Miami-Dade County Public Schools

Royal Green Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Royal Green Elementary School

13047 SW 47TH ST, Miami, FL 33175

http://rges.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.

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

Provide the school's vision statement.

Royal Green Elementary School's vision is to educate all students to the highest levels of academic achievement, to enable them to reach and expand their potential, and to prepare them to become productive, responsible, ethical, creative and compassionate members of society.

School Leadership Team, 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
Diaz, Carlos	Principal	The role of the principal is to convene Leadership Team meetings and oversee that all aspects/components of the School Improvement Plan are being carried out with fidelity. He conducts walkthroughs and provides instructional personnel with corrective feedback. The principal's role is also to provide strategic direction for teachers and staff and oversee the daily activities and operations within the school. The Principal's job is also to build a positive and professional school culture and learning environment.
	Assistant Principal	As the principal's designee, the assistant principal ensures the following implementations and compliance of state testing, ESE Monitoring , ESOL Compliance and oversees grade level chairs, the Title 1 Program, and master scheduling. She participates in the School Improvement Plan (SIP), leading the School Leadership Team (SLT) through data analysis, reflection, action step development, monitoring, and the implementation process. She conducts walkthroughs and provides instructional personnel with corrective feedback. The Assistant Principal's job is also to build a positive and professional school culture and learning environment. She also collaborates with parents and teachers in promoting students' academic progress and is a member of the MTSS team. The MTSS is an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. The assistant principal, along with the counselor, support teachers in the use evidence-based instruction and interventions, progress monitoring, and evaluation (as delineated on the SIP) to make informed decisions about students' educational needs.
Carreno, Nancy	School Counselor	The guidance counselor develops, implements and manages the school's guidance programs. This includes working with students in individual, small group and classroom settings, as well as, assisting students with creating an academic plan for their education. In addition, the guidance counselor collaborates with parents and teachers in promoting students' academic progress. The counselor is a member of the MTSS team. The MTSS is an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. The counselor, along with the assistant principal, support teachers in the use evidence-based instruction and interventions, progress monitoring, and evaluation (as delineated on the SIP) to make informed decisions about students' educational needs.
Cruz, Ady	Instructional Coach	The instructional coach works alongside teachers to provide support and guidance in establishing best practices in teaching. The teacher promotes a vision of creating alignment of curriculum, instruction, assessment, and standard. She focuses on data and maintains a culture of continuous learning.
Prieto, Liliana	SAC Member	The EESAC is the sole body responsible for final decision-making at the school relating to implementation of the provision of the state system of improvement and accountability. The EESAC's additional responsibilities

Name	Position Title	Job Duties and Responsibilities
		include the following: To assist in the preparation and evaluation of the School Improvement Plan (SIP) required from each school. To assist in the preparation of the school's annual budget. To recommend waivers or changes to Florida Statute, Florida Board of Education Rules, School Board Rules and labor contract provisions.
Garcia, Alejandro	Teacher, K-12	As the English for Speakers of Other Languages (ESOL) teacher, Mr. Garcia assists classroom teachers to deliver instruction through the use of ESOL strategies, advocates for ESOL students and families, advises teachers, and keeps schools in compliance with state/federal mandates.

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.

• During Phase I (Jul 10-Aug 11) of the SIP development process, the School Leadership Team (SLT) participates in a strategic planning course to initiate the yearlong School Improvement Process. During MDCPS's Synergy Summer Institute, the SLT analyzes a comprehensive set of quantitative and qualitative data within the areas of School Culture and Academic Programs from the previous school year.
• The SLT selects the Areas of Focus that are aligned to the specific data points, analyzes the possible solutions to determine a targeted element, and writes an Area of Focus and Rationale and Identify an Evidence-based Intervention that will help to drive each targeted element.
• At the opening of the school's faculty meeting, the SIP is presented to all staff and feedback is gathered.
• During Phase II (Aug 14-Sep29) , our region reviews the SIP and Educational Excellence School Advisory
Councils (EESAC) comprised of teachers, parents, students and members of the community, reviews, provides recommendations, and gives the final approval of the SIP.
• SIP is posted and made available to all stakeholders on the school's website https://royalgreenelementary.net/title-i/, the school's main office , and the school's Parent Resource Center.
• During Phase III (Oct2-Oct 13) the school conducts an Impact Review to examine the implementation of the Areas of Focus within SIP and the components of the Framework of Effective Instruction, specifically Instructional Planning and Instructional Delivery. The School Leadership Team conducts a walkthrough to provide feedback on observable behaviors and characteristics. The team then collaborates to identify the next steps that will address the current needs of the school for goal attainment.
• Based on the findings from Phase II - Implementation Plan 1 Systems Review and Data Reflection, members from the School Leadership Team (SLT) then develops and inputs Action Steps that build upon the success of Plan 1.
• Provide ongoing feedback to all stakeholders (SLT, EESAC, and faculty and staff).
A faculty meeting is then scheduled to share the outcome of the Impact Review.
• Ongoing feedback to all stakeholders (SLT, EESAC, and faculty and staff) is provided.

