

Miami-Dade County Public Schools

Santa Clara Elementary School



2021-22 Schoolwide Improvement Plan

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Santa Clara Elementary School

1051 NW 29TH TER, Miami, FL 33127

<http://santaclara.dadeschools.net>

Demographics

Principal: Ramses Ancheta

Start Date for this Principal: 7/19/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	93%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Economically Disadvantaged Students*
School Grades History	2018-19: C (52%) 2017-18: C (43%) 2016-17: B (56%)
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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Santa Clara Elementary School

1051 NW 29TH TER, Miami, FL 33127

<http://santaclara.dadeschools.net>

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	92%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	100%

School Grades History

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Santa Clara Elementary School is to work collaboratively with all stakeholders to provide a high quality education by maximizing the effectiveness of classroom teaching and learning experiences for our students.

Provide the school's vision statement.

The vision of Santa Clara Elementary School is to create a diverse culture where students come first, and where all children can learn and thrive in a safe, encouraging, and motivating educational environment.

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
Alvarez , Dania	Assistant Principal	Assists the principal in all capacities ensuring the safety and academic success of all students and provide a positive learning environment for students and staff; supports the principal's common vision for the use of data-based decision-making; ensures that the school based team properly meets the social and academic needs of all learners; assists in ensuring the implementation of intervention, adequate professional development, and effective communication with all stakeholders.
Ancheta, Ramses	Principal	To ensure the safety and academic success of all students and provide a positive learning environment for students and staff. To provide a common vision for the use of data-based decision-making, ensures that the school based team properly meets the social and academic needs of all learners. Ensures the implementation of intervention, adequate professional development, and communicates effectively with all stakeholders.
Martinez, Nidia	Math Coach	To provide curriculum support for all mathematics teachers and students. Assist in the development and evaluation of school core content standards/ programs. Assist in identifying systematic patterns of student needs while working with Office of Academic Transformation (OAT) and Curriculum Support Specialists (CSS) to appropriately identify and implement evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Provide classroom teachers with professional development in core subjects and conduct coaching cycle to support teachers.
Mourin , Daniela	School Counselor	To provide social-emotional support for all students. Participates in collection, interpretation, and analysis of data; provides assistance for behavior strategies and problem solving techniques for all stakeholders. Monitors student attendance and provides parental support based on the individual needs of the students and their families. Links child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.
Primelles, Liza	ELL Compliance Specialist	To ensure ELL Compliance at the school and provide support to the ESOL students. Provides quality services to English Learners by assisting classroom teachers in the endeavor of learning the language. Participates and facilitates professional development in English learning strategies to implement with English learners.

Name	Position Title	Job Duties and Responsibilities
Cedeno, Andrea	Instructional Coach	To provide curriculum support for reading teachers and students in grades kindergarten through second grade. Assist in the development and evaluation of school core content standards/ programs. Assist in identifying systematic patterns of student needs while working with Office of Academic Transformation (OAT) and Curriculum Support Specialists (CSS) to appropriately identify and implement evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk;” assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Provide classroom teachers with professional development in core subjects and conduct coaching cycle to support teachers.
Jardine, Ryan	Instructional Coach	To provide curriculum support for reading teachers and students in grades third through fifth grade. Assist in the development and evaluation of school core content standards/ programs. Assist in identifying systematic patterns of student needs while working with Office of Academic Transformation (OAT) and Curriculum Support Specialists (CSS) to appropriately identify and implement evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk;” assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Provide classroom teachers with professional development in core subjects and conduct coaching cycle to support teachers.

Demographic Information

Principal start date

Friday 7/19/2019, Ramses Ancheta

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.*

9

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.*

25

Total number of teacher positions allocated to the school

38

Total number of students enrolled at the school

542

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

5

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

3

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	84	92	103	88	84	0	0	0	0	0	0	0	501
Attendance below 90 percent	18	34	36	39	19	19	0	0	0	0	0	0	0	165
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	7	23	27	26	0	0	0	0	0	0	0	83
Course failure in Math	0	1	10	10	32	26	0	0	0	0	0	0	0	79
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	8	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	5	0	0	0	0	0	0	0	5
Number of students with a substantial reading deficiency	5	30	62	69	33	49	0	0	0	0	0	0	0	248

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	5	3	10	19	25	29	0	0	0	0	0	0	0	91

