

Miami-Dade County Public Schools

# Lakeview Elementary School



2021-22 Schoolwide Improvement Plan

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## Table of Contents

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>6</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>18</b>
<b>Positive Culture &amp; Environment</b>	<b>27</b>
<b>Budget to Support Goals</b>	<b>28</b>

# Lakeview Elementary School

1290 NW 115TH ST, Miami, FL 33167

<http://lve.dadeschools.net>

## Demographics

Principal: Marie Bleus R

Start Date for this Principal: 7/19/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: C (52%) 2017-18: B (55%) 2016-17: C (51%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://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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**Table of Contents**

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>6</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>18</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>28</b>

# Lakeview Elementary School

1290 NW 115TH ST, Miami, FL 33167

<http://lve.dadeschools.net>

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p>Elementary School PK-5</p>	<p><b>2020-21 Title I School</b></p> <p>Yes</p>	<p><b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>98%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>99%</p>

## School Grades History

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

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

## Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

Lakeview Elementary is committed to meet each student at his/her academic, social-emotional and technological level. Through building and developing our staff capacity, we aim to empower our students to set personal goals and commit to the pursuit of high academic attainment, engage the support of family and community in this endeavor, and sustain in our students an insatiable desire for knowledge and skills, a well-rounded future and a productive career.

#### **Provide the school's vision statement.**

The vision of Lakeview Elementary School is to provide all students from grades Pre-K through 5 a high quality education based on the Florida State Standards, create and maintain an educational setting that encourages creativity and support collaborative learning opportunity through the use of technology, and instill in them the core values that will help them reach their fullest potential in order to succeed in this global competitive economy.

### 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
Bleus, Marie R	Principal	The principal of the school, Dr. Marie R. Bleus oversees the overall implementation of the School Improvement plan. She convenes Curriculum and Leadership Team meetings to ensure compliance with District and State mandated guidelines. The principal also supports the delivery of sound pedagogical practices in line with the mission and vision of the school.
Hughes, Jabari	Assistant Principal	The Assistant Principal plays a vital role in analyzing the school's overall data, and school climate survey to help identify the areas of focus as well as oversee the overall structure of the school and assign strategic roles to members of the staff to increase efficiency throughout the building.
Ambrose, Odilson	ELL Compliance Specialist	As the ELL coordinator, Ms. Shameeka Meredith assesses all newly registered students that have been identified as possibly ELL. She also assist Administration in the maintenance of an efficient system of compliance for all ESOL students ( organizing and facilitating LEP meetings, student progression through elevation) and to provide support for improving instruction in ESOL.
Hutchinson, Daria	Teacher, K-12	As a member of the SIP completion and implementation team, Ms. Daisy Martinez, participates in analyzing the SIP data and school climate survey in collaboration with Ms. Clark, Ms. Meredith, and Mr. Hughes to identify areas of strengths in order to determine areas of focus. This is in addition to her main role of Gifted Teacher assigned to fourth and fifth grade.
Clark, Trisha A.	Instructional Coach	The literacy coach provides both direction and assistance to teachers in implementing a solid research-based reading program that is aligned with the state's standards, the district's adopted curriculum, and the unique needs of our student body. The literacy coach utilizes coaching cycles as well as focused and meaningful collaborative planning sessions to ensure the school's reading program is a success.

## Demographic Information

### Principal start date

Friday 7/19/2019, Marie Bleus R

**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.*

6

**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.*

19

**Total number of teacher positions allocated to the school**

16

**Total number of students enrolled at the school**

370

**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.**

1

**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	71	53	68	62	61	53	0	0	0	0	0	0	0	368
Attendance below 90 percent	7	11	14	20	13	13	0	0	0	0	0	0	0	78
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	6	9	12	6	2	0	0	0	0	0	0	0	35
Course failure in Math	0	5	4	6	6	16	0	0	0	0	0	0	0	37
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	8	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
Number of students with a substantial reading deficiency	2	19	42	38	20	22	0	0	0	0	0	0	0	143
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	6	9	10	8	14	0	0	0	0	0	0	0	48

**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	2	6	9	8	1	1	0	0	0	0	0	0	0	27
Students retained two or more times	0	0	0	3	2	4	0	0	0	0	0	0	0	9



**Date this data was collected or last updated**

Friday 7/23/2021

**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	52	70	65	73	59	58	0	0	0	0	0	0	0	377
Attendance below 90 percent	10	13	19	16	12	12	0	0	0	0	0	0	0	82
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	10	13	9	1	8	0	0	0	0	0	0	0	41
Course failure in Math	0	7	4	9	15	7	0	0	0	0	0	0	0	42
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	7	12	0	0	0	0	0	0	0	19
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	6	9	0	0	0	0	0	0	0	15

