

Miami-Dade County Public Schools

# Aventura Waterways K 8 Center



2022-23 Schoolwide Improvement Plan

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# Aventura Waterways K 8 Center

21101 NE 26TH AVE, Miami, FL 33180

<http://aventurawaterwaysk8.dadeschools.net>

## Demographics

**Principal: Bislexis Teje IR O**

Start Date for this Principal: 7/15/2022

<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>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	53%
<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 Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: A (67%) 2018-19: A (72%) 2017-18: A (68%)
<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>	ATSI
* 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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<b>Budget to Support Goals</b>	<b>0</b>

# Aventura Waterways K 8 Center

21101 NE 26TH AVE, Miami, FL 33180

<http://aventurawaterwaysk8.dadeschools.net>

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p>Combination School PK-8</p>	<p><b>2021-22 Title I School</b></p> <p>No</p>	<p><b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>53%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>61%</p>

## School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A	A	A	A

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## SIP Authority

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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.**

Our mission at Aventura Waterways K-8 Center is for our students to attain the highest academic standards, and to provide a multitude of enriching educational, cultural, and social experiences in a safe and inviting educational environment.

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

At Aventura Waterways K-8 Center, our vision will be to create a setting where students experience both academic and life lessons in a positive and nurturing environment, where integrity, honesty, fairness and a sense of belonging are integral to the school's climate and culture, and where all stakeholders strive to exceed academic, social and professional expectations.

### 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
Abijalil, Janisse	Teacher, K-12	Ms. Janisse Abijalil, 3rd Grade Level Chair and PLST member, attends monthly Leadership Meetings, provides information on 3rd grade data, Tier 2 and Tier 3 information, MTSS student concerns, and curricular updates and needs.
Arroyo, Yesenia	Teacher, K-12	Ms. Yesenia Arroyo, 1st Grade Level Chair, attends monthly Leadership Meetings, provides information on 1st grade data, Tier 2 and Tier 3 information, MTSS student concerns, and curricular updates and needs.
Brown, Byron	Teacher, K-12	Mr. Byron Brown, Discipline Committee Chair and PLST member, attends monthly Leadership Meetings, provides information on Middle School data, curricular updates and needs, and discipline concerns and updates
Krutchik, Stephanie	Other	Ms. Stephanie Krutchik, Special Area Chair and Media Specialist, attends monthly Leadership Meetings, and provides information on i-Ready diagnostics and Usage.
Cardona, Diane	Assistant Principal	Diane Cardona, Assistant Principal, monitors the implementation of the resources and scheduling of elementary personnel to ensure that the academic focus is in place for student success, provides updates on K-3 instructional programs and walkthrough observations, schedules and facilitates regular RtI/ MTSS meetings and monitors student attendance in K-3.
Lane, Sylvia	Assistant Principal	Sylvia Lane, Assistant Principal, monitors the implementation of the resources for the middle school academies and 8th grade students to ensure that the academic focus is in place for student success, provides updates on academy and 8th grade instructional programs and Walkthrough observations, schedules and facilitates regular RtI/MTSS meetings and monitors student attendance.
Watson, Darius	Assistant Principal	Darius Watson, Assistant Principal, monitors the implementation of the resources and scheduling of middle school personnel to ensure that the academic focus is in place for student success, provides updates on 4th-7th grade instructional programs and walkthrough observations, oversees security personnel and monitors student attendance.
Martinez, Jennifer	Teacher, K-12	Jennifer Martinez, 4th Grade Chair, attends monthly Leadership Meetings, provides information on 4th Grade data, Tier 2 and Tier 3 interventions, MTSS student concerns, curricular concerns, and before and after school tutoring.
McBride, Kathleen	Teacher, K-12	Kathleen McBride, ELA Middle School Chair, attends monthly Leadership Meetings, provides information on ELA middle school data, Tier 2 and Tier 3 interventions, MTSS student concerns, curricular concerns, and before and after school tutoring.



