

Miami-Dade County Public Schools

Rainbow Park Elementary School



2021-22 Schoolwide Improvement Plan

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Rainbow Park Elementary School

15355 NW 19TH AVE, Opa Locka, FL 33054

<http://rainbowpark.dadeschools.net>

Demographics

Principal: David Ladd

Start Date for this Principal: 7/19/2021

| | |
|--|---|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | Elementary School PK-5 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 2020-21 Title I School | Yes |
| 2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 100% |
| 2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities* Black/African American Students* Hispanic Students* Economically Disadvantaged Students* |
| School Grades History | 2018-19: C (47%) 2017-18: C (47%) 2016-17: C (44%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Southeast |
| Regional Executive Director | LaShawn Russ-Porterfield |
| Turnaround Option/Cycle | N/A |
| Year | |
| Support Tier | |
| ESSA Status | |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here . | |

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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Rainbow Park Elementary School

15355 NW 19TH AVE, Opa Locka, FL 33054

<http://rainbowpark.dadeschools.net>

School Demographics

| | | |
|---|-------------------------------|---|
| School Type and Grades Served (per MSID File) | 2020-21 Title I School | 2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
| Elementary School PK-5 | Yes | 95% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 100% |

School Grades History

| Year | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|-------|---------|---------|---------|---------|
| Grade | | C | C | C |

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

It is the mission of the administration, faculty, staff, parents and community of Rainbow Park Elementary School to provide an education that is second to none by a highly trained, nurturing staff who creates opportunities for all students to learn. Opportunities for collaboration among administrators, instructional and non-instructional staff, parents, students, and key stakeholders within the community are provided regularly. We are committed to promoting positive growth academically, socially and emotionally to all students including those in English Language Learners (ELL) and those in Special Education (ESE).

Provide the school's vision statement.

Rainbow Park Elementary School (RPES) works diligently to provide the finest education possible to all students. Rainbow Park Elementary School utilizes a well-defined and diverse curriculum structured to meet the needs of students from a multitude of backgrounds including English Language Learners (ELL) and those in Special Education (ESE). We aspire and work diligently to ensure that all students mature and develop into competent and productive individuals who can function in the complex society in which we live.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

| Name | Position Title | Job Duties and Responsibilities |
|-------------------|---------------------|--|
| Scott, Chanda | Principal | <p>Instructional Management</p> <ul style="list-style-type: none"> - Monitor instructional and managerial processes to ensure that program activities are related to program outcomes and use findings to take corrective actions. - Regularly consult the campus-level committee about planning, operation, supervision, and evaluation of campus education program. Include students and community representatives when appropriate. <p>School or Organization Morale</p> <ul style="list-style-type: none"> - Provide instructional resources and materials to support teaching staff in accomplishing instructional goals. - Foster collegiality and team building among staff members. Encourage their active involvement in decision-making process. <p>School or Organization Improvement</p> <ul style="list-style-type: none"> - Build common vision for school improvement with staff. Direct planning activities and put programs in place with staff to ensure attainment of school's mission. <p>Personnel Management</p> <ul style="list-style-type: none"> - Interview, select, and orient new staff. Approve all personnel assigned to campus. - Define expectations for staff performance with regard to instructional strategies, classroom management, and communication with the public. - Observe employee performance, record observations, and conduct evaluation conferences with staff. - Assign and promote campus personnel. |
| Gonzalez, Darlene | Assistant Principal | <p>Instructional Management</p> <ul style="list-style-type: none"> - Monitor instructional and managerial processes to ensure that program activities are related to program outcomes and use findings to take corrective actions. - Regularly consult the campus-level committee about planning, operation, supervision, and evaluation of campus education program. Include students and community representatives when appropriate. <p>School or Organization Morale</p> <ul style="list-style-type: none"> - Provide instructional resources and materials to support teaching staff in accomplishing instructional goals. - Foster collegiality and team building among staff members. Encourage their active involvement in decision-making process. |

