

Miami-Dade County Public Schools

Bunche Park Elementary School



2022-23 Schoolwide Improvement Plan

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Bunche Park Elementary School

16001 BUNCHE PARK DR, Miami Gardens, FL 33054

<http://pwbell.dadeschools.net/>

Demographics

Principal: Jacqueline Lewis C

Start Date for this Principal: 8/8/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2021-22: B (59%) 2018-19: C (53%) 2017-18: B (54%)
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	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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Bunche Park Elementary School

16001 BUNCHE PARK DR, Miami Gardens, FL 33054

<http://pwbell.dadeschools.net/>

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	100%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		C	C

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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.

Bunche Park Elementary's mission is to provide a structured, data-driven and rigorous curriculum that ensures that all students share in the ownership of their learning and demonstrate improvement in academic and social performance annually.

Bunche Park Elementary's core values include:

Excellence: all students can be successful learners, Equity: professional staff development enhances a quality school, Citizenship: parent and community involvement enables students achievement, and Integrity: a safe and secure environment is essential.

Provide the school's vision statement.

The vision of Bunche Park Elementary is to become a community of learners where students embrace every opportunity to learn in a safe, nurturing environment, utilizing creative, innovative instructional strategies, by highly qualified teachers. Bunche Park students will become resourceful, self-assured individuals who possess strong academic skills, problem-solving abilities and communication skills necessary to face the future challenges of our society.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Lewis, Jacqueline	Principal	Responsible for overseeing the instructional program, financial operations, building maintenance, student scheduling, personnel, public relations, school policy regarding discipline, coordination of the instructional program, and other overall school matters.
Griffith, Meisha	Assistant Principal	Assists the principal with implementing, monitoring, and sharing the priority actions, that are outlined in the School Improvement Plan, with stakeholders throughout the school year. Additionally, Ms. Griffith assists the principal with monitoring the areas of Student Achievement, Instructional Leadership, Organizational Leadership, Professional and Ethical Behavior, School Operations, Personnel, and Exceptional Student Education (ESE) and English Language Learners (ELL) compliance. Ms. Griffith conducts collaborative planning with kindergarten through fifth grade Mathematics, Science and Social Studies teachers to ensure instructional planning, delivery and assessments are aligned, to review student data, and to plan for instruction and remediation. Ms. Griffith monitors lesson plans to address areas of concern such as: student engagement, the completion of essential labs, providing students with corrective feedback and the delivery of scaffolded/explicit instruction.
Sheffield, Ruby	School Counselor	<ol style="list-style-type: none"> 1. Help students attain an optimum level of personal and social adjustment. 2. Consult with parents, teachers, administrators, and supporting agencies concerning the needs and abilities of students. 3. Ensure that all activities conform to district guidelines. 4. Communicate effectively with all members of the school district and community. 5. Work effectively with community organizations. 6. React to change productively and handle other tasks as assigned
Parrott, Lawana	Instructional Coach	<ol style="list-style-type: none"> 1. Develop positive and supportive relationships with classroom teachers, specialized professionals, the leadership team 2. Work with the leadership team to determine the focus of the district's professional learning and then work with the team to design, prepare, and deliver large and small-group professional learning to appropriate audiences. 3. Provide team level and individual coaching to ensure that instructional practices are aligned with the curriculum, with student assessment data, and with the district's commitment to engaged learning. 4. Provide coaching in the form of modeling, co-planning, coteaching, observing, and conferencing to support individual teachers as they strive to enhance their practice and their students' learning. 5. Assist in the development of intervention procedures and strategies for students who need additional instructional support. 6. Develop a system to document all activities with the intention of building a schedule that maximizes time with teams and individual teachers. Review and revise the schedule on a

