

Miami-Dade County Public Schools

George W. Carver Elementary School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	18
Positive Culture & Environment	27
Budget to Support Goals	28

George W. Carver Elementary School

238 GRAND AVE, Coral Gables, FL 33133

<http://littlecarver.dadeschools.net>

Demographics

Principal: Patricia Fa IR Clough D

Start Date for this Principal: 8/29/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	44%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (66%) 2017-18: A (69%) 2016-17: B (57%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	18
Title I Requirements	0
Budget to Support Goals	28

George W. Carver Elementary School

238 GRAND AVE, Coral Gables, FL 33133

<http://littlecarver.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	No	45%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	85%

School Grades History

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

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of the International Studies/International Education Magnet program at G.W. Carver Elementary is to foster an innovative, multilingual program with an academically challenging and rigorous curriculum, ensuring student achievement and personal growth for success in a global society.

Provide the school's vision statement.

Our vision is to provide a multilingual environment that prepares students for global success in an ever-changing world.

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
FAIRCLOUGH, PATRICIA	Principal	Plans, organizes, administers, and directs all activities and functions at the elementary school level which are essential to the operation of a responsible, effective, and efficient instructional environment which provides maximum opportunity for student growth.
Cameron, Geraldine	Teacher, K-12	First Grade Teacher, PD Liaison, PLST member, and STEM Liaison
Montano, Kadie	Assistant Principal	
Angulo, Eileen	ELL Compliance Specialist	
Quintero, Marielba	School Counselor	
Goodine, Keturah	Curriculum Resource Teacher	
Martinez, Evelyn	Magnet Coordinator	

Demographic Information

Principal start date

Monday 8/29/2016, Patricia Fa IR Clough D

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.*

8

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.*

21

Total number of teacher positions allocated to the school

39

Total number of students enrolled at the school

538

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

9

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

6

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	94	121	107	94	83	74	0	0	0	0	0	0	0	573
Attendance below 90 percent	1	2	5	9	1	6	0	0	0	0	0	0	0	24
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	2	4	0	3	0	0	0	0	0	0	0	9
Course failure in Math	0	0	1	2	0	5	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	6	17	19	5	6	0	0	0	0	0	0	0	53

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

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

The number of students identified as retainees:

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

Date this data was collected or last updated

Wednesday 6/30/2021

2020-21 - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - Updated**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	117	108	91	85	73	64	0	0	0	0	0	0	0	538
Attendance below 90 percent	2	6	10	2	6	9	0	0	0	0	0	0	0	35
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	4	3	1	3	4	0	0	0	0	0	0	0	15
Course failure in Math	0	2	1	1	5	12	0	0	0	0	0	0	0	21
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	2	4	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	3	0	0	0	0	0	0	0	4

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	3	1	1	4	8	0	0	0	0	0	0	0	17

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	2	0	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				71%	62%	57%	72%	62%	56%
ELA Learning Gains				72%	62%	58%	71%	62%	55%
ELA Lowest 25th Percentile				56%	58%	53%	55%	59%	48%
Math Achievement				80%	69%	63%	76%	69%	62%
Math Learning Gains				74%	66%	62%	84%	64%	59%
Math Lowest 25th Percentile				55%	55%	51%	66%	55%	47%
Science Achievement				55%	55%	53%	61%	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	58%	60%	-2%	58%	0%
Cohort Comparison						
04	2021					
	2019	79%	64%	15%	58%	21%
Cohort Comparison		-58%				
05	2021					
	2019	69%	60%	9%	56%	13%
Cohort Comparison		-79%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	80%	67%	13%	62%	18%
Cohort Comparison						
04	2021					
	2019	88%	69%	19%	64%	24%
Cohort Comparison		-80%				
05	2021					
	2019	73%	65%	8%	60%	13%
Cohort Comparison		-88%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	55%	53%	2%	53%	2%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

We utilized iReady Data AP1 for Fall, AP2 for Winter, and AP3 for Spring progress monitoring data compiled below for grades 1-5 in both English Language Arts & Mathematics. The science mid-year assessment data was utilized to compile data for 5th grade science.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	55.6%	64.6%	82.8%
	Economically Disadvantaged	51%	55.1%	69.4%
	Students With Disabilities	N/a	N/A	N/A
	English Language Learners	N/A	20%	60%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	56.8%	56.1%	78.6%
	Economically Disadvantaged	51.1%	44.9%	70.8%
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	40%