Name	Position Title	Job Duties and Responsibilities
Rachman, Marci	Teacher, K-12	Marcia Rachman, 2nd Grade Chair, attends monthly Leadership Meetings, provides information on 2nd Grade data, Tier 2 and Tier 3 interventions, MTSS student concerns, curricular concerns, and before and after school tutoring.
Ramirez, Jesenia	Teacher, K-12	Jesenia Ramirez, Kindergarten Chair, attends monthly Leadership Meetings, provides information on Kindergarten data, Tier 2 and Tier 3 interventions, MTSS student concerns, curricular concerns, and before and after school tutoring.
Sagaro, Angie	Teacher, K-12	Angie Sagaro, 5th Grade Level Chair, attends monthly Leadership Meetings, provides information on Kindergarten data, Tier 2 and Tier 3 interventions, MTSS student concerns, curricular concerns, and before and after school tutoring.
Tejeiro, Bislexis	Principal	Dr. Bislexis Tejeiro, Principal, schedules and facilitates Leadership Team Meetings. Meetings are held monthly and are guided by an agenda. At these meetings, items discussed are student data/trends, the progress of the lowest 35%, Topic Assessments, student and teacher attendance, Walkthrough observations, Tier 2 and Tier 3 interventions, MTSS student concerns, curricular concerns, before and after school tutoring, and monitors available financial resources available.

### Demographic Information

**Principal start date**

Friday 7/15/2022, Bislexis Teje IR 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.*

52

**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.*

54

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

119

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

2,156

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

16

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

10

**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	196	241	242	240	239	254	283	269	282	0	0	0	0	2246
Attendance below 90 percent	0	28	26	12	24	29	31	34	50	0	0	0	0	234
One or more suspensions	0	0	0	0	0	2	2	18	12	0	0	0	0	34
Course failure in ELA	0	5	9	15	6	29	20	1	0	0	0	0	0	85
Course failure in Math	0	2	5	5	7	42	31	35	16	0	0	0	0	143
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	21	25	36	35	50	51	0	0	0	0	218
Level 1 on 2022 statewide FSA Math assessment	0	0	0	12	27	36	61	73	47	0	0	0	0	256
Number of students with a substantial reading deficiency	0	4	18	45	35	53	57	79	72	0	0	0	0	363
	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	7	9	22	22	48	46	63	51	0	0	0	0	268

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	9	12	22	4	1	0	5	0	0	0	0	53
Students retained two or more times		0	0	0	0	0	0	0	1	1	0	0	0	2

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

Thursday 8/11/2022

**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	133	192	185	208	214	245	231	246	219	0	0	0	0	1873
Attendance below 90 percent	2	22	15	19	22	23	29	39	37	0	0	0	0	208
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	2	11	11	14	26	2	1	0	0	0	0	68
Course failure in Math	0	1	3	4	5	13	29	3	21	0	0	0	0	79
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	8	33	23	24	0	0	0	0	88
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	6	21	17	24	0	0	0	0	68
Number of students with a substantial reading deficiency	1	27	56	57	51	36	88	79	70	0	0	0	0	465
33	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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		1	2	3	9	6	12	34	17	23	0	0	0	0	107

**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		3	4	1	13	4	0	0	1	1	0	0	0	27
Students retained two or more times		4	0	0	0	0	0	1	0	0	0	0	0	5

**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	193	213	190	229	221	258	251	268	211	0	0	0	0	2034
Attendance below 90 percent	24	28	13	22	30	34	37	51	18	0	0	0	0	257
One or more suspensions	0	0	0	0	2	2	20	14	24	0	0	0	0	62
Course failure in ELA	0	6	15	7	33	21	0	0	2	0	0	0	0	84
Course failure in Math	0	2	5	6	45	32	33	21	16	0	0	0	0	160
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	37	37	38	52	50	28	0	0	0	0	242
Level 1 on 2019 statewide FSA Math assessment	0	0	0	35	38	64	75	51	31	0	0	0	0	294
Number of students with a substantial reading deficiency	0	12	33	46	58	58	70	80	50	0	0	0	0	407
33	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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	0	8	8	34	50	49	64	56	29	0	0	0	0	298

**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	9	12	19	4	1	0	3	0	0	0	0	48
Students retained two or more times		0	0	0	0	0	0	0	1	1	0	0	0	2

