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Ernest R. Graham K 8 Academy

7330 W 32ND AVE, Hialeah, FL 33018

<http://erg.dadeschools.net>

Demographics

Principal: Mayra Alfaro

Start Date for this Principal: 7/1/2004

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
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 Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: A (65%) 2017-18: A (64%) 2016-17: A (64%)
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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Ernest R. Graham K 8 Academy

7330 W 32ND AVE, Hialeah, FL 33018

<http://erg.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)
Combination School PK-8	Yes	84%
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		A	A	A

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

Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

At Ernest R Graham K-8 Academy, we provide high quality education so that all students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

Provide the school's vision statement.

We, the faculty and staff at Ernest R Graham K-8 Academy, are committed to provide educational excellence for all students.

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
Alfaro, Mayra	Principal	Principal of Ernest R Graham K-8 Academy, who oversees all higher level operations within our school. She creates a safe learning environment, sets performance goals both for students and teachers, and oversees the process to ensure those goals are attained.
Gutierrez, Tania	Assistant Principal	Assistant Principal of Ernest R Graham K-8 Academy, who oversees all operations within our school. She creates a safe learning environment, sets performance goals both for students and teachers, and oversees the implementation of programs and the monitoring of academic progress.
Mckenzie, Andrew	Instructional Coach	Instructional Math Coach of Ernest R Graham K-8 Academy, he oversees the implementation of Math and Science programs and the monitoring of academic progress. He provides professional development presenting current evidence-based Math instructional practices and supporting teachers and administration with the goal of increasing student achievement, and building teacher capacity.
Sanchez, Rosa	Instructional Coach	Instructional Reading Coach of Ernest R Graham K-8 Academy, she oversees the implementation of Reading programs and the monitoring of academic progress. She provides professional development presenting the latest evidence-based instructional practices and supporting teachers and administration with the goal of increasing student achievement, and building teacher capacity.
Reyes, Marlene	ELL Compliance Specialist	ELL Compliance Specialist of Ernest R Graham K-8 Academy, she oversees the implementation of ELL programs and the monitoring of academic progress. She provides best practices and supports teachers with the goal of increasing student achievement and building teacher capacity.

Demographic Information

Principal start date

Thursday 7/1/2004, Mayra Alfaro

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.*

37

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.*

29

Total number of teacher positions allocated to the school

44

Total number of students enrolled at the school

915

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

9

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

0

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	50	73	73	117	104	140	91	135	132	0	0	0	0	915
Attendance below 90 percent	1	9	3	6	3	10	5	19	13	0	0	0	0	69
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	1	2	2	3	1	1	4	0	0	0	0	14
Course failure in Math	0	0	0	3	2	4	1	1	1	0	0	0	0	12
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	3	13	26	41	0	0	0	0	83
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	3	18	27	40	0	0	0	0	88
Number of students with a substantial reading deficiency	0	7	19	54	21	27	36	64	69	0	0	0	0	297

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	5	1	5	11	20	28	0	0	0	0	70

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	13	0	0	0	0	1	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 8/31/2021

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	82	76	118	129	149	138	145	140	119	0	0	0	0	1096
Attendance below 90 percent	9	2	4	5	10	7	19	12	10	0	0	0	0	78
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	0	4	3	2	1	4	1	0	0	0	0	16
Course failure in Math	0	0	0	5	4	1	1	0	2	0	0	0	0	13
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	3	16	26	41	24	0	0	0	0	110
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	3	19	29	41	13	0	0	0	0	105

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	6	5	12	20	28	13	0	0	0	0	84

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	13	0	0	0	0	1	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	0	0	1	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				63%	63%	61%	63%	62%	60%
ELA Learning Gains				66%	61%	59%	62%	61%	57%
ELA Lowest 25th Percentile				63%	57%	54%	58%	57%	52%
Math Achievement				67%	67%	62%	67%	65%	61%
Math Learning Gains				65%	63%	59%	61%	61%	58%
Math Lowest 25th Percentile				53%	56%	52%	60%	55%	52%
Science Achievement				56%	56%	56%	60%	57%	57%
Social Studies Achievement				80%	80%	78%	69%	79%	77%

