Charles R Hadley Elementary School

2021-22 Schoolwide Improvement Plan

Table of Contents

Charles R Hadley Elementary School

8400 NW 7TH ST, Miami, FL 33126

http://crhadley.dadeschools.net/

Demographics

Principal: Jordana Schneider C

Start Date for this Principal: 6/17/2020

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)	88%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: A (62%) 2017-18: B (58%) 2016-17: B (60%)
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

Charles R Hadley Elementary School

8400 NW 7TH ST, Miami, FL 33126

http://crhadley.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	74%

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		A	A	B

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

Charles R. Hadley's Mission Statement is to ensure student achievement by providing a quality education in a safe, nurturing environment.

Provide the school's vision statement.

Charles R. Hadley's Vision Statement is to guarantee all students a solid foundation of knowledge.

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
Hannah, Cynthia	Principal	Ensures that academic policies and curriculum are followed. Develops and tracks benchmarks for measuring institutional success. Helps teachers maximize their teaching potential. Meets and listens to concerns of students on a regular basis. Encourages, guides and assists student leaders and teacher. Meets with parents and administrators on a regular basis for problem resolution. Enforces discipline when necessary. Provides an atmosphere free of any bias in which students can achieve their maximum potential.
Vazquez, Stacey	Assistant Principal	Assists the principal in planning and administering instructional programs. Assists the principal in working collaboratively with the Educational Excellence School Advisory Council (EESAC) to identify school wide needs which support the school improvement plan. Assists the principal in explaining and enforcing policies, methods, and procedures. Implements attendance procedures in accordance with Board policies. Works cooperatively with teachers, parents, and community to resolve disciplinary matters to ensure appropriate behaviors within the learning environment. Assists the principal in working cooperatively with students, parents, staff, and community agencies to ensure appropriate behaviors within the learning environment. Assists the instructional staff in self-improvement and keeps them informed of available curriculum materials and staff development services. Assists the principal in the assignment, training, supervision, and evaluation of staff. Makes suggestions to the principal for improving the curriculum and managing the school sites. Assists the principal in assuring the safety and security of students.
Perez, Claudia	Reading Coach	Assists with the coordination and implementation of the K-12 Comprehensive Research based Reading Plan. Utilizes the coaching model with teachers at the school site. Provides site based professional development to staff that is aligned to the needs of students based upon student assessment data. Assists administration of assessments and assists classroom teachers in the interpretation of student assessment data. Assists in coordination and monitoring intervention services to identified students. Participates in professional development and shares content with school site personnel. Plans and implements a professional development schedule to includes topics such as but not limited to: the five essential elements of reading, the effective utilization of research-based reading materials, the effective implementation of differentiated instruction, the implementation of professional study groups,

Name	Position Title	Job Duties and Responsibilities
		analyzing and utilizing student assessment data. Performs other duties comparable to the above.
Fuentes, Juan	Math Coach	Assists with the coordination and implementation of the Comprehensive Mathematics Plan, District Mathematics Curriculum, and Florida's Mathematics Standards. Utilizes the coaching model with teachers at the school site. Assists administration and classroom teachers in the interpretation of student assessment data. Facilitates mathematics learning team. Participates in professional development and shares the content with school-site personnel. Plans and implements a professional development schedule and provides site-based professional development in mathematics content, instructional strategies, literacy, and technology to staff that is aligned to the needs of students based upon student assessment data.
Batallan, Elaine	ELL Compliance Specialist	Coordinates the ESOL referrals, testing and reevaluation process. Conducts the aural/oral language testing on new students grades entering schools, and follow-up on the students in need of standardized testing. Assists ESOL teachers with determining education alternatives/interventions, which may be available within the school. Assists ESOL teachers and basic subject area personnel by conducting or facilitating appropriate professional development. Chairs LEP committee meetings, as needed within the school. Acts as a trainer/resource to school level staff regarding ESOL procedures, State Board rules and the Consent Decree. Verifies any edits ESOL coding verification generated from the on-line ESOL automated system during FTE survey periods. Attends workshops, conferences and meetings necessary to maintain and update professional knowledge in the ESOL area.
Artiles, Lourdes	Teacher, PreK	Creates lesson plans for instruction. Assists students with exercises and class activities; concentrates efforts with small groups of students and individuals as necessary. Analyzes and uses data to meet school readiness goals for children. Compiles, prepares and organizes materials and classroom for instruction and classroom activities. Lead students toward the fulfillment of their potential for intellectual, emotional, physical and social growth in a safe environment. Schedules and attends parent conferences as required by the program guidelines and procedures. Analyzes on-going assessments, sets up special projects, escorts children to

Name	Position Title	Job Duties and Responsibilities
		other areas of the school, and monitors student behavior. Assists individual children with special needs and/or in need of special attention. Maintains a safe learning environment for all learners.
Bulnes, Lourdes	Other	Attends all team leader meetings. Prepares a monthly calendar of team activities to be submitted to the team leader council. Acts as a liaison between team leaders and team members. Organizes team activities to facilitate cohesiveness. Coordinates at least one full interdisciplinary unit. Provides in-service training to team members.

