

Miami-Dade County Public Schools

Dr. Rolando Espinosa K 8 Center School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	14
III. Planning for Improvement	19
IV. ATSI, TSI and CSI Resource Review	30
V. Reading Achievement Initiative for Scholastic Excellence	30
VI. Title I Requirements	0
VII. Budget to Support Areas of Focus	34

Dr. Rolando Espinosa K 8 Center

11250 NW 86TH ST, Doral, FL 33178

<http://drek8.dadeschools.net>

School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

The Mission of Dr. Rolando Espinosa K-8 Center is to provide an enriching educational environment where students can excel in academics, be responsible citizens, and become successful future leaders in our global society. With the collaboration of the faculty, staff, parents, and community we encourage and guide each of our students to strive for excellence.

Provide the school's vision statement.

The Vision of Dr. Rolando Espinosa K-8 Center is to provide a positive learning environment for all students in order for them to achieve their maximum potential as future leaders in our society.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Mato, Phil	Principal	<p>The principal is the driving force behind the School Improvement Plan's (SIP) successful implementation. The principal, along with the administrative team, will establish a clear vision for the school's improvement that aligns with the goals of the district and community stakeholders. The principal will engage key stakeholders in the SIP development process and ensure the necessary resources are available for the successful implementation of the SIP. In addition, the principal will manage the school's budget and resources, including personnel, to prioritize and support SIP initiatives. Along with the school leadership team, the principal will set parameters for ongoing progress monitoring, data collection, and analysis to determine effectiveness of interventions and strategies in the SIP. Furthermore, the principal will engage parents, teachers, students, and community members in the SIP process, keep them informed, and foster a collaborative environment. The principal will ensure and facilitate ongoing professional development initiatives are disseminated to the faculty and delivered accordingly ensuring the teachers and staff have the necessary training and resources to implement the strategies outlined in the SIP effectively. The principal will create an environment where teachers feel supported, students are motivated, and parents are engaged, thereby facilitating the successful implementation of the SIP. The principal will utilize data, feedback, and collaborative input to make informed decisions that align with the SIP's measurable objectives. In essence, the principal is the driving force behind the SIP's successful implementation.</p>
Rodriguez, Estela	Assistant Principal	<p>The assistant principal plays a critical role in the implementation of the School Improvement Plan (SIP). The assistant principal ensures that the logistical and operational aspects of the plan are in place, such as scheduling, classroom assignments, and resource materials distribution. The assistant principal assists in data collection, analysis, and reporting related to the SIP. In addition, the assistant principal keeps track of performance among teachers and students, manages assessment tools such as, FAST Progress Monitoring assessments, i-Ready AP data, topic assessment data, and interventions to ensure progress is being made. In addition, the assistant principal serves as a point of communication between the school and its stakeholders. The assistant principal engages with parents, students, and community members to gather feedback and address concerns related to the SIP. Along with the PLST, she coordinates and facilitates professional development opportunities for staff. She identifies training needs, organizes workshops, and ensures that teachers have access to the resources they need to meet SIP goals. In addition, the assistant principal collaborates with the counselor to support efforts that foster a positive school culture and climate conducive to learning. She promotes and models the values, behaviors, and attitudes aligned with the school's improvement vision. The assistant principal provides feedback, insights, and recommendations based on daily observations and interactions with the teachers. Furthermore, the assistant principal leads specific committees or teams related to the SIP ensuring these committees are aligned with the SIP goals, facilitates their operations, and communicates</p>

Name	Position Title	Job Duties and Responsibilities
		<p>their progress to the principal. The assistant principal also assists in the distribution and management of resources such as materials, technology, and personnel as it relates to the SIP. The assistant principal's role is multifaceted, often bridging the gap between overarching strategy and day-to-day implementation. In the context of the SIP, the assistant principal is instrumental in translating the plan into actionable steps and ensuring its smooth execution.</p>
Torres-Fernandez, Margarita	Instructional Media	<p>The Media Specialist collaborates with teachers to integrate library resources and technology into the curriculum. She recommends media resources that align with curriculum goals and improvement targets. She ensures that the media center's resources reflect the diverse needs of students and supports the goals of the SIP. In addition, the Media Specialist offers training for teachers on new media tools, technologies, and resources that can enhance instructional methods. She implements programs that teach students critical media literacy and information skills. Furthermore, the Media Specialist supports the integration of technology that aligns with the school's improvement goals. As a member of the School Leadership Team (SLT), she actively participates in school improvement planning meetings and offers insights on how the media center and its resources can further support goals of the SIP. The Media Specialist ensures that media resources are diverse and cater to all students, promoting an inclusive learning environment. She continuously evaluates the effectiveness of media resources and technologies in achieving SIP goals. In summary, the Media Specialist plays a crucial role in supporting the objectives of the school improvement plan. By ensuring that media resources, technologies, and literacy programs align with and enhance the broader educational goals, the Media Specialist actively contributes to the advancement of the school's mission.</p>
Marcelo, Lisa	ELL Compliance Specialist	<p>The English Language Learner (ELL) Compliance Specialist plays a critical role in ensuring that schools provide equitable education opportunities to ELL students. The ELL Compliance specialist is deeply involved in both compliance and instructional aspects of ELL programs. She oversees and adheres to federal, state, and local regulations and policies related to ELLs. She regularly reviews, updates, and ensures that the school's ELL practices and programs are compliant with the law. She manages student assessment data, tracks student progress, and provides reports to school leadership to inform SIP strategies. She participates in the SIP development process and ensures that the unique needs of ELL students are considered and addressed in the SIP. She offers training and support for staff and facilitates training sessions on best practices for ELL instruction, ensuring alignment with SIP goals. The ELL Compliance Specialist ensures that teachers have access to the materials and tools they need to effectively support ELL students in line with SIP objectives.</p> <p>She serves as a liaison between the school, ELL students, and their families. She ensures that families are informed about the school's ELL programs and resources. She collaborates with teachers and instructional</p>

