Aventura Waterways K 8 Center

2021-22 Schoolwide Improvement Plan

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Aventura Waterways K 8 Center

21101 NE 26TH AVE, Miami, FL 33180

http://aventurawaterwaysk8.dadeschools.net

Demographics

Principal: Bislexis Teje IR O

Start Date for this Principal: 8/1/2018

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	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	53%
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 Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (72%) 2017-18: A (68%) 2016-17: A (66%)
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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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	No	44%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	65%

School Grades History

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

School Board Approval

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SIP Authority

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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.

Our mission at Aventura Waterways K-8 Center is for our students to attain the highest academic standards, and to provide a multitude of enriching educational, cultural, and social experiences in a safe and inviting educational environment.

Provide the school's vision statement.

At Aventura Waterways K-8 Center, our vision will be to create a setting where students experience both academic and life lessons in a positive and nurturing environment, where integrity, honesty, fairness and a sense of belonging are integral to the school's climate and culture, and where all stakeholders strive to exceed academic, social and professional expectations.

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
Aponte, Yesenia	Principal	Dr. Yesenia Aponte, Principal, schedules and facilitates Leadership Team Meetings. Meetings are held monthly and are guided by an agenda. At these meetings, items discussed are student data/trends, the progress of the lowest 35%, Topic Assessments, student and teacher attendance, Walkthrough observations, Tier 2 and Tier 3 interventions, MTSS student concerns, curricular concerns, before and after school tutoring, and monitors available financial resources available.
Cardona, Diane	Assistant Principal	Ms. Diane Cardona, Assistant Principal, monitors the implementation of the resources and scheduling of elementary personnel to ensure that the academic focus is in place for student success, provides updates on K-3 instructional programs and Walkthrough observations, schedules and facilitates regular RtI/MTSS meetings and monitors student attendance.
Lane, Sylvia	Assistant Principal	Dr. Sylvia Lane, Assistant Principal, monitors the implementation of the resources and scheduling of middle school personnel to ensure that the academic focus is in place for student success, provides updates on 4th-7th grade instructional programs and Walkthrough observations, schedules and facilitates regular RtI/MTSS meetings and monitors student attendance.
Mack, Natalie	Assistant Principal	Ms. Natalie Mack, Assistant Principal, monitors the implementation of the resources for the middle school academies and 8th grade students to ensure that the academic focus is in place for student success, provides updates on academy and 8th grade instructional programs and Walkthrough observations, schedules and facilitates regular RtI/MTSS meetings and monitors student attendance.
Brown, Byron	Teacher, K-12	Mr. Byron Brown oversees the Discipline Committee for the school. He provides information to the Leadership Team in reference to referral data and student behavior concerns.
Zeledon, Karina	Teacher, K-12	Ms. Karina Zeledon, 4th Grade Level Chair, Math Liaison and PLST Member, attends monthly Leadership Meetings, provides information on 4th grade data, Tier 2 and Tier 3 interventions, MTSS student concerns, curricular concerns, and before and after school tutoring, and assist with identifying students for advance academic programs. As Math Liaison, she monitors student progress in mathematics and provides District updates.
Ramirez, Jesenia	Teacher, K-12	Ms. Jesenia Ramirez, Kindergarten Grade Level Chair, attends monthly Leadership Meetings, provides information on Kindergarten data, Tier 2 and Tier 3 interventions, MTSS student concerns, curricular concerns, and before and after school tutoring.
Macko, Melissa	Teacher, K-12	Ms. Melissa Mack, , Middle School Science Chair, attends monthly Leadership Meetings, provides information on Science data, curricular concerns and

Name	Position Title	Job Duties and Responsibilities
		facilitates the implementation of the STEAM program, and works with each grade level to develop hands-on activities to support the science curriculum.
Mijares, Jesssica	Teacher, K-12	Ms. Jessica Mijares,5th Grade Level Chair, attends monthly Leadership Meetings, provides information on Kindergarten data, Tier 2 and Tier 3 interventions, MTSS student concerns, curricular concerns, and before and after school tutoring.
Garcia, Lisolette	Teacher, K-12	Ms. Lisolette Garcia, Grade Level Chairperson and Reading Liaison, attends monthly Leadership Meetings, provides information on 3rd grade data, Tier 2 and Tier 3 interventions, MTSS student concerns, curricular concerns, and before and after school tutoring,. As Reading Liaison, she monitors student progress in Reading and provides District updates.