| Name | Position Title | Job Duties and Responsibilities |
|-------------------------------|----------------------------|--|
| | | <p>School or Organization Improvement</p> <ul style="list-style-type: none"> - Build common vision for school improvement with staff. Direct planning activities and put programs in place with staff to ensure attainment of school's mission. <p>Personnel Management</p> <ul style="list-style-type: none"> - Interview, select, and orient new staff. Approve all personnel assigned to campus. - Define expectations for staff performance with regard to instructional strategies, classroom management, and communication with the public. - Observe employee performance, record observations, and conduct evaluation conferences with staff. - Assign and promote campus personnel. |
| <p>St. Hilaire, Dominique</p> | <p>Instructional Coach</p> | <ol style="list-style-type: none"> 1. Coordinate and monitor teacher planning to support the development of rigorous standard-based lessons. 2. Utilize the coaching model (planning, demonstrating, and providing feedback) with the implementation of evidenced-based instructional strategies to improve students' academic success. 3. Meets weekly with school-site administration and District's Turnaround staff to develop the weekly coaching calendar, reflect on the impact of coaching support provided and prioritize future support as evidenced through the coaching log. 4. Provides on-site embedded professional learning opportunities aligned to the needs of students based upon student assessment data. 5. Spends a minimum of 80 percent of the work week in direct contact with classroom teachers to improve instructional delivery. 6. Assists the administration in the interpretation of student assessment data to prioritize support. 7. Assists the classroom teacher in the interpretation of student assessment data and supporting the teacher in planning appropriate lessons to support the academic needs of students. 8. Supports the coordination and monitoring of intervention services to identified students. 9. Participates in professional development for Transformation Coaches and implements instructional practices with school-site personnel to improve student outcomes. 10. Performs other duties comparable to the above, as these duties |

| Name | Position Title | Job Duties and Responsibilities |
|------------------------|---------------------|---|
| Mondestin, Arol | School Counselor | describe only the typical primary features of the job. |
| Brown-Brooks, Brittany | Instructional Coach | <ol style="list-style-type: none"> 1. Coordinate and monitor teacher planning to support the development of rigorous standard-based lessons. 2. Utilize the coaching model (planning, demonstrating, and providing feedback) with the implementation of evidenced-based instructional strategies to improve students' academic success. 3. Meets weekly with school-site administration and District's Turnaround staff to develop the weekly coaching calendar, reflect on the impact of coaching support provided and prioritize future support as evidenced through the coaching log. 4. Provides on-site embedded professional learning opportunities aligned to the needs of students based upon student assessment data. 5. Spends a minimum of 80 percent of the work week in direct contact with classroom teachers to improve instructional delivery. 6. Assists the administration in the interpretation of student assessment data to prioritize support. 7. Assists the classroom teacher in the interpretation of student assessment data and supporting the teacher in planning appropriate lessons to support the academic needs of students. 8. Supports the coordination and monitoring of intervention services to identified students. 9. Participates in professional development for Transformation Coaches and implements instructional practices with school-site personnel to improve student outcomes. 10. Performs other duties comparable to the above, as these duties describe only the typical primary features of the job. |

Demographic Information

Principal start date
 Monday 7/19/2021, David Ladd

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

11

Total number of teacher positions allocated to the school

16

Total number of students enrolled at the school

217

Identify the number of instructional staff who left the school during the 2020-21 school year.

3

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

2

Demographic Data

Early Warning Systems

2021-22

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--|-------------|----|----|----|----|----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 34 | 30 | 41 | 43 | 39 | 44 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 231 |
| Attendance below 90 percent | 11 | 9 | 14 | 6 | 10 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 63 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 0 | 0 | 12 | 6 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 28 |
| Course failure in Math | 0 | 0 | 1 | 8 | 1 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 17 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |
| Number of students with a substantial reading deficiency | 0 | 10 | 24 | 26 | 9 | 17 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 86 |

The number of students with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|----|---|----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 0 | 0 | 12 | 3 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 25 |

The number of students identified as retainees:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 0 | 0 | 0 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |

Date this data was collected or last updated

Monday 8/16/2021

2020-21 - As Reported

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

| Indicator | Grade Level | Total |
|---|-------------|-------|
| Number of students enrolled | | |
| Attendance below 90 percent | | |
| One or more suspensions | | |
| Course failure in ELA | | |
| Course failure in Math | | |
| Level 1 on 2019 statewide FSA ELA assessment | | |
| Level 1 on 2019 statewide FSA Math assessment | | |

The number of students with two or more early warning indicators:

| Indicator | Grade Level | Total |
|--------------------------------------|-------------|-------|
| Students with two or more indicators | | |

The number of students identified as retainees:

| Indicator | Grade Level | Total |
|-------------------------------------|-------------|-------|
| Retained Students: Current Year | | |
| Students retained two or more times | | |

2020-21 - Updated

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|-------------|----|----|----|----|----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 34 | 30 | 41 | 43 | 39 | 44 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 231 |
| Attendance below 90 percent | 11 | 9 | 14 | 6 | 10 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 63 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 0 | 6 | 12 | 11 | 17 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 46 |
| Course failure in Math | 0 | 1 | 5 | 4 | 8 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 32 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 7 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 4 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16 |

