

Miami-Dade County Public Schools

# North County K 8 Center



## 2022-23 Schoolwide Improvement Plan

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## North County K 8 Center

3250 NW 207TH ST, Miami Gardens, FL 33056

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

### Demographics

**Principal: Chanda Scott O**

Start Date for this Principal: 7/14/2022

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School PK-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: C (53%) 2018-19: B (59%) 2017-18: C (49%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

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

## SIP Authority

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

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

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

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

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

## Purpose and Outline of the SIP

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

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## North County K 8 Center

3250 NW 207TH ST, Miami Gardens, FL 33056

<http://northcounty.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)
Combination School PK-8	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	99%

### School Grades History

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

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### SIP Authority

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

### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

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

The mission of North County K-8 Center is to foster academic excellence by building literacy and creativity through purposeful and enriching instruction and by ensuring that each student is reaching his/her optimal potential to become a productive citizen in society.

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

North County K-8 Center is committed to promoting life-long learning in a caring, nurturing environment ensuring that our students develop the knowledge and skills needed to succeed in a global 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
Scott, Chanda	Principal	Chanda Scott, Principal: Provides a common vision for the implementation of schoolwide programs while maintaining a safe and secure learning environment, ensures continuous academic, mental and social growth of learners, provides resources to enhance school programs, and communicates with stakeholders regarding school-based plans and initiatives.
Jones, Alicia	Assistant Principal	Alicia Jones, Assistant Principal: Assists the principal with executing the vision for schoolwide programs, use data driven decision making to ensure continuous improvement, monitors the effectiveness of the RtI process and interventions, ensure staff members receive support, through professional development opportunities and resources to build capacity and sustain growth, and maintains communication with stakeholders regarding the progress of goals, programs and initiatives.
Harrison, Lisa	Reading Coach	Lisa Harrison, Reading Coach: Ensures the academic programs are executed with fidelity, provides professional development and support to instructional staff to increase content knowledge and incorporate best practices to improve instructional delivery, coordinates and monitors the implementation of the intervention program, and utilizes data to make informed instructional decisions.
Washington, Brandy	Math Coach	Brandy Washington, Math Coach: Ensures the academic programs are executed with fidelity, provides professional development and support to instructional staff to increase content knowledge and incorporate best practices to improve instructional delivery and utilizes data to make informed instructional decisions.
Green, Meshonika	School Counselor	Meshonika Green, Counselor/MTSS Coordinator: Oversees MTSS/RtI to address the needs of learners. Provides support in behavioral strategies that will minimize classroom distractions and increase student achievement. Ensures the effective implementation of social emotional learning activities.

## Demographic Information

### Principal start date

Thursday 7/14/2022, Chanda Scott O

**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.*

0

**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.*

12

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

20

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

337

**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	34	44	36	56	40	23	41	29	34	0	0	0	0	337	
Attendance below 90 percent	0	11	3	17	10	8	12	6	9	0	0	0	0	76	
One or more suspensions	0	0	0	0	0	0	2	4	8	0	0	0	0	14	
Course failure in ELA	0	0	2	11	3	5	20	2	10	0	0	0	0	53	
Course failure in Math	0	0	1	6	3	3	21	6	9	0	0	0	0	49	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	9	4	5	10	10	19	0	0	0	0	57	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	8	18	7	21	14	18	0	0	0	0	86	
Number of students with a substantial reading deficiency	0	0	2	20	9	5	22	14	18	0	0	0	0	90	

**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	0	0	1	16	9	7	23	13	20	0	0	0	0	89	

**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	0	0	1	10	1	0	0	1	0	0	0	0	0	13	
Students retained two or more times	0	0	0	1	1	0	1	0	1	0	0	0	0	4	



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

Thursday 7/14/2022

**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	25	33	48	61	19	50	44	52	32	0	0	0	0	364	
Attendance below 90 percent	8	13	23	26	9	15	16	24	13	0	0	0	0	147	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	9	8	1	11	21	12	5	0	0	0	0	67	
Course failure in Math	0	1	5	2	1	23	20	16	4	0	0	0	0	72	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	25	19	12	22	12	11	0	0	0	0	101	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	30	29	25	35	11	15	0	0	0	0	145	
Number of students with a substantial reading deficiency	2	9	38	44	3	16	21	37	19	0	0	0	0	189	
	0	0	0	0	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	3	1	8	14	2	16	26	24	9	0	0	0	0	103	

