

Miami-Dade County Public Schools

Norma Butler Bossard Elementary School



2021-22 Schoolwide Improvement Plan

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Norma Butler Bossard Elementary School

15950 SW 144TH ST, Miami, FL 33196

<http://bossard.dadeschools.net>

Demographics

Principal: Concepcion Santana C

Start Date for this Principal: 7/19/2021

| | |
|--|---|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | Elementary School PK-5 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 2020-21 Title I School | No |
| 2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 84% |
| 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 White Students Economically Disadvantaged Students |
| School Grades History | 2018-19: A (70%) 2017-18: A (64%) 2016-17: A (65%) |
| 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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Norma Butler Bossard Elementary School

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<http://bossard.dadeschools.net>

School Demographics

| | | |
|---|---|---|
| <p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p> | <p>2020-21 Title I School</p> <p style="font-size: 24px;">No</p> | <p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="font-size: 24px;">71%</p> |
| <p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p> | <p>Charter School</p> <p style="font-size: 24px;">No</p> | <p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="font-size: 24px;">96%</p> |

School Grades History

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

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Recognizing the uniqueness of every child, we will maintain high expectations for all, to foster success, respect, honesty, and trust. We will collaborate to provide a creative, high quality, child-centered education, empowering our future leaders to believe and achieve their dreams.

Provide the school's vision statement.

To create a positive, focused, and nurturing environment where dreams are only the beginning.

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 |
|---------------------|----------------|---|
| Santana, Concepcion | Principal | As principal, they will lead teachers and staff to help set goals that will ensure students meet their learning objectives. They will oversee the school's day-to-day operations and will handle disciplinary matters, manage the budget and hiring teachers and other personnel. As the school's leader, they will ensure that the school's action steps are understood by all teachers and successfully executed to help improve student's academic and social emotional development. |
| Porras, Megie | Teacher, K-12 | As the Digital Innovation Leader and the Schoology LMS Manager, they will attend District meetings and trainings focused on developing technology programs in the school. This member of the leadership team will provide training and in-house professional development to instructional staff and follow up support as needed. |
| Castro, Rachael | Teacher, K-12 | As a member of the School Leadership Team, they will attend district meetings and trainings relating to the new ELA series and disseminate information with all instructional staff members. |
| Ramos, Jessica | Teacher, K-12 | As a member of the School Leadership Team, they will attend professional development focused on developing student's social emotional learning. They will provide teachers with a variety of strategies they can use in the classroom with their students during faculty and grade level meetings to help create a nurturing learning environment. |

Demographic Information

Principal start date

Monday 7/19/2021, Concepcion Santana C

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.*

36

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.*

96

Total number of teacher positions allocated to the school

60

Total number of students enrolled at the school

861

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

0

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

0

Demographic Data

Early Warning Systems

2021-22

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

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|--|-------------|-----|-----|-----|-----|-----|---|---|---|---|----|----|-------|-----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Number of students enrolled | 81 | 145 | 137 | 157 | 168 | 174 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 862 |
| Attendance below 90 percent | 5 | 7 | 10 | 8 | 17 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 58 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 1 | 2 | 9 | 9 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 25 |
| Course failure in Math | 0 | 0 | 0 | 3 | 7 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Number of students with a substantial reading deficiency | 3 | 8 | 31 | 34 | 35 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 129 |

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 | 1 | 2 | 9 | 8 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 25 |

The number of students identified as retainees:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 4 | 1 | 1 | 8 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 17 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |

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 | 142 | 140 | 159 | 180 | 180 | 190 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 991 |
| Attendance below 90 percent | 8 | 10 | 6 | 18 | 10 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 67 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 2 | 4 | 12 | 3 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 27 |
| Course failure in Math | 0 | 0 | 2 | 6 | 8 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 21 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 2 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |

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 | 12 | 3 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 26 |

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 | 1 | 1 | 8 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 17 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |

Part II: Needs Assessment/Analysis

School Data Review

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

| School Grade Component | 2021 | | | 2019 | | | 2018 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | | | | 79% | 62% | 57% | 75% | 62% | 56% |
| ELA Learning Gains | | | | 66% | 62% | 58% | 61% | 62% | 55% |
| ELA Lowest 25th Percentile | | | | 54% | 58% | 53% | 54% | 59% | 48% |
| Math Achievement | | | | 86% | 69% | 63% | 79% | 69% | 62% |
| Math Learning Gains | | | | 75% | 66% | 62% | 65% | 64% | 59% |
| Math Lowest 25th Percentile | | | | 71% | 55% | 51% | 58% | 55% | 47% |
| Science Achievement | | | | 61% | 55% | 53% | 59% | 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 | 78% | 60% | 18% | 58% | 20% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 81% | 64% | 17% | 58% | 23% |
| Cohort Comparison | | -78% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 73% | 60% | 13% | 56% | 17% |
| Cohort Comparison | | -81% | | | | |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2021 | | | | | |
| | 2019 | 90% | 67% | 23% | 62% | 28% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 89% | 69% | 20% | 64% | 25% |
| Cohort Comparison | | -90% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 76% | 65% | 11% | 60% | 16% |
| Cohort Comparison | | -89% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2021 | | | | | |
| | 2019 | 58% | 53% | 5% | 53% | 5% |
| 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 value displayed is percent of students based in iReady diagnostic results in the Fall where available and Midyear (Winter) and End of Year (Spring) assessments for other subject areas and grade levels.

| Grade 1 | | | | |
|---------|----------------------------|------------------------------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| | | English Language Arts | | |
| | All Students | 56% | 63.2% | 78.4% |
| | Economically Disadvantaged | 50.6% | 59.8% | 69.0% |
| | Students With Disabilities | 43.8% | 62.5% | 68.8% |
| | English Language Learners | 25% | 8.3% | 41.7% |
| | Number/% Proficiency | Fall | Winter | Spring |
| | | Mathematics | | |
| | All Students | 34.1% | 40.0% | 74.4% |
| | Economically Disadvantaged | 27.9% | 34.5% | 70.1% |
| | Students With Disabilities | 43.8% | 18.8% | 68.8% |
| | English Language Learners | 8.3% | 8.3% | 58.3% |

| Grade 2 | | | | |
|-----------------------|----------------------------|-------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 45.1% | 62.5% | 80% |
| | Economically Disadvantaged | 41.4% | 56.6% | 78% |
| | Students With Disabilities | 10.5% | 10.5% | 47.4% |
| | English Language Learners | 0 | 0 | 0 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 28.7% | 49.3% | 75.7% |
| | Economically Disadvantaged | 23.5% | 45.5% | 73.7% |
| | Students With Disabilities | 21.1% | 10.5% | 47.4% |
| | English Language Learners | 0 | 0 | 0 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Grade 3 | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 67.1% | 76.7% | 78.4% |
| | Economically Disadvantaged | 63.9% | 75.6% | 75.6% |
| | Students With Disabilities | 25.9% | 22.2% | 25.9% |
| | English Language Learners | 28.2% | 51.3% | 56.4% |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 24.6% | 56.3% | 70.1% |
| | Economically Disadvantaged | 21.0% | 52.9% | 66.4% |
| | Students With Disabilities | 0 | 0 | 0 |
| | English Language Learners | 0 | 33.3% | 38.5% |