The number of students with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|--------------------------------------|-------------|---|---|---|----|----|---|---|---|---|----|----|-------|----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Students with two or more indicators | 0 | 0 | 6 | 6 | 11 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 41 |

The number of students identified as retainees:

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|-------|----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Retained Students: Current Year | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Students retained two or more times | 0 | 0 | 0 | 1 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

| School Grade Component | 2021 | | | 2019 | | | 2018 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | | | | 48% | 62% | 57% | 40% | 62% | 56% |
| ELA Learning Gains | | | | 46% | 62% | 58% | 46% | 62% | 55% |
| ELA Lowest 25th Percentile | | | | 33% | 58% | 53% | 40% | 59% | 48% |
| Math Achievement | | | | 61% | 69% | 63% | 54% | 69% | 62% |
| Math Learning Gains | | | | 57% | 66% | 62% | 64% | 64% | 59% |
| Math Lowest 25th Percentile | | | | 41% | 55% | 51% | 47% | 55% | 47% |
| Science Achievement | | | | 44% | 55% | 53% | 35% | 58% | 55% |

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

| ELA | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2021 | | | | | |
| | 2019 | 56% | 60% | -4% | 58% | -2% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 52% | 64% | -12% | 58% | -6% |
| Cohort Comparison | | -56% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 37% | 60% | -23% | 56% | -19% |
| Cohort Comparison | | -52% | | | | |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2021 | | | | | |
| | 2019 | 71% | 67% | 4% | 62% | 9% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 49% | 69% | -20% | 64% | -15% |
| Cohort Comparison | | -71% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 60% | 65% | -5% | 60% | 0% |
| Cohort Comparison | | -49% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2021 | | | | | |
| | 2019 | 42% | 53% | -11% | 53% | -11% |
| Cohort Comparison | | | | | | |

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The 2020-2021 iReady Diagnostic Assessment data was utilized to compile the below data.

| Grade 1 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 37 | 25 | 15.4 |
| | Economically Disadvantaged | 38.5 | 22.2 | 12.0 |
| | Students With Disabilities | | | |
| Mathematics | English Language Learners | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 32.1 | 18.5 | 23.1 |
| | Economically Disadvantaged | 33.3 | 15.4 | 20 |
| | Students With Disabilities | | | |
| | English Language Learners | | | |

| Grade 2 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 23.5 | 29.4 | 29.4 |
| | Economically Disadvantaged | 21.9 | 31.3 | 31.3 |
| | Students With Disabilities | | | |
| | English Language Learners | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 9.1 | 11.8 | 29.4 |
| | Economically Disadvantaged | 9.7 | 12.5 | 31.3 |
| | Students With Disabilities | | | |
| | English Language Learners | | | |

| Grade 3 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 34.2 | 62.2 | 60.5 |
| | Economically Disadvantaged | 32.4 | 61.1 | 59.5 |
| | Students With Disabilities | | 16.7 | 16.7 |
| | English Language Learners | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 7.9 | 24.3 | 50 |
| | Economically Disadvantaged | 8.1 | 25 | 48.6 |
| | Students With Disabilities | | 16.7 | |
| | English Language Learners | | | |

| Grade 4 | | | | |
|-----------------------|--|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 9.4 | 21.9 | 25.8 |
| | Economically Disadvantaged | 6.9 | 17.2 | 21.4 |
| | Students With Disabilities English Language Learners | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 16.1 | 28.1 | 45.2 |
| | Economically Disadvantaged | 14.3 | 31 | 42.9 |
| | Students With Disabilities English Language Learners | | | |

| Grade 5 | | | | |
|-----------------------|--|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 25.6 | 30.6 | 41.2 |
| | Economically Disadvantaged | 26.3 | 31.4 | 39.4 |
| | Students With Disabilities English Language Learners | | | 16.7 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 15.8 | 27 | 33.3 |
| | Economically Disadvantaged | 16.2 | 27.8 | 34.3 |
| | Students With Disabilities English Language Learners | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Science | All Students | | 6 | |
| | Economically Disadvantaged | | 6 | |
| | Students With Disabilities English Language Learners | | | |