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	1	9	9	14	13	13	0	0	0	0	0	0	0	59

**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	2	6	9	8	0	0	0	0	0	0	0	0	0	25
Students retained two or more times	0	0	0	4	3	2	0	0	0	0	0	0	0	9

**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				48%	62%	57%	50%	62%	56%
ELA Learning Gains				56%	62%	58%	63%	62%	55%
ELA Lowest 25th Percentile				37%	58%	53%	46%	59%	48%
Math Achievement				60%	69%	63%	63%	69%	62%
Math Learning Gains				60%	66%	62%	66%	64%	59%
Math Lowest 25th Percentile				56%	55%	51%	54%	55%	47%
Science Achievement				50%	55%	53%	42%	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	36%	60%	-24%	58%	-22%
Cohort Comparison						
04	2021					
	2019	52%	64%	-12%	58%	-6%
Cohort Comparison		-36%				
05	2021					
	2019	42%	60%	-18%	56%	-14%
Cohort Comparison		-52%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	48%	67%	-19%	62%	-14%
Cohort Comparison						
04	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	55%	69%	-14%	64%	-9%
Cohort Comparison		-48%				
05	2021					
	2019	60%	65%	-5%	60%	0%
Cohort Comparison		-55%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	46%	53%	-7%	53%	-7%
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 tools used to compile the data below are as follows:
- iReady - English Language Arts (all categories and grade levels)
- iReady - Mathematics (all categories and grade levels)
- Midyear Science Assessment - 5th Grade Science (Winter)

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	38.2%	25.5%	33.3%
	Economically Disadvantaged Students With Disabilities	38.9%	24.1%	32.1%
	English Language Learners	22.2%		
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	44.4%	30.8%	44.4%
	Economically Disadvantaged Students With Disabilities	45.3%	29.4%	43.4%
	English Language Learners	33.3%		22.2%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	16.1%	22.8%	35.1%
	Economically Disadvantaged	16.4%	23.2%	35.7%
	Students With Disabilities		12.5%	2.5%
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	23.6%	26.3%	40.4%
	Economically Disadvantaged	24.1%	25.0%	41.1%
	Students With Disabilities		12.5%	37.5%
	English Language Learners			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	40.4%	55.2%	62.1%
	Economically Disadvantaged	40.4%	55.2%	62.1%
	Students With Disabilities		30%	30%
	English Language Learners	16.7%	33.3%	50%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	16.7%	43.1%	41.4%
	Economically Disadvantaged	16.7%	43.1%	41.4%
	Students With Disabilities	10%	20%	10%
	English Language Learners		33.3%	50%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	9.4%	15.1%	32.7%
	Economically Disadvantaged	9.4%	15.1%	32.7%
	Students With Disabilities		9.1%	10%
	English Language Learners			16.7%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	13.5%	32.1%	42.3%
	Economically Disadvantaged	13.5%	32.1%	42.3%
	Students With Disabilities	9.1%	18.2%	30%
	English Language Learners	16.7%	16.7%	33.3%
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	25.9%	28.6%	46.2%
	Economically Disadvantaged	25.9%	28.6%	46.2%
	Students With Disabilities	12.5%	12.5%	25%
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	22.4%	37.5%	40.4%
	Economically Disadvantaged	22.4%	37.5%	40.4%
	Students With Disabilities	16.7%	20%	25%
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students		10.0%	
	Economically Disadvantaged		10.0%	
	Students With Disabilities		14.0%	
	English Language Learners		6.0%	

## Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	7	27		17	45						
ELL	27	45		38	39		22				
BLK	34	43	46	33	25	46	21				
HSP	18	10		30	50		20				
FRL	31	39	43	33	29	53	20				
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	12	44	45	24	41						
ELL	44	44	25	53	56	63	45				
BLK	50	59	38	56	58	57	43				
HSP	38	44		70	64		69				
FRL	48	57	37	60	60	60	51				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	11	50		39	42						
ELL	46	64	48	63	68	68	32				
BLK	47	60	37	63	69	52	38				
HSP	61	71		61	57						
FRL	50	63	46	62	65	54	40				

## 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	38
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	55
Total Points Earned for the Federal Index	303
Total Components for the Federal Index	8
Percent Tested	96%
Subgroup Data	

<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
<b>English Language Learners</b>	
Federal Index - English Language Learners	38
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
<b>Native American Students</b>	
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%	
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	31
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
<b>Pacific Islander Students</b>	
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	38
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?**

The school to district comparison in mathematics shows a decrease in the achievement gap from third to fifth grade. The ELA school to district comparison shows inconsistent growth from grades 3-5 resulting in decreasing the achievement gap at a slower rate. ELA Achievement subgroups increased except for ELL, which decreased by 2 percentage points and Hispanic students, which decreased by 23 percentage points. ELA Learning Gains subgroups decreased across all grade levels. ELA Learning Gains L25 subgroups increased except for ELL, which decreased by 25 percentage points and FRL which decreased by 9 percentage points.

