

Miami-Dade County Public Schools

Dr. Henry W. Mack/West Little River K 8 Center



2022-23 Schoolwide Improvement Plan

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Dr. Henry W. Mack/West Little River K 8 Center

2450 NW 84TH ST, Miami, FL 33147

<http://wlre.dadeschools.net>

Demographics

Principal: April Thompson Williams M

Start Date for this Principal: 7/15/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Economically Disadvantaged Students*
School Grades History	2021-22: C (49%) 2018-19: C (46%) 2017-18: C (46%)
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.

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Combination School PK-8</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	C

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SIP Authority

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Dr. Henry W. Mack/ West Little River K-8 Center is believing that all students can accomplish a high level of academic achievement, while building life-long learners to compete in the global world. We accept the challenge to guide our students toward academic excellence and social emotional growth through education.

Provide the school's vision statement.

Dr. Henry W. Mack/West Little River K-8 Center is committed to providing educational excellence for all students. We believe that every student will reach their highest academic potential with the support of all stakeholders, including staff, parents, the community and business partners.

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
Thompson-Williams, April	Principal	Dr. April Thompson, Principal: Instructional Leader that provides a common vision for school instruction, with the use of data-based decision-making. She supports school staff by communicating the Response-to-Intervention (Rtl) process, building school culture, setting clear expectations and goals, shares leadership responsibilities, and communicates schoolwide initiatives with parents and stakeholders.
Riddick, Xavier	Assistant Principal	Instructional Leader who identifies strategies for staff and team members in Mathematics, Science, ESE and ELL. He determines effective processes to involve all members and facilitates communication within the school with leadership team and staff. Other duties include: providing information about core instruction in the above mentioned core classes, participating in student data collection, supporting delivery and implementation of instructional strategies and intervention.
Hosey, Tawana	Instructional Coach	Literacy coach for Middle School Learners that demonstrates foundational knowledge and understanding of how students read, analyze, and comprehend texts. She understand how and why some students struggle, ensure that when new curricular materials are obtained teachers receive professional development, and monitor fidelity of use of curricular materials and strategies. Supports implementation of the school's intervention plans and provides early services for students identified with early warning indicators. Assists teachers with creating intervention groups and implementation of research-based curriculum and strategies. Also, she consistently monitors student progress, analyzes data with teachers and regroups students for intervention. She also participates in the design and delivery of meaningful professional development and provides support to teachers to build their capacity..
Theodore, Guerda	Instructional Coach	Science content specialist providing knowledge and understanding of how students learn problem solving and science content. She understands how and why some students struggle, ensures that when new curricular materials are obtained teachers receive professional development, and monitor fidelity of use of curricular materials and strategies. Supports implementation of the school's intervention plans and provides early services for students identified with early warning indicators. Assists in the design and implementation of progress monitoring, data collection, and data analysis.
Pierre, Linda	Instructional Coach	Literacy coach for elementary that demonstrates foundational knowledge and understanding of how students read, analyze, and comprehend texts. She understand how and why some students struggle, ensure that when new curricular materials are obtained teachers receive professional development,

Name	Position Title	Job Duties and Responsibilities
		<p>and monitor fidelity of use of curricular materials and strategies. Supports implementation of the school’s intervention plans and provides early services for students identified with early warning indicators. Assists teachers with creating intervention groups and implementation of research-based curriculum and strategies. Also, she consistently monitors student progress, analyzes data with teachers and regroups students for intervention. She also participates in the design and delivery of meaningful professional development and provides support to teachers to build their capacity..</p>
Ray, Crystal	Teacher, PreK	<p>VPK teacher charged with providing input on schoolwide goals. She provides a perspective for team decision making based on data trends in the area of early childhood education . Communicates with leadership team and school staff regarding ways to improve student achievement..</p>
Brown , Runiya	Instructional Coach	<p>Math content specialist providing knowledge and understanding of how students learn problem solving and Math content. She understands how and why some students struggle, ensures that when new curricular materials are obtained teachers receive professional development, and monitor fidelity of use of curricular materials and strategies. Supports implementation of the school’s intervention plans and provides early services for students identified with early warning indicators. She assists in the design and implementation of progress monitoring, data collection, and data analysis.</p>