• In addition, the EESAC receives regular reports on the implementation of the School Improvement Plan, including the progress related to implementation of the strategies and the results of benchmark assessments.

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))

• The SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards the following ways:
• The School Leadership Team (SLT) will continuously review data derived from several data points to ensure the effective implementation and impact of the SIP.
• The SLT will be conduct will data analysis after Progress Monitoring 1 and 2 period to adjust groups based on student needs and monitor progress. Adjustment to the SIP will be made accordingly.
• The administrators will conduct weekly classroom walk-throughs to monitor the progress of the implementation of the evidence-based strategies reflected in the SIP.
• The MTSS team will use the Problem-Solving Framework to identify, develop, implement, and evaluate strategies to accelerate the performance of ALL students but particularly of students in the L25.
• The MTSS team will provide recommendations to the SLT of regarding focus areas or evidence-based intervention to be considered to foster student achievement.
• During Phase III (Oct.2-Oct 13) the school will conduct an Impact Review to examine the implementation of the Areas of Focus within SIP and the components of the Framework of Effective Instruction, specifically Instructional Planning and Instructional Delivery. The School Leadership Team will conduct a walkthrough to provide feedback on observable behaviors and characteristics. The team will then collaborate to identify the next steps that will address the current needs of the school for goal attainment.

Demographic Data	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	99%
2022-23 Economically Disadvantaged (FRL) Rate	90%
Charter School	No
RAISE School	No
2021-22 ESSA Identification	N/A
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) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History	2021-22: B 2019-20: A

	2018-19: A
	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	5	4	1	3	3	1	0	0	0	17
One or more suspensions	2	0	2	2	1	2	0	0	0	9
Course failure in English Language Arts (ELA)	0	2	3	3	2	0	0	0	0	10
Course failure in Math	0	2	1	2	7	3	0	0	0	15
Level 1 on statewide ELA assessment	0	0	0	22	15	19	0	0	0	56
Level 1 on statewide Math assessment	0	0	0	17	17	23	0	0	0	57
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	8	11	16	27	18	28	0	0	0	108

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	2	2	17	15	21	0	0	0	57

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	1	4	2	1	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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	2	1	4	0	1	0	0	0	8
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	6	6	2	3	0	0	0	18
Course failure in Math	0	1	2	4	1	5	0	0	0	13
Level 1 on statewide ELA assessment	0	0	0	6	6	12	0	0	0	24
Level 1 on statewide Math assessment	0	0	0	5	4	14	0	0	0	23
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	6	7	0	0	0	0	0	16

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	7	15	32	13	35	0	0	0	102

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	4	3	6	6	0	0	0	0	0	19
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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	0	2	1	4	0	1	0	0	0	8
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	6	6	2	3	0	0	0	18
Course failure in Math	0	1	2	4	1	5	0	0	0	13
Level 1 on statewide ELA assessment	0	0	0	6	6	12	0	0	0	24
Level 1 on statewide Math assessment	0	0	0	5	4	14	0	0	0	23
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	6	7	0	0	0	0	0	16

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	7	15	32	13	35	0	0	0	102

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	4	3	6	6	0	0	0	0	0	19
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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	2022			2019		
	School	District	State	School	District	State
ELA Achievement*	69	62	56	71	62	57
ELA Learning Gains	69	69	61	69	62	58
ELA Lowest 25th Percentile	63	60	52	59	58	53
Math Achievement*	60	64	60	70	69	63
Math Learning Gains	53	71	64	81	66	62
Math Lowest 25th Percentile	45	66	55	67	55	51
Science Achievement*	39	53	51	55	55	53
Social Studies Achievement*		0	50		0	
Middle School Acceleration						
Graduation Rate						
College and Career Acceleration						
ELP Progress	74			74		