Demographic Information

Principal start date

Wednesday 6/17/2020, Jordana Schneider C

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

29

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.*

18

Total number of teacher positions allocated to the school

40

Total number of students enrolled at the school

608

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

24

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	61	94	64	81	115	117	0	0	0	0	0	0	0	532
Attendance below 90 percent	3	12	8	6	7	7	0	0	0	0	0	0	0	43
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	9	7	15	0	0	0	0	0	0	0	31
Course failure in Math	0	0	0	6	10	16	0	0	0	0	0	0	0	32
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	0	18	25	33	37	33	0	0	0	0	0	0	0	146

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	0	0	5	7	13	0	0	0	0	0	0	0	26

The number of students identified as retainees:

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

Date this data was collected or last updated

Tuesday 7/27/2021

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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	106	74	92	130	133	111	0	0	0	0	0	0	0	646
Attendance below 90 percent	12	9	7	7	7	7	0	0	0	0	0	0	0	49
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	9	9	16	2	0	0	0	0	0	0	0	36
Course failure in Math	0	0	6	11	16	2	0	0	0	0	0	0	0	35
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	2	11	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	4	0	0	0	0	0	0	0	5

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	5	8	13	6	0	0	0	0	0	0	0	32

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				68%	62%	57%	70%	62%	56%
ELA Learning Gains				62%	62%	58%	60%	62%	55%
ELA Lowest 25th Percentile				65%	58%	53%	47%	59%	48%
Math Achievement				72%	69%	63%	72%	69%	62%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
Math Learning Gains				61%	66%	62%	62%	64%	59%
Math Lowest 25th Percentile				49%	55%	51%	38%	55%	47%
Science Achievement				54%	55%	53%	56%	58%	55%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	63%	60%	3%	58%	5%
Cohort Comparison						
04	2021					
	2019	60%	64%	-4%	58%	2%
Cohort Comparison		-63%				
05	2021					
	2019	66%	60%	6%	56%	10%
Cohort Comparison		-60%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	84%	67%	17%	62%	22%
Cohort Comparison						
04	2021					
	2019	68%	69%	-1%	64%	4%
Cohort Comparison		-84%				
05	2021					
	2019	56%	65%	-9%	60%	-4%
Cohort Comparison		-68%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	48%	53%	-5%	53%	-5%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

The progress monitoring tool that was used by grade level to compile the below data was i-Ready Diagnostics (AP1, AP2, and AP3) in Reading and Math in grades K-5.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	27.1%	54.2%	66.1%
	Economically Disadvantaged	27.5%	54.9%	62.7%
	Students With Disabilities	12.5%	50%	37.5%
	English Language Learners	16.7%	33.3%	33.3%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	24.1%	37.3%	72.9%
	Economically Disadvantaged	26%	35.3%	70.6%
	Students With Disabilities	37.5%	37.5%	50%
	English Language Learners	16.7%	25%	66.7%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	29.5%	42.3%	61.5%
	Economically Disadvantaged	22.7%	39.4%	60.6%
	Students With Disabilities	10%	20%	20%
	English Language Learners	12.5%	25%	37.5%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	24.4%	33.33%	52.6%
	Economically Disadvantaged	22.7%	33.33%	48.5%
	Students With Disabilities	10%	10%	20%
	English Language Learners	37.5%	25%	62.5%

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	46.5%	56.1%	70.2%
	Economically Disadvantaged	44%	52%	68%
	Students With Disabilities	N/A	N/A	12.5%
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	15.9%	43.4%	54.4%
	Economically Disadvantaged	13.1%	39.4%	52%
	Students With Disabilities	6.3%	18.8%	31.3%
	English Language Learners	N/A	N/A	N/A

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	37.6%	41.9%	46.5%
	Economically Disadvantaged	34%	42%	44.9%
	Students With Disabilities	5%	25%	25%
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	23.1%	42.7%	57.9%
	Economically Disadvantaged	19%	38%	53.1%
	Students With Disabilities	N/A	20%	20%
	English Language Learners	N/A	N/A	N/A