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	5	4	0	13	0	0	0	0	0	0	0	0	0	22
Students retained two or more times	0	0	0	2	1	2	0	0	0	0	0	0	0	5

Date this data was collected or last updated

Monday 7/19/2021

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	87	102	94	107	89	102	0	0	0	0	0	0	0	581
Attendance below 90 percent	37	40	32	26	20	34	0	0	0	0	0	0	0	189
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	7	16	35	28	7	0	0	0	0	0	0	0	93
Course failure in Math	0	11	1	41	28	35	0	0	0	0	0	0	0	116
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	8	19	0	0	0	0	0	0	0	27
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	5	16	0	0	0	0	0	0	0	21

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	5	13	7	38	31	34	0	0	0	0	0	0	0	128

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	5	4	1	14	0	0	0	0	0	0	0	0	0	24
Students retained two or more times	0	0	0	3	2	2	0	0	0	0	0	0	0	7

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				43%	62%	57%	39%	62%	56%
ELA Learning Gains				45%	62%	58%	43%	62%	55%
ELA Lowest 25th Percentile				40%	58%	53%	26%	59%	48%
Math Achievement				59%	69%	63%	53%	69%	62%
Math Learning Gains				67%	66%	62%	48%	64%	59%
Math Lowest 25th Percentile				64%	55%	51%	41%	55%	47%
Science Achievement				45%	55%	53%	53%	58%	55%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	46%	60%	-14%	58%	-12%
Cohort Comparison						
04	2021					
	2019	40%	64%	-24%	58%	-18%
Cohort Comparison		-46%				
05	2021					
	2019	31%	60%	-29%	56%	-25%
Cohort Comparison		-40%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	54%	67%	-13%	62%	-8%
Cohort Comparison						
04	2021					
	2019	51%	69%	-18%	64%	-13%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-54%				
05	2021					
	2019	55%	65%	-10%	60%	-5%
Cohort Comparison		-51%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	41%	53%	-12%	53%	-12%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

The values displayed are percent of students proficient based on i-Ready Reading and Math Diagnostic Assessments (AP1, AP2, AP3) and Grade 5 Midyear Science Assessment.

		Grade 1			
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		29.1%	40.7%	33.7%
	Economically Disadvantaged		28.2%	40%	32.9%
	Students With Disabilities		0	0	0
	English Language Learners		0	0	14.3%
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		20.9%	37.2%	32.6%
	Economically Disadvantaged		21.2%	36.5%	31.8%
	Students With Disabilities		0	0	0
	English Language Learners		14.3%	0	14.3%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	22.9%	38.6%	34.9%
	Economically Disadvantaged	22.9%	38.6%	34.9%
	Students With Disabilities	0	40%	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	15.7%	36.1%	30.1%
	Economically Disadvantaged	15.7%	36.1%	30.1%
	Students With Disabilities	0	33.3%	0
	English Language Learners	0	0	0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	28%	33.3%	52.7%
	Economically Disadvantaged	28%	33.3%	52.7%
	Students With Disabilities	0	0	0
	English Language Learners	0	14.3%	40.8%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	8.6%	30.1%	33.3%
	Economically Disadvantaged	8.6%	30.1%	33.3%
	Students With Disabilities	0	0	0
	English Language Learners	0	18.4%	22.5%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	8.8%	16.3%	22.5%
	Economically Disadvantaged	8.8%	16.3%	22.5%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	7.5%	17.5%	30%
	Economically Disadvantaged	7.5%	17.5%	30%
	Students With Disabilities	0	0	0
	English Language Learners		14.6%	25%

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	29.1%	29.1%	27.9%
	Economically Disadvantaged	29.1%	29.1%	27.9%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	16.3%	29.1%	32.6%
	Economically Disadvantaged	16.3%	29.1%	32.6%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	0	13.1%
	Economically Disadvantaged	0	0	13.1%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	6.3%

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	5	22	18	12	31		8				
ELL	30	43	38	37	32	40	36				
BLK	24	44		14	22		28				
HSP	31	38	35	36	33	38	31				
FRL	30	39	32	32	31	36	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	9	25	34	32	53	57	17				
ELL	44	46	39	60	69	64	47				
BLK	42	39		62	69		42				
HSP	42	47	41	58	67	60	46				
FRL	42	46	40	59	68	64	45				
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	11	22	14	32	41	28	29				
ELL	32	38	24	46	44	46	37				
BLK	34	44	33	51	49	29	43				
HSP	41	43	24	54	48	47	57				
FRL	39	43	27	53	49	41	54				

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	36
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	52
Total Points Earned for the Federal Index	285
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	20
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 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	26
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	37
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	36
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

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

2019 data findings:

The school to district comparison shows an increase in the achievement gap widening from 3rd to 5th grade in both ELA and Math. All ELA Subgroups Achievement increased except for SWD which decreased by 2%. All ELA Subgroups Learning Gains increased except for Black students, which decreased by 5%. All ELA Subgroups Learning Gains L25 increased by at least 13%.