Demographic Information

Principal start date
Wednesday 8/1/2018, Bislexis Teje IR O

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.*
56

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.*
58

Total number of teacher positions allocated to the school
109

Total number of students enrolled at the school
2,027

Identify the number of instructional staff who left the school during the 2020-21 school year.
3

Identify the number of instructional staff who joined the school during the 2021-22 school year.
8

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	133	192	185	208	214	245	231	246	219	0	0	0	0	1873
Attendance below 90 percent	2	22	15	19	22	23	29	39	37	0	0	0	0	208
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	2	11	11	14	26	2	1	0	0	0	0	68
Course failure in Math	0	1	3	4	5	13	29	3	21	0	0	0	0	79
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	8	33	23	24	0	0	0	0	88
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	6	21	17	24	0	0	0	0	68
Number of students with a substantial reading deficiency	1	27	56	57	51	36	88	79	70	0	0	0	0	465
33	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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	1	2	3	9	6	12	34	17	23	0	0	0	0	107

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	3	4	1	13	4	0	0	1	1	0	0	0	0	27
Students retained two or more times	4	0	0	0	0	0	1	0	0	0	0	0	0	5

Date this data was collected or last updated

Wednesday 7/21/2021

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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	211	210	223	241	277	264	265	237	260	0	0	0	0	2188
Attendance below 90 percent	21	17	18	21	26	30	39	34	49	0	0	0	0	255
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	8	11	21	27	2	0	10	0	0	0	0	81
Course failure in Math	0	4	2	4	18	31	3	19	12	0	0	0	0	93
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	9	36	22	24	25	0	0	0	0	116
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	7	22	16	24	27	0	0	0	0	96

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	1	4	4	9	19	37	16	21	29	0	0	0	0	140

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	4	4	1	13	4	0	0	0	1	0	0	0	0	27
Students retained two or more times	0	0	0	0	0	1	0	0	1	0	0	0	0	2

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				76%	63%	61%	72%	62%	60%
ELA Learning Gains				71%	61%	59%	71%	61%	57%
ELA Lowest 25th Percentile				67%	57%	54%	62%	57%	52%
Math Achievement				74%	67%	62%	71%	65%	61%
Math Learning Gains				68%	63%	59%	63%	61%	58%
Math Lowest 25th Percentile				62%	56%	52%	48%	55%	52%
Science Achievement				68%	56%	56%	64%	57%	57%
Social Studies Achievement				88%	80%	78%	84%	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	67%	60%	7%	58%	9%
Cohort Comparison						
04	2021					
	2019	76%	64%	12%	58%	18%
Cohort Comparison		-67%				
05	2021					
	2019	71%	60%	11%	56%	15%
Cohort Comparison		-76%				
06	2021					
	2019	66%	58%	8%	54%	12%
Cohort Comparison		-71%				
07	2021					
	2019	71%	56%	15%	52%	19%
Cohort Comparison		-66%				
08	2021					
	2019	69%	60%	9%	56%	13%
Cohort Comparison		-71%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2021					
	2019	68%	67%	1%	62%	6%
Cohort Comparison						
04	2021					
	2019	89%	69%	20%	64%	25%
Cohort Comparison		-68%				
05	2021					
	2019	70%	65%	5%	60%	10%
Cohort Comparison		-89%				
06	2021					
	2019	59%	58%	1%	55%	4%
Cohort Comparison		-70%				
07	2021					
	2019	59%	53%	6%	54%	5%
Cohort Comparison		-59%				
08	2021					
	2019	43%	40%	3%	46%	-3%
Cohort Comparison		-59%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2021					
	2019	65%	53%	12%	53%	12%
Cohort Comparison						
08	2021					
	2019	52%	43%	9%	48%	4%
Cohort Comparison		-65%				

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	97%	68%	29%	67%	30%
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	85%	73%	12%	71%	14%

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	96%	63%	33%	61%	35%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	54%	46%	57%	43%

Grade Level Data Review - Progress Monitoring Assessments

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

i-Ready Diagnostic Assessments (AP1. AP2 & AP3)
Science Topic Assessments (Baseline, Mid-Year & Post Test)
Civic

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	55.4	58.8	70.6
	Economically Disadvantaged	57.0	51.3	65.3
	Students With Disabilities	40.0	25.	61.5
	English Language Learners	25.0	15.	31.5
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	43.5	55.6	73.6
	Economically Disadvantaged	42.3	50.6	74.7
	Students With Disabilities	26.3	36.8	53.8
	English Language Learners	52.6	35.0	57.9

