

Miami-Dade County Public Schools

# Riverside Elementary School



2022-23 Schoolwide Improvement Plan

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# Riverside Elementary School

1190 SW 2ND ST, Miami, FL 33130

http://riversideelementary.dadeschools.net

## Demographics

**Principal: Veronica Recio T**

Start Date for this Principal: 8/10/2010

|  |   |
|--|---|
| <b>2019-20 Status</b><br>(per MSID File)   | Active  |
| <b>School Type and Grades Served</b><br>(per MSID File)  | Elementary School<br>PK-5   |
| <b>Primary Service Type</b><br>(per MSID File)   | K-12 General Education  |
| <b>2021-22 Title I School</b>  | Yes   |
| <b>2021-22 Economically Disadvantaged (FRL) Rate</b><br>(as reported on Survey 3)  | 85%   |
| <b>2021-22 ESSA Subgroups Represented</b><br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities*<br>English Language Learners*<br>Black/African American Students*<br>Hispanic Students*<br>Economically Disadvantaged Students* |
| <b>School Grades History</b>   | 2021-22: C (42%)<br>2018-19: C (46%)<br>2017-18: I (%)  |
| <b>2019-20 School Improvement (SI) Information*</b>  |   |
| <b>SI Region</b>   | Southeast   |
| <b>Regional Executive Director</b>   | <a href="#">LaShawn Russ-Porterfield</a>  |
| <b>Turnaround Option/Cycle</b>   | N/A   |
| <b>Year</b>  |   |
| <b>Support Tier</b>  |   |
| <b>ESSA Status</b>   | ATSI  |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .   |   |

## 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](http://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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| <b>Title I Requirements</b>           | <b>0</b>  |
| <b>Budget to Support Goals</b>        | <b>0</b>  |

# Riverside Elementary School

1190 SW 2ND ST, Miami, FL 33130

<http://riversideelementary.dadeschools.net>

## School Demographics

|   |                               |   |
|---|-------------------------------|---|
| <b>School Type and Grades Served</b><br>(per MSID File) | <b>2021-22 Title I School</b> | <b>2021-22 Economically Disadvantaged (FRL) Rate</b><br>(as reported on Survey 3) |
| Elementary School<br>PK-5                               | Yes                           | 85%   |
| <b>Primary Service Type</b><br>(per MSID File)          | <b>Charter School</b>         | <b>2018-19 Minority Rate</b><br>(Reported as Non-white on Survey 2)               |
| K-12 General Education                                  | No                            | 99%   |

## School Grades History

|              |                |                |                |                |
|--------------|----------------|----------------|----------------|----------------|
| <b>Year</b>  | <b>2021-22</b> | <b>2020-21</b> | <b>2019-20</b> | <b>2018-19</b> |
| <b>Grade</b> | C              | C              | C              | C              |

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<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 dedicated educators and staff of Riverside Elementary Community School work cooperatively with our parents and our community to develop independent student leaders through a variety of academic strategies and social activities that empower our students to be owners of their future.

**Provide the school's vision statement.**

The vision of the Riverside Elementary Community School family is to help children succeed academically and socially, guiding them to become respectful, responsible and educated members of society.

### School Leadership Team

**Membership**

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

| Name                     | Position Title      | Job Duties and Responsibilities  |
|--------------------------|---------------------|--|
| Machado, Andy            | Assistant Principal | Oversee and coordinate school-wide:<br>- Discipline<br>- Attendance<br>- Title 1 activities<br>- Testing<br>- Maintenance                      |
| Morales-Rojas, Mayelin   | Reading Coach       | Oversee and coordinate school-wide<br>- ELA curriculum<br>- ELA collaborative planning<br>- Professional development<br>- Reading intervention |
| Pryor, Shawn             | Math Coach          | Oversee and coordinate school-wide<br>- Math curriculum<br>- Math collaborative planning<br>- STEM activities<br>- EESAC chair                 |
| Juantorena, Yria         | Instructional Coach | Oversee and coordinate school-wide<br>- Math curriculum<br>- Math collaborative planning   |
| Paramore Respress, Erica | Principal           | Instructional Leader   |

