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## School Board Approval

This plan has not yet been approved by the Dade County School Board.

## 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:

<b>ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)</b>
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
<b>TARGETED SUPPORT AND IMPROVEMENT (TSI)</b>
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
<b>COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)</b>
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> <li>1. Have an overall Federal Index below 41%;</li> <li>2. Have a graduation rate at or below 67%;</li> <li>3. Have a school grade of D or F; or</li> <li>4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.</li> </ol>

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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

# I. School Information

## A. School Mission and Vision

### Provide the school's mission statement

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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

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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.

## B. School Leadership Team

### School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

### Leadership Team Member #1

#### Employee's Name

Carlos A. Diaz

#### Position Title

Principal

#### Job Duties and Responsibilities

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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 classrooms 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.

### Leadership Team Member #2

#### Employee's Name

Martha Ortega

**Position Title**

Assistant Principal

**Job Duties and Responsibilities**

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As the principal's designee, the assistant principal ensures the 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 constructive 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.

**Leadership Team Member #3****Employee's Name**

Nancy Carreno

**Position Title**

Counselor

**Job Duties and Responsibilities**

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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

**Leadership Team Member #4****Employee's Name**

Cruz, Adelaida

**Position Title**

Instructional Coach

**Job Duties and Responsibilities**

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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.

**Leadership Team Member #5**

**Employee's Name**

Liliana Prieto

**Position Title**

EESAC Chair

**Job Duties and Responsibilities**

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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 Chairperson additional responsibilities include the following:

- Assist in the preparation and evaluation of the School Improvement Plan (SIP) required from each school.
- Assist in the preparation of the school's annual budget.
- Recommend waivers or changes to Florida Statute, Florida Board of Education Rules, School Board Rules and labor contract provisions.

## C. Stakeholder Involvement and Monitoring

### 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. (ESEA 1114(b)(2))

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

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The process for involving stakeholders in the development and monitoring of the SIP includes:

- During Phase I 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 members and feedback is gathered.
- During Phase II, 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.
- The 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 the school conducts an Impact Review to examine the implementation of the Areas of Focus within the 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. *(ESEA 1114(b)(3))*

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- 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.

## D. Demographic Data

<b>2024-25 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>ELEMENTARY PK-5</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2023-24 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2023-24 MINORITY RATE</b>	<b>99.8%</b>
<b>2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>86.3%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>YES</b>
<b>2023-24 ESSA IDENTIFICATION</b> *UPDATED AS OF 7/25/2024	<b>N/A</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2023-24 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) HISPANIC STUDENTS (HSP) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2023-24: A 2022-23: A* 2021-22: B 2020-21: 2019-20: A</b>

## E. Early Warning Systems

### 1. Grades K-8

#### Current Year 2024-25

Using 2023-24 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 school days	0	2	4	0	2	0				8
One or more suspensions	0	1	3	0	1	1				6
Course failure in English Language Arts (ELA)		6		2	1	1				10
Course failure in Math		2	1			5				8
Level 1 on statewide ELA assessment				3	12	19				34
Level 1 on statewide Math assessment				1	11	12				24
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		1	5	9						15
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		2	1	3	17					23

#### Current Year 2024-25

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		14	14	18	16	38				100

#### Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	3	0	3	0	0				7
Students retained two or more times	0	0	0	0	0	0				0

**Prior Year (2023-24) As Last 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 school days	5	4	1	3	3	1				17
One or more suspensions	2		2	2	1	2				9
Course failure in ELA		2	3	3	2					10
Course failure in Math		2	1	2	7	3				15
Level 1 on statewide ELA assessment				22	15	19				56
Level 1 on statewide Math assessment				17	17	23				57
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	8	11	16	27						108

**Prior Year (2023-24) As Last Reported (pre-populated)**

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		2	2	17	15	21				57

**Prior Year (2023-24) As Last Reported (pre-populated)**

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	4	2	1						8
Students retained two or more times										0