Mathematics Achievement subgroups decreased except for Hispanic students, which increased by 9 percentage points. Mathematics Learning Gains subgroups decreased except for Hispanic students, which increased by 7 percentage points. Mathematics ELL Learning Gains L25 subgroup decreased by 5 percentage points while Black students increased by 5 percentage points.

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

All ELA Learning Gains subgroups decreased. Free and Reduced Lunch students decreased by 6 percentage points, Hispanic students decreased by 27 percentage points, Black students decreased by 1 percentage point, ELL students decreased by 20 percentage points, and SWD students decreased by 6 percentage points.

In all grade levels, except kindergarten and third, less than half of the students demonstrated grade level proficiency on Assessment Period 3 of the i-Ready Diagnostic in English Language Arts: Grade 1 - 33.3%, Grade 2 - 35.1%, Grade 4 - 32.7%, and Grade 5 - 46.2%.

In all grade levels, except kindergarten, less than half of the students demonstrated grade level proficiency on Assessment Period 3 of the i-Ready Diagnostic in Mathematics: Grade 1 - 44.4%, Grade 2 - 40.4%, Grade 3 - 41.4%, Grade 4 - 42.3%, and Grade 5 - 40.4%.

Midyear Science proficiency was 10%.

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



Distance Learning was a barrier during the 2020-2021 school year. A decrease in authentic student engagement and student attendance negatively impacted learning for many of our students. It also affected the quality of teaching as teachers were required to learn how to effectively and efficiently use the new programs/tools necessary for teaching and learning online while attempting to maintain high quality instruction. This was a hurdle for many teachers. With in-person learning being restored in place for 2021-2022 school year, we will be able to effectively identify and address our students' needs as they arise. In addition, in-person learning will enable us to implement our aforementioned plan for Differentiated Instruction with fidelity.

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

2019 Data Findings:

Science Achievement increased from 42 percentage points in 2018 to 50 percentage points in 2019 on the statewide science assessment.

2021 Data Findings:

i-Ready Diagnostic data for the 2020-2021 school year shows a 23.3 percentage point increase in 4th Grade ELA and a 28.8 percentage point increase in 4th Grade Mathematics when comparing results from Assessment Period 1 to Assessment Period 3.

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

2019 Data Findings:

Science instruction was targeted through teacher facilitated professional development. In addition, the assistant principal and the science lead met monthly to reflect and to ensure teachers were given the tools/resources needed to deliver meaningful and engaging lessons. Hands-on projects and STEM activities will now be implemented in all grade levels.

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

Academic vocabulary instruction, accountable conversations, and checks for understanding will serve as vehicles to engage students in daily learning activities for the purpose of learning acceleration

**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.**

On the second Wednesday of every month, the academic coaches will offer mini professional development sessions on topics such as:

1. Integrating technology to enhance instruction
2. Creating a learning environment that facilitates accountable talk
3. Modeling success strategies to check for understanding
4. Infusing academic vocabulary across the curriculum among others

**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 will be facilitated by a member of the leadership team. This time will be well structured and focused on the achievement of our school-wide goals and initiatives. Outside agencies such as FCAA, Big Ideas, and Branches will provide our students with opportunities for additional support. GEER and ELL tutoring will be offered after school, and MAD Learn and Code Bot will be implemented during the school day.

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Instructional Practice specifically relating to Differentiation**

**Area of Focus Description and Rationale:**

A thorough analysis of our school’s data reveals a need to target instructional practices specific to differentiation. Data findings used to determine our area of focus are as follows: ELA Learning Gains subgroups decreased across all grade levels, and our ELA Learning Gains L25 ELL subgroup decreased by 25 percentage points (both 2018-2019 comparison). This shows a need for improvement in meeting the needs of all students, specifically those of our English Language Learners. It is critical that we effectively differentiate instruction so our students can acquire and process content in a way that makes sense to each of them. We will provide the scaffolding needed to promote consistent growth toward grade level proficiency by closing the most critical gaps in student learning for all Learning Gains and Learning Gains L25 subgroups.

