# North Dade Middle School



# 2022-23 Schoolwide Improvement Plan

## Table of Contents

# North Dade Middle School

### 1840 NW 157TH ST, Miami Gardens, FL 33054

### http://ndms.dadeschools.net/main.htm

## Demographics

## Principal: Kharim Armand

Start Date for this Principal: 7/27/2016

| | |
|---|---|
| **2019-20 Status**<br>(per MSID File) | Active |
| **School Type and Grades Served**<br>(per MSID File) | Middle School<br>6-8 |
| **Primary Service Type**<br>(per MSID File) | K-12 General Education |
| **2021-22 Title I School** | Yes |
| **2021-22 Economically Disadvantaged (FRL) Rate**<br>(as reported on Survey 3) | 100% |
| **2021-22 ESSA Subgroups Represented**<br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities*<br>English Language Learners<br>Black/African American Students<br>Hispanic Students*<br>Economically Disadvantaged Students |
| **School Grades History** | 2021-22: C (46%)<br><br>2018-19: C (44%)<br><br>2017-18: C (41%) |
| **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** | TSI |
| * 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.

# Table of Contents

# North Dade Middle School

## 1840 NW 157TH ST, Miami Gardens, FL 33054

### http://ndms.dadeschools.net/main.htm

## School Demographics

| School Type and Grades Served (per MSID File) | 2021-22 Title I School | 2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|---|---|---|
| Middle School 6-8 | Yes | 100% |

| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
|---|---|---|
| K-12 General Education | No | 100% |

## School Grades History

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

## School Board Approval

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## SIP Authority

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

## Purpose and Outline of the SIP

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

# Part I: School Information

## School Mission and Vision

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

The mission of North Dade Middle School is to inspire and empower students to excel both academically and socially and prepare them to be productive citizens and future leaders.

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

The vision of North Dade Middle School is for all stakeholders to be committed to developing the whole child by providing a nurturing and safe environment that fosters a rigorous academic and technological curriculum that will prepare students to become productive citizens and future leaders.

## 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 |
|------|---------------|--------------------------------|
| Armand, Kharim | Principal | Oversees the day-to-day building operations to ensure a safe learning environment, effectively communicates with faculty and staff, and facilitates the implementation of school initiatives that will support an increase in student achievement. Also, promotes a positive school culture by encouraging staff, parental, and community engagement. |
| Mathurin, Markelita | Instructional Coach | Instructional coach over Literacy and Social Studies departments. Support teachers in planning, delivering, and assessing quality instruction. Plan, model, and co-teach effective lessons with teachers. Assist teachers with classroom organization, material, and learning activities that support learning targets and objectives. |
| Juan, Samantha | Math Coach | Instructional Coach over the Mathematics department. Support teachers in planning, delivering, and assessing quality math instruction. Plan, model, and co-teach effective lessons with teachers. Assist teachers with classroom organization, material, and learning activities that support learning targets and objectives. |
| Antoine, Diana | Magnet Coordinator | Oversee implementation of magnet program within the school. Support teachers in planning, delivering, and assessing quality magnet instruction. Plan effective lessons with magnet teachers. Assist magnet teachers with classroom organization, material, and learning activities that support the schools magnet theme. |
| Lawhorne, Kenan | Assistant Principal | Supports the principal with cultivating the vision and mission of the school. This instructional leader supports the Science, Social Studies, and Electives departments. |
| Interian, Ubaldo | Assistant Principal | An educational leader that assists the principal with the implementation of the school curriculum and school initiatives; Oversee the Mathematics, and Literacy departments. |