Name	Position Title	Job Duties and Responsibilities
		<p>quarterly basis.</p> <p>7. Enhance coaching skills through attendance at/ participation in various learning experiences such as conferences, workshops, summer institutes.</p>
Fortich, Jaclyn	Instructional Coach	<p>1. Support the development of high quality/effective math instruction by coaching and building capacity of math teachers to improve instructional planning, teaching practice, and the use of data, assessment, and instructional technology.</p> <p>2. Work with math support specialist, leaders and teachers to refine and develop common standards, pacing plans, midyear and end of year assessments for each grade level.</p> <p>3. Work with various teams (administrators, teachers, and leaders) to facilitate analysis of data provided by diagnostics, assessments, and formative assessments.</p> <p>4. Help teacher monitoring and tracking ongoing progress monitoring.</p> <p>5. Continuously monitor, track and analyze student achievement data in order to identify needed supports and strategies.</p>
Tarpley, Anitra	Other	<p>1. Responsible for teaching children about basic fundamentals, like numbers, color and shapes, helping children build their social skills and keeping the classroom clean and safe for all of the students and Teachers.</p> <p>2. Using creative, hands-on methods of learning, such as artistic expression, free play, and storytelling.</p> <p>3. Planning a curriculum that addresses early childhood education requirements.</p> <p>4. Encouraging and monitoring social interactions between children.</p>

Demographic Information

Principal start date

Wednesday 8/8/2018, Jacqueline Lewis C

Number of teachers with a 2022 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.*

3

Number of teachers with a 2022 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.*

24

Total number of teacher positions allocated to the school

24

Total number of students enrolled at the school

224

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

2

Identify the number of instructional staff who joined the school during the 2022-23 school year.

1

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	21	38	37	46	27	31	0	0	0	0	0	0	0	200
Attendance below 90 percent	8	8	9	14	8	6	0	0	0	0	0	0	0	53
One or more suspensions	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	2	5	9	6	0	0	0	0	0	0	0	0	22
Course failure in Math	0	0	2	5	6	0	0	0	0	0	0	0	0	13
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	6	6	5	0	0	0	0	0	0	0	17
Level 1 on 2022 statewide FSA Math assessment	0	0	0	7	9	4	0	0	0	0	0	0	0	20
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	2	2	6	13	11	3	0	0	0	0	0	0	0	37

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	2	4	16	0	0	0	0	0	0	0	0	0	25
Students retained two or more times	0	0	0	3	1	0	0	0	0	0	0	0	0	4

Date this data was collected or last updated

Monday 7/18/2022

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	24	33	41	60	34	57	0	0	0	0	0	0	0	249
Attendance below 90 percent	5	10	9	18	5	15	0	0	0	0	0	0	0	62
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	1	10	2	0	0	0	0	0	0	0	0	15
Course failure in Math	0	1	1	8	3	1	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	8	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	7	0	0	0	0	0	0	0	7
Number of students with a substantial reading deficiency	2	6	25	44	18	29	0	0	0	0	0	0	0	124

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	2	2	1	12	2	8	0	0	0	0	0	0	0	27

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	4	2	0	10	0	0	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	0	3	0	3	0	0	0	0	0	0	0	6

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	24	33	41	60	34	57	0	0	0	0	0	0	0	249
Attendance below 90 percent	5	10	9	18	5	15	0	0	0	0	0	0	0	62
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	1	10	2	0	0	0	0	0	0	0	0	15
Course failure in Math	0	1	1	8	3	1	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	8	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	7	0	0	0	0	0	0	0	7
Number of students with a substantial reading deficiency	2	6	25	44	18	29	0	0	0	0	0	0	0	124

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	2	2	1	12	2	8	0	0	0	0	0	0	0	27

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	4	2	0	10	0	0	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	0	3	0	3	0	0	0	0	0	0	0	6