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	43.4%	54.5%	60.6%
	Economically Disadvantaged	42.7%	53.9%	60.7%
	Students With Disabilities	37.5%	37.5%	25%
	English Language Learners	N/A	20%	20%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	43.9%	61.6%	67.7%
	Economically Disadvantaged	43.2%	64%	68.5%
	Students With Disabilities	25%	50%	37.5%
	English Language Learners	N/A	N/A	20%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	33%	N/A
	Economically Disadvantaged	N/A	32%	N/A
	Students With Disabilities	N/A	29%	N/A
	English Language Learners	N/A	17%	N/A

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	29	30		29	40						
ELL	63	62	58	56	30	38	51				
HSP	60	53	48	54	28	32	49				
FRL	57	51	50	50	29	32	48				
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	42	47	50	34	40	45	8				
ELL	68	61	65	69	60	51	53				
HSP	68	62	65	72	61	50	55				
FRL	67	59	66	71	59	52	50				

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
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	39	56	38	35	43	40	30				
ELL	63	56	49	65	51	40	39				
HSP	70	60	47	72	61	37	56				
FRL	70	61	51	72	63	40	54				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	64
Total Points Earned for the Federal Index	390
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	53
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	

Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	49
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	47
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?

The school to district comparison shows an increase in the Achievement gap widening from grades 3 to 5 grade in both ELA and Math.
All ELA Subgroups Achievement increased except for grades 1 and 5 SWD, which decreased by 12.5 percentage points respectively.
Based on the Progress Monitoring Report, all ELA Subgroups Learning Gains increased except for SWD students in grades 1 and 5.
Based on the Ramping Up for the School Year School Profile Report, ELA Proficiency and Learning Gains decreased by 8 percentage points; Learning Gains L25 decreased by 17 percentage points; and Learning Gains increased across all grade levels.
Based on the Ramping Up for the School Year School Profile Report, Math Proficiency decreased by 18 percentage points; Learning Gains decreased by 32 percentage points; and Learning Gains L25 decreased by 17 percentage points.
Based on the Ramping Up for the School Year School Profile Report, Science Proficiency decreased by 5 percentage points.
Based on the Spring 2021 Florida Assessments Results ELA Grade 3, 52 percentage points of the students tested scored on Level 3 and above; Grade 4, 56 percentage points; and Grade 5, 56 percentage points.
Based on the Spring 2021 Florida Assessments Results Math Grade 3, 46 percentage points of the students who took the assessment scored on Level 3 and above; Grade 4, 50 percentage points; and Grade 5, 59 percentage points.

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

The majority of our ELA Subgroups Learning Gains increased by an average of 23 percentage points. SWD Students decreased by 12.5 percentage points in grades 1 and 5. The area with the greatest need for improvement is 4th Grade, which only increased from 37 percentage points to 46.5 percentage points. The majority of our Math Subgroups Leaning Gains increased by an average of 32 percentage points. The areas with the greatest need for improvement is 2nd Grade, which only increased from 24.4 percentage points to 52.6 percentage points. Based on the Spring Florida Assessments Results ELA Grade 3, 52 percentage points scored on Level 3 and above, which requires DI and Intervention Strategies to be conducted with fidelity.

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

We remodeled the title III tutoring program to include targeted students who showed limited proficiency in the state assessments in Reading and Math that would benefit from the additional support. Additionally, the Reading and Math intervention programs became push-in instead of pull-out.

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

Based on the Progress Monitoring, Grade 1 overall ELA improved by 39 percentage points, from 27.1 percentage points to 66.1 percentage points. Grade 1 overall Math also improved by 48 percentage points, from 24.1 percentage points to 72.9 percentage points.

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

We created a collaborative planning schedule that allotted time to plan for DI. Administrators attended weekly collaborative planning sessions and contributed to conversations with individual departments to carefully align resources. The teachers delivered job-embedded PD sessions focused on DI in

Reading, Writing, and Math. The teachers and administrative team conducted evening SAT/FSA parent training sessions for Reading, Writing, and Math. During Open House, the teachers informed the parents about the pacing guides and expectations. The teachers held meetings with at-risk students and parents to inform them on their academic progress and encouraged self-monitoring.

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

Data-driven Instruction; Differentiated Instruction; Extended Learning Opportunities; Standards-Based Collaborative Evaluations of Student Work; Interventions- RTI; closely monitor iReady usage; continue the implementation of the Attendance Carnival and Academic Awards program; and include a student-incentive program for iReady progress.