**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	1	0	20	0	1	5	2	0	0	0	0	0	33
Students retained two or more times	0	0	0	3	0	2	2	4	1	0	0	0	0	12

**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	25	33	48	61	19	50	44	52	32	0	0	0	0	364	
Attendance below 90 percent	8	13	23	26	9	15	16	24	13	0	0	0	0	147	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	9	8	1	11	21	12	5	0	0	0	0	67	
Course failure in Math	0	1	5	2	1	23	20	16	4	0	0	0	0	72	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	25	19	12	22	12	11	0	0	0	0	101	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	30	29	25	35	11	15	0	0	0	0	145	
Number of students with a substantial reading deficiency	2	9	38	44	3	16	21	37	19	0	0	0	0	189	
	0	0	0	0	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	3	1	8	14	2	16	26	24	9	0	0	0	0	103	

#### 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	1	0	20	0	1	5	2	0	0	0	0	0	33
Students retained two or more times	0	0	0	3	0	2	2	4	1	0	0	0	0	12

## 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	38%	62%	55%				46%	63%	61%
ELA Learning Gains	54%						54%	61%	59%
ELA Lowest 25th Percentile	51%						45%	57%	54%
Math Achievement	31%	51%	42%				48%	67%	62%
Math Learning Gains	70%						61%	63%	59%
Math Lowest 25th Percentile	65%						49%	56%	52%
Science Achievement	26%	60%	54%				48%	56%	56%
Social Studies Achievement	69%	68%	59%				83%	80%	78%

**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	43%	60%	-17%	58%	-15%
Cohort Comparison		0%				
04	2022					
	2019	43%	64%	-21%	58%	-15%
Cohort Comparison		-43%				
05	2022					
	2019	40%	60%	-20%	56%	-16%
Cohort Comparison		-43%				
06	2022					
	2019	45%	58%	-13%	54%	-9%
Cohort Comparison		-40%				
07	2022					
	2019	46%	56%	-10%	52%	-6%
Cohort Comparison		-45%				
08	2022					
	2019	36%	60%	-24%	56%	-20%
Cohort Comparison		-46%				

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	44%	67%	-23%	62%	-18%
Cohort Comparison		0%				
04	2022					
	2019	36%	69%	-33%	64%	-28%
Cohort Comparison		-44%				
05	2022					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	48%	65%	-17%	60%	-12%
Cohort Comparison		-36%				
06	2022					
	2019	69%	58%	11%	55%	14%
Cohort Comparison		-48%				
07	2022					
	2019	34%	53%	-19%	54%	-20%
Cohort Comparison		-69%				
08	2022					
	2019	32%	40%	-8%	46%	-14%
Cohort Comparison		-34%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	42%	53%	-11%	53%	-11%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-42%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	43%	43%	0%	48%	-5%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	83%	73%	10%	71%	12%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	63%	37%	61%	39%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

### 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	18	30	23	11	43						
ELL	10			30							
BLK	38	55	53	30	69	65	25	73	73		
HSP	32	50		27	81						
FRL	37	54	53	30	69	64	27	69	75		
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	9	24	29	3	25	33					
ELL	36	40		15							
BLK	28	33	29	13	11	16	24	69	13		
HSP	31										
FRL	29	33	30	13	9	11	22	64	15		
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	9	35	33	4	20	27					
ELL											
BLK	45	53	44	47	60	49	48	80	100		
HSP	58	80		58	64						
FRL	46	54	42	46	61	50	48	82	100		

### 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)	TSI
OVERALL Federal Index – All Students	54
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	60
Total Points Earned for the Federal Index	539
Total Components for the Federal Index	10
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	25
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	33
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	53
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	48

Hispanic Students	
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	54
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?

2022 data findings:

A comparison of the school to district data shows a decrease in proficiency from grades 3 to 8 in both ELA and Math.

All ELA subgroups Achievement increased except for ELL which decreased by 26 percentage points.

All ELA Subgroups Learning Gains increased.

All ELA Subgroups Learning Gains L25 increased except for SWD which decreased by 6 percentage points.

All Math subgroups Achievement, Learning Gains and Learning Gains L25 increased.

Science, Social Studies and Middle School Acceleration Subgroups Achievement increased.

A comparison of 2021 and 2022 school data shows an increase in proficiency from grades 3 to 8 in ELA,

Math and Science.

ELA Achievement increased by 7 percentage points from 29 to 36 percent.

