

Miami-Dade County Public Schools

Robert Russa Moton Elementary School



2022-23 Schoolwide Improvement Plan

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Robert Russa Moton Elementary School

18050 HOMESTEAD AVE, Perrine, FL 33157

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

Demographics

Principal: Sarah Fa IR R

Start Date for this Principal: 7/1/2011

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)	85%
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 (47%) 2018-19: C (42%) 2017-18: C (53%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	85%
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

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Robert Russa Moton Elementary School is to increase student achievement, improve teacher practice, and positively impact school culture through rigorous teaching and learning. We are committed to working together in order to provide every student with a positive stimulating learning environment where each learner is actively engaged, and every educator extends opportunities for positive social emotional growth, as well as learning experiences that are anchored on research-based strategies, STEM exploration, and divergent thinking.

Provide the school's vision statement.

Robert Russa Moton Elementary School envisions a learning community that is committed to high academic standards, devoted to the nurturing of each child's potential, and dedicated to the development of lifelong learners that demonstrate the knowledge, skills, and values required to be a successful and productive global citizen.

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
Wright, Eric	Principal	Provide leadership in developing, implementing and supporting school-wide efforts aligned with our school's vision and mission. Establishing a positive school culture and addressing students' academic and social-emotional needs.
Ventura, Mayra	Assistant Principal	Assist the Principal in providing leadership that develops and supports school-wide efforts aligned with our school's vision and mission. Establishes a positive school culture and addresses students' academic and social-emotional needs.
Reid, Annie	Instructional Coach	Provide direct instructional services related to improving and supporting classroom instruction. Placing emphasis on utilizing the coaching model to support teachers in effective evidenced-based instructional strategies that will improve students' academic success.
Williams, Andrea	School Counselor	Provide guidance to all teachers and staff members on SEL Competencies, Positive Behavior Support Intervention strategies, and support students through the Response to Intervention process.
Bracci, Angela	Instructional Coach	Provide direct instructional services related to improving and supporting classroom instruction. Placing emphasis on utilizing the coaching model to support teachers in effective evidenced-based instructional strategies that will improve students' academic success.

Demographic Information

Principal start date

Friday 7/1/2011, Sarah Fa IR R

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.*

1

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.*

11

Total number of teacher positions allocated to the school

12

Total number of students enrolled at the school

183

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

3

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

1

Demographic Data

Early Warning Systems

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	34	23	42	41	26	34	0	0	0	0	0	0	0	200
Attendance below 90 percent	0	8	15	14	9	16	0	0	0	0	0	0	0	62
One or more suspensions	0	0	0	2	0	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	1	17	11	9	8	0	0	0	0	0	0	0	46
Course failure in Math	0	1	12	7	6	8	0	0	0	0	0	0	0	34
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	6	8	20	0	0	0	0	0	0	0	34
Level 1 on 2022 statewide FSA Math assessment	0	0	0	10	11	20	0	0	0	0	0	0	0	41
Number of students with a substantial reading deficiency	0	1	17	16	8	19	0	0	0	0	0	0	0	61

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	1	17	15	12	21	0	0	0	0	0	0	0	66

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	1	12	13	2	5	0	0	0	0	0	0	0	33
Students retained two or more times	0	0	2	6	0	4	0	0	0	0	0	0	0	12

Date this data was collected or last updated

Tuesday 9/6/2022

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	9	39	44	51	23	41	0	0	0	0	0	0	0	207
Attendance below 90 percent	3	22	22	33	16	26	0	0	0	0	0	0	0	122
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	4	11	11	8	3	0	0	0	0	0	0	0	37
Course failure in Math	0	5	5	12	4	9	0	0	0	0	0	0	0	35
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Number of students with a substantial reading deficiency	1	13	28	38	10	24	0	0	0	0	0	0	0	114

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	7	8	17	8	12	0	0	0	0	0	0	0	52

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	1	7	2	10	1	0	0	0	0	0	0	0	0	21
Students retained two or more times	0	0	0	0	0	3	0	0	0	0	0	0	0	3