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	48.8	69.8	79.2
	Economically Disadvantaged	50.6	68.8	79.7
	Students With Disabilities	22.2	33.3	33.3
	English Language Learners	16.7	25.0	33.3
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	43.2	57.4	73.2
	Economically Disadvantaged	37.2	53.8	69.3
	Students With Disabilities	11.1	33.3	33.3
	English Language Learners	55.6	41.7	33.3

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	58.7	72.3	75
	Economically Disadvantaged	52	70.7	72
	Students With Disabilities	32.1	37.0	39.3
	English Language Learners	71.4	57.1	28.6
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	30.4	54.4	70.3
	Economically Disadvantaged	23.5	51.5	65.7
	Students With Disabilities	21.4	37.0	51.9
	English Language Learners	42.9	14.3	28.6

Grade 4				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	41.7	54.5	58.6
	Economically Disadvantaged	39.3	50.	52.6
	Students With Disabilities	20.7	17.9	25.9
	English Language Learners	0	16.3	16.3
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	33.9	58.2	73.0
	Economically Disadvantaged	34.8	54.4	73.2
	Students With Disabilities	21.4	28.6	38.5
	English Language Learners	22.2	22.2	66.7

Grade 5				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	43.8	56.6	58.1
	Economically Disadvantaged	42.9	50.5	53.5
	Students With Disabilities	6.9	31.0	34.5
	English Language Learners	14.3	0	0
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	40.0	51.8	63.5
	Economically Disadvantaged	36.5	49.0	58.6
	Students With Disabilities	10.3	6.9	21.4
	English Language Learners	0	14.3	14.3
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Science	All Students	0	29.0	0
	Economically Disadvantaged	0	26.0	0
	Students With Disabilities	0	15.	0
	English Language Learners	0	5.0	0

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	51.4	58.0	65.7
	Economically Disadvantaged	51.9	56.8	65.7
	Students With Disabilities	26.3	31.6	31.6
	English Language Learners	7.1	7.7	11.1
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	39.8	55.1	62.2
	Economically Disadvantaged	36.3	48.6	59.2
	Students With Disabilities	21.1	21.1	44.4
	English Language Learners	3.7	4.2	11.5

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	61.4	64.3	65.4
	Economically Disadvantaged	50.5	57.3	55.1
	Students With Disabilities	47.8	31.8	38.1
	English Language Learners	21.1	15.8	16.7
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	45.1	47.6	58.5
	Economically Disadvantaged	37.4	46.2	49.5
	Students With Disabilities	26.1	25.0	34.8
	English Language Learners	10.	10.	20.
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	0	77.0	0
	Economically Disadvantaged	0	69.0	0
	Students With Disabilities	0	43.0	0
	English Language Learners	0	50.0	0

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	60.5	63.4	63.4
	Economically Disadvantaged	52.0	62.5	55.3
	Students With Disabilities	38.9	38.9	57.1
	English Language Learners	16.7	0	15.4
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	45.7	28.4	71.8
	Economically Disadvantaged	43.1	23.6	68.1
	Students With Disabilities	29.4	16.7	50.0
	English Language Learners	7.7	7.7	40.0
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	29.0	0
	Economically Disadvantaged	0	28.0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	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	35	44	29	33	34	26	34	58			
ELL	56	60	54	51	33	29	40	76	70		
ASN	81	75		65	38		90				
BLK	59	50	36	44	34	22	55	77	69		
HSP	66	62	50	57	37	32	58	83	74		
MUL	62	60		69							
WHT	70	63	45	62	40	36	62	83	84		
FRL	60	53	39	51	32	29	53	80	74		
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	41	57	56	41	53	35	41	59			
ELL	61	75	73	64	66	62	51	69	53		

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
ASN	93	70		97	89						
BLK	67	64	50	60	63	54	57	79	67		
HSP	73	70	66	72	65	64	65	87	73		
MUL	84	80		65	77						
WHT	81	75	76	78	71	60	76	91	84		
FRL	70	67	60	68	64	57	59	84	69		
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	33	51	40	39	44	24	39	60			
ELL	54	69	62	57	59	47	48	49	62		
ASN	96	83		92	72						
BLK	59	65	69	54	56	53	53	79	100		
HSP	71	70	57	69	61	46	62	81	79		
MUL	82	75		50	31						
WHT	76	73	67	78	70	52	70	91	76		
FRL	65	67	63	64	57	44	54	79	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	59
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	70
Total Points Earned for the Federal Index	592
Total Components for the Federal Index	10
Percent Tested	96%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
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	54
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	70
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	50
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	59
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	64
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	61
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	55
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:
All ELA Subgroups Achievement increased except the Asian subgroup.
The majority of ELA Subgroups learning gains increased or remained the same except the Asian and Black Subgroups with a decrease ranging from 1-13 percentage points.
The Black and Economically Disadvantaged Subgroup decreased 19 and 3 percentage points respectfully in ELA L25 learning gains.
All Math Subgroups Achievement increased or remained the same.
All Math Subgroups Learning Gains and L25 increased.
All Science Subgroups Achievement levels increased.
Majority of Social Sciences Subgroups Achievement increased or remained the same.
The MS Acceleration decreased except the White Subgroup with an increase of 8 percentage points.