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)	N/A
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	472
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

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	44			
ELL	57			
AMI				
ASN				
BLK				
HSP	59			
MUL				
PAC				
WHT				
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)

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	69	69	63	60	53	45	39					74

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
SWD	28	57	63	32	52	41	20					57
ELL	68	70	62	59	47	48	28					74
AMI												
ASN												
BLK												
HSP	69	68	62	60	53	46	40					74
MUL												
PAC												
WHT												
FRL	68	69	60	59	52	41	36					74

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	63	47	65	48	32	44	28					66
SWD	33	60		28	47		8					50
ELL	61	51	64	47	31	36	18					66
AMI												
ASN												
BLK												
HSP	64	47	67	49	33	50	29					66
MUL												
PAC												
WHT												
FRL	62	48	63	47	32	44	28					64

2018-19 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 2017-18	C & C Accel 2017-18	ELP Progress
All Students	71	69	59	70	81	67	55					74
SWD	41	43	33	38	58	38	28					64
ELL	68	68	63	68	81	77	51					74
AMI												

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	ELP Progress
ASN												
BLK												
HSP	71	70	61	70	81	67	54					74
MUL												
PAC												
WHT												
FRL	69	70	59	70	82	68	53					74

(Table heading: 2018-19 ACCOUNTABILITY COMPONENTS BY SUBGROUPS)

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	64%	56%	8%	54%	10%
04	2023 - Spring	67%	58%	9%	58%	9%
03	2023 - Spring	56%	52%	4%	50%	6%

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	51%	63%	-12%	59%	-8%
04	2023 - Spring	58%	64%	-6%	61%	-3%
05	2023 - Spring	68%	58%	10%	55%	13%

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	59%	50%	9%	51%	8%

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 data component showing the lowest performance was Third Grade Math (Raw 51% Clean 65% proficiency)
• Factors contributing to this decline include:
• 21% of the students tested were ELL students with DEUS date less than a year.
• All Ell students with DEUS date less than a year scored below proficiency.
• 21% of students tested (15/70) were SWD. 33 % of these students with disabilities scored below proficiency (5/15)
• Math differentiation of instruction was not implemented with fidelity due to time constraints.
• Extended learning opportunities (before and after school) were limited throughout the school year.
• Only17% of third graders were on grade level in math as evidenced by FAST PM1 and 35% on FAST PM2
• Trends: There has been a decline in the percent of students meeting standards in Fractional Reasoning Performances in the past three years.

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

The data component showing the greatest decline from prior year was Third Grade Math .
The percent of students scoring 3 or above in 2022 was 69% and 51% in 2023 (Raw scores)
Factors contributing to this decline include:
• 21% of students tested were ELL students with DEUS date less than a year
• 21% of students tested (15/70) were SWD. Only 40 % of the students with disabilities scored high standards (6/15)
• Math differentiation of instruction was not implemented with fidelity due to time constraints
• Extended learning opportunities for math (before and after school) was limited through out the school year.
• Intervention efforts were placed more in Reading

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 data component with the greatest gap when compared to the state average was third grade Math.
• The school's average scale score was 297 compared to 300, the state's average scale score
• 51% (Raw scores) of the school's third graders scored a level 3 or above compared to the state's score of 59%
• When compared to the state, the greatest gap was in Reporting Category Fractional Reasoning.
As evidenced by the performance distribution of this Reporting Category Fractional Reasoning, the state demonstrated "above the proficiency standard" in 4 out of the 5 benchmarks while the school demonstrated "above the proficiency standard" in none of the tested benchmarks.