Name	Position Title	Job Duties and Responsibilities
		<p>coaches. As a member of the School Leadership Team (SLT), she offers expertise in strategies and modifications to best serve ELL students, ensuring their needs are met within the SIP. She reviews and assesses the effectiveness of ELL programs and interventions. She makes recommendations for program improvements or changes based on data and feedback, aligning with SIP goals. In closing, she shares best practices, secures resources, and ensures alignment with ELL strategies and compliance requirements are met in the SIP.</p>
Barros, Cristina	Teacher, ESE	<p>The ESE teacher plays a crucial role in ensuring that a school's SIP is both inclusive and effective for students with disabilities. Through her expertise and dedication, she guarantees that students not only access the general curriculum but also benefit from tailored interventions and support that aligns with the broader goals of school improvement. Ms. Barros will review grade level appropriate data and identify Tier 2 and Tier 3 students to guide the developing of intervention groups. She will collaborate with teachers on data findings and provide feedback for appropriate planning and data-driven instruction. Additionally, she will lead and support core content instruction/ programs and identify systematic patterns of student's needs. Furthermore, as the Professional Learning Support Team (PLST) Leader, Ms. Barros will support and assist the school administration with planning and implementation of a site-based professional development plan. As a member of the School Leadership Team (SLT), she will utilize data to identify strengths and challenges of grade level (Pre-K, Kindergarten) performance, disseminate information to the grade level team, provide professional development for grade level teachers as appropriate and applicable, and lead weekly collaboration meetings with grade level.</p>
Faehnle, Allison	Reading Coach	<p>The Reading Coach holds a pivotal role in enhancing literacy instruction and student reading achievement within schools. When intertwined with the School Improvement Plan (SIP) implementation, her roles and responsibilities focus on instructional support, professional development, data analysis, and collaborative planning, among others. She observes and models reading lessons with classroom teachers.</p> <p>She offers hands-on support to help teachers implement effective reading strategies, techniques, and best practices in alignment with the SIP. As a member of the School Leadership Team (SLT), she collects, analyzes, and interprets student reading data. Additionally, she identifies trends, strengths, and areas of need in student reading achievement. Using this data she identifies practices and the SIP's literacy objectives. She designs and delivers reading-focused trainings. She collaborates with teachers, staff, and the leadership team in the SIP process. She ensures that teachers have access to high-quality, relevant reading instruction tools, and materials that support SIP goals. She provides one-on-one or small group mentoring for teachers. She assesses the effectiveness of reading programs and interventions. Furthermore, she provides feedback and recommendations based on data and observations to ensure the reading strategies implemented align with SIP goals and are producing desired outcomes. In</p>

Name	Position Title	Job Duties and Responsibilities
		conclusion, the Reading Coach's expertise and dedication ensures that literacy strategies within the SIP are not only current and research-based but also effectively implemented in classrooms. Their support fosters a culture of literacy and drives improvement in reading outcomes across the school.
Perez, Rebekah	School Counselor	School counselor plays a pivotal role in the educational system by providing support to students in various aspects of their academic and personal development. Ms. Perez assists students in setting academic goals. She develops and monitors individual student success plans and assists students in course and subject selection based on their academic goals and interests. She provides individual and small-group counseling for students with specific needs. She addresses personal, social, and/or academic concerns that students might be faced with. In addition, Ms. Perez offers crisis intervention and support to students in emergency situations. She takes the time to deliver classroom lessons on topics such as academic skills, personal/social development and bullying. She implements prevention and intervention programs to support student achievement. Furthermore, she collaborates with teachers, administrators, and parents to support student success. She collaborates with teachers to identify strategies to assist students academically and/or behaviorally. She works with parents to provide resources and strategies to support their child's education and well-being. As a member of the School Leadership Team (SLT), she collects and analyzes data to evaluate the effectiveness of her counseling programs. She utilizes the data to identify school needs and to improve and adjust the school counseling program. In closing, Ms. Perez's overarching goals remain consistent as an individual that supports students in their academic, personal, and social development.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Involving stakeholders in the School Improvement Plan (SIP) development process is crucial to ensuring that the plan is comprehensive, relevant, and addresses the genuine needs of the school community. Engaging diverse voices provides a richer understanding of the school's challenges and potential solutions. The first step taken is to inform committee representing various stakeholders, such as members of the school leadership team, teachers, parents, community leaders, and student representative. The committee will then utilize the 2023 Climate Surveys results from teachers, staff, parents, and students to gather input on perceived strengths, weaknesses, and areas for improvement and analyze the feedback to identify common themes and areas of concern that need to be addressed in the SIP. Additionally, data results from i-Ready, FAST PM3, and PowerBi is analyzed to identify areas of strengths and weaknesses. By involving stakeholders at every stage, the school ensures the SIP is truly reflective of the collective community's needs and aspirations. This inclusive approach not only makes

the plan more effective but also fosters ownership and commitment among stakeholders, which is crucial for successful implementation.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Regular monitoring of the School Improvement Plan (SIP) is essential to ascertain its effective implementation and to measure its impact on student achievement. A systematic process that allows for continuous reflection and adjustment is crucial, especially for addressing the needs of students with the most significant achievement gaps. The process begins with establishing a clear timeline for regular SIP reviews. The EESAC meets quarterly and checks the progress of the action steps, ensures deadlines are being met, and gauge the effectiveness of implemented strategies. During the School Leadership Team (SLT) meetings, academic performance data, attendance records, behavioral reports, formative assessment results, and any other relevant data is collected and reviewed to determine if the SIP is making a positive impact on student outcomes, especially for those with the highest achievement gaps. In addition, during monthly faculty meetings, feedback is solicited from teachers and staff regarding the SIP's implementation and its effects. This is to ensure that the perspectives of those directly impacted by the SIP are taken into account and to identify any unforeseen challenges or benefits.