**Measurable Outcome:**

If we differentiate instruction effectively, all subgroups will achieve learning gains and learning gains for the L25 subgroups will increase by a minimum of 10 percentage points as evidenced by results from the 2022 Florida Standards Assessment by the end of the 2021-2022 school year.

**Monitoring:**

The leadership team will conduct monthly data chats to discuss the rate at which students are progressing and determine next steps accordingly. This will be on-going as data will also be utilized during collaborative planning to drive differentiated instruction. School-based administrators will follow-up with regular walkthroughs to ensure differentiation is implemented with fidelity in all classrooms: daily during scheduled block, instruction and grouping strongly aligned with on-going progress monitoring results, use of appropriate standards aligned resources, and best practices embedded to support English Language Learners. Additionally, data will be reviewed during Leadership Team meetings to ensure all students are showing consistent growth toward grade level proficiency. An appropriate plan of action will then be determined to better support the students who are not responding positively to the differentiated instructional practices in place.

**Person responsible for monitoring outcome:**

Marie R Bleus (pr2821@dadeschools.net)

**Evidence-based Strategy:**

Within the targeted area of Differentiation, we will focus on the evidence-based strategy of Data-Driven Decision Making. Data will be utilized to inform the decisions we make when determining how to best address the varying needs of our students. Performance data will be used systematically to drive instructional planning and delivery. Student response to instruction will be monitored through the on-going use of data trackers.

**Rationale for Evidence-based Strategy:**

Utilizing data to drive decisions results in well informed actions. Through this on-going process, teachers will use relevant data sources to determine how to proceed with grouping of students, instructional planning, resource selection, and lesson delivery. This systematic approach provides teachers with opportunities to evaluate student response to learning and adjust accordingly by tailoring instruction to meet their students.

**Action Steps to Implement**

Student performance data will be utilized during the first 15 minutes of each collaborative planning session to inform decisions about small group differentiated instruction. Specific standards of concern will be identified. Specific standards in which students are excelling will also be identified. This practice will be in place from September 1, 2021 - October 11, 2021.

**Person Responsible**

Trisha A. Clark (306536@dadeschools.net)

Students will be appropriately grouped based on standards identified in the previous step. This will be on-going as groups are flexible and will be adjusted as students show mastery of standards taught. The implementation period for this practice will be from September 1, 2021 - October 11, 2021.

**Person Responsible** Trisha A. Clark (306536@dadeschools.net)

From September 1, 2021 - October 11, 2021 we will ensure that appropriate resources for each group are determined. Teacher resources for instruction will be identified as well as student resources to practice and retain skills they are able to apply independently.

**Person Responsible** Trisha A. Clark (306536@dadeschools.net)

The Transformation Reading Coach will regularly visit classrooms to provide teachers support with implementation of small group differentiated instruction. Coaching cycles and additional planning will be incorporated as needed to ensure the fidelity of differentiated instruction in each classroom. This process will take place from September 1, 2021 - October 11, 2021.

**Person Responsible** Trisha A. Clark (306536@dadeschools.net)

Between November 1, 2021 and December 21, 2021, the Transformation Reading Coach will facilitate a school based professional development session focused on small group differentiated instruction. In this session, teachers will become more familiar with the different learning acceleration options as well as the various resources recommended for data driven small group instruction. Guidance will then be provided in determining the best learning acceleration option for each student. Appropriate alignment of recommended resources to current student data will also be provided.

**Person Responsible** Trisha A. Clark (306536@dadeschools.net)

Between November 1, 2021 and December 21, 2021, a small group differentiated instruction planner will be introduced to teachers and utilized during collaborative planning. The planner will provide clear guidance as to the components which must be planned for prior to delivering small group instruction in the classroom: data driven groups, learning acceleration path, and appropriate instructional resources. Classroom teachers and the transformation coaches, will complete the planner together. Implementation of this practice will not only provide guidance in planning for small group instruction but also a hard copy of reference throughout implementation.

**Person Responsible** Trisha A. Clark (306536@dadeschools.net)

When planning for differentiated instruction, we will also focus on activities being conducted at the independent center. We will identify standards in which students are proficient and plan for student independent practice in those areas to ensure proficiency is maintained. This practice will be implemented throughout the January 31, 2022 - April 29, 2022 timeframe.

