficient in Science by the 2022-2023 state assessment.

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

Administration will participate in collaborative planning sessions and conduct weekly walkthroughs and lesson plan checks to ensure that standards-aligned instruction is being planned for and implemented with fidelity. Additionally, product reviews will also be implemented during planning sessions to ensure mastery and/or make instructional changes if needed. Progress Monitoring Assessment and Topic Assessment data will be analyzed on a monthly basis utilizing online data trackers.

Person responsible for monitoring outcome:

Darlene Gonzalez (darlenegonzalez@dadeschools.net)

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

Within the targeted element of standards-aligned instruction our school will be focusing on the evidenced-based strategy of: Instructional Coaching and Support. The continued implementation of Instructional Coaching and Support will provide teachers with explicit and systematic approach, as well as support with the utilization of various classroom/teaching strategies that are in alignment with grade-level standards.

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

Instructional Coaching and Support will ensure that teachers are providing standards-aligned explicit instruction and affording students the opportunities to collaborate and work independently to demonstrate mastery.

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.

8/31/22-10/11/22- Conduct a Professional Development sessions for K-5 teachers focused on the B.E.S.T Standards and the K-5 B.E.S.T. Standards Handbook. Professional development session will be conducted with K-5 teachers for ELA and Math. As a result, teachers will develop a deeper understanding of the B.E.S.T Standards. This newly acquired knowledge will be utilized to plan for and implement instruction and activities that are standards-aligned.

Person Responsible Brittany Brown-Brooks (bbrownbrooks@dadeschools.net)

8/31/22-10/11/22- Conduct weekly collaborative planning sessions focused on standards-aligned instruction and instructional strategies. As a result, coaches will support teachers in ensuring that daily objectives, resources and end products are aligned to grade-level standards.

Person Responsible Sheneka Brown (sbrown@dadeschools.net)

8/31/22-10/11/22- Instructional delivery will include a stated purpose, daily learning target and end product to ensure that what was planned for is being delivered. As a result, students will be provided with scaffolded instruction that is standards-aligned with the goal of independent mastery.

Person Responsible Darlene Gonzalez (darlenegonzalez@dadeschools.net)

8/31/22-10/11/22- Coaches and administration will meet weekly by content area to address walkthrough observations, collaborative planning feedback and collaboratively work together to plan for upcoming support. Additionally, feedback on Collaborative Coaching Cycles (CTC) will also be addressed during weekly meetings. As a result, coaches and administrative team will have a cohesive action plan as it relates to support.

Person Responsible Darlene Gonzalez (darlenegonzalez@dadeschools.net)

8/31/22-10/11/22- Coaches will conduct coaching cycles focused on standards-aligned instruction as needed. As a result, teachers will receive support from instructional coaches on the implementation of strategies and activities that are standards aligned.

Person Responsible Dominique St. Hilaire (dsthilaire@dadeschools.net)

10/31/22-12/16/22- Conduct a professional development sessions for K-5 teachers focused on the B.E.S.T Standards and the implementation on standards within Differentiated Instruction. Professional development session will be conducted with K-5 teachers for ELA and Math. As a result, teachers will develop a deeper understanding of the B.E.S.T Standards and how to address deficient standards. This newly acquired knowledge will be utilized to plan for and implement instruction and activities that are standards-aligned during Differentiated Instruction.

Person Responsible Brittany Brown-Brooks (bbrownbrooks@dadeschools.net)

10/31/22-12/16/22- Conduct bi-weekly collaborative planning sessions focused on standards-aligned instruction and instructional strategies during Differentiated Instruction. As a result, coaches will support teachers in ensuring that daily objectives, resources and end products are aligned to B.E.S.T Standards.

**Person
Responsible**

Dominique St. Hilaire (dsthilaire@dadeschools.net)

#2. Positive Culture and Environment specifically relating to Attendance Initiatives

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 School Culture Survey results, 83% of the staff expressed that they feel that students are deficient in basic academic skills. Additionally, for the 2021-2022 school year, there was a continued pattern of student absenteeism as evidenced by 41% of students with 16 or more absences. Student absences can be a contributing factor to students not being academically prepared.