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	60%	60%	0%	58%	2%
Cohort Comparison						
04	2021					
	2019	60%	64%	-4%	58%	2%
Cohort Comparison		-60%				
05	2021					
	2019	63%	60%	3%	56%	7%
Cohort Comparison		-60%				
06	2021					
	2019	48%	58%	-10%	54%	-6%
Cohort Comparison		-63%				
07	2021					
	2019	66%	56%	10%	52%	14%
Cohort Comparison		-48%				
08	2021					
	2019	57%	60%	-3%	56%	1%
Cohort Comparison		-66%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	70%	67%	3%	62%	8%
Cohort Comparison						
04	2021					
	2019	61%	69%	-8%	64%	-3%
Cohort Comparison		-70%				
05	2021					
	2019	58%	65%	-7%	60%	-2%
Cohort Comparison		-61%				
06	2021					
	2019	76%	58%	18%	55%	21%
Cohort Comparison		-58%				
07	2021					
	2019	60%	53%	7%	54%	6%
Cohort Comparison		-76%				
08	2021					
	2019	43%	40%	3%	46%	-3%
Cohort Comparison		-60%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	53%	53%	0%	53%	0%
Cohort Comparison						
08	2021					
	2019	48%	43%	5%	48%	0%
Cohort Comparison		-53%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	80%	73%	7%	71%	9%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	63%	37%	61%	39%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

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 used to compile the data below is Power BI which is based on i-Ready Diagnostic results when available and Mid Year Assessments for other subject areas and grade levels.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	33.8	51.5	70.6
	Economically Disadvantaged	33.3	53.3	70.0
	Students With Disabilities	0	0	0
	English Language Learners	0	33.3	46.7
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	39.7	45.6	55.9
	Economically Disadvantaged	43.3	46.7	56.7
	Students With Disabilities	0	0	0
	English Language Learners	33.3	33.3	53.3

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	41.9	51.4	60.0
	Economically Disadvantaged	41.4	49.4	59.8
	Students With Disabilities	40.0	30.0	30.0
	English Language Learners	0	0	20.0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	31.4	49.5	66.7
	Economically Disadvantaged	29.9	48.3	67.8
	Students With Disabilities	40.0	40.0	50.0
	English Language Learners	0	0	60.0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	46.5	56.1	71.9
	Economically Disadvantaged	44.8	57.1	69.5
	Students With Disabilities	0	0	18.2
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	22.8	43.0	46.5
	Economically Disadvantaged	22.9	41.9	46.7
	Students With Disabilities	0	18.2	9.1
	English Language Learners	0	0	0

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	47.1	55.0	64.3
	Economically Disadvantaged	43.7	52.9	59.7
	Students With Disabilities	0	0	11.8
	English Language Learners	0	30.0	40.0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	30.0	52.9	64.0
	Economically Disadvantaged	29.4	49.6	61.9
	Students With Disabilities	5.9	17.6	17.6
	English Language Learners	30.0	60.0	50.0
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	38.6	51.2	62.2
	Economically Disadvantaged	38.1	50.4	62.8
	Students With Disabilities	21.4	21.4	35.7
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	30.7	48.0	63.0
	Economically Disadvantaged	61.9	29.2	46.9
	Students With Disabilities	14.3	21.4	28.6
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	22.0	0
	Economically Disadvantaged	0	20.0	0
	Students With Disabilities	0	14.0	0
	English Language Learners	0	0	0

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	41.0	49.3	49.6
	Economically Disadvantaged	38.7	47.2	49.2
	Students With Disabilities	8.0	12.5	20.8
	English Language Learners	0	14.3	15.0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	30.9	39.6	51.5
	Economically Disadvantaged	28.2	38.7	50.4
	Students With Disabilities	8.0	8.0	12.5
	English Language Learners	0.0	9.5	23.8
	Number/% Proficiency	Fall	Winter	Spring
Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	38.1	50.7	50.0
	Economically Disadvantaged	36.1	49.6	47.9
	Students With Disabilities	0.0	8.3	8.3
	English Language Learners	6.9	17.2	24.1
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	28.4	42.5	53.0
	Economically Disadvantaged	28.6	42.9	51.3
	Students With Disabilities	4.2	12.5	20.8
	English Language Learners	10.3	20.7	37.9
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	0	62.0	0
	Economically Disadvantaged	0	64.0	0
	Students With Disabilities	0	14.0	0
	English Language Learners	0	31.0	0
	Number/% Proficiency	Fall	Winter	Spring

Grade 8					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		37.7	54.5	51.8
	Economically Disadvantaged		36.6	55.6	53.5
	Students With Disabilities		12.5	20.8	25.0
	English Language Learners		12.5	21.4	25.0
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		31.9	39.3	44.7
	Economically Disadvantaged		31.0	40.4	44.6
	Students With Disabilities		4.2	20.8	20.8
	English Language Learners		12.5	21.4	31.3
		Number/% Proficiency	Fall	Winter	Spring
Science	All Students		0	34.0	0
	Economically Disadvantaged		0	33.0	0
	Students With Disabilities		0	0.0	0
	English Language Learners		0	23.0	0
		Number/% Proficiency	Fall	Winter	Spring

