

Miami-Dade County Public Schools

Henry M. Flagler Elementary School



2021-22 Schoolwide Improvement Plan

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Henry M. Flagler Elementary School

5222 NW 1ST ST, Miami, FL 33126

<http://hmf.dadeschools.net/default.aspx>

Demographics

Principal: Zulema Lamazares 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	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: A (62%) 2017-18: A (63%) 2016-17: C (52%)
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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<http://hmf.dadeschools.net/default.aspx>

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	90%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

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

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission is to provide technologically enhanced educational opportunities, along with the delivery of research-based curriculum, to empower our learner's academic achievement and promote excellence. As independent, lifelong learners, our students will be well prepared to serve as responsible, productive citizens of the 21st century. Henry M. Flagler Elementary School holds the following beliefs as the motivation for all endeavors: dedication to high quality service, core skills instruction, digital fluency, applied data, and promoting school culture through partnerships and communications. We believe that our school is a place of realized potential and that our responsibility is to our students, to our employees and to the community that we serve.

Provide the school's vision statement.

Henry M. Flagler Elementary honors the diversity of our community by working as a team to ensure the educational success of all our students, and recognize that our obligations go beyond our professional responsibilities. We strive to meet individual needs by being cognizant of diverse cultural backgrounds and personal experiences. Henry M. Flagler is your child's destination to academic success, life-long learning, and global awareness.

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
Fuentes, Yvette	Assistant Principal	Facilitates the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, monitors implementation of intervention support and documentation, and communicates with parents. Assists with scheduling; implementation of goals and selection of instructional materials; analyzes test data; determines ways to improve instruction and student goals and provides support in order to achieve the school's goal.
Otero, Adriana	Math Coach	Works with administrators and teachers to collect and analyze data, interpret, and use it to guide instructional decisions. Guides teachers to collect and analyze data and develop action plans in response to determined student needs. Provides individualized, classroom-based support to ensure implementation of District Math and Science comprehensive program, including the modeling of best teaching practices.
Fernandez, Marilyn	Reading Coach	Facilitates the collection and analysis of data, interprets, and uses it to guide teachers in making instructional decisions that impact reading achievement, models best practices in reading. Assists with the school's assessment procedures, training, data collection and collaborates to ensure that the school-wide reading focus and goals are achieved.
Sanchez, Jannet	School Counselor	Implements a school counseling program that promotes students' success and ensures that all students have equitable access to a rigorous curriculum. Collaborates with parents, teachers, community organizations and other stakeholders to support the school's vision and grade goal.
Granado, Karina	ELL Compliance Specialist	Assists in developing language acquisition support plans (ELL plans) for all ELL students and work with classroom teachers to implement plans. Participates in Instructional Leadership Team Meetings and contributes productively to the school as a whole.
Lamazares, Zulema	Principal	Creates and implements a shared school vision. Nurtures and maintains a school culture that promotes a rigorous instructional program that is conducive to learning and staff development. Ensures that the daily management of daily staff operations produce and result in a safe and effective learning environment that aligns with the school's grade goals and vision.

Demographic Information

Principal start date

Monday 7/19/2021, Zulema Lamazares 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.*

24

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.*

16

Total number of teacher positions allocated to the school

42

Total number of students enrolled at the school

643

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.

2

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	79	96	103	98	95	91	0	0	0	0	0	0	0	562
Attendance below 90 percent	10	12	9	10	6	10	0	0	0	0	0	0	0	57
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	9	7	12	8	0	0	0	0	0	0	0	36
Course failure in Math	0	1	4	3	6	8	0	0	0	0	0	0	0	22
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	5	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	4	0	0	0	0	0	0	4
Number of students with a substantial reading deficiency	8	22	44	43	29	21	0	0	0	0	0	0	0	167
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	5	1	5	5	6	9	0	0	0	0	0	0	0	31

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	9	1	3	4	3	0	0	0	0	0	0	0	0	20
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 9/1/2021

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	108	106	93	105	99	104	0	0	0	0	0	0	0	615
Attendance below 90 percent	16	9	9	5	11	9	0	0	0	0	0	0	0	59
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	9	4	14	10	4	0	0	0	0	0	0	0	41
Course failure in Math	0	5	3	3	11	5	0	0	0	0	0	0	0	27
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	5	12	0	0	0	0	0	0	0	17
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	4	3	0	0	0	0	0	0	0	7

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	5	2	8	12	7	0	0	0	0	0	0	0	39

