

Miami-Dade County Public Schools

Redland Elementary School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	20
Positive Culture & Environment	31
Budget to Support Goals	32

Redland Elementary School

24501 SW 162ND AVE, Homestead, FL 33031

<http://redlandelem.dadeschools.net/>

Demographics

Principal: Katori Wisdom

Start Date for this Principal: 7/20/2016

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 English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (54%) 2017-18: B (59%) 2016-17: C (43%)
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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	20
Title I Requirements	0
Budget to Support Goals	32

Redland Elementary School

24501 SW 162ND AVE, Homestead, FL 33031

<http://redlandelem.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	85%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Redland Elementary School is to provide a stimulating, multifaceted educational environment for all students through the delivery of purposeful, and intentional data driven instruction.

Provide the school's vision statement.

Our vision is to empower our diverse students to fulfill their social, physical, and academic potential by providing a safe, academically challenging, and nurturing environment, while building student/teacher relationships.

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
Montes, Adrian	Principal	<p>The Principal at Redland Elementary School is responsible for the school's daily activities while ensuring a safe and academically progressive learning community for all students. The job duties and responsibilities of the Principal also include, but are not limited to developing and implementing the school's budget, serving as the instructional leader of the building, and monitoring schoolwide interventions while disaggregating data after respective assessments and conducting periodic Administration/Teacher data conversations. Additionally, the Principal conducts Leadership Team meetings and weekly custodial, cafeteria and security staff meetings to discuss updates, provide progress and reward exceptional work. Also, the Principal utilizes various forms of communication to efficiently and effectively communicate with all stakeholders.</p>
	Assistant Principal	<p>The Assistant Principal at Redland Elementary School is solely responsible for supporting the School Principal with daily activities while ensuring a safe and academically progressive learning community for all students. The job duties and responsibilities of the Assistant Principal also include, but are not limited to developing and implementing the school's Master Schedule, serving as the instructional leader of the building, and monitoring schoolwide interventions while disaggregating data after respective assessments and conducting periodic Administration/Teacher data conversations. Additionally, the Assistant Principal serves as the school's LEA during ESE and SST meetings, ensures students are making adequate grade level progress, and serves as the School Assessment Coordinator. Also, the Assistant Principal utilizes various forms of communication to efficiently and effectively communicate with all stakeholders.</p>
Valiente, Nicole	Instructional Coach	<p>The Reading Coach at Redland Elementary School is responsible for attending monthly Leadership Team meetings to develop coaching support, conducting coaching cycles, and facilitating instructional planning sessions. Additionally, the Reading Coach will develop i-Ready assessment calendars and provide testing updates to Administration (to include updates of percent tested), troubleshoot during i-Ready Reading assessments and pull applicable reports after testing. Also, the Reading Coach will plan and prepare for the district writing assessments, provide data analysis of Reading bi-weekly assessments and will work alongside the Assistant Principal and Registrar to ensure Tier2/Tier3 students are placed in appropriate interventions, respectively. Furthermore, the Reading Coach will attend Reading ICADS, provide teachers with instructional resources, assist Administration with selecting extended learning resources and support school-wide literacy initiatives.</p>
Ferrer, Ivelice	ELL Compliance Specialist	<p>The ELL Compliance Specialist at Redland Elementary School is responsible for the appropriate placement of ESOL students, and ensuring all J Screen corrections are updated. Additionally, the ELL Compliance Specialist serves as an active member of the Literacy Leadership/Leadership Team, administers CELLA online and OLPS-R assessments to</p>

Name	Position Title	Job Duties and Responsibilities
		respective students, reviews the Home Language Surveys, identifies student (s) to be tested and attends ELL District trainings.
Roman, Samantha	Teacher, K-12	The instructional staff member at Redland Elementary School is responsible for the academic progression of students in the 3rd Grade Intensive Acceleration class. Additionally, the instructional staff member supports the school's instructional initiatives, and serves as an active member of the Leadership and Literacy Leadership Team.
Lopez-Ruiz, Heidi	Teacher, K-12	The instructional staff member at Redland Elementary School is primarily responsible for 5th Grade Math/Science instruction. Additionally, the instructional staff member supports the school's instructional initiatives, serves as the Science and Social Sciences Liaison and participates as an active Leadership Team member.
Pate, Shaquanda	Math Coach	The Mathematics Coach at Redland Elementary School is responsible for attending monthly Leadership Team meetings to develop coaching support, conducting coaching cycles, and facilitating instructional planning sessions. Additionally, the Mathematics Coach will develop i-Ready assessment calendars and provide i-Ready testing updates to Administration (to include updates of percent tested), troubleshoot during testing and pull applicable reports after testing. Also, the Mathematics Coach will provide data analysis of Mathematics Topic Assessments, attend Mathematics ICADS, provide teachers with instructional resources, assist Administration with selecting extended learning resources and support school-wide Mathematics initiatives.
Smith, Elise	School Counselor	The Counselor at Redland Elementary School is responsible for attending District and Leadership Team meetings in order to provide students with the necessary social and emotional support, so that students can make adequate grade level academic progress. Additionally, the counselor will collaborate with our assigned Mental Health Coordinator and Administrators, and attend MTSS meetings. Also, the school counselor will promote Values Matters Miami and other district initiatives by making each a school-wide priority.