**Person Responsible** Trisha A. Clark (306536@dadeschools.net)

A portion of our collaborative planning sessions will be devoted to identifying and gathering quality resources aligned with the standards identified in the previous action step. This action step will be implemented from January 31, 2022-April 29, 2022.

**Person Responsible** Trisha A. Clark (306536@dadeschools.net)

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

Findings from our data review reveal a need to target the element of Collaborative Planning. Our school's English Language Arts Achievement continues to lag behind that of the district and the state. According to 2020-2021 Florida Standards Assessment results for English Language Arts, 41% of our 3rd grade students scored a level 3 or above, 26% of our 4th grade students scored a level 3 or above, and 25% of our 5th graders scored a level 3 or above. Collaborative planning provides us with time to routinely analyze current student data and plan appropriately for standards based instruction that is tailored to our students' needs. We will strengthen our collaborative planning sessions by putting practices in place that ensure our allotted time is well structured, focused on the academic success of our students, and used both efficiently and effectively.

**Measurable Outcome:**

If we are focused and effective in our weekly collaborative planning sessions, increased student proficiency will ensue. This will be evidenced by an increase of at least 10 percentage points in English Language Arts Achievement on the Florida Standards Assessment.

**Monitoring:**

The Transformation Coach will facilitate weekly collaborative planning sessions in which tools including, but not limited to student data, state standards, pacing guides, achievement level descriptions, and sample response mechanisms are used to inform instructional planning and lesson delivery. Planning sessions will be documented with agendas and attendance logs. School administration will conduct weekly walk-throughs to monitor how well planning sessions transfer over to classroom instruction and student learning. Lesson plans will be reviewed for indication of differentiated instruction and standards alignment. The results of planning sessions should also be reflected in student performance data. Student performance data will be discussed and used to direct our next steps during weekly collaborative planning. The leadership team will regularly monitor the results of i-Ready and bi-weekly assessments, as well as other progress monitoring tools to ensure our movement in the right direction and then adjust accordingly.

**Person responsible for monitoring outcome:**

[no one identified]

**Evidence-based Strategy:**

Within the targeted area of Collaborative Planning, we will focus on the evidence-based strategy of: Collaborative Data Chats. Collaborative data chats will assist us in accelerating learning for all students, so each is either grade level proficient or on the right path in reaching that goal.

**Rationale for Evidence-based Strategy:**

During our collaborative data chats, we will work together to analyze student performance data. That information will then be used to drive future instruction. Class, group, and individual student performance will be discussed and effective activities and strategies will be shared so teachers are equipped with what is needed to remediate or enrich students on the assessed standards. Our goal is for teachers to leave collaborative data chats with confidence and ready to provide their students with the proper support.

**Action Steps to Implement**

From September 1, 2021 - October 11, 2021, collaborative data chats including teachers, academic coaches, and school based administrators will take place monthly. Participants will arrive prepared for discussion with data sources such as i-Ready, McGraw-Hill Progress Monitoring Assessment results, Reading Horizons intervention skill check and chapter test results, and any other valuable information that will provide insight into how to best address the needs of the students.

**Person Responsible** [no one identified]

Time will be allotted to dig deeper and determine the root cause of student academic struggles. We will consider whether the barrier to a student's success is due to the need to acquire prerequisite skills. If so, identification of those skills is necessary. If not, we will consider other causes with a goal of identifying barriers to success and addressing them appropriately and in a timely manner. This practice will take place from September 1, 2021 - October 11, 2021.

**Person Responsible** [no one identified]

Time will also be allotted for participants to discuss activities and strategies for both remediation and enrichment that have proven successful with their students on the assessed standards of focus. Implementation of this practice will occur regularly from September 1, 2021 - October 11, 2021.

**Person Responsible** [no one identified]

From September 1, 2021 - October 11, 2021, discussion of teacher needs as it relates to additional assistance needed in the classroom will take place during collaborative planning session. Appropriate assistance will be provided through professional development opportunities, collaborative planning, and coaching cycles.

**Person Responsible** Trisha A. Clark (306536@dadeschools.net)

Between November 1, 2021 - December 21, 2021, a monthly data chat calendar will be developed and utilized. The monthly data chat calendar will include the date and time of each data chat and the required participants. These collaborative data chats will be facilitated by the academic coaches and school based administrators, but primarily led by the classroom teachers.

**Person Responsible** Trisha A. Clark (306536@dadeschools.net)

Between November 1, 2021 - December 21, 2021, the academic coaches and school based administrators will develop a structure/process in which we envision our collaborative data chats to flow. It will be implemented as a tool to provide us focus during these sessions but will be revised, as needed, to increase productivity.