## Demographic Information

**Principal start date**
Wednesday 7/27/2016, Kharim Armand

**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.*
4

**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**

26

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

438

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

10

**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 | 0 | 0 | 0 | 0 | 0 | 0 | 143 | 140 | 150 | 0 | 0 | 0 | 0 | 433 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 27 | 29 | 32 | 0 | 0 | 0 | 0 | 88 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 18 | 32 | 35 | 0 | 0 | 0 | 0 | 85 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 6 | 0 | 0 | 0 | 0 | 0 | 7 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 2 | 0 | 0 | 0 | 0 | 0 | 7 |
| Level 1 on 2022 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 51 | 46 | 58 | 0 | 0 | 0 | 0 | 155 |
| Level 1 on 2022 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 76 | 69 | 69 | 0 | 0 | 0 | 0 | 214 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 108 | 86 | 88 | 0 | 0 | 0 | 0 | 282 |
| | 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 | 0 | 0 | 0 | 0 | 0 | 94 | 90 | 112 | 0 | 0 | 0 | 0 | 296 |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 11 | 22 | 0 | 0 | 0 | 0 | 47 |

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

Thursday 9/8/2022

**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 | 0 | 0 | 0 | 0 | 0 | 0 | 226 | 149 | 139 | 0 | 0 | 0 | 0 | 514 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 82 | 75 | 84 | 0 | 0 | 0 | 0 | 241 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 52 | 9 | 10 | 0 | 0 | 0 | 0 | 71 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 41 | 15 | 10 | 0 | 0 | 0 | 0 | 66 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 54 | 39 | 46 | 0 | 0 | 0 | 0 | 139 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 45 | 35 | 34 | 0 | 0 | 0 | 0 | 114 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 141 | 100 | 87 | 0 | 0 | 0 | 0 | 328 |

**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 | 0 | 0 | 0 | 0 | 0 | 71 | 52 | 71 | 52 | 0 | 0 | 0 | 246 |

**The number of students identified as retainees:**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 6 | 4 | 0 | 0 | 0 | 0 | 12 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 13 | 12 | 0 | 0 | 0 | 0 | 34 |

**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 | 0 | 0 | 0 | 0 | 0 | 0 | 226 | 149 | 139 | 0 | 0 | 0 | 0 | 514 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 82 | 75 | 84 | 0 | 0 | 0 | 0 | 241 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 52 | 9 | 10 | 0 | 0 | 0 | 0 | 71 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 41 | 15 | 10 | 0 | 0 | 0 | 0 | 66 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 54 | 39 | 46 | 0 | 0 | 0 | 0 | 139 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 45 | 35 | 34 | 0 | 0 | 0 | 0 | 114 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 141 | 100 | 87 | 0 | 0 | 0 | 0 | 328 |

**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 | 0 | 0 | 0 | 0 | 0 | 71 | 52 | 71 | 52 | 0 | 0 | 0 | 246 |

**The number of students identified as retainees:**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 6 | 4 | 0 | 0 | 0 | 0 | 12 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 13 | 12 | 0 | 0 | 0 | 0 | 34 |

## 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 | 25% | 55% | 50% | | | | 27% | 58% | 54% |
| ELA Learning Gains | 41% | | | | | | 43% | 58% | 54% |
| ELA Lowest 25th Percentile | 41% | | | | | | 38% | 52% | 47% |
| Math Achievement | 25% | 43% | 36% | | | | 25% | 58% | 58% |
| Math Learning Gains | 53% | | | | | | 40% | 56% | 57% |
| Math Lowest 25th Percentile | 58% | | | | | | 44% | 54% | 51% |
| Science Achievement | 39% | 54% | 53% | | | | 36% | 52% | 51% |
| Social Studies Achievement | 58% | 64% | 58% | | | | 58% | 74% | 72% |

**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 |
| 06 | 2022 | | | | | |
| | 2019 | 22% | 58% | -36% | 54% | -32% |
| Cohort Comparison | | | | | | |
| 07 | 2022 | | | | | |
| | 2019 | 22% | 56% | -34% | 52% | -30% |
| Cohort Comparison | | -22% | | | | |
| 08 | 2022 | | | | | |
| | 2019 | 28% | 60% | -32% | 56% | -28% |
| Cohort Comparison | | -22% | | | | |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2022 | | | | | |
| | 2019 | 17% | 58% | -41% | 55% | -38% |
| Cohort Comparison | | | | | | |
| 07 | 2022 | | | | | |
| | 2019 | 19% | 53% | -34% | 54% | -35% |
| Cohort Comparison | | -17% | | | | |
| 08 | 2022 | | | | | |
| | 2019 | 13% | 40% | -27% | 46% | -33% |
| Cohort Comparison | | -19% | | | | |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | | | | | |
| 07 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 08 | 2022 | | | | | |
| | 2019 | 26% | 43% | -17% | 48% | -22% |
| Cohort Comparison | | 0% | | | | |