2021 data findings:
In ELA, overall the school decreased 9% compared to 2019. All grade levels showed a decrease in the Percentage of Students in Level 3 or above. 3rd Grade decrease 3%, 4th Grade decreased 12%, 5th Grade decreased 11%, 6th Grade decreased 5%, 7th Grade decreased 3%, and 8th Grade decreased 1%.
In ELA the Learning Gains decreased 9% and the L25 Learning Gains decreased 20% when compared to 2019.
In Math, overall the school decreased by 17% when compared to 2019. All grade levels showed a decrease in the Percentage of Students in Level 3 or above. 3rd Grade decrease 14%, 4th Grade decreased 25%, 5th Grade decreased 27%, 6th Grade decreased 12%, 7th Grade decreased 5%, and 8th Grade decreased 7%.
In Math the Learning Gains decreased 30% and the L25 Learning Gains decreased 30% compared to 2019.

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

The 2019 data reflect that the greatest need for improvement was the ELA learning gains, specifically the following subgroups: Asian, Black, and Economically Disadvantage. The majority of ELA Subgroups learning gains increased or remained the same except the Asian and Black Subgroups with a decrease ranging between 1 and 13 percentage points. The Black and Economically Disadvantaged Subgroup had a decrease of 19 and 3 percentage point respectfully in ELA L25 learning gains.
The 2021 FSA data indicated that greatest need for improvement is in the area of Mathematics. Overall the school decreased by 17%, Learning Gains decreased 30% and the Learning Gains of the L25 decreased 30% when compared to 2019.

The 2021 progress monitoring data reflects that the greatest need for improvement in ELA is with the ELL and ESE subgroups. The ELL students performed at an average of 30.8 points below the grade level and ESE students performed at an average of 33.5 points below the grade level.

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

Students are lacking pre-requisite skills needed to be successful on grade level standard and expectations. We will continue to support this while incorporating data-driven instruction to help meet the needs of our Asian, Black and economically Disadvantaged subgroups. We will also develop teachers using strategies that focus on differentiating instruction and intervention for lower performing students to help them access grade level content. We will be strategic with aligning resources and include OPM in our data chats.

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

According to 2019 data math and science demonstrated the most improvement.

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

These improvements may be attributed to the planning and implementation of STEAM-based activities. Additionally, the use with fidelity of Math and Science Topic Assessments and using the data to address students' needs.

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

Data-driven Instruction, Differentiated Instruction, Standards-Based Collaborative Planning, Interventions- RTI

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.

Aligning resources to small group instruction, tracking OPM data (November/December/21), making adjustments to groups as data becomes available (2/21) and continuous data chats with individualized feedback and next steps (ongoing). Coaching cycles will also be implemented individually with teachers to support specific needs (ongoing).

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

The additional services that will be implemented to ensure sustainability of improvement in the next year and beyond are the fidelity to targeted data-based remediation and Tier 2 and Tier 3 intervention, continuous data-driven progress monitoring, and LEP and MTSS committee assistance as needed. Early warning indicators will be addressed to ensure that students are provided additional support as needed to facilitate academic improvement.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to B.E.S.T. Standards	
Area of Focus Description and Rationale:	Instructional Practices specifically relating to B.E.S.T. Standards was selected since these are newly adopted standards and staff expressed a concern with the lack of students' academic preparedness. The 2021 FSA data indicates ELA Learning Gains at 61%, a decrease of 10% and Math Learning Gains at 38%, a decrease of 30%. Monitoring instructional practices relating to B.E.S.T. Standards and ongoing progress monitoring will provide instructional staff with the appropriate focus to improves student achievement and increase learning gains.
Measurable Outcome:	If we successfully implement instructional practices specifically relating to B.E.S.T. Standards then there will be a minimum increase of 10 percentage points in the number of students that demonstrate a learning gain as evidenced by 2022 state assessments.
Monitoring:	The Leadership Team will conduct regularly scheduled walkthroughs and provide feedback to ensure the implementation of B.E.S.T. standards. Additionally, lesson plans will be reviewed and monitored to ensure alignment to B.E.S.T. Standards and district's pacing guide. Students work folders and daily notebooks will also be monitored and reviewed during walkthroughs to ensure Topic assessments and end products are aligned to the newly adopted standards.
Person responsible for monitoring outcome:	Yesenia Aponte (yaponte@dadeschools.net)
Evidence-based Strategy:	The evidence based strategy being implemented for Instructional Practices specifically relating to B.E.S.T. Standards is Effective Curriculum and Resource Utilization. This would be monitored by regularly scheduled walkthroughs and a review and monitoring of instructional lesson plans and students' end products.
Rationale for Evidence-based Strategy:	Since these are newly adopted standards, this strategy will ensure that teachers are using B.E.S.T Standards, Newly Adopted Curriculum, and district pacing guides to plan and facilitate instruction and assessment.