Demographic Information

Principal start date

Wednesday 7/20/2016, Katori Wisdom

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.*

14

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.*

36

Total number of teacher positions allocated to the school

62

Total number of students enrolled at the school

735

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

8

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

5

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	70	108	134	148	114	161	0	0	0	0	0	0	0	735
Attendance below 90 percent	11	36	34	53	34	50	0	0	0	0	0	0	0	218
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	4	23	22	19	0	0	0	0	0	0	0	70
Course failure in Math	0	3	4	5	10	26	0	0	0	0	0	0	0	48
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	13	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	8	0	0	0	0	0	0	0	8
Number of students with a substantial reading deficiency	8	26	86	97	37	61	0	0	0	0	0	0	0	315

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	6	8	6	19	12	0	0	0	0	0	0	0	0	51

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	8	9	3	12	0	0	0	0	0	0	0	0	0	32
Students retained two or more times	0	0	0	0	1	5	0	0	0	0	0	0	0	6

Date this data was collected or last updated

Tuesday 7/20/2021

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	6	11	12	22	30	32	0	0	0	0	0	0	0	113

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	8	9	3	12	0	0	0	0	0	0	0	0	0	32
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

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				52%	62%	57%	57%	62%	56%
ELA Learning Gains				54%	62%	58%	58%	62%	55%
ELA Lowest 25th Percentile				59%	58%	53%	57%	59%	48%
Math Achievement				65%	69%	63%	63%	69%	62%
Math Learning Gains				65%	66%	62%	60%	64%	59%
Math Lowest 25th Percentile				42%	55%	51%	56%	55%	47%
Science Achievement				43%	55%	53%	60%	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	52%	60%	-8%	58%	-6%
Cohort Comparison						
04	2021					
	2019	56%	64%	-8%	58%	-2%
Cohort Comparison		-52%				
05	2021					
	2019	41%	60%	-19%	56%	-15%
Cohort Comparison		-56%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	64%	67%	-3%	62%	2%
Cohort Comparison						
04	2021					
	2019	68%	69%	-1%	64%	4%
Cohort Comparison		-64%				
05	2021					
	2019	53%	65%	-12%	60%	-7%
Cohort Comparison		-68%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	40%	53%	-13%	53%	-13%
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 progress monitoring tool(s) by grade level used to compile the data below is from Power Bi. The data consists of i-Ready Diagnostic data (Reading and Mathematics), Performance Matters and Reading Bi-weekly Assessments and Mathematics Topic Assessments.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	18.0	20.3	32.5
	Economically Disadvantaged	14.9	18.8	29.8
	Students With Disabilities	13.3	0	0
	English Language Learners	0	12.1	21.2
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	20.0	22.4	43.2
	Economically Disadvantaged	19.3	20.0	42.0
	Students With Disabilities	20.0	23.1	25.0
	English Language Learners	24.2	12.9	39.4

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	18.7	32.4	33.3
	Economically Disadvantaged	17.5	31.7	31.7
	Students With Disabilities	7.7	15.4	8.3
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	18.3	29.9	46.3
	Economically Disadvantaged	18.0	29.1	45.2
	Students With Disabilities	14.3	25.0	16.7
	English Language Learners	0	0	0
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	37.5	53.5	64.0
	Economically Disadvantaged	34.5	50.0	60.4
	Students With Disabilities	5.9	31.3	47.1
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	7.8	35.7	49.0
	Economically Disadvantaged	8.6	36.0	46.7
	Students With Disabilities	5.9	6.7	31.3
	English Language Learners	0	0	0