| Grade 4 | | | | |
|-----------------------|----------------------------|-------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 54.8% | 65.1% | 75.3% |
| | Economically Disadvantaged | 45.4% | 57.1% | 71.4% |
| | Students With Disabilities | 0 | 33.3% | 48.2% |
| | English Language Learners | 0 | 0 | 50.0% |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 33.7% | 57.8% | 81.3% |
| | Economically Disadvantaged | 22.7% | 49.6% | 78.2% |
| | Students With Disabilities | 0 | 29.6% | 70.4% |
| | English Language Learners | 0 | 25.0% | 57.1% |
| Grade 5 | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 48.3% | 62.9% | 70.2% |
| | Economically Disadvantaged | 46.5% | 58.1% | 68.2% |
| | Students With Disabilities | 20.2% | 33.3% | 40.0% |
| | English Language Learners | 0 | 0 | 0 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 39.9% | 57.9% | 75.8% |
| | Economically Disadvantaged | 39.5% | 58.1% | 76.7% |
| | Students With Disabilities | 20.0% | 33.3% | 53.3% |
| | English Language Learners | 0 | 43.8% | 50.0% |
| | Number/% Proficiency | Fall | Winter | Spring |
| Science | All Students | 0 | 18.2% | 0 |
| | Economically Disadvantaged | 0 | 15.8% | 0 |
| | Students With Disabilities | 0 | 11.5% | 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 | 38 | 50 | 40 | 39 | 21 | 33 | 36 | | | | |
| ELL | 67 | 61 | 48 | 64 | 42 | 50 | 44 | | | | |
| HSP | 75 | 64 | 50 | 67 | 43 | 51 | 55 | | | | |
| WHT | 68 | | | 73 | | | | | | | |
| FRL | 69 | 63 | 49 | 64 | 41 | 46 | 52 | | | | |
| 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 | 50 | 54 | 45 | 76 | 69 | 69 | 22 | | | | |
| ELL | 79 | 70 | 61 | 86 | 74 | 73 | 60 | | | | |
| ASN | 83 | | | 100 | | | | | | | |
| BLK | 68 | 60 | | 84 | 80 | | | | | | |
| HSP | 80 | 66 | 55 | 86 | 74 | 70 | 62 | | | | |
| WHT | 69 | 50 | | 81 | 77 | | 45 | | | | |
| FRL | 77 | 69 | 59 | 84 | 73 | 70 | 56 | | | | |
| 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 | 42 | 43 | 43 | 42 | 39 | 14 | | | | |
| ELL | 66 | 57 | 58 | 78 | 69 | 67 | 17 | | | | |
| ASN | 77 | 75 | | 92 | 92 | | | | | | |
| BLK | 68 | 47 | | 64 | 65 | | 60 | | | | |
| HSP | 74 | 62 | 56 | 79 | 64 | 59 | 57 | | | | |
| WHT | 78 | 55 | | 80 | 67 | | | | | | |
| FRL | 72 | 60 | 53 | 77 | 64 | 56 | 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 | 56 |
| 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 | 47 |
| Total Points Earned for the Federal Index | 447 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 99% |

| Subgroup Data | |
|--|-----|
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 38 |
| 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 | 53 |
| English Language Learners Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | |
| Native American Students | |
| Federal Index - Native American Students | |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | |
| Asian Students | |
| Federal Index - Asian Students | |
| Asian Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32% | |
| Black/African American Students | |
| Federal Index - Black/African American Students | |
| Black/African American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | |
| Hispanic Students | |
| Federal Index - Hispanic Students | 57 |
| Hispanic Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | |
| Multiracial Students | |
| Federal Index - Multiracial Students | |
| Multiracial Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | |
| Pacific Islander Students | |
| Federal Index - Pacific Islander Students | |

| Pacific Islander Students | |
|--|-----|
| 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 | 71 |
| 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 | 54 |
| 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?

2021 data findings:

ELA proficiency is 74%, a decrease of five percentage points from 79% in 2019.

ELA overall learning gains 64%, a decrease of two percentage points from 66% in 2019.

Lowest 25% learning gains in ELA is 49%, a decrease of five percentage points from 54% in 2019.

Math proficiency is 67%, a decrease of nineteen percentage points from 86% in 2019.

Math overall learning gains 42%, a decrease of thirty-three percentage points from 75% in 2019.

Lowest 25% learning gains in Math is 49%, a decrease of twenty-two percentage points from 71% in 2019.

Science proficiency is 55%, a decrease of six percentage points from 61% in 2019.

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 with SWD having the largest increase of 17 points.

All ELA Subgroups Learning Gains increased with ELL having the biggest gain of 13 points.

All ELA Subgroups Learning Gains L25 increased by at least 2 percentage points.

All Math Subgroups overall Learning Gains and Learning Gains L25 decreased across all grade levels.

Science Subgroups Achievement levels increased with ELL having the largest increase of 43 points.

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

2021 data findings:

Math proficiency is 67% which indicates a decrease of 19 percentage points from 2019. In addition, the majority of our fifth grade students did not demonstrate learning gains from third to fifth grade in

2021 FSA Mathematics. The percentage of students with learning gains among students in the lower quartile decreased by twenty-two percentage points showing an increased need to target this subgroup.

