Campbell Drive K 8 Center

2022-23 Schoolwide Improvement Plan

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Campbell Drive K 8 Center

15790 SW 307TH ST, Homestead, FL 33033

http://campbelldrive.dadeschools.net/

Demographics

Principal: Kim Berkey M

Start Date for this Principal: 7/1/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
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* English Language Learners Black/African American Students* Hispanic Students Economically Disadvantaged Students
School Grades History	2021-22: B (56%) 2018-19: C (50%) 2017-18: C (49%)
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	ATSI
* 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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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	98%

School Grades History

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

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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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.

The mission of Campbell K-8 Center is to improve academic achievement for all learners at all grade levels through a shared responsibility of students, teachers, staff, parents, and community agencies.

Provide the school's vision statement.

Campbell Drive K-8 Center enriches the community through the conveyance of the multi-cultural heritage of our school population in providing the best possible educational experiences for our students and the surrounding community. We extend the services of the school to encompass the needs of the whole individual and to provide a center for a safe and nurturing environment.

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
Berkey, Kim	Principal	Principal maintains budget and staffing records. Presents summary attendance sheets, monthly attendance and class size reports; assists with data collection and preparation of FTE Reports and occasionally other reports as required. Oversees class staffing, prepares and transmits student records as requested and updates as applicable; registers and withdraws students. Types forms, memoranda, announcements, business correspondence and psychological reports. Responds to inquiries from district, region, parents, and students regarding attendance, registration requirements and procedures, etc. Checks and monitors immunization status of children, oversees routine student accident and plant security reports, and processes applications for free or reduced cost lunch program. Maintains and monitors Custodial, Budget, ESE, ESOL , and yearly property audits.
Gutierrez, Peter	Assistant Principal	Assistant Principal maintains attendance records of students and notifies parents whenever a student is absent. Prepares summary attendance sheets, monthly attendance and class size reports; assists with data collection and preparation of FTE Reports and occasionally other reports as required. Assigns classes, prepares and transmits student records as requested and updates as applicable; registers and withdraws students. Types forms, memoranda, announcements, business correspondence and psychological reports. Responds to inquiries from parents and students regarding attendance, registration requirements and procedures, etc. Handles office correspondence, receives and routes telephone calls, maintains office records management system, and operates DSIS to access various MSA applications to enter, maintain, or retrieve information. Checks and monitors immunization status of children, handles routine student accident and plant security reports, and processes applications for free or reduced cost lunch program. May act as Principal's Secretary during the absence of same. Maintains office supplies, issues bus passes and arranges for special events and field trip transportation
Ortega, Raquel	Instructional Coach	The Mathematics Coach directs instructional services related to math for students in grades K-8 and provides technical assistance to teachers implementing mathematics instruction at the school site. Emphasis will be on utilizing the coaching model (planning, demonstrating, and providing feedback) to facilitate the successful implementation of research-based instruction. The Mathematics Coach provides a pivotal role in the success of the school's mathematics plan.

Name	Position Title	Job Duties and Responsibilities
Tobiczyk, Valerie	Instructional Coach	The Mathematics Coach directs instructional services related to math for students in grades K-8 and provides technical assistance to teachers implementing mathematics instruction at the school site. Emphasis will be on utilizing the coaching model (planning, demonstrating, and providing feedback) to facilitate the successful implementation of research-based instruction. The Mathematics Coach provides a pivotal role in the success of the school's mathematics plan.
Nuhfer, Julie	Instructional Coach	The Reading Coach directs instructional services related to literacy for students in grades K-8 and provides technical assistance to teachers implementing the K-12 Comprehensive Research-based Reading Plan (CRRP) at the school site. Emphasis will be on utilizing the coaching model (planning, demonstrating, and providing feedback) to facilitate the successful implementation of research based literacy instruction. The Reading Coach provides a pivotal role in the success of the school's reading plan.
Ortega, Stephanie	Instructional Coach	The Reading Coach directs instructional services related to literacy for students in grades K-8 and provides technical assistance to teachers implementing the K-12 Comprehensive Research-based Reading Plan (CRRP) at the school site. Emphasis will be on utilizing the coaching model (planning, demonstrating, and providing feedback) to facilitate the successful implementation of research based literacy instruction. The Reading Coach provides a pivotal role in the success of the school's reading plan.