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	25.5	33.3	40.0
	Economically Disadvantaged	23.6	31.3	38.4
	Students With Disabilities	9.8	15.4	13.5
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	17.9	37.4	54.8
	Economically Disadvantaged	17.7	35.7	53.2
	Students With Disabilities	10.5	10.5	21.1
	English Language Learners	0	0	16.7
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	30.1	39.3	47.9
	Economically Disadvantaged	28.0	38.9	47.2
	Students With Disabilities	8.0	12.0	12.0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	21.2	40.5	57.4
	Economically Disadvantaged	20.2	40.2	56.6
	Students With Disabilities	12.0	16.0	20.0
	English Language Learners	0	0	16.7
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	17.0	0
	Economically Disadvantaged	0	17.0	0
	Students With Disabilities	0	N/A	0
	English Language Learners	0	5.0	0

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	33	29	64	39	35	42	34				
ELL	40	43	55	35	33	36	33				
BLK	37			28							
HSP	46	43	61	40	29	32	36				
FRL	46	44	62	39	29	36	36				
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	38	54	60	47	43	20	28				
ELL	46	51	58	65	66	47	38				
BLK	62	46		57	62						
HSP	50	54	59	64	65	44	42				
WHT	82	62		88	77						
FRL	50	53	60	63	64	43	39				
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	31	40	41	35	62	58	29				
ELL	45	54	57	59	57	60	43				
BLK	84	83		79	83						
HSP	55	55	56	61	59	56	58				
WHT	71	76		71	59						
FRL	54	57	57	60	59	55	58				

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	42
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	338
Total Components for the Federal Index	8
Percent Tested	94%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	40
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	41
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	33
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	42
Hispanic Students Subgroup Below 41% in the Current Year?	NO
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	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

2019 data findings:

The school to district comparison shows an increase in the achievement gap widening from 3rd to 5th grade in ELA and Mathematics.

All ELA Subgroups Learning Gains decreased by at least 1 percentage points across all grade levels except ELA Subgroups L25 students, which increased by 2 percentage points.

All Mathematics Subgroups Learning Gains L25 decreased by at least 14 percentage points.

Mathematics overall Subgroups Learning Gains increased by at least 5 percentage points across all Subgroups.

All Science Subgroups Achievement levels decreased by at least one percentage point.

2021 data findings:

The school to district comparison shows an increase in the achievement gap widening from 3rd to 5th grade in ELA, Mathematics and Science.

All ELA Subgroups Learning Gains decreased by at least 10 percentage points. Mathematics

Subgroup Learning Gains decreased by at least 32 percentage points. All Science Subgroups

Achievement Levels decreased by at least 4 percentage points.

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

2019 data findings:

The majority of our ELA Subgroups Learning Gains decreased by at least 1 percentage points, with the exception of our SWD students who increased 14 percentage points. Students with Free and Reduced Lunch decreased by 4 percentage points, black students decreased by 37 percentage points.

2021 data findings:

All ELA Subgroups Learning Gains decreased by at least 10 percentage points. Mathematics

Subgroup Learning Gains decreased by at least 32 percentage points. All Science Subgroups

Achievement Levels decreased by at least 4 percentage points.

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

2019 data findings:

For the last three years, we have been focusing on implementing standards-based instruction in all classrooms. We have struggled with teachers planning for and delivering standards-based instruction across all grade levels. Many teachers did not understand the consequences of not planning for and not delivering grade level instruction in order to prepare students for the next grade level. Therefore, a monthly instructional planning schedule will be developed. During each planning sessions teachers with the support of instructional coaches, will unwrap standards, use the achievement level descriptors (as applicable), and determine student outcomes. Administrators will continue to attend instructional planning sessions, conduct weekly walkthroughs, and monitor grade level bi-weekly and Topic Assessments data.

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

2019 data findings:

Overall Mathematics Achievement for Subgroups showed an increased of at least 3 percentage points, except for the Black students which decreased by 22 percentage points. The SWD students increased by 12 percentage points, ELL students increased by 6 percentage points, and Hispanics and FRL students increased by 3 percentage points. The most significant increased by demonstrated by our White students which increased by 17 percentage points.

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

2019 data findings:

We provided targeted extended learning opportunities and Administrators conducted laser focused data chats to improve Reading and Mathematics instruction, and identified needed resources. Administrators will attend monthly instructional planning schedule will be developed. Administrators will continue to attend instructional planning sessions, conduct weekly walkthroughs, and monitor grade level bi-weekly and Topic Assessments data.

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

Standards-Based instructional planning, Interventions, Data Driven Instruction, and Extended Learning Opportunities will need to be implemented to accelerate learning.

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 job-embedded sessions on "Utilizing Data to Drive Instruction" (August 19, 2021) and "Making Reading Instructional Explicit for Students with persistent Reading Difficulties" (October 29, 2021). In addition, during monthly faculty meetings, instructional staff members will be allowed an opportunity to share best practices related to data driven and small group instruction.