The school leadership and members of the leadership team periodically visit classrooms to observe instructional practices and student engagement in order to visually assess the extent of SIP strategies implemented and its impact on classroom dynamics. Furthermore, the leadership team monitors the PowerBi dashboard to provide real-time tracking of key performance indicators. This allows immediate access to data and insights, facilitating quicker decisions and adjustments when needed. After each review period, school's leadership team meets to discuss the findings from monitoring activities to make informed decisions about the plan's continuation, alteration, or cessation of specific strategies. Based on monitoring results, prioritize which parts of the SIP that require adjustments and ensure resources are directed towards the most critical areas first. If any changes or adjustments are needed to be made to the SIP, the changes are communicated clearly to all stakeholders through EESAC, staff and faculty, and grade level meetings ensuring transparency in keeping everyone informed, aligned, and engaged. In conclusion, the regular monitoring and adaptive revision of the SIP are crucial for its success. By continuously measuring its impact and adjusting based on feedback and data, Dr. Rolando Espinosa K-8 Center can ensure that it's making meaningful progress towards closing the achievement gap and enhancing overall student performance.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	96%
2022-23 Economically Disadvantaged (FRL) Rate	41%
Charter School	No
RAISE School	Yes

ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: B 2018-19: B 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	7	8	3	7	14	8	20	13	33	113	
One or more suspensions	0	0	0	0	0	0	2	6	4	12	
Course failure in English Language Arts (ELA)	0	0	1	5	3	1	13	7	4	34	
Course failure in Math	0	5	0	5	9	1	33	19	22	94	
Level 1 on statewide ELA assessment	0	0	0	22	45	44	50	34	71	266	
Level 1 on statewide Math assessment	0	0	0	25	29	38	30	18	26	166	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	6	16	22	30	50	52	72	57	95	400	
	0	0	0	20	32	35	37	26	44	194	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	20	32	35	37	26	44	194

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	6	0	0	11	7	5	29
Students retained two or more times	0	0	0	1	0	0	0	2	0	3

Prior Year (2022-23) As Initially Reported (pre-populated)**The number of students by grade level that exhibited each early warning indicator:**

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	8	5	12	10	7	14	35	29	120	
One or more suspensions	0	0	0	0	0	0	0	18	12	30	
Course failure in ELA	0	0	2	1	4	0	5	22	17	51	
Course failure in Math	0	0	1	2	3	6	5	25	43	85	
Level 1 on statewide ELA assessment	0	0	0	5	31	39	42	45	58	220	
Level 1 on statewide Math assessment	0	0	0	3	32	30	47	48	41	201	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	4	21	37	40	55	57	81	295	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	0	1	5	26	25	41	52	64	214	

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	5	1	0	3	16	2	27
Students retained two or more times	0	0	0	0	0	0	0	7	1	8

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	7	8	3	7	14	8	20	13	33	113	
One or more suspensions	0	0	0	0	0	0	2	6	4	12	
Course failure in ELA	0	0	1	5	3	1	13	7	4	34	
Course failure in Math	0	5	0	5	9	1	33	19	22	94	
Level 1 on statewide ELA assessment	0	0	0	22	45	44	50	34	71	266	
Level 1 on statewide Math assessment	0	0	0	25	29	38	30	18	26	166	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	6	16	22	30	50	52	72	57	95	400	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	20	32	35	37	26	44	194

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	6	0	0	11	7	5	29
Students retained two or more times	0	0	0	1	0	0	0	2	0	3

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	53	61	53	53	62	55	46		
ELA Learning Gains				62			54		
ELA Lowest 25th Percentile				46			45		
Math Achievement*	65	63	55	56	51	42	43		
Math Learning Gains				76			50		
Math Lowest 25th Percentile				63			39		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	53	56	52	42	60	54	39		
Social Studies Achievement*	79	77	68	70	68	59	61		
Middle School Acceleration	73	75	70	78	61	51	72		
Graduation Rate		76	74		53	50			
College and Career Acceleration		73	53		78	70			
ELP Progress	59	62	55	67	75	70	58		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	435
Total Components for the Federal Index	7
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	613
Total Components for the Federal Index	10
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	32	Yes	4	
ELL	53			
AMI				
ASN				
BLK				
HSP	61			
MUL				
PAC				
WHT	77			
FRL	56			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	22	Yes	3	2
ELL	57			
AMI				
ASN				
BLK	59			
HSP	61			
MUL				
PAC				
WHT	61			
FRL	57			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	53			65			53	79	73			59
SWD	15			26			19	45			5	53
ELL	39			59			42	73	71		7	59
AMI												
ASN												
BLK												
HSP	51			64			51	80	71		7	59
MUL												
PAC												
WHT	82			86			64				3	
FRL	44			55			49	73	68		7	63

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	53	62	46	56	76	63	42	70	78			67
SWD	15	30	28	13	27	16	8	33				28
ELL	41	55	45	50	74	65	35	60	76			67
AMI												
ASN												
BLK	73			45								
HSP	52	61	46	57	76	62	43	70	77			67
MUL												
PAC												
WHT	70	78		57	79		20					
FRL	49	60	47	51	71	57	32	71	78			58