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	9	1	3	5	4	0	0	0	0	0	0	0	0	22
Students retained two or more times	0	0	0	1	0	1	0	0	0	0	0	0	0	2

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				62%	62%	57%	63%	62%	56%
ELA Learning Gains				66%	62%	58%	66%	62%	55%
ELA Lowest 25th Percentile				57%	58%	53%	64%	59%	48%
Math Achievement				71%	69%	63%	67%	69%	62%
Math Learning Gains				65%	66%	62%	64%	64%	59%
Math Lowest 25th Percentile				56%	55%	51%	62%	55%	47%
Science Achievement				55%	55%	53%	56%	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	56%	60%	-4%	58%	-2%
Cohort Comparison						
04	2021					
	2019	57%	64%	-7%	58%	-1%
Cohort Comparison		-56%				
05	2021					
	2019	57%	60%	-3%	56%	1%
Cohort Comparison		-57%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	71%	67%	4%	62%	9%
Cohort Comparison						
04	2021					
	2019	73%	69%	4%	64%	9%
Cohort Comparison		-71%				
05	2021					
	2019	57%	65%	-8%	60%	-3%
Cohort Comparison		-73%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	51%	53%	-2%	53%	-2%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

The progress monitoring tool used to compile the 2021-2022 school year grade level data review include the Fall, Winter, and Spring administration of iReady Diagnostic Assessments.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	44.1%	43.0%	58.7%
	Economically Disadvantaged	44.8%	42.5%	58.1%
	Students With Disabilities	14.3%	NA	57.1%
	English Language Learners	27.6%	20.7%	37.9%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	38.2%	32.3%	59.1%
	Economically Disadvantaged	38.6%	32.2%	58.6%
	Students With Disabilities	NA	14.3%	57.1%
	English Language Learners	35.7%	17.2%	34.5%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	27.7%	37.3%	56.0%
	Economically Disadvantaged	27.5%	37.5%	56.8%
	Students With Disabilities	N/A	11.1%	33.3%
	English Language Learners	20.0%	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	24.1%	27.7%0	51.2%
	Economically Disadvantaged	25.0%	28.8%	51.9%
	Students With Disabilities	N/A	22.2%	55.6%
	English Language Learners	20.0%	NA	20.0%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	46.3%	58.9%	69.5%
	Economically Disadvantaged	46.1%	59.6%	70.8%
	Students With Disabilities	6.3%	31.3%	31.3%
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	18.9%	36.8%	56.8%
	Economically Disadvantaged	19.1%	38.2%	56.2%
	Students With Disabilities	6.3%	12.5%	31.3%
	English Language Learners	NA	NA	NA
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	38.6%	58.6%	58.6%
	Economically Disadvantaged	35.7%	56.6%	56.6%
	Students With Disabilities	11.1%	22.2%	22.2%
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	28.7%	52.9%	67.8%
	Economically Disadvantaged	28.9%	53.0%	66.3%
	Students With Disabilities	22.2%	22.2%	44.4%
	English Language Learners	NA	NA	NA

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	43.6%	56.4%	57.4%
	Economically Disadvantaged	41.4%	55.2%	56.3%
	Students With Disabilities	33.3%	33.3%	46.7%
	English Language Learners	NA	NA	NA
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	43.0%	54.3%	55.9%
	Economically Disadvantaged	41.9%	55.2%	57.0%
	Students With Disabilities	6.7%	33.3%	33.3%
	English Language Learners	NA	NA	NA
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	29.0%	NA
	Economically Disadvantaged	NA	26.7%	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	14.0%	NA

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	28	29		13			13				
ELL	58	56	48	42	25	10	38				
HSP	59	51	50	42	23	8	39				
FRL	58	50	50	41	21	5	36				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	33	47	45	55	60	57					
ELL	59	64	57	68	62	49	58				
HSP	63	66	58	71	65	55	55				
FRL	60	65	56	70	65	53	53				

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	26	54	52	41	58	72	17				
ELL	58	69	65	63	66	62	30				
HSP	63	66	65	67	64	61	56				
FRL	61	67	64	64	64	62	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	40
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	51
Total Points Earned for the Federal Index	323
Total Components for the Federal Index	8
Percent Tested	98%
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	41
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	

Asian Students	
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	40
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	39
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?