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	17	31	31	16	20	24	13	22			
ELL	46	51	49	36	27	28	24	47	21		
HSP	54	52	44	40	28	28	36	54	33		
FRL	52	52	44	39	28	30	35	54	32		
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	32	55	58	45	63	64	33	57			
ELL	55	63	61	63	66	55	52	72	55		
HSP	63	66	63	67	66	54	57	81	78		
FRL	61	65	63	65	65	52	55	78	72		

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	27	47	50	29	54	57	15	46			
ELL	50	57	55	59	59	61	39	56	71		
HSP	63	62	58	66	61	60	60	67	78		
FRL	61	61	59	65	60	58	58	67	76		

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	43
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	58
Total Points Earned for the Federal Index	428
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	24
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	39
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	43
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	42
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:

School to district comparison shows an increase in the achievement gap from 3rd to 8th in ELA, Math, Science, and Social Sciences. All ELA subgroups achievement increased except for the Hispanic and FRL subgroups which maintained at 63 and 61 percent. All ELA subgroups learning gains increased, Hispanic and FRL subgroups had the least percentage increase of 4 points. All ELA subgroups learning gains L25 increased by at least 4 points. Math subgroups achievement increased across grades except for the Hispanic and FRL subgroups which maintained at 65. Math learning gains increased, Hispanic and FRL subgroups had the least percentage increase of 5 points. Math learning gains L25 decreased with the exception of the SWD subgroup which increased by 7 points.

2021 data findings:

Data comparison shows a decrease in the achievement gap from 3rd to 8th grade in ELA, Math, Science, and Social Sciences. ELA percentage of students reaching proficiency levels 3-5 decreased from 60 to 51 percent, a difference of 9 points. Math percentage of students reaching proficiency levels 3-5 decreased from 62 to 37 percent, a difference of 25 points from 2019-2021. Algebra percentage of students reaching proficiency levels 3-5 decreased from 62 to 37 percent, a difference of 25 points. Fifth Grade Science percentage of students reaching proficiency levels 3-5 decreased from 53 to 36 percent, a difference of 17 points. 8th Grade Science percentage of students reaching proficiency levels 3-5 decreased from 48 to 34 percent, a difference of 14 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 Math L25 subgroups learning gains decreased by at least 6 percentage points. Students with FRL, HSP, and ELL decreased by 6 percentage points.

2021 data findings:

The majority of the students making learning gains in Math decreased by 37 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:

Our school has been focusing on implementing standards-based instruction in all classrooms. We have struggled with the implementation of standards-based instruction across all classrooms due to the fact our school population is primarily Hispanic and many students require language acquisition. Academic language acquisition can be a challenge in all grade levels. In some of our classrooms, limited vocabulary can affect the depth of the conceptual understanding of the standards during instruction. In addition, collaborative planning supported these efforts and incorporated the greater focus on the standards-based instruction, conceptual learning and language acquisition. Last year, we implemented standards-based instruction in all classrooms along with dual instructional modality. The majority of our students participated on the My School Online model offered by the district. We have struggled with the dual instructional modality and delivery of the standards-based instruction across all classrooms and grade levels. In some of our classrooms, instruction did not meet the depth of the standards due to the instructional delivery challenges faced by many of our teachers. In addition, many teachers and students were quarantined affecting the implementation and fidelity of our academic programs. We will closely monitor the implementation of academic programs per grade level and content area to ensure successful implementation and fidelity of programs. In addition, collaborative planning will support these efforts and will incorporate a greater focus on the standards-based instruction and standards-based resources provided by the district.

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

2019 Data findings:

ELA learning gains increased from an average of 57 percentage points in 2018 to 62 percentage points on the 2019 FSA. In 2021, students in Grade 5 showed a growth of 16 points in ELA when comparing i-Ready AP1 to AP2 data. ELA proficiency increased in 6th grade from 48 percentage points in 2019 to 56 percentage points on the 2021 FSA.

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

2019 Data findings:

We created data debriefing meetings that aligned data results to instruction and resources.

Professional development was provided to ensure that researched based strategies, programs and district resources were utilized to maximize instruction.

2021 Data findings:

This year we will implement bi-weekly collaborative planning, monthly Learning Acceleration Meetings, on-going data chats, and differentiated instruction to ensure student engagement and increase academic achievement.

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

Differentiated Instruction, Data-driven Instruction, Standards-Based Collaborative Planning, Intervention-RTI, Gradual Release Model, Extended Learning Opportunities, Social Emotional Learning, Intensive Acceleration, and implementation of District Digital Resources.