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	29	34	42	41	28	33	0	0	0	0	0	0	0	207
Attendance below 90 percent	9	10	10	18	12	9	0	0	0	0	0	0	0	68
One or more suspensions	0	0	2	0	0	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	6	13	17	5	3	0	0	0	0	0	0	0	44
Course failure in Math	0	5	9	9	5	7	0	0	0	0	0	0	0	35
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	13	17	13	0	0	0	0	0	0	0	43
Level 1 on 2019 statewide FSA Math assessment	0	0	0	23	17	13	0	0	0	0	0	0	0	53
Number of students with a substantial reading deficiency	0	6	14	21	18	16	0	0	0	0	0	0	0	75

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	6	13	24	16	14	0	0	0	0	0	0	0	73

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	1	12	13	2	3	0	0	0	0	0	0	0	31
Students retained two or more times	0	0	2	7	1	6	0	0	0	0	0	0	0	16

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	23%	62%	56%				29%	62%	57%
ELA Learning Gains	42%						49%	62%	58%
ELA Lowest 25th Percentile	50%						64%	58%	53%
Math Achievement	29%	58%	50%				28%	69%	63%
Math Learning Gains	85%						46%	66%	62%
Math Lowest 25th Percentile	67%						50%	55%	51%
Science Achievement	30%	64%	59%				29%	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	27%	60%	-33%	58%	-31%
Cohort Comparison		0%				
04	2022					
	2019	25%	64%	-39%	58%	-33%
Cohort Comparison		-27%				
05	2022					
	2019	33%	60%	-27%	56%	-23%
Cohort Comparison		-25%				

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	30%	67%	-37%	62%	-32%
Cohort Comparison		0%				
04	2022					
	2019	24%	69%	-45%	64%	-40%
Cohort Comparison		-30%				
05	2022					
	2019	26%	65%	-39%	60%	-34%
Cohort Comparison		-24%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	28%	53%	-25%	53%	-25%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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	7	40		20	73		10				
BLK	23	45	50	29	83	64	27				
HSP	15			31							
FRL	23	42	50	29	85	67	30				
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		64		4	9						
BLK	16	38		10	14		15				
FRL	17	39	70	12	18	10	16				
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	3	36	54	10	46	45					
BLK	29	52	70	27	46	54	28				
HSP	36			36							
FRL	29	49	63	28	47	52	29				

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	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	326
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
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	46
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	23
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	1
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	
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	47
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 2022 data findings reflect that the school shows some improvement in ELA with an increase of at least 6 percentage points in ELA proficiency. ELA Learning Gains increased by 3 percentage points. However, ELA Learning Gains for the L25 students decreased by 20 percentage points. In the area of Mathematics, the data shows an increase of 27 percentage points in Math Proficiency and an increase of 67 percentage points in Learning Gains. Math Learning Gains for the L25 increased by 57 percentage points. Finally, Science data shows an increase of 21 percentage points in the number of students achieving proficiency.

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

The 2022 data findings reflect a decrease and great need for improvement in the area of ELA. Specifically, 2022 data shows that in the area of ELA L25 Learning Gains there was a substantial decrease of 20 percent age points. Overall Learning Gains also reflect limited improvement, with only a 3 percentage point gain.

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

Factors that contributed to the decrease in our 2022 ELA L25 Learning Gains were both the need for stronger remediation practices, as well as the need for the consistent monitoring of intervention/ differentiated instruction in ELA.

The following new actions will need to take place in order to address the stated deficiencies:

- Establish & maintain a weekly monitoring system for student data & student artifacts in order to

determine progress through the use of school wide student D.I. Folders and Student Data Trackers.

-Provide a monthly Professional Development session that focuses on Differentiation, Tier 1 Core Instruction, and the B.E.S.T. standards.

-Establish, maintain, and monitor weekly Curriculum Collaboration Sessions between Classroom Teachers and Instructional Coaches that focus on unwrapping the standards for Tier 1 Instruction, as well as the alignment of resources for Differentiated Instruction.

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

In 2022, Mathematics data showed the most improvement. There was an increase of 17% points in the number of students that demonstrated proficiency in Math, an increase of 67% points in Math Learning Gains, and an increase of 57% points in Math L25 Learning Gains.

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

The 2022 data findings reflect that the establishment and implementation of a strong school-wide Instructional Framework, along with the monitoring of DI, on-going progress monitoring, collaborative planning, biweekly data analysis, monitoring of iReady usage, and our multiple extended learning opportunities contributed to the increase in our state assessment data.