Demographic Information

Principal start date
Friday 7/1/2022, Kim Berkey M

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.*
1

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.*
0

Total number of teacher positions allocated to the school
38

Total number of students enrolled at the school
846

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	61	79	82	122	94	78	128	93	94	0	0	0	0	831
Attendance below 90 percent	15	35	30	45	25	22	43	38	37	0	0	0	0	290
One or more suspensions	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	1	15	54	24	8	27	13	6	0	0	0	0	148
Course failure in Math	0	1	9	30	11	21	58	49	3	0	0	0	0	182
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	33	13	17	52	33	49	0	0	0	0	197
Level 1 on 2022 statewide FSA Math assessment	0	0	0	21	21	19	83	24	29	0	0	0	0	197
Number of students with a substantial reading deficiency	4	1	11	48	25	23	81	50	30	0	0	0	0	273

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	12	16	63	27	72	54	51	32	0	0	0	0	327

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	5	1	0	33	0	0	10	9	0	0	0	0	0	58
Students retained two or more times	0	0	0	7	0	0	6	10	2	0	0	0	0	25

Date this data was collected or last updated
Friday 7/15/2022

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	47	81	90	133	72	120	105	112	90	0	0	0	0	850
Attendance below 90 percent	11	36	36	52	25	42	41	55	31	0	0	0	0	329
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	17	35	22	37	26	23	26	0	0	0	0	186
Course failure in Math	0	0	12	27	8	40	30	48	3	0	0	0	0	168
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	11	25	40	21	0	0	0	0	97
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	6	18	41	20	0	0	0	0	85
Number of students with a substantial reading deficiency	0	19	55	101	18	57	71	86	66	0	0	0	0	473

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	15	11	42	41	32	52	55	35	0	0	0	0	283

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	34	0	0	10	22	0	0	0	0	0	66
Students retained two or more times	0	0	0	5	0	1	9	14	3	0	0	0	0	32

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	47	81	90	133	72	120	105	112	90	0	0	0	0	850
Attendance below 90 percent	11	36	36	52	25	42	41	55	31	0	0	0	0	329
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	17	35	22	37	26	23	26	0	0	0	0	186
Course failure in Math	0	0	12	27	8	40	30	48	3	0	0	0	0	168
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	11	25	40	21	0	0	0	0	97
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	6	18	41	20	0	0	0	0	85
Number of students with a substantial reading deficiency	0	19	55	101	18	57	71	86	66	0	0	0	0	473

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

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Students with two or more indicators	0	15	11	42	41	32	52	55	35	0	0	0	0	283

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Retained Students: Current Year	0	0	0	34	0	0	10	22	0	0	0	0	0	66
Students retained two or more times	0	0	0	5	0	1	9	14	3	0	0	0	0	32

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%				37%	63%	61%
ELA Learning Gains	60%						45%	61%	59%
ELA Lowest 25th Percentile	60%						47%	57%	54%
Math Achievement	42%	51%	42%				51%	67%	62%
Math Learning Gains	70%						52%	63%	59%
Math Lowest 25th Percentile	67%						42%	56%	52%
Science Achievement	32%	60%	54%				30%	56%	56%
Social Studies Achievement	55%	68%	59%				59%	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	32%	60%	-28%	58%	-26%
Cohort Comparison		0%				
04	2022					
	2019	38%	64%	-26%	58%	-20%
Cohort Comparison		-32%				
05	2022					
	2019	34%	60%	-26%	56%	-22%
Cohort Comparison		-38%				
06	2022					
	2019	37%	58%	-21%	54%	-17%
Cohort Comparison		-34%				
07	2022					
	2019	31%	56%	-25%	52%	-21%
Cohort Comparison		-37%				
08	2022					
	2019	34%	60%	-26%	56%	-22%
Cohort Comparison		-31%				