### Demographic Information

**Principal start date**

Tuesday 8/10/2010, Veronica Recio T

**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.*

12

**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.*

2

**Total number of teacher positions allocated to the school**

65

**Total number of students enrolled at the school**

993

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

12

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

8

**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                              | 93          | 143 | 165 | 223 | 145 | 223 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 992   |
| Attendance below 90 percent                              | 0           | 39  | 44  | 49  | 31  | 41  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 204   |
| One or more suspensions                                  | 0           | 0   | 0   | 0   | 0   | 0   | 0 | 0 | 0 | 0 | 0  | 0  | 0  |       |
| Course failure in ELA                                    | 0           | 1   | 26  | 75  | 20  | 79  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 201   |
| Course failure in Math                                   | 0           | 2   | 30  | 39  | 8   | 65  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 144   |
| Level 1 on 2022 statewide FSA ELA assessment             | 0           | 0   | 0   | 69  | 51  | 111 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 231   |
| Level 1 on 2022 statewide FSA Math assessment            | 0           | 0   | 0   | 48  | 45  | 90  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 183   |
| Number of students with a substantial reading deficiency | 0           | 0   | 67  | 145 | 60  | 128 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 400   |
|  | 0           | 0   | 0   | 0   | 0   | 0   | 0 | 0 | 0 | 0 | 0  | 0  | 0  |       |

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

| Indicator                            | Grade Level |   |    |    |    |     |   |   |   |   |    |    |    | Total |
|--------------------------------------|-------------|---|----|----|----|-----|---|---|---|---|----|----|----|-------|
|                                      | K           | 1 | 2  | 3  | 4  | 5   | 6 | 7 | 8 | 9 | 10 | 11 | 12 |       |
| Students with two or more indicators | 0           | 2 | 34 | 81 | 45 | 108 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 270   |

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           | 3 | 31 | 69 | 1 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 104   |
| Students retained two or more times | 0           | 0 | 0  | 7  | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 7     |

Date this data was collected or last updated

Thursday 8/25/2022

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                              | 69          | 122 | 129 | 167 | 203 | 162 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 852   |
| Attendance below 90 percent                              | 11          | 65  | 56  | 67  | 63  | 73  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 335   |
| One or more suspensions                                  | 0           | 0   | 0   | 0   | 0   | 0   | 0 | 0 | 0 | 0 | 0  | 0  | 0  |       |
| Course failure in ELA                                    | 0           | 0   | 9   | 29  | 43  | 31  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 112   |
| Course failure in Math                                   | 0           | 0   | 9   | 14  | 36  | 41  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 100   |
| Level 1 on 2019 statewide FSA ELA assessment             | 0           | 0   | 0   | 0   | 41  | 55  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 96    |
| Level 1 on 2019 statewide FSA Math assessment            | 0           | 0   | 0   | 0   | 21  | 37  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 58    |
| Number of students with a substantial reading deficiency | 0           | 47  | 93  | 123 | 125 | 105 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 493   |

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 | 12 | 29 | 38 | 61 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 140   |

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           | 0 | 1 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 11    |
| Students retained two or more times | 0           | 0 | 0 | 0 | 0 | 8 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 8     |

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                              | 69          | 122 | 129 | 167 | 203 | 162 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 852   |
| Attendance below 90 percent                              | 11          | 65  | 56  | 67  | 63  | 73  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 335   |
| One or more suspensions                                  | 0           | 0   | 0   | 0   | 0   | 0   | 0 | 0 | 0 | 0 | 0  | 0  | 0  |       |
| Course failure in ELA                                    | 0           | 0   | 9   | 29  | 43  | 31  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 112   |
| Course failure in Math                                   | 0           | 0   | 9   | 14  | 36  | 41  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 100   |
| Level 1 on 2019 statewide FSA ELA assessment             | 0           | 0   | 0   | 0   | 41  | 55  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 96    |
| Level 1 on 2019 statewide FSA Math assessment            | 0           | 0   | 0   | 0   | 21  | 37  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 58    |
| Number of students with a substantial reading deficiency | 0           | 47  | 93  | 123 | 125 | 105 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 493   |

**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 | 12 | 29 | 38 | 61 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 140   |

**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           | 0 | 1 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 11    |
| Students retained two or more times | 0           | 0 | 0 | 0 | 0 | 8 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 8     |