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	46%	62%	56%				48%	62%	57%
ELA Learning Gains	65%						57%	62%	58%
ELA Lowest 25th Percentile	56%						63%	58%	53%
Math Achievement	48%	58%	50%				57%	69%	63%
Math Learning Gains	69%						63%	66%	62%
Math Lowest 25th Percentile	75%						37%	55%	51%
Science Achievement	51%	64%	59%				45%	55%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	32%	60%	-28%	58%	-26%
Cohort Comparison		0%				
04	2022					
	2019	45%	64%	-19%	58%	-13%
Cohort Comparison		-32%				
05	2022					
	2019	30%	60%	-30%	56%	-26%
Cohort Comparison		-45%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	26%	67%	-41%	62%	-36%
Cohort Comparison		0%				
04	2022					
	2019	56%	69%	-13%	64%	-8%
Cohort Comparison		-26%				
05	2022					
	2019	68%	65%	3%	60%	8%
Cohort Comparison		-56%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	35%	53%	-18%	53%	-18%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	54	74	60	62	74		75				
ELL											
BLK	47	67	57	45	70	77	54				
HSP	43	57		62	67						
FRL	48	66	56	47	68	75	53				
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	55	62		57	44		41				
ELL	33			31							
BLK	45	46	42	37	30		36				
HSP	31	60		30	27		27				
FRL	43	47	46	36	30	15	33				
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	58	57	50	58	53	39	50				
ELL	44	69		50	62						
BLK	47	56	68	56	65	41	51				
HSP	56	61		59	56						
FRL	49	58	65	56	64	36	45				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	460
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	67

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	50
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	60
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	57
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0

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%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	59
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

In comparing the 2020-2021 FSA Data to the 2021-2022 FSA Data, the following data revealed:

The ELA proficient students increased proficiency levels by at least 4 percentage points in proficiency, 17 percentage point in LG's and 6 points in L25.

In mathematics, the overall learning gains increased in all subgroups. In addition, there was a decrease in the L25 learning gains in ELA within the Black, ELL and Free and Reduced Lunch (FRL) student population. With regards to our Science Achievement levels, our Black and Free and Reduced Lunch students showed decreased in levels.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

After an in-depth review of the 2021-2022 assessment results the greatest opportunities for improvement are 4th grade ELA, Math and The Black subgroup which is 99% of our students. During the 21-22 assessment the current 4th grade students scored 27% in ELA and 32% in Math.

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

For the last three years, we have focused on implementing Florida standards-based instruction in all classrooms. We will continue to focus on this while incorporating Standard Aligned Instruction and Differentiation to help meet the needs of our students and subgroups. Additionally, teachers will include using strategies that focus on scaffolding instruction and provide effective interventions for lower performing students to help them access grade level content. We will also be strategic with aligning B.E.S.T standards to the resources and closely monitor student OPM data.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

In comparing the 2020-2021 FSA Data to the 2021-2022 FSA Data, the following data revealed:
ELA learning gains increased from 48 percentage points in 2021 to 65 percentage points on the 2022 FSA.
Math learning gains increased from 29 percentage points in 2021 to 69 percentage points on the 2022 FSA.

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

Administrators and teachers attended weekly collaborative planning sessions lead by instructional coaches which focused on DI Planning and Data Driven Instruction. Instructional coaches and teachers developed Instructional Focus Calendars to keep with recommended lesson pacing and aligned lesson content to target students' deficiencies.

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

The strategies that will be implemented to accelerate learning include data-driven instruction, differentiated instruction, extended learning opportunities, standards-based collaborative planning, and interventions.

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.

Professional development opportunities that will be provided at the school to support teachers and leaders will focus on standard based alignment (August 15, 2022), differentiated and data driven instruction (ongoing job embedded PD's), progress monitoring and interventions (ongoing job embedded PD's). In addition, targeted coaching cycles will be provided to meet the individual needs of our teachers to improve instructional planning and lesson delivery on a two - three week cycle.