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

The Reading and Mathematics instructional coaches will facilitate instructional planning sessions to ensure the sustainability of improvement in the next school year. Additionally, an Administrator will attend instructional planning sessions to monitor the implementation of instructional support and to ensure the support is aligned to our goals. Furthermore, Extended Learning opportunities will be provided and strategically aligned to data and the MTSS process will be utilized with fidelity.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	Based on the data reviewed our school will implement the Targeted Element of Math. We selected the overarching area of differentiation based on our findings that demonstrated a decrease in our overall Mathematics percent proficient from 2019 (61%) to 2021 (34%); a 27 percentage point decrease. We are not meeting the needs of all learners as it relates to Mathematics, therefore it is crucial that we differentiate based on students' academic need.
Measurable Outcome:	If we successfully implement differentiated instruction, then our students will demonstrate an increase of 10 percentage points in proficiency in Mathematics as evidenced by the 2022 state assessments.
Monitoring:	The Leadership Team will conduct quarterly data chats, adjust groups based on real time data and follow up with regular walk throughs to ensure quality standards-based instruction is taking place. Administrators will attend instructional planning sessions to ensure Mathematics lessons are developed to include differentiated instruction. Data analysis of formative assessments will be reviewed monthly to observe progress. Performance Matters reports will be pulled and the data will be analyzed during monthly leadership team meetings to ensure students are demonstrating growth and weak standards are being remediate. Extended learning opportunities will be provided to those students who are not demonstrating adequate grade level progress on OPMs.
Person responsible for monitoring outcome:	Katori Wisdom (kwisdom@dadeschools.net)
Evidence-based Strategy:	Data-Driven Decision Making is a process embedded in the culture of the school where data is used at every level to make informed decisions on what is best for students. This includes goal setting, interventions, teacher placement, course work, and differentiating instruction.
Rationale for Evidence-based Strategy:	If teachers are aware of their data and can address the specific needs of their learners, the students will demonstrate growth. Research demonstrates that schools reporting strong usage of data to group students and drive instruction show strong achievement gains.

Action Steps to Implement

8/31-10/11 - Provide instructional staff members with professional development on Data Driven Instruction during faculty meetings, emphasizing the possible implications of not effectively implementing data driven and differentiated instruction in all classrooms. As a result, teachers will leave with a sense of urgency and understand that data driven instruction is critical for student achievement.

Person Responsible Katori Wisdom (kwisdom@dadeschools.net)

8/31-10/11 - Ensure teachers plan for data driven instruction during Mathematics instructional planning sessions with Math Coach. As a result, the diverse Mathematical needs of learners will be met based on data.

Person Responsible Katori Wisdom (kwisdom@dadeschools.net)

8/31-10/11 - Administrators will conduct data conversations with teachers quarterly. As a result, teachers will understand the possible implications of not meeting the diverse needs of students based on data and make adjustments to instruction.

Person Responsible Adrian Montes (pr4581@dadeschools.net)

8/31-10/11 - Disaggregate and monitor data after respective assessments to capture grade level and subject area academic need and support. As a result, teachers will develop fluid data driven groups and will effectively meet the needs of students.

Person Responsible Adrian Montes (pr4581@dadeschools.net)

11/1/21-12/17/21 - Pull Item Analysis and Baseball Card Reports from Performance Matters after Mathematics Topic Assessments to determine the standards that require additional attention. As a result, a Mathematics Instructional Focus Calendar will be created and utilized schoolwide.

Person Responsible Shaquanda Pate (spate1@dadeschools.net)

11/1/21-12/17/21 - Utilize respective Mathematics Topic Assessments data to develop fluid groups in each class and align resources to use during small group instruction. This process will take place during instructional planning sessions led by the Mathematics Coach. As a result, small group instruction will be targeted and delivered based on the individual needs of students.

Person Responsible Shaquanda Pate (spate1@dadeschools.net)

1/31- 4/29/22 - Analyze i-Ready AP2 Mathematics data, compare AP1 to AP2 and reference percent proficient report to determine growth, areas of improvement and next steps for mathematics instruction. As a result, mathematics instruction will be based on data and the needs of students.

Person Responsible Katori Wisdom (kwisdom@dadeschools.net)

1/31 - 4/29/22 - Create a schoolwide Mathematics Differentiated Instruction day to meet the individual needs of students. As a result, students' needs are addressed and additional support will be provided.