**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             | 29%    | 62%      | 56%   |        |          |       | 37%    | 62%      | 57%   |
| ELA Learning Gains          | 54%    |          |       |        |          |       | 41%    | 62%      | 58%   |
| ELA Lowest 25th Percentile  | 51%    |          |       |        |          |       | 38%    | 58%      | 53%   |
| Math Achievement            | 36%    | 58%      | 50%   |        |          |       | 61%    | 69%      | 63%   |
| Math Learning Gains         | 58%    |          |       |        |          |       | 52%    | 66%      | 62%   |
| Math Lowest 25th Percentile | 51%    |          |       |        |          |       | 50%    | 55%      | 51%   |
| Science Achievement         | 17%    | 64%      | 59%   |        |          |       | 42%    | 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 | 26%    | 60%      | -34%                       | 58%   | -32%                    |
| Cohort Comparison |      | 0%     |          |                            |       |                         |
| 04                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 36%    | 64%      | -28%                       | 58%   | -22%                    |
| Cohort Comparison |      | -26%   |          |                            |       |                         |
| 05                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 36%    | 60%      | -24%                       | 56%   | -20%                    |
| Cohort Comparison |      | -36%   |          |                            |       |                         |

| 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 | 54%    | 67%      | -13%                       | 62%   | -8%                     |
| Cohort Comparison |      | 0%     |          |                            |       |                         |
| 04                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 57%    | 69%      | -12%                       | 64%   | -7%                     |
| Cohort Comparison |      | -54%   |          |                            |       |                         |
| 05                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 54%    | 65%      | -11%                       | 60%   | -6%                     |
| Cohort Comparison |      | -57%   |          |                            |       |                         |

| SCIENCE           |      |        |          |                            |       |                         |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade             | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 38%    | 53%      | -15%                       | 53%   | -15%                    |
| 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                                       | 23       | 62     | 57          | 25        | 39      | 22           | 9        |         |           |                   |                     |
| ELL                                       | 24       | 52     | 50          | 34        | 58      | 56           | 14       |         |           |                   |                     |
| BLK                                       | 32       |        |             | 32        |         |              |          |         |           |                   |                     |
| HSP                                       | 29       | 54     | 49          | 36        | 59      | 53           | 17       |         |           |                   |                     |
| FRL                                       | 30       | 54     | 51          | 36        | 58      | 51           | 17       |         |           |                   |                     |
| 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                                       | 8        | 25     | 38          | 16        | 7       |              |          |         |           |                   |                     |
| ELL                                       | 19       | 42     | 46          | 23        | 19      | 34           | 20       |         |           |                   |                     |
| BLK                                       | 31       |        |             | 13        |         |              |          |         |           |                   |                     |
| HSP                                       | 26       | 42     | 49          | 26        | 19      | 34           | 24       |         |           |                   |                     |
| FRL                                       | 26       | 42     | 48          | 25        | 18      | 33           | 24       |         |           |                   |                     |
| 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                                       | 14       | 41     |             | 34        | 51      | 59           | 13       |         |           |                   |                     |
| ELL                                       | 33       | 40     | 38          | 60        | 52      | 53           | 37       |         |           |                   |                     |
| HSP                                       | 37       | 42     | 38          | 62        | 52      | 52           | 41       |         |           |                   |                     |
| FRL                                       | 36       | 40     | 38          | 61        | 52      | 50           | 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  | 43   |
| 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 | 45   |
| Total Points Earned for the Federal Index                                       | 341  |
| Total Components for the Federal Index  | 8    |
| Percent Tested  | 99%  |
| Subgroup Data   |      |
| Students With Disabilities  |      |
| Federal Index - Students With Disabilities                                      | 33   |
| Students With Disabilities Subgroup Below 41% in the Current Year?              | YES  |

| <b>Students With Disabilities</b>  |     |
|--|-----|
| Number of Consecutive Years Students With Disabilities Subgroup Below 32%      | 0   |
| <b>English Language Learners</b>   |     |
| Federal Index - English Language Learners                                      | 42  |
| English Language Learners Subgroup Below 41% in the Current Year?              | NO  |
| Number of Consecutive Years English Language Learners Subgroup Below 32%       | 0   |
| <b>Native American Students</b>  |     |
| 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   |
| <b>Asian Students</b>  |     |
| 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   |
| <b>Black/African American Students</b>   |     |
| Federal Index - Black/African American Students                                | 32  |
| Black/African American Students Subgroup Below 41% in the Current Year?        | YES |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | 0   |
| <b>Hispanic Students</b>   |     |
| Federal Index - Hispanic Students  | 43  |
| Hispanic Students Subgroup Below 41% in the Current Year?                      | NO  |
| Number of Consecutive Years Hispanic Students Subgroup Below 32%               | 0   |
| <b>Multiracial Students</b>  |     |
| 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   |
| <b>Pacific Islander Students</b>   |     |
| 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 comparison trend across core content areas between the 2019 and 2022 school years are as follows: 7% decrease in 5th grade Science, 8% decrease in grades 3 - 5 ELA, 25% decrease in grades 3 - 5 Mathematics. Within the Lowest 25% subgroup there was an increase of 13% in Reading and 6% in Math Learning Gains.