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	46	54	45	43	50	39	39	61	72			58
SWD	8	23	21	12	33	37	12					40
ELL	36	54	46	37	51	40	30	55	71			58

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN												
BLK												
HSP	46	53	44	42	49	38	37	61	70			57
MUL												
PAC												
WHT	59	71		61	72		64					
FRL	39	51	47	37	46	32	28	53	65			57

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	39%	56%	-17%	54%	-15%
07	2023 - Spring	45%	50%	-5%	47%	-2%
08	2023 - Spring	40%	51%	-11%	47%	-7%
04	2023 - Spring	35%	58%	-23%	58%	-23%
06	2023 - Spring	37%	50%	-13%	47%	-10%
03	2023 - Spring	40%	52%	-12%	50%	-10%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	50%	58%	-8%	54%	-4%
07	2023 - Spring	60%	48%	12%	48%	12%
03	2023 - Spring	43%	63%	-20%	59%	-16%
04	2023 - Spring	51%	64%	-13%	61%	-10%
08	2023 - Spring	73%	59%	14%	55%	18%
05	2023 - Spring	46%	58%	-12%	55%	-9%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	44%	40%	4%	44%	0%
05	2023 - Spring	33%	50%	-17%	51%	-18%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	95%	56%	39%	50%	45%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	52%	*	48%	*

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	91%	65%	26%	63%	28%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	71%	68%	3%	66%	5%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The 2023 Florida Assessment of Student Thinking (FAST) PM3 data reflected that ELA proficiency demonstrated the lowest performance, 53%. Even though the percentage of ELA proficiency level remained the same as compared to the 2023 FSA results, no growth occurred making it a data component to be addressed. When digging deeper and analyzing grade level data, the primary concern regarding the ELA proficiency was third grade. The contributing factor that impacted the performance of third grade students is tied to students falling behind due to learning loss experienced during the pandemic in the primary grades. Students in third grade experienced learning losses due to the shift to

remote learning, reduced instructional time, and the overall disruption caused by the pandemic. Attention will be given to establishing groups, creating schedules, increasing vocabulary skill set, with a focus on closing the achievement gap, and accelerating student reading achievement.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The 2023 FAST PM3 data component that demonstrated the greatest decline from the prior year includes ELA proficiency grade three. During the 2021-2022 school year, proficiency in ELA third grade was 69% while the 2022-2023 school year proficiency in ELA third grade was 54%, a 15-percentage point decrease. The contributing factor that impacted the performance of third grade students is tied to students falling behind due to learning loss experienced during the pandemic, especially in the primary grades where students are just beginning to build foundational skills. For third grade students, this meant struggling with reading and literacy development. By third grade, students transition from "learning to read" to "reading to learn." If they aren't proficient in reading by this point, it becomes harder for them to access content in other subjects, which can lead to broader academic struggles. The decline in ELA proficiency is a multifaceted problem that requires a comprehensive approach. With a combination of targeted interventions and ongoing progress monitoring, the learning loss experienced during the pandemic will be overcome and inadvertently increase student proficiency.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The 2023 FAST PM3 data component that demonstrated the greatest gap when comparing the state's average was Science. During the 2021-2022 school year, proficiency in Science was 46% while the state's average was 51%, a 5-percentage point decrease. Even though there is a gap when comparing the state's average to the school's average, the 2022 Science assessment results indicated that students in grade 5 demonstrated an increase from 41% to 46% when comparing the results of the 21-22 Science assessment results, a 5-percentage point increase. Attention will be given to the continued work on Science planning in a collaborative setting and individualized instructional delivery. In addition, action steps will be taken to improve Science achievement by utilizing the EduSmart program, with fidelity, for grade 5. Administration will ensure that teachers receive adequate training to utilize the EduSmart platform effectively, participate in learning walks during Science instruction, and teachers in grade 5 and will participate in collaborative planning to share best practices in preparation for the Science assessment in order to close the gap between state/school level. Science is best learned through hands-on activities and experiments. Therefore, time will be allocated to ensure students have ample opportunities to engage in active, inquiry-based learning. Closing the gap with the state average requires a multifaceted approach that combines effective curriculum planning, targeted interventions, and the smart use of technology. With dedication and strategic planning, these goals are attainable.

Which data component showed the most improvement? What new actions did your school take in this area?

The 2023 FAST PM3 data component that demonstrated the most improvement was Math proficiency. During the 2021-2022 school year proficiency in Math was 69% while the 2022-2023 school year proficiency in Math was 54%, a 16-percentage point increase. The 2023 FAST PM3 Math results indicated that students in grades 6-8 demonstrated a Math proficiency of 61% when comparing the results of the 21-22 FSA Math assessment results 51%, a 15-percentage point increase. Actions taken were mainly due to the recruitment of a new Math/Algebra teacher who worked collaboratively, effectively, and seamlessly with the existing Math department. The addition of the newly hired Math/Algebra teacher brought about a new perspective to the Math department, bringing innovative teaching methodologies, updated content knowledge, and a fresh burst of energy that invigorated the entire department. The collaboration between the new recruit and the current Math department teachers brought together a culture of shared expertise and collective responsibility. In addition to recruiting a new

teacher, the teachers focused on continuous professional development sessions where the teachers shared best practices, engaged in peer observations, and received feedback. Regular assessments to gauge student understanding and using that data to inform instruction were a potent strategy. Such positive shifts were crucial for student success and fostering a positive learning environment for all.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