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 using data to drive instruction to include Performance Matters and iReady; the SAMR Model to increase Rigor (September/21), Aligning resources to small group instruction (October/21); Tracking OPM data and the Intervention Program (November/December/21), making adjustments to groups as data becomes available (2/21); and continuous data chats with individualized feedback and next steps (ongoing). Coaching cycles will also be implemented individually with teachers to support specific needs (ongoing). Best-practices job-embedded PD will be scheduled during Faculty Meetings (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 a member of the LT will attend to ensure fidelity to the strategies being implemented school-wide that are aligned to the goals. Extended Learning opportunities will be provided with before and after school tutoring and interventions as well as and STEAM-based clubs. Walk-throughs will be conducted to ensure that standards-based instruction is taking place with fidelity (ongoing). A teacher mentorship program will be implemented to assist the ever changing needs of our faculty. Professional Learning Communities will be incorporated to conduct two book studies. Quarterly Educational Field Trips will be conducted. An enhanced communication system will be implemented to include school-wide shared OneDrive folder for best practices, morning announcements, student newsletters, student calendars and staff calendars.

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 School Climate PD Survey, 32.5% our school staff indicated a need for professional learning communities; 25% teacher-driven observation; 17.5% lesson study; 15% co-teaching; and 10% the coaching model.
Measurable Outcome:	If we successfully implement standards-aligned instruction, professional learning communities and book-study, then 80% of the teachers will understand the school-wide initiatives that are aligned with school goals and district mandates. Standards-based instruction allows teachers and students to be on the same page by specifying how teachers and students will meet their education goals, including specific concepts, order, or instructional materials. This happens directly by following the District's Pacing Guides and using the instructional resources that are aligned with the state standards. Professional Learning Communities provide clarity of purpose and a collaborative culture, turn collective inquiry into a best practice and examine current reality, and committed to continuous improvement. Book study increases brain connectivity, vocabulary and comprehension, creates empathy with other people, reduces stress, and increases writing skills.
Monitoring:	The Leadership Team will monitor the standard-aligned instruction by conducting walk-throughs and analyzing topic, weekly and iReady assessments which are aligned to state standards during quarterly data chats. The PLCs and book study will be established and monitored by the Leadership Team.
Person responsible for monitoring outcome:	Cynthia Hannah (drcynthialhannah@dadeschools.net)
Evidence-based Strategy:	Collaborative Planning improves collaboration among teachers and promotes learning, insights, and constructive feedback. Establishing and Implementing Instructional Frameworks is a planning tool for promoting and sustaining a set of inquiry practices that result in the achievement of all students during the instructional block. Standards-Based lessons include detailed objectives, activities and assessments that evaluate students on the aligned standards-based content. Instructional Support/Coaching is when teachers work together to set a measurable goal to improve instructional outcomes. PLCs and book study is acknowledged as constantly engaging in a cycle of learning and sharing that learning in process or product as a means of encouraging the staff themselves to engage in sustained professional learning.
Rationale for Evidence-based Strategy:	Standards-aligned instruction, PLCs, book study and the coaching model will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

Action Steps to Implement

8/23/21-10/29/21: The Reading and Math coaches meet with each grade level. As a result, lesson plans will be crafted to meet the customized needs of all learners as evidenced by the grade-level sign-in agendas.

Person Responsible	Cynthia Hannah (drcynthialhannah@dadeschools.net)

8/23/21-10/29/21: Teachers will develop lesson plans that are inclusive of DI instruction. As a result, teachers will have student groups, appropriate resources, and lesson plans that reflect DI instruction.

Person Responsible	Cynthia Hannah (drcynthialhannah@dadeschools.net)

8/23/21-10/29/21: The teachers will create data reports that monitor student performance that are aligned to weekly small group instruction. As a result, teachers will use data reports to monitor student progress and adjust level of instruction as necessary. The evidence will be found in the teachers' data binder and the students' notebooks.

Person Responsible	Cynthia Hannah (drcynthialhannah@dadeschools.net)

8/23/21-10/29/21: Progress monitoring assessment, topic assessment data results and iReady data instructional usage report will be used as a tool during planning. As a result, data-driven instruction will take place. The evidence will be found in the teachers' data binder and the students' notebooks.

Person Responsible	Cynthia Hannah (drcynthialhannah@dadeschools.net)

11/1/21-12/17/21: Monthly best practices will be shared during Faculty Meetings. As a result, staff members will be supported through professional development and given the tools to meet the needs of all students.