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 Attendance Initiatives, our students will receive quality instruction that will contribute to improved student data. With consistent student incentives, our attendance in the 16+ subcategory will decrease by 20 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 work on identifying the root cause for absences and create a plan of action to ensure students are able to be present daily. The Leadership Team will work closely with families and provide workshops that assist families in understanding all the implications that are related to poor attendance. The Leadership Team will plan regular, monthly student incentives to promote positive attendance patterns. Teachers will monitor daily attendance and work closely with the counselor. The counselor will meet weekly with administration and report on attendance trends and concerns. Students attendance will also be a focused element during teacher/administration data chats and parent/teacher conferences.

Person responsible for monitoring outcome:

Arol Mondestin (amondestin@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.

Our school will focus on the evidence-based strategy of: Attendance Initiatives. Attendance Initiatives will assist in narrowing the absence gap amongst students. Student absences will be monitored on a weekly basis to prevent patterns of excessive absences.

Action Steps to Implement

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

8/31/22-10/11/22- Revise attendance plan from previous school year to include new strategies from lessons learned. As a result, this will produce an attendance plan that is suited to the specific needs of the students and families of Rainbow Park.

Person Responsible Darlene Gonzalez (darlenegonzalez@dadeschools.net)

9/14/22- Meet with faculty and staff to review new Attendance Plan/Incentive Program as well as implementation during the September 2022 faculty meeting. As a result, this will ensure that all stakeholders are aware of the goal of the attendance plan, as well as the procedures that will ensure a positive implementation.

Person Responsible Darlene Gonzalez (darlenegonzalez@dadeschools.net)

9/15/22- Include Attendance Plan/Incentive Program, along with, individualized student attendance data from previous school year during Open House. As a result, parents and students will have data and be able to determine the impact that negative attendance patterns had on their academic performance.

Person Responsible Darlene Gonzalez (darlenegonzalez@dadeschools.net)

8/31/22-10/11/22- Meet with parents and students that fell into the subcategory of 30+ days absent the previous school year. As a result, parents and students will be able to determine the impact that negative attendance patterns had on their academic performance. Additionally, the school will also be able to provide/refer resources as needed.

Person Responsible Arol Mondestin (amondestin@dadeschools.net)

8/31/22-10/11/22- Implement plan and monitor for effectiveness. The Daily Attendance Bulletin will be utilized as a monitoring tool to identify students exhibiting poor attendance patterns. As a result, the goal is for there to be less students in the subcategory of 30+ absences.

Person Responsible David Ladd (davidladd@dadeschools.net)

10/31/22-12/16/22- Meet with parents of students that have 10 or more unexcused absences to address and attempt to combat any barriers causing the absenteeism and to inform the parents of the instructional implications of excessive absences. As a result, the goal is for there to be less students in the subcategory of 30+ absences.

Person Responsible Arol Mondestin (amondestin@dadeschools.net)

10/31/22-12/16/22- Continue to implement plan and monitor for effectiveness. The Daily Attendance Bulletin will be utilized as a monitoring tool to identify students exhibiting poor attendance patterns. As a result, the goal is for there to be less students in the subcategory of 30+ absences.

Person Responsible David Ladd (davidladd@dadeschools.net)

#3. 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 qualitative data from the School Climate Survey and a review of the Core Leadership Competencies, we want to utilize the Targeted Element of Leadership Development. As evidenced by the survey, 33% of teachers expressed a neutral feeling regarding parental involvement and support. By involving parents and all stakeholders and keeping them up-to-date with school-wide initiatives, special programs, events, etc... we believe that parents will be more inclined to be involved and play in active role in their child's educational journey. This will in turn positively impact leadership development by motivating faculty and staff to plan and implement school-wide activities to include families which will increase student learning and success.

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, there will be an increase of 25% percentage points in staff that feel support by parents.