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

The data component that poses the greatest need for improvement would be proficiency across 3 - 5 grade Math, 3 - 5 grade Reading, and 5th grade Science. (add SWD & B/ASG) in ELA

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

The factors that contributed towards our need for improvement was both poor student and staff attendance due to the Covid-19 pandemic. The loss of instruction due to truancy coupled with the limited utilization of small group instruction affected the overall content mastery. We will provide students with extended learning opportunities, targeted interventions, and monitor the daily attendance of frequently truant students.

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

The greatest improvement was in ELA 3 - 5 grade learning gains between 2019 and 2022 with 13 percentage point increase from 41% to 54%. In Math the number of students on grade level (green) from AP2 - AP3 increased by 14%. In ELA the number of students on grade level (green) from AP2 - AP3 increased by 8%.

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

A major contributing factor was a focus on training teachers on the newly implemented Horizon Intervention Program. Students were grouped based on their i-Ready AP1 targeted level. We utilized on going progress monitoring to measure student achievement.

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

In order to accelerate learning, we will implement extended learning opportunities targeting deficient standards based on assessment results. Additionally, our school will implement ongoing progress monitoring (OPM) and small group instruction. During collaborated data chats, teachers and administrators will analyze student performance data and implement instructional shifts to address data trends.

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

Based on our school's needs, the leadership team in collaboration with the Education Transformation Office and provide ongoing job-embedded professional development sessions on the B.E.S.T. Benchmarks. This will include the alignment of resources to small group instruction and the unwrapping of the new standards. Coaching cycles will be provided in order to support teacher's specific needs. Job-embedded PD session will take place on 8/16, and 11/8.

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

There will be an ongoing intervention progress monitoring system used to address students performing below expected achievement levels. Standards based collaborative planning will take place to ensure sustainability of improvement in the next year and beyond. In addition, extended learning opportunities will be offered regularly throughout the school year. (provide examples)

**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 Small Group 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 2021 – 2022 AP3/FSA data, 27% of Kinder – second grade students are performing on grade level in ELA. 28% of kinder – second grade students are performing on grade level in Math. 29% of third – fifth grade students are proficient in ELA. 35% of third – fifth grade students are proficient in Math. 16% of our fifth-grade students are proficient in science. Consequently, 2019 AP3/FSA data showed that 52% of kinder-second grade students were proficient in ELA. 56 percent of kinder – second grade students were proficient in Math. 37% third – fifth grade students were proficient in ELA. 61% of third – fifth grade students were proficient in Math. 42% of fifth grade students were proficient in science. Based on our 2019 state data points, it is evident that small group instruction is a proven method to effectively accelerate student’s academic achievement and provide a pathway towards significant gains in proficiency.

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

If we successfully implement the Targeted Element of small group instruction, then our math proficiency will increase by 15 percentage points, ELA proficiency will increase by 5 percentage points, science proficiency will increase by 10 percentage points in kinder - second and third - fifth grade as evidenced by the end of year state assessments.

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

Teachers will conduct monthly data chats with their students to review ongoing academic progress. Based on data trends student grouping will be adjusted. Additionally, monthly school wide administrative data chats will be held. Walkthroughs will be scheduled biweekly to ensure standards based instruction is aligned to data trends. Extended learning opportunities will be provided to those students who are not showing growth on OPMs. Small group instruction will be monitored through the review of student’s D.I folder work products throughout walkthroughs and in collaborative planning.

**Person responsible for monitoring outcome:**

Erica Paramore Respress (pr4681@dadeschools.net)

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

Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of: Differentiated Instruction (D.I). Differentiation will assist in accelerating the process of learning proficiency as it is a systematic approach of instruction to meet the students' needs. Data-Driven instruction will be monitored using data trackers to drive instructional planning and data driven conversations to include OPMs.