ELA Learning Gains increased by 20 percentage points from 34 to 54 percent.

ELA Learning Gains L25 increased by 23 percentage points from 28 to 51 percent.

Math Achievement increased by 12 percentage points from 13 to 25 percent.

Math Learning Gains increased by 58 percentage points from 12 to 70 percent.

Math Learning Gains L25 increased by 46 percentage points from 19 to 65 percent.

Science Achievement increased by 2 percentage points from 24 to 26 percent.

Social Studies Achievement increased by 3 percentage points from 66 to 69 percent.

MS Acceleration Achievement increased by 28 percentage points from 47 to 75 percent.

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

2022 data findings:

The ELA ELL Achievement decreased by 26 percentage points. The SWD Subgroup Learning Gains decreased by 6 percentage points.

A comparison of school to district data reveals that ELA and Math Achievement are below the district average by 21% and 30% respectively.

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

The focus on implementing data driven instruction that is aligned to the standards contributed to improvement in student achievement. We will continue to implement standards aligned and differentiated instruction while incorporating checks for understanding to ensure mastery of the benchmarks. Goal setting and progress monitoring towards proficiency will ensure that the needs of all learners are met.

Last year the focus was implementing standards aligned and data driven lessons. Checks for understanding were incorporated to ensure that students understood the content. We will improve by providing job embedded PD on the BEST standards, deliver explicit standards aligned instruction, implement Differentiated Instruction, employ ongoing progress monitoring, and analyze data during data chats to make informed instructional decisions and adjust instruction as needed.

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

Math Learning Gains increased from 12 percentage points in 2021 to 70 percentage points on the 2022 FSA.

In 2022, Math Achievement increased by 25 percentage points when comparing iReady AP1 to AP3 data.

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

The contributing factors for improvement included implementing collaborative planning to develop standards based and data driven lessons, tracking progress towards mastery and incorporate checks for understanding. The new actions that were taken in this area is implementing differentiated instruction, conducting data chats and administrators conducting walkthroughs to monitor instructional delivery.

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

The strategies that will be implemented to accelerate learning include job embedded professional development, collaborative planning, goals setting, ongoing progress monitoring, differentiated instruction, checks for understanding, interventions and data chats.



**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 offered include understanding and aligning instruction to the B.E.S.T. standards, analyzing/ interpreting data, differentiated instruction and interventions. Data Chats will be conducted quarterly. Coach teacher collaboration will also be implemented with teachers that need additional or follow-up support.

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

Teachers and students will set goals and monitor progress toward proficiency after progress monitoring assessments. Collaborative planning will be scheduled weekly with the instructional coaches. Interventions and differentiated instruction will occur during school to address the needs of learners. Extended Learning opportunities will be provided afterschool. Enrichment programs such as Chess and Music will also be offered to improve and sustain growth.

### **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 B.E.S.T. Standards****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 data review, our school will implement instruction aligned to the B.E.S.T. standards. B.E.S.T. was selected as an overarching area based on the findings that revealed proficiency for our school was below the district's average in the areas of ELA and Math. The school to district comparison of the 2022 FSA data revealed that ELA Achievement was 21 percentage points below the district average. Math Achievement was below the district average by 30 percentage points. Tier 1 core instruction is not meeting the needs of all learners; therefore, we must improve our ability to unpack the B.E.S.T. standards, provide standards-based instruction and implement checks for understanding to ensure mastery of the benchmarks in all subjects. Scaffolding instruction and progress monitoring will ensure that students understand the content and increase proficiency.

**Measurable Outcome:****State the specific measurable****outcome the**

**school plans to achieve.**

If we successfully implement the B.E.S.T. standards, then core instruction will improve and proficiency will increase by a minimum of 5 percentage points as evidenced by the 2023 State Assessment.

**This should****be a data****based,****objective****outcome.****Monitoring:****Describe****how this****Area of****Focus will****be****monitored****for the****desired****outcome.**

Administrators will attend Collaborative Planning sessions to ensure lesson plans and resources are aligned with the B.E.S.T. standards. Checks for understanding will be evident in lesson plans and student work folders. Administrators will conduct regular walkthroughs to monitor effective delivery of lessons. Teachers and students will set goals and monitor progress towards achieving the goals. The Leadership Team will conduct quarterly data chats to determine the effectiveness of instruction and progress towards improving proficiency. Ongoing data analysis will provide opportunities to monitor and adjust instruction to ensure mastery of the benchmarks. Extended learning opportunities will be provided for students exhibiting minimal progress and in need of additional support.