Subgroup Data Review

| 2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2019-20 | C & C Accel 2019-20 |
| SWD | 7 | | | 14 | | | | | | | |
| BLK | 41 | 37 | | 40 | 29 | | 25 | | | | |
| HSP | 30 | | | 10 | | | | | | | |
| FRL | 39 | 34 | | 38 | 31 | | 21 | | | | |
| 2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2017-18 | C & C Accel 2017-18 |
| SWD | 18 | 24 | | 32 | 47 | 40 | | | | | |
| ELL | 31 | 54 | | 75 | 71 | | | | | | |
| BLK | 53 | 46 | 24 | 60 | 56 | 43 | 46 | | | | |
| HSP | 12 | 43 | | 65 | 67 | | | | | | |
| FRL | 47 | 44 | 33 | 60 | 59 | 41 | 42 | | | | |
| 2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2016-17 | C & C Accel 2016-17 |
| SWD | 19 | 45 | | 25 | 36 | | | | | | |
| BLK | 41 | 46 | 42 | 54 | 66 | 50 | 34 | | | | |
| HSP | 25 | 50 | | 50 | 50 | | | | | | |
| FRL | 40 | 46 | 41 | 54 | 64 | 47 | 35 | | | | |

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

| ESSA Federal Index | |
|---|-----|
| ESSA Category (TS&I or CS&I) | |
| OVERALL Federal Index – All Students | 33 |
| OVERALL Federal Index Below 41% All Students | YES |
| Total Number of Subgroups Missing the Target | 4 |
| Progress of English Language Learners in Achieving English Language Proficiency | |
| Total Points Earned for the Federal Index | 164 |
| Total Components for the Federal Index | 5 |
| Percent Tested | 94% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 11 |

| Students With Disabilities | |
|--|-----|
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | |
| English Language Learners | |
| Federal Index - English Language Learners | |
| English Language Learners Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | |
| Native American Students | |
| Federal Index - Native American Students | |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | |
| Asian Students | |
| Federal Index - Asian Students | |
| Asian Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32% | |
| Black/African American Students | |
| Federal Index - Black/African American Students | 34 |
| Black/African American Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | |
| Hispanic Students | |
| Federal Index - Hispanic Students | 20 |
| Hispanic Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | |
| Multiracial Students | |
| Federal Index - Multiracial Students | |
| Multiracial Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | |
| Pacific Islander Students | |
| Federal Index - Pacific Islander Students | |
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | |

| White Students | |
|--|-----|
| Federal Index - White Students | |
| White Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years White Students Subgroup Below 32% | |
| Economically Disadvantaged Students | |
| Federal Index - Economically Disadvantaged Students | 33 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | |

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

When comparing ELA progress monitoring data, there was an increase in percent of students proficient in grade 3-5 when comparing Winter to Spring on the 2020-2021 iReady Diagnostic Assessments.

When comparing Math progress monitoring data, there was an increase in percent of students proficient in grades 1-5 when comparing Winter to Spring on the 2020-2021 iReady Diagnostic Assessments.

Overall ELA proficiency decreased by 7 percentage points as evidenced by the 2021 FSA statewide assessment.

ELA L25 Learning Gains subgroup decreased by 7 percentage points as evidenced by the 2021 FSA statewide assessment.

Math L25 Learning Gains subgroup decreased by 30 percentage points as evidenced by the 2021 FSA statewide assessment.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The L25 subgroup in both ELA and Math decreased. Additionally, overall proficiency in ELA and Math showed a decrease. 2021 FSA data was utilized in this analysis. Overall ELA proficiency decreased by 7 percentage points as evidenced by the 2021 FSA statewide assessment. ELA L25 Learning Gains subgroup decreased by 7 percentage points as evidenced by the 2021 FSA statewide assessment. Math L25 Learning Gains subgroup decreased by 30 percentage points as evidenced by the 2021 FSA statewide assessment.

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

This past school year was met with the struggle of providing a standards aligned and data driven education while mitigating COVID-19. Teachers and learners had to pivot between in-person and

virtual instruction in some grade levels and some did not transition well. Additionally, the grade level with the most concerning data was the grade level that had the highest percentage of students learning at home. This school year the school will implement a targeted attendance incentive plan to ensure that students are in the building learning. Additionally, focused will be placed on personalized student instruction to meet the students where they are and lessen the academic achievement gap. Collaborative planning efforts will also assist in these efforts as a focus will be placed on differentiated instruction and progress monitoring.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Students in grade 4 ELA showed a growth of 16.4 percentage points when comparing 2020-2021 i-Ready AP1 to AP3 data.

Students in grade 4 Math showed a growth of 26.1 percentage points when comparing 2020-2021 i-Ready AP1 to AP3 data.

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

Incentives were put in places to encourage students to meet their weekly minute/usage i-Ready goals. Monitoring tools included reports provided by the iReady platform to assist in identifying students meeting weekly minute and passing rate targets.