**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.**

Differentiation will make sure that educators are using up-to-date, accurate, and aligned data to create lessons that are tailored to the requirements of each student. As fresh data becomes available, teachers will continue to make changes to their lesson plans, and delivery of instruction.

**Action Steps to Implement**

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

8/22 - 10/14 - Provide Professional Development on the newly implemented B.E.S.T standards. This will allow teachers to start planning with the foundational tool necessary to develop differentiated lessons planned aligned to the specifications of the newly implemented B.E.S.T standards.

**Person Responsible** Erica Paramore Respress (pr4681@dadeschools.net)

8/22 - 10/14 Teachers will develop D.I/small group lesson plans during collaborative planning sessions to target deficient standards. Teachers will leave each planning session with the appropriate resources to facilitate their D.I small group instruction.

**Person Responsible** Erica Paramore Respress (pr4681@dadeschools.net)

8/22 - 10/14 Administration will be in attendance at all common planning sessions and quarterly data chats. Teachers will be encouraged to share best practices and student products with their grade level teams. This will ensure data driven instruction is taking place with fidelity.

**Person Responsible** Erica Paramore Respress (pr4681@dadeschools.net)

8/22 - 10/14 The leadership team will conduct biweekly walkthroughs to ensure teachers are implementing D.I small group with fidelity and utilizing the appropriate resources discussed in planning. This will in turn allow the school site leadership team to provide support based on the evidence gathered.

**Person Responsible** Erica Paramore Respress (pr4681@dadeschools.net)

10/31 - 12/16 The ELA instructional coach will provide Professional Development for the Differentiated Instruction specifically utilizing the pathway for small group instruction. This will allow teachers to be able to gather appropriate resources for small group instructional delivery.

**Person Responsible** Mayelin Morales-Rojas (mrojas@dadeschools.net)

10/31 - 12/16 During collaborative planning grade level teams will conduct product reviews for evidence of consistent implementation of the pathway for small group instruction.



**Person Responsible** Erica Paramore Respress (pr4681@dadeschools.net)

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

**Area of Focus**  
**Description and Rationale:** Based on the data review, the school will implement the Targeted Element of Student Attendance initiatives. The student attendance three-year comparison chart on Power BI indicates a 15-percentage point increase from the 2020-2021 to the 2021-2022 school year within in the cohort of students with 6 - 15 absences. We recognize the need to strengthen our attendance initiatives and improve in our efforts to make continues connections with families to ensure attendance is consistently high.

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

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

If we successfully implement the Target Element of Student Attendance, the school 's measurable outcome will be to decrease the number of absences specifically in the 6-15 days absent range, from 38% to 23%.

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

A strategy will be developed by the attendance committee and support personnel to guarantee that students attend class each day. Incentives for students will be planned in order to encourage regular attendance. Teachers will track attendance everyday and submit weekly reports to the counselor in order to identify trends and get in touch with the families of truant students .Attendance data will be addressed at data chats with teachers and students. Parent contacts will be made as needed to make sure we are on pace to accomplish the measurable outcome goal.

**Person responsible for monitoring outcome:**

Andy Machado (a\_machado@dadeschools.net)

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

Within the Targeted Element of Student Attendance, our school will focus on the evidence-based strategy of: Attendance Initiatives. 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. Our school will also utilize the new I3 attendance tracking system to provide wrap around services to the parents or guardians of frequently truant students.

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

Attendance initiatives will assist in decreasing the number of student absent 6-15+ days providing the leadership team targeted data to identify students with potential truancy and provide remediation and incentives.

**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.

8/16/- Before the start of the 2022-2023 school year, a parent orientation will be held to introduce the schoolwide attendance initiative plan to parents and stakeholders. This will aid in sparking parent buy in and year long collaboration.

**Person Responsible** Andy Machado (a\_machado@dadeschools.net)

8/22 - 10/14 Support staff will contact the families of absent and tardy students on a daily basis to ensure students are in school. as a result, families will be made aware of the importance of attending school daily.

**Person Responsible** Andy Machado (a\_machado@dadeschools.net)

8/22 - 10/14 Monthly perfect attendance ceremonies will be held to reward students with perfect attendance. These students will receive celebratory dog tags and recognized on the schools social media platforms. consequently, this will motivate more students to improve their attendance.