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	62%	67%	-5%	62%	0%
Cohort Comparison		0%				
04	2022					
	2019	48%	69%	-21%	64%	-16%
Cohort Comparison		-62%				
05	2022					

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2019	47%	65%	-18%	60%	-13%
Cohort Comparison		-48%				
06	2022					
	2019	41%	58%	-17%	55%	-14%
Cohort Comparison		-47%				
07	2022					
	2019	39%	53%	-14%	54%	-15%
Cohort Comparison		-41%				
08	2022					
	2019	28%	40%	-12%	46%	-18%
Cohort Comparison		-39%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					
	2019	32%	53%	-21%	53%	-21%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-32%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	24%	43%	-19%	48%	-24%
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	56%	73%	-17%	71%	-15%
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	89%	63%	26%	61%	28%
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	19	48	49	23	62	61	16	25			
ELL	35	57	53	37	66	73	27	51			
BLK	38	60	57	42	74	68	28	60			
HSP	38	60	63	41	68	66	33	55	80		
FRL	37	60	60	42	69	66	31	55	81		
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	11	21	26	13	23	26	7	7			
ELL	26	31	25	25	29	34	6	19			
BLK	19	31	12	21	21	23	15	40			
HSP	32	35	31	28	29	35	20	25	53		
FRL	28	33	25	26	26	31	17	29	48		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	21	39	44	32	46	32	19	47			
ELL	29	46	48	50	52	32	19	53			
BLK	32	43	56	41	48	53	23	48			
HSP	38	46	43	54	54	38	31	63	86		
FRL	36	45	47	50	51	42	29	57	88		

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)	ATSI
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	56
Total Points Earned for the Federal Index	561
Total Components for the Federal Index	10
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	51
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	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	56

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	56
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?

Kindergarten i-Ready AP3 data demonstrates that 40% of the students are working below grade level.
First grade i-Ready AP3 data demonstrates that 65% of the students are working below grade level.
Second grade i-Ready AP3 data demonstrates that 64% of the students are working below grade level.
All ELA achievement increased by 9% points from 29% to 38% proficiency as compared to the 2021 FSA Administration.
All ELA learning gains increased by 27% points from 33% to 60% proficiency.
All ELA learning gains in the L25 increased by 35% points from 25% to 60% proficiency.
Third grade ELA achievement increased by 8% points from 33% to 41% proficiency.

Fourth grade ELA achievement increased by 22% points from 33% to 55% proficiency.
Fifth grade ELA achievement increased by 4% points from 30% to 34% proficiency.
Sixth grade ELA achievement increased by 4% points from 32% to 36% proficiency.
Seventh grade ELA achievement increased by 10% points from 20% to 30% proficiency.
Eighth grade ELA achievement increased by 1% points from 28% to 29% proficiency.
All Math achievement increased by 16% points from 26% to 42% proficiency.
All Math learning gains increased by 43% points from 27% to 70% proficiency.
All Math learning gains in the L25 increased by 36% points from 31% to 67% proficiency.
Science Achievement levels increased by 14% points from 18% to 32%.
Civics Achievement levels increased by 26% percentage points from 29% to 55%.
Algebra I Achievement levels decreased by 31% percentage points from 53% to 84%.

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

The majority of ELA subgroups achievement levels increased in percentage points. Specific grade levels fifth, sixth, and eighth only showed a lower than expected single digit percentage increases.

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 been focused on implementing data desegregation and data driven instruction in all classrooms. We will continue to support this while incorporating data-driven instruction to help meet the needs of our L25 subgroup. We will also develop teachers using strategies that focus on scaffolding instruction and provide intervention for lower performing students to help them access grade level content. We will be strategic with aligning resources with students' learning levels and implementing data chats to allow students to take control of their learning. An increased focus on student attendance will be implemented throughout the school year to assist in student achievement.