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

In an effort to accelerate learning the following strategies will be implemented: Data-driven Instruction, Differentiated Instruction, Extended Learning Opportunities, Standards-Based Collaborative Planning, Interventions- RTI, and a Mentoring program.

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

The PLST will develop whole group sessions and job-embedded sessions on data analysis/SIP development (August/21), data-driven instruction (September/21), Aligning resources to small group instruction (October/21), Tackling OPM data (November/December/21), making adjustments to groups as data becomes available (2/21) and continuous data chats with individualized feedback and next steps (ongoing). Coaching cycles will also be implemented individually with teachers to support specific needs (ongoing).

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

Collaborative planning will be scheduled weekly. The focus of the planning session may vary by teacher and/or grade level depending on the needs of that particular teacher, grade level and/or students. Administration will also participate in collaborative planning sessions to ensure that walkthrough look-fors are aligned to planning and school-wide goals and action steps. Additionally, extended learning opportunities will be offered.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale: Based on the data review, our school will implement the Targeted Element of Differentiation. We selected the overarching area of Differentiation based on our findings that demonstrated Learning Gains for the L25 subgroup significantly decreased in both ELA and Math. We are not meeting the individual needs of all learners therefore it is evident that we must improve our ability to differentiate instruction based on the levels of the students we serve. We will provide the scaffolding necessary for the L25 subgroup to access grade-level content in order to make learning gains and move towards proficiency. Additionally, we will provide instruction to assist students in meeting deficient prerequisite skills.

Measurable Outcome: If we successfully implement Differentiation, then our L25 students will increase by a minimum of 7 percentage points in ELA and 39 percentage points in Math as evidenced by the 2022 State Assessments.

Monitoring: The Leadership Team will conduct quarterly data chats with teachers and students (parents as needed), adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure quality instruction is taking place. Administrators will review bi-weekly lesson plans for indication of differentiation for L25 students, in particular. Data Analysis of formative assessments of L25 students will be reviewed monthly to observe progress. We will create an online tracker to monitor OPM data on a bi-weekly basis. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth on OPMs.

Person responsible for monitoring outcome: Darlene Gonzalez (darlenegonzalez@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of: Data-Driven Instruction. Data-Driven instruction will assist in accelerating the learning gains of our L25s as it is a systematic approach of instruction to meet the students' needs. Data-Driven instruction will be monitored through the use of data trackers to drive instructional planning to include OPMs.

Rationale for Evidence-based Strategy: Data-Driven Instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available and students show progress or decline.

Action Steps to Implement

Conduct a Professional Development for K-5 teachers focused on Data Analysis and Differentiated Instruction. Professional development will be conducted via collaborative planning sessions. Professional development will be conducted no later than September 30, 2021.

Person Responsible Brittany Brown-Brooks (bbrownbrooks@dadeschools.net)

Utilize relevant, real-time data to determine instructional groups based on students' individual academic needs.

Person Responsible Dominique St. Hilaire (dsthilaire@dadeschools.net)

Beginning in September 2021, quarterly data chats will be conducted with teachers, students and parents (as needed) to review students' academic standing and on-going progress monitoring data.

Person Responsible Chanda Scott (269670@dadeschools.net)

Utilize a framework to ensure that differentiated instruction is targeted and planned for during collaborative planning sessions.

Person Responsible Dominique St. Hilaire (dsthilaire@dadeschools.net)

Beginning November 1, 2021, during collaborative planning administration will ensure that teachers create Instructional Focus Calendars and OPM trackers for Quarter 2.

Person Responsible Dominique St. Hilaire (dsthilaire@dadeschools.net)

Beginning November 1, 2021, teachers will conduct data chats with students based on student performance on topic, bi-weekly and/or OPM assessments as needed.

Person Responsible Chanda Scott (269670@dadeschools.net)

#2. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale: Based on School Culture Survey results, 50% of the staff expressed that they believe students are not academically prepared for class. Additionally, for the 2020-21 school year, there was an increase in student absences which could be a contributing factor to students not being academically prepared.

Measurable Outcome: If we successfully implement the Targeted Element of Student Attendance, our students will receive quality instruction that will contribute to improved student outcomes. With consistent student incentives, our attendance will decrease by 27 percentage points in the subcategory of 10 or more student absences.

Monitoring: The Leadership Team will work to connect with families who struggle with attendance and identify the root cause for absences and create a plan of action to ensure students are able to be present daily. The Leadership Team will mentor individual students who have consistent truancy and meet with them bi-weekly to reward or encourage attendance efforts. The Leadership Team will plan regular, monthly student incentives to promote consistent student attendance. Teachers will monitor their daily attendance and submit that data to the LT on a weekly basis with emphasis on attendance trends. The Leadership Team will identify possible extended learning opportunities for students who are absent due to illness to receive missed instruction. To ensure we are on track to meeting the outcome above, this data will be discussed during weekly LT meetings and data chats with teachers and/or parents.