**Person Responsible** Trisha A. Clark (306536@dadeschools.net)

Beginning February 7, 2022, instructional support will be provided twice a week for one Third Grade class. Parallel teaching will take place during whole group instruction on those two days.

**Person Responsible** Anjanette Hallman (ahallman@dadeschools.net)

A second teacher led center will be added in both the AM and PM groups for one Third Grade class. This strategy will be put into place by January 31, 2022 and will continue through at least April 29, 2022.

**Person Responsible** [no one identified]



**#3. Culture & Environment specifically relating to Parent Involvement**

**Area of Focus Description and Rationale:**

Based on the 2020-2021 school climate survey, we noticed a decrease from 57% to 52% of participants who disagreed that students come prepared academically to class. Jointly, we noticed there was an increase from 71% to 79% of participants who strongly agreed or agreed with the statement that they felt lack of concern/support from parents. Since academic success is so closely linked with parent involvement we realized this was a critical point to work on.

**Measurable Outcome:**

During the 2021-2022 school year, we will increase parent engagement by 5% as compared to the 2020-2021 school year. This will be evidenced by the parent sign-in logs during our family engagement events, such as but not limited to, parent workshops, Open House, and STEM Night.

**Monitoring:**

This area of focus will be monitored by a regular revision of the teachers' parent contact logs. The assistant principal will ensure that support is being provided to the teachers from the CIS and/or members of the leadership team.

**Person responsible for monitoring outcome:**

[no one identified]

**Evidence-based Strategy:**

The strategies that will be implemented to achieve our goal in this Area of Focus are the effective use of school and district support personnel and family engagement. Our Guidance Counselor and Community Involvement Specialist will support the teachers in bridging the connection between the students' school and home lives by calling parents. They will also take the lead in helping create and host family engagement activities such as Meet and Greet, Open House, Parent Workshops, and STEM Night. These activities will provide an opportunity to build families' capacities in supporting their students' academic growth.

**Rationale for Evidence-based Strategy:**

In the past year, we have seen the difference that the Community Involvement Specialist has made at Lakeview Elementary. She has helped incessantly communicate with parents at times teachers have not been able to. This has been an effective way to bridge the disconnect between our staff and our students' parents. With the support from our CIS and guidance counselor, we will reach as many parents as possible strengthening the connection between school and home showing our support, care, and commitment to our students and their families. To engage the families we will host events with activities that provide opportunities for families to feel genuine commitment to their students. During these experiences, the families will have edifying interactions with our staff that will build their inclinations and capacities in supporting their students' academic growth.

**Action Steps to Implement**

From September 1, 2021 - October 11, 2021, we will work closely with our CIS to create and host Meet and Greet for the Kindergarten students' parents before the 2021-2022 school year begins. This will serve as an opportunity for the administrators, teachers, and other staff members to extend our sincerest welcome. At such time parents will be provided with most current and updated expectations and plans for the incoming students to have substantial academic growth throughout the school year.

**Person Responsible**

[no one identified]

A month after the beginning of the school year, we will host Open House to invite the parents to meet their students' teachers if circumstances did not allow them to previously. At this time they will receive a detailed overview of the expectations for them to be involved in their students' academic journey for the year. They will have an opportunity to setup appointments for teacher-parent conferences and provide

their best contact information to their students' teachers allowing for strong teacher-parent relationships. This will occur from September 1, 2021 - October 11, 2021.

**Person Responsible** Marie R Bleus (pr2821@dadeschools.net)

The leadership team will work with the CIS, Guidance counselor, and teachers to help reach out to parents in their home language, whether it is through translated letters or the translating feature of ClassDojo, to join PTA and other school events, such as but not limited to, school performances. The CIS and Guidance counselor will also reach out to parents who did not join the aforementioned family engagement events. This practice will be ongoing from September 1, 2021 - October 11, 2021.

**Person Responsible** Marie R Bleus (pr2821@dadeschools.net)

The Guidance Counselor will plan and host parent workshops throughout the school year to build parents' capacity in supporting students' academic growth. Parent logs will be in place to evidence the success of these workshops. Implementation of this step will occur during the period of September 1, 2021 - October 11, 2021.

**Person Responsible** Marie R Bleus (pr2821@dadeschools.net)

Within our targeted area of parent involvement, we are using our personnel to their fullest capacity and are creating engaging activities for the families to join. Another engaging event is STEM Night. The STEM liaison will work with the STEM teachers to support them and setup a good day to showcase their students' accomplishments to the parents as a school-wide event. Implementation will occur from September 1, 2021 - October 11, 2021.