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

In reviewing the data of the 2022 FSA Administration in grades 3rd - 8th, schoolwide Mathematics proficiency increased by 42% points. This was followed up by ELA learning gains showed the most improvement by increasing by 37% points. Algebra I proficiency which increased by 31% and Civics which increased by 28% points.

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

Administration created a collaborative planning schedule that allotted time to plan for D.I.. Instructional coaches
and Administrators attended weekly collaborative planning sessions and contributed to conversations with individual grade levels and departments to align resources. Instructional coaches also pushed into classrooms to provide strategic interventions.

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

The strategies that will need to be implemented in order to accelerate learning are Data-driven Instruction along with On-going Progress Monitoring aligned to Standards-Based Instruction; weekly Collaborative Planning sessions; daily attendance monitoring, and executing the Intervention Plan with fidelity.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The PLST will develop whole group sessions and job-embedded sessions on the following topics: Youth Mental Health (August 15), Best Standards in Reading/Math & FAST Assessment (November 8, 2022) and quarterly continuous data chats with individualized feedback. On-Going Coaching cycles will also be implemented individually with teachers to support specific needs

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

Collaborative planning sessions will be scheduled weekly and a member of the LT will attend to ensure fidelity to the strategies being implemented school-wide that are aligned to the goals. Instructional coaches will continue to push into classrooms to provide strategic interventions. Extended Learning opportunities will be provided with after school tutoring, targeted interventions, Spring Break Academy, and STEM-based clubs.

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 2022 FSA data and the release of the new Mathematics B.E.S.T. standards there is a need for a concentrated focus on standards aligned instruction in order to increase student achievement and teacher familiarity with the new B.E.S.T. standards that will be assessed on the new F.A.S.T. assessment.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By implementing successful standards based instructional practices, then our overall achievement percentages in ELA and Mathematics will increase by a minimum of 10 percentage points on the 2023 F.A.S.T. Assessment as compared to the 2022 FSA Assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Instructional coaches and administration will concentrate on standards aligned instructional practices during collaborative planning sessions to ensure fidelity with the new B.E.S.T. standards. Administration will monitor collaborative planning sessions to ensure cohesive planning of the new B.E.S.T. Standards.
Person responsible for monitoring outcome:	Peter Gutierrez (pbgutierrez@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	On-going Progress Monitoring practices will be the primary strategy being targeted to ensure fidelity with adjusting instruction to analyze and adjust instruction to best meet the needs of the learners.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	By implementing this specific strategy of on-going progress monitoring, then the expectation is that the overall achievement percentages in ELA and Mathematics by fiver percentage points as compared to the 2022 FSA Assessment will increase on the 2023 F.A.S.T. Assessment.

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.

8/22 - 10/14 - Provide professional development sessions on on-going progress monitoring practices to ensure fidelity with the process. As a result, teachers will best be able to utilize on going progress monitoring and benchmark assessment data to continually adjust instruction appropriately.

Person Responsible	Julie Nuhfer (jnuhfer@dadeschools.net)

8/22 - 10/14 - Professional development sessions with teachers on the new B.E.S.T. standards and focusing best practices for planning and delivery. As a result teachers will be able to provide standards aligned instruction using the new B.E.S.T. standards.

Person Responsible	Julie Nuhfer (jnuhfer@dadeschools.net)

8/22 - 10/14 - Facilitate weekly collaborative planning meetings to provide teachers with an opportunity to collaborate and brainstorm challenges, needs, and shared best practices. As a result, teachers will attend collaborative planning sessions and take turns taking the lead and modeling best instructional practices.

Person Responsible	Valerie Tobiczyk (vtobiczyk@dadeschools.net)

8/22 - 10/14 - Teachers through collaborative planning sessions will develop lesson plans that include targeted small group instruction inclusive of using on-going progress monitoring practices. As a result, teachers will create, collect, and utilize resources to best meet students' needs.