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 members from the SWD and ELL teams will attend. Extended learning opportunities will include before school tutoring and our T.A.L.E.N.T.S program. In addition to our push-in and pull out services provided by ESE Support Facilitators and interventionist to remediate deficient standards.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Differentiation**Area of Focus Description and**

Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

According to the 2022 FSA data, 46% of the students are proficient in ELA and 48% are proficient in Mathematics. The 2021 FSA proficiency data shows 42% of the students were proficient in ELA and 36% proficient in Mathematics. Based on the data, differentiation has been proven to be effective in targeting learning deficiencies. Teachers are able to individualize instruction based on students' needs. We will focus on differentiation in Reading and Math to address this critical need.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of: Differentiation. Differentiation will assist in accelerating the proficiency of all students as it is a systematic approach of instruction to meet the students' needs. Differentiated instruction will be monitored through the use of data trackers to drive instructional planning for differentiation and data driven conversations to include OPMs. If we successfully implement Differentiated Instruction, then our students will increase in ELA proficiency by a minimum of 4% and Mathematics proficiency by a minimum of 2% percentage points as by the 2023 FAST Assessment.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

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 that differentiation is aligned to current data. Administrators will review bi-weekly lesson plans for indication of differentiation for all students. Data Analysis of formative assessments of all students will be reviewed monthly to observe progress. We will create an online tracker to monitor OPM data on a bi-weekly basis. This data will be analyzed during Leadership Team meetings and collaborative planning 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 and bi-weekly assessments.

Person responsible for monitoring outcome:

Jacqueline Lewis (pr0641@dadeschools.net)

Evidence-based Strategy: Describe the evidence-based strategy being

Bunche Park will focus on the evidence-based strategy of Differentiation. Differentiation will assist in accelerating the proficiency of all students as it is a systematic approach of instruction to meet the students' needs. Differentiated Instruction will be monitored through the use of data trackers to drive instructional planning for differentiation and data driven conversations to include OPMs.

**implemented
for this Area
of Focus.**

**Rationale for
Evidence-
based**

**Strategy:
Explain the
rationale for
selecting
this specific
strategy.
Describe the
resources/
criteria used
for selecting
this strategy.**

Differentiation 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. Differentiated Instruction ensures that every student in each grade is able to make progress in their learning to close the achievement gap. This ensures that struggling students are able to keep up with accelerated learning.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

August 15 - August 16, 2022 Analyze data of Reading and Math FSA and District Bi- Weekly and Topic Assessments during initial collaborative planning meeting.

**Person
Responsible** Lawana Parrott (lparrott@dadeschools.net)

August 22 through October 14, 2022 Teachers will use data to determine appropriate Differentiated Instruction groups and a Differentiated Instruction rotation schedule.

**Person
Responsible** Lawana Parrott (lparrott@dadeschools.net)

August 22 through October 14, 2022 Instructional coaches will focus on instructional planning, lesson delivery and modeling to assist teachers in creating explicit lesson plans for their DI rotations and delivering effective instruction to meet the needs of all learners.

**Person
Responsible** Meisha Griffith (meishajgriffith@dadeschools.net)

August 22 through October 14, 2022 Administration will conduct walkthroughs to review teacher instructional delivery and student DI folders. They will ensure that the resources being used are aligned to the standards and that students display evidence of reading and mathematical strategies needed to fulfill the standard. Student feedback should be provided so students across DI lessons and OPMs can self-assess their progress.

**Person
Responsible** Jacqueline Lewis (pr0641@dadeschools.net)

October 31- December 16, 2022 During common planning Reading and Math teachers will create a D.I. lesson plan that includes Tiered assignments and remediated benchmarks for each group. These lessons will be followed for a one or two week cycle

**Person
Responsible** Meisha Griffith (meishajgriffith@dadeschools.net)

October 31- December 16, 2022 Coaches will conduct product reviews and review student artifacts during collaborative planning to ensure that differentiated instruction is occurring. Targeted feedback will be provided to ensure that data is being strategically used to group students; different levels of student

resources are being used to meet the needs of all students and OPMs are being conducted and data is being recorded with fidelity.