Demographic Information

Principal start date

Monday 7/15/2019, April Thompson Williams M

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

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.*

11

Total number of teacher positions allocated to the school

29

Total number of students enrolled at the school

410

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

11

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

8

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	42	38	39	60	32	39	63	42	38	0	0	0	0	393
Attendance below 90 percent	19	19	19	17	20	17	22	17	9	0	0	0	0	159
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	14	0	0	0	0	0	0	0	0	0	14
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	2	9	14	16	7	0	0	0	0	0	48
Level 1 on 2022 statewide FSA Math assessment	0	0	0	1	17	22	18	15	0	0	0	0	0	73
Number of students with a substantial reading deficiency	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	1	14	22	18	22	27	40	22	25	0	0	0	0	191

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	1	0	0	2	1	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	13	39	42	38	39	49	48	33	38	0	0	0	0	339
Attendance below 90 percent	2	19	16	12	13	17	20	5	13	0	0	0	0	117
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	5	5	11	36	16	0	1	0	0	0	0	74
Course failure in Math	0	0	3	1	6	22	5	0	6	0	0	0	0	43
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	4	11	10	6	0	0	0	0	31
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	3	13	9	3	0	0	0	0	28
Number of students with a substantial reading deficiency	0	14	27	28	20	24	31	25	22	0	0	0	0	191

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	5	6	8	25	18	9	9	0	0	0	0	80

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	2	0	1	3	0	1	0	0	0	0	7
Students retained two or more times	0	0	0	1	0	1	3	1	0	0	0	0	0	6

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	13	39	42	38	39	49	48	33	38	0	0	0	0	339
Attendance below 90 percent	2	19	16	12	13	17	20	5	13	0	0	0	0	117
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	5	5	11	36	16	0	1	0	0	0	0	74
Course failure in Math	0	0	3	1	6	22	5	0	6	0	0	0	0	43
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	4	11	10	6	0	0	0	0	31
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	3	13	9	3	0	0	0	0	28
Number of students with a substantial reading deficiency	0	14	27	28	20	24	31	25	22	0	0	0	0	191

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	5	6	8	25	18	9	9	0	0	0	0	80

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	2	0	1	3	0	1	0	0	0	0	7
Students retained two or more times	0	0	0	1	0	1	3	1	0	0	0	0	0	6

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%	62%	55%				34%	63%	61%
ELA Learning Gains	46%						40%	61%	59%
ELA Lowest 25th Percentile	51%						45%	57%	54%
Math Achievement	25%	51%	42%				43%	67%	62%
Math Learning Gains	50%						53%	63%	59%
Math Lowest 25th Percentile	50%						46%	56%	52%
Science Achievement	41%	60%	54%				37%	56%	56%
Social Studies Achievement	53%	68%	59%				57%	80%	78%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	36%	60%	-24%	58%	-22%
Cohort Comparison		0%				
04	2022					
	2019	43%	64%	-21%	58%	-15%
Cohort Comparison		-36%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	35%	60%	-25%	56%	-21%
Cohort Comparison		-43%				
06	2022					
	2019	30%	58%	-28%	54%	-24%
Cohort Comparison		-35%				
07	2022					
	2019	20%	56%	-36%	52%	-32%
Cohort Comparison		-30%				
08	2022					
	2019	30%	60%	-30%	56%	-26%
Cohort Comparison		-20%				

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	33%	67%	-34%	62%	-29%
Cohort Comparison		0%				
04	2022					
	2019	55%	69%	-14%	64%	-9%
Cohort Comparison		-33%				
05	2022					
	2019	52%	65%	-13%	60%	-8%
Cohort Comparison		-55%				
06	2022					
	2019	24%	58%	-34%	55%	-31%
Cohort Comparison		-52%				
07	2022					
	2019	31%	53%	-22%	54%	-23%
Cohort Comparison		-24%				
08	2022					
	2019	24%	40%	-16%	46%	-22%
Cohort Comparison		-31%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	38%	53%	-15%	53%	-15%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-38%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	32%	43%	-11%	48%	-16%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	58%	73%	-15%	71%	-13%
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	0%	63%	-63%	61%	-61%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	54%	-54%	57%	-57%