Person Responsible Valerie Tobiczyk (vtobiczyk@dadeschools.net)

10/31 - 12/16 - 8/22 - Teachers during collaborative planning sessions, faculty meetings, and professional development sessions will share aloud best practices, lesson planning tips, and data disaggregation tools used target small group instruction inclusive of using on-going progress monitoring practices. As a result, teachers will utilize resources to best meet students' needs.

Person Responsible Peter Gutierrez (pbgutierrez@dadeschools.net)

10/31 - 12/16 - On-going data chats and data disaggregation will be focused on and highlighted during planning sessions to ensure fidelity with standards based instruction as well as targeted D.I. and intervention groups.

Person Responsible Kim Berkey (pr0651@dadeschools.net)

#2. Positive Culture and Environment specifically relating to Parental Involvement

Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	In reviewing the climate survey results, the data shows that 61% of the staff believes that there is a lack or concern/support from the parents. As such, there is a critical need for an increase in parental involvement and increased connections with families and the communities. By increasing parental involvement and training opportunities, parents will be more informed and equipped to provide support to students at home.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Implementation of successful parental involvement opportunities such as trainings, professional development, and outside community resources (such as the Parent Academy), should assist the school in increasing overall percentage increase on the yearly climate survey by a 10% increase on the 2023 survey results.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	On-going progress monitoring of parental involvement in monthly meetings and training opportunities will be monitored and reviewed. Phone calls, emails, school website updates, and social media will utilized and monitored to track usage and monthly reporting.
Person responsible for monitoring outcome:	Peter Gutierrez (pbgutierrez@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Connecting with Families and Community practices will be the primary strategy being targeted to ensure fidelity with an increase in participation and involvement on behalf of the parents to increase the percentage of parental involvement.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	By implementing successful parental involvement opportunities such as trainings, professional development, and outside community resources (such as the Parent Academy), then our overall achievement percentages on the yearly climate survey should show a 10% increase to 51% on the 2023 survey results.

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.

1 - 8/22 - 10/14 - Provide monthly parent training opportunities both in-house and via outside agencies. As evidenced by enrollment sign-in sheets will be reviewed, monitored, and tracked. As a result there will be an increase of parent attendance.

Person Responsible   Peter Gutierrez (pbgutierrez@dadeschools.net)

2 - 8/22 - 10/14 - On-going parent academy trainings via the parent academy. As a result, parental involvement will show an increase from the previous school year. As evidenced by an increase in the number of parents participating.

Person Responsible   Peter Gutierrez (pbgutierrez@dadeschools.net)

3 - 8/22 - 10/14 - Professional development sessions with parents focusing on new B.E.S.T. standards and best practices for working with your child from home (B.E.S.T. Standards & F.A.S.T. parent portal). As a result, increased parental involvement should positively impact student achievement.

Person Responsible   Peter Gutierrez (pbgutierrez@dadeschools.net)

4 - 8/22 - 10/14 - Provide additional opportunities for parents to participate in open house parent informational meetings. As a result, increased parental involvement should show an increase from the 2021 school year.

Person Responsible   Peter Gutierrez (pbgutierrez@dadeschools.net)

10/31 - 12/16 - Continue providing on-going parent academy trainings via the parent academy in multiple languages to target all parent groups. Additionally, provide increased opportunities for parents to participate as school based representatives through the Title I program in the district DAC and PAC meetings. As a result, parental involvement will show an increase from the previous school year.

Person Responsible   Peter Gutierrez (pbgutierrez@dadeschools.net)

10/31 - 12/16 - Provide parents with additional training and informational meeting opportunities through collaborations with teachers, administration, and outside agencies. As a result, parental involvement will show an increase from the previous school year.