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	57.8%	68.7%	79.5%
	Economically Disadvantaged	43.1%	54.9%	68.6%
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	41.5%	52.4%	72.%
	Economically Disadvantaged	28%	34%	64%
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	40%	N/A	N/A
Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	77.4%	86.9%	94%
	Economically Disadvantaged	71.2%	82.7%	92.3%
	Students With Disabilities	42.9%	42.9%	71.4%
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	39.3%	57.1%	79.7%
	Economically Disadvantaged	36.5%	50%	75.5%
	Students With Disabilities	N/A	14.3%	42.9%
	English Language Learners	N/A	N/A	N/A

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	50%	66.2%	78.8%
	Economically Disadvantaged	42.9%	60%	69.7%
	Students With Disabilities	N/A	20%	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	34.3%	68.2%	87.9%
	Economically Disadvantaged	23.5%	57.6%	79.4%
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	49.1%	72.7%	68%
	Economically Disadvantaged	45.2%	64.5%	50%
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	44.4%	65.5%	72%
	Economically Disadvantaged	33.3%	58.1%	57.7%
	Students With Disabilities	N/A	16.7%	40%
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	N/A	35%	N/A
	Economically Disadvantaged	N/A	19%	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	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	24			31							
ELL	79	64		77	43		53				
BLK	53	38		53	31		25				
HSP	82	75		73	50		64				
WHT	96			96							
FRL	70	56	50	59	30	30	44				
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	25			25							
ELL	70	77	81	82	81	69	61				
BLK	43	48	27	64	54	50	23				
HSP	78	77	68	83	77	53	55				
WHT	94	91		94	100						
FRL	61	67	50	73	66	48	40				
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	9			9							
ELL	61	74	50	71	75		20				
BLK	54	63	62	59	79	67	33				
HSP	77	71	47	80	83	65	67				
WHT	79	85		93	100						
FRL	67	67	53	71	82	62	52				

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	58
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	68
Total Points Earned for the Federal Index	464
Total Components for the Federal Index	8
Percent Tested	85%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
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	64
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	69
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	96
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

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

2019 data trends:

1. According to the 2019-2020 Grade 4 i-Ready Reading AP2 data, 56% of the students were on grade-level (in green), as compared to the 2018-2019 Grade 4 i-Ready Reading AP2 where 69% of the students were on grade-level (decrease of 13%).
2. According to the 2019-2020 Three Year Trend - FSA/EOC Proficiency Data Map, 74% of our students were predicted to score proficiency in math, as compared to the data from 2019, where math proficiency was at 80%.
3. According to the 2019 FSA/EOC - Performance by Ethnicity Data map, our black and Hispanic populations represented the lowest subgroups in ELA proficiency with average percent proficient at 48.7 % for our black students and 43% for our Hispanic students, which is an 8 and 14 percentage point difference when compared to the proficiency levels of their Asian and white counterparts.

2021 Data Trends

1. According to the 2021 FSA data, our L25 population has consistently showed a decrease in learning gains in math over the past 3 years from 66% in 2018 to 55% in 2019 to 36% in 2021.
2. According to the 2021 FSA data, our L25 population showed a decrease in ELA from 56% in 2019 to 45% in 2021 achieving learning gains.
3. Our ELA proficiency levels have sustained a slight increase over the years with 71% proficiency in 2019 to 79% in 2021.

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

After analyzing historical data points, progress monitoring and 2019 & 2021 state assessment data, it is evident that our greatest need for improvement lies in our learning gains overall in both math and reading, as well as, the learning gains of our L25 population in both math and reading. In addition, math proficiency levels still remain an area of need.

Data Components/Trends

1. The FSA Mathematics average Proficiency decreased from 80% in 2019 to 75% in 2021.
2. The FSA Mathematics Assessment Learning Gains decreased from 74% in 2019 to 60% in 2021.
3. In the area of mathematics, our overall learning gains decreased from 74% to 44% and from 55% to 36% for our L25 population.
4. In the area of ELA, our overall learning gains decreased from 72% to 62% and from 56% to 45% for our L25 population.