**Person Responsible** Andy Machado (a\_machado@dadeschools.net)

8/22 - 10/14 Monthly attendance review committee meetings will be held to review truant students, plan truancy documents, and coordinate parent warp-around services. For example, the iAttend intensive intervention, which is an intensive, holistic method of engaging individuals by providing support and removing barriers that impede regular school attendance. Therefore, the family of truant students will receive aid through the support of outside agencies in order to improve their child's daily attendance.

**Person Responsible** Andy Machado (a\_machado@dadeschools.net)

10/31-12/16 There will be a shift from monthly to bi-weekly ARC(Attendance Review Committee) meetings to meet the demand of the quickly rising number of truant students with 5 or more absences.

**Person Responsible** Andy Machado (a\_machado@dadeschools.net)

10/31-12/16 In order to provide more instant gratification for those students who are consistently present and on time, the school will implement weekly student recognition through the use of the Morning Announcements.

**Person Responsible** Andy Machado (a\_machado@dadeschools.net)

### #3. Transformational Leadership specifically relating to Leadership Development

**Area of Focus**

**Description and Rationale:**

We decided to focus on leadership development to address the critical needs within our school. The data reveals about 50% of the staff do not feel their ideas are listened to or considered according to question number five on the teacher school climate survey results. To increase this percentage, we selected leadership development because it will give teachers the opportunity to become teacher leaders in various roles at our school.

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

**Measurable**

**Outcome:**

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

If we successfully implement the targeted element of leadership development, our teachers will contribute to school-wide decisions during monthly meetings. The outcome will be achieved through teacher participation in curriculum council meetings, sharing of best practices during faculty meetings, and collaborating ideas during planning to solve current issues. The percentage of teachers in leadership roles will increase by 10 percentage point during the 2022-2023 school year.

**Monitoring:**

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

Teachers will be presented with several opportunities to serve in leadership capacities through the school year. Based on teacher interest and desired areas of growth opportunities for shared leadership will be provided for all staff members. Teachers in leadership positions will be able to provide support, share best practices, and lead committees based on the school's needs.

**Person responsible for monitoring outcome:**

Erica Paramore Respress (pr4681@dadeschools.net)

**Evidence-based**

**Strategy:**

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

Within the Targeted Element of Transformational Leadership, we will focus on the evidence-based strategy of: Shared Leadership. By creating opportunities for shared leadership to take place we hope to empower teachers to assume more leadership roles through the school year. These leadership roles will allow teachers to increase their self-efficacy and in turn strengthen the school's collective efficacy.

**Rationale for Evidence-based Strategy:**

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

We decided to focus on Shared Leadership to address the critical needs within our school. The data reveals that about half of staff members feel their ideas are not listened to or considered. By involving staff members in important decision making and providing teachers with several opportunities to assume leadership roles, teachers will feel empowered.

**Action Steps to Implement**

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

8/22 - 10/14 - At our opening of school meeting teachers will be given the opportunity to join various academic and extracurricular committees through an interest survey. This survey includes opportunities to be committee and department chairs. As a result, teachers will be able to lead school wide events.

**Person Responsible** Erica Paramore Respress (pr4681@dadeschools.net)

8/22 - 10/14 Committee members will meet to delegate roles and responsibilities amongst members and create a meeting calendar. This calendar will be share with administration for approval. Meeting calendar will be shared with all staff members.

**Person Responsible** Erica Paramore Respress (pr4681@dadeschools.net)

8/22 - 10/14 Committee members will hold meetings independent from administration to plan, organize, and develop school wide event proposals. Once approved by administration, these proposals will be presented to all staff members.

**Person Responsible** Erica Paramore Respress (pr4681@dadeschools.net)

8/22 - 10/14 - Committee proposals will be regularly advertised on school calendars, website, and social media platforms. As a result stakeholders will have ample time to plan accordingly and participate.

**Person Responsible** Erica Paramore Respress (pr4681@dadeschools.net)

10/31-12/16 Provide opportunities for grade level teams to share an area of expertise during collaborative planning or faculty meetings. The 3rd grade team will begin to lead an ongoing Schoology training to the instructional staff.

**Person Responsible** Annabel Aguayo (aguayo@dadeschools.net)

10/31-12/16 Student Services will initiate a Techer/Staff recognition Bulletin board to highlight the employee for an array of observed actions.