**Person****responsible****for****monitoring****outcome:**

Alicia Jones (217257@dadeschools.net)

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

Within the Targeted Element of B.E.S.T. standards, our school will focus on the evidence-based strategy of Checks for Understanding. Checks for Understanding allows teachers to establish goals for learning, provide feedback and adjust instruction based on students' misconceptions. Checks for understanding will provide immediate results of mastery of the benchmarks presented during instruction. Checks for Understanding will also be monitored through the implementation of the district and state assessments.

**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.**

Checks for Understanding will ensure that instruction is explicit and aligned to the B.E.S.T. standards to meet the needs of all learners. Teachers will monitor student work to provide feedback and adjust instruction to ensure that students understand and mastery the benchmarks presented during instruction.

### **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.

08/22/22 - 09/14/22 - Provide job-embedded professional development on the B.E.S.T. standards. As a result, teachers will gain knowledge about unpacking the benchmarks to effectively plan for Tier 1 instruction.

**Person Responsible** Lisa Harrison (277717@dadeschools.net)

08/22/22 – 10/14/22 – Teachers will participate in Collaborative Planning and utilize state and district resources to unpack the benchmarks and develop standards-based lessons. As a result, the instructional coach will collaborate with teachers to increase content knowledge and share best practices to improve instruction.

**Person Responsible** Brandy Washington (235582@dadeschools.net)

08/22/22 – 10/14/22 - Identify checks for understanding during collaborative planning that are aligned to the benchmarks and will ensure mastery of the benchmarks(s) presented in the lesson. As a result, the teachers will evaluate the effectiveness of instruction and make the necessary adjustments to instruction.

**Person Responsible** Lisa Harrison (277717@dadeschools.net)

08/22/22 - 10/14/22 - Deliver standards-based lessons developed during collaborative planning incorporating checks for understanding. As a result, the teachers will analyze data to assess mastery and provide remediation to improve proficiency.

**Person Responsible** Brandy Washington (235582@dadeschools.net)

10/31/22-11/8/22- Provide a follow-up PD during collaborative planning on aligning the checks for understanding to the B.E.S.T. standards. As a result of implementing the checks for understanding the students will master the benchmarks and improve proficiency.

**Person Responsible** Brandy Washington (235582@dadeschools.net)

10/31/22-12/9/22- Identify and assign checks for understanding that are aligned to the B.E.S.T. standards with a focus on developing stacked benchmarks in ELA. As a result, the teachers will evaluate the effectiveness of instruction and make the necessary adjustments to instruction.

**Person Responsible** Lisa Harrison (277717@dadeschools.net)

**#2. Transformational Leadership specifically relating to Instructional Leadership Team**

**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 data from the School Climate survey, we will use the Targeted Element of Instructional Leadership Team. The percent of teachers at the school site that disagreed with the statement morale is high at the school, decreased from 56% in 2021 to 43% in 2022. To continue to make progress in this area we want to set goals, communicate expectations, implement team building activities and celebrate successes to empower the teachers and thus build capacity within the staff. Improving the staff morale will have a positive impact on productivity, instruction, and student achievement.

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

If we successfully implement the Targeted Element of Instructional Leadership Team, then our teachers will have an opportunity to set goals, monitor progress towards achieving their goals, foster collegial relationships and celebrate successes. As a result of improved collegial relationships teachers will participate in committees and share ideas / best practices with other staff members. The percent of teachers accomplishing their goals and participating leadership roles will increase by 5% during the 2022-2023 school year.

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

The Leadership Team will monitor the teachers' progress towards achieving goals and the implementation of quarterly team building activities through participation surveys. The Leadership Team will review data from the goal setting forms and participation surveys to determine progress towards achieving our goal of improving staff morale.

**Person responsible for monitoring outcome:**

Chanda Scott (269670@dadeschools.net)

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

Within the Targeted Element of Instructional Leadership Team, we will focus on the evidence-based strategy of: Demonstrating Perseverance as a Team. By implementing goal setting and team building activities we hope to improve collegial relationships and encourage teachers to become leaders at the school site. School-wide and individual goals will be monitored after state and district assessments periods to ensure that we achieve and maintain our intended outcomes, ultimately building capacity of the staff members.