The factors that contributed to this gap include:
• 44% of the students who scored below proficiency were ELL students with DEUS date less than a year.
• Student's lack of conceptual understanding of fractions.
• Extended learning opportunities (before and after school) were limited throughout the school year.
• Only 17% of third graders were on grade level in math as evidenced by FAST PM1 and 35% on FAST PM2

• Trends: There has been a decline in the percent of students meeting standards in Fractional Reasoning Performances in the past three years

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

The data that showed the most improvement was Fifth grade Math. There was a 39-percentage point gain in the amount of students scoring proficiency. 2022 (29%) 2023 (68%)
Actions taken by school to improve fifth grade math included:

• Experienced math teacher was assigned to 5th grade.
• Common planning time was provided to 5th grade math teachers.
• 5th grade teachers were provided opportunities to deliver intervention to 5th graders before and after school.
• Supplemental programs such as iXl to provide additional math support to students was implemented in 5th grade.
• Topic assessments during quarter 3 and 4 were administered to monitor students' progress and deliver focused lessons.
• Performance Matters platform was used to monitor student progress and deliver data-driven instruction.

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

Areas of concern include:
• Number of students entering school in the intermediate grades who lack math foundational skills
• Number of SWD students not meeting standards in math
• Lack of extended day learning opportunities to provide math remediation
• Time constraints to provide math intervention

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

• Based on current student data, there continues to be a need to increase the percent of student achievement
in the area of math particularly in third grade Reporting Category Fractional Reasoning
• There is a need to provide Math intervention and extended day opportunities to students specifically in grades 3-5
• There is a need to increase the percent of ELL students meeting proficiency in Math
• There is a need to increase the percent of SWD students meeting proficiency in Math
•There is a need to continue monitoring student Math progress through the use of Performance Matters platform.

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 Math

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, 51% of 3rd grade students were proficient in Math as compared to the state average of 59% and district average of 63%. In addition, 58% of 4th grade students were proficient in Math as compared to the state average of 61% and district average of 64%. Based on the data and the identified contributing factors of: high numbers of ELL students with DEUS date less than a year, lack of differentiation of instruction in math and student readiness levels in Math, we will implement the Targeted Element of Math and the evidence-based intervention Data- Driven Instruction.

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

If we successfully focus in the area of Math and implement the evidence based- intervention of Data Driven Instruction, the percent of students in grades 3 through 5 scoring proficiency in Math will increase a minimum of five percentage points as evidenced by the 2024 State Assessments data for proficiency.

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

Administrators will conduct data chats and classroom walk-throughs to ensure teachers are adjusting instruction based on assessment results. Administrators will provide feedback to teachers individually and to collaborative teams, as needed, to ensure continuous improvement. The MTSS team will review Performance Matters and Grade book data regularly to assist teachers in delivering instruction to target students not meeting proficiency in math.

Person responsible for monitoring outcome:

[no one identified]

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.)

The evidence-based strategy to be implemented is Data Driven Instruction. Data-Driven Instruction is an educational approach that relies on the teacher's use of student performance data to inform instructional planning and delivery. This systematic approach of instruction uses assessment, analysis, and actions to meet students' needs.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Data- Driven Instruction will help teachers adjust whole-group instruction to meet the broad needs of the entire class, strategically group learners to differentiate instruction based on shared needs, and create individual learning pathways to support the unique needs of each student. This evidence- based strategy will also support acceleration of learning gains of our L25s. The Leadership Team will meet regularly to discuss best practices, review data, and discus DI opportunities and their effectiveness. Teachers will make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

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.

The Assistant principal will provide teachers with their students' data so that they may identify students in the L25 Math. Teachers will use data to drive instruction, form small groups and differentiate instruction.

Person Responsible: [no one identified]

By When: 8/16/23 August 14 - September 29

Administration will assist teachers in the administration of MDCPS Math Topic Assessments using the Performance Matters platform to make informed decisions targeting student need.

Person Responsible: [no one identified]

By When: August 14 - September 29

Teachers will use online resources such as i-Ready and Reflex Math to increase student achievement. Teachers will use data from these resources to drive instruction, differentiate instruction, and create small groups.

Person Responsible: [no one identified]

By When: August 14 - September 29

The Leadership Team will conduct quarterly grade level data chats to discuss strengths and weaknesses, and assist with resources to increase student achievement in the areas of need.

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

By When: August 14 - September 29

#2. Instructional Practice specifically relating to Science

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 Statewide Science Assessment data, 59% of 5th grade students were proficient in Science as compared to the state average of 51% and district average of 50%. When comparing the percent of students meeting proficiency on the 2022 Statewide Science Assessment compared to the 2023 Statewide Science Assessment, there was an increase of 24 percentage points. Based on the data and the identified contributing factors that led to the increase of the percent of students meeting proficiency in Science, we will implement the Targeted Element of Science and evidence-based strategy Hands on Learning.