Upon review of iReady progress monitoring data derived from Power BI, a comparison of Fall AP1 data to Spring AP3 data indicate upward trends across all grade levels, all subgroups, and in core content areas. In ELA, third grade students increased 23.2% , in fourth grade 19.4% , and in fifth grade students increased 13.9%. In Math, third grade students increased 38.7% , in fourth grade students increased 38.7%, and in fifth grade students increased 12.7% . In the ELA Economically Disadvantaged subgroup, third grade students increased 24.7%, in fourth grade students increased 20.3%, and in fifth grade students increased 14.9%. In the Math Economically Disadvantaged subgroup, third grade students increased 37.1% , in fourth grade students increased 36.9% , and in fifth grade students increased 12.7% from AP1 to AP3. Analysis of the ELL subgroup for third grade indicate a 31%increase in ELA and 28.6% in Math , fourth grade students increased 12.1% in ELA and 18.2% in Math, and in fifth grade students increased 31.6% in ELA and 31.6% in Math from AP1 to AP3.

Current 2021 FSA Data derived from Power BI, also indicate that the learning gains of the ELA L25 subgroup were 42 percentage points higher than the learning gains of the L25 Math subgroup. In addition, the overall learning gains in ELA were 51% compared to 23% in Math indicating a 28 percentage point difference, and in ELA results indicate 59% proficiency rate compared to 42% in Math, revealing a 17 percentage point difference.

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

Upon review of iReady progress monitoring data derived from Power BI, the following components indicated the greatest need for improvement. When analyzing performance indicators across grade levels, both fourth and fifth grades demonstrated the least amount of improvement between AP1 and AP3. In ELA, fourth grade improved overall by 19.4%, the ELL subgroup improved 12.1%. In ELA, fifth grade improved overall by 13.9% and the ED subgroup improved by 14.9%. In Math, fifth grade improved overall by 12.7% and the ED subgroup improved by 14.9%. Although both grade levels demonstrated improvement, this improvement was not significant when compared to third grade, indicating a need to address deficiencies in these specific grade levels.

Current 2021 FSA data derived from the School Profile Report in Power BI, indicate that the learning gains of the Math L25 subgroup were 8% compared to 50% in the ELA L25 subgroup. In addition, Math learning gains were 23% compared to 51% in ELA, indicating a need to address this significant discrepancy in these core content areas. Results also reveal that Math proficiency in fourth grade was 29 percentage points higher than third grade and 24 percentage points higher than in fifth grade, and ELA proficiency in fifth grade was 2 percentage points higher than both third and fourth grade, indicating the need to address the L25 subgroups in both core content areas as these are our most fragile learners.

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

Contributing factors that resulted in this need for improvement during this atypical year are attendance and engagement. Inconsistent attendance throughout the instructional day for MSO and dual modality learners resulted in students being disengaged as they experienced connectivity, health and family issues. Achievement gaps that resulted during the pandemic specifically for the L25 subgroup, will be addressed by providing structured and engaging small group instruction and intervention based on data driven performance indicators. Targeted evidenced based strategies will be embedded within skill-specific small group instruction in order to address the L25 subgroup. Continuous review of data and ongoing progress monitoring will allow instruction to be adjusted and for groups to be fluid.

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

Upon review of iReady progress monitoring data derived from Power BI, third grade showed the most improvement. In ELA, third grade students increased 23.2% from 46.3% in AP1 to 69.5% in AP3. In ELA, the ED subgroup increased 24.7% from 46.1% in AP1 to 70.8% in AP3, and the ELL subgroup increased 31% from 23.8% in AP1 to 54.8% in AP3. In Math, third grade students increased 38.7% from 19% in AP1 to 56.8% in AP3. In Math, the ED subgroup increased 37.1% from 19.1% in AP1 to 56.2% in AP3, and the ELL subgroup increased 28.6% from 14.3% in AP1 to 42.9% in AP3. This improvement indicates consistent movement across subgroups and core content areas.

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

Contributing factors that resulted in this improvement during this atypical year were consistency and uninterrupted instruction in the MSO classrooms. Two out of the four third grade classrooms were MSO and, as a result, they did not experience intermittent instructional time due to quarantine issues. This uninterrupted instruction led third grade to show marked improvement across diagnostic administrations. In addition, participation in extended learning opportunities throughout the year resulted in academic learning gains as learning gaps closed. Standards-aligned grading and instruction ensures that instructional content and delivery is rigorous, deliberate, and aligned. In addition, during collaborative planning sessions standards-aligned instructional techniques will be utilized and shared in order to align the standards to intended outcomes as we monitor the progress of all learners.