## 2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

## **II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))**

## A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	75	63	57	75	60	53	69	62	56
ELA Grade 3 Achievement **	73	63	58	75	60	53			
ELA Learning Gains	73	64	60				69		
ELA Learning Gains Lowest 25%	77	62	57				63		
Math Achievement *	73	69	62	73	66	59	60	58	50
Math Learning Gains	65	65	62				53		
Math Learning Gains Lowest 25%	60	58	52				45		
Science Achievement *	75	61	57	77	58	54	39	64	59
Social Studies Achievement *								71	64
Graduation Rate								53	50
Middle School Acceleration								63	52
College and Career Readiness									80
ELP Progress	71	64	61	73	63	59	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 (FPI) than in school grades calculation.

\*\*Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

## B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	71%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	642
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
71%	74%	59%	49%		68%	69%

\* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.



## C. ESSA Subgroup Data Review (pre-populated)

### 2023-24 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%
Students With Disabilities	59%	No		
English Language Learners	70%	No		
Hispanic Students	71%	No		
Economically Disadvantaged Students	72%	No		

### 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%
Students With Disabilities	45%	No		
English Language Learners	73%	No		
Hispanic Students	73%	No		

**2022-23 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
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Economically Disadvantaged Students

73%

No

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
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Students With Disabilities

44%

No

English Language Learners

57%

No

Native American Students

Asian Students

Black/African American Students

Hispanic Students

59%

No

Multiracial Students

**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%
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	57%	No		

### D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	75%	73%	73%	77%	73%	65%	60%	75%					71%
Students With Disabilities	40%		63%		60%	58%							76%
English Language Learners	73%	69%	74%	76%	73%	63%	52%	77%					71%
Hispanic Students	75%	71%	75%	77%	72%	65%	60%	75%					71%
Economically Disadvantaged Students	69%	63%	76%	88%	71%	67%	63%	71%					78%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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	75%	75%			73%			77%					73%
Students With Disabilities	44%	47%			61%			23%					50%
English Language Learners	73%	74%			77%			73%					68%
Hispanic Students	74%	74%			73%			76%					68%
Economically Disadvantaged Students	74%	77%			71%			73%					69%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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%
Students With Disabilities	28%		57%	63%	32%	52%	41%	20%					57%
English Language Learners	68%		70%	62%	59%	47%	48%	28%					74%
Native American Students													
Asian Students													
Black/African American Students													
Hispanic Students	69%		68%	62%	60%	53%	46%	40%					74%
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students	68%		69%	60%	59%	52%	41%	36%					74%

## E. 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.

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	56%	56%	0%	55%	1%
Ela	4	56%	55%	1%	53%	3%
Ela	5	57%	56%	1%	55%	2%
Math	3	56%	65%	-9%	60%	-4%
Math	4	51%	62%	-11%	58%	-7%
Math	5	69%	59%	10%	56%	13%
Science	5	56%	53%	3%	53%	3%

### III. Planning for Improvement

#### A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

##### Most Improvement

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

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The data component that showed the most improvement was: 3rd grade Math.

New actions taken in this area included:

- Special Area Art teacher provided small group instruction during the 60 minute math block.
- 3rd grade Math teachers administered District's Math Topic Assessment to monitor benchmark mastery.
- 3rd grade math teachers implemented online math programs including i-Ready Math, iXL and Reflex Math.
- 3rd grade math teachers implemented and monitored online resource FraxMath.

In Fractional Reasoning Category there was a 14 percentage point increase in the percent of students at or above the standard 22-23 (19 %) 23-24 (33%).

##### Lowest Performance

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

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The data component that showed the lowest performance was Math Lowest 25 %

- 73% of 4th grade students in L25 Math were English Language Learners (ELLs) with DEUSS date less than 2 years in the ESOL program year.
- 36% of 5th grade students in L25 Math were ELL students with DEUSS date less than two years in the ESOL program
- Math differentiation of instruction during the 60 minute Math block was not implemented with fidelity due to time constraints.
- Extended learning opportunities (before and after school) were limited throughout the school year.