Person Responsible	Cynthia Hannah (drcynthialhannah@dadeschools.net)

11/1/21-12/17/21: Biweekly collaborative grade-level meetings to ensure effective instructional planning and strategies are implemented. As a result, teachers will deliver rigorous instruction, share best practices, and strategies to address student challenges.

Person Responsible	Cynthia Hannah (drcynthialhannah@dadeschools.net)

1/3/22-1/24/22: Mini-hands on trainings for teachers during collaborative planning and faculty meetings on effective implementation and use of gradual release model to ensure differentiated instruction is taking place with fidelity and is aligned to the student data.. As a result, teachers will develop classroom bell to bell systems that are conducive to small group instruction such as allocated space, student data driven activities and posted group rotations.

Person Responsible	Cynthia Hannah (drcynthialhannah@dadeschools.net)

1/3/22-1/24/22: Family engagement strategies will be implemented to increase the effectiveness of standards-based instruction. As a result, this will improve likelihood of positive outcomes for families; allow parents to model for children ways they can be involved and contribute; and foster the home-to-school communication.

Person Responsible	Cynthia Hannah (drcynthialhannah@dadeschools.net)

#2. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale:	Based on the Progress Monitor iReady AP1-AP3 data review, our school will implement the Targeted Element of Differentiation and Intervention. We selected the overarching area of Differentiation and Intervention based on our findings that demonstrated proficiency in Reading and Math did not reach mastery at 70% with the exception of incoming first and fourth graders for Reading and incoming first and second graders for Math. We are not meeting the unique needs of all learners therefore it is evident that we must improve our ability to differentiate instruction and provide tailored interventions based on the levels of the students we serve. We will provide the scaffolding necessary for the students to access grade-level content in order to make learning gains and move towards proficiency. Based on the Spring Florida Assessments Results ELA Grade 3, 52 percentage points scored on Level 3 and above, which requires DI and Intervention Strategies to be conducted with fidelity by the homeroom teachers and hire additional interventionists as needed. The Reading Coach will provide Intervention to foster a culture of collaboration and increase percentage of third grade students scoring Level 3 and higher on the 2022 statewide standardized English Language Arts assessment by 3 percentage points.
Measurable Outcome:	If we successfully implement Differentiation and Intervention, then our students will increase by a minimum of 10 percentage points as evidenced by the 2022 Spring iReady Assessment. The teachers and Reading Coach will provide Intervention to foster a culture of collaboration and increase percentage of third grade students scoring Level 3 and higher on the 2022 statewide standardized English Language Arts assessment by 3 percentage points.
Monitoring:	The Leadership Team will conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure quality instruction is taking place. Data Analysis of formative assessments of students will be reviewed monthly to observe progress. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth on OPMs.
Person responsible for monitoring outcome:	Cynthia Hannah (drcynthialhannah@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Differentiation and Intervention, our school will focus on the evidence-based strategy of: Data-Driven Instruction. Data-Driven instruction will assist in accelerating the learning gains of our students as it is a systematic approach of instruction to meet the students' needs. Data-Driven instruction will be monitored through the use of data reports generated by teachers to drive instructional planning and data driven conversations to include OPMs.
Rationale for Evidence-based Strategy:	Data-Driven Instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

Action Steps to Implement

8/23/21-610/29/21: Administration and instructional coaches will conduct weekly Wednesday walk-throughs to ensure that differentiated instruction and intervention are being implemented with fidelity as evidenced by the instructional coaches' calendars. As a result, all classrooms will have DI and intervention systems in place.

| **Person Responsible** | Cynthia Hannah (drcynthialhannah@dadeschools.net) |

8/23/21-10/29/21: Administration and instructional coaches will review the Walkthrough List of DI/ Intervention Essentials for evidence of resources in the classrooms. As a result, all classrooms will have the required resources to implement DI and Intervention.

| **Person Responsible** | Cynthia Hannah (drcynthialhannah@dadeschools.net) |

8/23/21-10/29/21: Administration and instructional coaches will look for evidence of DI Rotation Schedules; DI Groups chart; student DI folders with leveled activities; Intervention Pacing Calendar; Reading Horizons Data Tracker per teacher; Reading Horizons Student Data Trackers, Sounds and Blends mini-posters, and Skills Bookmarks in the journals. As a result, DI and Intervention will be in place within the classrooms.

| **Person Responsible** | Cynthia Hannah (drcynthialhannah@dadeschools.net) |

8/23/21-10/29/21: Administration and instructional coaches will monitor iReady instructional usage and passing rates on a weekly basis as evidenced by the Instructional Coaches' Calendars. As a result, student engagement on iReady usage and passing rates will increase and ensure the implementation of data-driven instruction is taking place.