Person Responsible   Kim Berkey (pr0651@dadeschools.net)

#3. 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.**	In reviewing the climate survey results the data shows that 88% of the staff feels students are deficient in basic skills as such, there is a critical need for an increase in the remediation opportunities for students via the use of intervention, Enrichment club, or additional remediation opportunities such as Spring Break Academy. School Climate data specifically shows a need for greater instructional opportunities and development of instructional skills.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By implementing successful intervention opportunities such as daily interventions, after school tutoring, and Spring Break Academy then our overall achievement percentages on the yearly climate survey should show a 10% increase on the 2023 survey results. Additionally student performance on the 2023 F.A.S.T. PM3 Assessment administration should increase by 5% on both the ELA and Mathematics as compared to the 2022 FSA administration.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Instructional coaches and administration will participate in weekly collaborative planning sessions with a focus on the use of on-going progress monitoring of interventions. Monthly data chats will be held with teachers to ensure the fidelity of on-going progress monitoring of interventions.
Person responsible for monitoring outcome:	Peter Gutierrez (pbgutierrez@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	On-going Progress Monitoring practices of daily interventions and tutoring opportunities will be the primary strategy being targeted to ensure fidelity with adjusting interventions to analyze and modify instruction to best meet the needs of the learners.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	By implementing this specific strategy of on-going progress monitoring of interventions, the expectation will be that constant monitoring of data will allow for the overall achievement percentages in ELA and Mathematics to increase on the 2023 FAST Assessment proficiency results as well as on the yearly climate survey.

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.

1 -8/22- 10/14 - Provide professional development sessions on best practices for the use of Mathematics Interventions and monitoring practices to ensure fidelity with the process. As a result, interventions will show evidence of sufficient student progress.

Person Responsible   Julie Nuhfer (jnuhfer@dadeschools.net)

2 - 8/22-10/14 - Professional development sessions with teacher-led sessions on Mathematics intervention best practices and focusing best practices for planning and delivery. As a result, teacher capacity in implementing best practices will be increased.

Person Responsible   Julie Nuhfer (jnuhfer@dadeschools.net)

3 - 8/22 - 10/14 - Apply for grants to Implement after school intervention services to assist in closing the academic achievement gap. As a result, after school intervention programs will provide students will additional academic instruction.

Person Responsible   Peter Gutierrez (pbgutierrez@dadeschools.net)

4 - 8/22 - 10/14 - Monitor and track intervention data to ensure fidelity and growth of student achievement on monthly basis. As a result, intervention data will be used to adjust instruction and interventions as needed.

Person Responsible   Peter Gutierrez (pbgutierrez@dadeschools.net)

10/31 - 12/16 - Implement Professional development on Schoology to increase teacher familiarization with resources to assist with classroom instruction, D.I. Resources, and intervention resources to assist in closing the academic achievement gap. As a result, teachers will build a better curriculum resources to assist with planning and program implementation.

Person Responsible   Kim Berkey (pr0651@dadeschools.net)

10/31 - 12/16 - Focus on increasing monitoring, tracking, both teacher and student data chats and data disaggregation to ensure fidelity to adjustments of whole group, small group, D.I., and interventions groups and strategies. As a result, after school intervention programs will provide students will additional academic instruction.

Person Responsible   [no one identified]

#4. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	In reviewing the ESSR data, there is a critical need for an increase of student performance particularly that of students in third and fifth grades to try to meet grade level standards and increasing overall testing proficiency from 38% to 41%. Through the use of data driven instruction in all classes servicing students with disabilities. This will include an increased focus on data driven instruction, an increased focus on data disaggregation, and the use of differentiated instructional groups.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By implementing successful data driven instructional practices then our overall achievement percentage of students with disabilities standard assessment proficiency percentages will increase to 41% proficiency on the 2023 FAST Assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Instructional coaches and administration will participate in weekly collaborative planning sessions with a focus on the use of on-going progress monitoring and data disaggregation. Monthly data chats will be held with teachers to ensure the fidelity of on-going progress monitoring of interventions.
Person responsible for monitoring outcome:	Peter Gutierrez (pbgutierrez@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	On-going professional development as well as coaching cycles for teachers of students with disabilities specifically to teachers of students in the EBD program will be provided on the use of effective data-driven decision making with a specific focus on data disaggregation to produce high effect differentiated instructional lessons.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	By implementing this specific strategy of on-going progress and data disaggregation, the expectation will be that constant monitoring of data will allow for the overall achievement percentages in ELA and Mathematics to increase on the 2023 FAST Assessment proficiency results.