Person Responsible Shaquanda Pate (spate1@dadeschools.net)

#2. Instructional Practice specifically relating to Instructional Coaching

Area of Focus Description and Rationale:	Based on data review, our school will focus on Instructional Practice, specifically relating to Instructional Coaching. This was selected because there was a 27 percentage point decrease in our overall Mathematics percent proficient from 2019 (37%) to 2021 (34%), and an 8 percentage point decrease in the overall ELA percent proficient from 2019 (49%) to 2021 (41%). We believe this decrease was from limited coaching support to teachers; we did not have instructional coaches to support the instructional need of teachers.
Measurable Outcome:	If we successfully utilized the support of the Reading and the Mathematics Instructional Coach, there will be an overall increase in the percent proficient by a minimum 10 percentage points in Reading and Mathematics, as evidenced by the 2022 state assessments.
Monitoring:	Coaching support will be monitored through the use of a weekly coaching calendar, collaborative planning agendas and notes, Administrative walkthroughs, and follow-up observations to ensure support is effective.
Person responsible for monitoring outcome:	Katori Wisdom (kwisdom@dadeschools.net)
Evidence-based Strategy:	Instructional Support/Coaching is when teachers work together to set a measurable goal to improve instructional outcomes. Coaching Cycles focus on the identified goal and increases the achievement and engagement of every student by bringing out the best performance of every teacher. Coaches use both student-centered and teacher-centered methods to help teachers improve the decisions they make about their instruction.
Rationale for Evidence-based Strategy:	If effective coaching support is provided to teachers, students will demonstrate growth. When instructional coaches effectively support teachers during instructional planning sessions, and through carefully planned and modeled lessons, then students will receive effective instruction that will promote academic progress.

Action Steps to Implement

8/31-10/11 - Share coaches' roles and responsibilities with instructional coaches during meeting with administrators. As a result, coaches will be aware of expectations to effectively support the school's academic and instructional need.

Person Responsible Katori Wisdom (kwisdom@dadeschools.net)

8/31-10/11 - Prioritize coaching support. As a result, teachers new to the building, new to the grade level and new to the profession will be a priority when communicating and modeling the school's systems and processes, and educational expectations for all students.

Person Responsible Katori Wisdom (kwisdom@dadeschools.net)

8/31-10/11 - Administrators will conduct weekly meetings with coaches to plan and develop coaching calendar, determine instructional planning focus, provide updates as needed and discuss previous coaching support. As a result, the coaching support will be aligned, strategic and purposeful.

Person Responsible Katori Wisdom (kwisdom@dadeschools.net)

8/31-10/11 - Administrators will monitor coaching support and provide explicit feedback to instructional coaches. As a result, the coaching support will be consistent and effective.

Person Responsible Katori Wisdom (kwisdom@dadeschools.net)

11/1/21-12/17/21 - Conduct weekly meetings with coaches, provide instructional planning focus, and discuss previous coaching support. As a result, the coaching support will be aligned, strategic and purposeful.

Person Responsible Katori Wisdom (kwisdom@dadeschools.net)

11/1/21-12/17/21 - Supervise and monitor coaching support and provide explicit feedback to instructional coaches. As a result, the coaching support will be consistent and effective.

Person Responsible Katori Wisdom (kwisdom@dadeschools.net)

1/31- 4/29/22 - Continue to conduct weekly meetings with coaches, provide instructional planning focus, and discuss previous coaching support. As a result, the coaching support will be aligned, strategic and purposeful.

Person Responsible Katori Wisdom (kwisdom@dadeschools.net)

1/31- 4/29/22 - Monitor coaching support to ensure the needs of individual teachers are based on relevant data such as i-Ready AP1/AP2; Mathematics Topic Assessments and ELA Bi-Weekly Assessments. As a result, the coaching support will be deliberate and effective.

Person Responsible Katori Wisdom (kwisdom@dadeschools.net)

#3. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale:	Based on the data review our school will implement the Targeted Element of Student Attendance. Through our data review, we noticed the students who struggle with daily attendance, specifically students with 31 or more absences, are also the students who are not meeting grade level core content expectations. Many of our low performing students have had recurring attendance issues. We recognize the need to tailor our attendance initiatives to ensure attendance is consistently improving.
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 and attendance monitoring, our attendance for students with 30 or more absences will improve by 10 percentage points.
Monitoring:	Our school's Attendance Committee, The Leadership Team, and faculty members will collaborate bi-weekly 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 Attendance Committee will plan regular student incentives for students with chronic absences in order to promote consistent student attendance. The Attendance Committee will monitor daily attendance and analyze attendance trends. To ensure we are on track to meeting the outcome above, this data will be discussed during data chats with teachers and students and parental contact will be made when necessary.
Person responsible for monitoring outcome:	Adrian Montes (pr4581@dadeschools.net)
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. Though little educational research has focused on the relationship between attendance and student performance, some studies suggest that school attendance and student academic performance are closely associated (Borland & Howsen, 1998). The assumption is that when students are not in school, they cannot learn (Gottfried, 2010).
Rationale for Evidence-based Strategy:	Attendance Initiatives involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.