**Person Responsible** Erica Paramore Respress (pr4681@dadeschools.net)

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

**Area of Focus**  
**Description and Rationale:** Based on the data review, the school will implement the Targeted Element of Outcomes for Multiple Subgroups. We selected the Targeted Element of Outcomes for Multiple Subgroups based on our findings that demonstrated a need to increase proficiency across all grade but specifically with our Students with Disability (SWD) and Black/African American student subgroups. 2021 - 2022 FSA Data demonstrates that our SWD subgroup achieved 33% proficiency in ELA while our Black/African American students achieved 32% proficiency in ELA. Through the implementation of OMPs teachers can adjust instruction and remediate instruction based on the specific needs of their students.  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

**Measurable Outcome:** State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.  
 If we successfully implement the Instructional Practice specifically relating to Ongoing Progress Monitoring, then our proficiency will increase by a minimum of 5% across the previously identified subgroups . From 33% to 38% for our SWD and from 32% to 37% for our Black/African American students. This will be evident by end of year state assessment scores. Extended learning opportunities will be provided to those students who are not showing growth on biweekly progress monitoring.

**Monitoring:** Describe how this Area of Focus will be monitored for the desired outcome.  
 The Leadership Team will conduct data chats during collaborate planning, adjust groups based on current data in real time, and rewards the academic success of students showing significant progress. In addition, lesson plans will be aligned to student’s IEP's, product reviews during collaborative planning, and implementation of high yield strategies during classroom instruction.

**Person responsible for monitoring outcome:** Erica Paramore Respress (pr4681@dadeschools.net)

**Evidence-based Strategy:** Describe the evidence-based strategy being implemented for this Area of Focus.  
 Within the Targeted Element of Small Group Instruction, our school will focus on the evidence-based strategy of: Ongoing Progress Monitoring (OPM). OPMs will assist in tracking student progress in real time. Through the use of data trackers to drive instructional planning and data driven conversations with students and parents. During collaborative planning teacher will strategically plan for targeted checks for understandings , collaborative evaluation of student work, and corrective feedback.

**Rationale for Evidence-based** OPMs will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. The utilization of checks for understandings, collaborative evaluation of student work, and corrective feedback will

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

allow teachers to continuously track students progress through student's final products. Students will have the opportunity correct their mistakes individually based on teacher provided notes. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

### Action Steps to Implement

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

8/31 During our first collaborative planning session teachers will be introduced to a schoolwide student data tracking (OPM) sheet. As a result, a unified system of data tracking will commence schoolwide.

**Person Responsible** Mayelin Morales-Rojas (mrojas@dadeschools.net)

8/22 - 10/14 Students will be assigned a yellow data folder to house their OPM tracking sheets. This will allow students to own their data and consistently be aware of their progress within each academic subject. Additionally, teachers will utilize these data folder to present to parent during individual conferences and schoolwide data nights.

**Person Responsible** Erica Paramore Respress (pr4681@dadeschools.net)

8/22 - 10/14 On a weekly basis, two days of collaborative planning will be scheduled for all teachers. One day will be assigned for content planning, while the other will be designated for data analysis. This will allow teachers with an opportunity to collaboratively review checks for understandings, evaluate student work, and receive training on the stages of feedback in order to continuously track students progress through student's final products. Additionally, Instructional coaches will provide feedback and provide resources based on the OPM data presented by each teacher.

**Person Responsible** Mayelin Morales-Rojas (mrojas@dadeschools.net)

8/22 - 10/14 - The Leadership will conduct monthly data chats with selected subgroups to review OPM data in order to celebrate student progress. Students' success will recognized on school's social media platform as well as on the school's website. As a result, increasing students' self-efficacy.

**Person Responsible** Andy Machado (a\_machado@dadeschools.net)

10/31 - 12/16 Based on data trends, the school leadership team will identify subgroups of students to begin a mentoring initiative that will closely monitor targeted student growth.

**Person Responsible** Erica Paramore Respress (pr4681@dadeschools.net)

10/31 - 12/16 Leadership team will conduct second cup of coffee data chats targeting parents of specific students in accountability grade levels. These data chats will support the school's ongoing efforts for student growth.

**Person Responsible** Erica Paramore Respress (pr4681@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

In kindergarten 61% of students scored below proficiency on the i-ready AP3. In first, 88% of students scored below proficiency. In second, 77% of students scored below proficiency. Due to this lack of proficiency our school will implement the data-driven decision making instructional strategy.