**Person Responsible** Marie R Bleus (pr2821@dadeschools.net)

Within the November 1, 2021 - December 21, 2021 timeframe, our Community Involvement Specialist will provide parents with an opportunity to participate in a parent meeting focused on i-Ready. During this parent meeting, parents will be informed of the program's benefits, the district's expectations: pass rate & minutes, and the student log in process.

**Person Responsible** Marie R Bleus (pr2821@dadeschools.net)

From November 1, 2021 - December 21, 2021, the principal and assistant principal will schedule and hold parent data chats with parents of students who need additional support progressing at a rate in which he/she will demonstrate grade level proficiency by the end of the school year.

**Person Responsible** Marie R Bleus (pr2821@dadeschools.net)

We will continue to provide parents with face-to-face opportunities in which they can become more connected with their child's learning. The following opportunities will be provided within the January 31, 2022 - April 29, 2022 timeframe: Understanding Your Child's iReady Scores, i-Ready Overview, and Grade 3 Parent Meeting.

**Person Responsible** Anjanette Hallman (ahallman@dadeschools.net)

Informational meetings focused on the Florida Standards Assessment will be offered to parents of students in grades 3-5. These meetings will provide information such as student performance expectations, test-taking strategies, and tips on how parents can help their children at home.

**Person Responsible** Anjanette Hallman (ahallman@dadeschools.net)



#### #4. Leadership specifically relating to Leadership Development

**Area of Focus Description and Rationale:** Based on the 2020-2021 SIP Survey, 44% of the participants responded that they receive weekly guidance in using data to plan their instruction, which is a 30% decrease compared to the previous year's survey. Although 25% responded they received the aforementioned guidance monthly it is still considered an area of focus to be reviewed because 13% of the participants responded that they never receive guidance.

**Measurable Outcome:** During the 2021-2022 school year, the leadership team plans to provide the faculty with necessary guidance in using data to plan instruction on a weekly basis. This will be evidenced in the students' performance on bi-weekly assessments with a minimum of 70% demonstrating proficiency skills.

**Monitoring:** This Area of Focus will be monitored by implementing weekly leadership walkthroughs with the objective of observing curriculum strategies in place. These strategies will come directly from the collaborative planning sessions with the Reading Coach, which will be overseen periodically by the leadership team.

**Person responsible for monitoring outcome:** Marie R Bleus (pr2821@dadeschools.net)

**Evidence-based Strategy:** The evidence-based strategies that will be implemented for this Area of Focus are clearly defining priorities and managing data systems and processes. The leadership team will ensure that the school's goals remain the focus and will set timelines for completing the tasks that lead to successfully completing said goals. In order to improve this Area of Focus the leadership team will also meet with stakeholders regularly to review data, discuss the implications of the data and help create a plan to implement next steps.

**Rationale for Evidence-based Strategy:** This strategy was chosen because timelines and consistency are essential to academic success. Establishing the final goal as the main focus helps design short-term goals that lead to a successful end product. Having pre-determined questions to assist in analyzing the data will help the leadership team guide the faculty in creating and implementing a plan with the adequate steps to improve outcomes for students.

#### Action Steps to Implement

To address the Area of Focus, the Literacy Coach will work closely with ELA teachers to ensure that productive collaborative planning occurs on a weekly basis. During these sessions the Literacy Coach will gauge the needs of each teacher and ensure that appropriate assistance is provided in utilizing data to plan instruction. Implementation will take places from September 1, 2021 - October 11, 2021.

**Person Responsible** Trisha A. Clark (306536@dadeschools.net)

The leadership team will conduct weekly walkthroughs with the purpose of observing the teachers' implementation of the goals set during the previous week's collaborative planning session. After each walkthrough, written feedback will be provided to aid each teacher in gauging their success in meeting their goal or allowing for more time to grow. This practice will be ongoing from September 1, 2021 - October 11, 2021.

**Person Responsible** Marie R Bleus (pr2821@dadeschools.net)

Based on the outstanding moments observed during classroom visitations, the leadership team will provide the opportunity for teachers to share their best practices with their colleagues during meetings once a month. Faculty will also be offered opportunities to create Professional Development sessions

where they may show their areas of expertise to their colleagues and exchange best practices. Implementation will occur from September 1, 2021 - October 11, 2021.