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

The following strategies need to be implemented in order to maintain accelerated learning opportunities:

- Data-Driven On Grade Level Instruction
- Quarterly Data Chats, Differentiated Instruction
- Instructional Frameworks with Extended Learning Opportunities
- Standards-Based Collaborative Planning, Reading Intervention
- Explicit Instruction,
- Data Trackers
- Intentional Learning Walks
- Spotlight on Teachers or Model Classrooms Schedules
- Student Folder System
- Student/Teacher/Admin Data Chats

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, as well as job-embedded sessions, on the use of data to differentiate instruction (August 2022) and to align resources to small group instruction (August 2022). Further professional development opportunities will focus on the implementation of the Horizons Intervention Program (August 2022), and on tackling OPM data for the realignment of instruction (October 2022). Coach-Teacher-Collaboration (CTC) sessions, will also be implemented individually with teachers to support specific needs as based on the Framework of Effective Instruction (ongoing).

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

Collaborative Curriculum Planning will be scheduled on a weekly basis for every grade level, and a member of the Leadership Team will attend to ensure fidelity to the strategies being implemented school-wide. Extended Learning opportunities will be provided with after academic assistance, as well as Saturday Academy, Winter Academy, Spring Break Academy, and STEM based projects.

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.	<p>Focus in the area of Differentiation was identified as a critical need based on the analysis of our 2019, 2021, and 2022 FSA data. According to results from 2019 FSA ELA Data, only 29% of students in Grades 3-5 achieved proficiency, followed by only 17% in 2021 and 23% in 2022. In the area of Math, only 28% of students in Grades 3-5 achieved proficiency in 2019, followed by 12% in 2021, and 29% in 2022. If we successfully focus in the area of "Differentiation", then teachers will identify and address the needs of learners by presenting concepts at different levels of complexity, and provide a range of differentiated activities that support and remediate all core On Grade Level Instruction and the mastering of the new BEST Standards.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>Through the successful implementation of Differentiation, our Gr 3-5 students will demonstrate an increase of a minimum of 10 percentage points in proficiency as measured by the 2023 FAST Assessment.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>Using the Frame of Effective Instruction, the School Leadership Team will conduct weekly walkthroughs to analyze teacher instructional delivery at the Teacher Led Center, and to review student journals/folders and student data trackers. The focus of the walkthrough will align to the teacher's delivery of remediation and student actions at the TLC. School Administrators will also attend Curriculum Collaboration Sessions to monitor the effective planning of differentiated lessons that are aligned to the Core Instruction and student deficiencies.</p>
Person responsible for monitoring outcome:	<p>Eric Wright (pr3541@dadeschools.net)</p>
Evidence-based Strategy: Describe the evidence-based strategy being implemented	<p>Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of: Data-Driven Remediation. Data-Driven Remediation will assist in accelerating the learning gains of all students through an explicit approach to instruction that meets the students' needs. Data-Driven Remediation will be monitored through the use of data trackers to drive instructional planning and data driven conversations to include OPMs.</p>

**for this Area
of Focus.**

**Rationale for
Evidence-
based**

Strategy:

**Explain the
rationale for
selecting this
specific
strategy.**

Data Driven Remediation will provide teachers the opportunity to tailor lessons targeting deficiencies aligned to specific student needs. Teachers will be able to differentiate content, process, products or the learning environment based on individual student data.

**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.

08/17-09/01 Within the first two weeks of school, Teachers in Grades K-5 will establish an ELA & Mathematics D.I. folder system, that includes curriculum resources aligned to the BEST Standards & Benchmarks, as well as student artifacts and student data trackers.

**Person
Responsible** Eric Wright (pr3541@dadeschools.net)

08/17- 10/21 The weekly Coach-Teacher-Collaboration sessions, will focus on assisting teachers on the selection of effective teaching strategies for differentiation (the "how"), and the selection of appropriate resources aligned to the BEST Standards & Benchmarks. Sessions will also allow for role play opportunities where Coach and Teacher can troubleshoot strategies

**Person
Responsible** Eric Wright (pr3541@dadeschools.net)

08/17 -10/21 Through weekly classroom walkthroughs and using the Framework of Effective Instruction, School Administrators will analyze the delivery of instruction at the Teacher Led Center in order to ascertain effectiveness and consistency.