Action Steps to Implement

8/19-10/11 Encourage and facilitate participation in district sponsored professional development addressing B.E.S.T. -Standards and the newly adopted curriculum. As a result, teachers will have a better understanding of the new B.E.S.T Standards and how to address them effectively in their lesson plans and instructional delivery.

Person Responsible	Yesenia Aponte (yaponte@dadeschools.net)

8/30/21-10/11 Provide opportunities for collaborative conversations sessions to assist with teachers' lesson planning. As a result, teachers will attend collaborative planning sessions to share best practices and brainstorm ideas to address challenges while taking turns leading and modeling explicit instruction.

Person Responsible	Diane Cardona (dcardona@dadeschools.net)

8/30-10/11 Conduct walkthroughs to provide support with lesson planning, instructional delivery and student Topic assessments. Walkthroughs will ensure that instructional staff are providing targeted lessons based on the District's Pacing Guide that are effectively delivered resulting in academic gains evidenced by the student data.

Person Responsible Yesenia Aponte (yaponte@dadeschools.net)

8/30-10/11 Provide feedback to teachers. As a results, instructional staff will be recognized for effective targeted instructional lessons and delivery. When needed reflective discussions will be conducted to facilitate effective lesson development and instructional delivery, and to provide professional development opportunities.

Person Responsible Yesenia Aponte (yaponte@dadeschools.net)

11/01-12/21 Continue monitoring instructional practices relating to B.E.S.T. Standards and conduct data chats to analyze progress monitoring data to ensure the appropriate instructional focuses are in place. When needed opportunities will be provided for peer observations and professional development opportunities to facilitate effective lesson development and instructional delivery.

Person Responsible Yesenia Aponte (yaponte@dadeschools.net)

11/01-12/21 Utilize information gathered from the instructional rounds related to B.E.S.T. Standards to have targeted conversations with the Leadership Team and make necessary adjustments to promote student academic growth. Information will be shared in grade level and department meetings. Walkthroughs will ensure that instructional staff are are providing targeted lessons based on the District's Pacing Guide that are effectively delivered resulting in academic gains evidenced by the student data.

Person Responsible Yesenia Aponte (yaponte@dadeschools.net)

01/31-4/29 Continue monitoring instructional practices relating to B.E.S.T. Standards and conduct AP2 data chats to analyze progress monitoring data to ensure the appropriate instructional focuses are in place. When needed opportunities will be provided for peer observations and professional development opportunities to facilitate effective lesson development and instructional delivery.

Person Responsible Yesenia Aponte (yaponte@dadeschools.net)

01/31-4/29 Utilize data gathered from the AP2 i-Ready Diagnostic Assessments related to B.E.S.T. Standards to have targeted conversations with the Leadership Team and make necessary adjustments and provide resources and extended learning opportunities to promote student academic growth. Information will be shared in grade level and department meetings. Walkthroughs will ensure that instructional staff are are providing targeted lessons based on the District's Pacing Guide that are effectively delivered resulting in academic gains evidenced by the student data.

Person Responsible Yesenia Aponte (yaponte@dadeschools.net)