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.

1 -8/22- 10/14 - Provide professional development sessions on best practices for the use of Mathematics Interventions and monitoring practices to ensure fidelity with the process to all teachers servicing SWD. As a result, interventions will show evidence of sufficient student progress.

Person Responsible   Julie Nuhfer (jnuhfer@dadeschools.net)

2 - 8/22-10/14 - Professional development sessions with teacher-led sessions on Mathematics intervention best practices and focusing best practices for planning and delivery. As a result, teacher capacity specifically for teachers of SWD students on implementing best practices will be increased.

Person Responsible   Julie Nuhfer (jnuhfer@dadeschools.net)

3 - 8/22 - 10/14 - Monitor and track SWD intervention data to ensure fidelity and growth of student achievement. As a result, SWD intervention data will be used to adjust instruction as needed.

Person Responsible   Peter Gutierrez (pbgutierrez@dadeschools.net)

4 - 8/22 - 10/14 - Apply for grants to Implement after school intervention services to assist students with disabilities in closing the academic achievement gap and increasing the percentage of proficiency on the F.A.S.T. Assessment. As a result, after school intervention programs will provide students will additional academic instruction.

Person Responsible   Peter Gutierrez (pbgutierrez@dadeschools.net)

10/31 - 12/16 - Focus on increasing monitoring, tracking, both teacher and SWD student data chats and data disaggregation to ensure fidelity to adjustments of whole group, small group, D.I., and interventions groups and strategies. As a result, SWD intervention data will be used to adjust instruction as needed.

Person Responsible   Peter Gutierrez (pbgutierrez@dadeschools.net)

10/31 - 12/16 - Implement additional intervention opportunities and winter break intervention services to assist in closing the SWD academic achievement gap. As a result, additional intervention programs will provide SWD students will additional academic reinforcement opportunities.

Person Responsible   Peter Gutierrez (pbgutierrez@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

If we implement the instructional practice of data disaggregation, then our school will increase in the number of students scoring at the proficiency level. If we successfully implement the instructional practice with a specific focus on data driven instruction in ELA, then our school will increase in the number of students scoring at proficiency on the the STAR assessment thus this will increase proficiency to above the 50% threshold.

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

If we implement the instructional practice of on-going progress monitoring, then our school will increase in the number of students scoring at the proficiency level and demonstrating learning gains. If we successfully implement the instructional practice with a specific focus on data driven instruction in ELA, then our school will increase in the number of students scoring at the proficiency level. If we successfully implement the instructional practice of on going progress monitoring through the use of data disaggregation, then the ELA scores on the the F.A.S.T. assessment will increase to proficiency above the 50% threshold.

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)

Through the implementation of the instructional practice of data disaggregation through the leadership team in coordination with the teachers through common planning will show a significant increase on ELA proficiency on the Star and iReady assessments. The use of the on-going progress monitoring will allow both students and teachers key feedback needed to successfully adjust both direct and differentiated

instructional practices to assist in better planning and retention of the instructional benchmarks. Additionally, data disaggregation will allow for monitoring and adjustments to be made to intervention groups and lessons that best align to deficient benchmark instruction and remediation.

Grades 3-5: Measureable Outcome(s)

Through the implementation of the instructional practice of on-going progress monitoring through the use of data disaggregation the leadership team in coordination with the teachers through common planning will show a significant increase of 5% on ELA proficiency on the F.A.S.T. assessments through PM3. The use of the on-going progress monitoring will allow both students and teachers key feedback needed to successfully adjust both direct and differentiated instructional practices to assist in better planning and retention of the instructional benchmarks. Additionally, on-going progress monitoring will allow for adjustments to be made to intervention groups and lessons that best align to deficient benchmark instruction and remediation.

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.

Quarterly review of STAR, F.A.S.T., iReady, and topic assessments will be reviewed and data chats will be held with both teachers and students to best strategize and plan for adjustments to planning and instruction to ensure optimal planning strategies and test results.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Berkey, Kim, pr0651@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. §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?