**Person
Responsible** Eric Wright (pr3541@dadeschools.net)

08/17-10/21 Within the first three weeks of school, Teachers will participate on Baseline Data Chats with the School Leadership Team, where iReady Historical Data will be analyzed and goals will be set for all students groups, and will attend a monthly professional development session focused on in depth analysis of the BEST Standards and its instructional implications.

**Person
Responsible** Eric Wright (pr3541@dadeschools.net)

10/24 - 01/20 Transformation Coaches will meet with In Class Support Personnel on bi-weekly basis to provide training and development as it pertains to Instructional Delivery during Differentiated Instruction.

**Person
Responsible** Eric Wright (pr3541@dadeschools.net)

10/24 - 01/20 Transformation Coaches will assist teachers on the appropriate selection of resources for Differentiated Instruction based on student data and the District's recommended pathways.

Person Responsible	Eric Wright (pr3541@dadeschools.net)
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#2. Positive Culture and Environment specifically relating to Support, Care and Connections

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>Focus on the area of Social Emotional Learning (SEL) was identified as critical based on the review of our School Climate Survey and School Attendance data from 2019, 2021, and 2022. Through the review, we learned that in 2019, 36% of our students had 16 or more absences, followed 56% in 2021 and 47% in 2022. The School Climate Survey reflected that in 2019 only 55% of students liked coming to school, followed by 61% in 2021 and 57% in 2022. The targeted element of SEL was selected because in order to continue improving our Academic Programs, learners need to develop self and social awareness, strengthen relationship skills and make responsible decisions that will lead to a more positive experience at school.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>If we successfully implement the Targeted Element of Social Emotional Learning, our students will improve their social emotional competencies, and this will contribute to improved student outcomes and improved attendance. With consistent student incentives, as well as effective SEL Practices, our average percent of students with 16 or more absences will decrease by at least 10 percentage points by June 2023.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>The Leadership Team will plan regular student incentives to promote consistent student attendance. The School Counselors will mentor individual students who have consistent truancy and connect with them bi-weekly to reward or encourage attendance efforts. The iAttend Attendance Interventionist and the Classroom Teachers will monitor their attendance and flag students as needed. To ensure we are on track to meeting the outcome above, this data will be discussed during data chats with teachers, students, and parents. Teachers will lead students on goal setting based on the SEL Competencies, and lesson will be directly taught and planned for with the help of our Instructional Coaches.</p>
Person responsible for monitoring outcome:	<p>Andrea Williams (awilliams23@dadeschools.net)</p>
Evidence-based Strategy: Describe the evidence-based strategy being implemented	<p>Within the Targeted Element of building relationships between students and staff, our school will focus on the evidence-based strategy of: Social Emotional Learning (SEL). These practices will help teachers and students understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.</p>

**for this Area
of Focus.**

**Rationale for
Evidence-
based**

Strategy:

**Explain the
rationale for
selecting this
specific
strategy.**

Social Emotional Learning (SEL) helps to strengthen students' connections to both teachers and fellow students, and to develop a positive sense of community based on clear expectations, fair consequences, and moral action.

**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.

08/17 - 10/21 School administrators will lead the "Morning Greeting" routine at the school's front door on a daily basis and will use the opportunity to also provide parents/guardians with any information available that can help make a positive impact on student attendance.

**Person
Responsible** Eric Wright (pr3541@dadeschools.net)

08/17 - 10/21 School Counselors will conduct classroom presentations on a quarterly basis focusing on the different SEL Competencies of Self Awareness, Social Awareness, Self-Management, Relationship Skills, and Responsible Decision-Making.

**Person
Responsible** Andrea Williams (awilliams23@dadeschools.net)

08/17 - 10/21 A daily "Attendance Name Drawing" will take place during morning announcements to reward students who are present at school.

**Person
Responsible** Mayra Ventura (mventura@dadeschools.net)

08/17-10/21 On a weekly basis, the iAttend Interventionist will make individual phone calls, as well as conduct home visits, for students who surpass three absences.

**Person
Responsible** Eric Wright (pr3541@dadeschools.net)

10/24 - 01/20 The Success Coach will host monthly Positive Behavior Support (PBS) celebrations to commend students for their positive behavior.

**Person
Responsible** Eric Wright (pr3541@dadeschools.net)

10/24 - 01/20 Teachers will select students as the Jaguar of the Month based on the core Values from the District's Values Matter campaign.