#2. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale:	Based on the data review, our school will implement the Targeted Element of Differentiation. We selected the overarching area of Differentiation based on our findings that demonstrated Learning Gains for the L25 subgroup were decreasing. The 2021 FSA data indicates ELA Learning Gains of the Lowest 25% at 47% which is a 20% decrease from 2019 and Math Learning Gains of the Lowest 25% at 38% which is a 30% decrease from 2019 We are not meeting the unique needs of all learners therefore it is evident that we must improve our ability to differentiate instruction based on the levels of the students we serve. We will provide the scaffolding necessary for the L25 subgroup to access grade-level content in order to make learning gains and move towards proficiency.
Measurable Outcome:	If we successfully implement Differentiation, then our L25 students will increase by a minimum of 10 percentage points as evidenced by the 2022 State Assessments.
Monitoring:	The Leadership Team will conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure quality instruction is taking place. Administrators will conduct walkthroughs to ensure differentiated instruction is taking place. Data Analysis of Math Topic assessments of L35 students will be reviewed monthly to observe progress. We will create an online tracker to monitor OPM data on a bi-weekly basis. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth on OPMs.
Person responsible for monitoring outcome:	Yesenia Aponte (yaponte@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of: Data-Driven Instruction. Data-Driven instruction will assist in accelerating the learning gains of our L25s as it is a systematic approach of instruction to meet the students' needs. Data-Driven instruction will be monitored through the use of data trackers to drive instructional planning and data driven conversations to include OPMs.
Rationale for Evidence-based Strategy:	Data-Driven Instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available from Topic Assessments.

Action Steps to Implement

10/01-10/11 The Leadership Team conducts data chats to assist teachers with aggregating the data, identifying data trends, and establishing instructional groups. As a result, teachers will be able to use data from Math Topic Assessments to create instructional groups, monitor student progress and make targeted instructional adjustments as needed.

Person Responsible	Yesenia Aponte (yaponte@dadeschools.net)

8/30-10/11 Conduct walkthroughs to monitor the implementation of differentiated instruction and provide feedback. As a result, teachers will have student groups, implement resources, and lesson plans that reflect appropriate DI instruction.

Person Responsible	Yesenia Aponte (yaponte@dadeschools.net)

9/30-10/11 Monitor OPM data with the Leadership Team to discuss trends. As a result, the Leadership Team will provide instructional support and appropriate resources to address the most current data trends throughout the school, by grade level/department, and within identified subgroups.

Person Responsible   Yesenia Aponte (yaponte@dadeschools.net)

10/01-10/11 Conduct quarterly data chats with teacher to monitor students' performance and support teacher with regrouping students as needed. As a result, teachers will develop classroom groups based on current data trends to provide academic support to increase student performance.

Person Responsible   Yesenia Aponte (yaponte@dadeschools.net)

11/01-12/21 Administer the i-Ready Growth Monitoring Assessment in Reading and Math to students identified as needing additional support through ongoing progress monitoring. Data will be used to track student growth throughout the year. Ensure that targeted lessons are provided and groups are adjusted through ongoing data analysis.

Person Responsible   Yesenia Aponte (yaponte@dadeschools.net)

11/01-12/21 Continue to conduct data chats based on ongoing progress monitoring and ensure that appropriate resources are provided. Walkthroughs will ensure that differentiated instruction is taking place and that ongoing data analysis is being used to create the instructional focus.

Person Responsible   Yesenia Aponte (yaponte@dadeschools.net)

01/31-4/29 Conduct data chats to review the i-Ready AP2 data with teacher to monitor students' performance, growth, and projected proficiency. As a result, teachers will develop classroom groups based on current data trends to provide academic support to increase student performance.

Person Responsible   Yesenia Aponte (yaponte@dadeschools.net)

01/31-4/29 Administer the i-Ready Growth Monitoring Assessment in Reading and Math to students identified as needing additional support through ongoing progress monitoring. Data will be used to track student growth and provide targeted data driven instruction and resources and opportunities for extended learning .

Person Responsible   Yesenia Aponte (yaponte@dadeschools.net)

#3. Culture & Environment specifically relating to Early Warning Systems	
Area of Focus Description and Rationale:	Based on the Staff School Climate results indicate that 21% of the surveyed staff disagreed that the school uses adequate disciplinary measures. The Student School Climate survey results indicate that 35% of the students surveyed feel that students in their school do not follow school rules.
Measurable Outcome:	If we successfully implement a school-wide disciplinary plan, then it is expected that the Staff School Climate and Student School Climate survey will indicate a increase by a minimal of 5% in the use of adequate disciplinary measures and the number of students feel that students in their school do follow school rule, respectively.
Monitoring:	The Leadership Team will monitor the number of referrals to school counselors and administration relating to discipline.
Person responsible for monitoring outcome:	Yesenia Aponte (yaponte@dadeschools.net)
Evidence-based Strategy:	The evidence based strategy being implemented for Early Warning Systems would be Positive Behavior System.
Rationale for Evidence-based Strategy:	The rationale for selecting this strategy is attributed to the discrepancy that exist among staff in the means discipline issues are addressed by creating and implementing a School-wide Uniform Disciplinary Plan that staff and administration share common language.