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 using data to drive instruction, aligning resources to small group instruction, desegregating OPM data, making instructional adjustments to groups as data becomes available and continuous data chats with individualized feedback and monitoring(on-going). Professional Development days (October/29) will allow teachers to engage in district/school sponsored trainings with an emphasis on targeted needs. In addition, coaching cycles will 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.

Our school will provide targeted and structured extended learning opportunities based on data results. Extended learning opportunities will be provided including Before and After School tutoring, Intervention, Saturday Academies, Title III Tutoring, Civics Boot Camp and Content Based Clubs. Academic Learning Modules will be assigned during the Winter and Spring Recess. In addition, on-going collaborative planning will be scheduled bi-weekly to ensure fidelity of programs and provide guidance as to what additional services will be needed to ensure sustainability for teachers and students. The LT will utilize progress monitoring tools to provide Tier 2 and Tier 3 intervention and support services that are above and beyond Tier 1 instruction.

Part III: Planning for Improvement

Areas of Focus:

#1. 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 Differentiated Instruction in ELA. The percentage of students below level 3 on 2021 statewide, standardized English Language Arts assessment in Third grade was 55% and Fifth grade was 50%. In Kindergarten, the percentage of students not on track to score a level 3 or above on the statewide, standardized grade 3 English Language Arts assessment was 11% as reported on the iReady AP3. First grade students not on track to score a level 3 or above was 29%, second grade students not on track to score a level 3 or above was 41% and third grade students not on track to score a level 3 or above on the statewide, standardized grade 3 English Language Arts assessment was 28% as reported on the iReady AP3. We selected the overarching area of Differentiated Instruction in ELA to meet the needs of all of our learners. It has become evident that we must improve our ability to adjust instruction using current ELA data to differentiate instruction based on specific student needs. We will provide the scaffolding necessary to support the student needs and access ELA grade-level content to make learning gains and increase proficiency.

Measurable Outcome:

If we successfully implement Differentiation in ELA, then ELA students in grades 3 and 5 will increase proficiency percentage by 3 percentage points as evidenced by the 2022 State Assessments.

The area of focus will be monitored by:

The Leadership Team conducting monthly data debriefing meetings to analyze intervention rosters and data in order to adjust/align instruction that individualizes/differentiates instruction.

Monitoring:

Administrators conducting walkthroughs and reviewing lesson plans to ensure targeted/differentiated instruction is taking place.

Interventionist, and time of intervention to facilitate effective monitoring of the intervention program.

Biweekly collaborative planning meetings.

Person responsible for monitoring outcome:

Mayra Alfaro (pr5051@dadeschools.net)

Evidence-based Strategy:

Within the Targeted Element of Differentiation in ELA, our school will focus on the evidence-based strategy of: Data Driven Instruction. Data Driven Instruction will assist in accelerating ELA learning gains as it is a systematic approach of instruction to meet the students' needs. Additionally, students identified as working below grade level will participate in the Discovery or Elevate intervention program which is ESSA level strong. Data Driven instruction and intervention programs will be monitored utilizing data trackers to align students' needs to instruction and resources ensuring ongoing progress monitoring. The intervention program and the selected strategy of data driven differentiated instruction are both District adopted program/practices that are part of the district's K-12 Comprehensive Evidence-based Reading Plan and B.E.S.T. ELA Standards.

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 and instructional delivery as new data becomes available. On-going progress monitoring will ensure the effectiveness of the strategy/program for the targeted population. Evidence shows that when data is used to provide differentiated instruction to meet the students' needs, then academic progress can be reached with educational equity through instruction that matches the student's readiness level and ability.

Action Steps to Implement

Action steps that will be taken as part of this strategy to address Differentiation in ELA is weekly walkthroughs by administration. (8/31-10/11) As a result of the weekly walkthroughs by administrators, informal evidence of standard-based instruction and desired student outcomes will be gathered in order to provide the needed support to teachers allowing an increase in the effectiveness of Differentiated Instruction in ELA.

Person Responsible Mayra Alfaro (pr5051@dadeschools.net)

Action steps that will be taken as part of this strategy to address Differentiation is bi-weekly grade level meetings conducted by grade level/department chairs. (8/31-10/11) As a result of bi-weekly grade level meetings, teachers will be able to analyze data and adjust instruction to increase student achievement.

Person Responsible Tania Gutierrez (243655@dadeschools.net)

Action steps that will be taken as part of this strategy to address Differentiation is monthly Learning Acceleration meetings conducted by Instructional Coaches. (8/31-10/11) As a result of monthly Learning Acceleration meetings, instructional coaches and teachers will be able to align researched-based practices, state adopted standards and district resources that will maximize student achievement.