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

The strategies that will continue to be implemented to accelerate learning and close learning gaps are continuous monitoring of students' progress on standards-aligned assignments and assessments; utilizing data to develop next steps in Tier I core instruction, Tier II, and Tier III intervention to accelerate learning and address further loss; and utilizing the pacing guides to adjust instruction based on data indicating critical skills that may need enrichment or remediation. In addition, proper placement of students in intervention groups based on data-driven decision making will be monitored and adjusted as needed. standards-aligned grading and instruction ensures that instructional content and delivery is rigorous, deliberate, and aligned.

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

The PLST will develop whole group professional development sessions on using data to identify FSA levels and learning gains needed to drive instruction (August/21), utilizing current data to form groups and align resources to small group instruction (September/21), tracking OPM data to determine progress and to develop standards-aligned lessons (October/November/December/21), making adjustments to groups as data becomes available (ongoing) and continuous data chats with individualized feedback and next steps (ongoing). Individualized Coaching cycles will be implemented to support specific needs of teachers based on needs and data (ongoing).

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

Weekly collaborative planning sessions with instructional coaches will ensure that teachers deliver strong Tier 1 core instruction and that the instructional strategies being implemented are purposefully aligned to the school's mission, vision, and goal. Critical grade level and knowledge level skills will also be prioritized and the use of Pacing Guides will be adjusted as needed. Both formative and summative assessments will track student progress as well as guide school leaders and stake

holders in developing a plan of action and next steps. Data will be analyzed to offer fragile students Extended Learning opportunities, both before and after school interventions as well as STEM-based clubs in an attempt to mitigate further learning loss and close the learning gap.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Small Group Instruction**Area of Focus Description and Rationale:**

Based on a review of performance data on the 2021 state assessments derived from Power BI, we will implement the Targeted Element of Small Group Instruction. Results indicate that the learning gains of the L25 subgroup decreased in 2021 compared to 2019 state assessment data, demonstrating the need to methodically target skills during small group instruction. Based on our findings we will utilize data to scaffold grade-level instruction in order to increase learning gains and academic progress.

Measurable Outcome:

If we successfully implement the practice of data- driven small group instruction, then the learning gains of our L25 students will increase at least 10 percentage points as evidenced by the 2021-2022 Florida Sunshine State Assessments results.

Monitoring:

This area of focus will be continuously monitored by utilizing District assessments to ensure that intervention groups are fluid and adjusted according to student academic needs and progress. Current real time data will be utilized during monthly data chats with the School Leadership Team to determine and track academic progress. Instructional Coaches will ensure that lesson plans reflect small group targeted skills specifically for the L25 students. Classroom walkthroughs will monitor that deliberate and targeted data driven interventions are being delivered. Ongoing progress monitoring will be utilized to track student progress and adjust instruction and provide remediation as needed. Extended learning opportunities will be offered to those students who are still struggling or not making adequate progress in order to close the learning gap and mitigate learning loss.

Person responsible for monitoring outcome:

Yvette Fuentes (yfuentes@dadeschools.net)

Evidence-based Strategy:

Within the Targeted Element of Small Group Instruction, our school will focus on Data-Driven Instruction. Current real time data will be utilized during monthly data chats with the School Leadership Team. Instructional coaches will ensure that lesson plans reflect small group targeted skills specifically for the L25 students. Classroom walkthroughs will ensure deliberate instruction is taking place.

Rationale for Evidence-based Strategy:

The targeted evidenced-based strategy of data driven instruction was selected in order to ensure that the consistent use of ongoing progress monitoring data during small group instruction will further assist and accelerate the learning gains of the L25 subgroup. This strategic and deliberate approach will meet the needs of the students' as evidenced by the data increases that will be reflected in the school wide data and in the students' individual growth trackers.

Action Steps to Implement

08/30/21-10/11/21 Facilitate grade level data chats after the completion of each iREADY diagnostic creating opportunities to analyze data, improve instruction, identify next steps and implement instructional decisions to impact student learning. On-going progress monitoring will serve as evidence as to the effectiveness of instruction and intervention.

Person Responsible

Zulema Lamazares (pr1881@dadeschools.net)

08/30/21-10/11/21 Facilitate grade level/departments Planning sessions on a weekly basis to ensure collaboration, effective use of resources, and preparation of data-driven lessons. Data charts and

classroom walk throughs will ensure that targeted instruction is being provide to meet the diverse needs of all students, specifically the most fragile L25 subgroup.