All Math Subgroups Achievement, overall Learning Gains and Learning Gains L25 increased across all grade levels.

All Science Subgroups Achievement levels decreased except for English Language Learners by at least 1%.

2021 data findings:

Overall FSA ELA proficiency decreased 13 percentage points; from 43 percentage points in 2019 to 30 percentage points in 2021. When comparing FSA ELA proficiency levels across grade levels, 4th grade scores fell between 9 and 10 percentage points below 3rd grade(34%) and 5th(33%) grade scores. Overall FSA Math proficiency decreased 27 percentage points; from 59 percentage points in 2019 to 32 percentage points in 2021. Again, 4th grade scores fell 7-10 percentage points below corresponding 3rd (30%) and 5th (33%) grades scores. Science proficiency decreased 13 percentage points; from 45 percentage points in 2019 to 32 percentage points in 2021.

In kindergarten through second grade, reading proficiency in 2021 displayed similar results. The percent of students proficient based on Spring i-Ready Reading Diagnostic is as follows: Kindergarten- 61%, Grade 1- 34%, and Grade 2- 35%.

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

2019 data findings:

Based on progress monitoring data, ELA proficiency is lowest in 4th and 5th grades at an average score of 25%. Additionally, the majority of our Science subgroups achievement levels decreased by an average of 10% except for English Language Learners (ELL), 10% increase. Free and Reduced Lunch (FRL) decreased by 9%, Black(BLK) students decreased by 1%, Hispanic(HSP) students decreased by 11% and Students With Disabilities (SWD) decreased by 12%.

2021 data findings:

2021 ELA proficiency scores are below the 2019 scores. Reading proficiency is directly correlated to achievement in math and science. This area demonstrates the greatest need for improvement as it will drive the success in every other area.

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:

We have been focused on implementing data-driven and standards-based instruction across all grade levels. We will continue to support this while incorporating the new reading series and intervention curriculum to help meet the needs of our students. We will ensure all teachers participate in professional development that focuses on effective and engaging instructional delivery. During collaborative planning, instructional coaches will continuously provide guidance and support as needed.

2021 data findings:

Analysis of the 2021 data indicates the need to close the reading achievement gap. Repercussions from the challenges faced in the latter part of the 2019-2020 school year and the entire 2020-2021 school year related to the Covid-19 pandemic are reflected in the reading scores. New actions that will be taken during the 2021-2022 school year in order to address students reading achievement gap will focus on the effective delivery standard-aligned instruction, DI, and reading intervention. Available resources will be allocated, professional development will be provided and ongoing progress monitoring will be implemented to ensure daily instructional delivery is being executed with fidelity and effectiveness. Extended learning opportunities will be begin early in the school year, September 2021.

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

2019 data findings:

Math Learning Gains increased from 48 percentage points in 2018 to 67 percentage points on the 2019 FSA. Math Learning Gains L25 increased from 41 percentage points in 2018 to 64 percentage points on the 2019 FSA.

2021 data findings:

There are no areas of improvement in the 2021 state assessment scores.

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

2019 data findings:

We remediated math standards after every topic assessment by incorporating bell ringers for non-mastered standards.

2021 data findings:

There are no areas of improvement in the 2021 state assessment scores.

We will continue to remediate math standards after every topic assessment through bell-ringers for non-mastered standards.

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

Data-driven Instruction, Differentiated Instruction, Extended Learning Opportunities, Standards-Aligned Instruction, 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.