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

If we successfully implement the Targeted Element of Science , then the percentage of 5th grade students meeting proficiency in the 2024 Statewide Science Assessment will increase by at least 5 percentage points.

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

The administrators will conduct classroom walkthroughs and monitor the implementation of Student-Centered Learning activities.

Person responsible for monitoring outcome:

Carlos Diaz (pr4741@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.)

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

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

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

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.

5th grade Science teachers will administer the Science Baseline Benchmark Assessments (BBA) to make instructional decisions about strengths and needs, determine flexible groupings, and differentiate instruction.

Person Responsible: [no one identified]

By When: August 14 - September 29

Science Liaison and Assistant principal will assist teachers in the implementation of science notebooks/journals in which students may write in their own words what they are learning, use science terms and vocabulary, and record observations and make predictions from essential lab work.

Person Responsible: [no one identified]

By When: August 14 - September 29

Assistant principal will provide teachers copies of Journal Tabs created by MDCPS to promote the development of science vocabulary and concepts.

Person Responsible: [no one identified]

By When: August 14 - September 29

Science teachers in grades K-5 will conduct Essential Labs as recommended by MDCPS Pacing Guides to provide opportunities for our students to learn about the natural world through discoveries and rigorous and relevant activities.

Person Responsible: [no one identified]

By When: August 14 - September 29

#3. Instructional Practice specifically relating to ELA

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, 56% of 3rd grade students were proficient in Reading as compared to the state average of 50% and district average of 63% ; 67% of 4th grade students were proficient in Reading as compared to the state average of 58% and district average of 58%. In addition, 64% of 5th grade students were proficient in Reading as compared to the state average of 54% and district average of 56%. Based on the data and the identified contributing factors of: high numbers Level 1 and 2 ESOL students and student readiness levels limit abilities to master grade level tasks, 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.

If we successfully focus in the area of Reading and implement the evidence based- intervention of differentiation, then the percent of students scoring proficiency in ELA will increase a minimum of five percentage points as evidenced by the 2024 State Assessments data for proficiency.

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

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

Person responsible for monitoring outcome:

[no one identified]

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.)

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

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Differentiated Instruction was selected due to the trends found in the area of ELA learning gains. 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.

Teachers will be provided with their student data so that they may identify students in the L2 ELA . Teachers will form small groups to differentiate instruction.

Person Responsible: [no one identified]

By When: 8/14-8/29

L25 (ELA) students will be provided with Reading intervention on consistent basis designed to meet the individual needs of students within a small group setting.

Person Responsible: [no one identified]

By When: 8/14-8/29

Teachers will work collaboratively to implement Accelerated Reader schoolwide. Teachers will use AR data to monitor student progress and adjust as necessary. Teachers will use AR data to differentiate instruction and form fluid groups.

Person Responsible: [no one identified]

By When: 8/14-8/29

Reading teachers in grades 3-5 will collaborate and recommend best practices in ELA Writing as per the pacing guides on a monthly basis to assist in DI delivery during ELA instruction.

Person Responsible: [no one identified]

By When: 8/14-8/29

#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.

When comparing the 2023 attendance data to the 2022 data, there was a one percentage point increase in the percent of students with 0-5 absences and an increase of two percentage points in the percent of students with 16-30 absences. When comparing the percent of students with 0-5 absences to the district, our school had 43% percent compared to the district's 30%. Based on the data, we will implement the Targeted Element of Early Warning System.

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

If we successfully implement the Targeted Element of Student Attendance, our students will be able to receive quality instruction that will contribute to improved student outcomes. With consistent student incentives, our attendance will increase 5 percentage points.

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

The Leadership Team will work to connect with families of students whom struggle with attendance, identify the cause for absences, and create a plan of action to ensure students are able to
be present daily. The faculty and staff will mentor targeted students whom have poor attendance and will connect with them bi-weekly to encourage attendance efforts. The Leadership Team will plan regular student incentives to promote consistent student attendance.
Teachers will monitor their daily attendance and report to the Attendance Review Committee student attendance concerns. Assistant principal and attendance clerk will review the daily attendance bulletin to ensure we are on track to meeting the outcome above. Additionally, students attendance data will be discussed during data chats with teachers.