Action Steps to Implement

8/31-10/11 - Solicit staff members to serve as members of Redland Elementary School (RES) Attendance committee and meet with Attendance Committee members. As a result, the purpose and committee expectations will be communicated.

Person Responsible Adrian Montes (pr4581@dadeschools.net)

8/31-10/11 - Develop and share the school's attendance plan, and schoolwide incentives with parents, students and staff members. As a result, stakeholders will be informed and a partnership will be established to improve overall student attendance.

Person Responsible Adrian Montes (pr4581@dadeschools.net)

8/31-10/11 - Monitor student attendance and reward homerooms and students with exceptional attendance and notify and conduct parent meetings with parents and guardians of students with attendance concerns. As a result, our attendance plan will be implemented with fidelity.

Person Responsible Adrian Montes (pr4581@dadeschools.net)

8/31-10/11 - Community Involvement Specialist (CIS) and or Administration will conduct home visits as needed to address students' excessive absences and offer possible solutions to families. As a result, the number of students with excessive absences should decrease.

Person Responsible Adrian Montes (pr4581@dadeschools.net)

11/1/21-12/17/21 - Continue to monitor student attendance and reward homerooms and students with exceptional attendance and notify and conduct parent meetings with parents and guardians of students with attendance concerns. As a result, our attendance plan will be implemented with fidelity.

Person Responsible Adrian Montes (pr4581@dadeschools.net)

11/1/21-12/17/21 - Address students' excessive absences and offer possible solutions to families. As a result, the number of students with excessive absences should decrease.

Person Responsible Adrian Montes (pr4581@dadeschools.net)

1/31/- 4/29/22 - Address students' excessive absences and offer possible solutions to families, such as community resources, and additional outside agencies once we have determined the root cause of the attendance issue. As a result, the number of students with excessive absences should decrease and students should attend school regularly.

Person Responsible Adrian Montes (pr4581@dadeschools.net)

1/31/- 4/29/22 - Notify teachers of flagged students with 7 or more unexcused absences and ensure that teachers have made parent contact and followed the schoolwide attendance plan. As a result, student attendance issues will be addressed and solutions developed to eliminate the attendance barriers.

Person Responsible Elise Smith (easmith@dadeschools.net)

#4. Leadership specifically relating to Specific Teacher Feedback

Area of Focus Description and Rationale:	Based on qualitative data from the School Climate Survey and review of the Core Leadership Competencies, we want to use the Targeted Element of Specific Teacher Feedback. Teachers in the building did not feel that they were given specific feedback from Administrators, therefore we want to provide teachers with timely and specific feedback. If we provide timely and specific feedback to teachers, this will allow for more collaborative and targeted instructional conversations between Administration and teachers that will eventually help strengthen instructional practices.
Measurable Outcome:	If we successfully implement the Targeted Element of providing Specific Teacher Feedback, then our School Climate Survey will demonstrate a decrease by 10 percentage points of the teachers in the building that feel that they are not provided with timely feedback from administrators after walk-throughs.
Monitoring:	Administrators will conduct weekly focused walk-throughs and meet weekly to discuss the explicit feedback provided to teachers. After the feedback is analyzed and grouped based on need, aligned instructional support will be initiated.
Person responsible for monitoring outcome:	Katori Wisdom (kwisdom@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Specific Teacher Feedback, we will focus on the evidenced-based strategy of consistent developmental feedback by citing examples from walk-throughs and creating a goal sheet of expectations.
Rationale for Evidence-based Strategy:	Consistent, Developmental Feedback involves providing a clear expectation, progress towards that goal and a description of the behavior and support that will be provided. Feedback should be provided regularly as a means of professional growth.

Action Steps to Implement

8/31-10/11 - Develop Administrative feedback starter stems that will be utilized after conducting walk-throughs to provide timely and targeted feedback that is actionable. As a result, teachers capacity will be built and enriched within their area of practice.

Person Responsible Adrian Montes (pr4581@dadeschools.net)

8/31-10/11 - Conduct weekly classroom walk-throughs to identify best practices as well as to provide specific feedback. As a result, the feedback will be referenced during subsequent Administration and Teacher conversations.