The Early Warning Systems data highlights crucial areas of concern that have the potential to significantly impact students' academic performance and overall well-being. According to the Early Warning Systems data, two potential areas of concern are the number of students scoring a level 1 on FAST PM3 and students with 10 or more unexcused absences. Students with a Level 1 on the FAST PMs indicates that these students are potentially significantly behind their peers in reading skills. The data indicates that 121 students in grades 3 to 8 scored a Level 1 on the FAST PM3 and were identified with having 10 or more unexcused absences. These students, with the exception of ESOL students less than 2 years, will require Tier 3 intervention in grades 3-5 or intensive reading in grades 6-8. Reading proficiency is also a major factor on how students perform on other subjects that rely on reading skills. Regular attendance is critical for academic success. Multiple unexcused absences mean these students are missing vital instructional time. Beyond the academic concerns, frequent absences may also indicate other issues, including potential problems at home, health concerns, or social-emotional challenges. As indicated above, students who are not proficient in reading by third grade can face long-term academic challenges. By eighth grade, these deficiencies can become even more pronounced, making catching up much harder. Reading skills are not just crucial for ELA but also for subjects like Science, Social Studies, and even Math, where word problems and comprehension play a role. Students who struggle academically can face challenges in their self-esteem and motivation. Their struggles in school might also make them more susceptible to behavioral issues or disengagement. Chronic absenteeism, especially when unexcused, can be a red flag for broader issues. Focus will be given to intervention which will be individualized, intensive, and frequent to maximize impact. In order to address attendance, the leadership team will establish initiatives that encourage regular attendance. Some examples include recognition for good attendance. Addressing these concerns requires a collaborative effort that focuses on academic interventions and also the social-emotional well-being of the students.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

After reviewing all pertinent data, the highest priorities includes: (1) Focusing on early interventions, especially for students in grades 3. By targeting the foundational skills early on, students are better positioned to succeed in subsequent grades. (2) Dr. Rolando Espinosa has been identified as an ESSA school due to Students with Disability (SWD) not meeting the 41% threshold required by the state. As a form of intervention, Dr. Rolando Espinosa K-8 Center has incorporated inclusive practices that allow SWD students to learn alongside their peers in a general education classroom. (3) Student attendance is a foundational component of academic success. The Attendance Review Committee (ARC) will monitor attendance and identify students with frequent absences. Classes with 100% attendance for the month will be rewarded with incentives on a monthly basis. In addition, the ARC will be proactive in employing strategies that collectively will lead to improve attendance rates. (4) Differentiated Instruction (DI) is a teaching method utilized to meet the diverse needs of learners. Due to a shift in personnel, challenging issues were faced to maintain the efficacy of DI instruction with fidelity. As a result, with the collaborative efforts of the Reading Coach and Grade Level Chairperson, they will gather, review, and guide data analysis from various data sources to ensure the effectiveness of differentiated instructional groups, and instructional delivery guiding instructional planning, on a weekly basis, with each grade level to support differentiation. (5) Based on the FAST data and the criteria of the Reading Achievement Initiative for Scholastic Excellence (RAISE) program, identified that students in grades three - five (currently fourth - sixth graders) demonstrated 50 percent or more students scoring below Level 3 on the statewide, standardized ELA assessment. Emphasis will be given to the implementation of the Targeted Element of Standards-Based Collaborative Planning as it relates to ELA. Agendas, sign-in sheets, and meeting

minutes from collaborative grade level planning sessions will serve as evidence of the actions taken, information shared, and data reviewed to improve reading achievement.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Intervention**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2023 FAST PM3 data, 54% of 3rd grade students were proficient in ELA as compared to the state average of 50% and the district average of 53%. Based on the data and the identified contributing factors: third grade students fell behind due to the learning loss experienced during the pandemic, we will implement the Targeted Element of Intervention.

Measurable Outcome:

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

With the implementation of the Targeted Element of Intervention, 3rd grade students will increase ELA proficiency by 5 percentage points (for a total of 59%) as evidenced by the 2024 FAST PM3 results.

Monitoring:

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

The Administrative Team, along with the Reading Coach, will gather, review, and guide data analysis from various data sources to facilitate the creating of small groups, prioritize early identification, and guide grade level data-driven instructional planning, on a monthly basis, with each grade level to support interventions. Agenda, sign-in sheets, and meeting minutes from the grade level planning sessions will serve as evidence of the actions taken, information shared, and data reviewed.

Person responsible for monitoring outcome:

Estela Rodriguez (estela@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the Targeted Element of Intervention, Dr. Rolando Espinosa will focus on Evidence-based Intervention of: Intervention. Conducting interventions with fidelity will ensure that students are receiving the additional support needed to improve students' decoding, phonics and reading comprehension abilities.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Intervention is a strategy used to teach a new skill, build fluency in a skill, or encourage a child to apply an existing skill to new situations or settings.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

8/14 - The PLST will provide school-site Professional Development for teachers of Tier 2 and Tier 3 students to support the implementation of Interventions utilizing the Reading Horizons intervention

program. As a result, teachers will be able to implement the Reading Horizons intervention program with fidelity following the updated district guidelines and recommendations.

Person Responsible: Cristina Barros (cmbarrros@dadeschools.net)

By When: August 30, 2023

08/14 - 9/29 - The Reading Coach will participate in Grade Level Planning sessions for teachers of students in grades 3rd - 8th, on a weekly basis, to review pertinent data, discuss effective use of intervention strategies, and utilize i-Ready data to maximize instruction and revisit small groups for interventions. As a result, teachers will revisit Tiers of instruction and adjust small groups based on the data provided from i-Ready AP1 results and plan instruction accordingly.