2021 progress monitoring data findings:

The percent of students proficient based on iReady Diagnostic results in the 2020-2021 school year increased in all subgroups in both ELA and Math. In Grade 3, however, the percentage of students demonstrating proficiency in the Economically Disadvantaged subgroup remained the same between the Winter and Spring Diagnostic Assessments. In the ELL subgroups, proficiency in the Spring Assessment remained below 58% in all grade levels for both Reading and Math.

According to the data, the greatest need for improvement is in the area of learning gains in Mathematics.

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

2021 data findings:

While our focus remained on implementing standards-based instruction in all classroom this year, the data findings varied greatly from teacher to and teacher and depended heavily on whether they were teaching virtually or physically. Many of the students that remained virtual often had difficulty connecting to their teachers or accessing certain assignments . Teachers had difficulty keeping kids engaged in lessons and coursework was either left incomplete or heavily assisted by parents. Therefore, data findings for virtual students who completed state or standardized testing will most likely reflect a gap between their classroom progress and achievement level. Data findings for students that were physical for most of the school year will most likely show the most growth between i-Ready AP2 and AP3. Since AP1 was completed during the start of the school year when all classes were virtual, most teachers used data from AP2 to gauge the needs of students. Data-driven decision making was more accurate and effective with physical students since their learning needs were more evident and easily addressed. With all students returning physically next year, will be be more strategic with aligning resources and developing strategies in the classroom that will focus on scaffolding and intervention for lower performing students to help them access grade level content.

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

2021 data findings:

Math proficiency in iReady from AP1 to AP3 increased for all students. In Grade 3, it increased by 45 percentage points, in Grade 4 by 47 percentage points, and Grades 5 increased by at 35 percentage points. In ELA, students showed a growth of 11.3 percentage points in Grade 3, 20.5 percentage points in Grade 4, and 21.9 percentage points in Grade 5 when comparing iReady AP1 to AP3 data.

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

One step that impacted student achievement was the use of technology-based learning tools for differentiated instruction. Such programs as i-Ready, Reflex Math, and Think Central allowed students to access materials and lessons that were geared towards their specific learning needs. Since most of these programs are either targeted or adaptive to their progress, it allowed students to work on standards or concepts they were having difficulty with. Our focused Professional Development sessions during faculty meetings helped to ensure teachers were able to use all resources effectively with their students.

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

Effective Curriculum and Resource Utilization, Standards-Aligned Instruction, Academic Vocabulary Instruction, Vertical Planning, Technology Integration

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

The PLST will develop targeted grade level and subject area sessions that focus on using strategies that check for understanding and ensure lessons are standards-aligned. In addition, continuous data chats with individualized feedback will be held quarterly 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.

Weekly scheduled common planning time for each grade level will be built into master schedules to facilitate collaborative planning. A member of the leadership team will attend to ensure strategies are being implemented with fidelity and lessons are standards-aligned. Extended learning opportunities will be provided with after school tutoring and interventions and STEAM-based clubs.

Part III: Planning for Improvement

Areas of Focus:

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

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|---|--|
| Area of Focus Description and Rationale: | Based on the data review from the 2021 FSA Assessments in both ELA and Mathematics, our school will implement the Targeted Element of Standards-aligned Instruction. We selected this Instructional Practice based on our findings that the achievement gap is widening in all grades levels and the percentage of students earning a level three or above decreased in grades third through fifth. We are not meeting the unique needs of all learners so we must work to improve our ability to access students' background knowledge which will help drive instruction. |
| Measurable Outcome: | If we successfully implement Standards-aligned Instruction, then our L25 students will increase by a minimum of 3 percentage points as evidenced by the 2022 State Assessments. |
| Monitoring: | Teachers will implement a variety of check for understanding strategies (i.e. exit slips, Thumbs Up, Kahoot) to determine whether students have met the lesson objective. Administrators will review lesson plans for indication of these strategies and grade levels will discuss current data during weekly grade-level meetings. |
| Person responsible for monitoring outcome: | Concepcion Santana (csantana@dadeschools.net) |
| Evidence-based Strategy: | Within the Targeted Element of Standards-aligned Instruction, our school will focus on the evidence-based strategy of Check for Understanding. This strategy will assist teachers in understanding how a student's prior knowledge influences how they understand lesson content. It will also assist in closing the achievement gap as it is a systematic approach of instruction to meet the needs of students. Check for Understanding will be monitored as part of a formative assessment system. |
| Rationale for Evidence-based Strategy: | Check for Understanding 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. |

Action Steps to Implement

08/30-10/11 - Teachers will implement the gradual release model in their classroom to slowly shift from teacher modeling to joint collaboration between teacher and student and finally to independent practice to allow for application of concept by the learner as evidenced by teacher lesson plans.