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	6	32	33	11	35	42	17				
ELL	22	38	42	25	41	41	30	33			
BLK	20	47	53	20	47	52	39	58			
HSP	33	44	50	32	54	47	43	47	100		
FRL	24	45	53	23	49	51	38	51	100		
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	29	44	12	21	27					
ELL	23	41	46	25	29	64	10				
BLK	23	30	25	19	17	16	25	46			
HSP	25	44	53	26	33	64	13	60			
FRL	23	35	38	20	22	36	20	50	71		
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	20	30	23	24	40						
ELL	40	54	50	47	64		50				
BLK	31	34	39	39	49	48	30	59			
HSP	41	52	54	51	60		59	50			
FRL	34	40	45	43	54	49	37	59	62		

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	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	46
Total Points Earned for the Federal Index	487
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	25

Students With Disabilities	
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	35
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	42
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	50
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 the 2021 iReady Fall to Spring data Math proficiency increased in grades K-6 and decreased in grades 7-8. 2021 iReady Fall of Spring English Language Arts (ELA) increased from grades K-7 and showed a decrease in grade 8. Middle School Acceleration 2021 was 73% proficiency when compared to the 2022 of 100% proficiency, which equals to 27 percentage point increase. 2021 Florida Standards Assessment (FSA) ELA was 24 percentage points when compared to the 2022 FSA ELA, which is 25 percentage points that showed an increase of 1 percentage point. 2021 FSA Math was 22 percentage points when compared to the 2022 FSA Math, is 25 percentage points which is an increase of 3 percentage points. Based on the 2022 FSA ELA our English Language Learners fall below the 41-percentage rate, while the other subgroups were above the 41-percentage rate.

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

Based on the 2022 FSA data, our school showed the greatest needs for improvement in the areas of Math and ELA in proficiency. According to 2022 FSA data, Math has 22 percentage points and ELA 23 percentage points in student proficiency. Both areas had an increase of 1 to 3 percentage points, respectively.

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

The contributing factors that are needed for improvement will focus on implementing explicit instruction in all classrooms. The new action steps that will be taken to address this need will involve providing continued support while incorporating collaborative planning to build the teacher capacity to deliver explicit instruction.

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

The data that showed the most improvements from previous data was in Algebra, Geometry, and Biology. All students obtained 100% proficiency when compared to the previous year's data on End of Course exams.

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

The contributing factors for this improvement include collaborative planning that allots time for teachers to plan. Also, the embedding supplement daily instruction in Algebra, Geometry, and Biology to achieve proficiency.

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

The following strategies will need to be embedded to supplement instruction for daily accelerated learning:

Extended Learning Opportunities

Standards-Based Collaborative Planning with focus on the B.E.S.T standards

Progress Monitoring

Interventions

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 professional development opportunities that will be provided are outlined below:

B.E.S.T standards training to help assist with the alignment of Standard-Based instruction and

Collaborative Planning. Disaggregating data using Power-BI , Performance Matters, and iReady to drive instruction.

Gathering and the alignment of resources for small group instruction and intervention.

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

Additional services will involve collaborative planning scheduled weekly, and a member of the Administrative Team will attend to ensure fidelity of the executed lesson plan plan and delivery.

Extended Learning opportunities will be provided with tutoring and interventions as well as Saturday Academy, Winter Break Academy, and Spring Break Academy.

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 Standards-aligned Instruction

Area of Focus Description and

Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed. Based on the 2022 FSA proficiency levels of ELA and Mathematics, we need to improve standards aligned instruction. According to 2022 FSA ELA and Math 25% of students were proficient, compared to 2021 FSA data, we had 24% of proficient students in ELA and 22% of proficient students in Mathematics. This minimal growth indicates that we need to improve our standards aligned instruction to bridge the gap of academics in both content areas to improve our proficiency levels and meet grade level expectations.

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

The specific measurable outcome that the school plans to achieve is to improve academic performance on the 2023 statewide assessments. If we successfully implement and consistently monitor standards aligned instruction, then our proficiency scores will increase to 35% in ELA and Mathematics on the 2023 statewide assessments.

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

The Leadership Team will conduct quarterly data chats, professional developments, and walkthroughs to ensure evidence of standards based collaborative planning is being implemented with fidelity. In addition, the team will monitor the Bi-Weekly Progress Monitoring assessments for ELA and the Topic assessments for Mathematics for proficiency. If the students are scoring proficient on the assessments, then the overall scores will increase for both ELA and Mathematics.