Person Responsible Rosa Sanchez (rfluty@dadeschools.net)

Action steps that will be taken as part of this strategy to address Differentiation is monthly data chats between teachers and administrators. (8/31-10/11) As a result of monthly data chats between administrators and teachers, data will be analyzed in order to adjust instruction and improve student performance.

Person Responsible Mayra Alfaro (pr5051@dadeschools.net)

Action steps that will be taken as part of this strategy to address Differentiated instruction in ELA is weekly pullout tutoring. (11/01-12/17) As a result of monthly data chats between administrators and teachers, data will be analyzed in order to adjust pullout groups and improve student academic performance.

Person Responsible Tania Gutierrez (243655@dadeschools.net)

Action steps that will be taken as part of this strategy to address Differentiated instruction in ELA is weekly Coach Teacher Data Chats. (11/01-12/17) As a result of the data chats between Instructional coaches and teachers, instruction and tutoring groups will be adjusted to accommodate individual student needs.

Person Responsible Mayra Alfaro (pr5051@dadeschools.net)

Action steps that will be taken as part of this strategy to address Differentiated instruction in ELA is monthly Coach Teacher Data debriefings (1/31-4/29). As a result of the data debriefings between Instructional coaches and teachers, tutoring groups will be adjusted to accommodate individual student needs based on current assessments.

Person Responsible Tania Gutierrez (243655@dadeschools.net)

Action steps that will be taken as part of this strategy to address Differentiation we will continue monthly Learning Acceleration meetings conducted by Instructional Coaches. (1/31-4/29). As a result of monthly Learning Acceleration meetings, instructional coaches and teachers will be able to align district suggested differentiated instructional resources to students' needs as reflected by the iReady AP2 diagnostic data.

Person Responsible Tania Gutierrez (243655@dadeschools.net)

#2. 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 demonstrated Learning Gains for the L25 subgroup were decreasing. To meet the needs of all of our learners it has become evident that our team must come together to consult with colleagues and deepen skills with the goal of improving student achievement. We will conduct data debriefing meetings to disaggregate data and drive instruction.

Measurable Outcome: If we successfully implement Collaborative Planning, then our L25 students will increase by a minimum of 5 percentage points as evidenced by the 2022 State Assessments.

Monitoring: The Instructional Coaches will conduct monthly data debriefing meetings to discuss current data, plan strategic lessons, and provide available resources that will facilitate learning. Data analysis of formative assessments of L25 students will be reviewed by instructional coaches in order to monitor progress.

Person responsible for monitoring outcome: Mayra Alfaro (pr5051@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Collaborative Planning, our school will focus on the evidence-based strategy of: Standard Based Instruction. Standards Based Instruction will ensure that students will acquire the essential knowledge and skills for mastery of grade level standards.

Rationale for Evidence-based Strategy: Standards Based instruction will ensure that teachers are using grade specific standards to conduct their lessons. Weekly collaborative planning will ensure that program objectives and resources are implemented with fidelity.

Action Steps to Implement

Action steps that will be taken as part of this strategy to address Collaborative Planning is quarterly Vertical Collaborative Planning meetings conducted by Instructional Coaches. (8/31-10/11) As a result of quarterly Vertical Collaborative Planning meetings conducted by Instructional Coaches, teachers will be able to come together and consult with colleagues and share researched-based strategies that will deepen instructional skills with the goal of improving instructional delivery.

Person Responsible Mildred Valdes (mildredvaldes@dadeschools.net)

Action steps that will be taken as part of this strategy to address Collaborative Planning is monthly Leadership Team Collaborative meetings conducted by administrators. (8/31-10/11) As a result of monthly Leadership Team Collaborative meetings conducted by administrators, the Leadership Team will implement activities and identify district resources to support teachers with the goal of improving student achievement.

Person Responsible Mayra Alfaro (pr5051@dadeschools.net)

Action steps that will be taken as part of this strategy to address Collaborative Planning is bi-weekly best practices grade level meetings organized by grade level chairs. (8/31-10/11) As a result of attending Professional Developments on Best Practices, teachers will be able to collaborate with other teachers and improve their instructional delivery.

Person Responsible Tania Gutierrez (243655@dadeschools.net)

Action steps that will be taken as part of this strategy to address Collaborative Planning is monthly Learning Acceleration Meetings presented by instructional coaches. (8/31-10/11) As a result of monthly Learning Acceleration meetings, instructional coaches and teachers will be able to analyze current data and adjust instruction to meet individual student needs with the goal to improve student achievement.