Person Responsible Lawana Parrott (lparrott@dadeschools.net)

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

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>Based on the data review, Bunche Park will implement the targeted element of Standards Aligned Instruction. We selected the overarching area of instructional practices based on our findings that our students need extended learning opportunities to access grade level instruction. Our school's data showed an average of 46% proficiency in reading and 48% proficiency in mathematics on the 2022 ELA and Math FSA Assessments. The NGSSS for 2022 yielded 21% of our students were proficient a decrease of 12% points from 2021 where 33% were proficient. Incorporate a variety of higher order thinking strategies into lesson delivery. (i.e. Students will use collaborative and questioning strategies) Therefore, we must improve our ability to produce effective and meaningful Standards-aligned Instruction.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>If we successfully implement Standards-aligned Instruction, then our students will increase ELA proficiency by a minimum of 4%, Mathematics proficiency by a minimum of 2% and Science by 14% as evidenced by the 2023 FAST and FCAT Science 2.0.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>The leadership team will conduct walkthroughs to ensure that Standards-Aligned Instruction is taking place. Administrators will also review lesson plans and IFCs for indication of small group instruction and targeted standards. Data analysis of assessments of students' work will be reviewed monthly to observe progress. An online tracker to monitor Ongoing Progress Monitoring (OPM) data on a biweekly basis for reading and topic assessments for math and science. This data will be analyzed during leadership team meetings to ensure students are demonstrating growth on standards. Extended learning opportunities will be provided to those students who are not showing growth on OPMs.</p>
Person responsible for monitoring outcome:	<p>Jacqueline Lewis (pr0641@dadeschools.net)</p>
Evidence-based Strategy: Describe the evidence-based strategy being	<p>Within the targeted element of Standards-aligned Instruction, our school will focus on the evidence-based strategy of Standards-aligned Instruction. Standards-Aligned Instruction refers to teachers executing lessons based on the standards targets and ensure that all student products and teaching techniques are aligned to the intended standards.</p>

**implemented
for this Area
of Focus.**

**Rationale for
Evidence-
based**

Strategy:

Explain the

**rationale for
selecting**

**this specific
strategy.**

**Describe the
resources/**

criteria used

for selecting

this

strategy.

Standards-Aligned Instruction will ensure that teachers deliver planned lessons to guide students through the demands of the standards. This will ensure that students have mastery of the standards taught which will increase their proficiency of ELA and Math curriculum. Students will show evidence of mastering the lesson objective(s) through their work samples.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

August 15, 2022 Instructional coaches will provide a professional development on Standards-Aligned Instruction: Understanding BEST Standards to show teachers how to plan and deliver lessons to guide students through the demands of the new BEST Standards.

Person Responsible Anitra Tarpley (258073@dadeschools.net)

August 22 through October 14, 2022, teachers will voluntarily meet with their instructional coaches on a weekly basis to develop lesson plans using Standards-Aligned Instruction. Standards selected will be based on the MDCPS Pacing Guides for ELA , Math and Science.

Person Responsible Meisha Griffith (meishajgriffith@dadeschools.net)

August 22 through October 14, 2022 administration will conduct walkthroughs to monitor Standards-Aligned Instruction during whole group instruction using ELA and Math lesson plans. In addition, Science interactive journals will be reviewed, Essential Labs will be conducted, and feedback will be provided to teachers and the coaches concerning the effectiveness of the targeted standard.

Person Responsible Jacqueline Lewis (pr0641@dadeschools.net)

August 22 through October 14, 2022, based on administrative feedback and Instructional coaches' observations, instructional coaches will provide Coach Teacher Collaborations (CTC) to provide support and model Standards-Aligned Instruction in the classroom during whole group and/or small group instruction.

Person Responsible Jacqueline Lewis (pr0641@dadeschools.net)

October 31- December 16, 2022 The reading and math coaches and teachers for 2nd – 5th grade will meet during common planning to plan for explicit whole group instruction. During common planning, the team will develop higher-order questions and learning strategies such as BOX, SPADE, CUBE, that will assist students in retaining important information, identifying key details, and solving problems.

Person Responsible Meisha Griffith (meishajgriffith@dadeschools.net)

October 31- December 16, 2022 During common planning sessions, the team will analyze and revise if needed, daily learning targets and daily end products to incorporate throughout the lesson.