Trends: There has been a decline in the percent of students in the L25% making learning gains in Math 2020-2021 (44%) 2021-2022 (45%) due to the high percent of ELL students with less than 2 years in this category.

Area of weakness:

- Number Sense and Operations with Fractions and Decimals MA.4.FR.1.2 Use decimal



notation to represent fractions with the denominators of 10 or 100 including mixed numbers and fractions greater than one MA.4.FR.1.4 Plot, order and compare fractions including mixed numbers and fractions greater than one with different numerators and different denominators

- Geometric Reasoning, Measurement, and Data Analysis and Probability MA.4.DP.1.3 Solve real-world problems involving numerical data MA. 4.GR1.1 informally explore angles as an attribute of two-dimensional figures. Identify classify angles as acute, right, obtuse, straight or reflex MA.4.GR1.2 Estimate angle measures

### **Greatest Decline**

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

---

The data component that showed the greatest decline from prior year was 4th Grade Reading.

Percent Proficiency: Raw scores: 22-23 (67% High Standards) 23-24 ( 56%

High Standards)

Factors that contributed to this decline include:

- 26 % of students in grade 4 were ELL students with less than 2 years in the ESOL program
- 92% of the students in the lowest 25% were ESOL level 1 or 2; therefore, their language barrier impacted their performance
- All ELL students with DEUS date less than a year scored below proficiency
- Tutoring for ELLs in the L25% was only available once a week before school
- Tutoring was offered to all ELL students; however, student attendance was very inconsistent

Area of weakness:

- Reading Across Genres and Vocabulary
- Interpreting Figurative Language

### **Greatest Gap**

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 that had the greatest gap when compared to the state average was 4th grade Math : Royal Green ES 51% State 58%

The factors that contributed to this gap include:

- 26 % of students in grade 4 Math were ELL students with less than 2 years in the program
- 92% of the students in the lowest 25% were ESOL level 1 or 2; therefore, their the language barrier impacted their performance
- Math tutoring for ELLs was only available before school
- Math tutoring was offered to all ELL students, but student attendance was very inconsistent

### **EWS Areas of Concern**

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

---

There are 54 students with substantial reading deficiency . There is a need to accelerate their Reading skills.

- 48 students are in grades 3-5
- 37 students with substantial reading deficiencies are ELLs with less than 2 years in the ESOL program. These students will count for learning gains ; hence, their reading has to be accelerated.
- The percent of students with 0-5 absences increased by 8 percentage points 22-23 ( 43%) 23-24 (51%). There is a need to continue monitoring student attendance.

### **Highest Priorities**

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

---

1. Continue providing intensive Reading intervention beyond the 90 minute Reading block
2. Provide intensive math intervention beyond the 60 minute Math block
3. Provide extended day math tutoring opportunities to students specifically in grades 3-5
4. Provide extended day Reading tutoring opportunities to students specifically in grades 3-5
5. Monitor student attendance

## B. Area(s) of Focus (Instructional Practices)

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

### Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

### Instructional Practice specifically relating to Math

#### Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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According to the 2024 FAST PM3 data, 51% of 4th grade students were proficient in Math as compared to the state average of 58% and district average of 62%. Based on the data and the identified contributing factors of high numbers of ELL students with DEUS date less than a year whose readiness levels limit their ability to master grade level benchmarks and lack of differentiation of instruction in math, we will implement the Targeted Element of Math and the evidence-based intervention Data- Driven Instruction.

#### Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

With the implementation of the Targeted Element of Math with a focus on Data -Driven instruction, an additional 5% (for a total of 56%) of fourth-grade students will score at grade level or above in the area of Math on the FAST PM3.

#### Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

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 Gradebook data regularly to assist teachers in delivering instruction to target students not meeting proficiency in math.