Person Responsible Rosa Sanchez (rfluty@dadeschools.net)

Action steps that will be taken as part of this strategy to address Collaborative Planning is to continue the monthly Learning Acceleration Meetings presented by instructional coaches. (11/01-12/17) As a result of Learning Acceleration meetings, instructional coaches and teachers will continue to analyze current data to realign instruction to meet individual student needs with the goal to improve student achievement.

Person Responsible Mayra Alfaro (pr5051@dadeschools.net)

Action steps that will be taken as part of this strategy to address Collaborative Planning is to attend district ICADS and share the information presented at those meetings during grade/department level meetings. (11/01-12/17) As a result of attending district ICADS meetings, teachers will implement strategies and resources presented at the ICADS with a direct impact on instructional delivery and academic achievement.

Person Responsible Mayra Alfaro (pr5051@dadeschools.net)

Action steps that will be taken as part of this strategy to address Collaborative Planning is attending district curriculum specific trainings addressing topics on science, algebra, civics, intensive reading and math. Teachers will be sharing the information during grade/department level meetings. (1/31-4/29). As a result of attending the district curriculum specific meetings, teachers will implement strategies during differentiated instruction and resources presented with a direct impact on instructional practices.

Person Responsible Mayra Alfaro (pr5051@dadeschools.net)

Action steps that will be taken as part of this strategy to address Collaborative Planning is to continue to attend district ICADS and share the information presented at those meetings during grade/department level meetings. (1/31-4/29). As a result of attending district ICADS meetings, teachers will implement strategies and resources presented at the ICADS with a direct impact on instructional delivery and academic achievement.

Person Responsible Tania Gutierrez (243655@dadeschools.net)

#3. Culture & Environment specifically relating to Parent Involvement

Area of Focus Description and Rationale: Based on the data review, our school will implement the Targeted Element of Parental Involvement. Through our data review of the School Climate Survey, we noticed that 43% of our staff strongly agreed or agreed with the statement “I feel lack of concern/support from parents”. We recognize the need to tailor our parental involvement initiatives and improve in making connections with families and the community to ensure engagement is consistently high.

Measurable Outcome: If we successfully implement the Targeted Element of Parental Involvement, all stakeholders ongoing engagement will contribute to improved student achievement. With the implementation of the parental involvement initiative, students will be able to increase learning gains by 5 percentage points by June 2022.

Monitoring: The Community Involvement Specialist will identify families who are in need of support and create a plan of action creating genuine and collaborative relationships with families, interactive sessions between staff and families, and linking all interactions to learning to help build families’ capacities in supporting their students’ academic growth. To ensure we are on track to meeting the outcome above, the CIS will communicate with the leadership team and parental contact will be made when necessary.

Person responsible for monitoring outcome: Mayra Alfaro (pr5051@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Parental Involvement, our school will focus on the evidence-based strategy of: Parent Academies. Family engagement studies show that parent involvement is a major factor in student outcome, including closing the achievement gap between various groups of students.

Rationale for Evidence-based Strategy: Parental Involvement will assist in increasing learning gains and closing the achievement gap. The initiative will provide the Leadership Team with information to empower all stakeholders to be active participants and advocates in supporting students’ academic growth.

Action Steps to Implement

Action steps that will be taken as part of this strategy to address Parental Involvement is monthly parent informational meetings organized by Community Involvement Specialist. (8/31-10/11) As a result of the monthly parent informational meetings a positive and measurable change will occur at the school.

Person Responsible Tania Gutierrez (243655@dadeschools.net)

Action steps that will be taken as part of this strategy to address Parental Involvement is Parent Literacy Night conducted by Instructional Coaches. (8/31-10/11) As a result of Parent Literacy Night, parental involvement will increase resulting in a supportive environment conducive to learning.

Person Responsible Rosa Sanchez (rfluty@dadeschools.net)

Action steps that will be taken as part of this strategy to address Parental Involvement is the promotion of the District’s monthly Parent Academy workshops via school website, flyers, and school messenger by administration. (8/31-10/11) As a result of promoting the monthly informational platforms, parents will be able to increase their parental involvement and provide home learning support to the student.

Person Responsible Tania Gutierrez (243655@dadeschools.net)

Action steps that will be taken as part of this strategy to address Parental Involvement is establishing monthly forms of communication such as the school website, message board/marquis, monthly newsletter, and printed/digital materials by administrators. (8/31-10/11) As a result of promoting the monthly informational platforms, parents will be able to increase their parental involvement and assist students with their homework.