Person Responsible Concepcion Santana (csantana@dadeschools.net)

08/30-10/11 - Teachers will create a routine where they use exit slips to gather feedback at the end of lesson as an informal measure of how well students have understood a concept.

Person Responsible Concepcion Santana (csantana@dadeschools.net)

08/30-10/11 - Teachers will use technology to create discussion-based questions where students can interact in collaborative conversations. As a result, students will be able to share their thoughts and ideas on a topic with all the students in a classroom.

Person Responsible Concepcion Santana (csantana@dadeschools.net)

08/30-10/11 - Teachers will collaboratively develop mini-assessments that are aligned to targeted to the standards of the unit in order to monitor student progress and adjust instruction as necessary.

Person Responsible Concepcion Santana (csantana@dadeschools.net)

11/01-12/17 - Teachers will reflect on their students' mid-chapter and topic assessment data (math) to identify deficiencies. As a result, teachers will assign standard-based lessons using the IXL program to target students' individual needs.

Person Responsible Concepcion Santana (csantana@dadeschools.net)

11/01-12/17 - Teachers will incorporate interactive standard-based Science lessons to support their content instruction. Teachers will utilize the resources from CPALMS (floridastudents.org) to scaffold and support teaching through a multimedia approach allowing students to learn and interact with the content: before, during and after the lesson.

Person Responsible Concepcion Santana (csantana@dadeschools.net)

01/31-04/29 - Interventionists will provide push-in support to those classes identified as having low-performing subgroups. Students will receive additional remediation during small-group instructions using Tier 2 Wonders resources.

Person Responsible Concepcion Santana (csantana@dadeschools.net)

01/31-04/29 - The school will hold a Curriculum Night where parents will be invited to attend mini-workshops organized by grade level. Teachers from each grade level will discuss and provide parents with resources relating to the upcoming state assessments.

Person Responsible Concepcion Santana (csantana@dadeschools.net)

#2. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: Based on the data review, our school will implement the Targeted Element of Social Emotional Learning. We selected this Area of Focus based an increased need for students to access services from the School Counselor and Mental Health Coordinator. We recognize the need to tailor our SEL initiatives and improve on making connections with students in and outside the classroom.

Measurable Outcome: If we successfully implement the Targeted Element of Social Emotional Learning, our students will acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage their emotions. By bringing an increased awareness to SEL and mindfulness practices, the students mental health will have beneficial results on the emotional wellbeing, mental heath, ability to learn and the physical health of students. These practices will help them focus in the classroom and increase their academic performance. With consistent focus on SEL practices, the frequency of repetitive students visiting the counselor or Mental Health Coordinator will decrease.

Monitoring: The Leadership Team will work with teachers and students to identify the root cause for set behaviors and create a plan of action to ensure students social emotional needs are met. The Counselors and Mental Health Coordinator will mentor individual students who have consistent behavioral, social emotional or mental health issues so they can develop coping mechanisms to deal with their emotions. Administrators will review counselor and coordinator service logs.

Person responsible for monitoring outcome: Concepcion Santana (csantana@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Social Emotional Learning, our school will focus on the evidence-based strategy of Mindfulness. Mindfulness will help students build healthy habits and provide them strategies for controlling their thoughts, emotions and self-talk. By incorporating consistent times for practice throughout the school week, students will practice being in a state of active and open attention in the present.

Rationale for Evidence-based Strategy: Mindfulness will ensure that both teachers and students are using processes through which they are increasing self-awareness to understand and manage their emotions. Students who are equipped to deal with problems that affect them on a personal level are better able to make responsible decisions. By implementing SEL practices, teachers will also develop self compassion and decrease in emotional exhaustion burnout.