| BIOLOGY EOC | | | | | |
|---|---|---|---|---|---|
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | 100% | 68% | 32% | 67% | 33% |

| CIVICS EOC | | | | | |
|---|---|---|---|---|---|
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | 54% | 73% | -19% | 71% | -17% |

| 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 | 84% | 63% | 21% | 61% | 23% |

| 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 | 9 | 25 | 30 | 9 | 40 | 42 | 6 | 38 | | | |
| ELL | 16 | 44 | 42 | 23 | 54 | 52 | 30 | 56 | | | |
| BLK | 26 | 39 | 39 | 24 | 53 | 62 | 40 | 60 | 77 | | |
| HSP | 20 | 46 | 43 | 26 | 54 | 50 | 35 | 47 | | | |
| FRL | 25 | 41 | 41 | 25 | 53 | 57 | 39 | 58 | 79 | | |
| 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 | 5 | 25 | 40 | 4 | 13 | 23 | 19 | 25 | | | |
| ELL | 21 | 45 | 58 | 14 | 22 | 37 | 8 | 37 | | | |
| BLK | 21 | 34 | 58 | 18 | 19 | 21 | 33 | 45 | 74 | | |
| HSP | 39 | 51 | 57 | 18 | 16 | | 39 | 53 | | | |
| FRL | 24 | 36 | 58 | 18 | 19 | 23 | 33 | 46 | 73 | | |

| 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 | 11 | 33 | 33 | 19 | 51 | 54 | 20 | 9 | | | |
| ELL | 16 | 40 | 38 | 16 | 42 | 56 | 19 | 58 | | | |
| BLK | 26 | 42 | 37 | 23 | 40 | 43 | 36 | 57 | 79 | | |
| HSP | 27 | 49 | 45 | 29 | 38 | 62 | 38 | 57 | | | |
| FRL | 27 | 43 | 39 | 25 | 40 | 45 | 36 | 58 | 84 | | |

## ESSA Data Review

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

| ESSA Federal Index | |
|---|---|
| ESSA Category (TS&I or CS&I) | TSI |
| OVERALL Federal Index – All Students | 48 |
| 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 | 477 |
| Total Components for the Federal Index | 10 |
| Percent Tested | 98% |

| Subgroup Data | |
|---|---|
| **Students With Disabilities** | |
| Federal Index - Students With Disabilities | 25 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | 3 |
| **English Language Learners** | |
| Federal Index - English Language Learners | 42 |
| 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 | 49 |
| 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 | 41 |
| 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 | 48 |
| 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?**

According to 2022 FSA data results, the achievement gap between reading and math is decreasing. Overall proficiency in other content areas increased from the 2021-2022 school year. Civics increased from 46 percent to 58 percent. The acceleration went from 72 to 77 percent While learning gains in math are trending higher than ELA across grade levels. In English Language Arts, the L25% decreased from 57 to 41 percent while in math, learning gains increased from 18 to 53 percent. In comparing 7th grade data in ELA and Civics, trends depict that the 7th grade cohort is consistently stronger in learning gains and are on track for gaining greater proficiency points when compared to the 6th and 8th grade cohort.

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

Based on 2022 state assessments, the greatest need for improvement is proficiency in Reading and Math.
Both the Reading and Math department will target the Level 2.2 & 2.3 bubble students by identifying the gaps that will move those students towards proficiency. The Reading and Math department will also focus on remediation and foundational skills for the lowest 25 percentile (L25%) in order to move that subgroup closer to proficiency.
The Lowest 25 percentile (L25%) decreased by 16 percentage points in Reading. Therefore, the Reading Department will focus on targeting that subgroup while ELA will target the proficiency subgroup.