**Rationale for Evidence-based Strategy:**  
 Explain the rationale for selecting this specific strategy.

Goal setting and accomplishing goals individually and as a group will build confidence, morale and sustainability of positive results. The Leadership Team will promote collaboration through team building and celebratory activities, throughout the process of goal setting, progress monitoring, making adjustments to achieve the goal and maintain success.

**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.

08/22/22 - 09/14/22 – Develop a schoolwide calendar to include data chats, goals setting, progress monitoring and team building / celebratory activities. As a result, teachers will be accountable for academic progress of all learners, collaborate with colleagues and celebrate successes.

**Person Responsible** Alicia Jones (217257@dadeschools.net)

08/22/22 - 09/14/22 - Analyze data to develop schoolwide and individual teacher goals for proficiency. As a result, the leadership team will establish and communicate the vision for improvement.

**Person Responsible** Chanda Scott (269670@dadeschools.net)

09/12/22 – 10/14/22 – Teachers conduct data chats with students after the first assessment period. As a result, students understand their data and how they perform on the assessment.

**Person Responsible** Lisa Harrison (277717@dadeschools.net)

09/12/22 – 10/14/22 - Teachers will meet with students to establish individual goals after state / district assessment. As a result of setting goals with students they will be encouraged to take accountability for their learning.

**Person Responsible** Brandy Washington (235582@dadeschools.net)

10/31/22-11/4/22 Develop a school-wide tracker to monitor proficiency. As a result, teachers will be accountable for learning outcomes and monitor students' progress towards mastery.

**Person Responsible** Alicia Jones (217257@dadeschools.net)

10/31/22-12/16/22- Conduct teacher data chats after each district assessment. As a result, teachers will provide data driven instruction utilizing current assessment results and adjust instruction to meet the needs of all learners.

**Person Responsible** Chanda Scott (269670@dadeschools.net)

### #3. Positive Culture and Environment specifically relating to Positive Behavior Intervention and Supports

#### 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 data review, our school will implement the Targeted Element of Positive Behavior Intervention and Supports. Through our data review, we noticed more disciplinary referrals (14%) were reported compared to the district (7%). We selected this area based on the need to consistently implement a school wide discipline plan and promote positive behavior to ensure a safe environment that is conducive to learning.

#### Measurable

#### Outcome:

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

If we successfully implement the Targeted Element of Positive Behavior Intervention and Supports, then our students will display positive behaviors and adhere to the schoolwide expectations thus improving student behavior. With consistent modeling, positive reinforcement and incentives, our student case management referrals will decrease by 5% by June 2023.

#### Monitoring:

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

The Leadership Team will monitor the number of disciplinary referrals submitted each month. Data will be compared for each month to identify any changes. Individual student behavior will be monitored utilizing a tracker to record positive behavior. To ensure that we are on track to meeting our goal, the data will be shared during department meetings with teachers.

#### Person

responsible for monitoring outcome:

Meshonika Green (282943@dadeschools.net)

#### Evidence-based Strategy:

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

Within the targeted element of Positive Behavior and Intervention Support, our school will focus on the evidence-based strategy of: Positive Behavior Support. A positive behavior reinforcement system will assist with reducing distractions schoolwide and promote a positive and safe environment that is conducive to learning. Disciplinary referrals will be monitored monthly to prevent an increase in problem behaviors by providing support and interventions to assist students with managing their behavior.

#### Rationale for Evidence-based Strategy:

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

Implementing Positive Behavior Support will assist with encouraging appropriate behaviors to create and maintain a positive school environment. The implementation of positive behavior reinforcement system will provide the Leadership Team with a systematic approach to identify patterns of misbehavior, intervene, teach and incentivize positive outcomes.



**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.

08/22/22 - 08/31/22- Establish a Discipline and Safety Committee comprised of administrators, instructional coaches, teachers and students. As a result of implementing a positive behavior reinforcement system the environment will be safe, secure, and conducive to learning.

**Person Responsible** Ja'Nyre Parker (258976@dadeschools.net)

08/22/22 - 09/02/22- The Discipline and Safety Committee will develop a schoolwide discipline plan that will incorporate expectations for displaying positive behavior for all areas of the school, consequences for not following the rules, incentives for exhibiting positive behavior and a schedule to celebrate success.

**Person Responsible** Ja'Nyre Parker (258976@dadeschools.net)

09/06/22- 09/16/22 - The Discipline and Safety Committee will present the plan to staff during a faculty meeting. As a result, teachers will encourage students to display positive behavior throughout the school and community.