The leadership team will identify teacher leaders to participate in professional development sessions on the newly adopted instructional materials, McGraw-Hill Wonders, Reading Horizons, and mathematics. These leaders will be able to disseminate the information to their colleagues to ensure schoolwide understanding of the program implementation and integration between the standards and the McGraw-Hill Wonders series (August-September). Additionally, teachers will attend district-provided professional development sessions to effectively use data (OPMs) to differentiate instruction (October 29). Coaching cycles will also be implemented individually with teachers to support specific needs (ongoing). Furthermore, teachers will participate in weekly collaborative planning with reading and/or mathematics instructional coaches and CSS.

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

Collaborative planning will be scheduled weekly and a member of the Leadership Team will attend to ensure adherence to pacing guides and implementation of new reading resources and curriculum across all grade levels. Extended Learning opportunities will be provided with before and after school tutoring as well as Saturday Academies, Winter Academies and Spring Academies contingent on budget availability.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: Based on the data review, our school will implement the Targeted Element of Standards-aligned Instruction. We selected the overarching area of Standards-aligned Instruction based on our findings that demonstrated 30% proficiency in ELA, 33% proficiency in math and 32% proficiency in science for grades 3-5 on the 2021 FSA. We compared the current 2021 ELA FSA data of 30% proficiency to the 2019 FSA ELA proficiency of 43%, accounting for a drop of 13 percentage points. Additionally, we compared the current 2021 FSA Math data of 33% proficiency to the 2019 FSA Math proficiency of 59%, accounting for a 26 percentage point decrease. Science proficiency on the 2021 Statewide Science Assessment experienced a decrease of 13 percentage points when comparing 2021 proficiency of 32% to the 2019 proficiency of 45%. As a Tier 3 school, our students are not meeting proficiency level expectations. We must streamline our teaching practices to focus on predetermined learning targets and expectations correlated to the standards.

Measurable Outcome: If we successfully implement effective Standards-aligned instructional practice, then our third through fifth grade ELA, Math, and Science proficiency scores will increase by a minimum of 5 percentage points as evidenced by the 2022 Statewide Assessments.

Monitoring: Administration will attend collaborative planning sessions and follow-up with regular walkthroughs to monitor Standards-aligned Instruction utilizing a look for's checklist. Instructional coaches will lead collaborative planning sessions, ensure Standards-aligned Instruction resources are being utilized, work closely with District support to target areas of need and conduct coaching cycles as necessary. The SLT will monitor ELA bi-weekly assessments, math topic assessments and science topic assessments to monitor the level of student achievement derived from standards-aligned instruction.

Person responsible for monitoring outcome: Ramses Ancheta (pr4841@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Standards-aligned Instruction, our school will focus on the evidence-based strategy of: Standards-Based Collaborative Planning. This evidence-based strategy will be implemented during collaborative planning. Teachers and instructional coaches/leaders will collaborate to develop meaningful lessons utilizing content related instructional frameworks

Rationale for Evidence-based Strategy: Standards-Based Collaborative Planning will facilitate teacher collaboration which will lead to improvements in standards-aligned lesson quality, instructional effectiveness, and student achievement. Standards-Based Collaborative Planning will also positively impact District Standards-Based lessons, units, materials, and resources through teacher collaboration.

Action Steps to Implement

Instructional Coaches will conduct collaborative planning sessions to plan for the effective implementation of the ELA, math, and science instructional framework and standards-aligned instruction. Pre-planning sheets and Ongoing Progress Monitoring (OPMs) will be utilized to guide planning. Teachers will be provided with a "Look Fors" checklist that will be utilized during consequent focused walkthroughs. (August 30-October 11)

Person Responsible Ryan Jardine (296080@dadeschools.net)

Instructional Coaches and SLT will conduct walkthroughs to monitor the implementation of instructional frameworks and check for lesson plans with clear objectives aligned to instructional frameworks. (September 13-17)

Person Responsible Nidia Martinez (nmartinez3@dadeschools.net)

Following walkthroughs, Instructional Coaches and /or SLT will provide specific feedback to teachers identifying areas of strength and areas of improvement utilizing the "Look Fors" checklist. Coaching cycles will be initiated as needed during a two week period based on observations. (September 20-October 1)

Person Responsible Andrea Ceden0 (asceden0@dadeschools.net)

Instructional Coaches and /or SLT will conduct a second round of walkthroughs to ensure feedback provided has been implemented. Instructional Coaches and /or SLT will analyze ELA biweekly and content topic assessments to evaluate the effectiveness of standards-aligned instruction in the classroom. Additional coaching cycles will be initiated as needed during a two week period based on observations. (October 4-11)