Person Responsible: Allison Faehnle (afaehnle@dadeschools.net)

By When: August 29, 2023 - September 26, 2023

08/14 - 9/29 - Administration will monitor grade level planning sessions by reviewing meeting minutes to ensure collaborative conversations are occurring, effective resources are being utilized, and data-driven interventions and lesson planning are focusing on learning gains and student progress. As a result, teachers will create lesson plans that focus on data findings and student progress.

Person Responsible: Estela Rodriguez (estela@dadeschools.net)

By When: August 22, 2023 - September 28, 2023

#2. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2023 FAST PM3 data, 14% of Students with Disabilities were proficient in ELA, demonstrating the ESSA subgroup SWD scored below the 41% threshold according to the Federal Index Threshold. Based on the data and the identified contributing factor of: high number of SWD students 2 or 3 years below grade level, we will implement the Targeted Element of Collaborative Data Chats.

Measurable Outcome:

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

With the implementation of the Targeted Element of Collaborative Data Chats, SWD students will increase ELA proficiency by 10 percentage points (for a total of 24%) as evidenced by the 2024 FAST PM3 results.

Monitoring:

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

The Leadership Team, along with the Reading Coach, will conduct monthly data chats, review, and guide data analysis from various data sources to drive future instruction regarding the SWD population. The Reading Coach will guide grade level data-driven instructional planning, on a monthly basis, with each grade level to support differentiated instruction and interventions targeting SWD in particular. Agenda, sign-in sheets, and meeting minutes from the grade level planning sessions will serve as evidence of the actions taken, information shared, and data reviewed.

Person responsible for monitoring outcome:

Allison Faehnle (afaehnle@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the Targeted Element of Differentiation, Dr. Rolando Espinosa will focus on the Evidence-based Intervention of: Collaborative Data Chats. Conducting collaborative data chats on a monthly basis, with fidelity, will set forth expectations and practices for teachers to develop flexible learning environments and learning spaces to accommodate individual learning differences. The teachers will collaborate with Special Education teachers to discuss data, review data trends, and identify individual needs to guide the development of inclusionary practices and interventions.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

08/14-The PLST will provide professional development on the benefits of the Least Restrictive Environment (LRE) guiding educational practices to support teachers in the implementation of best practices for inclusive education. As a result, teachers will be able to eliminate the achievement gap while accelerating students to meet their full potential and various learning styles within a general education classroom setting.

Person Responsible: Cristina Barros (cmbarrros@dadeschools.net)

By When: August 15, 2023

08/14 - 9/29 - Administration will monitor grade level planning sessions by reviewing meeting minutes to ensure collaborative conversations are occurring, effective resources are being utilized, and data-driven interventions and lesson planning are focusing on SWD progress and gains. As a result, teachers will create lesson plans focusing on targeted data points and student progress.

Person Responsible: Estela Rodriguez (estela@dadeschools.net)

By When: September 29, 2023

08/14 - 09/29 - Teachers will be given the opportunity to conduct "Learning Walks" where time will be allotted for observing teachers conducting effective interventions with students. The teachers will be scheduled to observe two different classrooms. Once observations are complete, the teacher will debrief the findings with the observed teacher and ask questions as needed. As a result, teachers will gain a better understanding on how to implement intervention in their classrooms.

Person Responsible: Estela Rodriguez (estela@dadeschools.net)

By When: September 12, 2023

#3. Instructional Practice specifically relating to Differentiation**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2023 FAST PM3 data, 53% of students in grades 3rd - 8th were proficient in ELA as compared to the state average of 51% and district average of 53%. Based on the data and the identified contributing factor of: not monitoring, with fidelity, the effectiveness of differentiated instructional groups due to shifts in personnel, we will implement the Targeted Element of Differentiation.

Measurable Outcome:

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

With the implementation of the Targeted Element of Differentiation, students in grades 3 - 8 will increase ELA proficiency by 5 percentage points (for a total of 58%) as evidenced by the 2024 FAST PM3 results.

Monitoring:

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

The Administrative Team, along with the Reading Coach, will gather, review, and guide data analysis from various data sources to ensure the effectiveness of differentiated instructional groups, and instructional delivery guiding grade level data-driven instructional planning, on a weekly basis, with each grade level to support differentiation. Agendas, sign-in sheets, and meeting minutes from the grade level planning sessions will serve as evidence of the actions taken, information shared, and data reviewed.

Person responsible for monitoring outcome:

Estela Rodriguez (estela@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the Targeted Element of Intervention, Dr. Rolando Espinosa will focus on Evidence-based Intervention of: Differentiation. Monitoring the delivery of differentiated instruction, on a weekly basis, will ensure that students are acquiring content, receiving the additional support needed, and provided with different avenues to learning.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

08/14 - The PLST will provide professional development on utilizing Differentiated Instruction and managing Small Group Instruction to support teachers as they target ELA instruction in a meaningful and consistent manner. As a result, teachers will be able to develop data-driven Differentiated Instruction and target Small Group Instruction to meet the various learning styles of the students.

Person Responsible: Cristina Barros (cmbarras@dadeschools.net)

By When: August 15, 2023

08/14 - 09/29 - Administration will continue to provide allotted time for teachers to participate in grade level ELA specific data chats to analyze various data sources and reconfigure small groups for instruction, on a weekly basis. As a result, planning sessions will continue to be held, weekly, to ensure collaboration and effective preparation for ELA data-driven lessons.