#### Person responsible for monitoring outcome

Martha Ortega, Assistant Principal

#### Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

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:**

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 discuss 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:**

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

The Assistant principal will review and provide teachers their students' current 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 Monitoring:**

Martha Ortega, Assistant Principal

**By When/Frequency:**

8/12/24

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

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.

**Action Step #2**

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 Monitoring:**

Martha Ortega, Assistant Principal

**By When/Frequency:**

August 12-September 27

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Martha Ortega, Assistant Principal, will provide all math teachers with MDCPS Math 2024-2025 Mathematics TOPIC/CHAPTER ASSESSMENT ADMINISTRATION SCHEDULE calendar. To assist

teachers to stay on track with MDCPS' Pacing Guide, this calendar will also be included on a weekly bulletin. In addition, assistant principal will conduct planning sessions to support teachers in the effective use of MDCPS Pacing Guides

### **Action Step #3**

Teachers will implement online resources such as i-Ready and iXL to increase student achievement. Teachers will use data from these resources to drive instruction, differentiate instruction, and monitor student progress.

#### **Person Monitoring:**

Martha Ortega, Assistant Principal

#### **By When/Frequency:**

Bi-weekly

### **Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Assistant principal and MTSS team will monitor the implementation of i-Ready every two weeks by reviewing class usage and percent of lessons passed for students in L25% . Teachers will be provided with an action-oriented feedback to assist students not passing lessons. Teachers will use this data to differentiate instruction.

## **Area of Focus #2**

Address the school's highest priorities based on any/all relevant data sources.

### **Instructional Practice specifically relating to Science**

#### **Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

According to the 2024 Statewide Science Assessment data, 56% of 5th grade students were proficient in Science as compared to the state and district average of 53%. Based on the data and the contributing factor of high numbers of ELL students who have limited language proficiency, we will implement the Targeted Element of Science and evidence-based strategy Student-Centered Learning.

#### **Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

With the implementation of the Targeted Element of Science with a focus on Student-Centered learning, an additional 5% (for a total of 61%) of fifth-grade students will score at grade level or above in the Science Statewide Assessment 2025.

#### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

Carlos Diaz , Principal, and Martha Ortega, Assistant Principal, will conduct classroom walkthroughs

and monitor the implementation of student-centered learning activities.

**Person responsible for monitoring outcome**

Martha Ortega, Assistant Principal

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

The evidence-based strategy to be implemented is Student-Centered Learning. Student-Centered Learning refers to a wide variety of educational programs, learning experiences, instructional approaches, and academic-support strategies (physical or virtual) that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students and groups of students.

**Rationale:**

The evidence-based strategy to be implemented is Student-Centered Learning. Student-Centered Learning refers to a wide variety of educational programs, learning experiences, instructional approaches, and academic-support strategies (physical or virtual) that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students and groups of students.

**Tier of Evidence-based Intervention:**

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Science teachers will implement MDCPS Essential Labs

**Person Monitoring:**

Martha Ortega , Assistant Principal

**By When/Frequency:**

September 4, 2024

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Science Liaison will provide guidance with the implementation of MDCPS 2024-2025 Elementary Science Essential Toolkit. Collaborative planning sessions focusing on the implementation of the Essential Labs will be scheduled twice every nine weeks. Teachers will be assisted in the development of more engaging lessons and labs, share strategies for student achievement, and develop plans for students performing below grade-level.

**Action Step #2**

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 Monitoring:**  
Martha Ortega, Assistant Principal

**By When/Frequency:**  
Every Nine weeks

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

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

**Action Step #3**

Grades 3-5 will implement Gizmos interactive science labs and simulations to engage students.

**Person Monitoring:**  
Sandra Valenzuela, Science Liaison

**By When/Frequency:**  
September 20, 2024

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Science Liaison, Sandra Valenzuela, will provide professional learning activity in the implementation of Gizmos. Teachers will learn how to implement the online simulations and case studies for science to help students learn through exploration and experimentation.