Person responsible for monitoring outcome:

[no one identified]

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.)

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.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

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

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.

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

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

By When: 8/14-8/25

Teachers will monitor attendance daily and maintain a quarterly classroom tracker. Daily tracker will also be placed in cafeteria bulletin board. The top three homerooms will receive an incentive at the end of the grading period. In addition, a schoolwide attendance bulletin board will be displayed in the cafeteria and monitored by the Attendance Committee.

Person Responsible: [no one identified]

By When: 8/14-8/29

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

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

By When: 8/14-8/29

Students with perfect attendance will be rewarded on a quarterly basis and and will be invited to appear on the morning announcements.

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

By When: 8/14-9/29

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).

N/A

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

N/A

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

N/A

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

- ◦ Each grade K -3, using the 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

N/A

Grades 3-5 Measurable Outcomes

N/A

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.

N/A

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

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?

N/A

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?

N/A

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

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring

N/A

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The SIP will be disseminated the following way:
• The SLT selects the Areas of Focus that are aligned to the specific data points, analyzes the possible solutions to determine a targeted element, writes an Area of Focus and Rationale, and Identifies an Evidence-based Intervention that will help to drive each targeted element.
• At the opening of school's faculty meeting, the SIP is presented to all staff and feedback is gathered.
• During Phase II (Aug 14-Sep 29), our region will review the SIP and the Educational Excellence School Advisory Council (EESAC)- comprised of teachers, parents, students and members of the community- The Educational Excellence School Advisory Council will review, will provide recommendations, and will give the final approval of the SIP.
• Our school will conduct the Annual Parent Meeting at the beginning of the school year to inform parents of their school's participation in the Title I Program, to explain the parental requirements in Every Student Succeeds Act, and to explain the rights of the parents to be involved in the decision-making process. In addition, during this annual event, the SIP will be presented in language all parents can understand.
• Parents will be included as active members of Educational Excellence School Advisory Councils and other important decision-making bodies.
• The SIP will be posted and made available to all stakeholders on the school's website https://royalgreenelementary.net/title-i/, The SIP will also be available in the school's main office and the school's Parent Resource Center.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Royal Green Elementary plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress the following ways:
• Parents and families will be invited to develop the Title I School-Level Parent and Family Engagement Plan which serves as the official District-Level Parent and Family Engagement Plan (PFEP)required by "Every Student Succeeds Act" for schools implementing the Title I program. This plan will be developed jointly with and agreed upon by parents and family members of children attending our school. Parents in our school be involved in the annual evaluation and redesign of the content and effectiveness of the PFEP.
• School Activities such as Open House, Parent Workshops, Father's in Education, Muffins with Moms, Harvest Festival, among other activities, will be held to build positive relationships with parents, families and other community stakeholders.
• Parents will be invited to develop, with the school, the annual Title I School-Parent Compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. This compact will also identify how the school and parents will build and

develop a partnership to help children achieve the State's high academic standards.
• To identify barriers to greater participation by parents in parental involvement activities, with particular attention to parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background, the school will provide parents the School Climate Survey and the Title I Parent and Family Engagement Survey and will make written recommendations for improvement. The findings will be used to design strategies for more effective parental involvement and to revise existing parental involvement policies.
• Our school will conduct the Annual Title I Parent Meeting to inform parents of our school's participation in the Title I Program to explain the parental requirements in Every Student Succeeds Act and to explain the rights of the parents to be involved in the decision-making process.
• Parents will be included as members of Educational Excellence School Advisory Council.
• In order to assist parents, resources will be made available at our school including copies of class schedules, coursework, and homework assignments, grade level course objectives, class requirements, and student performance data. School Calendars and student performance on Statewide assessments will also be available for parents.
• Our school will provide parents with frequent reports on their children's progress reports such as: Interim Progress 4 times a year, Reports Report Cards 4 times a year, and Progress Monitoring Plan
• To further keep parents informed of their child's progress, the school will use Schoology, School Dojo, Schools website, flyers, calendars. In addition, social media such as Instagram and Twitter will be used to celebrate student achievement.
• Parents will be provided access to staff. Teachers will be available during their planning time by appointment and during teacher planning days.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