Person Responsible Ryan Jardine (296080@dadeschools.net)

During collaborative planning, instructional Coaches and teachers will plan for "how" and Higher Order Thinking (H.O.T.) questions. Additionally, Instructional Coaches and teachers will develop anchor charts aligned to Daily Learning Targets (DLTs) and Daily End Products (DEPs). (November 1-12)

Person Responsible Nidia Martinez (nmartinez3@dadeschools.net)

Conduct walkthroughs and provide specific feedback to teachers identifying areas of strength and areas of improvement utilizing updated "Look Fors" checklist. (November 15- December 17)

Person Responsible Andrea Ceden0 (asceden0@dadeschools.net)

Provide teachers with a professional development focusing on ELL curriculum, best practices, and how to scaffold curriculum. (January 31st)

Person Responsible Ryan Jardine (296080@dadeschools.net)

During collaborative planning, instructional Coaches and teachers will plan for scaffolded instruction utilizing standard and ELL curriculum, and item specifications. (January 31-April 29)

Person Responsible Nidia Martinez (nmartinez3@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 39% ELA Learning Gains and 32% ELA Learning Gains Low 25% for 3rd-5th grade students on the 2021 FSA. We compared the current 2021 ELA Learning Gains data of 39% and 32% to the 2019 FSA ELA Learning Gains of 45% and 40%, respectively. Over the last two years, ELA Learning Gains dropped 6 percentage points and 12 percentage points, respectively. Meeting the needs of all learners is the SLT's goal during the 2021-2022 school year. We must improve our ability to address the needs of our students. We will provide the scaffolding necessary for our students to make learning gains and move closer towards proficiency.

Measurable Outcome:

If we successfully implement Differentiation(DI), then our overall math and reading learning gains will increase a minimum of 21 percentage points and 11 percentage points, respectively, as evidenced by the 2022 State Assessments. Additionally, our L25 Math scores will increase 14 percentage points and our L25 ELA scores will increase 18 percentage points as evidenced by the 2022 State Assessments.

Monitoring:

Administrators will attend collaborative planning sessions and product review meetings focused on DI. They will review bi-weekly lessons plans to ensure DI is tailored to meet student needs. The SLT will analyze monthly assessment data in math and reading to identify progress towards the measurable outcome as well as, areas needing adjustment.

Person responsible for monitoring outcome:

Ramses Ancheta (pr4841@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 increasing the reading achievement of our students as it is a systematic approach of instruction to meet students' needs. Additionally, learning gains will increase as students are learning on their instructional level during the DI block.

Rationale for Evidence-based Strategy:

Data-Driven Instruction will ensure that teachers are using relevant, recent, and aligned data to plan DI lessons that are customized to student need. Teachers will continually make adjustments to their DI plans, instruction, and student groups as new data becomes available.

Action Steps to Implement

Provide teachers with 2021 i-Ready Reading and Math AP3 data and 2021 state-mandated assessment data for their students. During collaborative planning, create groups for small group instruction and identify the components of effective DI. Develop a checklist of DI "Look Fors" that include organization, plan, instruction and assessment guidelines to implement in the classroom. (August 30-September 10).

Person Responsible

Ryan Jardine (296080@dadeschools.net)

Instructional Coaches will assist teachers in reviewing and exploring resources available in the reading and math series during collaborative planning sessions that can be used to meet the needs of all students during the DI block. Develop DI lesson plans. (August 30-October 11)

Person Responsible Andrea Ceden0 (asceden0@dadeschools.net)

Administration and Instructional coaches will schedule product review meetings focused on students' DI folders (student work samples and data trackers) to monitor the effective implementation of DI. (September 11-October 11)

Person Responsible Ramses Ancheta (pr4841@dadeschools.net)

Following product review meetings, administration will provide specific feedback to teachers and provide support as needed. (October 4-11)

Person Responsible Dania Alvarez (daniaalvarez@dadeschools.net)

Instructional Coaches will assist teachers in utilizing student data in order to align scaffolded resources to support DI instruction. Additionally, Instructional Coaches will collaborate with teachers in setting a clear purpose and check for understanding of lessons. (November 1- December 17)

Person Responsible Ryan Jardine (296080@dadeschools.net)

Instructional Coaches/SLT will schedule ongoing product review meetings to monitor student progress and implementation of DI resources. (November 15- December 17)