Person Responsible Jacqueline Lewis (pr0641@dadeschools.net)

#3. Positive Culture and Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on the 2022 SIP Data Map regarding school discipline, our school will implement the Targeted Element of Social Emotional Learning. Through our data review, we noticed that 57% of our students felt that violence was a problem at Bunche Park. Social and emotional learning are strongly correlated to student performance in the classroom. Therefore, we recognize the critical need to address social and emotional learning needs of our students to improve their academic proficiency. If we continue to implement Social and Emotional learning with fidelity we will decrease the scare of violence at our school by 40% points.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If we successfully target social emotional learning, then the school will demonstrate an increase of a minimum of 4 percentage point in ELA and minimum of 2 percentage point in Math as evidenced by the 2023 State Assessments.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

The Leadership Team will plan regular student incentives to promote consistent student attendance and acceptable behaviors. Teachers will also monitor their daily attendance/behavior and submit that data to the LT on a weekly basis with emphasis on attendance/behavior trends. To ensure we are on track to meeting the outcome above, this data will be discussed during data chats with teachers and students and parental contact will be made when necessary.

Person responsible for monitoring outcome:

Ruby Sheffield (rsheffield@dadeschools.net)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

Within the Targeted Element of Social Emotional Learning, our school will focus on the evidence-based strategy of school and classroom based social and emotional skills programs and risk prevention programs. Students presenting early warning indicators will be monitored on a weekly basis to prevent a breakdown in social and emotional development.

Rationale for Evidence-based Strategy: Explain the rationale for

Instruction and support in students' social and emotional growth will help students to manage their emotions, build relationships, focus their attention and solve problems so they can succeed in life. Social and emotional growth initiatives will assist in decreasing the number of student referrals. The initiatives will provide the LT with a systematic approach to identify behavior issues, remediation, and rewards.

selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

August 22 through October 14, 2022 A lack of support and instruction on Social and emotional learning has had a negative impact on student performance and growth. In order to support our students in the area of social and emotional learning we must first select members for the behavior committee who will monitor and support students with concerning behavior trends and discipline referrals.

Person Responsible Meisha Griffith (meishajgriffith@dadeschools.net)

August 22 through October 14, 2022 The Community Involvement Specialist (CIS), mental health coordinator, assistant principal and the school counselor will monitor discipline referrals for specific behavioral concerns that identify students who need additional support and coordinate resources and services from outside agencies as needed.

Person Responsible Meisha Griffith (meishajgriffith@dadeschools.net)

August 22 through October 14, 2022 Students with concerning behavior trends or discipline referrals will be paired with a mentor who will support and encourage students and their families to help student develop more acceptable behaviors that will have a positive impact on their social, emotional and academic growth.

Person Responsible Jacqueline Lewis (pr0641@dadeschools.net)

August 22 through October 14, 2022 Teachers will implement the District Peace Path initiative to help students implement strategies to resolve conflict. This initiative will empower students to use effective problem solving techniques.

Person Responsible Meisha Griffith (meishajgriffith@dadeschools.net)

October 31- December 16, 2022 Students with concerning behavior trends or discipline referrals will be paired with a mentor who will support and encourage students and their families to help student develop more acceptable behaviors that will have a positive impact on their social, emotional and academic growth.

Person Responsible Jacqueline Lewis (pr0641@dadeschools.net)

October 31- December 16, 2022 Teachers will continue to implement the District Peace Path initiative to help students implement strategies to resolve conflict. This initiative will empower students to use effective problem solving techniques.