**Person
Responsible** Eric Wright (pr3541@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.

Focus on the area of Leadership Development was identified as an area of critical need based on revise of data collected through our School Climate Survey on 2019, 2021, and 2022. Through our data review, we learned that the percentage of teachers stating that that their ideas are not listened to and considered, dropped drastically from 80% in 2019, to 27% in 2021, and to 30% in 2022. This specific element was selected because strong and targeted Leadership Development allows teachers, staff and administration to work together to solve problems and create an engaging school climate that fosters student learning.

Measurable**Outcome:**

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

Through Monthly Grade Level Meetings, teachers will be able to share in the decision making process along with members of the School Leadership Team. As a result, the 2022-2023 School Climate Survey will then reflect an increase of at least 10 percent on the number of teachers stating that their ideas and suggestions are considered as part of the school's decision making.

Monitoring:

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

The School Leadership Team Meeting will meet once a month, and will involve Grade Level Chairs, in order to provide teacher leaders with the opportunity to express their ideas and build leadership capacity.

Person responsible for monitoring outcome:

Eric Wright (pr3541@dadeschools.net)

Evidence-based**Strategy:**

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

Within the Targeted Element of Leadership Development, our school will focus on the evidence-based strategy of Shared Leadership. This strategy will ensure that teachers receive the opportunity to grow as instructional innovators and as an essential piece to all school-wide decision making.

Rationale for**Evidence-based****Strategy:**

Explain the rationale for

This specific strategy will promote or develop leadership capacities among the members of the school community and ensure that all participants share responsibility and accountability.

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.

08/23 - 10/11 Monthly Leadership Team/Grade Level Meetings will take place in order to strengthen communication between School Administrators, Teachers, and Support Staff. The meetings will focus on school site decision making as it relates to School Operations, Academic Programs, and School Culture.

Person Responsible Eric Wright (pr3541@dadeschools.net)

08/23 - 09/07 Within the first three weeks of school, Teachers will participate on Baseline Data Chats with the School Leadership Team, where School Climate Data will be reviewed and Teachers will have the opportunity to voice their goals as it pertains to our School Culture.

Person Responsible Eric Wright (pr3541@dadeschools.net)

08/17-10/21 Teachers will be provided with the opportunity to contribute to the Professional Development of others during monthly Faculty Meetings. Teachers will be encouraged to sign up and present best practices, and/or share new strategies with colleagues.

Person Responsible Eric Wright (pr3541@dadeschools.net)

08/17 - 10/21 Teachers, Staff, and Administrators will have opportunities to make connections with one another, or highlight each other for best practices, by leaving positive feedback on their classroom doors (In High Gear). Dry-erase stick-ons will be provided to all Teachers.

Person Responsible Mayra Ventura (mventura@dadeschools.net)

10/24 - 01/20 The EESAC membership roster will be updated, and its composition will be revised, in order to ensure opportunities for new members and new leaders.

Person Responsible Eric Wright (pr3541@dadeschools.net)

10/24 - 01/20 A School Activities Committee will be created and opportunities for leadership will be made available within the Committee.

Person Responsible Eric Wright (pr3541@dadeschools.net)

#4. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**Area of Focus**

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

EESA Subgroup Data denotes that both Students with Disabilities, as well as Hispanic Students, are missing the target. Specifically, both subgroups have landed below 41% for at least two consecutive years. A deeper review of the 2022 FSA ELA Assessment data reflects that only 15% of Hispanic students in Grade 3 scored at a level of proficiency. In Grade 4, no Hispanics students scored at proficiency, while in Grade 5 only 25% scored at proficiency. The Students with Disabilities subgroup had similar data points. In Grade 3 and Grade 4 none of the students met proficiency, while in Grades 5, only 11% met the set standard. These data points deem these two subgroups as a critical need for our school.

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

With the Evidence-Based Strategy of Data Driven Decision Making, we intend to improve the Federal Index from 30% to 41% for the Students with Disabilities, and from 23% to 41% for the Hispanic Students as evidenced by the averaging of the scores attained on the 2023 FAST Assessment.

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

Specifically, through Quarterly Teacher Data Chats, the School Leadership Team will monitor the academic progress of all Students with Disabilities, as well as all Hispanic Students. The Data Chat protocols will include specific descriptors geared toward a focus discussion on these sub groups.