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

2019 Data Findings:

For the past 3 years, we have been focusing on standards-based instructions, as well as, effective differentiated instruction in all classrooms. We have struggled with consistency of standards-based instruction and implementing small group/differentiated instruction with fidelity across all classrooms and all grade levels. In some classrooms, instruction does not meet the depth of the standard or access pre-requisite knowledge. In addition, in some classrooms, data is not being used to drive instruction on a consistent basis. This year, schedules have been created to allow teachers to collaboratively plan with their grade level colleagues, as well as, plan with our reading lead teacher who can assist the teachers in planning to the depth of knowledge of each standard.

2021 Data Findings:

During the past two school years, all students have had to receive their instruction virtually for a period of time, which directly impacted the consistent use of research-based instructional strategies being utilized, such as the use of math manipulatives, differentiated instruction, and data analysis of reliable student data. After analyzing the data, it is evident that we must be more strategic and intentional in planning for our extended learning opportunities (i.e. tutoring), as well as, analyze the data with fidelity to ensure data-driven decision making, as well as, ensuring our teachers are effectively utilizing the curriculum and resources to meet the individual needs of our students.

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

2019 Data Improvements

1. According to our i-Ready AP2 data, 55 out of 69 third grade students (excluding ESOL 1 students) were projected to score a Level 3 or higher (81%), which is on track with our goal, and a 10 percentage point increase from the 2019 F.S.A. Mathematics results.
2. According to the 2019-2020 Grade 5 i-Ready Reading AP2 data, 77% of students scored on or above grade level (in green) as compared to the 2018-2019 Grade 5 i-Ready Reading AP2 data where only 58% of students scored on the same level, which is an increase of 19 percentage points.
3. According to the 2019-2020 Kindergarten i-Ready Reading data, the percentage of students in Tier 1 increased from 39% of students on the AP1 Reading Diagnostic Assessment to 89% of students on the AP2 Reading Diagnostic Assessment Diagnostic, which is an increase of 50 percentage points.

2021 Data Improvements

1. In 2021, we saw an increase in overall proficiency in the FSA Reading from 71% in 2019 to 76%.
2. In 2021, we saw an Increase in FSA Reading overall Learning Gains from 72% in 2019 to 78%.
3. Our lowest 25% population increase in learning gains in both the FSA Mathematics and FSA Reading when compared to the 2019 FSA results. In Reading, our lowest 25% increased from 56% to 60%. In Mathematics, our lowest 25% showed an increased from 55% to 59%
4. Our 5th grade science scores also increased from 55% to 58% when compared 2019.

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

The improvement we experience last school year is a testament to our staff members embracing differentiated Instruction, even if it had to take place differently than in previous years. In addition, our teachers focused on integrating technology in a way that they had never before which directly impacted Student Engagement.

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

In order to accelerate learning this school year, standards-based instruction coupled with strategic differentiated instruction across all grade levels and content areas, as well as, data chats, data analysis and technology integration are imperative. Finally, in order to mitigate any disruptive behaviors that may arise as we are back on the school's campus this year, we will focus on developing a growth mindset school-wide.

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 the following:

1. Using data to drive instruction (September 2021)
2. Data Chats, Effective Small group instruction & DI Best Practices (AM Session: Mandatory PD Day- October 29th)
- Growth Mindsets & Student Engagement (PM Session: Mandatory PD Day- October 29th)
3. Technology Integration (October 2021)
4. Growth Mindsets & Student Engagement (November 2021)
5. Using OPM/Mid-Year data to make adjustments (December 2021)

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

In order to ensure sustainability of improvement, we will implement the following additional services/ strategies:

1. Standards-Based Instruction
2. Differentiated Instruction
3. Goal Oriented Learning
4. Data Driven Instruction
5. Instructional Support/Coaching

Part III: Planning for Improvement

Areas of Focus:

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

Area of Focus Description and Rationale: To ensure that we continue to improve instructional strategies within grade levels, grade levels/departments will prioritize standards-aligned instruction based on data. The teachers will utilize the varied student data to determine appropriate student intervention/enrichment tools and instructional resources. Teachers will have common planning sessions focused on unwrapping the standards to ensure they are teaching to the depth and complexity levels of each standard.

Measurable Outcome: If teachers are effectively planning and delivering standards-aligned instruction, then we expect that we can reach our academic proficiency goals of 75% proficiency on the ELA FSA and 82% proficiency on the Mathematics FSA.

Monitoring: Administration will monitor standards-aligned instruction via classroom walk-throughs, attending common planning sessions when possible, and most importantly, monitoring student data.