Person responsible for monitoring outcome: Arol Mondestin (amondestin@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Student Attendance, our school will focus on the evidence-based strategy of: Attendance Initiatives.

Rationale for Evidence-based Strategy: Within the Targeted Element of Student Attendance, our school will focus on the evidence-based strategy of: Attendance Initiatives. Attendance Initiatives will assist in narrowing the absence gap amongst our students. Student absences will be monitored on a weekly basis to prevent a pattern of excessive absences.

Action Steps to Implement

Develop Attendance Plan and Incentive Program to address student attendance.

Person Responsible Darlene Gonzalez (darlenegonzalez@dadeschools.net)

Meet with faculty and staff to review Attendance Plan/Incentive Program and it's implementation during the September 8, 2021 faculty and staff meeting.

Person Responsible Darlene Gonzalez (darlenegonzalez@dadeschools.net)

Meet with and inform all additional stakeholders to review Attendance Plan/Incentive Program and it's implementation.

Person Responsible Darlene Gonzalez (darlenegonzalez@dadeschools.net)

Implement plan and monitor for effectiveness. The daily attendance bulletin will be utilized as a monitoring tool to identify students exhibiting poor attendance patterns.

Person Responsible Chanda Scott (269670@dadeschools.net)

Beginning November 1, 2021, school counselor will host monthly meetings on various topics. All meetings will demonstrate to parents and stakeholders the importance and impact that student attendance plays on all aspect of the learning environment and student performance.

Person Responsible Arol Mondestin (amondestin@dadeschools.net)

Beginning November 1, 2021, School Social Worker and Community Involvement Specialist will conduct home visits for students demonstrating concerning attendance patterns.

Person Responsible Arol Mondestin (amondestin@dadeschools.net)

#3. Leadership specifically relating to Leadership Development

Area of Focus Description and Rationale:

Based on qualitative data from the School Climate survey and the SIP survey and review of the Core Leadership Competencies, we want to use the Targeted Element of Leadership Development. Based on the school climate survey, 33% of staff members feel that they do not have an opportunity to be considered for leadership roles. By involving them in school-wide initiatives and allowing them the opportunity to further their learning, student success is positively impacted.

Measurable Outcome:

If we successfully implement the Targeted Element of Leadership Development, there will be a 10% decrease in staff that feel that they do not have the opportunity to be considered for leadership during the 2021-2022 school year.

Monitoring:

The Leadership Team will conduct monthly meetings titled "Trojan Council". The goal of the meetings is to provide opportunities for teachers to share the leadership and be involved in the decision making. By involving teachers, we hope to create an environment of shared leadership. This initiative will be evident by teacher leaders providing support and development to their colleagues in various areas as well as developing their own initiatives to implement during the school year. To ensure we are on the right track, teachers will be asked to share at monthly faculty meetings.

Person responsible for monitoring outcome:

Chanda Scott (269670@dadeschools.net)

Evidence-based Strategy:

Shared Leadership involves systems designed to develop leadership capacity among all members of the school community. In Shared Leadership, teachers, staff, parents, and principals work together to solve problems and create an engaging school climate that fosters learning. This can be achieved by understanding that different leadership styles are needed, engaging all stakeholders in working together towards a shared purpose, and ensuring all participants share responsibility and accountability.

Rationale for Evidence-based Strategy:

Involving Staff will assist in integrating the talents of teachers within the building to carry out the vision, the mission, and problem solve. Throughout this process the LT will create buy in and bring creative and innovative solutions to the forefront.

Action Steps to Implement

By August 31st, develop a monthly calendar to pre-identify dates for the Trojan Council meetings.

Person Responsible

Chanda Scott (269670@dadeschools.net)

Trojan Council meetings will convene on the first Wednesday of every month and all stakeholders will be invited to attend through our monthly newsletter.

Person Responsible

Chanda Scott (269670@dadeschools.net)

All stakeholders will be provided with an agenda prior to the meeting for an opportunity to review and make any suggestions.

Person Responsible

Chanda Scott (269670@dadeschools.net)

Attendance rosters and meeting notes will be maintained in a folder.

Person Responsible Chanda Scott (269670@dadeschools.net)

Pictures and videos of events and/or initiatives will be displayed on school's social media and website.