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

The contributing factors leading to this need for improvement include the level of inconsistency in the implementation of supporting the needs of diverse subgroups. The new actions that must be taken are the consistent implementation of diverse activities that will support the needs of each group. For the past 3 years, we focused on effective curriculum and resource utilization. Therefore, during the 2022-2023 school year, we will build on this practice with new actions that need to be taken. For example, teachers will attend additional professional development to strengthen understanding of B.E.S.T standards to provide differentiated instruction, student engagement strategies, continuous coaching cycles, and correlating student outcomes to student products.

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

Based on the progress monitoring tool and the 2022 state assessment, learning gains in Math increased by 34 percentage points from 18% to 53% and in Civics student proficiency increased by 12 percentage points from 46% to 58%.

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

The Mathematics department strategically placed an emphasis on note taking and remediating prerequisite skills which contributed to the high percentages in learning gains. In Civics, the teacher, with the support of the instructional coach and the curriculum support specialist, focused heavily on the instructional delivery in small group instruction and data analysis.

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

In order to accelerate learning, some of the strategies that need to be implemented includes but not limited to being properly trained on the new B.E.S.T. standards, differentiated instruction, Standards-Based Collaborative Planning, Instructional Support/Coaching, and Data-Driven Instruction and decision making. The effective implementation of these strategies will provide teachers opportunities to develop lessons using materials that are tailored to students' needs and meet the expectations outlined by the state.

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

The instructional coaches will conduct mini professional development sessions on effectively using curriculum resources to plan grade level standards-aligned lessons and activities based on the new B.E.S.T. Standards (September 2022), using data to differentiate instruction (October 2022), making adjustments to groups as data becomes available (November/December 2022). Instructional Coaches will also implement Coaching cycles individually with teachers to support specific needs (ongoing).

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

Data chats will take place regularly in collaborative planning sessions amongst teachers and coaches and with administration quarterly. This will ensure all stakeholders are utilizing data to construct DI groups and plan instruction. The school leadership team will continually support, question, reevaluate, refine, and help teachers improve teaching strategies and knowledge. In addition, extended learning opportunities will be provided such as Saturday School, Spring and Winter Break Academy, during school learning camps, and before and after school tutoring.

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

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| **#1. Instructional Practice specifically relating to B.E.S.T. Standards** | |
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| **Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.** | After analyzing the 2020-2021 Florida Standards Assessment proficiency data and comparing it to the 2021-2022 academic year, our team will focus on implementing B.E.S.T Standards with accountability and fidelity to improve proficiency. During the 2020-2021 academic year, 24% of the students were proficient in ELA and 18% were proficient in Math. For the 2021-2022 school year, ELA proficiency increased by one percentage point to 25% and Math increased by 7 percentage points to 25%. Science improved from 35% to 39% which is a gain of 4 percentage points and Civics increased by 12 percentage points from 46% to 58% for the 2021-2022 school year. It is imperative that teachers understand the verbiage of the B.E.S.T. standards and plan effective lessons that align with what is measured. This will allow teachers to provide meaningful instruction and in return there should be an increase in student achievement for the 2022-2023 school year. |
| **Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | The proficiency goals for the 2022-2023 school year are as follows, ELA 28%, Math 26%, Science 40%, Civics 60%, and acceleration (Biology & Algebra combined) 80%. If teachers provide students instruction that is aligned to the B.E.S.T. Standards then student achievement for the 2022-23 school year will reflect the goals in each category as evidenced through the assessment results of the FAST PM 3. |
| **Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.** | The Administrative Team will conduct weekly walkthroughs to ensure quality aligned instruction is planned for and delivered while reviewing data from ongoing progress monitoring (OPM) tools. Department chairs in other content areas will be included in the instructional decision-making and in collaborative planning. Administrators will review lesson plans weekly to ensure students are being provided with standards-aligned instruction. The Leadership Team will have quarterly data chats with teachers to discuss OPM, instructional delivery, and student products. Administrative team will provide timely feedback to teachers after conducting walkthroughs and provide feedback to coaches relayed at weekly Leadership Meetings. |
| **Person responsible for monitoring outcome:** | Kharim Armand (karmand@dadeschools.net) |
| **Evidence-based Strategy: Describe the evidence-based strategy being** | Within the Target Element of B.E.S.T. Standards, our school will focus on the evidence-based strategy of: Standards-Aligned Instruction. With the implementation of new standards, focusing on standard aligned instruction will ensure teachers plan lessons properly aligned to the new standards and learning objectives are being mastered by students. |