**Person Responsible** Meshonika Green (282943@dadeschools.net)

09/14/22- 10/14/22 – The Leadership Team will schedule assemblies to present the Discipline Pan to all students. As a result, students will adhere to expectations and exhibit positive behavior throughout the school and community.

**Person Responsible** Alicia Jones (217257@dadeschools.net)

10/31/22-11/8/22-Post school-wide discipline plan and expectations in all classrooms and common areas. As a result, students will adhere to expectations and exhibit positive behavior throughout the school and community.

**Person Responsible** Meshonika Green (282943@dadeschools.net)

10/31/22-11/11/22-Develop a calendar of events/activities to celebrate successes and incentivize students for consistently displaying positive behavior. As a result, students will be motivated to display positive behaviors throughout the school and community thus reducing referrals submitted to administration.

**Person Responsible** Meshonika Green (282943@dadeschools.net)



**#4. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups****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 data review, our school will implement Differentiated Instruction to address the needs of all learners in the SWD and ELL subgroup. Differentiated Instruction (DI) was selected as an overarching area based on the findings that revealed that the subgroups that scored below 41% are the SWD (25%) and ELL (33%) groups. It is evident that the learners need an extra layer of support during instructional delivery. Therefore, during DI, instruction will be tailored to meet the unique needs of the students in the SWD and ELL subgroup. Ongoing progress monitoring will be implemented to adjust instruction ensuring that students are mastering the benchmarks.

**Measurable****Outcome:**

State the specific measurable

outcome the school plans to achieve.

This should be a data based, objective outcome.

If we successfully implement Differentiated Instruction, then student achievement for students in the SWD and ELL subgroups will improve and proficiency will increase to a minimum of 41 percentage points (SWD will increase by 16% and ELL by 8%) as evidenced by the 2023 State Assessment.

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

Administrators will attend Collaborative Planning sessions to ensure that lesson plans are developed for DI. Data driven instruction will be evident in student DI folders. Administrators will conduct regular walkthroughs to monitor effective delivery of DI lessons. Teachers and students will monitor progress towards mastering benchmarks utilizing data sheets in the DI folders. The Leadership Team will conduct quarterly data chats to determine the effectiveness of instruction and progress /towards improving proficiency.

**Person responsible for monitoring outcome:**

Alicia Jones (217257@dadeschools.net)

**Evidence-based**

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

Within the Targeted Element of SWD, our school will focus on the evidence-based strategy of Differentiated Instruction. Implementing DI provides teachers the opportunity to focus on the varying learning styles, use data to drive instruction and identify resources to customize instruction for learners. The effectiveness of DI will be monitored through the performance on the district and state assessments.

**Rationale for Evidence-based Strategy:** Explain the

Differentiated Instruction will ensure that teachers identify students' unique needs, provide explicit instruction according to their learning styles, and progress monitor outcomes to ensure mastery. Teachers will assess students' progress through checks for understanding, provide feedback and adjust instruction to ensure that students understand the content presented during DI lessons.

**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.

08/22/22 – 09/02/22 - Instructional staff will analyze current student achievement data and use the data to develop fluid groups. As a result, teachers will implement data driven lessons that will meet the needs of learners.

**Person Responsible** Alicia Jones (217257@dadeschools.net)

08/22/22 - 10/14/22 - Teachers will develop DI lesson plans during collaborative planning to address the needs of all learners. As a result, teachers will delivery explicit lessons with resources to help students comprehend information presented during instruction.

**Person Responsible** Lisa Harrison (277717@dadeschools.net)

08/22/22 - 10/14/22 – Teachers will implement checks for understanding during the DI lesson to ensure mastery. As a result, student achievement will increase as students master the benchmarks presented in the lesson.

**Person Responsible** Alicia Jones (217257@dadeschools.net)

08/31/22 - 10/14/22 – Administrators will conduct focused walkthroughs to monitor DI instruction. As a result, administrators will assess the effectiveness of instruction and provide feedback to improve instruction.

**Person Responsible** Chanda Scott (269670@dadeschools.net)

10/31/22-11/4/22- Provide extended day learning opportunities for students in the ELL and SWD subgroups. As a result, teachers will implement data driven lessons that will meet the needs of all learners.