Action Steps to Implement

08/30-10/11 - Teachers will guide students through one minute of guided meditation during the moment of silence after the national anthem every morning. The focus of the meditation will be provided to teachers at the start of the week. As a result, students will be more focused and engaged during lessons.

Person Responsible Concepcion Santana (csantana@dadeschools.net)

08/30-10/11 - Teachers will integrate the embedded SEL lessons provided in district pacing guides in their lesson plans for reading. As a result, teachers will begin each reading unit with a video and interactive activity based on the topic discussed in the SEL lesson.

Person Responsible Concepcion Santana (csantana@dadeschools.net)

08/30-10/11 - Teachers will incorporate "Brain Breaks" throughout the day to facilitate the transition between classes and/or subject areas. These brain breaks from QuaverSEL will help students regain focus at that start of a class or lesson increasing academic performance.

Person Responsible Concepcion Santana (csantana@dadeschools.net)

08/30-10/11 - Teachers will incorporate "Growth Mindset" strategies from Class Dojo in the classroom to increase student motivation and recognize individual academic growth. As a result, students will learn to process their mistakes and correct them so they can learn how to effectively problem solve.

Person Responsible Concepcion Santana (csantana@dadeschools.net)

11/01-12/17 - As part of morning announcements, each Wednesday will feature a designated segment that focuses on Mental Health Awareness. Teachers and students will be introduced to one mindfulness practice that can be implemented throughout the week as part of brain breaks each school day.

Person Responsible Janette Puig (heredia.ariana2@gmail.com)

11/01-12/17 - Teachers will select one student from their classroom to represent that month's core value as part of the Values Matter initiative and school counselors will create a classroom visitation schedule to introduce the Core Value of the Month to students.

Person Responsible Janette Puig (heredia.ariana2@gmail.com)

01/31-04/29-Counselors will create a visitation schedule that targets the most at-risk students or classrooms to facilitate growth mindset activities. Focus groups will be created as a result of these visitations to address repetitive or concerning behaviors.

Person Responsible Janette Puig (heredia.ariana2@gmail.com)

01/31-04/29 - Students in fifth grade will participate in the D.A.R.E. program guided by the School Resource Officer. They will learn about the dangers of drug and alcohol abuse along with strategies they can use to avoid high risk behaviors.

Person Responsible Janette Puig (heredia.ariana2@gmail.com)

#3. Leadership specifically relating to Specific Teacher Feedback

Area of Focus Description and Rationale: Based on the 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 Specific Teacher Feedback. Teachers in the building feel that they are overwhelmed and overloaded at the school. They feel that staff morale is low at the school and that students are entering the grade level with more deficiencies every year.

Measurable Outcome: If we successfully implement the Targeted Element of Specific Teacher Feedback, our teachers will be have the opportunity to reflect on their teaching practices within the classroom as a result of classroom visits and meetings with administrators. The percentage of teachers of teachers receiving feedback and classroom visits by administrators on a monthly basis will increase by 10 percentage points.

Monitoring: The Leadership Team will lead the initiative to increase the number of classroom walkthroughs that are conducted on a monthly basis to gather teacher feedback and boost staff morale. By going into classrooms on a regular basis, we hope to create an environment where teachers feel their efforts in the classroom are validated and are supported by the administrators. This initiative will be evident by classroom walkthrough logs kept by administrators.

Person responsible for monitoring outcome: Concepcion Santana (csantana@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Specific Teacher Feedback, we will focus on the evidence-based strategy of Make Meetings Matter. By implementing this strategy, it will ensure that time is managed managed properly and used effectively. To guarantee that meetings are effective, the time should be used for exchanging information, problem-solving and reviewing progress.

Rationale for Evidence-based Strategy: Making Meetings Matter will assist in making teachers feel like their time is valued increasing their engagement during weekly/monthly meetings. The exchange of information will be more meaningful and concise focusing more essential topics and review of current data. Throughout the process the leadership team will create ways to recognize teacher achievements and make them feel appreciated.

Action Steps to Implement

08/30-10/11 - The administrative team will develop a schedule to conduct daily walk throughs with selective teachers on a rotational basis. As a result, administrators will be able to provide feedback and address any concerns in relation to the classroom environment.