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| **implemented for this Area of Focus.** | |
| **Rationale for Evidence-based Strategy:** Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy. | This year is the first year of the implementation of Florida's new B.E.S.T. Standards in both literacy and mathematics, in addition to the new textbook adoption in mathematics. Therefore, teachers in these content areas must be able to understand and align the instruction to the new standards for students to demonstrate proficiency. Selecting standard-aligned instruction will ensure that the learning objectives are met for the B.E.S.T. Standards. |

### 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.

08/31/22 - 10/14/2022: Teachers will attend on-going professional development specifically geared towards B.E.S.T. standards. During collaborative planning, transformation coaches will support teachers in creating standards-aligned daily end products/exit tickets. This will provide teachers with knowledge of the level of rigor students need to show mastery by the end of the lesson. Teachers will then be able to use this knowledge to backward plan lesson materials.

| **Person Responsible** | Kharim Armand (karmand@dadeschools.net) |
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08/31/22 - 10/14/2022: The instructional coaches will provide teachers professional development focused on the use of curriculum resources to plan grade level standards-aligned lessons and activities for whole and small groups. Teachers will be able to effectively use item specifications, pacing guides, and content focus reports to plan for data-driven instruction and decision making.

| **Person Responsible** | Markelita Mathurin (lmathurin@dadeschools.net) |
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08/31/22 - 10/14/2022: During collaborative planning, coaches will facilitate demonstration lessons. This will allow teachers to gain insight on how to effectively execute lessons.

| **Person Responsible** | Markelita Mathurin (lmathurin@dadeschools.net) |
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08/31/22 - 10/14/2022: Instructional Coaches will provide one on one support to tier three teachers through coaching cycles. Coaching cycles will support teachers in becoming effective in the process of planning and executing standards-aligned lessons.

| **Person Responsible** | Kharim Armand (karmand@dadeschools.net) |
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10/31/2022 - 12/16/2022: Instructional Coaches and Administrators will provide professional development on corrective feedback strategies.

| **Person Responsible** | Ubaldo Interian (uinterian@dadeschools.net) |
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10/31/2022 - 12/16/2022: During collaborative planning, instructional coaches and Curriculum Support Specialist will provide best practice strategies on delivering explicit instruction.

**Person Responsible**    Kharim Armand (karmand@dadeschools.net)

| #2. ESSA Subgroup specifically relating to Students with Disabilities | |
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| **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 data, from the ESSA report card, the sub group scoring below 41% is Students with Disabilities. According to the 2020 - 2021 data, in the sub group of Students with Disabilities students scored as follows: ELA proficiency 5%, ELA learning gains 25%, ELA L25 40%, Math proficiency 4%, Math learning gains 13%, Math L25 23%, Science 19%, and Social Studies 25%. In the sub group of English Language Learners students scored as follows: ELA proficiency 21%, ELA learning gains 45%, ELA L25 58%, Math proficiency 14%, Math learning gains 22 %, Math L25 37%, Science 8%, and Civics 37%. |
| **Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | Based on 2022 data, 25% of Students with Disabilities fall below the threshold requirement of the federal Index; 3 consecutive Years of students With Disabilities are in the subgroup Below 41%; In addition, 3 consecutive Years of Students With Disabilities also falls in the subgroup Below 32%. With the implementation of collaborative planning, data monitoring and applying strategic ESE modifications in the classrooms, the goal for the 2022-2023 school year will be to increase proficiency so that it meets or exceeds the 41% in Math and Reading. Therefore, we will need an increase of 16 percentage points in Math and Reading by June 2023. |
| **Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.** | This desired outcome will be monitored by school administration with assistance from the ESE certified teachers along with transformational coaches, and ESE Department Chair. The team will meet monthly to collaborate and create lessons utilizing ESE strategies. They will also monitor to ensure that teachers maintain interactive classroom settings by utilizing visual aids aligned to target student's specific needs as well as provide appropriate ESE modifications. Data driven conversations will occur as the team assesses progress monitoring, student work, and observations conducted monthly. |
| **Person responsible for monitoring outcome:** | Kenan Lawhorne (klawhorne@dadeschools.net) |
| **Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.** | The implementation of collaborative planning, data monitoring and applying strategic ESE modifications in the classrooms will lead to an increase in proficiency for our students with disabilities. It also includes using scaffolding strategies to help students access pre-requisite skills, academic vocabulary, and instructional processes. |
| **Rationale for Evidence-based Strategy: Explain the rationale for** | By creating an interactive learning environment, students with disabilities will be provided with the additional support needed to access the standard based curriculum. When teachers use visual aids and scaffolding to support standard based instruction, they can meet students where their needs are and then move them into grade level instruction. An interactive learning environment will also help these students to be involved and engaged in the learning process which will lead to increased learning. |