The school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum the following ways:
• Conduct focused collaborative planning sessions that focus on how to maximize the instructional time and addresses the diverse needs of the learners.
• Deliver professional learning activities to assist teachers in the implementation of best practices and strategies to improve student achievement.
• Meet with the SLT quarterly to review student data and provide recommendations to teachers.
• Provide intervention and tutorial programs to remediate deficiencies in students not meeting proficiency in core subjects.
• Place gifted students in grades 3-5 in self-contained classrooms in which gifted strategies are utilized throughout the school day and across all subject areas. Use a curriculum that provides for in-depth consideration of topics and concepts beyond the requirements of regular courses, and therefore, is designated as an academically enriched and and advanced program.
• Provide opportunities for students at or above proficiency in core subjects to participate in enrichment activities and clubs.
• Royal Green Elementary School uses the early warning system to identify at risk students, target interventions and evaluate long term causes and patterns. Prior to the beginning of the year, the School's Leadership Team (SLT) reviews student data with the faculty and staff. Data including test scores, ESE information and parent/ teacher information are used to place students appropriate homerooms and intervention classes.
• Students who did not meet high standards on the state-wide assessments are placed in Tier 2 and Tier 3 interventions and are monitored by the MTSS/RtI Leadership Team to ensure adequate progress is made throughout the year.
• In addition, Tier 2 and Tier 3 students are provided additional support by the teacher during the core subjects through small group or individualized instruction. After school tutoring is also offered to these students to help them narrow their achievement gap.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

School Counseling services are provided by school counselors and Mental Health Coordinators at Royal Green. School counselors promote achievement through an annual comprehensive school counseling program that incorporates academic, career, and social emotional activities and resources. The program provides education, prevention and intervention activities, for students to use in all aspects of their lives. The program teaches knowledge, attitudes and skills students need to acquire for academic, career and social/emotional development success. School Counselors work collaboratively with teachers, parents and administrators to identify students in need of counseling services. Counselor meets with students to identify needs and plan interventions accordingly. If long term services are required student is referred to Mental Health Coordinator. Counselor coordinates with teacher schedules to deliver classroom guidance lessons throughout the year.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Royal Green Elementary engages in many activities which prepare students for postsecondary academic success and facilitation of students' transition into postsecondary education and training the following ways:
•A School-Wide Career Day is conducted exposing student to presentations on various careers for their consideration.
•Students receive a classroom guidance lesson which presents various career pathways available to them. After exploring different career options students are asked to select one career of interest to them and write a short paragraph explaining why they chose that career.
•The School Resource Officer, the Safety Patrol Coordinator, and School Counselor sponsor the Youth Crime watch club. The club promotes leadership skills and motivates students to take a proactive approach towards their future as the explore different social emotional learning activities and promote a peaceful and safe school culture. The Safety Patrol Program offers students the opportunity to participate in a daily job like position helping their classmates experience a safe and welcoming environment during morning arrival.
•The School Counselor sponsors The National Junior BETA Club which promotes hard work and commitment to academic success as well as a focus on future educational goals.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

The schoolwide tiered model to prevent and address problem behavior, and early intervening services is implemented the following way:
• Royal Green Elementary School uses the early warning system to identify at risk students, target interventions and evaluate long term causes and patterns. Prior to the beginning of the year, the School's Leadership Team (SLT) reviews student data with the faculty and staff. Data including test scores, ESE information and parent/ teacher information are used to place students appropriate homerooms and intervention classes.
• Students who did not meet high standards on the state-wide assessments are placed in Tier 2 or Tier 3 interventions and are monitored by the MTSS/RtI Leadership Team to ensure adequate progress is made throughout the year.
• In addition, these students are provided additional support by the teacher during the core subjects through small group or individualized instruction. After school tutoring is also offered to these students to help them narrow their achievement gap.
• The Attendance Review Committee (ARC) comprised of the Assistant Principal, Counselor, Community Involvement Specialist, in the beginning of each school year also reviews reports to identify and target students who had attendance below 90 percent. Parents are contacted and a meeting is convened during the first nine weeks of school to develop a plan to assist with attendance. For students whom were suspended the previous year, the school counselor meets with the teacher(s) of the students to review students' Behavior Intervention Plan and to review procedures in place to monitor students' behavior.
• Royal Green Elementary has a school wide positive behavior plan that is systemic and encourages students to achieve social and learning outcomes while preventing problem behaviors. Teachers and administrators collaborated together to define behavioral expectations for all students and decided on which proactive, educational, reinforcement-based strategies to use school wide that would assist the school to achieve positive behavior from all students. In the beginning of each school year, teachers define and teach their students the ROAR expectations- Responsibility, Organization, Achievement and Respect.
• To optimize student engagement during instructional time, throughout the day, teachers acknowledge and reward students whom exhibit positive behaviors.
• Teachers monitor students' positive behavior by providing them with Royal Crowns, special coupons that at the end of each quarter, administrators, with the support of the Parent and Teachers Association (PTA)provide students with a special activity.
• For students whom do not meet the appropriate expectation, referrals to the MTSS/RtI Leadership Team are submitted. The MTSS/RtI Leadership Team collaborates with teachers to identify students whom are having challenges meeting positive behavioral expectations and assist teachers in the development and monitoring of behavior interventions including: Functional Behavior Assessment (FBA), Behavior intervention Plan (BIP) and implementation of Positive Behavior Support Program. In addition, teachers use the differentiation of instruction approach to meet the needs of all students.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