**Part II: Needs Assessment/Analysis**

**School Data Review**

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	69%	62%	55%				76%	63%	61%
ELA Learning Gains	69%						71%	61%	59%
ELA Lowest 25th Percentile	61%						67%	57%	54%
Math Achievement	66%	51%	42%				74%	67%	62%
Math Learning Gains	70%						68%	63%	59%
Math Lowest 25th Percentile	59%						62%	56%	52%

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
Science Achievement	58%	60%	54%				68%	56%	56%
Social Studies Achievement	81%	68%	59%				88%	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	67%	60%	7%	58%	9%
Cohort Comparison		0%				
04	2022					
	2019	76%	64%	12%	58%	18%
Cohort Comparison		-67%				
05	2022					
	2019	71%	60%	11%	56%	15%
Cohort Comparison		-76%				
06	2022					
	2019	66%	58%	8%	54%	12%
Cohort Comparison		-71%				
07	2022					
	2019	71%	56%	15%	52%	19%
Cohort Comparison		-66%				
08	2022					
	2019	69%	60%	9%	56%	13%
Cohort Comparison		-71%				

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	68%	67%	1%	62%	6%

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
Cohort Comparison		0%				
04	2022					
	2019	89%	69%	20%	64%	25%
Cohort Comparison		-68%				
05	2022					
	2019	70%	65%	5%	60%	10%
Cohort Comparison		-89%				
06	2022					
	2019	59%	58%	1%	55%	4%
Cohort Comparison		-70%				
07	2022					
	2019	59%	53%	6%	54%	5%
Cohort Comparison		-59%				
08	2022					
	2019	43%	40%	3%	46%	-3%
Cohort Comparison		-59%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
05	2022					
	2019	65%	53%	12%	53%	12%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-65%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	52%	43%	9%	48%	4%
Cohort Comparison		0%				

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					
2019	97%	68%	29%	67%	30%
<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					
2019	85%	73%	12%	71%	14%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	96%	63%	33%	61%	35%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	54%	46%	57%	43%

**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	31	53	50	30	47	42	24	50			
ELL	54	68	61	56	66	56	42	62	33		
ASN	71	56		76	71		50	80			
BLK	62	65	52	53	68	64	48	74			
HSP	69	69	62	65	71	59	55	80	62		
MUL	70	69		60	69						
WHT	70	71	64	69	69	57	66	82	76		
FRL	64	66	58	58	68	61	47	75	57		
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	35	44	29	33	34	26	34	58			
ELL	56	60	54	51	33	29	40	76	70		
ASN	81	75		65	38		90				
BLK	59	50	36	44	34	22	55	77	69		
HSP	66	62	50	57	37	32	58	83	74		
MUL	62	60		69							
WHT	70	63	45	62	40	36	62	83	84		
FRL	60	53	39	51	32	29	53	80	74		
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	41	57	56	41	53	35	41	59			
ELL	61	75	73	64	66	62	51	69	53		

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
ASN	93	70		97	89						
BLK	67	64	50	60	63	54	57	79	67		
HSP	73	70	66	72	65	64	65	87	73		
MUL	84	80		65	77						
WHT	81	75	76	78	71	60	76	91	84		
FRL	70	67	60	68	64	57	59	84	69		

### 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	66
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	60
Total Points Earned for the Federal Index	662
Total Components for the Federal Index	10
Percent Tested	99%
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	56
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



<b>Asian Students</b>	
Federal Index - Asian Students	67
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	61
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	65
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	67
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Pacific Islander Students</b>	
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
<b>White Students</b>	
Federal Index - White Students	68
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
<b>Economically Disadvantaged Students</b>	
Federal Index - Economically Disadvantaged Students	60
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

### **Part III: Planning for Improvement**

**Data Analysis**

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

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

In ELA, the school increased 2% to 69%. Level 3 or Above increased 4% in 4th Grade, 7% in 5th Grade and 2% in 8th Grade. Level 3 or Above decreased 1% in 3rd and 6th Grade and 8% in 7th Grade. Level 3 and Above in the Black, Hispanic, Multiracial, and FRL subgroups increased by 3%, 3%, 8%, and 4% respectively. Level 3 and Above decreased in the SWD, ESOL and Asian subgroups by 4%, 2% and 10% respectively. All subgroups increased/remained the same in Learning Gains including the Lowest 25% except the Asian subgroup decreased 19%.