**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.

8/31/2022 - 10/14/2022: Instructional Coaches will assist teachers with creating visual aids for school wide strategies. During common planning, instructional coaches will help teachers plan for ways to scaffold lessons using these visual aids.

**Person Responsible**     Markelita Mathurin (lmathurin@dadeschools.net)

8/31/2022 - 10/14/2022: During common planning, instructional coaches will help teachers plan modifications to instruction and brainstorm strategies to target student's specific needs. Teachers will be given the opportunity to collaborate and share best practices for implementation.

**Person Responsible**     Samantha Juan (330884@dadeschools.net)

8/31/2022 - 10/14/2022: The ESE Department Chair, along side Instructional Coaches, will meet monthly to collaboratively develop data trackers using topic assessments in order to monitor student progress and adjust strategies as needed.

**Person Responsible**     Markelita Mathurin (lmathurin@dadeschools.net)

8/31/2022 - 10/14/2022: ESE certified teachers, Transformational Coaches, the ESE Department Chair, and the Administrative team will conduct monthly meetings to discuss school wide implementations as evidenced in the classroom. The team will also review data to observe progress, and collaborate on strategies to support the ESSA subgroup.

**Person Responsible**     Kharim Armand (karmand@dadeschools.net)

10/31/2022 -12/16/2022: Instructional Coaches will model how to utilize visual aids to enhance instructional delivery.

**Person Responsible**     Kharim Armand (karmand@dadeschools.net)

10/31/2022 - 12/16/2022: Teachers along with ESE Department Liaison will review IEP's to ensure accommodations are aligned with lesson delivery utilizing visual aids.

**Person Responsible**     Kharim Armand (karmand@dadeschools.net)

| #3. Transformational Leadership specifically relating to Instructional Leadership Team | |
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| **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 qualitative data from the school climate survey, we want to utilize the Targeted Element of Instructional Leadership Team. According to the 2021-2022 Midyear SIP Survey, data revealed that 46% of staff believe that our school leadership team provides an opportunity for stakeholders to be involved in the school. There has been an increase as of the previous year, in with data revealed that 42% of staff believe that our school leadership team provides an opportunity for stakeholders to be involved in the school in the 2020-2021 Midyear SIP survey. The school leadership team felt that it was important to have a clear daily vision and mission to keep everyone focused on accomplishing our daily goal. The school leadership team has developed a daily mission and vision which will be shared with all stakeholders. This will allow all stakeholders to understand how they can support the school's goals daily and create a sense of ownership while establishing a community that is aligned to one vision. |
| **Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | If we successfully implement the Targeted Element of Instructional Leadership Team, our staff will execute shifts in behaviors that are aligned to the daily vision and mission. All teachers, staff, and students will be aware of the mission and vision statements and will work toward achieving these statements daily. This will lead to a positive impact in culture, academics and professional growth for all as well as increase the percentage of staff who believe the school leadership team provides an opportunity for stakeholders to be involved in the school from 46% to at least 60% as measured by the 2022-2023 Midyear SIP Survey which will be taken in January 2023. |
| **Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.** | The leadership team will conduct weekly walkthroughs during homeroom to ensure that the daily vision and mission are recited by all teachers and students. Teachers will create activities through grade level team meetings that can be tied in to community related issues in the curriculum. As an IB school, all IB teachers will have the opportunity to create IB activities aligned to the school vision and mission. |
| **Person responsible for monitoring outcome:** | Kharim Armand (karmand@dadeschools.net) |
| **Evidence-based Strategy: Describe the evidence-based strategy being** | Within the Targeted Element of Instructional Leadership Team, we will focus on the evidence-based strategy of shared leadership. The school principal will work together with parents, students, teachers and staff to solve problems and create an engaging school climate that fosters student learning. This can be achieved by making sure all stakeholders are aware of the daily vision and mission and work together towards accomplishing a shared purpose. |