Person Responsible: Estela Rodriguez (estela@dadeschools.net)

By When: August 21, 2023

08/14 - 09/29 - Administration will continue providing teachers the opportunity to conduct "Learning Walks" but more specifically to T2 and T3 teachers. T2 and T3 teachers will observe model classrooms during differentiated instruction. As a result, T2 and T3 teachers will gain a better understanding on how to implement Differentiated Instruction in their classrooms effectively.

Person Responsible: Estela Rodriguez (estela@dadeschools.net)

By When: September 12, 2023 & September 26, 2023

#4. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2023 SIP Attendance and Early Warning Indicators (EWI) results on PowerBi, 73% of students were absent 10 or more days during the school year as compared to the district average of 70%. Based on the data and the identified contributing factor: high number of students with unexcused absence over 10 days or more, we will implement the Targeted Element of Early Warning Signs.

Measurable Outcome:

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

With the implementation of the Targeted Element of Early Warning Signs, students in grades K-8 will improve the number of unexcused absences by 10 percentage points (for a total of 63%) as evidenced by the 2024 SIP Attendance and Early Warning Indicators (EWI) results on PowerBi.

Monitoring:

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

The Attendance Review Committee (ARC), along with the Assistant Principal, conducts ARC meetings on a monthly basis. During the meetings, the members will review students' absences, academics, and how the student's grades are being affected by the absences. When a student has 3 consecutive absences, the teacher will write a SCM documenting the student's absences. Teachers will monitor students' absences, daily. The teacher will call home and find out why the student is absent from school after three consecutive days. When the student reaches 5 consecutive absences, a SCM will be completed and given to the counselor, she documents the intervention provided. The counselor also requests a home visit from the social worker and assigns the CIS to call home again. When the student reaches 7 consecutive absences, the Attendance Review Committee along with the Assistant Principal conducts an ARC meeting with the parents and discusses the student's absences, academics and how the student's grades are being affected by the absences.

Person responsible for monitoring outcome:

Rebekah Perez (r.perez@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the Targeted Element of Intervention, Dr. Rolando Espinosa will focus on Evidence-based Intervention of: Attendance Initiatives. Conducting monthly ARC meetings with fidelity will ensure the monitoring of student absences and decrease the overall number of student absences. This initiative will involve close monitoring and reporting, on a daily basis.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

08/14 - 09/29 - In order to monitor Student Attendance, the ARC, along with the Administrative Team, will track attendance on a daily basis utilizing the Attendance Bulletin. As a result, administration will be able to establish a pattern among student attendance and establish protocols as needed.

Person Responsible: Estela Rodriguez (estela@dadeschools.net)

By When: August 17, 2023 - September 29, 2023

08/14 - 09/29 - The Attendance Review Committee (ARC) will conduct scheduled meetings to hold conversations with students to discuss absenteeism and if there is assistance needed with attendance in an effort to address patterns of concerns. As a result, targeted students will improve attendance and receive support as needed.

Person Responsible: Estela Rodriguez (estela@dadeschools.net)

By When: August 28, 2023 - September 29, 2023

08/14 - 09/29 - Administration will offer incentives for those homeroom classrooms K-2, 3-5, and 6-8 with 100% attendance for the month. As a result, teachers will motivate students within a grade group to be present on a daily basis.

Person Responsible: Rebekah Perez (r.perez@dadeschools.net)

By When: 08/31/23 & 09/29/23

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The process to review school improvement funding allocations and ensure resources are allocated based on the needs of Dr. Rolando Espinosa K-8 Center are analyzing student performance, conducting surveys with all stakeholders involved, and getting feedback from parents and community stakeholders. Once that need has been identified, the school leadership team, in collaboration with the teachers and staff, will set priorities for improvement. The school leadership team will plan estimated costs associated with each improvement initiative. Overall, the process to review school improvement funding allocations ensures resources are allocated based on needs and requires a collaborative approach involving school leadership, EESAC, teachers, staff and the community.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

According to the 2023 Star Early Literacy Assessment PM3 data, 39% of students in kindergarten (current first graders) scored below the 40th percentile. Data from the 2022-2023 Star Reading Assessment (PM3) indicated 47% of students in first grade (current second graders) scored below the 40th percentile. Data from the 2022-2023 Star Reading Assessment (PM3) indicated 49% of students in second grade (current third graders) scored below the 40th percentile. Based on the data, even though students in grades K-2 scored 50% or above level and were on track to pass the statewide ELA assessment, we will implement the Targeted Element of Standards-Based Collaborative Planning as it relates to ELA.

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

According to the 2023 FAST PM3 data, 52% of students in third grade (current fourth graders) scored below Level 3. Data from the 2023 FAST PM3 Assessment indicated 61% of students in fourth grade (current fifth graders) scored below Level 3. Data from the 2023 FAST PM3 Assessment indicated 55% of the students in fifth grade (current sixth graders) scored below Level 3. Based on the data and the identified contributing factor of students in grades three - five (currently fourth - sixth graders) had 50 percent or more students scoring below Level 3 on the statewide, standardized ELA assessment, we will implement the Targeted Element of Standards-Based Collaborative Planning as it relates to ELA.

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 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 Measurable Outcomes

With the implementation of the Targeted Element of Standards-Based Collaborative Planning as it relates to ELA.

Kindergarten - second grade (current first - third graders) students will increase ELA proficiency by 5 percentage points (for a total of 68%) as evidenced by the 2024 Star Literacy/Reading Assessment.

Grades 3-5 Measurable Outcomes

With the implementation of the Targeted Element of Standards-Based Collaborative Planning as it relates to ELA., third - fifth grade (current fourth - sixth graders) students will increase ELA proficiency by 5 percentage points (for a total of 68%) as evidenced by the 2024 FAST Reading Assessment.