Person responsible for monitoring outcome:

April Thompson-Williams (pr5861@dadeschools.net)

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

The evidence-based strategy that will be used is Standards-Based Collaborative Planning refers to any period of time that is scheduled during the school day for multiple teachers, or teams of teachers, to work together. Its primary purpose is to bring teachers together to learn from one another and collaborate on projects that will lead to improvements in standards-aligned lesson quality, instructional effectiveness, and student achievement. Standards-Based lessons should include detailed objectives, activities and assessments that evaluate students on the aligned standards-based content. Collaborative Planning improves collaboration among teachers and promotes learning, insights, and constructive

implemented for this Area of Focus. feedback that occur during professional discussions among teachers. Standards-Based lessons, units, materials, and resources are improved when teachers work on them collaboratively.

**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 Standards-Based Collaborative Planning is to ensure that lesson plans are standards driven in order to improve instructional delivery.

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.

August 22 - October 14, 2022 - Provide professional development with the assistance of transformational coaches, CSS or district personnel on B.E.S.T. standards with research-based strategies. As a result, teachers will have an understanding of B.E.S.T. standards and effectively instruct students with research based strategies.

Person Responsible Xavier Riddick (xriddick@dadeschools.net)

August 22 - October 14, 2022 - Teachers will utilize planning resource binders for standard based collaborative planning aligned to the B.E.S.T Standards for all content areas. As a result, teachers will develop a toolkit when planning for instruction at various levels.

Person Responsible Tawana Hosey (301612@dadeschools.net)

August 22 - October 14, 2022 - Transformational Coaches with assistance of CSS will collaboratively plan lessons with teachers that are aligned to the B.E.S.T. standards with an emphasis on planning to address students in Tier 2 and Tier 3 groups in reading and mathematics. As a results, lesson plans will indicate strategies for Tier 2 and Tier 3 students that are aligned to B.E.S.T. standards.

Person Responsible Linda Pierre (pierrel@dadeschools.net)

August 22 - October 14, 2022 - Administrators will consistently monitor collaborative planning sessions to ensure lesson plans are developed as an end product. Administration will monitor with fidelity the delivery of instruction in order to progress monitor students' proficiency. As a results, lesson plans and delivery will improve with the constant feedback given.

Person Responsible April Thompson-Williams (pr5861@dadeschools.net)

October 22 - December 2022 -The Transformational Coaches with help of the CSS will modify the intervention pacing calendar.

Person Responsible Tawana Hosey (301612@dadeschools.net)

October 2022 - December 2022- The Transformational Coaches will preplan lessons beginning with the end in mind and identifying what should explicitly take place in the lesson.

Person Responsible Linda Pierre (pierrel@dadeschools.net)

#2. Positive Culture and Environment specifically relating to Positive Behavior Interventions and Support

**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 Early Warning Indicators (EWI) our school will implement the Targeted of Positive Behavior Intervention and Support. We selected the overarching area of Positive Behavior Intervention based on our findings that demonstrated that 103 students with 2 or more indicators identified on the EWI count report. Through these strategies we can improve student EWI with our student service support staff to help develop students' social emotional competencies, create a sense of belonging and increase valuing school behavior, academics, and attendance.

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

If we successfully implement positive behavior intervention, RJP, and Social and Emotional concepts our students will receive quality Social Emotional Learning (SEL) instruction that will contribute to improving the learning environment in connection with student outcomes. With consistent implementation of positive behavior, 70% will strongly agree and/or agree that the classroom and school environment is a positive place to learn when administered the Student Climate Survey May 2023.

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

Our student services and student support staff will offer in-class training, professional developments for teachers and staff members to ensure that our students are emotionally supported. The student services and support team has set up opportunities for our students to receive coaching weekly to implement Social and Emotional instruction. The student services team will create a tracking log to ensure the implementation of the social and emotional learning is shared amongst all students.

Person responsible for monitoring outcome:

Xavier Riddick (xriddick@dadeschools.net)

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

The evidence-based strategy that will be used is 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).

Rationale for Evidence-based Strategy:

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

Our rationale for selecting SEL is to assist in managing emotions and giving a positive and safe place to learn. SEL provides students the ability to manage emotions, establish positive relationships and make responsible decisions.

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.