Person Responsible Concepcion Santana (csantana@dadeschools.net)

08/30-10/11 - The second faculty meeting of each month will focus on providing teachers with opportunities to focus data-driven instruction. Teachers will be given the full hour to collaboratively plan with their grade level or subject area to create lesson plans that focus on areas of weakness according to the most recent iReady or progress monitoring data.

Person Responsible Concepcion Santana (csantana@dadeschools.net)

08/30-10/11 - Leadership team meeting agendas will be distributed prior to the meeting date so grade level and department chairs can gather feedback from teachers before the meeting. As a result, chairs can share their grade level concerns with the team and the decision-making process will allow for all teachers to have a voice in final outcomes.

Person Responsible Concepcion Santana (csantana@dadeschools.net)

08/30-10/11 - Faculty meetings topics will focus on pertinent school wide topics not already discussed in leadership or grade level meetings and any school operational updates will be shared via email. As a result, topics that are grade level or subject specific will be not be addressed during this time so the discussion is applicable to teachers in attendance.

Person Responsible Concepcion Santana (csantana@dadeschools.net)

11/01-12/17 - In order to boost staff morale, and create an environment where teachers feel their efforts in the classroom are validated and are supported by the administrators, teachers will be treated to a monthly Mobile Treat Cart that contains edible treats delivered to their classroom.

Person Responsible Concepcion Santana (csantana@dadeschools.net)

11/01-12/17 - In order to recognize teacher successes in the classroom noted during daily walkthroughs, one teacher will be featured each month on Instagram and Twitter as part the Social Media Spotlight at NBB and highlighted during that month's faculty meeting.

Person Responsible Concepcion Santana (csantana@dadeschools.net)

01/31-04/29 - Teachers will receive feedback on best practices noted during daily walkthroughs when attending data chats. Administrators will have reflective discussions with teachers focusing on the positive aspects of their classroom environment.

Person Responsible Concepcion Santana (csantana@dadeschools.net)

01/31-04/29 - An infographic will be shared by administrators during grade level meetings highlighting the current action steps being implemented as a result of the mid-year survey. The infographic will reflect the intended outcome from the school improvement process and the evidenced-based strategies.

Person Responsible Concepcion Santana (csantana@dadeschools.net)

#4. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Based on the data review from the 2021 FSA Assessments in English Language Arts, our school will implement the Targeted Element of ELA. We selected this Instructional Practice based on our findings that the percent of proficient students in third grade decreased eight percentage points. We are not meeting the unique needs of all learners so we must work to improve our ability to access students' background knowledge and skills which will help drive instruction.

Measurable Outcome:

If we successfully focus on English Language Arts, then proficiency levels in all our subgroups (ED, ELL, ESE) will increase by a minimum of 3 percentage points as evidenced by the 2022 State Assessments.

Monitoring:

Teachers will implement a variety of ELA strategies to determine whether students have met the lesson objectives. The area of focus will be monitored through i-Ready data, formative assessments and check for understanding strategies (i.e. exit slips, Thumbs Up, Kahoot) to determine whether students have met the lesson objective. Administrators will review lesson plans for indication of these strategies and grade levels will discuss current data during weekly grade-level meetings.

Person responsible for monitoring outcome:

Concepcion Santana (csantana@dadeschools.net)

Evidence-based Strategy:

Within the Targeted Element of ELA, our school will focus on the evidence-based strategy of Standards Aligned Instruction. This strategy will assist teachers in executing lessons based on standards and ensure that all students products and teaching techniques are aligned to the intended standards.

Rationale for Evidence-based Strategy:

Standards Aligned Instruction will ensure that teachers are unwrapping the standards that are being taught to help drive the instruction. Teachers will understand the breakdown of the standards in order effectively deliver instruction.

Action Steps to Implement

08/30-10/11 - Teachers will attend collaborative planning on a weekly basis and use the district provided pacing guides to created standards-based lessons. As a result, teachers will make sure they are integrating the LAFS standards in the series as well as the BEST standards.