In Math, the school increased 9% to 66%. All grades increased in Level 3 or above. 3rd Grade increased 13%, 4th Grade by 6%, 5th Grade by 14%, 6th Grade by 3%, 7th Grade by 1%, 8th Grade by 21%, 7th Grade Algebra by 7%, 8th Grade Algebra by 2%, and 8th Grade Geometry by 4%. Level 3 or Above in the Asian, Black, Hispanic, White, and FRL subgroups by 11%, 9%, 8%, 7% and 7% respectively. SWD, ESOL and Multiracial subgroups decreased in Level 3 and Above by 3%, 5% and 9% respectively. All subgroups increased/remained the same in Learning Gains including the Lowest 25% in Math.

In Science, the school decreased 1% to 58%. Level 3 or Above increased in the ESOL and White subgroups to 2% and 4% respectively. The SWD, Asian, Black, Hispanic and FRL subgroups decreased in Level 3 and Above by 10%, 40%, 7%, 3%, and 6% respectively.

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

The 2022 data reflects that the greatest need for improvement was in the Percentage of Students in Level 3 and Above in the Students with Disabilities and English Language Learners subgroups in both ELA and Math and the Asian subgroup in ELA.

The 2022 data indicated that the greatest need for improvement overall is in the area of Science. The school increased only 1% point and five of the 8 subgroups showed a decrease in proficiency.

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

Students are lacking the pre-requisite science skills that are needed to be successful on the Science assessment. We will continue to infuse Science concepts and hands on opportunities to students in Kindergarten through 8th Grade while incorporating strategic instruction to meet the needs of the Students with Disabilities, Asian, Black, Hispanic and Free and Reduced subgroups. We will also develop teachers in their abilities through school-wide and District professional development opportunities.

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

According to the 2022 data, Math overall and Learning Gains in both ELA and Math demonstrated the most improvement.

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

The improvements in Math is attributed to using the data from the Math Topic Assessments to address student needs. There was also an emphasis on differentiated instruction and extended learning opportunities in both ELA and Math with the lowest 25%.

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

Data-driven instruction, differentiated instruction, BEST standards-based collaborative planning, and extended learning opportunities will accelerate learning.

**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.**

Aligning resources to small group instruction, tracking OPM data, making adjustments to groups as data becomes available and continuous data chats with individualized feedback will support teachers and leaders.

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

The additional services that will be implemented to ensure sustainability of improvement in the next year and beyond are the fidelity to targeted data-based remediation and Tier 2 and Tier 3 intervention, continuous data-driven progress monitoring and LEP and MTSS committee assistance as needed. Early warning indicators will be addressed to ensure that students are provided additional support as needed to facilitate academic improvement.

**Areas of Focus**

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

:

**#1. 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.**

ESSA Subgroup specifically related to Students with Disabilities was selected since this subgroup scored below 41%. The 2022 FSA data indicates the SWD Students at Level 3 or above at 31% in ELA and 30% in Math. This is a 4% decrease in ELA and a 3% decrease in Math when compare to 2021. Monitoring the instructional practices and ongoing progress monitoring directly related to the SWD subgroup will provide instructional staff with the appropriate focus to improve student achievement and increase learning gains

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

If we successfully implement instructional practices specifically related to Students with Disabilities then there will be an increase of 4 percentage points in the number of SWD students that score at Level 3 or Above in ELA and Math as evidenced by the 2023 state assessments.

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

The Leadership Team will conduct regularly scheduled walkthroughs and provide feedback. Additionally, lesson plans will be reviewed and monitored to ensure alignment to District's Pacing Guide with a focus on current data trends. Ongoing progress monitoring and data chats will be conducted to focus instructional practices.

**Person responsible for monitoring outcome:**

Bisleixis Tejeiro (btejeiro@dadeschools.net)

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

The evidence-based strategy being implemented for ESSA Subgroup specifically related to Students with Disabilities is Effective Curriculum and Resource Utilization. This would be monitored by regularly scheduled walkthroughs, a review and monitoring of instructional lesson plans and ongoing progress monitoring and data reviews.

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

Effective Curriculum and Resource Utilization will ensure that SWD students are using targeted curriculum and resources aligned to data in their lesson plans that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

**Action Steps to Implement**

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.

8/22-9/30- Review the 2022 FSA SWD data. Realign instructional personnel, paraprofessionals and student placement according to current data.

**Person Responsible** Bisleixis Tejeiro (btejeiro@dadeschools.net)

8/22-10/11 The school will utilize the support of the SPED Curriculum Support Specialist in order to provide individual and department trainings and in-class support to develop lesson plans and activities that meet the diverse SWD students' needs according to the grade level standards and IEP components.

**Person Responsible** Diane Cardona (dcardona@dadeschools.net)

8/22-10/11 Provide opportunities for grade level collaborative conversations to assist with SWD teachers' lesson planning. As a result, teachers will attend collaborative planning sessions to share best practices and brainstorm ideas to address challenges while taking turns leading and modeling explicit instruction.

**Person Responsible** Diane Cardona (dcardona@dadeschools.net)

8/22-10/11 Conduct walkthroughs and provide feedback to provide support with lesson planning, instructional delivery and on Progress Monitoring and Topic Assessments. Walkthroughs will ensure that instructional staff are providing targeted lessons based on the district's Pacing Guide and IEPs that are effectively delivered resulting in academic gains evidenced by student data. When needed, reflected discussions will be conducted to facilitate effective lesson development and instructional delivery and to provide professional development opportunities.

**Person Responsible** Bisleixis Tejeiro (btejeiro@dadeschools.net)

10/31-12/16 Conduct in-house training through the District's ESE Department Support Personnel to ensure the appropriate resources and strategies are implemented with SWD students.

**Person Responsible** Diane Cardona (dcardona@dadeschools.net)

10/31-12/16 Conduct data chats and progress monitoring with the SWD instructional personnel utilizing current data. Provide extended learning opportunities and Tier 2 resources based on individual SWD student data.

**Person Responsible** Darius Watson (dwatson@dadeschools.net)

**#2. Instructional Practice specifically relating to Science****Area of Focus**

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

Instructional Practices specifically relating to Science was selected based on the 2022 data review. According to the 2022 proficiency data, 58% of students performed on level or above. This was a 1% decrease from 2021 and a 10% decrease from 2019. According to the 2022 data, 55% of 5th graders and 49% of 8th graders were proficient in Science. The 2022 data also indicated that 24% of Students with Disabilities, 42% of English Language Learners, 50% of Asian, 48% of Black, 55% of Hispanic, 66% of Multiracial and 47% of Free and Reduced Lunch students scored at proficiency level or above.

**Measurable****Outcome:**

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

With the implementation of the Instructional Focus specifically relating to Science, our students will increase the level of students scoring at proficiency in Science by a minimum of 5% points as evidenced by the 2023 state assessment. An emphasis will be made in the individual subgroups to ensure that appropriate strategies are utilized during whole and differentiated group settings to address students' needs.

**Monitoring:**

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

The Leadership Team will conduct quarterly Science data chats based on current data in real time. Differentiated instruction and extended learning opportunities will be utilized aligned to the data to address the identified areas in need of remediation.

**Person responsible for monitoring outcome:**

Bisleixis Tejeiro (btejeiro@dadeschools.net)

**Evidence-based****Strategy:**

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

Within the Targeted Element of Science, our school will focus on the evidence-based strategy of Data-Driven Instruction. Data-Driven instruction will assist in accelerating students to proficiency as it is a systematic approach of instruction to meet students' needs. Data-Driven instruction will be monitored through the use of data trackers to drive instructional planning and data driven conversations.

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

**Explain the rationale for selecting this specific strategy.**

Data-Driven instruction will ensure that teachers are using relevant, recent and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans and instructional delivery as new data becomes available.

**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.

8/22-10/11 Provide opportunities for collaborative conversations to assist teachers' lesson planning. As a result, teachers will attend collaborative planning sessions to share best practices and address challenges while taking turns leading and modeling explicit instruction.

**Person Responsible** Diane Cardona (dcardona@dadeschools.net)

8/22-10/11 Conduct walkthroughs to monitor targeted Science lessons with opportunities for inquiry and hands-on activities to extend learning. Walkthroughs will ensure that instructional staff are providing targeted lessons based on the District's Pacing Guide that are effectively delivered resulting in academic gains evidenced by students data.

**Person Responsible** Darius Watson (dwatson@dadeschools.net)

8/22-10/11 Provide feedback to teachers. Recognize instructional staff for effective targeted instructional lessons and delivery. When needed reflective discussions will be conducted to facilitate effective lesson development and instructional delivery and provide professional development opportunities

**Person Responsible** Darius Watson (dwatson@dadeschools.net)

8/22-10/11 Utilize data from District's Science Pretest to have data-driven conversations with the Leadership Team and instructional staff to develop targeted lesson plans and provide resources directly related to the current data aligned to the District's Pacing Guide.

**Person Responsible** Bisleixis Tejeiro (btejeiro@dadeschools.net)

10/31-12/16 Schedule school-wide STEAM Days to encourage hands-on and collaborative opportunities for students to share, apply and develop their interest across the STEAM curriculum.

**Person Responsible** Darius Watson (dwatson@dadeschools.net)

10/31-12/16 Utilize the data from the District's Science Pretest, Topic and Mid-Year Assessments to have data-driven conversations with the Leadership Team and instructional staff to develop targeted lesson plans and provide resources directly related to the current data aligned to the District's Pacing Guide.

**Person Responsible** Darius Watson (dwatson@dadeschools.net)



**#3. Positive Culture and Environment specifically relating to Staff Morale**

**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 Staff School Climate Survey results, the area of focus for the Positive Culture and Environment will be Staff Morale. The survey indicated that 39% of staff stated that they Strongly Disagreed and 10% indicated that they Disagreed that Staff Morale is High at My School. Staff attendance also showed a 24% increase in the number of staff members that were absent from school more than 5.5 days for the 2021-2022 school year. 40% of staff members were out 5.5-10 days and 30% were out 10.5+ days. This was an increase of 5% and 19% respectfully.

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

If we successfully implement strategies to improve Staff Morale, then it is expected that the 2023 Staff School Climate survey will indicate a 10% decrease in the number of staff members who Strongly Disagree or Disagree that Staff Morale is High at My School. Staff attendance will also reflect a decrease in the number of staff members absent 5.5 days or more by 9%.

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

Attendance will be monitored through a Staff Attendance Binder. Attendance data will be shared and discussed at Leadership Team meetings.

**Person responsible for monitoring outcome:**

Bisleixis Tejeiro (btejeiro@dadeschools.net)

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

The evidenced-based strategies being implemented for Staff Morale is Team Building Activities such as school sponsored events, quarterly staff gatherings and ice breaker activities at faculty meetings to promote positive interaction between staff members.

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

The rationale for selecting Team Building Activities is to develop positive relationships among staff members.



**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.

8/22-8/30 Share the results of the Staff Climate Survey at the Opening of School meeting. Discuss factors leading to the results of the survey by asking staff members to share concerns.

**Person Responsible** Bisleixis Tejeiro (btejeiro@dadeschools.net)

8/22-10/11 Grade Level/Department Chairs will meet with their team to discuss concerns and possible solutions. The Leadership Team will meet to discuss areas of concerns for each grade level/department. As a result, schoolwide areas of concern will be identified and strategies will be determined to address concerns resulting in low staff morale.

**Person Responsible** Bisleixis Tejeiro (btejeiro@dadeschools.net)

9/12-9/30 The Schoolwide Discipline Committee will meet to review discipline plans in place school-wide and by grade level. Plans will be shared and input from all stakeholders will be gathered. As a result, a School-wide Discipline Plan will be developed to address common concerns which will lead to a reduction in inappropriate behaviors and referrals.

**Person Responsible** Darius Watson (dwatson@dadeschools.net)

8/22-10/11 An attendance binder will be created for staff members to monitor attendance. Staff members will be recognized for monthly perfect attendance. As a result, staff attendance will improve which positively impacts student performance when teachers and support staff are in place.

**Person Responsible** Bisleixis Tejeiro (btejeiro@dadeschools.net)

10/31-12/16 Recognize teachers, clubs and committees for accomplishments during faculty meetings, morning announcements and through the school's social media platforms.

**Person Responsible** Bisleixis Tejeiro (btejeiro@dadeschools.net)

10/31-12/16 Staff 2022-2023 current attendance data will be shared with the leadership team and during faculty meetings to determine current trends towards the attendance goal for the year.

**Person Responsible** Bisleixis Tejeiro (btejeiro@dadeschools.net)

**#4. Transformational Leadership specifically relating to Leadership Development**

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

We decided to focus on Shared Leadership to address the critical needs within our school. The data reveals that 65% of the staff feel that their ideas are listened to and 82% feel that administrators solve problems effectively. This is decrease of 19 and 11 percentage points respectfully from the previous year. To increase this percentage, we selected leadership development because it will create teams of leaders that will work together to set high expectations for students and staff with a shared responsibility.

**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 Target Element of Leadership Development, our teachers will be provided the opportunity to contribute to school-wide decisions. As a result, the results from the 2023 Staff Climate Survey will show an increase of 10% in the number of the staff that feel that their ideas are listened to and 5% that feel that administrators solve problems effectively.

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

The Leadership Team will provide opportunities for staff members to discuss concerns and share ideas directly related to academic improvements and staff morale through Grade Level/Department meetings, Leadership Team meetings and EESAC meetings. To ensure that we are on track to meeting our outcome, data chats will include conversations directly related to providing opportunities for all stakeholders to share their ideas directly impacting teaching and student learning. This will result in improved academic performance results.

**Person responsible for monitoring outcome:**

Bisleixis Tejeiro (btejeiro@dadeschools.net)

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

Within the Targeted Element of Leadership Development, we will focus on the evidenced based strategy of: Involving Staff in Important Decisions. Involving Staff in Important Decision Making allows staff to gain professional and personal stake in the school and its overall success. This commitment leads to the increased productivity as members of the staff are actively participating in various aspects of the school and wish to see their efforts succeed.

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

We decided to focus on Shared Leadership to address the critical needs within our school. The data reveals that 65% of the staff feel that their ideas are listened to and 82% feel that administrators solve problems effectively. To increase these percentages, we selected shared leadership because it will develop a shared voice in decision making that will incorporate stakeholders in the development of implemented strategies.

**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.

8/22-8/30 Share the results of the Staff Climate Survey directly related to Leadership Development at the Opening of School meeting. Discuss factors leading to the results of the survey by asking staff members to share concerns.

**Person Responsible** Bisleixis Tejeiro (btejeiro@dadeschools.net)

8/22-10/11 Conduct monthly Faculty Meetings to share school-wide initiatives, current data trends and strategies for professional growth to target effective instruction. Provide opportunities for staff members to provide input, ask questions and share resources.

**Person Responsible** Bisleixis Tejeiro (btejeiro@dadeschools.net)

8/29-9/23 Meet monthly with the Leadership Team to address concerns discussed at Grade Level/ Department meetings through a collaborative approach. Appropriate resources and information will be shared to directly impact student learning.

**Person Responsible** Bisleixis Tejeiro (btejeiro@dadeschools.net)

8/29-10/11 Assign roles and tasks to potential leaders and assign committee members and chairs to identified committees.

**Person Responsible** Bisleixis Tejeiro (btejeiro@dadeschools.net)

10/31-12/16 Provide opportunities for collaborative problem-solving conversations when addressing grade level, department, and parental concerns with all parties involved.

**Person Responsible** Bisleixis Tejeiro (btejeiro@dadeschools.net)

10/31 Conduct surveys with all instructional staff members to guide the direction of school events and provide opportunities for leadership roles when available.

**Person Responsible** Bisleixis Tejeiro (btejeiro@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**

N/A

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

N/A

**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)**

N/A

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

N/A

**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.

N/A

**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

**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?

N/A

**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?

N/A

**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
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N/A

## 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 Engaging Learning Environment, Physical and Emotional Safety and Clearly Defined Expectations. Our school creates a cognitive stimulating physical school environment that informs and engages students. As a result of our diverse students demographics our school encourages mutual respect for individual differences and promotes tolerance and inclusivity. Our school communicates and promotes practices to ensure alignment with shared vision through monthly Leadership Team Meetings and regular grade level meetings.

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