Person Responsible Mayra Alfaro (pr5051@dadeschools.net)

Action steps that will be taken as part of this strategy to address Parental Involvement is the promotion of the District's monthly Parent Academy workshops via school website, flyers, and school messenger by administration. (8/31-10/11) As a result of promoting the monthly informational platforms, parents will be able to increase their parental involvement and provide home learning support to the student.

Person Responsible Mayra Alfaro (pr5051@dadeschools.net)

Action steps that will be taken as part of this strategy to address Parental Involvement is to continue to promote the District's monthly Parent Academy workshops via school website, flyers, and school messenger by administration. (11/01-12/17) As a result of promoting the Parent Academy Workshops, parents will be able to increase home learning support to the students and increase their parental involvement onsite.

Person Responsible Mayra Alfaro (pr5051@dadeschools.net)

Action steps that will be taken as part of this strategy to address Parental Involvement is Parent Night conducted by Grade Level teachers. (11/01-12/17) As a result of Parent Night, parents will show a greater understanding of school and grade level expectations.

Person Responsible Tania Gutierrez (243655@dadeschools.net)

Action steps that will be taken as part of this strategy to address Parental Involvement is FSA/SAT/EOC Parent Information Night conducted by Instructional Coaches and teachers (1/31-4/29). As a result of FSA/SAT/EOC Parent Information Night, Parents will develop a greater understanding of grade-level requirements and expectations increasing home learning and student achievement.

Person Responsible Tania Gutierrez (243655@dadeschools.net)

Action steps that will be taken as part of this strategy to address Parental Involvement is the promotion of parent involvement opportunities within our school via school website, flyers, and school messenger by administration. (1/31-4/29) As a result of promoting school opportunities, parents will be able to increase their parental involvement and strengthen the connection between school and home.

Person Responsible Tania Gutierrez (243655@dadeschools.net)

#4. Leadership specifically relating to Instructional Leadership Team

Area of Focus Description and Rationale: Based on the qualitative data from the School Climate survey, SIP Survey, and the Core Leadership Competencies, we want to use the Targeted Element of Instructional Leadership Team. Teachers in the building feel that students are deficient in basic academic skills, therefore the schoolwide initiative of learning acceleration meetings led by teacher leaders to analyze and disaggregate data will engage teachers of multiple grade levels to plan horizontally and vertically, thus positively impacting student success.

Measurable Outcome: If we successfully implement the Targeted Element of Instructional Leadership Team, our teachers will be provided the opportunity of vertical alignment to comb through the standards and determine the knowledge students should come with and where they need to be at the end of the year. The percentage of teachers in leadership roles will increase by 5% during the 2021-2022 school year.

Monitoring: The Leadership Team will identify specific staff members that are experts in areas that will serve as leads with new initiatives and development. By involving teachers in vertical alignment, we will create an environment of shared leadership. The teacher leaders will be providing support and development to their colleagues in various areas. To ensure we are on the right track, teachers who receive support will share the knowledge they gained during the learning acceleration meetings.

Person responsible for monitoring outcome: Mayra Alfaro (pr5051@dadeschools.net)

Evidence-based Strategy: Within the Instructional Leadership Team, our school will focus on the evidence-based strategy of: Teacher Feedback. By integrating teacher feedback in the decisions made schoolwide, we hope to increase the feeling of shared leadership. In addition, when teacher feedback is taken into consideration in the decision making process, teachers will feel supported and buy into school wide initiatives.

Rationale for Evidence-based Strategy: Involving staff in vertical alignment planning will allow Teacher Leaders to consult with colleagues and deepen skills with the goal of closing the achievement gap and ensuring students are ready for the next grade level.

Action Steps to Implement

Action steps that will be taken as part of this strategy to address Instructional Leadership is promoting the monthly District ICADS and providing time during horizontal planning to share information with other colleagues. (8/31-10/11) As a result of attending the monthly ICADS, teacher's knowledge will deepen and implementation of newly acquired skills will lead to the improvement of student achievement.

Person Responsible Mayra Alfaro (pr5051@dadeschools.net)

Action steps that will be taken as part of this strategy to address Instructional Leadership is establishing on-going Mentoring Programs to foster leadership roles for teachers by administration. (8/31-10/11) As a result of establishing on-going Mentoring program, the school will be able to cultivate a staff of competent teachers and build capacity for teacher leadership.

Person Responsible Tania Gutierrez (243655@dadeschools.net)

Action steps that will be taken as part of this strategy to address Instructional Leadership is quarterly Leadership Forums conducted by administrators. (8/31-10/11) As a result of quarterly Leadership Forums,

the school will be able to promote an environment that fosters leadership roles and build capacity of the school's leadership team.