Person Responsible

Concepcion Santana (csantana@dadeschools.net)

08/30-10/11 - Teachers will use the Data Dashboard to monitor student results from progress monitoring assessment as well as skill and game reviews. As a result, teachers will be able to target students that have deficiencies in small group instruction.

Person Responsible

Concepcion Santana (csantana@dadeschools.net)

08/30-10/11 - Teachers will use the Reading Writing Companion Guide during instruction to provide students with opportunities to annotate and takes notes on the text. As a result, students will be able to use strategies to help them gather evidence for answering text-based questions.

Person Responsible

Concepcion Santana (csantana@dadeschools.net)

08/30-10/11 - Teachers will assign leveled activities for students in their To-Do list to provide additional practice on the core concepts in every unit text set. As a result, students will be able to complete these standards-aligned activities independently during small group instruction or as homework.

Person Responsible Concepcion Santana (csantana@dadeschools.net)

11/01-12/17 - Teachers will assign the Bi-Weekly Progress Monitoring Assessments for students to demonstrate mastery of skills and concepts presented in a two week cycle. As a result, the teacher will be able to identify key areas of strength, or areas in need of acceleration based on the data provided by the progress monitoring assessment.

Person Responsible Concepcion Santana (csantana@dadeschools.net)

11/01-12/17 - Teachers will attend a two-part series training by Dyslexpert trainee to provide reading teachers with a kinesthetic approach to teaching phonics and sight words. As a result, teachers will be able to provide a multisensory approach to the reading process to address all learning styles and increase student foundational skills to improve reading.

Person Responsible Concepcion Santana (csantana@dadeschools.net)

01/31-04/29 - Teachers will meet with administrators to discuss data gathered from i-Ready Assessment Period 2. The number of points needed for learning gains by student will be discussed along with strategies that can be implemented to improve student achievement.

Person Responsible Concepcion Santana (csantana@dadeschools.net)

01/31-04/29 - Teachers will assigned Personalized Instruction lessons that target students' weakest domains in i-Ready. Resources from Tools for Instruction will be utilized to provide additional support during small group instruction.

Person Responsible Concepcion Santana (csantana@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.

Norma Butler Bossard school data in comparison to data across the state is significantly below the state of Florida discipline data. With a total of 1,083 students enrolled we documented discipline referrals at 3%. The majority of the referrals were in grades 4 and 5.

A primary area of concern that the school will monitor during the upcoming school year, is school vandalism in unsupervised areas such as bathroom stalls and stairwells. School security will monitor the bathroom and stairwells every hour to ensure that the walls are free from vandalism. SEL practices will be implemented on a daily basis to encourage positive student behaviors by teach coping skills and replacement behaviors to encourage and meet behavioral expectations.

School culture and the learning environment will be monitored through the positive behavioral support intervention system (PBIS) related to the three tier framework to encourage positive behavior. Discipline data will also be monitored through referrals submissions.

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 Relationships, Physical and Emotional Safety and Support, and Care and Connections. Our school promotes positive relationships that helps create a social support system for students and an environment that fosters the development of trust among staff members. Team-Building activities are provided for the staff allowing them opportunities to come together and share celebrations of success during informal gatherings. Teachers create a positive mindset to start their day through the use of SEL lessons in the classroom. Physical and emotional safety is met by setting clear expectations between all stakeholders. Our school creates an environment where everyone feels safe and comfortable sharing thoughts and ideas. Teachers and staff members are provided with ample opportunities to be part of the decision-making process. We also create an engaging learning environment by fostering high expectations and maintaining a clean and orderly physical surrounding.

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). Teacher leaders and counselors gather feedback from stakeholders and make an effort to connect and build relationships with our students and parents and community members. The Assistant Principals help to create protocols which insure all information and feedback is shared in a timely manner. 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.

Part V: Budget

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

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|---|--------|---|--------|
| 1 | III.A. | Areas of Focus: Instructional Practice: Standards-aligned Instruction | \$0.00 |
| 2 | III.A. | Areas of Focus: Culture & Environment: Social Emotional Learning | \$0.00 |
| 3 | III.A. | Areas of Focus: Leadership: Specific Teacher Feedback | \$0.00 |
| 4 | III.A. | Areas of Focus: Instructional Practice: ELA | \$0.00 |

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| | Total: \$0.00 |
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