Person responsible for monitoring outcome:

Eric Wright (pr3541@dadeschools.net)

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

Specifically, the school's ESE Consultation Teacher, along with the ESOL Resource Teacher, will conduct quarterly data chats with the ESE and Hispanic students. The latter will help guide students towards understanding their academic standing and help them strategize potential ways for improving their course grades, test scores, and overall performance.

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

Data can help reveal both strengths and/or weakness about students and about teaching practices. Data can also help educators pinpoint areas where change is most needed, and guide the use of resources. Finally, consistent access and conversations about academic data can help students become accountable for their learning.

Action Steps to Implement

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

08/22 - 10/14 Within the first three weeks of school, Teachers will participate on Baseline Data Chats with the School Leadership Team, as well as with their students, where iReady Historical Data will be analyzed and goals will be set for all student sub-groups.

Person Responsible Eric Wright (pr3541@dadeschools.net)

08/22 - 10/14 Quarterly Data Chats will be scheduled at the end of the 1st Nine Weeks (October), once results from the FAST PM 1 Assessments are available, as well as iReady AP1 is administered. These chats will be hosted by ESE & ESOL consultation teachers, with a focus on goal setting for ESE & ESOL students.

Person Responsible Eric Wright (pr3541@dadeschools.net)

08/22 - 10/14 Within the first two weeks of school, the SWD Consultative Teacher will provide all Classroom Teachers with an "Accommodations At-a-Glance" matrix in order to ensure that all SWD student IEP's are being implemented with the prescribed accommodations.

Person Responsible Eric Wright (pr3541@dadeschools.net)

08/22 - 10/14 Both Reading and Math Transformation Coaches will provide weekly assistance to Teachers during Collaborative Planning sessions on the selection of ELL/ESOL strategies. The strategies will be highlighted on all Teacher Lesson Plans.

Person Responsible Mayra Ventura (mventura@dadeschools.net)

10/24 - 01/20 Both Reading, and Mathematics Professional Development Collaboration Sessions will be scheduled on a bi-weekly basis for classroom support professionals as it pertains to the delivery of instruction at the second teacher led center.

Person Responsible Eric Wright (pr3541@dadeschools.net)

10/24 - 01/20 Transformation Coaches will assist teachers on the selection of resources from the District's recommended pathways for Differentiated Instruction. The resources will be aligned to the current data and will focus on one of the five domains.

Person Responsible Eric Wright (pr3541@dadeschools.net)

10/24 - 01/20 Transformation Coaches will meet with In Class Support Personnel on bi-weekly basis to provide training and development as it pertains to Instructional Delivery during Differentiated Instruction.

Person Responsible Eric Wright (pr3541@dadeschools.net)

10/24 - 01/20 Transformation Coaches will assist teachers on the appropriate selection of resources for Differentiated Instruction based on student data and the District's recommended pathways.

Person Responsible Eric Wright (pr3541@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

Focus in the area of ELA Tier 1 Instruction was identified as critical based on the analysis of the results of our iReady Data. According to results from the 2022 iReady Final Diagnostic Assessment, a total of 21% of students in Grades K-2 were performing at least two grade levels below, with only 25% performing at a proficient level. If we successfully focus in the area of ELA, specifically the effective planning and delivery of Tier 1 Core Instruction, an increase in number of proficient students should be evident.

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

Focus in the area of ELA Tier 1 Instruction was identified as critical based on the analysis of the results of our 2021 FSA and iReady Data. According to results from the 2022 FSA Assessments, only 23% of the Gr 3-5 students attained a level of proficiency in Reading. iReady 2022 Spring AP3 data reflected that 31% of Grade 3 students, 33% of Grade 4 students, and 49% of Grade 5 students performed one to two years below grade level. If we successfully focus in the area of ELA, specifically the effective planning and delivery of Tier 1 Core Instruction, an increase in number of proficient students should be evident.

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)

Through the successful implementation and monitoring of ELA Tier 1 Core Instruction, our Gr K-2 students will demonstrate an increase of a minimum of 10 percentage points in the area of proficiency, taking them from a 2022 score of 21% to at least 31%, as evidenced by performance on the FAST Progress Monitoring Assessment and the iReady AP 2 Diagnostic Assessment.