To improve instruction and use of data from academic assessments, the following takes place:
• Teachers and other school personnel are encouraged to register to participate in professional learning opportunities provided by the district's Office of Professional Learning & Career Development throughout the school year. The district's Office of Professional Learning & Career Development provides research-based learning experiences, programs, and resources for teachers, school administrators, and support personnel to promote the implementation of proven instructional and leadership practices that support student learning gains.
• During the months of August and October, when MDCPS offers district-wide professional learning days, our school also delivers relevant courses at our school site. These Professional learning

opportunities always include best practices to improve instruction and use of data from academic assessment.
• Throughout the year, school administrators send out information and links to professional learning opportunities available at the district level.
• School administrators use the learning management system to form "Groups". Schoology's "Groups" feature allows teachers to join communities that discuss a variety of topics and share best practices.. Teachers can participate in discussions, post updates, share media albums, and share resources with the rest of the group.
• Each year the leadership team invites teachers to become school liaisons. School liaisons communicate on a regular basis with the school administration and the District's Science, Reading, and Math offices. These teachers attend professional learning and carry lessons learned back to the school site to share with colleagues and school site administrators.
• During the summer, our teacher leaders participate in MDCP' "Synergy", a three-day period, in which participants are exposed to interactive professional learning surrounding three areas of focus: strategic planning; maximizing professional learning; and content-specific instructional strategies.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Our school uses the following strategies to assist preschool children in the transition from early childhood education programs to local elementary school programs:

• MDCPS Title I administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through two full time highly qualified teachers, a full-time and a part-time paraprofessional.
School implements the transition to Kindergarten Initiative to support pre-kindergarten's transition to kindergarten.
• Transition to Kindergarten (TTK) Ambassadors provide technical assistance and support to all stakeholders involved in the transition of children from privately-owned Pre-kindergarten programs to kindergarten classes at participating M-DCPS schools to help promote kindergarten readiness.
• Our school's TTK schedules On-site Visits with early learning centers to develop relationships and support increased readiness between our and the private sector.
• Field trips to visit our school are planned for students attending neighboring programs/centers. These students are provided opportunities to visit kindergarten classrooms and experience a day in a kindergarten class.
• Parent Workshops to provide guidance and support for families/guardians to ensure a smooth and positive experience during the transition process.
• Ours school's administrators schedule Teacher Articulation Meetings between Pre-K/Kindergarten to share best practices and developmentally appropriate expectations for students transitioning to kindergarten.
• Prior to the end of the school year, our school provides all parents with children transitioning to Kindergarten, a "A Transition to Kindergarten LET'S GET READY! For Families Tool Kit" . The kit, available in English, Spanish, and Creole, was developed by MDCPS Department of Early Childhood Programs to support families with rising kindergarteners during the summer. This toolkit is used by Pre-K teachers as part of their end of year communication with families.
• Upon entering Kindergarten, in order to assess student readiness, our teachers use the Star Assessment to determine student personal and social development, language and literacy, mathematical thinking, scientific thinking and physical development/health and safety.

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: Math	$0.00
2	III.B.	Area of Focus: Instructional Practice: Science	$0.00
3	III.B.	Area of Focus: Instructional Practice: ELA	$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