Person responsible for monitoring outcome: PATRICIA FAIRCLOUGH (pr0721@dadeschools.net)

Evidence-based Strategy: In order to address the need for standards-aligned instruction, the strategies we will be implementing are:
 - Standards-Based Collaborative Planning
 Standards-Based Collaborative Planning refers to any period of time that is scheduled during the school day for multiple teachers, or teams of teachers, to work together. Its primary purpose is to bring teachers together to learn from one another and collaborate on projects that will lead to improvements in standards-aligned lesson quality, instructional effectiveness, and student achievement. Standards-Based lessons should include detailed objectives, activities and assessments that evaluate students on the aligned standards-based content. Collaborative Planning improves collaboration among teachers and promotes learning, insights, and constructive feedback that occur during professional discussions among teachers. Standards-Based lessons, units, materials, and resources are improved when teachers work on them collaboratively.

Rationale for Evidence-based Strategy: In order to plan for an effective lesson, teachers must first understand the expected outcome. With that said, it is imperative that our teachers understand the demands of the standards/learning targets in order to effectively plan and deliver lessons that meets those demands.

Action Steps to Implement

8/31-10/11 Facilitate weekly collaborative planning meetings focused on providing teachers with an opportunity to collaborate in unwrapping the standards and planning for standards-based instruction. If teachers understand the demands of the standards/learning targets, then they are able to plan and deliver lessons that are aligned to meet the complexity levels and depth of those standards.

Person Responsible Patricia Fairclough (pfairclough@dadeschools.net)

8/31-10/11 The SLT will offer on going in-house workshops to ensure that all teachers are proficient in using Performance Matters, pulling reading assessment data, and in pulling i-Ready reports and analyzing their data. Teachers will learn how to best utilize these reports to plan and execute standards-aligned

instruction based on the students' needs. If teachers can access and analyze their data, then they can plan to effectively reteach or enrich their students based on their individual needs.

Person Responsible Kadie Montano (kdmontano@gmail.com)

8/31-10/11 The administration will select teachers to participate in the Math & Reading ICAD and share their knowledge with their peers. Teachers meet with their grade levels and disseminate information pertaining to standards-aligned instruction. If teachers attend these professional development opportunities and lead the charge to disseminate this information to their colleagues, then collaboration among grade level teams will increase, as well as effective planning for standards-based instruction.

Person Responsible PATRICIA FAIRCLOUGH (pr0721@dadeschools.net)

8/31-10/11 Teachers will engage in formal and informal data chats with their students at the end of mathematics topic assessments, ELA unit assessments, science topic assessments, and i-Ready growth monitoring assessments. If teachers engage in student data chats based on the expectations of the grade-level standards, then students will not only be informed of their own data, as well as, their areas of strengths and growth, but we expect students to have more ownership over their academic progress and goals.

Person Responsible PATRICIA FAIRCLOUGH (pr0721@dadeschools.net)

11/1/2021-12/17/2021: Teachers will utilize a school-wide data tracker in order for all staff members/ stakeholders (i.e. interventionists, before and after-schools tutors, administrators, ESE teachers etc.) are able to ensure that all students are receiving the specific standards-based instruction they need. If all stakeholders have access to all student data points, then all stakeholders will be able to utilize student data to strategically plan lessons that meets the needs of students.

Person Responsible Kadie Montano (kdmontano4@gmail.com)

11/1/2021-12/17/2021: Facilitate bi-weekly collaborative planning meetings focused on providing teachers with an opportunity to collaborate in unwrapping the standards and planning for standards-based instruction. If teachers understand the demands of the standards/learning targets, then they are able to plan and deliver lessons that are aligned to meet the complexity levels and depth of those standards.

Person Responsible Kadie Montano (kdmontano4@gmail.com)

January 31-April 29, 2022: Administration will attend collaborative planning meetings with grade level content teams on a weekly basis to support the teachers in instructional planning, unwrapping the standards, and selecting the appropriate resources to ensure standards-based alignment.

Person Responsible PATRICIA FAIRCLOUGH (pr0721@dadeschools.net)

January 31-Feb. 1 2022: Administration will conduct data chats with teachers to review student progress, collaboratively analyze data from OPM's, i-Ready, and topic assessments in order to make instructional shifts as necessary. If we successfully implement administration/teacher data chats, then teachers and administration will work collaboratively to make instructional shifts necessary to increase student achievement. If we successfully implement collaborative planning sessions, teachers will have the opportunity to collaborate with their colleagues and share best practices to implement effective, standards-based whole group instruction.