Person Responsible Andrea Ceden0 (asceden0@dadeschools.net)

The School Leadership Team (SLT) and teachers will participate in data chats to discuss the students' progress and identify skills to reteach. (January 31- February 4)

Person Responsible Dania Alvarez (daniaalvarez@dadeschools.net)

Upon the completion of i-Ready Diagnostic AP2, regroup students according to their scale score, progress monitoring assessments, and/or topic assessments in order to continue to provide effective DI instruction. (January 31- April 29)

Person Responsible Ryan Jardine (296080@dadeschools.net)

#3. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale: Based on the data review, our school will implement the Targeted Element of Student Attendance. Through our data review, we noticed that students who struggle with daily attendance are also the students who are not meeting expectations for learning gains as well as proficiency. In addition, many of our L25 students have had recurring attendance issues. We recognize the need to educate our families on the importance of coming to school each day and how good attendance has direct positive effects on student achievement.

Measurable Outcome: If we successfully implement the Targeted Element of Student Attendance, our students will be in school to receive quality instruction that will contribute to improved student outcomes. With consistent student incentives, our attendance will increase 5% during the 2021-2022 school year.

Monitoring: The Assistant Principal will meet with the Truancy Team on a weekly basis to ensure attendance is being monitored and any attendance issues are handled in a timely manner. Additionally, the Assistant Principal will work closely with the Truancy Team to develop and implement student attendance incentives.

Person responsible for monitoring outcome: Dania Alvarez (daniaalvarez@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Student Attendance, our school will focus on the evidence-based strategy of: Attendance Initiatives. Attendance Initiatives will assist in making good attendance a focus at the school site. Student absences will be monitored on a regular basis and incentives will be provided to further daily student attendance.

Rationale for Evidence-based Strategy: Attendance Initiatives will assist in decreasing the number of student absences. The initiatives will provide the Leadership Team with a plan for identifying attendance issues before they become chronic. Additionally, giving students incentives for good attendance will positively impact overall student attendance.

Action Steps to Implement

Conduct parent informational meetings immediately following primary and intermediate dismissals focused on the laws governing student attendance in public schools as well as emphasizing the correlation between student attendance and student achievement. (September 20-23)

Person Responsible Ramses Ancheta (pr4841@dadeschools.net)

Administration will develop a Truancy Child Study Team that will work closely to monitor student attendance throughout the school year and address issues immediately to mitigate any negative effects on student learning and achievement. Additionally, the team will develop incentives that will further daily student attendance. (September 27- October 1)

Person Responsible Dania Alvarez (daniaalvarez@dadechools.net)

The Truancy Child Study Team will present during a selected faculty meeting. They will provide guidelines, highlight resources, and emphasize the classroom teachers' role in promoting good student attendance. (September 27- October 1)

Person Responsible Daniela Mourin (amourin@dadeschools.net)

Student attendance incentives will be implemented to reward good attendance and motivate students to come to school every day. Weekly and monthly individual and classroom incentives will provide both short term and long term motivation. (September 6- October 11)

Person Responsible Daniela Mourin (amourin@dadeschools.net)

The SLT will plan for student attendance incentives for the month of November and December. Individual and classroom incentives will be provided at month end to celebrate the eligible students. (November 1- December 17)

Person Responsible Dania Alvarez (daniaalvarez@dadeschools.net)

The SLT will meet with the Truancy Child Study Team to determine next steps for chronic student absenteeism (November 1- December 17)

Person Responsible Ramses Ancheta (pr4841@dadeschools.net)

The SLT will incentivize students with perfect attendance on a monthly basis. (January 31-April 29)

Person Responsible Daniela Mourin (amourin@dadeschools.net)

The school attendance committee will conduct parent meetings with students that have chronic absenteeism. (January 31-April 29)

Person Responsible Dania Alvarez (daniaalvarez@dadeschools.net)

#4. Leadership specifically relating to Walkthroughs

Area of Focus Description and Rationale: Based on qualitative data from the 2020-2021 PD Needs Assessment Survey we want to use the Targeted Element of Walkthroughs. Teachers in the building felt instructional walkthroughs were not occurring on a frequent basis. Therefore, we want to develop a more consistent, focused plan for conducting walkthroughs that will allow administration to become more familiar with the school's curriculum, instructional practices and the overall climate of the school. Walkthroughs will facilitate teachers and administrators working collaboratively towards the improvement of instructional delivery and engagement.