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

In 3rd grade 80% of students scored below a level three on the FSA. In fourth, 65% of students scored below a level three. In fifth, 66% percent of students scored below a level three. Due to this lack of proficiency our school will implement the standards-based collaborative planning instructional strategy.

### 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 implement the data-driven decision making instructional strategy, then our proficiency in kinder through second grade should increase by 10%.



### Grades 3-5: Measureable Outcome(s)

If we successfully implement the standard based collaborative planning instructional strategy, then our proficiency in third through fifth grade should increase by 5%.

#### 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.

(K-2) The leadership team will conduct bi-weekly walkthroughs and quarterly data chats to make instructional shifts based on the available data trends.

(3-5) Administration will attend weekly collaborative planning sessions and monitor online OPM tracking tools.

This will ensure teachers are implementing the instructional shifts discussed in planning and during data chats in the classroom.

#### Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Paramore Respress, Erica, pr4681@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?

In order to achieve the desired measurable outcome our school will utilize the evidence based strategy of making text connections through ELA instruction. This strategy allows students to utilize their background knowledge to find meaning of what they read. During collaborative planning teachers will utilize graphic organizers, journals, and anchor charts to elicit prior knowledge from students. This will be monitored during collaborative planning through student product reviews.

#### 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?

Making text connections allows readers to apply their own knowledge from previous experiences with written text. This address the identified need of increasing the school's reading proficiency by providing students with graphic organizers they can utilize when dissecting written text. This will most effective when utilize during whole group instruction.

**Action Steps to Implement:**

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

| Action Step   | Person Responsible for Monitoring                |
|---|--|
| 8/22 - 10/14 Instructional coaches and/or curriculum support specialist will lead professional development sessions on the newly implemented statewide standards. Within ELA, our school will emphasize making the evidence based strategies of making text connections throughout collaborative planning.  | Paramore Respress, Erica, pr4681@dadeschools.net |
| 8/22 - 10/14 - The ELA transformational coach will develop a F.A.S.T/i-Ready student goal setting tracker and lead teachers in the implementation process of this data tracker. The transformational coach will provide ongoing support to ensure students are setting adequate goals. Student will use this document to track their assessment data. Professional development will be provided on how to differentiate instruction based on students individual learning deficiencies. This action step will ensure students are progressing towards small achievable goals on their track to proficiency. | Paramore Respress, Erica, pr4681@dadeschools.net |
| 8/22 - 10/14 During collaborative planning the ELA transformational coach will lead teachers in on going data chats based on ongoing assessment results to identify possible instructional shifts. The transformational coach collaboratively with the teacher will review student products in order to aid the effectiveness of making text connections.   | Paramore Respress, Erica, pr4681@dadeschools.net |
| 8/22 - 10/14 Coaching cycles will be conducted to ensure teachers are using the appropriate literacy strategies to build academic vocabulary such as, making text connections utilizing the text-to-self, text-to-text, and text-to-word framework.   | Paramore Respress, Erica, pr4681@dadeschools.net |
| 10/31-12/16 - Leadership Team will identify lead content specific teachers per grade level to serve as a point of support through peer modeling for ELA . Samples of some support provided will be in the area of whole group instruction, small group DI, intervention, and best practices.  | Paramore Respress, Erica, pr4681@dadeschools.net |
| 10/31 -12/16 Conduct Professional Learning Communities for teachers to engage in current trends relating to instructional strategies in ELA.  | Morales-Rojas, Mayelin, mrojas@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 school creates experiences throughout the year to engage with parents and families and ensure they have the necessary information to support their children. Students are supported throughout the building by our staff. Staff are provided opportunities to take part in Team-Building activities where we come together to share celebrations of success. Staff and students have the opportunity to provide feedback and suggestions to school leaders. We schedule informal conferences with staff and students to garner information about their educational/professional experience at our school. We also ensure information is provided to all stakeholders through Monthly calendars and newsletters. We continue to build our skill-set in ensuring our classrooms are highly engaging and foster the highest level of engagement and learning

### 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 Principal will monitor the Team - Building activities 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. Additionally, we have fostered several partnerships with outside organizations who directly impact our schools positive culture and environment. The Miami Heat provided incentives from students, Miami-Dade College provide young aspiring educators to tutor students afterschool, additionally T-Mobile organizes schoolwide celebratory events. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.