Person Responsible Zulema Lamazares (pr1881@dadeschools.net)

08/30/21-10/11/21 Teachers will provide skill-specific small group instruction within their classrooms on a daily basis. Data from Power BI will be used continually as a tool for ongoing progress monitoring to make decisions for small group instruction and to identify targeted skills that need remediation . The lowest 25%, 35% and 45% will be identified for intervention and will be offered extended learning opportunities for further support.

Person Responsible Zulema Lamazares (pr1881@dadeschools.net)

08/30/21-10/11/21 Utilize current data to identify tutors and materials that will be utilized during and after the bell, in order to provide identified at risk students with early intervention and support. Continuous monitoring of bi-weekly intervention data will be analyzed determine progress of students in intervention groups with a special focus on the progress of the L25 subgroup.

Person Responsible Zulema Lamazares (pr1881@dadeschools.net)

11/1/21-12/17/21 Provide remediation during small group instruction utilizing effective curriculum resources as well as the Gradual Release Model to scaffold instruction in order to explicitly support our most fragile students and L25 subgroup, in a continuous effort to foster academic progress, close the learning gap and foster independent learners.

Person Responsible Zulema Lamazares (pr1881@dadeschools.net)

11/1/21-12/17/21 Continuously adjust groups and modify instruction as well as curriculum resources needed to maximize instructional outcomes based on current data findings of all students.

Person Responsible Zulema Lamazares (pr1881@dadeschools.net)

1/31/22-4/29/22 Provide teachers with a student data spreadsheet that provides an overview of the students' present academic performance.

Person Responsible Yvette Fuentes (yfuentes@dadeschools.net)

1/31/22-4/29/22 Teachers will input and update academic data on a bi-weekly basis to monitor academic trends and effectiveness of interventions.

Person Responsible [no one identified]

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

Area of Focus Description and Rationale:	Based on a review of performance data on the 2021 state assessment results derived from Power BI, we will continue to implement the Targeted Element of Standards-Aligned Instruction. Both progress monitoring performance data and 2021 FSA state assessment results indicate that standards-aligned instruction has increased and maintained academic progress of all learners. As a result, we will continue to effectively utilize both formative and summative assessments to guide planning and ensure content mastery.
Measurable Outcome:	If we continue to implement the successful practice of Standards-Aligned Instruction, then the learning gains of all students will increase at least 10 percentage points as evidenced by the 2021-2022 Florida Sunshine State Assessments.
Monitoring:	This area of focus will be continuously monitored by the School Leadership Team during grade-level data chats. Instructional coaches will ensure that teachers effectively plan and scaffold instruction, in order to ascertain that the alignment of standards is clear and logical. Collaborative planning sessions will monitor the gathering and pacing of effective curriculum resources and materials, as data from both formative and summative assessments are used to guide planning and content mastery of grade level skills.
Person responsible for monitoring outcome:	Zulema Lamazares (pr1881@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Standards-Aligned Instruction, our school will focus on the evidenced based strategy of standards-aligned instruction. During grade-level collaborative planning sessions, instructional coaches will work together with teacher teams to improve and deliver standards-based lessons that are instructionally effective and accelerate student learning and achievement. Standards-based collaborative planning sessions will drive core instructional needs, as well as the needs of those identified students who would benefit from extended learning opportunities. Constructive feedback during these planning sessions will ensure that all stake holders execute lessons based on the targeted standards/learning needs of students and that instructional content and delivery are aligned to the intended standard and target.
Rationale for Evidence-based Strategy:	The targeted evidenced based strategy of standards-aligned instruction was selected in order to ensure that instructional content and delivery for all students is rigorous and standards aligned. Work products will reflect instructional techniques that address the needs and demands of standards/learning targets as well as mastery of the lesson objective. Ongoing progress monitoring will be utilized to adjust instruction based on needs and track learner progress as we work toward school's mission, vision and goal.

Action Steps to Implement

08/30/21-10/11/21 During weekly grade- level collaborative planning sessions teachers will use the District pacing guides to ensure that standards- aligned instructional strategies are taking place during core instruction. Weekly grade- level planning minutes, classroom walkthroughs and gradebook checks will ensure standards based grading and proper materials are being used.

Person Responsible Zulema Lamazares (pr1881@dadeschools.net)

08/30/21-10/11/21 Conduct administrative weekly walkthroughs to ensure instruction is standards-based, on pace,engaging, and data- driven. Weekly walkthroughs logs will serve to capture what (and when) was observed,what feedback was provided to teacher, and what follow-up will take place.