August 22 - October 14, 2022 - Student Services will facilitate a professional development centered SEL activities designs on how to create a positive classroom and schoolwide environment. This will ensure that classrooms teachers implement a plan that will foster a positive learning environment.

Person Responsible April Thompson-Williams (pr5861@dadeschools.net)

August 22 - October 14, 2022 - Administration will give shout outs with staff and student recognition and plan activities to promote a positive atmosphere based on social and emotional concepts. Students will meet with the student service team and reflect through forums once a month with positive feedback and discussions. The leadership team will also conduct staff and student outings and fieldtrips. As a result, students will shift their mindsets based on reflection to continue to cultivate a positive school and classroom environment.

Person Responsible Xavier Riddick (xriddick@dadeschools.net)

August 22 - October 14, 2022 -The student services team will facilitate social and emotional sessions for the staff throughout the year on a rotation. Each meeting we will have brief discussions for feedback. As a result, the staff will improve their knowledge and awareness of what our students encounter socially and emotionally.

Person Responsible Xavier Riddick (xriddick@dadeschools.net)

August 22 - October 14, 2022- Counselor, student services, behavioral therapist and mental health therapist will work in small groups with students experiencing difficulty with classroom behaviors and social emotional challenges. As a result, students will develop perseverance and strategies on how to handle difficult situations and contribute to a Growth Mindset.

Person Responsible Xavier Riddick (xriddick@dadeschools.net)

October 2022 - December 2022 - Student services will meet frequently with at-risk students that are failing and have excessive absences to encourage student motivation and school participation.

Person Responsible Xavier Riddick (xriddick@dadeschools.net)

October 2022 - December 2022 - The Student services will continue to encourage students and staff to incorporate Pause Assess Work together Safety (PAWS) throughout the school daily to build awareness.

Person Responsible Xavier Riddick (xriddick@dadeschools.net)

#3. Transformational Leadership specifically relating to Leadership Development

Area of Focus

Description and

Rationale:

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

Based on the 2021/2022 SIP Survey only 10% of our teachers said they were supported by teacher leaders as compared to the 20% on the 2020-2021 SIP survey, a decrease of 10%. Therefore our school will implement the Targeted Element of Leadership. We will provide the necessary professional learning opportunity to address the needs of teachers in order improve teacher quality.

Measurable

Outcome:

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

If we successfully implement Creating Mentorships and Partnerships between teachers, by May 2023, 80% of staff would state that they are supported by teacher leaders when surveyed on the 2023 professional development survey.

Monitoring:

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

The Leadership Team will monitor the professional development opportunities provided by the district and follow-up with teacher's observation after attending meetings to ensure quality instruction is taking place. Administrators will review and encourage teachers to attend professional development all sessions for novice teachers. The Professional Learning sessions will focus on areas selected by all teachers. All teachers in the will conduct a minimum of 2 peer observations within the school year.

Person

responsible for monitoring outcome:

Xavier Riddick (xriddick@dadeschools.net)

Evidence-based Strategy:

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

The evidence-based strategy that will be used is Creating Mentorships and Partnerships between Teachers. Strategic teacher teaming through mentorship and partnership requires teacher collaboration to share responsibilities for students' learning resulting in improved instruction. To promote strategic teacher teaming, empower the teams by supporting a safe space for teachers to come together to share information, resources, ideas, and expertise so that learning becomes more accessible and effective for students.

Rationale for Evidence-based Strategy:

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

Creating Mentorships and Partnerships between Teachers will help teachers participating in mentorships using relevant, recent, aligned, and current trends to customize shared best practices for teachers individualized growth.

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.

August 22 - September 1, 2022 - All first year, second year and new teachers to the building will be assigned a mentor or buddy for the 2022-2023 school year. As a result, new teachers will be supported in all aspects in their profession, perfect their craft and be successful teachers.

Person Responsible Xavier Riddick (xriddick@dadeschools.net)

August 22 - October 14, 2022 -The PLST team will schedule and facilitate a minimum of 3 professional developments and/or MINT sessions for the 2022-2023 school year. As a result, teachers will have the opportunity to engage in mentoring activities to improve their instructional practices.

Person Responsible Xavier Riddick (xriddick@dadeschools.net)

August 22 - October 14, 2022 - Administrators will monitor the improved teacher quality by conducting the use of walkthroughs for feedback to build teacher quality. As a result, teachers' craft will improve based on administrator feedback.