**implemented for this Area of Focus.**

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

Implementing shared leadership initiatives will facilitate collaboration amongst all stakeholders which will lead to creating a better school community. Utilizing shared leadership will empower all stakeholders to develop their leadership capacity and work towards achieving our goal.

### 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.

8/31/2022- 10/14/2022: Administrative Team will share the daily vision and mission statements with the faculty, staff, and students. The teachers will ensure that the mission and vision statements are publicized through social media posts, classroom websites, and classroom bulletin boards in order to provide access to all stakeholders.

| **Person Responsible** | Kharim Armand (karmand@dadeschools.net) |
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08/31/2022 - 10/14/2022: Homeroom competitions and grade level student orientations will be held to promote learning the mission and vision statements. As a result of this action step, students will internalize the vision and mission of the school.

| **Person Responsible** | Lakeisha Caldwell (lcaldwell@dadeschools.net) |
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8/31/2022-10/14/22: Teacher Leaders implementing effective teaching practices displaying our school's mission and vision will be identified and spotlighted to effectuate positive student outcomes.

| **Person Responsible** | Kharim Armand (karmand@dadeschools.net) |
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8/31/2022-10/14/2022: Monthly meetings will be held with the student council members and selected Teacher
Leaders to ensure the school's vision/mission are continuously supported culturally and academically.

| **Person Responsible** | Kharim Armand (karmand@dadeschools.net) |
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10/31/2022 - 12/16/2022: Teachers will nominate and spotlight students that are displaying our school's mission and vision to effectuate positive student outcomes.

| **Person Responsible** | Kharim Armand (karmand@dadeschools.net) |
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10/31/2022 - 12/16/2022: Team Leaders and Student Council members will meet to brainstorm literacy and math puzzles biweekly where homerooms will accumulate points per quarter. The winning homeroom

will receive a reward at the end of the quarter. This will help to promote, inspire and empower students to excel both academically and socially.

**Person Responsible**  Kharim Armand (karmand@dadeschools.net)

| **#4. Positive Culture and Environment specifically relating to school morale** | |
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| **Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.** | After careful analysis of qualitative and quantitative data our school will focus on implementing the targeted element of school morale with a focus on building relationships. According to the 2021-2022 school climate survey, 52% of the faculty believed staff morale was high. This is an increase of 2% from the 2020 - 2021 data which 50% of the staff believed morale was good. Among students, for the 2021 - 2022 school climate survey, 39% felt positive about their school, which is down 11% from the 2020 - 2021 school year when it was only 50%. Our findings revealed that establishing equitable and positive relationships will improve school culture and morale. The increased need to cultivate relationships is critical to foster a positive staff and student relationship. We will create positive social interactions and support systems for students and teachers through incentives, effective collaboration, and team-building activities. |
| **Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | If we successfully implement equitable and diverse systems focusing on improving relationships, then at least 75% of staff members and 60% of our students will indicate that staff morale is high at the school on the 2022-2023 school climate survey. Additionally, improving staff attendance by at least five percentage points will benefit staff and student relationships and gauge the effectiveness of this focus area. |
| **Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.** | The Leadership Team will meet with the activities director and team leaders to plan and implement activities focused on improving staff and student relationships within the classroom. The activities director and team leaders will meet monthly to develop a calendar of activities and identify key stakeholders to supervise each event. This information will be shared with the faculty and students to encourage participation. Teachers will be responsible for promoting student participation for all planned activities and support team- building initiatives to improve the overall school culture and morale. |
| **Person responsible for monitoring outcome:** | Kharim Armand (karmand@dadeschools.net) |
| **Evidence-based Strategy: Describe the evidence-based strategy being** | After identifying the Targeted Element of Equity and Diversity (Relationships), our school will concentrate on the evidence-based strategy of: Team-Building. By implementing teambuilding and social activities, an atmosphere of professional, caring, and trusting relationships will be fostered. |