Person Responsible Zulema Lamazares (pr1881@dadeschools.net)

08/30/21-10/11/21 Provide common planning times for all grade levels with the instructional coaches so that a cohesive commonality is present with regard to content delivery and instruction, materials being used, and level of rigor evident in student work samples.

Person Responsible Zulema Lamazares (pr1881@dadeschools.net)

08/30/21-10/11/21 Conduct in-house professional development sessions to address the use and understanding of aligning core instructional programs to the Florida Sunshine State Standards, as well as the the use and understanding of standards-based grading. Administrative walkthroughs and grade book checks will monitor evidence of standard aligned instruction and grading.

Person Responsible Zulema Lamazares (pr1881@dadeschools.net)

11/1/21-12/17/21 During collaborative planning sessions instructional coaches will continue to ensure that instruction is aligned to the level of targets being addressed in each lesson and that academic questions support the scale of cognitive complexity needed to reach standards-aligned goals.

Person Responsible Zulema Lamazares (pr1881@dadeschools.net)

11/1/21-12/17/21 Conduct administrative walkthroughs to monitor the effective implementation of standards-based instruction. Using data collection sheets, administrators will provide teachers with timely feedback that will enable dialogue, rigor and self reflection ensuring success and driving future instruction..

Person Responsible Zulema Lamazares (pr1881@dadeschools.net)

1/31/22-4/29/22 During collaborative planning sessions instructional coaches will ensure that identified skills are explicitly taught and that scaffolded instruction is taking place prior to students transitioning to data- driven small group instruction.

Person Responsible Zulema Lamazares (pr1881@dadeschools.net)

1/31/22-4/29/22 During collaborative planning sessions instructional coaches will ensure that higher-order questions and strategies such as SPADE are being implemented as it promotes retention of information and academic progress.

Person Responsible Zulema Lamazares (pr1881@dadeschools.net)

#3. Leadership specifically relating to Managing Accountability Systems

Area of Focus Description and Rationale:	Based on school climate staff data derived from Power BI, we will implement the Targeted Element of Managing Accountability Systems. Results indicate that staff feel that students are deficient in basic skills, demonstrating the need for strategic grade level planning and data analysis that is aligned with the grade level standards. Based on our findings we will utilize data and student work samples in order to increase student achievement and academic progress toward the school's academic goals.
Measurable Outcome:	If we successfully implement the Targeted Element of Managing Accountability Systems, then our school will work collectively to improve instruction by analyzing data in order to provide instructional support and enhancement of all students. This will be realized by a 10 % increase in the percentage of L25, L35, and L45 students receiving inhouse tutoring and extended learning opportunities that will result in improved student outcomes.
Monitoring:	This area of focus will continuously be monitored as the ongoing examination of data will utilized to evaluate the effectiveness of instruction resulting in improved student outcomes. As data systems are tracked and findings are regularly shared with stakeholders, critical decisions regarding instructional goals can be made and adjusted based need and learner progress.
Person responsible for monitoring outcome:	Zulema Lamazares (pr1881@dadeschools.net)
Evidence-based Strategy:	Within the targeted element of Managing Accountability Systems, our school will focus on the evidenced based strategy of managing data systems and processes. School Performance data gathered from Power BI and Performance Matters will be analyzed both bi-weekly and during monthly data chats to measure progress and improve results. Data findings will also be utilized to guide small group instruction and intervention, measure student progress, track teacher effectiveness as well as to provide support by offering professional development based on teacher need.
Rationale for Evidence-based Strategy:	The targeted evidenced based strategy of managing data systems & processes was selected to ensure that instructional expectations and practices for all students is continuously evaluated and adjusted, resulting in improved student progress and outcomes as it aligns towards the school's goal.

Action Steps to Implement

08/30/21-10/11/21 Facilitate an in-house professional development session to equip teachers with data analysis and the Rtl process. Sign-in sheets, request for assistance and flexible grouping schedules will serve as evidence that students in need of assistance and interventions are being identified.

Person Responsible Zulema Lamazares (pr1881@dadeschools.net)

08/30/21-10/11/21 The SLT will examine both aggregated data and overall student performance data, in order to set yearly learning goals and make decisions on effective curriculum resources that will target remediation and provide enhancement. Intervention schedules, focus calendars, and consistent data monitoring will ensure that effective curriculum resources and instruction are aligned to data- driven student needs.

Person Responsible Zulema Lamazares (pr1881@dadeschools.net)

08/30/21-10/11/21 Teachers will analyze the data such as, Power BI reports, i-Ready reports, as well as any other assessment results in order to ensure that effective intervention and fluidity of groups are consistently monitored and adjusted. Differentiated instruction folders, assessment reports and data trackers will be used to track academic and learner progress.

Person Responsible Zulema Lamazares (pr1881@dadeschools.net)

08/30/21-10/11/21 Complete weekly DI planning sheets to identify primary and secondary standards that as reflected through data findings need to be addressed. During weekly grade level meetings and scheduled data chats, the DI planning sheets will be revised as needed.

Person Responsible Zulema Lamazares (pr1881@dadeschools.net)

11/1/21-12/17/21 During grade level data chats, teachers will analyze data from RH Discovery / Elevate as an additional progress monitoring data point needed to support small group instruction and standards-based differentiated instruction.

Person Responsible Zulema Lamazares (pr1881@dadeschools.net)

11/1/21-12/17/21 Provide professional development opportunities in order to ensure that classroom strategies for instructional improvement address the needs of students at all levels of learning and are built upon and support current relevant data findings.

Person Responsible Zulema Lamazares (pr1881@dadeschools.net)

1/31/22-4/29/22 Data driven instruction will be monitored through the use of data trackers to drive instructional planning, conversations and next steps.

Person Responsible Zulema Lamazares (pr1881@dadeschools.net)

1/31/22-4/29/22 Utilize data chats to identify deficiencies in students' progress and identify growth opportunities as student data spreadsheets are updated.

Person Responsible Zulema Lamazares (pr1881@dadeschools.net)

#4. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale:	Based on the student climate survey data derived from Power BI, we will implement the Targeted Element of Student Attendance. Results indicate that only 68% of the students like coming to school, demonstrating the need to change the mindset as it effects attendance and academic achievement. Students who are struggling to make learning gains and score proficiency are hindered further by this mindset. Attendance incentives and initiatives will ensure that positive mindsets are set, connections are made and attendance of all learners is consistent for the school.
Measurable Outcome:	If we successfully implement the Targeted Element of Student Attendance, then our students will receive standards-aligned quality instruction that will lead to learner progress and improved proficiency outcomes as evidenced by the 2021-2022 Florida Sunshine State Assessments. Consistent incentives and rewards of daily classroom attendance will increase by 7 percentage points by June 2022.
Monitoring:	The SLT will identify and meet with those students who struggle with attendance to identify the root cause, the school counselor will work with families to provide support and/or services that can assist families in solving these truancy issues. Regular and consistent incentives and rewards will promote a positive environment that is conducive to learning and promotes consistent student attendance. Classroom teachers will also track and communicate with families to ensure that students and/or family members who may be ill connect virtually and have access to on-demand lessons so that the flow of instruction is seamless and uninterrupted as it pertains to the school's goal and our desired outcome.
Person responsible for monitoring outcome:	Yvette Fuentes (yfuentes@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 and rewards will recognize the effort our students and families put forth in coming to school. Student absences will be monitored on a weekly basis to prevent a pattern of excessive absences as well as to provide immediate support in getting those students to attend school.
Rationale for Evidence-based Strategy:	The targeted evidenced based strategy of attendance initiatives was selected in order to further build a relationship between home and school as well as to stress the importance of how coming to school each day impacts learning. Attendance initiatives will assist the SLT to reward, track and develop a plan of action to decrease absences as they track weekly attendance logs.

Action Steps to Implement

08/30/21-10/11/21 Attendance will be monitored on a daily basis by teachers and on a weekly basis by the school CIS to identify truant students and the accuracy of the daily attendance bulletin. Students displaying a truancy trend will be identified and appropriate action will be taken to ensure that parents are notified and a plan of action to support attendance is taking place. Daily monitoring of attendance will serve to identify trends and offer support.

Person Responsible Yvette Fuentes (yfuentes@dadeschools.net)

08/30/21-10/11/21 Daily attendance reports will be used to log, chart and reward classes with the highest attendance rate. Monthly Incentives such as coupons, certificates, ice cream and VIP seating at lunch will serve to motivate those students as to the importance of coming to school a daily basis. Attendance expectations along with a system of incentives and rewards will lead to higher attendance rates and academic progress.

Person Responsible Yvette Fuentes (yfuentes@dadeschools.net)

08/30/21-10/11/21 Administrators will reward students with perfect attendance for the entire nine week period. Attendance reports will monitor and chart students who come to school daily. These identified students will be rewarded with incentives in order to celebrate their educational dedication and commitment, as it leads to academic progress and school's goal.

Person Responsible Zulema Lamazares (pr1881@dadeschools.net)

08/30/21-10/11/21 Administrators will reward students with perfect attendance throughout their entire school year. Administrators will reward students with perfect attendance for their entire school year with a trophy and gift certificate at the Fifth Grade Awards Assembly. Attendance reports will identify those students with perfect attendance. .

Person Responsible Yvette Fuentes (yfuentes@dadeschools.net)

11/1/21-12/17/21 Administrators will offer quarterly incentives for those teachers who address patterns of concern specifically in the L25 subgroup, in an effort to increase daily student attendance percentages.

Person Responsible Yvette Fuentes (yfuentes@dadeschools.net)

11/1/21-12/17/21 Create a visual display near the cafeteria that will showcase classes that achieve 100% attendance on a monthly basis. Reward and spotlight during morning announcements.

Person Responsible Yvette Fuentes (yfuentes@dadeschools.net)

1/31/22-4/29/22 Administrators will assign staff to monitor/mentor L25 students that demonstrate early warning indicators of truancy.

Person Responsible Zulema Lamazares (pr1881@dadeschools.net)

1/31/22-4/29/22 Administrators will offer monthly incentives for teachers whose classes (despite pandemic outbreaks) reach 100% attendance on a weekly basis.

Person Responsible Yvette Fuentes (yfuentes@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.

HMF- #of incidents per 100 Rank: #411 out of

Incidents per 100: .029

Total incidents : 2

Enrollment: 678 create testing schedules, provide PD's,

The school's primary area of focus is to establish a culture that promotes and supports physical and psychological safety, by empowering students to report any suspicious activity and/or behavior they feel may be a threat. In order to foster this mindset the school will display "See something, Say something" posters throughout the school so that students feel safe in disclosing any information they may have. This mindset will allow students to feel safe in addressing any concerning incidents, behaviors, or threats that may affect their personal safety as well as the school's. The school will also build capacity of empowerment by organizing, scheduling and creating grade level orientations/ assemblies (grades K-5) in order to ensure students are aware of expected behaviors and their consequences, as well as anti-bullying reporting. Anti-Bullying Boxes located throughout the school will afford students the opportunity to anonymously report any concerning incident as well. In addition, behavioral data will be monitored by the SLT and the counselor to ensure that the school is free of any threat that may cause physical, social or emotional harm. Teachers will also be trained to understand the differences between minor vs. major disciplinary infractions. This meeting will serve to clarify and monitor the numbers of SCMs written, by monitoring the severity of the infraction codes and the outcomes of each infraction. A continuous review of the outcomes of each reported threat and/or behavioral infraction will serve to further improve the threat assessment process at the school. In addition, FortifyFL will further build capacity among students and the community by allowing them to report any incident they feel are or may be threatening. The secondary area of focus is looking at school safety through a mental health lens. The MTSS framework and process at the school integrates mental health with academic, social and behavioral concerns. This process along with other layers of support, greatly help to reduce behavioral problems while simultaneously improving student success. Early identification of at-risk students using this process, allows for counseling services and treatment support that drive and foster school safety.

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.

The school builds a positive culture by implementing a clear vision that supports a positive learning community. Administrators and the SLT create and communicate a clear vision that is consistently visible and reinforced. This schoolwide vision provides opportunities for all stakeholders to feel supported as it relates to academic progress and professional learning opportunities that are based on teacher needs and information sharing. These opportunities create a unified team that values the beliefs and goals of the school, as staff come together as a team both during and after school. In addition, these opportunities create a mutual respect that fosters equity and tolerance for individual differences amongst staff, students, and community as skill sets are built and classrooms foster high levels of learning and engagement.

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

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principals, Instructional Coaches, Teacher Leaders and Counselors (our School Leadership Team). The Principal's role is to build capacity amongst staff and students, monitor academic progress and concerns, oversee all the school's initiatives and ensure that collaborative planning and conversations are taking place. The Assistant Principal will assist in establishing a positive environment of trust by sharing pertinent information in order to assist teachers with professional development support. In addition, she will monitor staff and student attendance as it relates to morale, and she will ensure all data is shared with stakeholders in a timely manner. Teacher leaders and instructional coaches will assist in guiding instructional dialogue and support as well as responding to any feedback from all stakeholders vested in the school.