Person Responsible April Thompson-Williams (pr5861@dadeschools.net)

August 22 - October 14, 2022- New teachers will meet monthly with their mentors to discuss feedback on best practices, development as a teacher, and a focus on needs improvement. As a result, mentors will develop leadership skills and mentees will improve their craft.

Person Responsible April Thompson-Williams (pr5861@dadeschools.net)

October 2022 - December 2022 - The PLST will provide in school professional developments that will help develop new and seasoned teachers with classroom management strategies and best practices.

Person Responsible Xavier Riddick (xriddick@dadeschools.net)

October 2022 - December 2022- The PLST will send a survey to the staff and use it to monitor the needs of the teachers for growth and development.

Person Responsible Xavier Riddick (xriddick@dadeschools.net)

#4. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

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

Based on the 21-22 ESSA Subgroup Information, the Federal Percent of Points Index indicate that 25% of our Students with Disabilities and 35% of English Language Learners (ELLs) are below the suggested index. This data indicates that we need to focus on our Students with Disabilities and English Language Learners in the areas of ELA.

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

With the successful implementation of Differentiated Instruction we will be able to mitigate learning loss and increase growth in Reading for our English Language Learners by 6% and 16% of Students with Disabilities on the 2023 State Assessment.

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

The Leadership Team will conduct quarterly Professional Developments to ensure that differentiated Instruction is being implemented with fidelity. In addition, the team will monitor the Bi-Weekly Progress Monitoring assessments for ELA proficiency. If the students are scoring proficient on the assessments, then the overall scores will increase for both ELA.

Person responsible for monitoring outcome:

April Thompson-Williams (pr5861@dadeschools.net)

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

The evidence-based strategy that will be used to implement in this area of focus is Differentiated Instruction. 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.

Differentiated Instruction is to bridge the gap of academics and tailor lessons to meet the individual needs and strengths by personalizing instruction. Teachers will deliver differentiated instruction to guide and scaffold students through the demands of the 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.

August 22 -October 14, 2022 - Instructional Coaches will provide job-embedded professional developments for the ELA teachers in differentiated instruction. As a result, teachers will be able to understand how Differentiated Instruction looks and the expectations to ensure quality instruction is provided.

Person Responsible Xavier Riddick (xriddick@dadeschools.net)

August 22 - October 14, 2022 - The Instructional Coaches and teachers will utilize the baseline data, iReady data, and previous statewide assessment data to create differentiated instruction groups. As a result, the coaches and teachers will be able to use data to drive instruction.

Person Responsible Tawana Hosey (301612@dadeschools.net)

August 22 - October 14, 2022 - The teachers and the instructional coaches will monitor the ongoing progress monitoring data and topic assessment data and revamp groups based on current data. As a result, the instructional coaches will develop their CTC to provide additional assistance in differentiated instruction.

Person Responsible Linda Pierre (pierrel@dadeschools.net)

August 22 - October 14, 2022 - The Leadership team will conduct bi-weekly Professional Developments to guide and educate our new seasoned and new teachers about differentiated instruction that will prepare them with fidelity. As a result, the Team will identify teachers with walkthroughs that need additional assistance and coaches will create their CTC to assist in the development of the teacher.

Person Responsible Xavier Riddick (xriddick@dadeschools.net)

October 2022 - December 2022 - The Transformational Coaches with the CSS assistance will collaboratively plan to ensure that lesson plans are broken up into explicit lessons, a framework for instruction, and daily end products are identified with an intervention plan for the success of every student.

Person Responsible Tawana Hosey (301612@dadeschools.net)

October 2022 - December 2022 - The Transformational Coach and CSS will assist with identifying 1 or 2 researched based strategies that's incorporated during instructional delivery used to help student achievement.

Person Responsible Tawana Hosey (301612@dadeschools.net)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

According to the SAT-10 data 55% of first graders and 82% of 2nd graders that did not meet proficiency. Based on the data, Anchor Charts has proven to be effective in reinforcing reading skills. We will utilize Anchor Charts in grades K-2 to address the critical need.

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

According to the 2021 FSA data, 36% of students that scored below Level 3 in Reading for grades 3 - 5 will benefit from usage of Anchor Charts during whole and/or small group instruction. Anchor Charts has proven to be effective in alignment to standards and reinforcing reading skills. We will utilize Anchor Charts in grades 3-5 to address the critical need.