Action Steps to Implement

9/01-9/10 Create a School-wide Discipline Plan Committee. The School-wide Discipline Committee will be comprised of instructional staff from each grade level/department to ensure that a discipline plan will be developed that addresses school-wide discipline concerns.

Person Responsible	Byron Brown (bjbrown@dadeschools.net)

9/10-9/25 Grade level chairs meet with their grade level to discuss behavior concerns within their grade level and identify desired rules, behaviors and consequences aligned to the Code of Student Conduct. As a result, school-wide behavior concerns will be addressed along with the appropriate actions/ consequences across all grade levels to develop an effective school-wide discipline plan.

Person Responsible	Byron Brown (bjbrown@dadeschools.net)

9/10-9/30 The Schoolwide Discipline Plan Committee will review grade level suggestions and develop a School-wide Discipline Plan for Primary (Grades K-1), Intermediate (Grades 2-5) and Middle school (Grades 6-8). As a result, a School-wide Discipline Plan will be developed to address common concerns which will lead to a reduction in inappropriate behaviors and behavior referrals.

Person Responsible	Byron Brown (bjbrown@dadeschools.net)

10/01-10/11 Present the Schoolwide Discipline Plan to the School's Leadership Team for feedback and then to staff at a faculty meeting. As a result, a School-wide Discipline Plan will be developed with the input from all stakeholders. This will facilitate an effective implementation of the School-wide Discipline Plan.

Person Responsible Byron Brown (bjbrown@dadeschools.net)

11/01-12/21 The Leadership Team will review the current Schoolwide Discipline Plan and make revisions based on the input from each grade level and department. The updated plan will be presented to staff at a faculty meeting. As a result, the Schoolwide Discipline Plan will be utilized to address student behaviors.

Person Responsible Byron Brown (bjbrown@dadeschools.net)

11/01-12/21 The Leadership Team will monitor the Schoolwide Discipline Plan's implementation to ensure it is being utilized with fidelity. The number of student referrals for the identified behaviors will be tracked and analyzed during Leadership Team meetings to measure the effectiveness of the plan. Adjustments will be put in place as needed.

Person Responsible Yesenia Aponte (yaponte@dadeschools.net)

01/31-4/29 Analyze the current referral trends to determine the effectiveness of the implemented discipline plans. Continue to modify based on the data trends.

Person Responsible Byron Brown (bjbrown@dadeschools.net)

01/31/4/29 Assign a Discipline Liaison in the primary and intermediate elementary grade levels and in the main campus middle school grade levels to further develop the discipline plans utilizing the current referral trends and teacher input.

Person Responsible Karina Zeledon (zeledon@dadeschools.net)

#4. Leadership specifically relating to Instructional Leadership Team	
Area of Focus Description and Rationale:	Based on qualitative data from the School Climate survey and the SIP survey and review of the Core Leadership Competencies, we want to use the Targeted Element of Instructional Leadership Team. Teachers in the building didn't feel that they had any voice in the decision-making process, therefore we want to develop teacher leaders by involving them in school-wide initiatives and ensuring they are informed and feel as though they have membership to the school community. By involving them in school-wide initiatives and allowing them the opportunity to further their learning, student success is positively impacted.
Measurable Outcome:	If we successfully implement the Targeted Element of Instructional Leadership Team, our teachers will be provided the opportunity to contribute to school-wide decisions through monthly meetings. This will be realized through teachers participating in the logistical elements of meetings, presenting ideas to solve issues that arise, etc. The percentage of teachers in leadership roles will increase by at least 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 that focused on the Effective Framework for Instruction and IPEGS. By involving teachers, we hope to create an environment of shared leadership. This initiative will be evident by teacher leaders providing support and development to their colleagues in various areas of the Framework. To ensure we are on the right track, teachers who receive support will share the knowledge they have gained during faculty meetings.
Person responsible for monitoring outcome:	Yesenia Aponte (yaponte@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Instructional Leadership Team, we will focus on the evidence-based strategy of: Involving Staff in Important Decisions. By surveying the staff for potential instructional leaders and involving them in the decision making process, we hope to increase the feeling of shared leadership.
Rationale for Evidence-based Strategy:	Involving Staff will assist in integrating the talents of teachers within the building to carry out the vision, the mission, and problem solve. Throughout this process the LT will create buy in and bring creative and innovative solutions to the forefront.

Action Steps to Implement

8/30-9/05 Conduct a survey to identify those staff members that are interested in assuming leadership roles. As a result, all staff members will be able to express their interest in assuming leaderships role. Survey results can be used to identify staff needed to spearhead school programs and assign facilitators to school groups.