Person Responsible Patricia Fairclough (pfairclough@dadeschools.net)

#2. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:	Based on the data, it is evident that we have students on varying levels and many who need more small group/differentiated support to meet their individual needs in both Reading and Mathematics. It is important that we are providing our students with the opportunity to build understanding in the area of mathematics, as well as, enrichment experiences when necessary. This will allow the students to effectively translate their knowledge of concrete models and examples to applying this knowledge to the abstract symbols and procedures in mathematics. In ELA, it is imperative that teachers are differentiating and scaffolding instruction to ensure that all students can effectively access and engaged with grade-level curriculum.
Measurable Outcome:	If our teachers utilize their data to inform their small group/differentiated instruction in the area of mathematics, then we anticipate that at least 70% of our lowest 25% population will show learning gains and 75% of our students in grades 4-5 will make learning gains on the 2021-2022 FSA Mathematics and the FSA ELA.
Monitoring:	Administration and teachers will monitor their topic/bi-weekly assessment data, as well as, the i-Ready Diagnostics throughout the school year. Our lowest 25% population, as well as, any other students identified utilizing available data will also complete progress monitoring assessments once a month, which will assist us in monitoring their specific progress as well.
Person responsible for monitoring outcome:	PATRICIA FAIRCLOUGH (pr0721@dadeschools.net)
Evidence-based Strategy:	Differentiated instruction will be our evidenced-based strategy for this area of focus. Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability.
Rationale for Evidence-based Strategy:	Small group/differentiated instruction allows for teachers to better meet the needs of all of your learners through targeted instruction. In addition, the discussions that students and teachers are able to have in small groups gives teachers insight into student thinking so they can better support their learning. Finally, many of our students need to opportunity to build their understanding by utilizing manipulatives or representations. Small groups are the perfect time to use math manipulatives or to address prerequisite skills in a more controlled environment

Action Steps to Implement

The PLST will provide professional development sessions in the areas of data analysis, data-driven instruction, and planning for DI. If we provide our teachers with PD in the areas listed above, then teachers will be able to effectively plan and execute differentiated instruction in their classrooms.

Person Responsible Patricia Fairclough (pfairclough@dadeschools.net)

8/31-10/11 Teachers will have the opportunity to attend common planning with their grade level colleagues to analyze data and plan for effective implementation of small group instruction. If we successfully implement common planning sessions, teachers will have the opportunity to collaborate with their colleagues and share best practices to implement differentiated instruction.

Person Responsible Kadie Montano (kdmontano4@gmail.com)

8/31-10/11 Teachers will have monthly data chats with individual students in order to set goals, discuss progress, and inform students of areas of strength and areas of growth. If students know and understand their goal, their progress, and what they are working towards, then they are more likely to buy-in and engage during differentiated instruction and meet their individual learning targets.

Person Responsible Patricia Fairclough (pfairclough@dadeschools.net)

11/1-2/2021 Administration will engage data chats with teachers to review student progress, collaboratively analyze data from OPM's, i-Ready, and topic assessments in order to make instructional shifts as necessary. If we successfully implement administration/teacher data chats, then teachers and administration will work collaboratively to make instructional shifts necessary to increase student achievement.

Person Responsible PATRICIA FAIRCLOUGH (pr0721@dadeschools.net)

11/1-12/17 Teachers will have the opportunity to attend collaborative planning with their grade level colleagues/content area colleagues along with administration to analyze data and plan for effective implementation of small group instruction. If we successfully implement common planning sessions, teachers will have the opportunity to collaborate with their colleagues and share best practices to implement differentiated instruction.

Person Responsible PATRICIA FAIRCLOUGH (pr0721@dadeschools.net)

January 31-April 29, 2022: Administration will collaborate on a bi-weekly basis with teachers in grades 3-5 to strategically plan for differentiation of instruction, as well as, strategic review plans prior to the FSA. If we successfully implement administration/teacher planning sessions, then teachers and administration will work collaboratively to make instructional shifts necessary to increase student achievement.

Person Responsible Patricia Fairclough (pfairclough@dadeschools.net)

January 31-April 29, 2022: Administration will conduct progress monitoring check-ins/data-chats on a bi-weekly basis with teachers who serve our lowest 25% population to ensure we are keeping a pulse on these students and also making any necessary and/or immediate shifts that might benefit these students. If we successfully implement L25 Check-ins, then teachers and administration will work collaboratively to make instructional shifts necessary to increase student achievement for our most at-risk populations.