Grades 3-5: Measureable Outcome(s)

Through the successful implementation and monitoring of ELA Tier 1 Core Instruction, our Gr 3 -5 students will demonstrate an increase of a minimum of 5 percentage points in proficiency, taking them from a 2022 score of 23% to at least 28%, as evidenced by performance on the FAST Progress Monitoring Assessment.

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.

ELA Tier 1 Instruction will be monitored during Weekly School Leadership Team meetings through the review of CTC (Coach-Teacher-Collaboration) logs, analysis of current Tier 1 Student Assessment Data and discussions centered around feedback from classroom observations/walkthroughs.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Wright, Eric, pr3541@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?

Within the targeted focus area of ELA, our school will implement the evidence-based strategy of Standards-Based Collaborative Planning. Standards Based Collaborative Planning brings Teachers and Coaches together to learn from each other, and to collaborate and align instructional strategies to the students' needs. These collaborations will result in improved lesson quality, instructional effectiveness, and a better understanding on how the new BEST Standards are stacked. The latter will in turn directly impact student achievement and levels of proficiency.

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?

Currently, our teachers have demonstrated the need to dive deeper into the new Best Standards, to understand their design and their progression. Through a Standards Based Collaborative Planning approach, teachers will be provided opportunities for the creation of rigorous lessons and the selection of high yield strategies that will assist in the closing of learning gaps, and propel student thinking and learning to a higher and more complex 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
08/22 - 10/14 Teachers will participate in weekly Curriculum Collaboration Sessions with a focus on BEST Standards aligned instruction, the use of data to drive the selection of strategies/practices, and the delivery of lessons using explicit instruction. The latter will be evidenced by Collaborative Planning agendas and teacher lesson plans.	Wright, Eric, pr3541@dadeschools.net
08/22 - 10/14 All ELA Teachers will use a Common Board Configuration reflecting the posting of the Daily Learning Target (DLT) and the Daily End Product (DEP) to help guide the delivery of the Tier 1 ELA Lesson. The latter will be seen on a daily basis within the classrooms walkthroughs.	Wright, Eric, pr3541@dadeschools.net
08/22 - 10/14 A shared online Lesson Plan Template will be maintained on a weekly basis, where both Coaches and Teachers can collaborate on the creation of Tier 1 activities, selection of strategies, and alignment of assessments that target and stack the BEST standards. The latter will be found on the school's Google Drive account.	Wright, Eric, pr3541@dadeschools.net
08/22 - 10/14 Reading Instructional Coaches will provide weekly assistance to Teachers during Curriculum Collaboration Sessions on the selection of ELL/ESOL strategies and ESE Accommodations. The strategies will be seen as highlighted on all Teacher Lesson Plans.	Wright, Eric, pr3541@dadeschools.net
10/24 - 01/20 Transformation Coaches will continue to plan collaboratively with teacher with a focus on the execution of the lesson through the use of guided practice, higher order questioning, and collaborative techniques.	Wright, Eric, pr3541@dadeschools.net
10/24 - 01/20 Transformation Coaches will continue to identify and plan for Tier 2. Transformation Coaches will model appropriate pacing to ensure that teachers get to the transfer section during the Daily Core 4.	Wright, Eric, pr3541@dadeschools.net

Positive Culture & Environment

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

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

Our strengths within School Culture are in the areas of fostering an Engaging Learning Environment and providing Clearly Defined Expectations. Our school celebrates success of students and staff through quarterly Honor Roll assemblies, Spotlight on Student Achievement during Morning Announcements, and Teacher Spotlight of Innovative Practices during Faculty Meetings. Our school encourages School Pride by

selecting our Jaguars of the Month based on the Values Matter campaign. Teachers and Staff model and nurture attitudes that emphasize the benefits of learning, as well ensuring the wellness of students, through Student-Teacher Data Chats and targeted Small Group Counseling. Students in the L25 range are supported through mentorship programs. We provide opportunities for both staff and students to provide ongoing feedback and suggestions to school leaders through quarterly online surveys. We also create positive rules that support healthy interactions through our school based PBS program.

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, Instructional Coaches, Teacher Leaders and Counselors (our School Leadership Team). The Principal's role is to coordinate and oversee all of the school's academic programs, as well as cultural initiatives. The Assistant Principal will assist the Principal in monitoring the mentorship programs and 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.