**Area of Focus #3**

Address the school’s highest priorities based on any/all relevant data sources.

**Instructional Practice specifically relating to ELA required by RAISE (specific questions)**

**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

According to the 2024 FAST PM3 data , the STAR median percentile for students in first grade was 30 as compared to the district's median of 43 and Tier 1 Schools median of 52. In addition 57% of students in first grade scored below the 40th percentile on the Spring 2024 Early Literacy test . Based on this data and the identified contributing factors of high number of Level 1 and 2 ESOL students whose readiness levels limit their ability to master grade level tasks , we will implement the Targeted Element of Gradual Release of Responsibilities Model (GRRM) in grades Kindergarten through Second grade.

**Grades K-2: Instructional Practice specifically relating to Reading/ELA**

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Given that 57% of first grade students scored below the 40th percentile as evidenced by the state assessment, there will be a focus on effective literacy instruction and intervention in grade K-2 that include the explicit and systematic instruction in foundational skills such as phonemic awareness,



decoding, word recognition , and spelling patterns.

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

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N/A

### **Grades K-2: Measurable Outcome(s)**

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Gradual Release Model will be implemented in Kindergarten through Second grade, and effectiveness will be measured by monitoring student performance and student gains on the Star Reading Assessment administered in the spring of 2025.

### **Grades 3-5: Measurable Outcome(s)**

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N/A

### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

This Area of Focus will be monitored through data analysis gathered from the results of the following assessments : McGraw Hill Progress Monitoring, McGraw Hill Unit Assessments, RWC, i-Ready performance, student work samples, and observations. In addition, the Star Early Literacy and Star Reading Assessments (PM1 and PM 2) will be used to monitor progress for the desired outcome. The MTSS Team and the School Leadership Team will review student assessment data twice every nine weeks to ensure students are making appropriate progress. In addition, weekly walkthroughs will be conducted by the administrative team to ensure the delivery of explicit and systematic instruction of foundational skills during the 90 minute block of Reading.

### **Person responsible for monitoring outcome**

Martha Ortega, Assistant Principal

### **Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

### **Description of Intervention #1:**

The Gradual Release of Responsibilities Model (GRRM) is a particular style of teaching which is a structured method of pedagogy framed around a process beginning with explicit instruction. Students are guided through the learning process with clear statements about the purpose and rationale for learning the new skill. The GRRM is distinguished by four phases: (I do) clear explanations and demonstrations of the instructional target, (We do) providing strategic guided practice and feedback, (They do) gradually releasing students to practice the new skill collaboratively, and (You do) eventually requiring students to demonstrate mastery of the learning target independently.



**Rationale:**

The Gradual Release of Responsibilities Model (GRRM) addresses the identified need of our students. ELA scores for 2024 indicate a need for teachers to foster independent learning in the classroom so that students are more confident as they approach new learning opportunities.

**Tier of Evidence-based Intervention:**

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 to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Teachers in grades K through 2 will be provided with support in delivering lessons using "Strengthening Reading Foundational Skills: An M-DCPS Instructional Resource Aligned to Tier 1 Materials for Developing Phonological Awareness and Phonics" during the 90-minute reading block.

**Person Monitoring:**

Martha Ortega, Martha Ortega, Assistant Principal August 13,2024

**By When/Frequency:**

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Martha Ortega, Assistant Principal, will deliver professional learning to grades K-2 teachers in the effective implementation of explicit and systematic instruction during the 90-minute reading block. Resources from MDCPS ELA department available through Curriculum Resources will be used to present to teachers ways to implement strategies to strengthen functional skills during whole group instruction and small group instruction. Administrators will conduct classroom walkthroughs to find evidence of the implementation and integration of the strategies and skills recommended in Strengthening Reading Foundational Skills: An M-DCPS Instructional Resource Aligned to Tier 1 Materials for Developing Phonological Awareness and Phonics.

**Action Step #2**

Martha Ortega, Assistant principal will conduct collaborative planning sessions with first grade teachers twice every nine weeks.