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

The Leadership Team will send out monthly newsletters to all stakeholders on behalf of the school. Additionally, monthly calendars with all school related events and activities will be shared. Additionally, workshops will be provided to explain the volunteer process. By educating and involving all stakeholders, specifically the parents, we aim to create an environment where school is an extension of the home and families are encouraged to work alongside the school towards a common goal.

Person responsible for monitoring outcome:

Darlene Gonzalez (darlenegonzalez@dadeschools.net)

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

Keeping All Stakeholders Informed and Involved means that leaders create systems for regular and real-time information sharing, follow-up, and support. Leaders ensure all staff understand their role in the information or decisions shared and have an opportunity to provide feedback where relevant.

for this Area of Focus.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.

Involving all stakeholders, keeping them informed and providing opportunities will assist in creating a support system for students where all members are working collaboratively to aide in their success.

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.

8/31/22-10/11/22- Develop a template for monthly calendar of events and newsletters. As a result, there will be a consistent format in which to disseminate information to stakeholders.

Person Responsible Darlene Gonzalez (darlenegonzalez@dadeschools.net)

8/31/22-10/11/22- Share various initiatives with Leadership Team and teachers to work together to determine events that will yield parental involvement. As a result, there will be a collective effort to plan for and implement various initiatives that will increase parental involvement.

Person Responsible Darlene Gonzalez (darlenegonzalez@dadeschools.net)

8/31/22-10/11/22- Distribute monthly calendar of events and newsletters by the end of each month for the upcoming month to ensure timely notification. As a result, all stakeholders will have timely notification in an effort to better plan and attend various parental involvement activities.

Person Responsible Darlene Gonzalez (darlenegonzalez@dadeschools.net)

8/31/22-10/11/22- Provide a parental workshop to explain the volunteer process and procedures. As a result, parents will have knowledge of accurate procedures.

Person Responsible Arol Mondestin (amondestin@dadeschools.net)

10/31/22-12/16/22- Provide a parental workshop to explain the grading process and parent portal. As a result, parents will have knowledge on the information that is available to them via the parent portal and how that can assist them in support their child and teachers.

Person Responsible Darlene Gonzalez (darlenegonzalez@dadeschools.net)

10/31/22-12/16/22- Include parental involvement as a topic in all EESAC meetings to solicit ideas on ways to increase parental and community involvement. As a result, activities that are planned will be of interested to the parents and the community.

Person Responsible Arol Mondestin (amondestin@dadeschools.net)

#4. ESSA Subgroup specifically relating to Students with Disabilities

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

According to the 2022 FSA data, the subgroup of Students with Disabilities scored at 40% which is below the 41% threshold.

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 chats and progress monitoring, the overall ESSA index will increase by 10 percentage points to 50 percent by the 2022-2023 state assessments.

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

The Leadership Team will conduct quarterly data chats with teachers and monitor the progress of the Students with Disabilities subgroup. Extended learning opportunities will be provided to those students within the subgroup.

Person responsible for monitoring outcome:

Darlene Gonzalez (darlenegonzalez@dadeschools.net)

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

During Collaborative Data Chats, teachers, support staff, and administration analyze student performance data and determine how that information will be used to drive future instruction (incorporation of virtual platforms can be utilized to encourage collaborative data chats). Time is also allotted to discuss activities and strategies teachers have used to remediate and/or enrich students on the assessed standards. Students who are in Rtl or who are identified as fragile are also discussed. This ensures they are receiving the proper support. Data chats are also a time to discuss teacher needs as it relates to additional assistance needed in the classroom, and in what ways both administration and support

implemented for this Area of Focus. staff can assist teachers with those needs. As a result, consistent progress monitoring will ensure that teachers are targeting appropriate data points for students with disabilities as evidenced by the data reviewed during data chats.

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

Collaborative Data Chats will ensure that teachers are consistently analyzing student data in real time. Additionally, data chat sessions will provide a time for open dialogue on strategies, resources and activities that can be planned for to assist students in the subgroup.