For the 2022-2023 school year, the school site will be focused on using the evidenced based instructional practice of on-going progress monitoring. As such, this instructional practice has been proven to show sustained data gains and accountability when successfully implemented. Thus, the successful implementation will allow for the optimal implementation of the BEST Standards and standards based aligned instructional planning and delivery.

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?

Evidence has show a direct correlation to when data is closely monitored and thus instructional benchmarks are specifically planned for that the greatest return on student work can be achieved. As such, constantly assessing student data will allow for teachers to plan direct and differentiated instruction as well as intervention activities that are laser focused and meeting the individual needs to the learners.

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
8/22-10/14 - Instructional Coaches and teachers will meet weekly to review best practices shared during coaching cycles on the instructional practice of data disaggregation in grades Kindergarten - 2nd grade. Review of the iReady and STAR administrations will be used to adjust instruction and intervention strategies.	Berkey, Kim, pr0651@dadeschools.net
8/22 - 10/14 - Administrative team, Instructional coaches, and teachers will continue on-going review of STAR and iReady assessments results for students in grades Kindergarten - 2nd grade to analyze the performance of the lowest 25% to determine if on-going progress monitoring practices and activities are effective. Interventions will be adjusted to meet the needs of the learners.	Berkey, Kim, pr0651@dadeschools.net
8/22 - 10/14 - Instructional Coaches and teachers will plan and meet to review best practices on establishing and implementing on-going progress monitoring for students in grades 3rd-5th that will be shared during coaching cycles. As such, after review of data points instructional practices and interventions needs will be adjusted to meet student deficiencies.	Berkey, Kim, pr0651@dadeschools.net
8/22 - 10/14 - Administrative team, Instructional coaches, and teachers will continue on-going review of F.A.S.T., iReady, and topic assessments results for students in grades 3rd - 5th and analyze the performance of proficiency to determine if on-going progress monitoring practices and activities are effective. Interventions will be adjusted to meet the needs of the learners.	Berkey, Kim, pr0651@dadeschools.net
10/31 - 12/16 - Administrative team, Instructional coaches, and teachers will continue on-going review of F.A.S.T. - AP2, iReady - AP2, and topic assessments results for students in grades 3rd - 5th and analyze the performance of proficiency to determine if on-going progress monitoring practices and activities are effective. Interventions and coaching cycles will be adjusted to meet the needs of the instructional personnel and learners. Additional remediation opportunities will also be provided during winter break academy to target deficient academic areas.	Berkey, Kim, pr0651@dadeschools.net
10/31 - 12/16 - Administrative team, Instructional coaches, and teachers will continue on-going review of STAR - AP2 and iReady - AP2 assessments results for students in grades Kindergarten - 2nd grade to analyze the performance of the lowest 25% to determine if on-going progress monitoring practices and activities are effective. Interventions will be adjusted to meet the needs of the learners.	Berkey, Kim, pr0651@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.

Our strengths within school culture are in relationships, physical and emotional safety, and connections. Our school creates experiences throughout the year to engage with parents and families and to ensure they have information to support their children. The leadership team maintains an open door policy with parents and families to reduce attendance, curriculum, and disciplinary issues. We ensure information is provided to all stakeholders through our weekly staff and monthly parent newsletter as well as to our staff through our school Remind account. We continue to build our skill-set in ensuring our classroom and instruction are highly engaging through the use of weekly collaborative planning sessions. For the 2022-2023 school year the school site has assigned multiple Joy Ambassadors to facilitate with coordinating fun activities throughout the school year for both students and staff to further support the creation and maintenance of positive school culture.

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, Counselors, and Teacher Leaders. The principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale by planning Team-building and morale boosting activities. The Assistant Principal will monitor the mentorship programs and assist in ensuring all information is shared with stakeholders in a timely manner. Instructional coaches and teacher leaders will assist in providing and responding to feedback from stakeholders. Joy Ambassadors will assist in providing fun activities for stakeholders. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.