Person Responsible Adrian Montes (pr4581@dadeschools.net)

8/31-10/11 - Determine teachers' specific needs based on observations during walk-throughs. As a result, teachers' specific needs will be reflected in the feedback starter stems along with immediate, and explicit feedback.

Person Responsible Adrian Montes (pr4581@dadeschools.net)

8/31-10/11 - Discuss feedback during teachers' planning time to ensure teacher understands the feedback is solely based on observations after walk-throughs. As a result, a collaborative Administration/teacher professional relationship will be established.

Person Responsible Adrian Montes (pr4581@dadeschools.net)

11/1/21-12/17/21 - Conduct classroom walk-throughs and immediately provide specific feedback to teachers. As a result, teachers will be provided with timely feedback, an opportunity to adjust instruction as needed or an opportunity to share an observed best practices with instructional staff members.

Person Responsible Adrian Montes (pr4581@dadeschools.net)

11/1/21-12/17/21 - Discuss feedback during teachers' planning time to ensure teacher understands the feedback is solely based on observations after walk-throughs. As a result, a collaborative Administration/ teacher approach to student success will be established.

Person Responsible Adrian Montes (pr4581@dadeschools.net)

1/31/- 4/29/22 - Continue to conduct classroom walk-throughs and immediately provide specific feedback to teachers. As a result, teachers will be provided with timely feedback, an opportunity to adjust instruction as needed or an opportunity to share an observed best practices with instructional staff members.

Person Responsible Katori Wisdom (kwisdom@dadeschools.net)

1/31/- 4/29/22 - Determine teachers' specific needs based on observations and data during walk-throughs. As a result, teachers' specific needs will be reflected in the feedback starter stems along with immediate, and explicit feedback.

Person Responsible Adrian Montes (pr4581@dadeschools.net)

#5. Instructional Practice specifically relating to ELA

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 an overall proficiency of 47% on the 2021 FSA ELA assessment with 43% proficiency in 3rd grade, 39% proficiency in 4th grade and 30% proficiency in 5th grade.

Area of Focus Description and Rationale: Furthermore, based on the 2020-2021 end of year screening and progress monitoring data 100% of our Kindergarten students are on track to score Level 3 or above on the statewide Grade 3 English Language Arts assessment, whereas 9% of our 1st grade students and 28% of our 2nd grade students are not on track to score Level 3 or above on the statewide Grade 3 English Language Arts assessment.

We are not meeting the needs of all learners, therefore it is evident that we must improve our ability to focus on grade level ELA standards. We will provide the appropriate ELA grade level instruction to all students in order to have an increase in the percent proficient on the 2022 FSA ELA assessment.

Measurable Outcome: If we successfully implement ELA standards and align ELA instruction to ELA standards, then our percent proficient will increase by a minimum of 10 percentage points as evidenced by the 2022 State Assessments.

Monitoring: The Administrative Team will attend instructional planning sessions facilitated by the Reading Coach, and review lesson plans for indication of standards-aligned instruction. Also, Administrators will conduct daily walkthroughs to ensure ELA standards-aligned instruction is taking place as evidenced by student products. Furthermore, Administrators will conduct quarterly data chats to analyze data with teachers and ensure teachers understand the urgency and need to remediate weak ELA standards of students who are scoring below 70% on bi-weekly assessments and not making adequate grade level progress as evidenced by daily student products.

Person responsible for monitoring outcome: Katori Wisdom (kwisdom@dadeschools.net)

Evidence-based Strategy: Standards-Aligned Instruction refers to teachers executing lessons based on the standards/learning targets and ensure that all student products and teaching techniques are aligned to the intended standards. Teachers will deliver planned lessons to guide students through the demands of the standards/learning targets. Students will show evidence of mastering the lesson objective/s through their work samples/tasks.

Rationale for Evidence-based Strategy: Within the Targeted Element of ELA, our school will focus on the evidence-based strategy of: Standards-Aligned Instruction. Standards-Aligned Instruction will assist in accelerating proficiency of all students as it is intended to ensure that student products and teaching techniques are aligned to the grade level standards. Standards-Aligned Instruction will be monitored through consistent daily walkthroughs with immediate feedback to teachers.

Action Steps to Implement

8/31 - 10/11 - Conduct Administrator/Teacher data chats with Kindergarten through 5th grade ELA teachers and share 2021 FSA ELA data and 2021 i-Ready Reading AP3 data, while communicating the urgency to meet the needs of all learners. As a result, students will be exposed to daily standards-aligned instruction.