Person Responsible Ruby Sheffield (rsheffield@dadeschools.net)

#4. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>Based on qualitative data obtained from the SIP Survey and review of the Focus on Sustainable Results, we want to use the Targeted Element of Feedback/Walkthroughs. 37% of teachers responded that the principal and/or assistant principal conducted walkthroughs quarterly. Therefore, we want to conduct SLT walkthroughs with more consistency and fidelity to ensure the implementation of best practices and strategies. In addition, 54% of the teachers responded that feedback was provided quarterly or not at all. The SLT walkthroughs will allow for observation of daily practices and provide the instructional staff with immediate feedback that will increase and support different aspects of student learning and teacher instruction.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>As it relates to the survey question that focused on sustainable results and feedback, we plan to increase the score by 20 percentage points on the 2022- 2023 Climate Survey for Walkthroughs. We also aim to have at 40% increase where the teachers feel feedback is immediate.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>Consistent Developmental Feedback involves providing a clear expectation, progress toward that goal and a description of the behavior and support that will be provided. Feedback will be provided regularly as a means of professional growth. We plan to survey the staff quarterly regarding the effectiveness of the Consistent Developmental Feedback and morale boosting initiatives.</p>
Person responsible for monitoring outcome:	<p>Jacqueline Lewis (pr0641@dadeschools.net)</p>
Evidence-based Strategy: Describe the evidence-based strategy being implemented	<p>Within the Targeted Element of Specific Teacher Feedback, we will focus on the evidence based strategy of modeling professional learning to develop others and support efforts to improve teaching capacity in all instructional areas. Administrators will work with individual teachers to set goals and track their progress toward their goals. Administrators will communicate specific expectations to teachers. Administrators will observe teachers regularly to help improve teacher performance. They will also encourage staff to engage in sustained professional learning. Administrators will establish opportunities for teachers to examine data and student progress through collaborative planning meetings and data chats.</p>

for this Area of Focus.**Rationale for Evidence-based**

Strategy: This specific strategy was selected because teachers' commitment to their development is essential to educators to ensure that students are receiving a quality education. Teachers need to know how to provide effective instructional practices to meet the needs of all students so that these students can attain proficiency in all content areas. Students need effective explicit instruction to improve their academic performance. Teachers need feedback, encouragement and support from administrators who will model appropriate strategies so that teacher can make adjustments in their instructional practices which will improve their performance and in turn increase student achievement.

Explain the rationale for selecting this specific strategy.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

August 22-October 14, 2022

Administrators and instructional coaches will develop an informal observation rotation calendar to coordinate observations of instructional staff. This calendar will also include time to debrief and discuss findings.

Person Responsible Lawana Parrott (lparrott@dadeschools.net)

August 22-October 14, 2022

To support instructional practices and development, all teachers will be placed on a coach/ teacher collaboration cycle with transformational coaches.

Person Responsible Jacqueline Lewis (pr0641@dadeschools.net)

August 22-October 14, 2022

Administrators will provide teachers with timely and specific feedback following informal and formal observations or walk-throughs.

Person Responsible Jacqueline Lewis (pr0641@dadeschools.net)

August 22- October 14, 2022.. Administrators and instructional coaches will work with instructional and non-instructional staff to set goals for improvement in instructional practices.

Person Responsible Meisha Griffith (meishajgriffith@dadeschools.net)

October 31- December 16, 2022 Teachers will be provided with a suggested feedback checklist, strategies and phrases to utilize when giving feedback.

Person Responsible Meisha Griffith (meishajgriffith@dadeschools.net)

October 31- December 16, 2022 Administrators and instructional coaches will work with instructional staff to set goals for improvement in instructional practices.

Person Responsible Jacqueline Lewis (pr0641@dadeschools.net)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

According to the 2022 SAT-10 Data 42% of our Kindergarten students scored between a 4-6 stanine and 48% scored between 7-9 stanine. 45% of our 1st grade students scored between a 4-6 stanine and 19% scored between a 7-9 stanine. 51% of our 2nd grade students scored between a 1-4 stanine, 36% scored between a 4-6 stanine and 6% scored between a 7-9 stanine. The implementation of vocabulary strategies and practices will be integrated to instruction in order to increase the number of students meeting proficiency in reading.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

According to the 2022 FSA data, 46% of the students are proficient in ELA and 65% made learning gains

In 3rd grade 33% of our students were proficient, 25% had learning gains and 25% of our L25's had learning gains. In 4th grade 69% of our students were proficient, 75% had learning gains and 75% of our L25's had learning gains. In 5th grade 45% of our students met proficiency, 33% had learning gains and 50% of our L25's had gains. The implementation of vocabulary strategies and practices will be integrated to instruction in order to increase the number of students meeting proficiency in reading.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

If we successfully implement vocabulary and BEST practices, an additional 50% of the K-2 student population will score at grade level or above in the area of ELA by he 2022-2023 state assessment.