Person Responsible Kadie Montano (kdmontano@gmail.com)

#3. Culture & Environment specifically relating to Social Emotional Learning**Area of Focus
Description and Rationale:**

Based on Data from the School Climate Survey from 2019-2021, there was 12% increase in staff members who agreed with the following statement, "My students who exhibit early warning signs or disruptive behaviors are NEVE provided the appropriate interventions". Coupled with the emergency closure of schools and the pandemic, the time to focus on student interventions and integrating social emotional learning into our schools is now! Social emotional learning (SEL) is a methodology that helps students of all ages to better comprehend their emotions, to feel those emotions fully, and demonstrate empathy for others. For many of our students, this is their first time in a school building in over a year . With that said, there will be many challenges in the upcoming school year and we have to take into consideration the fact that so many of our students are experiencing trauma at this moment or have in the past year due to Covid-19. Research suggests that Social Emotional Learning (SEL) promotes academic success, develops stronger social/emotional skills, which improves the academic performance and negative behaviors of students. In addition, students engaged in SEL are less aggressive and disruptive in school and experience less emotional distress.

Measurable Outcome:

If we are able to equip our teachers with the toolkit necessary to develop stronger social/emotional skills & help build a growth mindset in our students, then we we will have less than 5% of staff members who would agree with the statement "My students who exhibit early warning signs or disruptive behaviors are never provided appropriate interventions" on the 2021-2022 School Climate Survey.

Monitoring:

The PLST and Leadership Team will provide teachers with the professional development and resources necessary to implement social emotional learning in their classrooms. The school counselor will support this effort by delivering mini-lessons to teach core values in character education, as well as, mini-lessons on growth mindsets. Administration will celebrate the Growth Mindset Student of the Month. These students will be recognized at our quarterly honor roll assemblies and presented with a special treat during our daily announcements. Students will have "5 Mindful Minutes" embedded into our daily announcements to give students an opportunity to reflect and recognize their present thoughts and emotions. Research shows that mindfulness practices such as this are directly correlated to improving our students' ability to regulate their own behaviors.

Person responsible for monitoring outcome:

Kadie Montano (kdmontano@gmail.com)

Evidence-based Strategy:

In order to address Social Emotional Learning, we will be implementing the strategy of a promoting a growth mindset. Promoting Growth Mindset integrates growth mindset-oriented learning and practices. Promoting Growth Mindset can be displaying visible reminders of growth-mindset, facilitating activities that promote growth-mindset, and modeling growth mindset.

Rationale for Evidence-based Strategy:

Growth mindset is the belief that one's intelligence can be grown or developed with persistence, effort, and a focus on learning. A growth mindset supports the students in believing they can achieve anything if they work hard and accept failures and challenges as opportunities to grow. Given all of the challenges over the past few years, it is imperative that we nurture this growth mindset in our students.

Action Steps to Implement

10/28/21 Provide professional development session on how to effectively implement and support a growth mindset in your classroom. As a result of of this PD, teachers will implement procedures and daily routines that support a growth mindset.

Person Responsible Geraldine Cameron (gcameron@dadeschools.net)

8/31-10/11 The school counselor will use the M-DCPS Values Matter program to teach core values in character education, as well as, mini-lessons on growth mindsets. As a result of these mini-lessons, our students will learn to regulate their feelings, thoughts and actions into a pro-social behavior, which will ultimately have a positive impact on disruptive behaviors.

Person Responsible [no one identified]

9/17, 10/15

Each month, teachers will have the opportunity to celebrate their Growth Mindset Student of the Month. These students will be recognized at our quarterly honor roll assemblies and presented with a special treat during our daily announcements. By celebrating these students, we reinforce and acknowledge the power of persistence, effort, and progress.

Person Responsible Marielba Quintero (marielbaquintero1@dadeschools.net)

8/31-10/11 Each day, students will have "5 Mindful Minutes" embedded into our daily announcements to give students an opportunity to reflect and recognize their present thoughts and emotions. As a result of these mindfulness practices, we expect improvement in our students' ability to regulate their own behaviors.

Person Responsible Patricia Fairclough (pfairclough@dadeschools.net)

11/1-12/17 Our Mental Health Counselors will begin to facilitate mini-lessons in homeroom classrooms to provide Social Emotional Curriculum, as well as, mini-lessons on growth mindsets. As a result of these mini-lessons, our students will learn to regulate their feelings, thoughts and actions into a pro-social behavior, which will ultimately have a positive impact on disruptive behaviors.