| **Person Responsible** | Cynthia Hannah (drcynthialhannah@dadeschools.net) |

11/1/21-12/17/21: Biweekly grade-level meeting will be conducted by grade-level chairs for the purpose of discussing ongoing progress monitoring data. As a result, students will receive the appropriate acceleration during differentiated instruction.

| **Person Responsible** | Cynthia Hannah (drcynthialhannah@dadeschools.net) |

11/1/21-12/17/21: Professional development for teachers during collaborative planning on effective implementation of differentiated instruction aligned to the student data. As a result, teachers will develop classroom systems that are conducive to small group instruction, such as allocated space, student data trackers, and posted groups.

| **Person Responsible** | Cynthia Hannah (drcynthialhannah@dadeschools.net) |

1/3/22-1/24/22: Bi-weekly collaborative grade-level planning will take place using Topic assessment data to
drive instruction, and use of district pacing guide to ensure standards are being taught. As a result, teachers will deliver rigorous standard based instruction, share best practices and strategies to address student challenges.

| **Person Responsible** | Cynthia Hannah (drcynthialhannah@dadeschools.net) |

1/3/22-1/24/22: Teachers will continue to develop lesson plans that are inclusive of differentiated instruction
using topic assessment, progress monitoring assessment data and I-Ready diagnostic 2 data to guide planning. As a result, teachers will
have the appropriate student groups that will address specific learning needs based on data.

| **Person Responsible** | Cynthia Hannah (drcynthialhannah@dadeschools.net) |

#3. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	Based on the student school climate survey data review, our school will implement the Targeted Element of Social Emotional Learning. Through our data review, we noticed the students experience limited social-emotional support from adults at school due to social distancing protocols and the shift to online learning.
Measurable Outcome:	If we successfully implement the Targeted Element of Social Emotional Learning, our students will improve academic outcomes and classroom behavior, improve class and school climate, and increase motivation. It teaches problem solving skills and it has a positive impact on educators' personal and professional success. As a starting point, both educators and students need to feel valued and safe, which in turn will improve student learning. With consistent SEL initiatives, our student performance and learning gains will improve 10 percentage points in our iReady data. The school climate survey will show an increase of 10 percentage points in "strongly agree" and "agree" responses with the statement "adults in my school care about me as an individual" by June 2022.
Monitoring:	The Leadership Team will work to connect with students who express a social-emotional need to be accepted by the adults at their school. The Leadership Team, counselors and staff will instruct whole classes in SEL activities and lessons. The counselors will mentor individually or in a small group setting the targeted students who consistently express a lack of social-emotional connection with the adults at the school. To ensure we are on track to meeting the outcome above, informal surveys and discussions will be conducted during SEL sessions.
Person responsible for monitoring outcome:	Cynthia Hannah (drcynthialhannah@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of SEL, our school will focus on the evidence-based strategy of: Social and Emotional Learning (SEL) initiatives which involves the processes through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (Casel 2013).
Rationale for Evidence-based Strategy:	SEL Initiatives will assist in improving academic outcomes and classroom behavior, improve class and school climate, and increase motivation. The initiatives will provide the LT with a systematic approach to identify social-emotional areas of growth.

Action Steps to Implement

8/23/21-6/10/22: Teachers will implement a brief whole class dialog on SEL situations and challenges and offer possible coping strategies weekly. As a result, students will have a reflection journal in their "Feel Good Friday" SEL Yellow Folder.

Person Responsible	Cynthia Hannah (drcynthialhannah@dadeschools.net)

8/23/21-6/10/22: The counselors will mentor individually or in a small group setting the targeted students who consistently express a lack of social-emotional connection with the adults at the school as evidenced by their activity logs. As a result, students will be empowered to speak to an adult and express their feelings.

Person Responsible	Cynthia Hannah (drcynthialhannah@dadeschools.net)

8/23/21-6/10/22: The leadership team, teachers, counselor, student and family will meet to discuss the findings and offer possible coping strategies for the specified challenges as evidenced by the meeting agenda. As a result, the students will receive valuable coping strategies for challenging situations.

Person Responsible	Cynthia Hannah (drcynthialhannah@dadeschools.net)

8/23/21-6/10/22: The counselors will conduct ongoing classroom walkthroughs to do Emotional Checks. As a result, any spontaneous situation that arises can be addressed in a proper manner.