**Person Responsible** Lisa Harrison (277717@dadeschools.net)

10/31/22-11/4/22- Incorporate data points for ongoing progress monitoring in the school-wide trackers to determine the effectiveness of differentiated instruction. As a result, student achievement will increase as students master the benchmarks presented during small group.

**Person Responsible** Brandy Washington (235582@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 proficiency data, the median percentile rate in ELA is 37% for students in grades K-2. A school to district reveals that the median score in ELA for our school is 18% below the district median of 55%.

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

According to the 2022 FSA proficiency data, 36% of the students are proficient in ELA. A school to district reveals that ELA proficiency for our school is 21% below the district rate of 57%.

### 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 standards-aligned Instruction, then proficiency will increase by a minimum of 5 percentage points in ELA as evidenced by the 2023 FAST Assessment.

**Grades 3-5: Measureable Outcome(s)**

If we successfully implement standards-aligned Instruction, then proficiency will increase by a minimum of 5 percentage points in ELA as evidenced by the 2023 FAST 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 analyze student work samples monthly to ascertain the effectiveness of instruction and determine if students are making adequate progress toward proficiency. Data chats will be conducted quarterly to monitor growth and increasing student achievement.

**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

Scott, Chanda, 269670@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 standards-aligned instruction, our school will focus on the evidenced based strategy of: Dissect Question Stems.

**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?

Within the targeted element of standards-aligned instruction, our school will focus on the evidenced based strategy of: Dissect Question Stems. Dissecting Question Stems will assist students with identifying the benchmark addressed in the question. During instruction teachers will provide students with the tools to focus their thinking on the strategy required to respond to the comprehension question. The implementation of dissecting question stems will be evident in student work samples. As a result of utilizing this strategy comprehension and mastery of the benchmarks will increase.

**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
08/22/22 - 09/14/22 – The instructional coach will provide training on the strategy of dissecting questions stems for the B.E.S.T. standards benchmarks. As a result, teachers will gain knowledge about scaffolding instruction to help students dissect a question to increase comprehension and answer questions accurately.	Harrison, Lisa, 277717@dadeschools.net
08/22/22 – 10/14/22 – Teachers will participate in Collaborative Planning and identify the question stems that will be presented during instruction. The teacher and instructional coach will dissect the question stems and identify the benchmark during collaborative planning in preparation for the lesson delivery. As a result, the instructional coach will collaborate with teachers to increase their understanding of the benchmarks and share different techniques to improve instruction.	Harrison, Lisa, 277717@dadeschools.net
9/07/22 - 10/14/22- Deliver lessons developed during collaborative planning incorporating the strategy of dissecting the question stems. As result the teachers will analyze students' responses to questions to assess mastery and provide remediation to improve proficiency.	Jones, Alicia , 217257@dadeschools.net
9/14/22 - 10/14/22– Teachers will bring student work samples to collaborative planning to analyze, ensuring that students are implementing the dissect the question stems strategy with fidelity. As a result, the effective and quality instruction will be monitored.	Jones, Alicia , 217257@dadeschools.net
10/31/22-12/9/22- Develop daily end products that are aligned to the B.E.S.T. standards to use as checks for understanding. As a result, teachers will assess students' mastery of the benchmarks and make necessary adjustments to instruction. .	Harrison, Lisa, 277717@dadeschools.net
10/31/22-12/9/22- Teachers will analyze student work samples during collaborative planning to determine the effectiveness of the dissecting question stem strategy. As a result, students' will comprehend the questions and provide accurate responses thus improving mastery of the benchmarks and decreasing the achievement gap.	Jones, Alicia, aliciat@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 goal of our school is to promote a positive culture and environment. This is accomplished by creating experiences where everyone is celebrated and supported. Incentives are provided for all stakeholders that participate in schoolwide initiatives and activities. The lines of communication are open for all stakeholders to address concerns, provide feedback and receive support. Information is provided to stakeholders in a timely manner on multiple platforms. The goal is for students to come to an environment where they feel loved and safe. As a result the learning environment is engaging, nurturing and conducive to learning.

### **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 Principal, Counselor, Instructional Coaches, Teacher Leaders. The principal will oversee all of the school's programs and initiatives. The assistant principal will monitor activities related to mentorship, team building and building teacher capacity. The counselor will maintain positive student relationships and behavior as well as ensure information is communicated with stakeholders. Instructional coaches and teacher leaders provide support and respond to feedback. All stakeholders are responsible for building and maintaining relationships that will benefit all students, parents, families and the community.