**Person Monitoring:**

Assistant Principal, Martha Ortega

**By When/Frequency:**

Twice every nine weeks

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Martha Ortega, Assistant principal will participate in collaborative planning with teachers in first grade. MDCPS Planning Protocol will be used to assist teachers in the planning of reading lessons that are explicit and systematic and that focus on Foundational Literacy Skills during 90-minute reading block. In addition, resources to include MDCPS Pacing Guide along with "Strengthening Reading Foundational Skills: An M-DCPS Instructional Resource" will be used during collaborative planning sessions.

**Action Step #3**

Hold Parent Literacy Workshops

**Person Monitoring:**

**By When/Frequency:**

Martha Ortega, Assistant Principal

October 31, 2024

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

A Literacy Workshop will be held during the first nine weeks of school to provide parents with strategies to support literacy at home. The workshop will focus on foundational skills such as print concepts, phonemic awareness, as well as decoding, using letter-sound relationships and sight words.

**Area of Focus #4**

Address the school's highest priorities based on any/all relevant data sources.

**Instructional Practice specifically relating to Differentiation****Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

According to the 2024 FAST PM3 data, 56% of 3rd grade students were proficient in Reading as compared to the state average of 55% and district average of 56%; 56% of 4th grade students were proficient in Reading as compared to the state average of 53% and district average of 55%. In addition, 57% of 5th grade students were proficient in Reading as compared to the state average of 55% 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**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

With the implementation of the Targeted Element of Reading with a focus of differentiated instruction, an additional 5% (for a total of 61% of 3rd graders, 61% of fourth graders and 62% of fifth graders) will score at or above grade level in the area of Reading as evidenced by the 2025 State Assessments data for proficiency.

**Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

The Leadership Team will conduct monthly data chats and classroom walkthroughs 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**

Martha Ortega, Assistant Principal

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

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:**

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:**

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Provide teachers with student data so that they may identify students in the lowest 25% (L25) in Reading.

**Person Monitoring:**

Martha Ortega , Assistant Principal

**By When/Frequency:**

August 12 , 2024

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Martha Ortega ,Assistant Principal, will review student data with teachers to help them identify students in the L25 Reading. Assistant principal will also assist teachers in the implementation of targeted interventions, monitor progress, and tailor instruction to address the specific needs of these students.

**Action Step #2**

Conduct Data Chats

**Person Monitoring:**  
Carlos Diaz, Principal

**By When/Frequency:**  
Once every nine weeks

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Administrators will meet with teachers and conduct data chats to analyze the results from i-Ready AP1 and FAST PM1. Assistant principal will assist teachers in development of plan of action to address the deficiencies and adjust Tier 2 groups.

**Action Step #3**

Reading teachers will implement Tier 2 intervention

**Person Monitoring:**  
Martha Ortega, Assistant Principal

**By When/Frequency:**  
Bi-weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Assistant principal will use MDCPS' Assessment/Curriculum Decision Tree to identify and place students in Tier 2/Tier 3 reading interventions. Tier 2 interventions will be monitored through in-program assessments including paper/pencil skill checks and online chapter tests for K-3 and online quizzes and chapter tests for grades 4-5. Progress monitoring assessments will be conducted weekly/bi-weekly to ensure that all students are evaluated continuously and receive the differentiated instruction that they require.

**Action Step #4**

Teachers will use i-Ready data to help plan whole class, small group, and/or individual student instruction.

**Person Monitoring:**  
Martha Ortega , Assistant Principal

**By When/Frequency:**

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Teachers will use i-Ready data regularly to recognize class and individual student growth, progress toward goals, and identify areas for improvement. After Diagnostic Assessment 1 ( AP1), teachers will use i-Ready Reports to group students and plan to address their instructional priorities.