Person Responsible	Cynthia Hannah (drcynthialhannah@dadeschools.net)

11/1/21-12/17/21: School-wide discipline assembly to address student code of conduct, Values Matter Initiatives, Anti-Bullying, school safety, and student services support implementation. As a result, students will gain social-emotional awareness.

Person Responsible	Cynthia Hannah (drcynthialhannah@dadeschools.net)

11/1/21-12/17/21: Celebrate student success using Values Matter Initiative. School counselor will provide teachers with the monthly core value, teachers will discuss the core value, and encourage the use of the selected core value by all students. As a result, the school will spotlight students who have been nominated by their teachers to represent their grade level as models for a selected core value each month via Morning Announcements.

Person Responsible	Cynthia Hannah (drcynthialhannah@dadeschools.net)

1/3/22-1/24/22: Continue to celebrate student success using Values Matter Initiative. School Leadership Team will continue to provide teachers with the Monthly CORE Value, teachers will discuss the CORE Value, and
encourage the use of the selected CORE Value by all students. As a result, school will spotlight students who have been nominated by their teachers to represent their grade-level as models for a selected CORE value each month via monthly Zoom meetings.

Person Responsible	Cynthia Hannah (drcynthialhannah@dadeschools.net)

1/3/22-1/24/22: Student Services will implement Grief Sensitive School Initiative. As a result, this will support students in school by better equipping teachers to care for grieving students by introducing grivingstudents.org and other valuable grief resources.

Person Responsible	Cynthia Hannah (drcynthialhannah@dadeschools.net)

#4. Leadership specifically relating to Instructional Leadership Team	
Area of Focus Description and Rationale:	Based on qualitative data from the School Climate survey and the SIP survey and review of the Core Leadership Competencies, we want to use the Targeted Element of Instructional Leadership Team. Teachers in the building feel that staff morale is low, therefore we want to develop teacher leaders by involving them in school-wide initiatives and ensuring they are informed and feel as though they have membership in the school community. By involving them in school-wide initiatives and allowing them the opportunity to further their learning, student success is positively impacted.
Measurable Outcome:	If we successfully implement the Targeted Element of Instructional Leadership Team, our teachers will be provided the opportunity to contribute to school-wide decisions through monthly meetings. This will be realized through teachers participating in the logistical elements of meetings, presenting ideas to solve issues that arise, etc. The percentage of teachers in leadership roles will increase by at least 5% during the 2021-2022 school year.
Monitoring:	The Leadership Team will identify specific staff members that are experts in areas that will serve as leads with new initiatives and development. By involving teachers, we hope to create an environment of shared leadership and increased school morale. This initiative will be evident by teacher leaders providing support and development to their colleagues in various areas. To ensure we are on the right track, teachers who receive support will share the knowledge they have gained during faculty meetings.
Person responsible for monitoring outcome:	Cynthia Hannah (drcynthialhannah@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Instructional Leadership Team, we will focus on the evidence-based strategy of: Involving Staff in Important Decisions. By creating an "Experts in My Building" list and involving teachers in the decision making process, we hope to increase the feeling of shared leadership and school morale. Experts in the building will provide recognition for best practices and leadership initiatives in support to the LT on a monthly basis to ensure we are on the right track to meeting the outcome above.
Rationale for Evidence-based Strategy:	Involving Staff in the leadership process will assist in integrating the talents of teachers within the building to carry out the vision, the mission, and achieve the solutions to challenges that may arise. Throughout this process, the LT will create buy-in and bring creative and innovative solutions to the forefront and as a result increase staff morale.

Action Steps to Implement

8/23/21-10/29/21: All stakeholders will participate in the school-wide decision making process during EESAC Meetings. As a result, teacher representatives from each grade level, students, parents, and community partners will have an authentic role in decisions which affect instruction and the delivery of programs.

Person Responsible	Cynthia Hannah (drcynthialhannah@dadeschools.net)

8/23/21-10/29/21: Involving Staff in the leadership process ensures the school is on the right track of involving staff members with authentic decisions that affect school improvement. As a result, the "Experts in My Building" will be recognized during the monthly Faculty Meetings for best practices and leadership initiatives.

Person Responsible	Cynthia Hannah (drcynthialhannah@dadeschools.net)

8/23/21-10/29/21: Teacher leaders will bring creative and innovative solutions that will ensure that staff morale is being increased. As a result, monthly Leadership Team meetings will be conducted by teacher leaders within the building who will carry out the vision and mission of the school.