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| **implemented for this Area of Focus.** | |
| **Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.** | Implementing team-building initiatives will facilitate collaboration amongst the teachers and staff which will improve the overall school morale and culture. This will create a sense of belonging, build a sense of collegiality and purpose for our teachers. Teachers and staff in turn will work together to build the culture of the school for students through grade level and school wide celebrations and activities, leading to an increase in student morale and a positive impact on student achievement. |

### 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.

08/31/2022 - 10/14/2023: The Leadership Team will organize monthly meetings with the activity director and team leaders to plan a monthly calendar of events. This will allow leaders to consistently plan events that will ensure diversity is highlighted in our school culture.

**Person Responsible** Kharim Armand (karmand@dadeschools.net)

08/31/2022 - 10/14/2023: A monthly activities calendar will be developed and shared with teachers and students. This will be shared via the school's social media pages and email. This will provide all stakeholders with event details ahead of time so that they can plan to participate.

**Person Responsible** Kharim Armand (karmand@dadeschools.net)

08/31/2022 - 10/14/2023: Students will be provided with various incentives throughout the quarter to promote iReady usage, positive behavior, and academic performance on assessments. As a result of this action step, students will be rewarded for the positive behaviors that lead to academic success.

**Person Responsible** Markelita Mathurin (lmathurin@dadeschools.net)

08/31/2022 - 10/14/2022: Staff will participate in quarterly team-building activities to promote and facilitate collaboration and relationship building amongst the staff. This action step will lead to high staff morale.

**Person Responsible** Kharim Armand (karmand@dadeschools.net)

10/31/2022 - 12/16/2022: The administrative team will host a monthly meeting by departments. This will promote relationship building and conversations to occur between administrators and the members of each department.

**Person Responsible** Kharim Armand (karmand@dadeschools.net)

10/31/2022 - 12/16/2022: The administrative team will acknowledge teachers for perfect attendance and spotlight a teacher of the month.

| **Person Responsible** | Kharim Armand (karmand@dadeschools.net) |
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## 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 school will address building a positive school culture by focusing on building school morale for teachers and students.  We will instill school pride through various grade level activities and celebrate students' successes quarterly. stakeholders will model high expectations in the classroom and provide positive reinforcements through inspirational quotes, incentives, and Shout-out Wednesdays. Through the use of Restorative Justice Practices, students will be taught to address bullying and harassment. Ongoing efforts will be made to continue to foster professional relationships and clearly communicate defined expectations schoolwide with teachers and students. By focusing on school morale, we will see an increase in attendance, academic investment and accountability. This will also increase students positive behavior and lessen faculty burnout.

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

The Principal, Assistant Principals, Instructional Coaches, Teacher Leaders, Counselors, and all Teachers are key collaborators involved in cultivating a positive school culture and highly effective learning environment. The Principal will be responsible for monitoring the implementation of all team building initiatives, incentive activities, and assisting with problem solving issues that may materialize. The Assistant Principals will organize various committees to lead the implementation of grade level and team building activities. The Instructional Coaches and Teacher Leaders will ensure that academic incentive programs are in place to support student achievement, and the Counselor will ensure that Restorative Justice practices and SEL strategies are utilized to mitigate student behaviors. Teachers will provide in class incentives, positive reinforcements, and monitor the effectiveness of each initiative to promote a positive school culture and learning environment.