Person Responsible Chanda Scott (269670@dadeschools.net)

Beginning November 1, 2021, the school's leadership team will continue to host Trojan Council Meetings. Additionally, what was discussed and/or initiated during council meetings will also be shared during monthly faculty meetings.

Person Responsible Chanda Scott (269670@dadeschools.net)

#4. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale: Based on the data review, our school will implement the Targeted Element of Collaborative Planning. We selected the overarching area of Collaborative Planning based on our findings that overall proficiency in ELA and Math decreased on the most recent statewide assessment. We are not meeting the unique needs of all learners therefore it is evident that we must improve our ability to differentiate instruction based on the levels of the students we serve. In order to be able to better serve the L25 subgroup, as well as, students that are not meeting proficiency strategic and targeted planning for differentiated instruction must take place.

Measurable Outcome: If we successfully implement Collaborative Planning, then our over all proficiency will increase by a minimum of 7 percentage points in ELA and 20 percentage points in Math as evidenced by the 2022 State Assessments.

Monitoring: The Leadership Team will participate regularly in collaborative planning sessions and follow-up with regular walkthroughs to ensure that the quality instruction planned for is taking place. Data Analysis of formative assessments of all students will be reviewed monthly to observe progress. We will create an online tracker to monitor OPM data on a bi-weekly basis. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth. Extended learning opportunities will be provided to those students who are not showing growth on OPMs.

Person responsible for monitoring outcome: Darlene Gonzalez (darlenegonzalez@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Collaborative Planning, our school will focus on the evidence-based strategy of Standards-Based Collaborative Planning. Standards-Based Collaborative Planning will assist instructional coaches and teachers in planning for lessons that are targeted and purposeful with an “end in mind”. Standards-Based Collaborative Planning will be monitored through administrative walkthroughs.

Rationale for Evidence-based Strategy: Standards-Based Collaborative Planning will ensure that planned for activities, higher order thinking questions, end products and predetermined vocabulary words are purposeful, targeted and geared towards grade-level standards mastery.

Action Steps to Implement

Develop a collaborative planning framework inclusive of norms and expectations to ensure that the time spent planning with instructional coaches is maximized. Framework will be develop and begin to be used no later than September 13, 2021.

Person Responsible Brittany Brown-Brooks (bbrownbrooks@dadeschools.net)

Develop a monthly calendar to pre-identify dates which will delineate dates in which assessment data will be reviewed.

Person Responsible Darlene Gonzalez (darlenegonzalez@dadeschools.net)

Beginning August 31, 2021, conduct administrative walkthroughs walkthroughs to ensure that the quality instruction planned for is taking place.

Person Responsible Chanda Scott (269670@dadeschools.net)

Beginning August 31, 2021, administrators will meet with teachers and instructional coaches post administrative walkthroughs to provide real-time feedback related to what was planned for and instructional practices, strategies and/or lessons observed.

Person Responsible Darlene Gonzalez (darlenegonzalez@dadeschools.net)

Beginning November 1, 2021, instructional coaches and teachers will utilize backwards planning to ensure that there is a focus on student output, gradual release, and benchmark & resource alignment for mastery.

Person Responsible Brittany Brown-Brooks (bbrownbrooks@dadeschools.net)

Beginning November 1, 2021, administration will ensure that explicit instructional planning is turn-keyed into explicit instructional delivery. Allowing students to collaborate and apply the knowledge learned. Administrative walkthrough will focus on student authentic anchor charts/activities.

Person Responsible Darlene Gonzalez (darlenegonzalez@dadeschools.net)

#5. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Based on the data review, our school will implement the Targeted Element of ELA. We selected the overarching area of ELA based on our findings that demonstrated 34% in learning gains in ELA for grades 3 – 5 on the 2021 FSA. We compared the current 2021 ELA FSA data of 34% proficiency to the 2019 FSA ELA learning gains of 46%. Over the last two years, ELA learning gains dropped 12 percentage points. Tier 1 and Tier 2 instruction, in both planning and delivery, did not result in an increase in learning gains for both previously proficient students and students working below proficiency. Therefore, we will strategically develop, explicitly deliver, and systematically monitor Tier 1 and Tier 2 instruction.

Measurable Outcome: If we successfully develop, deliver, and monitor Tier 1 and Tier 2 instruction, then our ELA learning gains will increase by a minimum of 10 percentage points as evidenced by the 2022 State Assessments.