**Person Responsible** Marie R Bleus (pr2821@dadeschools.net)

During the period of September 1, 2021 - October 11, 2021, the leadership team will encourage faculty members to engage in social activities to create a positive and cohesive school culture. This will allow for everyone to feel comfortable sharing opinions, ideas, best practices, and other friendly exchanges in order to allow for mental and emotional breaks and support. Consequently, everyone will feel encouraged to continue growing and developing their leadership skills.

**Person Responsible** Marie R Bleus (pr2821@dadeschools.net)

From November 1, 2021 - December 21, 2021, school based administrators and academic coaches will identify model teachers and ask if they are willing to allow other teachers to visit their classrooms to observe those teachers' specific areas of strength. A calendar will then be created to organize our Learning Walk.

**Person Responsible** Marie R Bleus (pr2821@dadeschools.net)

A note taking sheet with clearly defined observables will be created as a guide for each Learning Walk. This will be created and utilized during the November 1, 2021 - December 21, 2021 timeframe.

**Person Responsible** Trisha A. Clark (306536@dadeschools.net)

Learning walks will take place between January 31, 2022 and April 29, 2022, Teachers who are implementing best practices in their classrooms will be spotlighted. Teachers in need of additional support will be afforded the opportunity to visit the classroom of a model teacher and learn practices and strategies they can implement in their own classroom.

**Person Responsible** Anjanette Hallman (ahallman@dadeschools.net)

During the January 31, 2022 and April 29, 2022 timeframe, we will shift our monthly professional development sessions to professional learning communities. Structures will be put into place to empower teachers to not only share best practices and strategies in which they've had success, but also learn from their peers.

**Person Responsible** Trisha A. Clark (306536@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.

**Though this past school year was relatively free of student behavior requiring disciplinary actions, at times, some students have a tendency to engage in verbal confrontations which could easily escalate. To maintain our low incident rate, we will continue to build character by focusing on one core value per month as outlined through Values Matter. Additionally, our guidance counselor and our mental health counselor will put preventive measures in place by supporting small groups of students who have been identified through our Early Warning Systems. Other students exhibiting behaviors of concern will be referred to our school's guidance counselor for support in building character and coping with challenging situations.**

#### **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 building and maintaining supportive staff and student relationships, engaging learning environment, and addressing the social-emotional wellness of our students. Our school builds a positive school culture and environment by encouraging school pride that is contagious. Our dolphins are proud to sing our school song every morning allowing the lyrics to touch their hearts and minds setting the grounds for academic success each day. At Lakeview Elementary, celebrating success of students and staff is essential. Accomplishments and collaboration are emphasized continuously through verbal feedback, encouraging notes, and a variety of incentives. Moreover, we foster high expectations using a growth mindset. Members of our staff model dedication, hard-work, open-mindedness and risk-taking. They take every challenge as an opportunity to learn and grow. Our students observe and imitate these characteristics regularly. In addition, we ensure the social and emotional wellness of our students by maintaining a pattern of supportive interactions which foster positive staff and student relationships. The leadership team, the school counselor, the mental health counselor, and all teachers support and nurture the relationships with our students. We also encourage family and community engagement to foster open communication and positive school-home relationships. We host events, such as meet-and-greet night, Open House, and STEM night to encourage parent involvement. Bullying and harassment complaints are addressed immediately to maintain physical and emotional safety. We also have established protocols that encourage welcoming classrooms to promote an environment that is conducive to teaching and learning. With the implementation of all these ideas we have created a pleasant and effective atmosphere for all students and staff to feel comfortable and proud of forming part of Lakeview

Elementary School.

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

The stakeholders taking the lead in regards to promoting a positive culture and environment are the principal, assistant principal, instructional coach, teacher leaders, and counselor. These individuals, also known as the leadership team, epitomize partnership and collaboration. Their example sets the basis for a cohesive staff and student body. The principal has the task of monitoring and overseeing all school initiatives and addressing concerns of morale. She will implement team building and morale boosting activities regularly to foster an adequate environment. The assistant principal will monitor mentorship programs for new teachers and will work closely with the principal to ensure all concerns are addressed promptly and effectively. He will also share information pertinent to school culture with stakeholders in a timely manner. The instructional coach and teacher leaders will exemplify teamwork by fostering an open communication line between the leadership team and other stakeholders. They will provide and respond to feedback from the stakeholders. All leadership team members are responsible for making diligent efforts to connect and build relationships with students, parents, families, and staff.

**Part V: Budget**

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

1	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Parent Involvement	\$0.00
4	III.A.	Areas of Focus: Leadership: Leadership Development	\$0.00
<b>Total:</b>			<b>\$0.00</b>