Action Steps to Implement

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

8/31-9/30 Develop a Data Chats calendar for the 2022-2023 school year. As a result, teachers will be prepared to discuss the performance and progress of students. Specific focus will be placed on students with disabilities.

Person Responsible Brittany Brown-Brooks (bbrownbrooks@dadeschools.net)

8/31-9/30 Develop and share focus questions for Data Chats to guide the presentation and discussions during individual teacher meetings. As a result, this step will ensure that teachers are focusing on critical data points, specifically for those students with disabilities and develop a targeted action plan for that subgroup of students.

Person Responsible Darlene Gonzalez (darlenegonzalez@dadeschools.net)

8/31-10/11 Meet with teachers quarterly for Data Chat sessions. As a result, performance of students will be tracked, monitored and discussed.

Person Responsible David Ladd (davidladd@dadeschools.net)

8/31/22-10/11/22- Include the performance of students with disabilities during administrative walkthroughs and product reviews during common planning. As a result, administration will be able to determine if the action plan developed during Data Chats is being implemented.

Person Responsible Darlene Gonzalez (darlenegonzalez@dadeschools.net)

10/31/22-12/16/22- Meet with students in the identified sub-group to review data. As a result, students will be held accountable and have a deeper understanding of their data.

Person Responsible Darlene Gonzalez (darlenegonzalez@dadeschools.net)

10/31/22-12/16/22- Include the performance of students with disabilities during leadership team meetings. As a result, administration will be able to determine if the action plan developed during Data Chats is being implemented and if it is effective.

Person Responsible Darlene Gonzalez (darlenegonzalez@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

Based on the data review, our school will implement the Targeted Element of ELA. We selected the overarching area of ELA based on our findings that demonstrated 76% of students in grades K-2 performed below grade level standards as evidenced by the results of the 2022 SAT-10 Reading assessment. Over the last two years, the primary grade levels have struggled with instructional personnel concerns which have impacted instructional delivery and student performance. Tier 1 and Tier 2 instruction, in both planning and delivery, did not result in an increase in proficiency for students in grades K-2. Therefore, we will strategically develop, explicitly deliver, and systematically monitor Tier 1 and Tier 2 instructions in grades K-2.

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

Based on the data review, our school will implement the Targeted Element of ELA. We selected the overarching area of ELA based on our findings that demonstrated 40% in proficiency in ELA for grades 3 – 5 on the 2022 FSA. We compared the current 2022 ELA FSA data of 41% proficiency to the 2021 FSA ELA proficiency of 40%. Over the last two years, ELA proficiency has remained stagnant with minimal to no growth. Tier 1 and Tier 2 instruction, in both planning and delivery, did not result in an increase in proficiency for students in grades 3-5. Therefore, we will strategically develop, explicitly deliver, and systematically monitor Tier 1 instruction.

Measurable Outcomes:

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

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

Grades K-2: Measureable Outcome(s)

If we successfully develop, deliver and monitor Tier 1 and Tier 2 instructions, then the percentage of students in grade K-2 performing at or above grade level will increase by 20 percentage points as evidenced by the 2023 State Assessments.

Grades 3-5: Measureable Outcome(s)

If we successfully develop, deliver, and monitor Tier 1 and Tier 2 instruction, then our ELA proficiency will increase by a minimum of 12 percentage points as evidenced by the 2023 State Assessments.

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.

This area of focus will be monitored through the coach's collaborative planning agenda, and end products; and the teacher's lesson plans with identifiable DI rotations, data-aligned curriculum, and student leveled work products. Coaches and teachers will work collaboratively to disaggregate OPM data to adjust instructional lessons and provide fluidity to grouping. Administrators will conduct observations and walkthroughs to ensure fidelity of implementation and consistency.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Gonzalez, Darlene , darlenegonzalez@dadeschools.net

Evidence-based Practices/Programs:

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

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

Differentiated Instruction requires teachers to identify diverse learners and their learning styles to develop differentiated lessons that meet their needs. Lessons require varying levels of complexity with reading, writing, thinking, problem-solving, and speaking.

