

Miami-Dade County Public Schools

Maya Angelou Elementary School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	10
Planning for Improvement	17
Positive Culture & Environment	28
Budget to Support Goals	0

Maya Angelou Elementary School

1850 NW 32ND ST, Miami, FL 33142

<http://maya.dadeschools.net>

Demographics

Principal: Maria Gancedo Guzman E

Start Date for this Principal: 6/20/2018

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)	95%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: C (47%) 2017-18: B (55%) 2016-17: C (43%)
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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	10
Planning for Improvement	17
Title I Requirements	0
Budget to Support Goals	0

Maya Angelou Elementary School

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<http://maya.dadeschools.net>

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	77%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

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

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Maya Angelou Elementary School is to work together with the home and the community to empower our students to achieve educational success through a diverse curriculum, while providing a nurturing environment that consistently identifies and addresses the needs of the whole child, fosters multicultural understanding, and fuels the desire for life-long learning.

Provide the school's vision statement.

The vision of Maya Angelou Elementary School is to strive to develop a community of life-long learners instilled with the belief that a positive outlook, hard work, perseverance, and respect for humanity are the keys to a successful future.

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
Lewis, Donna	Principal	The Principal leads the school with clear vision, determination and effective leadership strategies, engaging and collaborating with all stakeholders, ensuring and leading the school's decision-making process.
Smythers, Laura	Assistant Principal	The Assistant Principal supports the vision of the school, implementing effective leadership strategies, engaging and collaborating with all stakeholders, supporting the school's decision-making process and working closely with Instructional staff.
Nunez, Melissa	Math Coach	The Math Coach builds the capacity of the Math Department collaborating with teachers and support staff to ensure effective and rigorous math instruction and intervention.
Guthrie, Elda	Reading Coach	The Reading Coach builds the capacity of the Reading Department collaborating with teachers and support staff to ensure effective and rigorous literacy instruction and intervention.
Juan, Kirsten	Reading Coach	The Reading Coach builds the capacity of the Reading Department collaborating with teachers and support staff to ensure effective and rigorous literacy instruction and intervention.
Stephens, Angela	School Counselor	The School Counselor supports teachers and students through social-emotional learning, behavior strategies, in-class lessons and one-on-one sessions in helping students grow socially and emotionally.

Demographic Information

Principal start date

Wednesday 6/20/2018, Maria Gancedo Guzman E

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.*

12

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.*

35

Total number of teacher positions allocated to the school

22

Total number of students enrolled at the school

564

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	64	58	96	128	93	125	0	0	0	0	0	0	0	564
Attendance below 90 percent	13	26	32	49	26	40	0	0	0	0	0	0	0	186
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	3	38	26	22	0	0	0	0	0	0	0	89
Course failure in Math	0	0	9	53	40	30	0	0	0	0	0	0	0	132
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	26	0	0	0	0	0	0	0	26
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	12	0	0	0	0	0	0	0	12
Number of students with a substantial reading deficiency	0	11	57	99	42	62	0	0	0	0	0	0	0	271
	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	0	0	7	51	27	40	0	0	0	0	0	0	0	125

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	0	20	0	0	0	0	0	0	0	0	0	21
Students retained two or more times	0	0	0	2	0	4	0	0	0	0	0	0	0	6

Date this data was collected or last updated

Wednesday 6/30/2021

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	64	113	119	129	130	101	0	0	0	0	0	0	0	656
Attendance below 90 percent	28	33	38	38	40	38	0	0	0	0	0	0	0	215
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	27	39	22	27	0	0	0	0	0	0	0	118
Course failure in Math	0	9	38	56	29	21	0	0	0	0	0	0	0	153
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	25	25	0	0	0	0	0	0	0	50
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	12	14	0	0	0	0	0	0	0	26

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	7	33	46	39	37	0	0	0	0	0	0	0	162

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	19	0	0	0	0	0	0	0	0	0	19
Students retained two or more times	0	0	0	2	4	2	0	0	0	0	0	0	0	8

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				36%	62%	57%	41%	62%	56%
ELA Learning Gains				45%	62%	58%	54%	62%	55%
ELA Lowest 25th Percentile				37%	58%	53%	52%	59%	48%
Math Achievement				61%	69%	63%	67%	69%	62%
Math Learning Gains				66%	66%	62%	68%	64%	59%
Math Lowest 25th Percentile				50%	55%	51%	57%	55%	47%
Science Achievement				37%	55%	53%	48%	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	23%	60%	-37%	58%	-35%
Cohort Comparison						
04	2021					
	2019	38%	64%	-26%	58%	-20%
Cohort Comparison		-23%				
05	2021					
	2019	33%	60%	-27%	56%	-23%
Cohort Comparison		-38%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	47%	67%	-20%	62%	-15%
Cohort Comparison						
04	2021					
	2019	68%	69%	-1%	64%	4%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-47%				
05	2021					
	2019	52%	65%	-13%	60%	-8%
Cohort Comparison		-68%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	33%	53%	-20%	53%	-20%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

Grades K-5 ELA & Mathematics were progress monitored using iReady Diagnostics.
5th Grade Science was progress monitored using the District Mid-Year Assessment.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	20%	42.5%	41.3%
	Economically Disadvantaged	20.8%	44.4%	43.1%
	Students With Disabilities	0	0	0
	English Language Learners	0%	25%	29.2%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	22.5%	38.8%	36.3%
	Economically Disadvantaged	22.2%	40.3%	37.5%
	Students With Disabilities	0	0	0
	English Language Learners	0%	29.2%	20.8%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	20.6%	27.8%	26.8%
	Economically Disadvantaged	19.1%	27%	27%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	16.5%	22.7%	35.1%
	Economically Disadvantaged	16.9%	22.5%	33.7%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	30.6%	40.5%	47.8%
	Economically Disadvantaged	33%	43.7%	51.5%
	Students With Disabilities	0	0	0
	English Language Learners	0	12.7%	20%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	13.5%	32.4%	46%
	Economically Disadvantaged	14.6%	35%	49.5%
	Students With Disabilities	0	0	0
	English Language Learners	0	10.9%	25.5%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	15.3%	27%	30.6%
	Economically Disadvantaged	14.8%	27.8%	30.6%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	17.2%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	16.2%	35.1%	45.1%
	Economically Disadvantaged	16.7%	35.2%	45.4%
	Students With Disabilities	0	0	0
	English Language Learners	0	25.9%	32.8%
	Number/% Proficiency	Fall	Winter	Spring
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	20.5%	28.9%	30.1%
	Economically Disadvantaged	19.5%	27.35	27.3%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	20.5%	28.9%	43.4%
	Economically Disadvantaged	19.5%	26.0%	40.3%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	32.4%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	20.5%	0
	Economically Disadvantaged	0	17.9%	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	7	26		15	18		5				
ELL	33	54	64	35	36	55	19				
BLK	42			21							
HSP	37	57	65	36	32	52	24				
FRL	38	56	65	36	34	57	22				
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	15	43	35	38	53	42	20				
ELL	33	44	34	58	63	48	39				
BLK	39	53		52	58		33				
HSP	36	45	37	63	66	48	37				
FRL	35	46	41	62	67	54	37				
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	13	40	37	26	51	36					
ELL	34	54	52	63	71	60	31				
BLK	48	55		76	60						
HSP	40	54	50	66	69	57	46				
FRL	42	55	53	68	69	57	49				

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	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	57
Total Points Earned for the Federal Index	360
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	22
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	44
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	32
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	45
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

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

2019 data findings:

The school to district comparison shows that both the ELA and Mathematics achievement gaps widen from 2018 to 2019 in grades 3rd – 5th grade.

The Mathematics Learning Gains for the Lowest 25% of students decreased by at least 5 percentage points compared to the district.

The ELA Learning Gains for the Lowest 25% of students decreased by at least 21 percentage points compared to the district.

The ELL, Hispanic, and Free/Reduced Lunch subgroups decreased in Learning Gains of the Lowest 25 by at least 15 percentage points.

Science Achievement decreased by 21 percentage points.

2021 data findings:

All ELA 3rd through 5th grade students increased proficiency about an average of 14 percentage points from the Fall iReady Diagnostic to the Spring iReady Diagnostic.

All Mathematics 3rd through 5th grade students increased proficiency about an average of 28 percentage points from the Fall iReady Diagnostic to the Spring iReady Diagnostic.

ELA Subgroups Learning Gains increased by 9 percentage points and the L25 increased by 34 percentage points on the FSA.

ELA Proficiency increased by 1 percentage point on the FSA. Math Proficiency decreased by 27 percentage points on the FSA.

Math Subgroups Learning Gains decreased by 30 percentage points and the L25 remained the same at 50 percent on the FSA.

Science Subgroups Achievement Levels decreased by 14 percentage points on the FSA.

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

The ELA proficiency on the 2021 FSA, although increased by 1 percentage point, and the Mathematics proficiency on the 2021 FSA decreasing by at least 27 percentage points, identifies our greatest need for improvement.

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

For the last two years, we have been focusing on implementing intervention programs and targeting our lower performing students through tiered interventions and extended learning opportunities. While we will continue to do so, we will develop teachers in enhancing on-grade level instruction to meet achievement level descriptors and increase proficiency. We will be strategic with aligning standards and increasing rigor.

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

ELA Subgroups Learning Gains increased by 9 percentage points from the 2019 data to the 2021 data and the L25 increased by 34 percentage points on the FSA showing the most improvement.

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

Intervention was a non-negotiable. We created fluid intervention groups that met the needs of each student, monitored progress on a bi-weekly basis and adjusted as needed. We created multiple extended learning opportunities for our L25 students before school, after school and on Saturday's. We implemented small pull-out groups for writing and additional writing support was given to 4th & 5th grade teachers.

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

Standards-Aligned Instruction, Data-Driven Instruction, Differentiated Instruction, Interventions-RTI, Enrichment Opportunities.

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

The PLST will develop whole group sessions and job-embedded sessions on enhancing on-grade level instruction through rigor (September/2021), the effective use of achievement level descriptors (October 2021), using data to drive instruction (November 2021) and continuous data chats with individualized feedback and next steps (on-going). Coach Teacher Collaborations will also be implemented to support individual teachers (ongoing).

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

Collaborative Planning will be scheduled weekly and an administrator will attend to ensure fidelity to the strategies being implemented school-wide. Extended Learning Opportunities will be provided throughout the school year.

Part III: Planning for Improvement

Areas of Focus:

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

Area of Focus Description and Rationale:	Based on the data review, our school will implement the Targeted Element of Standards-aligned Instruction. We selected this overarching area of Standards-aligned instruction based on our findings that demonstrated a significant decrease in overall proficiency in ELA, Mathematics, and Science. We are not meeting the achievement level descriptors and our proficient students are not making gains in proficiency.
Measurable Outcome:	If we successfully implement Standards-aligned Instruction, then our students will increase in proficiency by a minimum of 15 percentage points as evidenced by the 2022 State Assessments.
Monitoring:	The Leadership Team will monitor diagnostic data, bi-weekly assessments, topic assessments, and enrichment data. Administrators will review data with Instructional Coaches and develop a plan of action for teachers and students on a bi-weekly basis. We will conduct ongoing data chats with grade levels, teaching partners, and individual teachers, as well as, support personnel. We will create an online tracker to monitor trends in on-grade level assessments.
Person responsible for monitoring outcome:	Donna Lewis (pr0111@dadeschools.net)
Evidence-based Strategy:	Our school will focus on the evidenced-based strategy of Standards-Aligned Instruction. This will assist teachers in executing lessons based on the standards/learning targets and ensure that all student products and teaching techniques are aligned to the intended standards. Teachers will deliver planned lessons to guide students through the demands of the standards/learning target. Students will show evidence of mastering the lesson objective through their work samples/tasks.
Rationale for Evidence-based Strategy:	Standards-Aligned Instruction will ensure that teachers are providing on-grade level, enriching, and engaging instruction that is aligned to the standards and learning goals.

Action Steps to Implement

During the Implementation Phase 1 of the School Improvement Process from September 9th to September 24th, the instructional coaches will provide teachers with professional development through Collaborative Planning on the implementation and effective use of the DOK for K-2 and ALD's (Achievement Level Descriptors) or 3-5 to tailor questioning styles, item selection and content exposure to increase rigor and standards-alignment during whole group instruction. This will result in teachers becoming well aware of the ALD's and how to best reach Level 3 during instructional delivery in both Reading and Math.

Person Responsible Laura Smythers (laurasmythers@dadeschools.net)

During the Implementation Phase 1 of the School Improvement Process from September 15th to September 24th, the instructional coaches and teachers will identify, create questions and activities that meet the DOK Level 2 for K-2 students and Level 3 ALD's for Reading and Math in 3rd through 5th grade. This will result in teachers identifying, creating and implementing ALD's in their lesson plans, as evidenced by the Collaborative Planning agenda, teacher lesson plans and student work products that are aligned to the ALD's.

Person Responsible Melissa Nunez (melissanunez@dadeschools.net)

During the Implementation Phase 1 of the School Improvement Process from September 27th to October 1st, the Leadership Team will develop a Walkthrough Checklist geared towards the observation of the effective implementation of the DOK in K-2 and ALD's in Reading and Math classrooms in 3rd - 5th grade. The Administrative Team will conduct walkthroughs using the checklist to observe DOK's and ALD's in the classroom setting. This will result in teachers receiving feedback about the implementation of the DOK's and ALD's and an increase in student proficiency.

Person Responsible Donna Lewis (pr0111@dadeschools.net)

During the Implementation Phase 1 of the School Improvement Process from October 4th to October 11th, the Leadership Team will conduct Data Chats with Teacher Teams to review the bi-weekly and progress monitoring assessments and review the effects of using the DOK's and ALD's on student growth and proficiency. This will result in strategic next steps for each teacher team and the continued use of DOK's and ALD's to reach proficiency.

Person Responsible Donna Lewis (pr0111@dadeschools.net)

During the Implementation Phase 2 of the School Improvement Process from November 1st to December 17th, the Coaches will facilitate the creation of one teacher-driven DEP/Exit Ticket at Collaborative Planning, modeled by the teacher and provided feedback by Coaches and other team members in order to continue to shift practices towards student achievement. This will result in teachers being more accountable during collaborative planning and students receiving questions that are standards-aligned to practice daily.

Person Responsible Elda Guthrie (ewilliams@dadeschools.net)

During the Implementation Phase 2 of the School Improvement Process from November 1st to December 17th, from November 1st to November 5th, the Coaches will create a list of appropriate, standards-aligned materials to be graded for each subject area and share with teachers during Collaborative Planning. This will result in better alignment of teaching and grading aligned to the standards.

Person Responsible Kirsten Juan (kjuan71@dadeschools.net)

During the Implementation Phase 3 of the School Improvement Process from January 31st to April 29th, the administrative team will conduct bi-weekly gradebook checks and student work folder checks to monitor the implementation of Standards-Aligned Grading. This will result in reflective conversations and accountability with teachers in reference to aligning instruction and grading.

Person Responsible Donna Lewis (pr0111@dadeschools.net)

During the Implementation Phase 3 of the School Improvement Process from January 31st to April 29th, the Instructional Coaches will begin to work with small groups of students based on the most recent data, to improve upon reading and math standards that students are showing deficiencies in, providing rigorous, scaffolded standards-aligned instruction to improve proficiency. This will result in more strategic and targeted instruction for Bubble students to reach their proficiency potential.

Person Responsible Laura Smythers (laurasmythers@dadeschools.net)

#2. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:	Based on the data review, our school will implement the Targeted Element of Differentiation. We selected the overarching area based on our findings that demonstrated that Learning Gains in ELA Subgroups on the 2021 FSA increased by 9 percentage points and Math Subgroups' Learning Gains on the 2021 FSA decreased by 30 percentage points. This shows that in various areas, we are not meeting the unique needs of all of our learners and we must improve our ability to truly differentiate instruction based on the needs of our students.
Measurable Outcome:	If we successfully implement Differentiation, then our Learning Gains will increase by a minimum of 15 percentage points as evidenced by the 2022 State Assessments.
Monitoring:	The Leadership Team will conduct quarterly data chats, adjust small groups based on current data in real-time, and follow up with regular and focused walkthroughs to ensure quality instruction is taking place. Administrators will review assessment data bi-weekly and develop a plan of support for the Instructional Coaches to work with teachers and grade levels. Lesson Plans will be reviewed for indication of differentiation for Tier 2 and Tier 3 students, ESE students and our L25. Extended Learning opportunities will be provided to select students throughout the school year.
Person responsible for monitoring outcome:	Donna Lewis (pr0111@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of Data-Driven Instruction. Data-Driven Instruction is an educational approach that relies on the teacher's use of student performance data to inform instructional planning and delivery. This systematic approach of instruction uses assessment, analysis, and actions to meet student's needs. Data-Driven Instruction may include developing Instructional Focus Calendars (IFC) to inform teachers on specific standards to target during instruction throughout the year, based on data outcomes.
Rationale for Evidence-based Strategy:	Data-Driven Instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are designed for the student's specific needs. Teachers will continually make adjustments to their instructions, plans, and instructional delivery as data changes.

Action Steps to Implement

During the Implementation Phase 1 of the School Improvement Process from September 13th to October 1st, teachers and instructional coaches will plan for the foundational and pre-requisite needs of each student and develop a differentiated plan for the first quarter of the school year. This will provide students with the opportunity to bridge the learning gap and build the necessary skills to reach grade-level expectations.

Person Responsible Melissa Nunez (melissanunez@dadeschools.net)

During the Implementation Phase 1 of the School Improvement Process from September 13th to October 11th, 4th & 5th Grade teachers, along with Literacy Coaches, will focus on creating a Writing Instructional Focus Calendar that will target specific components of the writing framework to work strategically with each students writing needs during small group writing instruction. This will result in an increase in writing proficiency from the beginning of the school year and targeted instruction based on writing data as evidenced by our Writing Data Tracker.

Person Responsible Kirsten Juan (kjuan71@dadeschools.net)

During the Implementation Phase 1 of the School Improvement Process from August 30th to October 11th, students will own their learning by tracking and updating their own data after each assessment with a Data Tracker in their Differentiated Instruction folder. This will result in students increasing their accountability and creating goals for their own learning.

Person Responsible Elda Guthrie (ewilliams@dadeschools.net)

During the Implementation Phase 1 of the School Improvement Process from August 30th to October 11th, students will own their learning by tracking and updating their own data after each assessment with a Data Tracker in their Differentiated Instruction folder. This will result in students being able to participate and engage in the lesson, as questions are tiered to their needs, as evidenced by teacher observations, student work products, teacher feedback and an increase in proficiency through standards assessments.

Person Responsible Donna Lewis (pr0111@dadeschools.net)

During the Implementation Phase 2 of the School Improvement Process from November 1st to December 17th, the teachers will implement a student-friendly K-1 Data Tracker for students to begin to have conversations about their data and reflect on their next goal for Topic Assessments and Progress Monitoring Assessments. This will result in a shift in teacher and student accountability and goal setting.

Person Responsible Melissa Nunez (melissanunez@dadeschools.net)

During the Implementation Phase 2 of the School Improvement Process from November 1st to December 17th, teachers will develop scaffolded questions based on their student needs and then review with peers and Instructional Coaches during Collaborative Planning in order to differentiate whole group instruction by tier for all students. This will result in students being able to participate and engage in the lesson, as questions are tiered to their needs, as evidenced by teacher lesson plans, student work products, teacher feedback and an increase in proficiency through standards assessments.

Person Responsible Laura Smythers (laurasmythers@dadeschools.net)

During the Implementation Phase 3 of the School Improvement Process from January 31st to April 29th, Instructional Coaches, Administrators and Teachers will work collaboratively to recreate small groups based on the most recent iReady AP2 data for Reading and Math to target Bubble students. This will result in students being placed in groups based on their need for growth in both learning gains and proficiency.

Person Responsible Melissa Nunez (melissanunez@dadeschools.net)

During the Implementation Phase 3 of the School Improvement Process from January 31st to April 29th, 3rd - 5th grade students in the Lowest Quartile will attend extended learning opportunities specifically targeting their deficiencies in reading and mathematics. This will result in more time to work on areas of growth in both subject areas, using strategic materials and targeting a specific group of students in need of extra instructional time.

Person Responsible Laura Smythers (laurasmythers@dadeschools.net)

#3. Culture & Environment specifically relating to Parent Involvement**Area of Focus
Description
and
Rationale:**

Based on the data review, our school will implement the targeted element of Parent Involvement. Through our data review, we noticed that teachers were significantly concerned with the lack of parental support and involvement, increasing from 78% in 2018-2019 to 82% in 2019-2020 to 84% in 2020-2021 signifying a decrease in parental involvement. We recognize the need to increase our parental involvement, as it will increase communication, collaboration, attendance, and overall school morale.

Measurable Outcome:

If we successfully implement the Targeted Element of Parent Involvement, our teachers, students, and parents will feel supported, cared for, and empowered to improve student achievement and improve student outcomes through increased involvement and attendance. With consistent involvement activities, our parent involvement will increase by 5 percentage points by June 2022.

Monitoring:

The Leadership Team, along with our Community Involvement Specialist, will work to connect with families, parents, and teachers who struggle to participate in classroom and school-wide events and create a plan of action to ensure that parents are being contacted. The Leadership Team will touch base with parents that visit the office, create opportunities for connections and conduct Parent Chats with our CIS for additional support. The Leadership Team will also track attendance to school events through a sign-in sheet and follow up with families that were not in attendance.

Person responsible for monitoring outcome:

Donna Lewis (pr0111@dadeschools.net)

Evidence-based Strategy:

Within the Targeted Element of Parent Involvement, our school will focus on the evidence-based strategy of Family Engagement. Family engagement will assist us in creating unique and collaborative relationships with families, creating engaging sessions between staff and families, and linking all interactions to learning to help build families' capacities in supporting their students' academic achievement.

Rationale for Evidence-based Strategy:

Family Engagement will assist in increasing parental involvement, community buy-in, and student attendance, while closing the achievement gap with our most fragile students.

Action Steps to Implement

During the Implementation Phase 1 of the School Improvement Process on September 21st and 22nd, we will host an Open House event for parents to engage with the faculty and staff, become familiar with our school family, and get to know their child's teacher. This will result in families creating genuine relationships with our administrations, teachers, and staff as evidenced by sign-in sheets to track attendance.

Person Responsible

Donna Lewis (pr0111@dadeschools.net)

During the Implementation Phase 1 of the School Improvement Process from October 4th to October 8th, we will send home the iReady AP1 Diagnostic Report to each family in their home language, sharing with parents their child's most up-to-date data in Reading and Math, including strategies and practices that the parents can help their children with at home. This will result in parents being well-informed of their child's academic needs and partnering with our school in their academic goals.

Person Responsible

Kirsten Juan (kjuan71@dadeschools.net)

During the Implementation Phase 1 of the School Improvement Process on October 1st, we will host a Hispanic Heritage Showcase, where students will represent their countries and parents will be able to attend and see performances by their students in the areas of art, music, dance, and literacy. This will result in creating an inviting, collaborative, and genuine relationship between teachers, staff, and families as evidenced by our Parent Event Attendance Tracker.

Person Responsible Angela Stephens (160151@dadeschools.net)

During the Implementation Phase 1 of the School Improvement Process from September 8th to October 11th, teachers will conduct two positive phone calls for each student during the months of September and October. This will result in families hearing positive and encouraging communication from the teacher, not always a negative report, as evidenced by our online Positive Phone Call Log.

Person Responsible Laura Smythers (laurasmythers@dadeschools.net)

During the Implementation Phase 2 of the School Improvement Process from November 1st to December 17th, the school will survey the parents on what their specific needs are in regards to their child's education. This will result in the school having pertinent information on what is valuable and needed by the parents of our school.

Person Responsible Laura Smythers (laurasmythers@dadeschools.net)

During the Implementation Phase 2 of the School Improvement Process from November 1st to December 17th, the school will create a calendar of events based on the parents needs survey and provide a myriad of opportunities for parents to engage with teachers and administrators. This will result in the school creating opportunities to engage parents in what they truly need from the school to be successful and continue to build the bridge between school and home.

Person Responsible Laura Smythers (laurasmythers@dadeschools.net)

During the Implementation Phase 3 of the School Improvement Process from January 31st to April 29th, the Leadership Team will work together to create a calendar of events for the remaining semester which includes, timelines, personnel needed, times, and available resources for in-person events to ensure we target our stakeholders. This will result in parents being able to make plans for events being held at the school in advance, making our attendance to the event increase and our parent engagement efforts increase.

Person Responsible Donna Lewis (pr0111@dadeschools.net)

During the Implementation Phase 3 of the School Improvement Process during the months of February and March we will host two in-person events to engage parents in data discussions and involvement for the upcoming semester. These events will target all students K-5 and the conversations about current data, upcoming assessments, student goals and open communication with our parents. This will result in an increase in parent participation at the school site and teachers feeling parents are supportive of the school.

Person Responsible Donna Lewis (pr0111@dadeschools.net)

#4. Leadership specifically relating to Walkthroughs**Area of Focus Description and Rationale:**

Based on the data review, our school will implement the targeted element of Walkthroughs. Through our data review, we noticed that 51% of our teachers stated that the Principal and Assistant Principal conduct instructional walkthroughs on a monthly basis and 46% of our teachers stated that the Principal and Assistant Principal provide them with feedback to improve student outcomes on a monthly basis. We recognize the need to increase our consistency and fidelity to walkthroughs and provide timely feedback, as it will increase communication, collaboration, expectations, and overall school morale and academic achievement.

Measurable Outcome:

If we successfully implement the Targeted Element of Walkthroughs, our teachers will feel more supported, entrusted, and empowered to improve student achievement and improve student outcomes through increased growth and development. With consistent and timely walkthroughs and feedback, our leadership competencies will increase by 25 percentage points by June 2022.

Monitoring:

The Administrative Team will create a system of checks and balances between the Principal and Assistant Principal. At the weekly Administrative Team meeting, they will share with each other the classrooms they visited, the feedback provided and the expected outcomes for the following week. This meeting and discussion will allow the Administrative Team to hold each other accountable.

Person responsible for monitoring outcome:

Donna Lewis (pr0111@dadeschools.net)

Evidence-based Strategy:

Within the Targeted Element of Walkthroughs, our school will focus on the evidence-based strategy of Managing Data Systems and Processes. Managing Data Systems and Processes involves setting expectations and practices around the ongoing examination of data to evaluate the effectiveness of instruction to improve student outcomes. Some strategies to improve Managing Data Systems and Processes include meeting with stakeholders regularly to review data, having a pre-determined set of questions to assist in analyzing the data, discussing implications for the data, and implementing the next steps.

Rationale for Evidence-based Strategy:

Managing Data Systems and Processes will create a systemic way of work in the building, that can be practiced and managed by all stakeholders. It will provide consistency, time efficiency and incorporate all stakeholders in the overall goal of student achievement.

Action Steps to Implement

During the Implementation Phase 1 of the School Improvement Process from September 8th to September 15th, the Leadership Team will meet with teachers to create a "Look Fors" document that provides teachers with a checklist of what systems, processes, and expectations are being observed by the Administration and Leadership Team. This will result in teachers being cognizant of the expectations and systems that should be in place, having their input and buy-in to all be aligned.

Person Responsible

Donna Lewis (pr0111@dadeschools.net)

During the Implementation Phase 1 of the School Improvement Process from September 8th to September 15th, the Leadership Team and grade level chairs will create a Common Language document that will ensure the expectations and language we will adopt as a school team when we communicate about walkthroughs and feedback. This will result in unity, a common goal and set expectations, as

evidenced by collaboration and an increase in teachers meeting the instructional expectations designed for the school.

Person Responsible Donna Lewis (pr0111@dadeschools.net)

During the Implementation Phase 1 of the School Improvement Process from September 20th to October 1st, the Administrative Team will create short term and long term goals with teachers after conducting walkthroughs and providing feedback on next steps. This will result in teachers receiving feedback and working towards goals that are attainable, as evidenced by a shift in instruction and a Plan of Action.

Person Responsible Donna Lewis (pr0111@dadeschools.net)

During the Implementation Phase 1 of the School Improvement Process from October 4th to October 8th, the Administrative Team will conduct Reflective Dialogue Meetings with selected teachers based on the Walkthroughs and develop an Action Plan for next steps based on the feedback provided. This will result in teachers mapping out their next steps and shifts in practice taking place based on Coach-Teacher Collaborations and administrative observations.

Person Responsible Donna Lewis (pr0111@dadeschools.net)

During the Implementation Phase 2 of the School Improvement Process from November 1st to December 17th, during the week of November 1st to November 5th, the Principal will create a Monthly Walkthrough Schedule for the Administrative Team that will reflect opportunities to observe every teacher every two weeks. This will result in visibility and availability to all teachers in a more consistent matter.

Person Responsible Donna Lewis (pr0111@dadeschools.net)

During the Implementation Phase 2 of the School Improvement Process from November 1st to December 17th, the Administrative Team will provide teachers constructive feedback through a digital platform to ensure timely and effective feedback that creates a space for reflection and next steps.

Person Responsible Donna Lewis (pr0111@dadeschools.net)

During the Implementation Phase 3 of the School Improvement Process from January 31st to April 29th, the Administrative Team will conduct walkthroughs based on the monthly calendar, with gradebooks printed for each teacher to create reflective conversations about planning, teaching and grading alignment. This will result in teachers receiving targeted feedback on the alignment of the three areas.

Person Responsible Donna Lewis (pr0111@dadeschools.net)

During the Implementation Phase 3 of the School Improvement Process from January 31st to April 29th, after each walkthrough, the teacher will meet with an administrator and will be given Next Steps to implement in a two-week turn around time. This will result in a positive shift in practices and an increase in best practices aligned to all of our school goals.

Person Responsible Donna Lewis (pr0111@dadeschools.net)

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

Based on the data review, our school will implement the Targeted Element of ELA. We selected this overarching area of ELA based on our findings that demonstrated a trend of being under 50% proficiency in ELA for 3 or more years and even though we increased in proficiency in the ELA 3rd - 5th grade 2021 FSA by 1 percentage point, we are not making the strides in proficiency that make a significant impact in student achievement. In Kindergarten, 80% of our students were proficient in ELA based on progress monitoring data, 1st grade was 41% proficient, 2nd grade was 27% proficient, and 3rd grade was 48% proficient. We are not meeting on-grade level demands and our proficient students are not making gains in proficiency. It is imperative that we address the ELA needs and deficiencies in Kindergarten through 3rd grade, specifically.

Measurable Outcome:

If we successfully develop, deliver, and monitor Tier 1 instruction through the use of the Gradual Release of Responsibilities Model, then our students will increase in proficiency by a minimum of 15 percentage points as evidenced by the 2022 State Assessments for grades 3-5.

If we successfully develop, deliver, and monitor Tier 1 instruction through the use of the Gradual Release of Responsibilities Model in Kindergarten through 2nd grade, then the percentage of proficient students in primary grades will increase by 15 percentage points in each grade level based on the AP3 iReady Progress Monitoring.

Monitoring:

The Literacy Leadership Team will monitor instructional delivery, student engagement, diagnostic data, bi-weekly assessments, intervention data, small group data and enrichment data. Administrators will review data with Instructional Coaches and develop a plan of action for teachers and students on a bi-weekly basis. We will conduct ongoing data chats with grade levels, teaching partners, and individual teachers, as well as, support personnel. We will create an online tracker to monitor trends in on-grade level assessments.

Person responsible for monitoring outcome:

Laura Smythers (laurasmythers@dadeschools.net)

Evidence-based Strategy:

Our school will focus on the evidenced-based strategy of the Gradual Release of Responsibilities Model (GRRM). The GRRM is a particular style of teaching which is a structured method of pedagogy framed around a process beginning with explicit instruction. Students are guided through the learning process with clear statements about the purpose and rationale for learning the new skill. The GRRM is distinguished by four phases: (I do) clear explanations and demonstrations of the instructional target, (We do) providing strategic guided practice and feedback, (They do) gradually releasing students to practice the new skill collaboratively, and (You do) eventually requiring students to demonstrate mastery of the learning target independently.

Rationale for Evidence-based Strategy:

The Gradual Release of Responsibilities Model (GRRM) will ensure teachers deliver explicit, rigorous and aligned lessons that translate into effective learning taking place through allowing student to see a model, work together and then provide independent evidence of learning. Continual feedback related to delivery, product effectiveness, and assessment performance will guide shifts and enhancements in instructional delivery and student performance.

Action Steps to Implement

8/31-10/11 Teachers will be provided with a Professional Development on the effective use and implementation of the GRRM, which will provide research, modeling and best practices of its use.

Person Responsible Elda Guthrie (ewilliams@dadeschools.net)

8/31-10/11 Through Collaborative Planning, the teachers will design lessons with the Instructional Coaches that outline each step of the GRRM, ensuring that teachers have effectively planned for the delivery of explicit instruction.

Person Responsible Kirsten Juan (kjuan71@dadeschools.net)

8/31 - 10/11 Instructional Coaches and Teachers will focus on the "I Do" portion of the GRRM and create plans for the explicit instruction of the lesson. Teachers will collaborate and model the "I Do" in Collaborative Planning.

Person Responsible Elda Guthrie (ewilliams@dadeschools.net)

8/31-10/11 The Literacy Leadership Team will conduct walkthroughs looking for the "I DO" portion of the ELA lesson during instruction and provide feedback to Instructional Coaches and teachers to ensure explicit instruction is taking place.

Person Responsible Laura Smythers (laurasmythers@dadeschools.net)

During the Implementation Phase 2 of the School Improvement Process from November 1st to December 17th, from November 1st to November 23rd, Instructional Coaches and Teachers will focus on the "We Do" portion of the GRRM and create plans for the guided instruction of the lesson. Teachers will collaborate and model the "We Do" in Collaborative Planning. This will result in instruction being multi-faceted and gradually released from teacher driven to student centered.

Person Responsible Elda Guthrie (ewilliams@dadeschools.net)

During the Implementation Phase 2 of the School Improvement Process from November 1st to December 17th, from November 29th to December 17th, Instructional Coaches and Teachers will focus on the "They Do" portion of the GRRM and create plans for the collaborative instruction of the lesson. Teachers will collaborate and model the "They Do" in Collaborative Planning. This will result in instruction being multi-faceted and gradually released from teacher driven to student centered.

Person Responsible Kirsten Juan (kjuan71@dadeschools.net)

During the Implementation Phase 3 of the School Improvement Process from January 31st to April 29th, the Instructional Coaches and Teachers will focus on the "You Do" portion of the GRRM and create plans for the independent release of students during instruction of the lesson. Teachers will collaborate and plan the "You Do" in Collaborative Planning. This will result in instruction being on-grade level and gradually released from teacher driven to student centered independent work.

Person Responsible Elda Guthrie (ewilliams@dadeschools.net)

During the Implementation Phase 3 of the School Improvement Process from January 31st to April 29th, the Instructional Coaches and Teachers will focus on providing timely and effective feedback on the "You Do" portion of the instructional day and create plans for the effective release of students during instruction of the lesson in order to provide timely and corrective feedback. Teachers will collaborate and plan for feedback time during Collaborative Planning. This will result in instruction being on-grade level and gradually released from teacher driven to student centered independent work, with teachers providing feedback to students for next steps.

Person Responsible Kirsten Juan (kjuan71@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.

During the upcoming school year, the area of concern that we will monitor based on the most recent Disciplinary Data is disruptive behaviors in classrooms and common areas and students failing to comply with school and classroom rules. The school culture and environment will be monitored by the implementation of school-wide behavior plans and supporting teachers in implementing Tier 2 behavior plans and interventions.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Our strengths within School Culture are in Support, Care and Connections and Relationships. Our school ensures that our students, teachers, staff and parents are supported, cared for and feel appreciated as part of our school family. Our school creates a culture where everyone has a voice, we support each other and work together well. Students are supported through VIP Mentorship and constant interaction with not only their teachers, but each member of the Leadership Team. We provide opportunities to connect as a staff, where we create relationships and bond throughout the school year. Birthdays are always celebrated and we connect on a personal level every day.

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 are the Principal, Assistant Principal, Instructional Coaches, School Counselor and Teacher Leaders. The principal's role is to cast vision, oversee and monitor all of the school's initiatives and meet with stakeholders by planning team-building and morale boosting activities. The Assistant Principal monitors the VIP Mentorship program and ensures all stakeholders have constant communication with what is happening at the school alongside the School Counselor, who supports all stakeholders in building relationships and ensuring our stakeholders have voice. Teacher leaders and Instructional Coaches provide support to all stakeholders and help build school morale on a daily basis through consistent support. All stakeholders are part of the process and help to build relationships with each other.