Monitoring

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 impact student achievement outcomes.

Grades K-2: The Administrative Team, along with the Reading Coach, will continue to gather, review, and guide data analysis to ensure the effectiveness of Standards-Based Collaborative Planning. Standards-Based Collaborative Planning will be implemented by teachers sharing best practices during grade level planning and engaging in professional discussions guiding instructional delivery and data-driven strategies. The Reading Coach will participate in the Standards-Based Collaborative Planning sessions and provide constructive feedback, on a weekly basis, to support teachers. Agendas, sign-in sheets, and meeting minutes from the grade level planning sessions will serve as evidence of the actions taken, information shared, and data reviewed.

Grades 3-5: The Administrative Team, along with the Reading Coach, will gather, review, and guide data analysis from various data sources to ensure the effectiveness of Standards-Based Collaborative Planning, and instructional delivery guiding grade level data-driven instructional planning, on a weekly basis, with each grade level to support differentiation. Agendas, sign-in sheets, and meeting minutes from the grade level planning sessions will serve as evidence of the actions taken, information shared, and data reviewed.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Faehnle, Allison, afaehnle@dadeschools.net

Evidence-based Practices/Programs

Description:

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. §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 Element of ELA, Dr. Rolando Espinosa will focus on Evidence-based Intervention of Standards-Based Collaborative Planning as it relates to ELA. Conducting Standard-Based Collaborative Planning sessions include, but not limited to, providing collaborative planning opportunities for teachers (K-5) to dive deep into the B.E.S.T. Standards and address needs and priorities based on student data. Walkthroughs, observations, instructional rounds, and learning walks will serve as instrumental avenues in supporting the intended outcome and ensuring standard-aligned lesson quality is evident. The Reading Coach, along with administration, will ensure students are receiving targeted instruction and that academic/enrichment needs are being met based on the collaborative efforts of the teachers.

Rationale:

Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

Standards-Based Collaborative Planning refers to any period of time that is scheduled during the school day for multiple teachers, or teams of teachers, to work together. Its primary purpose is to bring teachers together to learn from one another and collaborate on projects that will lead to improvements in standards-aligned lesson quality, instructional effectiveness, and student achievement. Standards-Based lessons should include detailed objectives, activities and assessments that evaluate students on the aligned standards-based content. Collaborative Planning improves collaboration among teachers and promotes learning, insights, and constructive feedback that occur during professional discussions among teachers. Standards-Based lessons, units, materials, and resources are improved when teachers work on them collaboratively.

Action Steps to Implement

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>08/14 - 09/29 - This action step is designed to provide a comprehensive approach to addressing early literacy needs (K-5), ensuring that students receive targeted support and instruction required for success. The Literacy Leadership Team (LLT) includes teachers, intervention specialists (T2,T3), Reading Coach, Media Specialist, ESOL Chairperson, ESE Chairperson, and administrators. The team will review literacy assessment data including topic assessments, etc. and develop strategies to target areas of need. Administration will schedule regular monthly meetings for the LLT, develop a shared vision for literacy improvement, and set clear goals and outcomes. The LLT will develop literacy goals, based on assessment results and other relevant data to track progress. Beyond the progress monitoring assessments, regular formative assessments will be conducted to monitor progress. The Reading Coach will conduct monthly and quarterly coaching cycles, followed by data review sessions to identify areas of concern and adjust instruction accordingly. For students performing below the desired growth target, more in-depth diagnostic assessments will be used to identify specific areas of need. Regular Professional Development sessions will focus on the latest research and best practices in early literacy instruction. In addition, administration will establish grade-level collaborative planning sessions, in addition to grade level meetings, where teachers can review student data and discuss instructional strategies. As a result, teachers will create lesson plans focusing on student data results and student progress.</p>	<p>Rodriguez, Estela, estela@dadeschools.net</p>
<p>08/14 - 09/29 - The Reading Coach will work one-on-one with teachers, in grades K-8, to model best practices, discuss best practices, and provide feedback. The Reading Coach will schedule regular classroom visits, hold post-lesson reflection sessions with teachers, and document progress to ensure teaching strategies align with literacy goals. Teachers will have the opportunity to observe their peers and provide constructive feedback, fostering a collaborative learning environment. Furthermore, the Reading Coach will organize monthly peer observation schedules and post-observation debriefs encouraging continuous feedback and learning among teachers. She will provide professional development opportunities on creating Standards-Based lessons including detailed objectives, activities and assessments that evaluate students on the aligned standards-based content. As a result, planning sessions will continue to be held weekly, to ensure collaboration and effective preparation of ELA data-driven lessons.</p>	<p>Faehnle, Allison, afaehnle@dadeschools.net</p>
<p>8/14 - 09/29 - The PLST will conduct regular Professional Development sessions for teachers, grades K-8) that focus on the latest research and best practices in literacy instruction. The PLST Liaison will schedule at least one Professional Development session per quarter, bringing in literacy experts targeting standard-based aligned instructional strategies. Administration will establish grade-level collaborative sessions where teachers can collaboratively plan, review student work, review pertinent data, and discuss instructional strategies. Furthermore, administration will organize bi-weekly learning community meetings, with clear agendas and goals for each session to be detailed and focused on continuous improvement in literacy instruction. As a results, teachers will gain insight on and put in practice standard-based aligned instructional strategies that can be utilized throughout literacy instruction.</p>	<p>Barros, Cristina, cmbarros@dadeschools.net</p>

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Instructional Practice: Intervention	\$0.00
2	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
3	III.B.	Area of Focus: Instructional Practice: Differentiation	\$0.00
4	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes