

Miami-Dade County Public Schools

Oak Grove Elementary School



2022-23 Schoolwide Improvement Plan

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Oak Grove Elementary School

15640 NE 8TH AVE, Miami, FL 33162

<http://oakgrove.dadeschools.net/flash.html>

Demographics

Principal: Joyce Jones R

Start Date for this Principal: 7/15/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students* Economically Disadvantaged Students
School Grades History	2021-22: C (50%) 2018-19: B (55%) 2017-18: B (59%)
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

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2021-22 Title I School</p> <p>Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>100%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>99%</p>

School Grades History

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

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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.

Working as partners, Oak Grove Elementary School stakeholders are dedicated to challenging and motivating all students to reach the highest possible levels of academic, personal, technological and career development. By providing a variety of teaching strategies and methods, and the latest advances in technology, Oak Grove Elementary School students will become more productive, literate and responsible citizens in our multicultural society.

Provide the school's vision statement.

The focus of Oak Grove Elementary School is to prepare students for the future by emphasizing the importance of being functional, literate and global thinkers. Our goal is to create productive, competent members of a diverse society. Utilizing resources that integrate effective telecommunications strategies, advances in technology and programs that heighten students achievement and cultural sensitivity. Oak Grove Elementary students will become functioning members of an ever-evolving society.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Parker, Bevine	Teacher, PreK	<p>Establish and enforce rules of behavior for children in their classrooms. Provide basic needs for children</p> <p>Provide tools and resources for children to use and explore during learning and play activities. Adapt teaching methods and materials to meet the interests and learning styles of children. Develop and maintain positive relationships with children and parents. Help children reach developmental milestones. Collaborate with others to implement lesson plans. Encourage children to interact with each other to develop social skills</p>
Pierre, Ejeanne	Instructional Coach	<p>Provides reading strategies to instructional staff; models lessons;</p> <ul style="list-style-type: none"> • Analyzes data and provide teachers with support in grouping students; • Provides teachers with reading resources to guide classroom instruction; • Facilitates grade level collaborative planning meetings; • Create monthly instructional focus calendar; • Reports to the leadership team the continuous improvement in reading for grade K-5.
Willisams, Sharisse	Math Coach	<ul style="list-style-type: none"> • Provides mathematical strategies to instructional staff; • Models lessons; • Analyzes data and provide teachers support in grouping students; • Provides teacher with mathematical resources to guide classroom instruction; • Create monthly instructional focus calendar; • Facilitates grade level collaborative planning meetings; • Reports to the leadership team on continuous improvement in mathematics for grade K-5.
Dirosier, Falicie	School Counselor	<ul style="list-style-type: none"> • Establishes individual behavior plans to be implemented by the classroom teacher; • Conducts one-on-one counseling session with students; • Monitors the behavior for fidelity of the behavior plan; • Coordinates Career Day activities; • Implement Red Ribbon Week activities; • Coordinates Honor Roll activities; • Coordinates Values Matter incentives.
Enriquez, Jennifer	Other	<p>Assistant Principal will ensures effective communication with parents regarding MTSS/Rtl plans and activities. Ensures fidelity and implementation of intervention; supports the school instructional program, supports the professional development of rigorous instruction; promote the mission and vision of the school and celebrates student success.</p>
Jones, Joyce	Principal	<p>Principal will coordinate administrative oversight and plan all phases of instructional leadership for the school including educational programing, administrative, budgetary planning, discipline, and counseling services.</p>

Name	Position Title	Job Duties and Responsibilities
Ashe, Nicole	Instructional Coach	Literacy Coach will provide direct instructional support related to improving and supporting classroom instruction at select Tier 1 schools. Emphasis will be on utilizing the coaching model to support teachers in effective, evidencebased instructional strategies that will improve academic success.

Demographic Information

Principal start date

Friday 7/15/2022, Joyce Jones R

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.*

8

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.*

22

Total number of teacher positions allocated to the school

30

Total number of students enrolled at the school

411

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

3

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

5

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	88	67	79	110	88	95	0	0	0	0	0	0	0	527
Attendance below 90 percent	9	16	16	15	12	12	0	0	0	0	0	0	0	80
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	12	17	27	6	5	0	0	0	0	0	0	0	67
Course failure in Math	0	6	11	5	16	26	0	0	0	0	0	0	0	64
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	40	28	27	0	0	0	0	0	0	0	95
Level 1 on 2022 statewide FSA Math assessment	0	0	0	39	33	37	0	0	0	0	0	0	0	109
Number of students with a substantial reading deficiency	0	6	6	17	6	5	0	0	0	0	0	0	0	40

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	11	9	42	30	33	0	0	0	0	0	0	0	125

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	6	4	16	6	3	0	0	0	0	0	0	0	35
Students retained two or more times	0	0	2	1	0	2	0	0	0	0	0	0	0	5

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	55	61	69	104	68	84	0	0	0	0	0	0	0	441
Attendance below 90 percent	11	29	24	23	12	14	0	0	0	0	0	0	0	113
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	14	22	17	12	0	0	0	0	0	0	0	66
Course failure in Math	0	1	7	8	7	20	0	0	0	0	0	0	0	43
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	11	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	11	0	0	0	0	0	0	0	11
Number of students with a substantial reading deficiency	0	15	48	67	18	28	0	0	0	0	0	0	0	176

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	1	9	18	6	22	0	0	0	0	0	0	0	58

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	2	1	0	18	2	0	0	0	0	0	0	0	0	23
Students retained two or more times	0	0	0	0	0	2	0	0	0	0	0	0	0	2

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	55	61	69	104	68	84	0	0	0	0	0	0	0	441
Attendance below 90 percent	11	29	24	23	12	14	0	0	0	0	0	0	0	113
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	14	22	17	12	0	0	0	0	0	0	0	66
Course failure in Math	0	1	7	8	7	20	0	0	0	0	0	0	0	43
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	11	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	11	0	0	0	0	0	0	0	11
Number of students with a substantial reading deficiency	0	15	48	67	18	28	0	0	0	0	0	0	0	176

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	2	1	9	18	6	22	0	0	0	0	0	0	0	58

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	2	1	0	18	2	0	0	0	0	0	0	0	0	23
Students retained two or more times	0	0	0	0	0	2	0	0	0	0	0	0	0	2

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	43%	62%	56%				44%	62%	57%
ELA Learning Gains	55%						56%	62%	58%
ELA Lowest 25th Percentile	50%						65%	58%	53%
Math Achievement	38%	58%	50%				57%	69%	63%
Math Learning Gains	59%						65%	66%	62%
Math Lowest 25th Percentile	68%						56%	55%	51%
Science Achievement	40%	64%	59%				44%	55%	53%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	44%	60%	-16%	58%	-14%
Cohort Comparison		0%				
04	2022					
	2019	39%	64%	-25%	58%	-19%
Cohort Comparison		-44%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	43%	60%	-17%	56%	-13%
Cohort Comparison		-39%				

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	45%	67%	-22%	62%	-17%
Cohort Comparison		0%				
04	2022					
	2019	59%	69%	-10%	64%	-5%
Cohort Comparison		-45%				
05	2022					
	2019	64%	65%	-1%	60%	4%
Cohort Comparison		-59%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	41%	53%	-12%	53%	-12%
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	17	61	62	9	39	40					
ELL	38	55	47	26	55	68	32				
BLK	43	55	50	36	58	67	43				
HSP	50	58		61	69						
FRL	44	55	51	38	59	68	41				

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	17		11	27						
ELL	38	46	29	32	22	20	12				
BLK	38	42	30	30	19	26	17				
HSP	29			33							
FRL	36	41	36	29	19	25	15				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	25	33		21	56	58					
ELL	39	61	65	45	62	52	41				
BLK	44	54	64	56	65	52	42				
HSP	38	80		62	67						
FRL	44	57	65	57	64	56	44				

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	51
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	409
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	33
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	47
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	51
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	59
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	52
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?

The trends that emerged across grade levels, subgroups and core content areas showed the data fluctuated between 2021 and 2022 school year. In 2021, the data reported 37 percent proficiency in ELA, and in 2022, the data reported 43 percent proficiency in ELA. In 2021 the data reported in mathematics was 31 percent proficiency, and in 2022, the data reported 38 percent proficiency in mathematics.

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

Based on the 2022 state assessments the greatest need for improvement in mathematics was Algebraic Thinking and Fraction. The 2022 ELA data indicated 43 percent proficiency. The 2022 Science data indicated 40 percent proficiency. The 2022 Math data indicated 31 percent proficiency and Numbers and Operation-Fractions demonstrated the greatest need for improvement. Additionally, based on progress monitoring, the greatest need for improvement was reading skills and science. The 2021 data indicates that 33% of Grade 3 ELA s scored a Level 3 and 50% or more scored below Level 3. Data also indicates that 38% of Grade 4 ELA scored Level 3 or above and 50% or more scored below Level 3. In Grade 5 ELA, 35% scored Level 3 or above and 50% or more scored below Level 3.

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

Factors that contributed to this need for improvement included limited small group instruction in math. Other factors that contributed to this include lower socio-economic barriers, as well as students not being engaged during classroom instruction.

Actions needed to address this need is to provide additional tutoring in Math, match subgroup students with enrichment and mentors. Math Coach will be assigned to support low-performing math classrooms according to mid-year progress monitoring. Provide intervention for the lowest 25 percentile. Assign reflex math to grades 3-5.

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

Based on the 2021-2022 Science FSA the data indicates that the 5th grade achievement level improved by 25 percentage points compared to the 2021 Science FSA data.

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

The contributing factors for this improvement included the consistency with DI (Differentiated Instruction), fluency practice, collaborative planning amongst the 5th grade teachers and progress monitoring, note taking, hands-on labs and STEAM. A focus approach to intervention and multi-tiered systems of support, using ability grouping to meet individual student needs, as well as monitoring intervention data to adjust groupings as needed.

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

The strategies that will be implemented to accelerate learning is small group instruction with fidelity. Teachers will plan, teach, assess, and reteach. During this cycle, teachers will identify skill gaps and adjust instruction as needed. Interventionists will collaborate and plan with classroom teachers.

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.

Coaches will provide professional development on resources created by MDCPS to address gaps in math during collaborative planning beginning in September 2022 to May 2023. Additional in-house professional development will be provided during teacher professional development day during the month of November 2022. Coaches will guide team conversations about vertical alignment between grade levels on standards not covered at the end of the 2022-2023 school year. Coaches will work with teams to develop ways to monitor all sub-groups during instructional time.

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

We will implement Principal and Student Round Table data chats, providing students the opportunity to share their concerns directly with the principal when possible. This will facilitate the principal and student working together to resolve concerns thus leading to sustained improvement in learning especially among the lowest percentile learners. Leadership team will recognize students' birthdays on a monthly basis, and meet and greet students in the morning during drop off and during dismissals.

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 ELA

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

According to the 2022 FSA proficiency 37% of Grade 3 ELA s scored a Level 3 and 63% or more scored below Level 3. Data also indicates that 46% of Grade 4 ELA scored Level 3 or above and 54% or more scored below Level 3. In Grade 5 ELA, 44% scored Level 3 or above and 56% or more scored below Level 3. After analyzing the 2022 Spring FSA ELA the data indicates that 43% of students are proficient in ELA. The data demonstrates that ELA proficiency has increased by 5% percentage points across the grade level. Teachers will continue to ensure that student-learning objectives are specific, measurable, attainable, realistic and timely are aligned to the MDCPS Academic Standards. Continue the use instructional strategies and differentiated instructions that actively engage and improve student achievement.

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

With the implementation of data driven instruction, the school's ELA and mathematics proficiency across grade levels will increase by 25 percentage points as measured by students performance on FAST PM1 and FAST PM3 for 2022-2023 school year.

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

This area of focus will be monitored by the leadership team who will conduct quarterly data chats, adjust groups based on current data in real-time, and follow-up with regular walk-through/observations to ensure that differentiation is aligned to current data and use with fidelity. Additionally, progress monitoring assessments and teacher made tests, will also be a focus to monitor and ensure the measurable outcome.

Person responsible for monitoring outcome:

Joyce Jones (pr4021@dadeschools.net)

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

Our school will focus on the evidence-based strategy of: Differentiation. Differentiation will assist in accelerating the learning gains of our lowest 25 percentile as it is a systematic approach of instruction to meet the students' needs. Area of deficiency will be used to drive instruction in the area of the greatest need.

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

Due to the loss of instructional time due to COVID-19 and high variability in instruction during the 20-21 school year, using formative assessment data to inform instruction will be more important than ever. Oak Grove Elementary School will utilize differentiation instructions to ensure that teachers are using relevant, recent aligned data to plan lessons that are customized to student academic needs.

**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.

8/22/22-10/14/22 - The coaches will provide Professional Development for teachers on effective implementation of differentiated instruction that is aligned to the school goals based on data. As a result teachers will develop classroom systems that are conducive to small group instruction such as allocated space, student work folders and rotation charts.

Person Responsible Joyce Jones (pr4021@dadeschools.net)

8/22/22-10/14/22- Classroom teachers will develop quality lesson plans that are inclusive of differentiated instruction. As a result, teachers will have student groups, appropriate resources, and lesson plans that directly impact areas of greatest concerns and reflect DI instruction.

Person Responsible Ejeanne Pierre (ejpierre@dadeschools.net)

8/22/22-10/14/22 - Facilitate weekly collaborative planning meetings to provide teachers with an opportunity to collaborate and brainstorm challenges, Florida Best Standards. Teachers will attend collaborative planning and take turns modeling explicit instruction during small groups and PD's in accessing relevant data.

Person Responsible Ejeanne Pierre (ejpierre@dadeschools.net)

8/22/22-10/14/22 - Progress monitoring will be in place to track student progress using intervention assessments and checkpoint assessments to modify instruction when needed. Teachers will collaboratively develop data trackers that can be used to track mini-assessments that are aligned to weekly small group instruction.

Person Responsible Sharisse Willisams (shawilliams@dadeschools.net)

10/31/22-12/16/22 - Progress monitoring will be in place to track student progress using intervention assessments and checkpoint assessments to modify instruction when needed with fidelity and consistency. Teachers will collaboratively develop data trackers that can be used to track mini-assessments that are aligned to weekly small group instruction.

Person Responsible Nicole Ashe (nicoleda007@dadeschools.net)

10/31/22-12/12/22 - The coaches will continue to provide Professional Development for teachers on effective implementation of differentiated instruction that is aligned to the school goals based on data. As a result teachers will develop classroom systems that are conducive to small group instruction such as allocated space, student work folders and rotation charts.

Person Responsible Nicole Ashe (nicoleda007@dadeschools.net)

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

Area of Focus Description and

Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed. Based on the number of student referrals submitted to the school counselor and request for assistance to the MTSS team from teachers relative to students' social and emotional learning and well-being, it has been identified that 25 percent of our student body is experiencing social emotional issues which impacts student learning.

Measurable Outcome: State the specific measurable outcome the school plans to achieve.

If we successfully implement the SEL strategy to positively impact social emotional learning and student growth, our referrals numbers will decrease by 15 points in the 2022-2023 school year.

This should be a data based, objective outcome.

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

This Area of Focus will be monitored by the level of growth or change in the student's behavior, academic progress and positive self image. Also, specific areas of growth or change will be determined in the student's ability to express, manage, and establish positive and rewarding relationships with others.

Person responsible for monitoring outcome:

Falicie Dirosier (282379@dadeschools.net)

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

Social and Emotional Learning (SEL) involves the processes through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (Casel 2013).

implemented for this Area of Focus.

Rationale for Evidence-based

Strategy: Building a positive school culture and learning environment that meet the needs of all students, it is extremely important in building and sustaining the capacity of teaching and learning. The District's Strategic Plan, Pilar II, Objective 2 supports our rationale and evidence-based strategy for this Area of Focus. Promoting the physical, emotional and mental health of our students within and beyond the school campus is our intent. Providing the necessary support to promote the student's access and engagement in the learning environment is our priority. Our goal is to align with the District's objective and increase the number of community programs and resources that provide wellness and social emotional learning and support for the students at our school site by 25 percent or more.

Explain the rationale for selecting this specific strategy.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

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

8/22/22-10/14/22 The MTSS Team along with the school counselor and administration will work collaboratively to promote the Values Matter District Initiative and the Social Emotional Learning action steps to ensure the success of the Area of Focus. Monthly meetings with the Leadership Team, MTSS members and school counselor will be conducted to monitor the Social Emotional and Learning progress of the subgroup of students identified.

Person Responsible Falicie Dirosier (282379@dadeschools.net)

8/22/22-10/14/22- Collecting data in order to track the academic progress toward each specific goal established during monthly data chats and collaborative planning

Person Responsible Joyce Jones (pr4021@dadeschools.net)

8/22/22-10/14/22-Oak Grove Elementary School invites all stakeholders to work together vial parent nights, PTA, EESAC and workshops. Oak Grove uses various form of communication such as Class Dojo, flyers, schools website, connect Ed, and Schoology.

Person Responsible Joyce Jones (pr4021@dadeschools.net)

8/22/22-10/14/22 - On a weekly basis, the Leadership Team will gather the number of referrals (SCMs) that were reported and expect a decline of 10%.

Person Responsible Falicie Dirosier (282379@dadeschools.net)

10/31/22-12/16/22-Oak Grove Elementary School will continue to invite all stakeholders to work together via parent nights, PTA, EESAC and workshops. Oak Grove uses various form of communication such as Class Dojo, flyers, schools website, connect Ed, and Schoology.

Person Responsible Falicie Dirosier (282379@dadeschools.net)

10/31/22-12/16/22 - On a weekly basis, the Leadership Team will continue to gather the number of referrals (SCMs) that were reported and expect a decline of 8%. Leadership Team will communicate with parents and guardians with consistency.

Person Responsible Falicie Dirosier (282379@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.

Based on 2022 School Climate survey the majority of staff (close to 75%) report that students do not come prepared academically to their class. As a result, our school will focus on implementing Managing Data Systems & Processes. Data is effective in demonstrating student progress and adjusting instruction based on need. This will have a positive impact on student preparedness. As a result, we want to better streamline the accountability systems currently in place to help with closing the achievement gap and learning loss.

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

If we implement Managing Data Systems & Processes, teachers will be able to ascertain more insight on the knowledge of learners and adjust instruction to identify uncovered weaknesses. The Leadership Team and teachers will work collaboratively to utilize data to better accommodate students' needs. The 2022-2023 School Climate survey should reflect a 10% increase in the percentage of teachers in agreement with the statement "Students come prepared academically to my class".

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

The Leadership Team will meet monthly with grade levels to review and analyze student progress data driven from topic assessments. Teachers will collaborate and develop lessons that address students' individual academic needs. Walkthroughs will be conducted to ascertain the fidelity of the lessons. With that, expectations and timelines will be set and adjustments will be made accordingly.

Person responsible for monitoring outcome:

Joyce Jones (pr4021@dadeschools.net)

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

Managing Data Systems and Processes involves setting expectations and practices around the ongoing examination of data to evaluate the effectiveness of instruction to improve student outcomes. Some strategies to improve Managing Data Systems and Processes include meeting with stakeholders regularly to review data, having a pre-determined set of questions to assist in analyzing the data, discussing implications for the data, and implementing next steps.

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

Improving management of data systems and processes will help to evaluate existing systems, amend if necessary and make decisions, such as where to target resources. Teachers will use the data to modify classroom instruction to fit the students' needs better, and determine what measures need to be in place to improve the overall school environment.

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.

8/22/22-10/14/22 - Monthly data chats with grade levels to disaggregate data and discuss students' needs. Daily implementation of positive school environment goals with student interactions. Teachers will also have the opportunity to brainstorm strategies to improve students' achievement.

Person Responsible Joyce Jones (pr4021@dadeschools.net)

8/22/22-10/14/22 - Collaborative planning to help teachers better understand assessment results and ask questions to analyze strengths and weaknesses and monitor progress over time. Also, teachers can share best practices to improve students' achievement.

Person Responsible Sharisse Willisams (shawilliams@dadeschools.net)

8/22/22-10/14/22 Collecting data in order to track the progress toward each specific goal established during monthly data chats and collaborative planning.

Person Responsible Ejeanne Pierre (ejpierre@dadeschools.net)

8/22/22-10/14/22 - Progress monitoring will be uniformed and consistent in order to track student progress using weekly and bi-weekly and Topic assessments. This will help with adjusting instruction when needed.

Person Responsible Joyce Jones (pr4021@dadeschools.net)

10/31/22-12/12/22 - Progress monitoring will continue to be uniformed and consistent in order to track student progress using weekly and bi-weekly and Topic assessments. This will help with adjusting instruction when needed.

Person Responsible Ejeanne Pierre (ejpierre@dadeschools.net)

10/31/22 - 12/12/22 - We will continue to collect data in order to track the progress toward each specific goal established during monthly data chats and collaborative planning.

Person Responsible Ejeanne Pierre (ejpierre@dadeschools.net)

#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.

The 2022 subgroup data revealed that the Federal Index for students with disabilities is 33%, under the 41% threshold. Our school will focus on the strategy of differentiated instruction to increase the ELA proficiency of the SLD population above the 41% threshold.

Measurable Outcome:

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

If we effectively implement the strategy of Differentiated Instruction, our SLD population will demonstrate increased ELA proficiency and the Federal threshold will be at least 42%.

Monitoring:

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

The Leadership Team will conduct quarterly data chats and adjust instructional groups based on current data in real time, and follow-up with regular walkthroughs to ensure that differentiation is aligned to current data. Administrators will review lesson plans for indication of differentiation. Data Analysis of formative assessments will be reviewed monthly to observe progress.

Person responsible for monitoring outcome:

Joyce Jones (pr4021@dadeschools.net)

Evidence-based Strategy:

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

Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability.

Rationale for Evidence-based Strategy:

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

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

Action Steps to Implement

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

08/22/22-10/14/22- During grade level meetings provide Professional Development for teachers on effective implementation of differentiated instruction that is aligned to the school goals based on data. As a result, teachers will develop classroom systems that are conducive to small group instruction such as allocated space, student folders, and posted groups.

Person Responsible Joyce Jones (pr4021@dadeschools.net)

8/22/22-10/14/22-Teachers will develop lesson plans that are inclusive of DI instruction. As a result, teachers will have student groups, appropriate resources, and lesson plans that reflect DI instruction.

Person Responsible Joyce Jones (pr4021@dadeschools.net)

8/22/22-10/14/22- Facilitate bi-weekly collaborative planning meetings to provide teachers with an opportunity to collaborate and brainstorm challenges, needs, and shared best practices. Teachers will attend collaborative planning and take turns taking the lead and modeling explicit instruction during small groups.

Person Responsible Ejeanne Pierre (ejpierre@dadeschools.net)

8/22/22-10/14/22- Teachers will collaboratively develop data trackers that can be used to track mini-assessments that are aligned to weekly small group instruction. Teachers will use data trackers to monitor student progress and adjust as necessary.

Person Responsible Sharisse Willisams (shawilliams@dadeschools.net)

10/31/22 - 12/16/22 - Teachers will continue to collaborate using data trackers that can be used to track mini-assessments that are aligned to weekly small group instruction. Teachers will use data trackers to monitor student progress and adjust as necessary.

Person Responsible Joyce Jones (pr4021@dadeschools.net)

10/31/22 - 12/16/22 - Teachers will continue to use developed plans that are inclusive of DI instruction. As a result, teachers will have student groups, appropriate resources, and lesson plans that reflect DI instruction.

Person Responsible Joyce Jones (pr4021@dadeschools.net)

#5. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:

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

Students who are performing two grades levels below and are currently the furthest away from being successful on the FAST Reading Assessment these students to reach expectations, growth must be made on an annual basis. We will monitor and seek to improve in this area in order to have a school where all students are successful.

Measurable Outcome:

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

Increase student's performance by 25 percentage points as measured by students performance on FAST PM1, FAST PM 2 and FAST PM 3, with a specific focus on ESSA subgroups for 2022-2023.

Monitoring:

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

This area of focus will be monitored by the leadership team through classroom walk-throughs, observations, quarterly data chats and follow-ups.

Person responsible for monitoring outcome:

Joyce Jones (pr4021@dadeschools.net)

Evidence-based Strategy:

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

Oak Grove Elementary School will focus on the evidence-based strategy of differentiated instructions. Differentiation will assist in accelerating the learning gains of our

Rationale for Evidence-based Strategy:

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

The rationale for selecting this specific strategy is that we noticed that small group instructions has shown to be effective as it focuses precisely on what students need to learn to move forward. Teachers will plan, teach, assess, and reteach. During this cycle teachers will find skill gaps and adjust academic instruction as needed.

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.

8/22/22 -10/14/22 - Coaches will facilitate collaborative planning biweekly and disseminate the information for effective Differentiate Instruction (DI) in grades K through 5. This evidence will be the DI outline, samples and resources in reading and math. During DI students are able to perform at his/her level.

Person Responsible

Nicole Ashe (nicoleda007@dadeschools.net)

8/22/22 -10/14/22 - Teachers will effectively plan biweekly for DI using current student data. The students response to DI intervention, students intervention data tracker. This will increase students' achievements.

Person Responsible

Ejeanne Pierre (ejpierre@dadeschools.net)

10/31/22 -12/16/22 - Conduct classroom walkthroughs, monitor student outcomes, and facilitate data chats. Adjust resources as needed to support student achievement.

Person Responsible

Joyce Jones (pr4021@dadeschools.net)

10/31/22 - 12/16/22- Teachers in grades K-5 will create and develop learning goals and identify there purpose in order to maintain students' achievement.

Person Responsible

Joyce Jones (pr4021@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

In grades K-2 there were 52% of our students who scored below grade level. Grades K-2 students in our lowest 25% represents the students who are currently the farthest away from being successful on the F.A.S.T. In order for these students to reach expectations, more than one year's growth must be made in order to have a school where all students are successful.

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

In grade 3-5 there were 57% of our student who scored below grade level. Student in our lowest 25% represent the students who are currently the farthest away from being successful in F.A.S.T. In order for these students to reach expectations, more than one year's growth must be made on an annual basis. We will monitor and seek to improve in this area in order to have a schools where all students are successful.

Measurable Outcomes:

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

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

Grades K-2: Measureable Outcome(s)

If we implement the strategy of Differentiated Instruction, our ELA proficiency for the L25 population will increase between PM1 and PM3 by 10 percentile points.

Grades 3-5: Measureable Outcome(s)

If we implement the strategy of Differentiated Instruction, our ELA proficiency for the L25 population will increase between PM1 and PM3 by 10 percentile points.

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.

This area of focus will be monitored of the desired outcome via the analysis of the data provided on district progress monitoring assessments, teacher made test, and data chats that will be held with reading teachers on a monthly basis. Frequent classroom walk-throughs to ensure high quality instruction and evidence-based best practices are being used with fidelity. Provide immediate feedback through formative and informal observation tools.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Enriquez, Jennifer, jensenriquez@dadeschools.net

Evidence-based Practices/Programs:

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

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

Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. During differentiation, individualized student instruction addresses gaps, reteaching, and remediation, all informed by standards-based formative assessment data. Areas of deficiency will be identified using on-going formative assessments. Data from these assessments will be used to drive instruction in the areas of greatest need.

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?

Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. During differentiation, individualized student instruction addresses gaps, reteaching, and remediation, all informed by standards-based formative assessment data. Areas of deficiency will be identified using on-going formative assessments. Data from these assessments will be used to drive instruction in the areas of greatest need.

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
<p>8/22/22-10/14/22: Assess students using district formative assessments. Reteaching and remediation informed by standards-based formative assessment data will be utilized. Areas of deficiency will use ongoing, formative assessments. Data from these assessments will be used to drive instruction in the areas of greatest need. Literacy Coaches will support and train teachers in creating lesson that directly impact areas of greatest concern. Facilitate professional development for teachers to learn ways to improve literacy development and fundamental skills to support reading, writing, and spelling.</p>	<p>Enriquez, Jennifer, jensenriquez@dadeschools.net</p>
<p>8/22/22-10/14/22: Literacy Coaches will conduct mini workshops during collaborate planning to address the area of focus for K-5 teachers. Coaches will provide professional development on resources created by MDCPS to address gaps in math and reading. Coaches will guide team conversations about vertical alignment between grade levels on standards missed at the end of 2021-2022 school year. Facilitate professional development for teachers to learn technology, digital tools, and content to strengthen a student's academic learning experience.</p>	<p>Enriquez, Jennifer, jensenriquez@dadeschools.net</p>
<p>8/22/22-10/14/22: Assess students using district formative assessments. Literacy Coaches will support and train teachers in creating lesson that directly impact areas of greatest concern. Facilitate professional development for teachers to learn various ways to improve literacy development and fundamental skills to support reading, writing, and spelling. Develop school-based professional development as needed for K-5 teachers in the use of newly adopted textbooks and resources.</p>	<p>Ashe, Nicole, nicolea007@dadeschools.net</p>

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

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

The school leadership team will continue to maintain a positive school culture and environment by celebrating the academic success of our students on a monthly basis with individual and classroom incentives as well as acknowledging students and classrooms on the morning announcements. Leadership team will celebrate and recognize students' birthday monthly with ice-cream and happy birthday song. We will also provide our teachers and students with instant and positive feedback after classroom walk-throughs using various forms of communication such as class dojo, flyers, school website, connect Ed. and schoology. Each month we will highlight staff attendance by spotlighting employees with no tardies and no absences. Teachers will continue to foster and maintain a positive and safe learning environment that promotes learning and collaborative work among all students. Our school counselor will continue to meet

with students on a weekly basis to discuss school and personal problems and provide them with the resources and the emotional support they need to be successful in school. Our counselor will promote and highlight "Values Matter" daily on the morning announcements and continue to implement the our school's Perfect Attendance Poster incentive for homeroom classes. This incentive will promote school spirit and stress the importance of daily school attendance. The administrators, teachers and counselor as well as support staff will consistently involve parents in school activities, events and meetings to ensure that they are informed and a part of the teaching and learning process at our school.

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

Mrs. Jones, Principal, and Mrs. Enriquez, Assistant Principal, will conduct classroom walk-throughs and provide positive and constructive feedback, promote, highlight and celebrate teachers and students' academic success. During faculty meetings each month, the administration will also highlight teachers with perfect attendance. Mrs. Pierre, Reading Coach, Ms. Ashe Reading Coach and Mrs. Williams, Math Coach, along with the administration, will conduct collaborative planning sessions that will support teachers in fostering and maintaining a positive teaching and learning environment. Mrs. Dirosier, School Counselor, will implement the District's Values Matter program and implement our Perfect Attendance Poster incentive. All stakeholders on the leadership team, support staff as well as classroom teachers will be involved with engaging parents in activities, events and meetings sponsored by our school.