Person Responsible PATRICIA FAIRCLOUGH (pr0721@dadeschools.net)

11/1-12/17 The SLT will offer on-going in-house workshops to support teachers in implementing a growth mindset strategies in their classrooms. If teachers understand the best practices, strategies, and ways to implement a growth mindset in their classrooms, then students will not only develop stronger social-emotional skills, but will also feel more supported as they take on challenges in the classroom, which ultimately will improve the academic performance.

Person Responsible Geraldine Cameron (gcameron@dadeschools.net)

Jan. 31-April 29, 2022: The SLT will offer on-going in-house workshops to support teachers in implementing a growth mindset strategies in their classrooms. If teachers understand the best practices, strategies, and ways to implement a growth mindset in their classrooms, then students will not only develop stronger social-emotional skills, but will also feel more supported as they take on challenges in the classroom, which ultimately will improve the academic performance.

Person Responsible Geraldine Cameron (gcameron@dadeschools.net)

Jan. 31-April 29, 2022: Each month, teachers, faculty, and staff, will nominate a Growth Mindset Student of the month. These students will be celebrated on a monthly basis, but will also be named over the morning announcements with the reason they were nominated. By celebrating these students, we reinforce and acknowledge the power of persistence, effort, and progress.

Person Responsible Kadie Montano (kdmontano@gmail.com)

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

Data from the School Climate Survey from 2018-2021 demonstrates a growing trend for the subcategory of Resources and Support Systems. Data findings reflect that the staff feels positive regarding their career at the school, job security, and their overall satisfaction working at the school and reflects that the staff feels more support from parents this past year when compared to the last two years. Data regarding staff morale is still lower than we would like to see, although it did show an increase when compared to past school years. School Climate Survey Data from the 2020-2021 school year reflects that only 57% of teachers strongly agreeing or agree that staff morale is high at our school. In addition, we had a 5% increase in the number of staff members who agreed with this statement: "I feel my ideas are listened to."

Measurable Outcome:

If we engage our team and ensure that our staff members are provided the opportunity to create partnerships with their colleagues, then we expect that at least 60% of our staff members will either strongly agree or agree that staff morale is high at our school on the 2021-2022 School Climate Survey. In addition, we expect a 5% decrease in the number of staff members who agreed with this statement: "I feel my ideas are listened to."

Monitoring:

In order to monitor our progress and implementation of creating mentorship and partnerships between teachers, the SLT will survey our staff monthly to get their feedback regarding teacher teams, support, and feelings around support.

Person responsible for monitoring outcome:

Patricia Fairclough (pfairclough@dadeschools.net)

Evidence-based Strategy:

In our attempt to focus on leadership development, we will implement the evidence-based strategy of creating mentorship and partnerships between teachers. Strategic teacher teams requires teacher collaboration to share responsibilities for students' learning resulting in improved instruction. To promote strategic teacher teams, empower the teams by supporting a safe space for teachers to come together to share information, resources, ideas, and expertise so that learning becomes more accessible and effective for students.

Rationale for Evidence-based Strategy:

If we effectively implement the evidence-based strategy of creating mentorship and partnerships between teachers, then we expect that teachers will feel that their ideas/concerns are listened to and they are supported, which will boost overall staff morale.

Action Steps to Implement

9/8 During our first faculty meeting, we will conduct a survey to identify the "Experts in My Building" list. This "Experts in My Building" list will be shared with the staff so they know who they can contact or seek assistance from in the school building. As a result of developing and sharing this list, staff members will feel empowered to seek members of their school community to support them. In addition, these experts will become part of our committees and teams throughout the school year to share their expertise when making important decisions.

Person Responsible

Kadie Montano (kdmontano@gmail.com)

8/31-10/11 Grade level department chairs will have meetings once a month to share best practices, discuss resources, and plan with the teachers. As a result of hosting these monthly department/grade level meetings, teacher leaders will be afforded leadership opportunities.

Person Responsible

Kadie Montano (kdmontano@gmail.com)

8/31-10/11 At our monthly faculty meetings, the school leadership team will share faculty Shout-Outs, which will be called "Our Shining Stars". During this time, we will recognize and celebrate the individual staff members who went above and beyond in creating partnerships with teachers. As a result of these shout-outs and celebrations, staff morale will improve and teachers will feel empowered to share their expertise and develop others.