Monitoring: The Leadership team will participate in weekly collaborative planning, following up with targeted walk-throughs that monitor the alignment of planning to instructional delivery. Explicit feedback will be provided weekly and instructional shifts in planning will occur, based on feedback. Transformation coaches will collaboratively plan with teachers, utilizing instructional resources that define the expectation of the standards. Collection of observational data and explicit feedback will be utilized to adjust planning and instruction. Data analysis of bi-weekly progress monitoring assessments, as well as the review of products, will be utilized to track progress and determine the effectiveness of instructional delivery and planning.

Person responsible for monitoring outcome: Darlene Gonzalez (darlenegonzalez@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of ELA, our school will focus on the evidence-based strategy of: Effective Curriculum and Resource Utilization refers to district curriculum and resources to maximize student learning including utilizing program materials, technology, pacing guides, task cards and supplemental resources to support student learning.

Rationale for Evidence-based Strategy: Effective curriculum and resource utilization will ensure teachers plan rigorous and aligned lessons that translate into effective delivery. Continual feedback related to delivery, product effectiveness, and assessment performance will guide shifts and enhancements in instructional delivery and student performance.

Action Steps to Implement

8/31-10/11 Teachers will participate in weekly collaborative planning sessions, with a focus on standards aligned instruction as well as standards aligned resources, resulting in an explicit lesson plan that scaffolds instruction for students at varying levels (previously proficient and non-proficient students).

Person Responsible Brittany Brown-Brooks (bbrownbrooks@dadeschools.net)

8/31 – 10/11 Instructional delivery will include a stated purpose, daily learning target, and end product, to ensure that what was planned for is delivered.

Person Responsible Darlene Gonzalez (darlenegonzalez@dadeschools.net)

8/31 – 10/11 Product reviews, bi-weekly, will be conducted in collaborative planning for the purpose of assessing the impact of the instructional delivery in Tier 1 and Tier 2 lessons.

Person Responsible Brittany Brown-Brooks (bbrownbrooks@dadeschools.net)

8/31 -10/11 Data analysis of progress monitoring assessments will be conducted bi-weekly to assess the delivery of content on student performance.

Person Responsible Darlene Gonzalez (darlenegonzalez@dadeschools.net)

Beginning on November 1, 2021, Instructional Coaches will continue to conduct Coach Teacher Collaborations (CTC) focused on explicit instructional delivery that mirrors what was planned for during collaborative planning.

Person Responsible Brittany Brown-Brooks (bbrownbrooks@dadeschools.net)

Beginning November 1, 2021, administration will continue to monitor Coach Teacher Collaborations and conduct administrative walkthroughs at the end of each cycle to ensure intended outcome is evidenced.

Person Responsible Darlene Gonzalez (darlenegonzalez@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

According to the 2021-2022 District/School Disciplinary Comparison data from Power BI SIP Dashboard, 3% of students accumulated 1 referral as compared to the District's 5%. Monitoring student behaviors is essential in allowing school staff to quickly detect and correct inappropriate behavior. The School Leadership Team (SLT) will monitor student behaviors via the referral system per quarter. Teachers and guidance counselor will work with students in setting behavior goals/expectations in addition to their academic goals.

Part IV: Positive Culture & Environment

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

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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

Our strengths within School Culture are in Relationships, Physical and Emotional Safety and Support, Care and Connections. Our school creates opportunities throughout the year to engage with parents and families and ensure that they are equipped with the necessary information and tools to support their children and link the school and home environments. Students are supported through various leadership opportunities/ programs such as Student Council, Safety Patrols, 5000 Role Models. We provide opportunities for staff members to provide ongoing feedback and suggestions to administration via the "Trojan Council" initiative. The school also ensures that information is provided to all stakeholders through a monthly newsletter and up-to-date school website.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principals, Instructional Coaches, Teacher Leaders and Counselors (our School Leadership Team). The Principal’s role is to monitor and oversee all the school’s initiatives and respond to concerns with morale by planning Team-building and morale boosting activities. The Assistant Principals will assist in ensuring all information is shared with stakeholders in a timely manner. Teacher leaders and instructional coaches assist in providing and responding to feedback from stakeholders. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.

Part V: Budget

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

| | | | |
|---------------|--------|--|---------------|
| 1 | III.A. | Areas of Focus: Instructional Practice: Differentiation | \$0.00 |
| 2 | III.A. | Areas of Focus: Culture & Environment: Student Attendance | \$0.00 |
| 3 | III.A. | Areas of Focus: Leadership: Leadership Development | \$0.00 |
| 4 | III.A. | Areas of Focus: Instructional Practice: Collaborative Planning | \$0.00 |
| 5 | III.A. | Areas of Focus: Instructional Practice: ELA | \$0.00 |
| Total: | | | \$0.00 |