Grades 3-5: Measureable Outcome(s)

If we successfully implement vocabulary and BEST practices, an additional 50% of the 3-5 student population will score at grade level or above in the area of ELA by he 2022-2023 state assessment.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

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 that vocabulary instruction is aligned to current data. Administrators will review bi-weekly lesson plans for indication of explicit instruction aligned to vocabulary. We will track and monitor iReady Diagnostic Data. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth. Extended Learning Opportunities will be provided to those students who are not showing growth on each iReady Diagnostic Assessment.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Lewis, Jacqueline, pr0641@dadeschools.net

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Within the Targeted Element of Vocabulary, our school will focus on the evidence-based strategy of: Explicit Vocabulary Instruction aligned with before, during and after reading strategies. Differentiation will assist in accelerating student understanding of the use of context clues.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

Effective curriculum and resource utilization will provide teachers with the opportunity to build prior knowledge, increase student motivation and interest, and scaffold instruction. Explicit Vocabulary Instruction, along with differentiated instruction, will ensure that teachers are using data to plan lessons that are customized to student needs. Teachers will continually make adjustments to instruction as needed. This strategy will support students in learning how to use context clues when identifying vocabulary within a text.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
8/31-10/11- Teachers will plan with Transformation Coaches to utilize interactive vocabulary word walls throughout instruction.	Griffith, Meisha, meishajgriffith@dadeschools.net
8/31-10/11-Teachers will develop lesson plans that are inclusive of Vocabulary instruction. As a result, teachers will use appropriate resources, and lesson plans will reflect student learning in identifying vocabulary within a text.	Parrott, Lawana, lparrott@dadeschools.net
8/31-10/11- Teachers will focus instruction on Tier 2 words (frequently found words used in general academic study), supplementing it with Tier 3 words (words that are domain-specific words that are uncommon in everyday reading).	Parrott, Lawana, lparrott@dadeschools.net
8/31-10/11 Teachers will utilize a vocabulary map graphic organizer to help students develop their understanding of a word.	Parrott, Lawana, lparrott@dadeschools.net
Teachers will continue to utilize a vocabulary map or graphic word organizer to help students develop their understanding of a word.	Parrott, Lawana, lparrott@dadeschools.net
10/31-12/16- Students in grades 3-5 will create individual vocabulary journals to expand their prior knowledge and boost their vocabulary proficiency.	Parrott, Lawana, lparrott@dadeschools.net

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

The school addresses a positive school culture and environment by building strong relationships with parents and the community throughout the school year. Our school specifically recognizes parents that participate in many of the school activities that support the academic student learning. In addition, the staff are celebrated during faculty meetings, staff outings in order to build morale. Furthermore, we engage students in activities that celebrate their success academically and through classroom incentives provided by classroom teachers and staff.

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

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 ensure that the school culture initiatives are carried out with vigor and resolve and to

monitor the implementation of those initiatives on a monthly basis in order to build team morale with all stakeholders. The Assistant Principal's role is to create a positive school culture and environment by engaging in activities that will promote a healthy, and positive learning community. Additionally, this can be done by establishing positive relationships with faculty, staff, students and parents and community stakeholders. In addition, teacher leaders role is to plan, prepare, and deliver lessons in whole group, differentiated instruction and intervention. Also, teacher leaders encourage student participation in lessons and other school activities. The instructional coaches assist in providing meaningful collaborative planning with teachers and provide ongoing coaching cycles and support. All stakeholders are responsible for building and maintaining positive relationships with students, parents and families.