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?

Differentiated Instruction is being implemented because it allows teachers to use reteaching resources and data derived from progress monitoring assessments. Grouping will remain consistent in reading based on instructional reading level. Coaches assist teachers with disaggregating data, and differentiating assignments based on the data. Teachers assign and use DI folders to confirm connections between teacher instruction student learning. Through differentiated instruction, we work towards closing the achievement gap and provide support to students to become proficient. This strategy provides an opportunity for all students at every level to receive the lesson at their instructional level.

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
<p>8/31/22-10/11/22- Following the administration of FAST Assessments, teachers and instructional coach will utilize data from the 2022 Spring FSA assessment and FAST reports to group students based on their achievement level and/or tier. Teachers will engage in professional development with the instructional coach to determine level and appropriate resources. As a result, student Differentiated Instruction groups will be based on data and the resources will be aligned to the data.</p>	<p>Gonzalez, Darlene , darlenegonzalez@dadeschools.net</p>
<p>8/31-10/11 Teachers will participate in weekly collaborative planning sessions, with a focus on standards-aligned instruction resulting in explicit lesson plans that scaffold instruction for students at varying levels (proficient and non-proficient students) during DI rotations. Additionally, teachers and instructional coaches will also analyze assessments to ensure that lesson and activities are aligned to the expectations set forth for students. As a result, groups will remain fluent.</p>	<p>Gonzalez, Darlene , darlenegonzalez@dadeschools.net</p>
<p>8/31-10/11 Instructional coaches will conduct Coach Teacher Collaborations (CTC) focused on explicit instructional delivery that mirrors the lessons that were planned for during collaborative planning sessions. As a result, lessons that are planned for will be delivered as intended.</p>	<p>Gonzalez, Darlene , darlenegonzalez@dadeschools.net</p>
<p>8/31-10/11 Administrators and Instructional coaches will meet to discuss status of Coach Teacher Collaborations (CTC) outcomes after focused walkthroughs following CTC planning and weekly collaborative planning sessions focused on explicit instruction. As a result, leadership team will share a common vision as it relates to lookfors during walkthroughs and intended lesson delivery.</p>	<p>Gonzalez, Darlene , darlenegonzalez@dadeschools.net</p>
<p>10/31/22-12/16/22 Administrators and teachers will meet to discuss status of Coach Teacher Collaborations (CTC) outcomes after focused walkthroughs following CTC planning and weekly collaborative planning sessions focused on explicit instruction. As a result, school community will share a common vision as it relates to expectations during walkthroughs and intended lesson delivery.</p>	<p>Gonzalez, Darlene , darlenegonzalez@dadeschools.net</p>
<p>10/31/22-12/16/22 Teachers and coaches will utilize data from On-Going Progress Monitoring assessments to gauge the effectiveness of Differentiated Instruction. As a result, student Differentiated Instruction resources will be aligned to the data.</p>	<p>Gonzalez, Darlene , darlenegonzalez@dadeschools.net</p>

Positive Culture & Environment

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

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

Our strengths within School Culture are in Relationships, Physical and Emotional Safety and Support, Care and Connections. Our school creates opportunities throughout the year to engage with parents and families and ensure that they are equipped with the necessary information and tools to support their children and link the school and home environments. Students are supported through various leadership opportunities/ programs such as Student Council, Safety Patrols, 5000 Role Models. We provide opportunities for staff members to provide ongoing feedback and suggestions to administration via the "Trojan Council" initiative. The school also ensures that information is provided to all stakeholders through a monthly newsletter and up-to-date school website.

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 Principals, Instructional Coaches, Teacher Leaders and Counselors (our School Leadership Team). The Principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale by planning Team-building and morale boosting activities. The Assistant Principals will assist in ensuring all information is shared with stakeholders in a timely manner. Teacher leaders and instructional coaches assist in providing and responding to feedback from stakeholders. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.