## IV. Positive Culture and Environment

### Area of Focus #1

Student Attendance

#### Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

According to the attendance summary report on Power BI for the 2023-2024 school year, the percent of students in grades K through fifth grade with 0-5 absences increased from 43% in 2022-2023 to 51% in 2023-2024 , an increase of 8 percentage points. Based on this data and the contributing

factor of a high number of new students and parents in our school who need to understand the importance of following the established District attendance policy regarding excused class absences as defined in School Board policy, 5200 – Attendance, we will implement the Target Element of Attendance and the evidence -based intervention Attendance Initiatives.

### **Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. 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, the percent of students in grades K through fifth grade with 0-5 absences will decrease by 5 percentage points ( from 51% to 48%).

### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

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**

Martha Ortega, Assistant Principal

### **Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

#### **Description of Intervention #1:**

Attendance initiatives

#### **Rationale:**

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:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

**Action Step #1**

Review and Attendance Initiatives with all stakeholders.

**Person Monitoring:**

Martha Ortega, Assistant Principal

**By When/Frequency:**

August 28, 2024

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Hold a parent meeting to review established District attendance policy regarding excused class absences as defined in School Board policy, 5200 – Attendance.

**Action Step #2**

Monitor daily attendance

**Person Monitoring:**

Assistant Principal , Martha Ortega

**By When/Frequency:**

Daily

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

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.

**Action Step #3**

Reward students with perfect attendance

**Person Monitoring:**

Assistant Principal, Martha Ortega

**By When/Frequency:**

Every Nine Weeks

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

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

## V. Title I Requirements (optional)

### A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

#### Dissemination Methods

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. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

---

The SIP will be disseminated the following ways:

- The School Leadership Team (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 , 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.



### **Positive Relationships With Parents, Families and other Community Stakeholders**

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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

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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.

<https://royalgreenelementary.net/wp-content/uploads/2024/02/Title-I-School-Level-Parent-and-Family-Engagement2023-2024-English.pdf>

### **Plans to Strengthen the Academic Program**

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 II of the SIP. (ESEA Section 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 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/Rtl 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.

### **How Plan is Developed**

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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

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This plan is developed in coordination and integration with other Federal, State and local services, resources and programs the following way:

At Royal Green Elementary, the following programs are addressed in coordination with Federal, State, and local services.

- Violence prevention is addressed in the Student Code of Conduct, and Anti Bullying policies and programs.
- Nutrition programs and Health Education is an integral part of our school by following Physical Education curriculum and federal initiatives of the MDCPS Food & Nutrition Department. Parents and students in need of housing and food assistance are referred to the school Social Worker and Guidance Counselor and to Project Upstart.
- Adult Education questions are referred to the Adult Community School in our area. This includes ESOL, GED, and other continuing education programs.
- Persons interested in Career and Technical Education are referred to our school's Title Community Involvement Specialist.

## **B. Component(s) of the Schoolwide Program Plan**

### **Components of the Schoolwide Program Plan, as applicable**

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

#### **Improving Student's Skills Outside the Academic Subject Areas**

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. (ESEA 1114(b)(7)(iii)(I))

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School Counseling services are provided by school counselors and the Mental Health Coordinator 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. Our school counselors work collaboratively with teachers, parents and administrators to identify students in need of counseling services. The counselors meet with students to identify needs and plan interventions accordingly. If long term services are required students are referred to Mental Health Coordinator. The counselor coordinates with teachers, and schedules classroom guidance lessons throughout the year.

#### **Preparing for Postsecondary Opportunities and the Workforce**

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. (ESEA 1114(b)(7)(iii)(II))

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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.

### **Addressing Problem Behavior and Early Intervening Services**

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 ESEA 1114(b)(7)(iii)(III)).

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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/Rtl Leadership Team are submitted. The MTSS/Rtl 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.

### **Professional Learning and Other Activities**

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. (ESEA section 11149b)(7)(iii(V)).

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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 Schoology "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.

### **Strategies to Assist Preschool Children**

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

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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.

## VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

### Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

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N/A

### Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

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N/A

## VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

**No**



BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00