Person Responsible Cynthia Hannah (drcynthialhannah@dadeschools.net)

8/23/21-10/29/21: Teachers that receive support from their colleagues in core subject areas, will share their experiences on a regular basis during Leadership Team meetings and faculty meetings. As a result of weekly grade level planning meetings, teacher leaders will provide support.

Person Responsible Cynthia Hannah (drcynthialhannah@dadeschools.net)

11/1/21-12/17/21: Leadership Team will provide training on understanding IPEGS performance standard indicators. This will allow for verification on what the expectations are for teachers. As a result, will assist teacher in carrying-on the vision, mission, and focus on goals for student achievement.

Person Responsible Cynthia Hannah (drcynthialhannah@dadeschools.net)

11/1/21-12/17/21: Leadership Team walkthrough will be done with fidelity. As a result, during faculty meetings, there will be opportunity to highlight teacher best practices and celebrate successes.

Person Responsible Cynthia Hannah (drcynthialhannah@dadeschools.net)

1/3/22-1/24/22: Continue with Monthly leadership team meetings to address strengths and opportunities for
improvement within grade-levels. As a result, teachers will implement resources and lesson plans that reflect appropriate instruction.

Person Responsible Cynthia Hannah (drcynthialhannah@dadeschools.net)

1/3/22-1/24/22: Teacher leaders will continue to assist teachers in analyzing instructional practices and evidence, identifying possible practice changes, sharing resources and planning how and when to try new practices. As a result, teacher leaders will become empowered to provide teachers assistance and share their content area expertise.

Person Responsible Cynthia Hannah (drcynthialhannah@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the 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.

Charles R. Hadley Elementary has developed a discipline plan that is conducive to learning in a safe and stimulating environment. Our school environment is one that promotes and nurtures positive character traits such as: the pursuit of excellence, responsibility, citizenship, kindness, honesty, integrity, respect, cooperation, and fairness. Hadley's Progressive Discipline Plan has been developed to help parents and students understand the consequences for the most common violations of the Code of Student Conduct. Teachers, counselors, parents, and administrators play a vital role in ensuring that this plan is a success, therefore, promoting model behavior. Two areas of concern that the school will monitor are counseling intervention strategies and the school's plan for Multi-Tiered System of Supports. For counseling intervention strategies, students who commit a Code of Conduct offense will be referred to administration and the counselor. Students who exhibit a pattern of problem behaviors will be placed on a Behavior Plan with the counselor. Progress monitoring of the behavior plan will be assessed by the teacher, counselor, and administration on a regular basis. Due to the implementation of the MTSS/RTI process, selected students will receive tiered intervention which addresses specific behavior problems. The following data sources will be monitored to identify prospective candidates; Student Cases Management Forms, SST referrals, detention notices, Attendance Review Committee Meetings, counselor logs, and teacher/parent contact logs.

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 Engaging Learning Environment; Physical and Emotional Safety; and Support, Care, and Connections. Our school creates experiences throughout the year to cognitively stimulate a physical school environment that informs and engages students; engage staff and students in the care of the physical environment; celebrate success of students and staff by emphasizing accomplishments and collaboration; maintain clean, orderly and appealing physical surroundings. Our strength also comes from establishing protocols that encourage a welcoming classroom environment where students feel safe from physical harm, bullying, teasing, harassment, and hazard free physical surroundings. Additionally, we provide ongoing support for the development of a safe and supportive school environment; the leadership team ensures accessibility and supports school staff; and establishes protocols that encourage a welcoming classroom environment. Our staff engages with parents and families and ensures they have necessary information to support their children through school messenger, monthly

calendars, school marquee, digital platforms such as Class DoJo, Remind, Teams, school website, and email. Staff are provided opportunities to take part in Team-Building activities and social seminars where we come together to share celebrations of success during informal meet-ups. We provide opportunities for both staff and students to provide ongoing feedback and suggestions to school leaders and we schedule informal conferences with staff and students to garner information about their educational/professional experience at our school. We also ensure information is provided to all stakeholder through our monthly calendar. We continue to build our skill-set in ensuring our classrooms are highly engaging and foster the highest level of engagement and learning.

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

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principals, Instructional Coaches, Teacher Leaders and Counselors (our School Leadership Team). The Principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale by planning Team-building and morale boosting activities. The Assistant Principals will monitor the mentorship programs and assist in ensuring all information is shared with stakeholders in a timely manner. Teacher leaders and instructional coaches assist in providing and responding to feedback from stakeholders. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Differentiation	$0.00
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	$0.00
4	III.A.	Areas of Focus: Leadership: Instructional Leadership Team	$0.00
		Total:	$0.00