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)

With the implementation of Anchor Charts, an additional 15% of students in grades K-2 will demonstrate mastery in the areas of phonics and phonemic awareness as evidenced by results of district assessments and 2022-2023 state assessments.

Grades 3-5: Measureable Outcome(s)

With the implementation of Anchor Charts, an additional 10% of students in grades 3-5 will demonstrate growth in the area of ELA as evidenced by results of 2022-2023 state assessments.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

The Leadership Team will conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure that Anchor Charts are not only visible but are reinforced throughout the lesson. Emphasis will be placed on analyzing OPM data of students that continue to grapple with phonics and phonemic awareness in grades K-2 and reading comprehension and skills in grades 3-5. The Leadership Team will address students not making progress through remediation and/or extended learning opportunities.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Riddick, Xavier, xriddick@dadeschools.net

Evidence-based Practices/Programs:

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

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

Within the Targeted Element of Anchor Charts, our school will focus on using Anchor Charts for grades K-5 to reinforce student learning while building upon reading skills over multiple lessons for grades K-5.

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?

Anchor Charts will ensure that teachers in grades K-5 are using them as a visual learning tool to capture ideas and processes in place to ensure students are retaining reading skills. Teachers will continue to use Anchor Charts as reminders while building upon prior knowledge.

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>August 22 - October 14 – Provide professional development for K-2 teachers on effective use of Anchor Charts for instruction for phonics and phonemic awareness. As a result, teachers will create Anchor Charts that align to standards and skills.</p>	<p>Riddick, Xavier, xriddick@dadeschools.net</p>
<p>August 22 - October 14 - Literacy Coach will utilize collaborative planning sessions to identify opportunities for teachers in grades K-2 to create Anchor Charts. Anchor Charts created are designed to capture students ideas and processes while ensuring retention of standards and/or reading skills. Teachers will utilize data trackers to monitor student progress and adjust as necessary.</p>	<p>Pierre, Linda, pierrel@dadeschools.net</p>
<p>August 22 - October 14 – Provide professional development for grades 3-5 teachers on the effective use of Anchor Charts for alignment to ELA standards and reading skills. As a result, teachers will create Anchor charts to reinforce lessons while building upon prior knowledge.</p>	<p>Riddick, Xavier, xriddick@dadeschools.net</p>
<p>August 22 - October 14 - Literacy Coach will facilitate a CTC for teachers in grades 3-5 that grapple with utilizing Anchor Charts that introduce, reinforce and/or remediate ELA standards and/or reading skills. Teachers will utilize data trackers to monitor student progress and adjust as necessary.</p>	<p>Riddick, Xavier, xriddick@dadeschools.net</p>
<p>October 2022- December 2022 - The Literacy Coach will revisit CTC areas for teachers in grades 3-5 for the utilizing of Anchor Charts to introduce, reinforce and/or remediate ELA standards and/or reading skills. Teachers will adjust data trackers to monitor student progress.</p>	<p>Pierre, Linda, pierrel@dadeschools.net</p>
<p>October 2022 - December 2022 - Provide professional development for K-5 teachers on effective use of Anchor Charts for instruction as well as to align phonics lessons to standards.</p>	<p>Riddick, Xavier, xriddick@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 goal of our school is to build a positive school culture and environment. This is accomplished by creating experiences for everyone to be celebrated and supported. Incentives are provided for all stakeholders that participate in schoolwide initiatives and activities. To better our goal the lines of communication are open for all stakeholders to address concerns, provide feedback and receive support. Information is provided to stakeholders in a timely manner on multiple social media platforms and through EESAC meetings. The goal is for students to come to an environment where they feel secure and safe. As a result the learning environment is engaging, nurturing and conducive to learning.

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

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principal, Counselor, Mental Health Coordinator, Leadership Team, Gang Alternative, Mahogany Youth Corp, Young Musicians Unite, and South Florida Cares. The principal will oversee all of the school's programs and initiatives. The assistant principal will monitor activities related to mentorship, team building and agency services. The counselor and mental health coordinator will maintain positive student relationships and behavior as well as ensure information is communicated with stakeholders. Leadership team will provide support and respond to feedback. All agency stakeholders are responsible for building and maintaining relationships that will benefit all students, parents, families and the community.