Person Responsible	Yesenia Aponte (yaponte@dadeschools.net)

9/05-9/20 Meet with the Leadership Team to revise the mission and vision of the school. As a result, the mission and vision of the school will reflect the current trends and focus the direction of the school towards academic growth with a culturally responsive environment.

Person Responsible	Yesenia Aponte (yaponte@dadeschools.net)

9/20-10/11 Assign roles and tasks to those potential leaders identified by the survey. As a result, potential leaders will have an opportunity to assume a leadership role and professionally develop as a school leader.

Person Responsible Yesenia Aponte (yaponte@dadeschools.net)

9/30-10/11 Conduct monthly Leadership Team and Faculty Meetings to share school wide initiatives, Framework for Effective Instruction and IPEGS. As a result, staff members will be provided information and strategies for professional growth and data needed to target effective instruction.

Person Responsible Yesenia Aponte (yaponte@dadeschools.net)

11/01-12/21 Recommend aspiring school leaders to District Committees and to participate in District programs. As a result, potential leaders will have an opportunity to assume a leadership role and professionally develop as a school leader.

Person Responsible Yesenia Aponte (yaponte@dadeschools.net)

11/01-12/21 Continue to assign roles and tasks to those potential leaders identified through a staff survey at the beginning of the school year. As a result, potential leaders will have an opportunity to assume a leadership role and professionally develop as a school leader.

Person Responsible Yesenia Aponte (yaponte@dadeschools.net)

01/31-4/29 Aspiring school leaders will disseminate information from District committee meetings that they were selected for and participated in. Information from professional development activities will also be shared with the Leadership Team and the appropriate grade level/department members.

Person Responsible Yesenia Aponte (yaponte@dadeschools.net)

01/31-4/29 Assign roles and tasks to potential leaders to address the end of the year tasks related to testing, scheduling, instructional materials and promotion/graduation activities.

Person Responsible Yesenia Aponte (yaponte@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the 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.

Aventura Waterways K-8 reported 0.3 incidents per 100 students. This rate is less than the statewide rate of 1.6 incidents per 100 students. When compared to all K-8 schools statewide, Aventura Waterways K-8 falls in the low category of incidents. Aventura Waterways ranked 63 out of 313 K-8 schools statewide and ranked 23 out of 66 K-8 schools within Miami-Dade County. In the area of Violent Incidents such as bullying, fighting, physical attack and threat and intimidation, Aventura Waterways ranked low as 76 out of 313 K-8 schools statewide and 29 out of 66 K-8 schools county wide. The Violent Incident rate is 0.19 per 100 students. This rate is based on 4 violent incidents out of 2112 students.
In the area of Property Incidents such as breaking and entering, burglary, larceny and theft, Aventura Waterways had 0 incidents out of 2112 students. The school ranks very low as 1st out of 313 K-8 schools statewide and 66 K-8 schools countywide. The Property Incident rate is 0.0 per 100 students. This rate is based on 0 incidents out of 2112 students.
In the area of Drug and Public Order incidents such as tobacco, alcohol. weapon possession and trespassing, The school ranks low as 124 out of 313 K-8 schools statewide and 26 out of 66 K-8 schools countywide. The Drug and Public Order rate is 0.14 per 100 students. This rate is based on 4 incidents out of 2112 students.

Aventura Waterways K-8 will address the incidents rates for the 2021-2022 school year through the schoolwide discipline plan that will be developed and put into action this school year. The data shows that our plan must address the category of Violent Incidents. Representatives from across all grade levels will develop the schoolwide plan which will include a focus on the Values Matter curriculum, counseling, parent involvement ,and academic and behavior support.

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 Engaging Learning Environment, Physical and Emotional Safety and Clearly Defined Expectations. Our school creates a cognitive stimulating physical school environment that informs and engages students such as our quarterly STEAM activities. As a result of our diverse student demographics our school encourages mutual respect for individual differences and promote tolerance and inclusivity. Our school communicates and monitors practices to ensure alignment with shared vision through monthly Leadership Team Meetings and regular grade level.

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, Teacher Leaders and Counselors (our School Leadership Team). The Principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale by planning Team-building and morale boosting activities. The Assistant Principals will assist in ensuring all information is shared with stakeholders in a timely manner. Teacher leaders assist in providing and responding to feedback from stakeholders.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: B.E.S.T. Standards	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Differentiation	$0.00
3	III.A.	Areas of Focus: Culture & Environment: Early Warning Systems	$0.00
4	III.A.	Areas of Focus: Leadership: Instructional Leadership Team	$0.00
		Total:	$0.00