Measurable Outcome: If we successfully implement the Targeted Element of Walkthroughs, biweekly/monthly walkthroughs with a targeted focus will occur on a frequent basis. We expect to increase the percentage of teachers that experience monthly walkthroughs by 50% in the 2021-2022 school year as evidenced by the 2021-2022 PD Needs Assessment survey.

Monitoring: The SLT will develop a walkthrough calendar with dates, times, and areas of focus during weekly leadership meetings. These calendars will serve as a guide to keep the team on track to realizing the measurable outcome and provide a framework for consequent feedback and discussion of observations.

Person responsible for monitoring outcome: Ramses Ancheta (pr4841@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Walkthroughs, we will focus on the evidence-based strategy of: Set High Expectations for Students and Staff. By conducting consistent walkthroughs during the school year, the SLT will establish themselves as instructional leaders and campus mentors that believe in the ability of teachers and students to reach their highest potential.

Rationale for Evidence-based Strategy: Setting high expectations for students and staff will assist in building a culture of trust and accountability where all stakeholders work towards a common goal. The school's mission, vision, and plan for the 2021-2022 school year will be promoted through a united effort of mutual support and motivation.

Action Steps to Implement

The SLT will develop a monthly calendar of scheduled walkthroughs with corresponding areas of focus (September 8).

Person Responsible Ramses Ancheta (pr4841@dadeschools.net)

The SLT will conduct walkthroughs based on the pre-planned calendar. Following walkthroughs, the SLT will debrief and develop a plan to address any deficiencies within one week of the classroom visitation (September 9-17) .

Person Responsible Dania Alvarez (daniaalvarez@dadechools.net)

Administration will provide feedback to teachers and address any areas of improvement with a specific plan of action involving coaching cycles and collaborative planning (September 20-24).

Person Responsible Ramses Ancheta (pr4841@dadeschools.net)

Instructional coaches will conduct coaching cycles and collaborative planning as per the plan of action developed (September 27-October 11).

Person Responsible Ramses Ancheta (pr4841@dadeschools.net)

Administration will update/revise the walkthrough checklist based on the focus of the instructional practices and the action steps identified during Phase III. Finalized checklist will be shared with teachers. (November 1-15)

Person Responsible Dania Alvarez (daniaalvarez@dadeschools.net)

Administration and Instructional coaches will identify one model classroom in each grade level that highlights best practices correlated to the targeted instructional practices. Additionally, administration will provide release-time for visitation opportunities and subsequent collaborative conversations. (November 1- December 17)

Person Responsible Ramses Ancheta (pr4841@dadeschools.net)

Administration will conduct grade-level meetings to continue to nurture staff and administration relationships and discuss essential practices. (January 31-April 29)

Person Responsible Dania Alvarez (daniaalvarez@dadeschools.net)

Administration will continue to update/revise the walkthrough checklist based on the focus of the instructional practices and the action steps identified during Phase V. Finalized checklist will be shared with teachers. (January 31- April 29)

Person Responsible Ramses Ancheta (pr4841@dadeschools.net)

#5. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Based on the data review, our school will implement the Targeted Element of ELA. We selected the overarching area of ELA based on our findings that demonstrated 39% ELA Learning Gains and 32% ELA Learning Gains Low 25% for 3rd-5th grade students on the 2021 FSA. We compared the current 2021 ELA Learning Gains data of 39% and 32% to the 2019 FSA ELA Learning Gains of 45% and 40%, respectively. Over the last two years, ELA Learning Gains dropped 6 percentage points and 12 percentage points, respectively. The additional extended day intervention program did not result in an increase in reading performance. Therefore, we will strategically develop, explicitly deliver, and systematically monitor Tier 2 and Tier 3 intervention.

Measurable Outcome: If we successfully implement and monitor Tier 2 and Tier 3 intervention, then our 3rd-5th ELA Learning Gains will increase by a minimum of 11 percentage points and ELA Learning Gains Low 25% will increase by a minimum of 18 percentage points as evidenced by the 2022 State Assessments.

Monitoring: The Leadership team will participate in weekly collaborative planning, following up with targeted walk-throughs that monitor the implementation of Tier 2 and Tier 3 intervention. Explicit feedback will be provided weekly and instructional shifts in planning will occur, based on feedback. Transformation coaches will collaboratively plan with teachers, utilizing the newly adopted Reading Horizons Intervention Program. Data analysis of intervention skills checks, as well as the review of products, will be utilized to track progress and determine the effectiveness of intervention.