Person Responsible Mayra Alfaro (pr5051@dadeschools.net)

Action steps that will be taken as part of this strategy to address Instructional Leadership is providing time during monthly Learning Acceleration meetings to give teachers the opportunity to plan vertically and to share research based strategies among grade and department levels.(8/31-10/11) As a result of monthly Learning Acceleration meetings, teachers will be able to look at systematic ways to improve student outcomes within the school.

Person Responsible Mayra Alfaro (pr5051@dadeschools.net)

Action steps that will be taken as part of this strategy to address Instructional Leadership is to continue to promote the District ICADS and continue to provide time during horizontal planning to share information with other colleagues. (11/01-12/17) As a result of attending the district ICADS, teachers will conduct meetings and share the newly acquired skills and strategies that will lead to an increase in student achievement.

Person Responsible Mayra Alfaro (pr5051@dadeschools.net)

Action steps that will be taken as part of this strategy to address Instructional Leadership is to continue to encourage leadership through mentoring programs (11/01-12/17) As a result of implementing mentoring programs, teachers will provide other teachers with research-based strategies and classroom support, allowing teachers to learn from each other and optimizing student achievement.

Person Responsible Tania Gutierrez (243655@dadeschools.net)

Action steps that will be taken as part of this strategy to address Instructional Leadership is to continue to promote and monitor the District ICADS and program trainings to provide time during horizontal planning to share information with other colleagues. (11/01-12/17) As a result of attending the district ICADS and program trainings, teachers will conduct meetings and share the newly acquired skills leading to the improvement of student achievement.

Person Responsible Mayra Alfaro (pr5051@dadeschools.net)

Action steps that will be taken as part of this strategy to address Instructional Leadership is to continue to encourage teachers in leadership roles through presentations of BEST practices during Learning Acceleration Meetings (1/31-4/29). As a result of encouraging leadership, teachers will provide other teachers with BEST practices and classroom support, allowing teachers to learn from each other and optimizing student achievement.

Person Responsible Mayra Alfaro (pr5051@dadeschools.net)

Action steps that will be taken as part of this strategy to address instructional Leadership is to encourage teachers to conduct FSA/SAT/EOC Parent Information Nights (1/31-4/29). As a result of FSA/SAT/EOC Parent Information Nights, teachers will provide parents with valuable information to increase home learning and increase academic achievement.

Person Responsible Tania Gutierrez (243655@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.

Based on the 2019-2020 data from Safe Schools for Alex website, Ernest R Graham K-8 Academy ranked 130 out of 313 combination schools statewide and 43 out of 66 combination schools in the county. The school is classified as moderate. Ernest R Graham K-8 Academy reported 0.8 incidents per 100 students. This rate is less than the state combination school rate of 1.6 incidents per 100 students. Ernest R Graham K-8 Academy is ranked very low with zero cases reported in the categories of violent and property incidents. In the category of public order incident, the school is ranked very high with a 0.77 incidents per 100 students. Data from Power BI shows 4.2% of students had one referral and 4.0% of students had 2 or more referrals, a significant increase as compared to the District's average of 2.88% of students with one referral and 1.42% of students with two or more referrals. Administrators and counselors will closely monitor discipline referrals. Community Involvement Specialists, teachers and counselors will schedule parent conferences in order to promote parental involvement and decrease the number of referrals. Furthermore, the staff will provide additional resources to address the individual needs of the students. Schoolwide activities to promote citizenship, community involvement, and school spirit will be scheduled throughout the year.

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 Engaging Learning Environment and Support, Care, and Connections. Our school maintains a clean, orderly, and appealing environment so students can excel and achieve academic success. Instructional staff promotes high expectations by utilizing a growth mindset. Staff are provided opportunities in team building activities where we come together to share celebrations of success during informal meet-ups. We facilitate opportunities for both staff and students to provide on-going feedback and suggestions to school leaders, and we schedule informal conferences with staff and students to garner information about their educational/professional experience at our school. Students receive emotional support, using available resources, to cope with their emotional challenges. We continue to encourage family and community connections and engagement within the school to foster a positive school culture and environment.

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 activities to engage staff and students in the care of the physical environment and develop an emphasis on the benefits of learning. The Assistant Principals will monitor that the school leadership team is providing ongoing family and community engagement for the development of a safe and supportive school environment. 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: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Collaborative Planning	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Parent Involvement	\$0.00
4	III.A.	Areas of Focus: Leadership: Instructional Leadership Team	\$0.00
Total:			\$0.00