Person Responsible PATRICIA FAIRCLOUGH (pr0721@dadeschools.net)

8/31-10/11 Each month our faculty meetings will be hosted by Grade Level. The grade level teachers must plan to share a best SAMR practice with the staff that they are currently utilizing in their classrooms. As a result of sharing best SAMR practices, teachers have the opportunity to engage in a leadership role and enhance their colleagues skillset.

Person Responsible PATRICIA FAIRCLOUGH (pr0721@dadeschools.net)

11/1-12/17 Teachers will have the opportunity to host and facilitate professional development sessions for their colleagues to share best practices and give staff members an opportunity to share their expertise and support their fellow grade level or content area teachers. As a result, staff members will feel empowered to share their expertise, help colleagues, and build their relationships & leadership skills. In addition, these experts will become part of our committees and teams throughout the school year to share their expertise when making important decisions. As a result, teachers have the opportunity to engage in a leadership role and enhance their colleagues skillset.

Person Responsible Geraldine Cameron (gcameron@dadeschools.net)

11/1-12/17 Teachers will have the opportunity to join school-based committees to not only support school-wide initiatives and events, but also to afford them the opportunity to use their talents and expertise outside of their classrooms and join committees they feel passionate about (i.e. STEM, Spanish, Social Committee, etc.) As a result of creating committees, teachers will have the opportunity to engage in a leadership role and improve relationships.

Person Responsible PATRICIA FAIRCLOUGH (pr0721@dadeschools.net)

Jan. 31-April 29, 2022: Department teams (i.e. Security, custodial, leadership team, Grade Level Chairs) will have the opportunity to share updates from their assigned areas so all are aware and on the same page. As a result, faculty and staff will have the opportunity to engage with the different departments that allow our school to run so efficiently and get a deeper understanding of the moving parts, shared responsibilities, and will be given the opportunity to share some of their concerns and/or questions. If we effectively implement the evidence-based strategy of creating partnerships between teachers and staff, then faculty will feel that their ideas/concerns are listened to and they are supported, which will boost overall staff morale.

Person Responsible PATRICIA FAIRCLOUGH (pr0721@dadeschools.net)

Jan. 31-April 29, 2022: During monthly faculty meetings, administration will shoutout grade level teams, teachers, departments, etc. who have collaborated, mentored, and created lasting partnerships in our school community. To promote strategic teacher teams, empower the teams by supporting a safe space for teachers to come together to share information, resources, ideas, and expertise so that learning becomes more accessible and effective for students. As a result of these shout-outs and celebrations, staff morale will improve and teachers will feel empowered to be part of this community that empowers, supports, and collaborates.

Person Responsible Patricia Fairclough (pfairclough@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.

Our discipline data shows that we are taking disciplinary action/referrals at a lower rate than the other elementary schools and tier 1 schools in MDCPS. However, we will be diligent in monitoring student behavior and disciplinary actions, specifically for students having a difficult time adapting to coming back to school. In addition, we believe the implementation of social and emotional learning and the growth mindset initiatives will help support our students in dealing with any negative emotions or behaviors they may be dealing with.

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.

Carver Elementary address our School Culture and environment needs through several organizations. Our PLST meets regularly to identify the needs of our students and teachers and design solutions. This year we identified Social-Emotional Learning as a priority for our students. We are focusing on ensuring that our students feel safe and supported regardless of situations at home or in their community.

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

Our very active PTA organization meets regularly to discuss various initiatives such as Media Center remodels, school-wide cultural festivities, incentives, etc. Along with the PTA, the Garden Committee meets regularly to promote the garden as a space for learning and enrichment. Students are encouraged to share with nature as they plant, weed, or watch butterflies flutter by.

Our magnet lead teacher, Ms. Martinez, will plan and organize after-school extended programs that offer enrichment and reinforcement of the language curriculum.

The principal, Mrs. Fairclough, will recruit school volunteers and community partners who will collaborate and plan events to encourage our youth to invest in their education and follow their dreams.

Ms. Quintero, our counselor, will spearhead our Growth Mindset Initiative and will lead our school's anti-

bullying program.

Ms. Truby, our Community Involvement Specialists, will extend community resources and help struggling families find the resources they need.

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: Leadership Development	\$0.00
Total:			\$0.00