Person Responsible: Katori Wisdom (kwisdom@dadeschools.net)

8/31 - 10/11 - Develop a meeting schedule and agenda where Administrators and Literacy Coach will meet to discuss the implementation of school-wide literacy (standards-based) initiatives, instructional planning expectations regarding standards-aligned planning and the coaches' support to teachers relating to effectively delivering standards-aligned instruction. As a result, students will be exposed to ELA standards in core and elective classes, such as Art and Music.

Person Responsible Katori Wisdom (kwisdom@dadeschools.net)

8/31 - 10/11 - Ensure weekly walkthroughs conducted by Administrators are focused on the effective implementation of standards-aligned instruction as evidenced by student outcomes. Teachers will be provided with immediate feedback, as needed. As a result, teachers will have several opportunities to revise instructional practice to ensure the needs of all students are being met.

Person Responsible Katori Wisdom (kwisdom@dadeschools.net)

8/31 - 10/11 - Analyze biweekly ELA assessment data to ensure students are making adequate grade level progress. If there is no sufficient evidence of progress, Administrators will review interventions (as applicable) and determine effectiveness, and ensure teachers are remediating weak standards based on bi-weekly data. As a result, students will receive immediate remediation based on weak standards.

Person Responsible Katori Wisdom (kwisdom@dadeschools.net)

11/1/21-12/17/21 - Monitor the percent of i-Ready Reading lessons passed and continue to analyze ELA progress monitoring data. The process of data analysis will take place during instructional planning sessions led by the instructional coach. As a result students' weaknesses are identified early on and instructional support will be provided as needed.

Person Responsible Nicole Valiente (nicolemoran@dadeschools.net)

11/1/21-12/17/21 - Ensure teachers are implementing small group instruction to students based on current and relevant data. Teachers will develop small groups during instructional planning sessions led by the instructional coach. As a result, the individual needs of students will be met.

Person Responsible Nicole Valiente (nicolemoran@dadeschools.net)

1/31-4/29/22 - Continue to analyze biweekly ELA assessment data to ensure students are making adequate grade level progress and have writing samples that are indicative of consistent writing instruction. If there is no sufficient evidence of progress, Administrators will review interventions (as applicable) and determine effectiveness, and ensure teachers are remediating weak standards based on bi-weekly data. As a result, students will receive immediate remediation based on weak standards.

Person Responsible Katori Wisdom (kwisdom@dadeschools.net)

1/31 - 4/29/22 - Create a schoolwide Reading Differentiated Instruction day to meet the individual needs of students. As a result, students' needs are addressed and additional support will be provided.

Person Responsible Nicole Valiente (nicolemoran@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.

Redland Elementary School believes that a positive school culture is imperative for a student's overall educational experience. We place an emphasis on faculty and staff members building meaningful and healthy relationships with students. We understand that we can not build meaningful and healthy relationships with students who are not in attendance and we have a better chance of building strong and lasting relationships with students who are attending school regularly. According to PowerBi, Redland Elementary has 2 percent of students with two or more referrals in third and fourth grade and one percent of students with one referral in the other grade levels. Also, twenty-nine percent of students with Early Warning Indicators have 18 or more absences. During the 2021-2022 school year, the Attendance Committee and the Leadership Team at Redland Elementary will monitor those students with attendance concerns and determine if students who are present are more engaged than those who have demonstrated attendance concerns.

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 strength within the School Culture is building relationships with students and families. Our school creates experiences throughout the year to engage with parents and families and ensure that parents/guardians have necessary information to support their children. Our Community Involvement Specialist supports our families through various parent workshops, and conduct family home visits all in an effort to build and maintain a positive relationship within our school community. In addition, support staff members such as bus drivers, cafeteria staff, and our School Resource Officer have been asked to support positive student relationships. We utilize multiple platforms to communicate with families, such as a monthly newsletter, Class Dojo, TEAMS, and various other applications. We continue to build relationships with students by focusing on their social and emotional learning while fostering the highest level of engagement and learning.

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

The stakeholders involved in building positive school culture and environment are the Principal, Assistant Principal, Instructional Coach, Teacher Leaders, Counselor and the Mental Health Coordinator. The

Principal's role is to monitor and oversee all the schools initiatives and respond to concerns regarding student relationships and that of their families. The Assistant Principal ensures that all information is shared with stakeholders in a timely manner. Teacher leaders and the instructional coaches will 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. The school Counselor and Mental Health Coordinator will work collaboratively to promote a positive school culture by ensuring that District policy and procedures related to mental health are implemented with fidelity.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Instructional Coaching	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Student Attendance	\$0.00
4	III.A.	Areas of Focus: Leadership: Specific Teacher Feedback	\$0.00
5	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00