Person responsible for monitoring outcome: Dania Alvarez (daniaalvarez@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of ELA, our school will focus on the evidence-based strategy of: Effective Curriculum and Resource Utilization. Effective Curriculum and Resource Utilization will focus on the effective implementation of the Reading Horizons Intervention Program to maximize student learning in ELA.

Rationale for Evidence-based Strategy: Effective Curriculum and Resource Utilization will increase ensure all students are receiving high quality, reading intervention which will assist in narrowing the achievement gap. Reading Horizons implements the principles of reading science coupled with practical and engaging instruction for all students.

Action Steps to Implement

ELA Instructional Coaches will provide professional development during collaborative planning time on the newly adopted Reading Horizons Intervention program. Teachers and interventionist will review the "Getting Started Checklist" to ensure they are prepared to begin intervention. (August 23- September 3)

Person Responsible Ryan Jardine (296080@dadeschools.net)

Ensure all students complete the intervention assessment. (August 30- September 10)

Person Responsible Andrea Cedenno (ascenedo@dadeschools.net)

ELA Instructional Coaches will conduct walkthroughs during the intervention block to monitor the implementation of the new program. (September 13- September 24)

Person Responsible Ryan Jardine (296080@dadeschools.net)

Following walkthroughs, ELA Instructional Coaches will provide specific feedback to teachers identifying areas of strength and areas of improvement. Coaching cycles will be initiated as needed. (September 27-October 11)

Person Responsible Andrea Ceden0 (asceden0@dadeschools.net)

ELA Instructional Coaches/ SLT and teachers will participate in data chat meetings to make instructional decisions. (November 1- 12)

Person Responsible Dania Alvarez (daniaalvarez@dadeschools.net)

ELA Instructional Coaches/SLT will participate in meetings to determine skills to reteach. Additionally, ELA Instructional Coaches/SLT will continue to monitor the implementation of the program during the intervention block. (November 1- December 17)

Person Responsible Ryan Jardine (296080@dadeschools.net)

ELA Instructional Coaches will provide teachers and interventionists with an intervention refresher professional development. (February 2)

Person Responsible Ryan Jardine (296080@dadeschools.net)

ELA Instructional Coaches will continue to monitor the implementation of the program during the intervention block and provide individualized feedback. (January 31- April 29)

Person Responsible Andrea Ceden0 (asceden0@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.

The SafeSchoolsforAlex.org denotes the school as having a low school incident ranking. The school will continue to enforce a no tolerance zone for bullying and harassment, and a Code of Student Conduct which clearly defines behavior expectations. School culture and environment are directly tied to behavior and discipline. A positive school culture is nurtured and maintained when students feel safe and comfortable in their school. All stakeholders will work together to promote an atmosphere of mutual respect, tolerance and inclusivity.

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 lie in Physical and Emotional Safety and Clearly Defined Expectations. Our school has created an environment where mutual respect, tolerance, and inclusivity drive the norms, values, and expectations for everyone in the building. Instances of bullying and harassment are dealt with immediately and creative solutions to mitigate any negative effects from these experiences are swiftly implemented. The School Leadership Team values team-building activities that further collegiality. Activities are planned throughout the year to allow staff the opportunity to share experiences and interact on a more personal level. Communication is the cornerstone of establishing clearly defined expectations. The school uses a schoolwide communication application to ensure information is disseminated in a timely, clear, and effective manner. This channel also allows staff to share best practices, celebrate successes, and showcase the learning happening in their classrooms. This year we will continue to encourage family and community participation and ensure student learning is highly engaging and tailored to meet the needs of all students.

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

The stakeholders involved in building a positive culture and environment are the Principal, Assistant Principal, Instructional Coaches, Teacher Leaders, and the School Counselor. The Team works together under the direction of the Principal to set high expectations for its staff and students. Team-building activities for staff, incentives for students and fostering family and community participation are the focus of the SLT. It is the intent of the SLT to continuously solicit feedback from staff and students regarding the school environment. This feedback will assist administration in the optimal allocation of resources to promote a positive school culture and in turn, further student learning.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Student Attendance	\$0.00

4	III.A.	Areas of Focus: Leadership: Walkthroughs	\$0.00
5	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00